

A young girl with blonde hair, wearing a pink long-sleeved hoodie, is performing a handstand on a large, mossy stone block. She is positioned in the center of the frame, with her body inverted and her hands resting on the stone. The background is a lush, green forest with various trees and foliage, creating a natural and serene setting. The lighting is soft, suggesting an overcast day or a shaded area within the forest.

***PLANNING TOOL FOR  
ENVIRONMENTAL  
MOVEMENT OPPORTUNITIES***

***VERSION AS OF 231020***



# ENVIRONMENTS THAT PROMOTE PHYSICAL LITERACY



*This planning tool includes guiding questions about future visions and about design principles that characterize environments with rich movement opportunities.*

*The idea with the planning tool is that it should function as a support in development processes that aim to create attractive movement opportunities, environmental offers and meeting places for everyone. It gives more people better opportunities to grow and thrive towards their best selves. The planning tool can :*

- Raise the level of knowledge and awareness of what affects people's inclination to value and want to use an environment.*
- Facilitate dialogue and collaboration between different stakeholders in a development process.*
- Contribute to economic and ecological sustainability as we create more social value with fewer resources.*

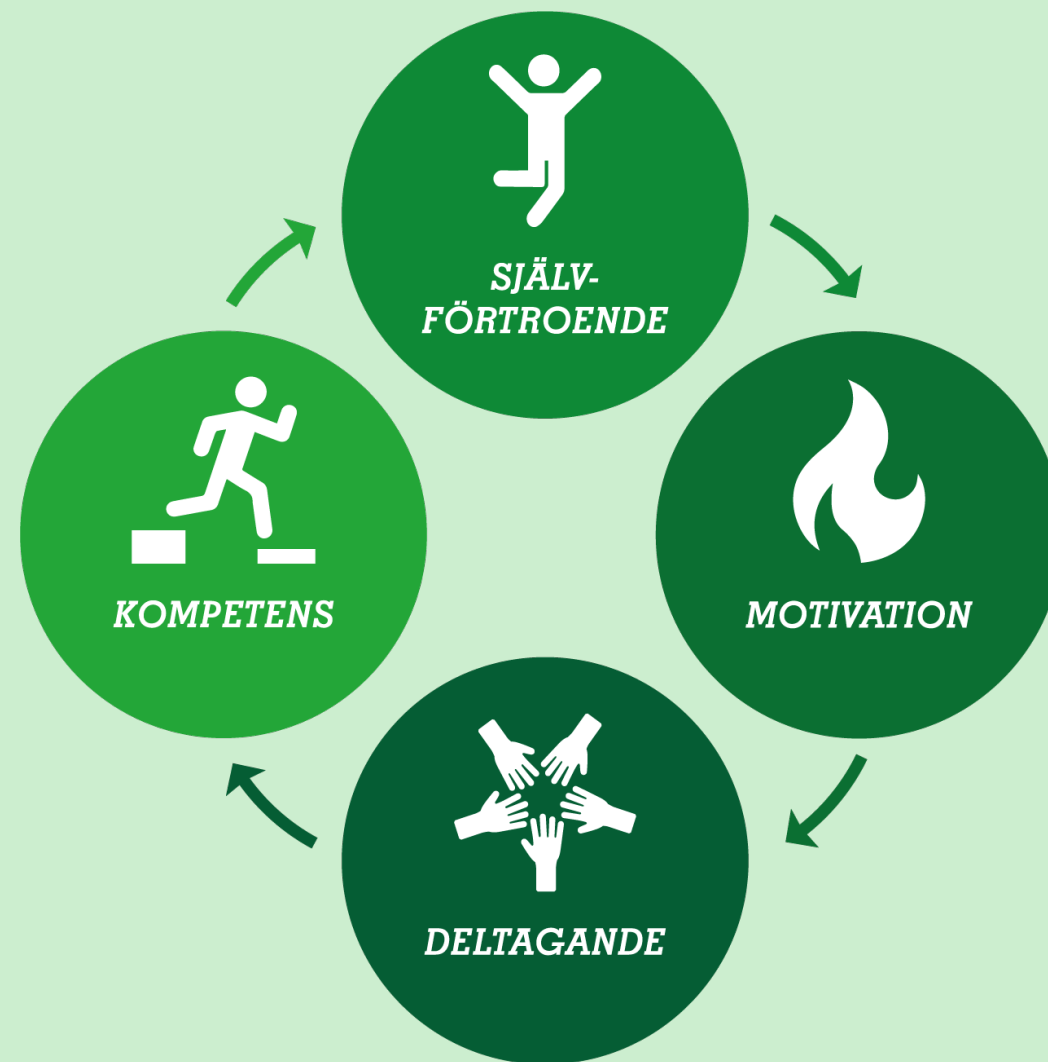
# WHAT IS PHYSICAL LITERACY?

Physical activity can be described as each person's tendency to value and choose to participate in physical activities. This propensity is of great importance to our opportunities to grow and flourish towards our best selves because we humans are by nature embodied beings.

We make progress on our physical literacy journeys when, in the context of movement, we gain experiences of getting better, gain greater confidence in our own abilities and when we are driven by inner motivation. The process is illustrated in the physical literacy engine.

Promoting physical literacy means adopting a particular approach that affects how we view people, the world, physical activity and health. The physical literacy promotion approach is based on a philosophical foundation that reminds that all people:

- are wholes. Head, heart and hands are inseparable
- shaped by and always interacting with the environment.



The PL engine





## INITIAL GUIDING QUESTIONS

### 1. WHY

Why do we wish to develop this environment? What does the desired future state look like? What do we wish to achieve? What are the challenges?

### 2. HOW

Which methods and planning tools are available? How can we create a sense of urgency to engage and encourage more people to want to contribute?

### 3. WