

# True Sport Long-Term Development FRAMEWORK

 Sport for Life



**TRUE  
SPORT**

True Sport is an initiative of the Canadian Centre for Ethics in Sport (CCES). As a values-based sport network leader, the CCES believes that activating the True Sport Principles, on and off the field of play, will contribute to a positive shift in Canadian sport culture. The CCES would like to acknowledge the outstanding contributions of the expert reviewers who helped tremendously to enhance the value of this resource.

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# Introduction

The *True Sport Long-Term Development (LTD) Framework* provides age- and stage-appropriate suggestions to help you activate the seven True Sport Principles throughout the LTD stages. We designed this resource to provide coaches, teachers and sport and physical activity programmers with ideas to maximize sport and physical activity experiences for all participants. The framework encourages the simultaneous development of ethical and physical literacy, based on Sport for Life's Long-Term Development in Sport and Physical Activity framework. The activities introduced in the early stages of the framework are relevant to participant development and are cumulative as they progress through subsequent stages.

When you use the *LTD in Sport and Physical Activity* framework to introduce participants to sport and physical activity, they are more likely to develop the necessary motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life – this is known as physical literacy. When you introduce the same participants to values-based sport and physical activity through True Sport, they develop reasoning, reflection and communication skills to confidently and consistently make choices that align with their personal values, which contributes to ethical literacy.

By combining physical and ethical literacy development, you will enhance sport experiences, contribute to positive character development, empower individuals to make a positive contribution to society and help them remain active for life.

This resource has been reviewed by Sport for Life to ensure it complements Canada's *LTD in Sport and Physical Activity* framework. Our shared goal is to design fun, inclusive sport and recreation opportunities that develop strong foundations in life and sport.





PRE-STAGES:

# Awareness & First Involvement

To engage in sport and physical activity, individuals must first be aware of what opportunities exist for them, and when they try a new activity, it is critical that the experience is positive.

## AWARENESS

For prospective participants and leaders to get involved in sport and physical activity, they first must become aware of the range of activities available, and inform themselves about how they can take part. Sport and community organizations can highlight opportunities for persons of all abilities to participate in sport, become an athlete, and go as far as their ability and motivation will take them.

True Sport organizations are those who have publicly committed to delivering sport experiences that are consistent with the seven True Sport Principles. When parents/caregivers seek out organizations with whom their values align, they will feel more confident that they will be offered a positive sport experience.

Awareness of sport and activity options is particularly important for equity-deserving groups.

To help promote awareness, sport organizations can:

- › Provide detailed information about opportunities for all abilities and backgrounds.
- › Engage in opportunities for athletes of diverse gender, culture, backgrounds and abilities to speak about sport and the opportunities it provides.
- › Ensure printed and digital promotional materials are available in multiple languages and show diversity of participants.
- › Focus on promoting the positive sport experiences that result from embracing True Sport.
- › Ensure websites and social media campaigns meet accessibility guidelines.

## FIRST INVOLVEMENT

First involvement refers to the first experiences participants have in sport. In this phase it is critical to ensure individuals have a positive experience. Intentionally activating the True Sport Principles helps create the conditions for individuals to have a positive first experience; to value it, commit to it, nurture it and stay connected to it all their lives.

**In order to activate the True Sport Principles during the First Involvement stage, consider the following strategies:**



### **GO FOR IT**

- › Offer a variety of different activities so that new participants can choose what they are most interested in.
- › Engage new participants at a level that makes them comfortable.

### **PLAY FAIR**

- › Give new participants time to experiment, try new things, and learn the rules.
- › Ensure fair access for all based on individual needs.

### **RESPECT OTHERS**

- › Provide opportunities for all new participants and welcome those with differing abilities and backgrounds.
- › Provide feedback and direction using polite, respectful language.



### **KEEP IT FUN**

- › Keep energy high and intervene if you notice the level of fun may be decreasing.
- › Allow flexibility in length of commitment.

### **STAY HEALTHY**

- › Ensure all equipment is in good condition.
- › Ensure participant health and safety is placed above all else.

### **INCLUDE EVERYONE**

- › Offer free, or low cost, opportunities for people to experience your sport or physical activity for the first time.
- › Ensure the facility is accessible, and that resources and adaptations are available to allow all people to participate.
- › Ensure required equipment is available free of charge for first-time participants.

### **GIVE BACK**

- › Follow up with first-time participants to ensure they felt welcome and to gather feedback about how the organization could make the experience even better.

## STAGE 1:

# Active Start

Discovering Movement (Children up to 6 years old)

Children learn to move through play. Encourage them to participate in fun and stimulating activities that introduce basic movements.



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Encourage fun, safe, child-led activities to help develop physical literacy.
- › Introduce new experiences that are age appropriate, safe, and fun.
- › Encourage participants to try their best, whatever their best happens to be that day.
- › Use True Sport Awards to recognize and support the active involvement of parents/caregivers.
- › Complete the NCCP Fundamental Movement Skills workshop.

- › Use physically active games to help develop the skill of processing verbal directions (focus on one direction at a time reinforced by visual cues and progress to two then three bundled directions when ready).
- › Using the True Sport Team characters, introduce the concept of being a good sport and ask participants how they want to show it (e.g., high fives, shaking hands, waves, cheers).
- › Help develop self-regulation by creating opportunities to practice waiting for turns, based on the current ability of each participant (using a 'wait here' sign or special place to stand while waiting can help).

- › Introduce co-operative games and activities.
- › Encourage participants to share access to equipment and to help clean up.
- › Model the use of appropriate language and tone so that young participants learn that the words we choose and how we use them are important.
- › Model the importance of respecting the space where you play by leaving it cleaner than you found it.





## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

- › Encourage both child-led and parent/caregiver-led activities.
- › Invite children to explore their imaginations and make up their own games.
- › Carefully observe participants, looking for signs of enjoyment.
- › Introduce new activities to maintain interest and energy.
- › Choose activities that keep participants engaged. Try to avoid lineups and long waits between turns.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

- › Foster active play.
- › Use age-appropriate equipment.
- › Model healthy behaviour (e.g., proper hydration, being physically active).
- › Encourage families to be active with their children for a minimum of 60 minutes every day.
- › Develop emotional and social skills by inviting and encouraging respectful and creative expression of feelings.
- › Complete [Safe Sport Training](#).

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

- › Create participation opportunities for participants from all backgrounds.
- › Modify activities to make them more accessible and inclusive.
- › Encourage participants to play with someone they haven't played with before.
- › Encourage and engage participants and parents/caregivers to create fun and inclusive ways to welcome new participants and their families.

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Create opportunities to give back by supporting junior athletes as role models and coaches in programs at this stage.
- › Encourage all participants to show appreciation for the spaces in which they play by properly disposing of garbage and recycling.
- › Encourage the team responsibilities to be shared among all parents/caregivers (e.g., co-coaching, setting up or taking down equipment).
- › Encourage expressions of gratitude (e.g., saying "thank you" to volunteers, officials and coaches).

## STAGE 2:

# FUNdamentals

Developing Fundamental Movement Skills (Children aged 6 to 9)

Encourage children to participate in stimulating practices and games that develop a wide range of fundamental movement skills on land, in the air, on snow and ice, and in the water.



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Offer a variety of structured activities and games that develop fundamental movement skills.
- › Provide time for free play so participants have an opportunity to choose which activity they want to try.
- › Continue to encourage active participation, learning and skill development, rather than focusing on performance and winning.
- › Encourage parents/caregivers to use the True Sport Activity Calendar to motivate participants to try new sports and bring the True Sport Principles to life.
- › To develop physical literacy and ethical literacy, engage participants in activities from The True Sport Experience.
- › Introduce games that help develop problem-solving abilities.
- › Complete the NCCP Fundamental Movement Skills workshop.

- › Introduce simple rules and lead a brief discussion on why it is important for participants to follow the rules.
- › Modify rules, where required, to make activities developmentally appropriate and more fun (e.g., rather than full games, play 3 vs. 3 with no goals, with a focus on skill development).
- › Begin to introduce concepts related to commitment (e.g., encourage participants to be responsible for their own equipment).
- › Communicate positively with all participants.

- › Appreciate and remember that not everyone learns the same way or at the same pace and adjust activities accordingly.
- › Model respect for other sports and physical activities.
- › Introduce skills and activities that foster teamwork and co-operation.
- › Provide opportunities for all participants to learn from each other in small groups while building relationships and communication skills.
- › Model good behaviour when children are playing (e.g., avoid yelling, respect officials, show good sportspersonship).
- › Show genuine empathy for participants when they express their feelings.
- › Emphasize the importance of respecting your surroundings (e.g., recycling and venue maintenance).
- › Always be on time and encourage parents/caregivers and participants to be punctual as a sign of respect for others.



## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

- › Focus on learning, fun and friendships.
- › Continue to choose activities that promote social connection (e.g., when introducing themselves have participants say their first name and their favourite colour).
- › Consider incorporating theme days (pyjama day, funny hair day, etc.) to maintain a high level of engagement.
- › Competition should be informal, with no record of results, and incorporate age and stage modifications as appropriate.
- › Encourage active participation in a wide variety of sports and activities.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

- › Develop skills and a positive attitude toward sport and physical activity through unstructured play in safe and challenging environments.
- › Encourage participants to express their feelings.
- › Model and encourage proper hydration habits.
- › Ensure all equipment is in good condition.
- › Introduce games that develop health and fitness concepts through play.
- › Ask questions and encourage dialogue so that participants feel empowered to speak up when something doesn't feel safe.
- › Complete Safe Sport Training.
- › Complete the NCCP Making Headway module.

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

- › Pair up participants in different ways to create a variety of opportunities to learn from each other.
- › Ensure participants have opportunities to try a variety of positions, techniques, and skills.
- › Encourage and engage participants and parents/caregivers to create fun and inclusive ways to welcome new participants and their families.
- › Emphasize the importance of being friendly, respectful and welcoming with teammates, parents/caregivers, coaches, officials, and opponents (e.g., work with participants and parents/caregivers to create a True Sport Agreement for teams).

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Using the True Sport Team characters, introduce the concept of giving back.
- › Introduce and provide opportunities to participate in community-building activities (e.g., food or toy drives, clean-up days).
- › Have participants set up and take down equipment.
- › Provide opportunities for participants to say “thank you” to people who help make their sport experience possible.

## STAGE 3:

# Learn to Train

Developing Foundational Sport Skills (from the age of 8 or 9 to onset of adolescent growth spurt)

Introduce participants to a range of different sports and foster a basic understanding of the principles of play and basic tactics and strategy.



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Refine foundational sport skills and promote multi-sport training.
- › Encourage parents/caregivers to use the [True Sport Activity Calendar](#) to motivate participants to try new sports and bring the True Sport Principles to life.
- › Model behaviours that help shape healthy attitudes towards winning and losing.
- › Introduce the concept of pursuing personal excellence as one potential pathway for participants to follow.
- › When practicing a specific skill, plan two or three drills that achieve the same objective and allow participants to choose which drill they complete.
- › Cultivate individual responsibility by having participants lead warm-ups and take care of personal equipment.
- › Complete the [NCCP Fundamental Movement Skills](#) workshop.

- › Play by the rules.
- › Foster a culture where opportunities are earned through effort and commitment, not just natural ability.
- › Encourage discussion by introducing sport scenarios with ethical considerations (e.g., “What would you do if you saw one of your teammates deliberately cheating?”).
- › Encourage sportspersonship by highlighting examples of fair play.
- › Use the [True Sport Player Selection Process](#) to help navigate the process of assessment for team placement and to emphasize the importance of transparency and fairness.

- › Model behaviours that show respect for officials, players, coaches, and parents/caregivers.
- › Promote engagement in the [No Ref No Game](#) resource to promote respect for officials.
- › Use [True Sport Awards](#) to recognize all those who contribute to a True Sport experience.
- › Encourage sharing feelings and opinions in a respectful manner.
- › Encourage participants and parents/caregivers to see their opponents as competitors and not enemies.
- › Complete [Respect in Sport for Activity Leaders](#).





## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Introduce competitive elements that also make training sessions fun. Consider group activities instead of individual ones.
- › Be creative so there is a high fun factor when children are learning new skills.
- › Foster social connections as a means of increasing engagement.
- › Monitor participants and adapt activities to suit individual preferences wherever possible. This helps recognize that “fun” can mean different things to different people.
- › Encourage parents/caregivers to embrace True Sport by introducing [The Ride Home](#) and [True Sport Tips for Parents](#).

- › Introduce the importance of nutrition and hydration.
- › Help participants begin to learn how to self-regulate emotions by teaching deep breathing (breathe in for 4 seconds – hold for 4 seconds – breathe out for 4 seconds).
- › Introduce the concept of clean sport.
- › Introduce the links between sport, personal development, and life skills.
- › Welcome feedback and open communication so that participants feel safe voicing any concerns or fears they may have.
- › Ensure your approach to training recognizes the fact that people grow and mature differently.
- › Learn about [BodySense](#), and the importance of body neutrality.
- › Ensure an appropriate practice-to-competition ratio based on your sport’s LTD guide.
- › Explain the [Rule of Two](#), why it’s important, and how you will be committing to this best practice.
- › Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn’t feel safe.
- › Complete [Safe Sport Training](#).
- › Complete the [NCCP Sport Nutrition](#) module.
- › Complete the [NCCP Making Headway](#) module.

- › Emphasize the importance of being friendly, respectful and welcoming with teammates, parents/caregivers, coaches, officials, and opponents (e.g., work with participants and parents to create a [True Sport Agreement](#) for teams).
- › Using the [True Sport Team](#) characters, discuss the importance of including everyone.
- › Structure activities so they can be more or less challenging, depending on participants’ abilities.
- › If applicable, complete [Keeping Girls in Sport](#) training.
- › Ensure everyone feels safe, welcome, and empowered to participate.
- › Learn everyone’s name and how best to communicate with each person in your group.
- › Encourage positive social connections throughout the team and discourage cliques.

- › Engage parents/caregivers and participants around a cause(s) that they wish to support.
- › Encourage participants to donate gently used equipment to those in need.
- › Encourage participants to learn about the [True Sport Principles](#). Invite them to choose an action that supports the Give Back principle.
- › Invite older participants to lead group activities and teach sport skills to younger participants.
- › Provide the older participants with real-time encouragement and mentorship.
- › Invite guest coaches (e.g., university athletes) to create opportunities for them to Give Back.



## STAGE 4:

# Train to Train

Building Physical and Mental Capabilities (for the duration of the adolescent growth spurt)

Increased sport specialization with higher training demands, training loads and greater emphasis on tactics and strategy.



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Develop sport-specific and potentially event- or position-specific skills.
- › Talk to participants about helpful vs. harmful coping mechanisms for the physical and mental challenges of higher-level competition.
- › Give participants an opportunity to take on responsibilities that include them in decision-making, like designing drills, or leading warm-up.
- › Encourage participants to recognize the value of learning from mistakes and trying different approaches.
- › Promote and educate participants about the ways that sport can teach valuable life skills.
- › Provide individualized support for any participant facing adversity as part of their sport experience.
- › Encourage participants to document personal and/or team goals.
- › Help participants take ownership of their sport experience by creating a True Sport Agreement.
- › Without bias or judgement, support participants in recognizing their own aspirations in sport – to pursue high performance sport or choose to be active for life.
- › Complete the NCCP Fundamental Movement Skills workshop.

- › Take the time to learn and understand how participants prefer to communicate and learn.
- › Encourage reflection on personal actions as well as those of parents/caregivers, coaches and teammates.
- › Promote ethical choices (e.g., no bending the rules, no performance-enhancing substances or methods, no cheap shots).
- › Explore the reasons behind the rules.
- › Discuss why cheating violates the integrity of the game. Use real-life situations to help participants deepen understanding and inform decision-making.
- › Encourage greater understanding by discussing relevant social justice issues and events in sport.
- › Use the True Sport Player Selection Process to help navigate team selection processes and highlight the importance of transparency and fairness.

- › Work with participants to identify team values and encourage shared accountability to model them by creating a True Sport Agreement.
- › Develop skills to communicate effectively with officials about the rules during competition.
- › Encourage parents/caregivers to complete Respect in Sport for Parents.
- › Cheer for your opponents and encourage participants to do the same. Discuss the importance of honouring competitors.



## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

- › Emphasize the many possible benefits of sport and physical activity (e.g., physical and mental health, social connections, learning from others).
- › Emphasize and actively prioritize fun to counter increasing pressures to drop out (e.g., financial, cultural, social, competitive).
- › Make time for team building and social interaction during every training session and competition.
- › Introduce fun, friendly games and activities to counterbalance the potential stressors of traditional competition.
- › Respect participants' independence. Let them be adventurous and creative.
- › Encourage parents/caregivers to watch [The Ride Home](#) and explore its related resources.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

- › Learn about [BodySense](#) and the importance of body neutrality.
- › Introduce specific physical activity concepts (e.g., sport nutrition, hydration, sleep hygiene).
- › Provide current clean and ethical sport information and encourage participants to complete appropriate clean sport education offered by the [CCES](#).
- › Model [positive self-image and self-acceptance](#).
- › Encourage discussion and reflection about how to achieve a healthy balance between the demands of sport, family, friends, school, spirituality, work, etc.
- › Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn't feel safe.
- › Make participants aware and normalize embracing support channels such as [Kids Help Phone](#).
- › Include exercises and games that develop both sides of the body equally, especially in asymmetric sports that may develop one side of the body more than the other (e.g., fencing, racket sports).
- › Complete [Safe Sport Training](#).
- › Complete the [NCCP Sport Nutrition](#) module.
- › Complete the [NCCP Making Headway](#) module.

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

- › Intentionally set up training groups to mix and match various skill sets and positions throughout the season.
- › Introduce healthy team-building activities to help participants and their families get to know one another.
- › Model inclusive behaviour (e.g., address each participant using their correct pronouns).
- › Promote understanding for variations of your sport (e.g., different specializations, modified/para sport, different levels/age groups, non-competitive approaches to training).

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Encourage participants, parents/caregivers to donate time to support community causes.
- › Create a youth activator position on your club's Board of Directors to actively solicit their input.
- › Encourage participants, parents/caregivers to volunteer (e.g., become officials, help run events, start coaching).
- › Use the [True Sport Principles](#) to encourage dialogue about how participants can give back to their community.
- › Support participants in becoming a camp instructor or junior coach for younger participants.
- › Set up a [Junior True Sport Champions](#) program to engage youth as future leaders.

## STAGES 5 AND 6:

# Train to Compete/Train to Win

### High-Performance Sport

Full-time training — progressing from national-level competition to world-class competition at the highest level.



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

- › Provide year-round, individualized event- and position-specific training.
- › Train participants to peak for major competitions.
- › Increase the emphasis on personal commitment to help achieve individual and collective outcomes.
- › Provide training opportunities that maximize participants' mental readiness (e.g., preparation, positive attitude, perception, concentration, control).
- › Include participants in planning and decision-making.
- › Encourage participants who are interested in pursuing training that is suitable for winning performances.
- › Encourage participants to engage in a variety of goal-setting exercises to stay focused and help develop resiliency.
- › Help participants recognize the relationship between their intrinsic motivation and their success at higher levels of competition.
- › Model and foster a growth mindset.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

- › Outline expectations in advance and apply the rules consistently.
- › Model fair play and expect the same from participants, parents/caregivers, officials and others.
- › Encourage your organization to use the [True Sport Coach Selection Process](#) to emphasize the importance of transparency and fairness.
- › Help participants channel emotional energy in a positive way.
- › Advocate for clean sport, equity, integrity, fairness and safety.
- › Encourage discussion and greater understanding around racism, gender discrimination, and other forms of marginalization in sport.
- › Use the [True Sport Player Selection Process](#) to help navigate team selection processes and highlight the importance of transparency and fairness.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Provide feedback and corrections using polite, respectful language.
- › Encourage participants to become self-aware and to use that awareness to support their development inside and outside of sport.
- › Speak out respectfully and knowledgeably about social issues that matter to you and encourage participants to do the same.
- › Promote engagement in the [No Ref No Game](#) resource to promote respect for officials.



## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

- › Monitor participant behaviour and energy to ensure they're having fun. Ask for suggestions to make activities more fun.
- › Emphasize the joy of effort and encourage a commitment to excel.
- › Celebrate all forms of achievement.
- › Educate participants about the value of positive social networks (inside and outside sport) and how they contribute to a positive sport experience.
- › Highlight the connection between enjoyment of sport and high performance (i.e., the more you love the sport, the more likely you are to invest time in your development).
- › Help participants appreciate the learning and perspectives that can come from losing.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

- › Challenge participants to learn more about sport nutrition, clean sport, sport psychology, [BodySense](#), and proper equipment usage. Encourage them to share learnings with teammates and with younger participants who see them as role models.
- › Encourage participants to learn about clean and ethical sport by completing appropriate clean sport education, like [True Sport Clean](#).
- › Offer a transition pathway for participants to set the stage for them to remain active for life.
- › Discuss the importance of caring for your mental health.
- › Talk about the benefits of self-care and brainstorm ways to engage in it.
- › Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn't feel safe.
- › Complete [Safe Sport Training](#).
- › Complete the [NCCP Sport Nutrition](#) module.
- › Complete the [NCCP Making Headway](#) module.

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

- › Discourage cliques by intentionally bringing participants together in different groups in training, and engaging in conversations about actively practicing acceptance and inclusion.
- › Include participants in decision-making to foster a greater sense of autonomy and engagement.
- › Provide regular opportunities for participants to share thoughts and opinions verbally and in writing. Accept anonymous submissions.
- › Invite former participants, coaches, and volunteers to share their unique perspectives on sport and the impact it can have.
- › Provide a list of grants and financial resources that can support participants and coaches who are on a high-performance pathway.
- › Proactively share your pronouns to normalize the behavior of not making assumptions about gender identity.

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Encourage open, safe, and constructive conversations about topical issues affecting sport (e.g., diversity and inclusion, clean sport, safe sport).
- › Provide opportunities for participants who want to share their sport experiences through public speaking and role modeling.
- › Become a champion for [True Sport](#) and [Sport for Life](#) and encourage participants to do the same.
- › Host a free drills and skills program for younger participants from your school, club, or community.



## STAGE 7:

# Active for Life

Fit for Life/Competitive for Life

At any stage after learning the basics of a sport, regardless of age or level of ability. Participants may engage purely recreationally (Fit for Life) or competitively (Competitive for Life).



### GO FOR IT

Rise to the challenge—always strive for excellence. Be persistent and discover how good you can be.

- › Help participants develop a solid foundation upon which to build their lifelong engagement in sport.
- › Encourage participants to stay active by trying new sports.
- › Offer friendly competitions and age-appropriate events for participants who are interested.
- › Ensure that all participants have access to appropriate skill development opportunities.
- › Use [True Sport Awards](#) to recognize effort and perseverance.
- › Encourage your sport organization to align its decision-making with organizational values and the True Sport Principles by implementing a [True Sport Policy](#).
- › Complete the [NCCP Fundamental Movement Skills](#) workshop.

### PLAY FAIR

Understand, respect, and follow the rules. Play with integrity—competition is only meaningful when it is fair.

- › Promote playing by the rules by teaching and living them consistently as a group, regardless of your role.
- › Show compassion when beginners are learning the rules. Give them time to learn and adjust (e.g., in hockey, officials can call out “offside” and give players a chance to correct instead of immediately stopping play).
- › Be honest and model integrity. Hold yourself accountable and expect others to do the same.

### RESPECT OTHERS

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

- › Insist on respect for everyone at all times.
- › Reinforce positive behaviours that help build character and set standards.
- › Encourage participants, spectators, and coaches to respect and thank officials.
- › Promote engagement in the [No Ref No Game](#) resource to promote respect for officials.





## KEEP IT FUN

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

## STAY HEALTHY

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

## INCLUDE EVERYONE

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

## GIVE BACK

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

- › Encourage participants to try new sports and activities.
- › Encourage transitions from one sport to another as participants age and/or their interests change.
- › Provide opportunities for social connection with everyone on the team.
- › Emphasize and help others recognize the benefits that come with an active lifestyle.
- › Offer times for all levels of ability to participate in a shared space where experienced participants can encourage and inspire beginners.
- › Pursue a positive work-life-play balance and encourage participants to do the same.
- › Research and discuss the many health benefits of an active lifestyle.
- › Promote sport and physical activity as a way for people to reduce stress and improve their mental health.
- › Recognize that the transition from one sport to another is possible and always requires an adjustment period.
- › Encourage participants to participate in physical activity outdoors and to access active transportation wherever possible.
- › Encourage unorganized family or household play and activities.
- › Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn't feel safe.
- › Complete Safe Sport Training.
- › Complete the NCCP Sport Nutrition module.
- › Complete the NCCP Making Headway module.
- › Be accepting of varying levels of ability. Structure activities to accommodate them.
- › Create a sliding scale of registration fees to remove cost as a barrier to participate in sport.
- › Ensure fair access for all participants, based on their needs.
- › Encourage sport organizations to make programs more accessible (e.g., provide equipment, waive fees).
- › Proactively share your pronouns to normalize the behavior of not making assumptions about gender identity.
- › Learn about Coaching Masters Athletes.
- › Encourage participants to seek out and complete training for the roles in which they wish to serve (e.g., coach, official, board member, administrator).
- › Rally your community to become a True Sport Community, then apply the True Sport Guidelines for Communities.
- › Encourage participants to consider sport-related careers such as coaching, officiating, sport administration, small business enterprises, or media.
- › Partner with community-based organizations to support sport programs that recruit newcomers to Canada, people with a disability, as well as BIPOC and LGBTQI2S+ participants.
- › Encourage your community to engage in constructive public debate about important sport-related issues.



**To demonstrate your commitment to  
values-based sport, join True Sport today!**



**[truesport.ca/join](https://truesport.ca/join)**

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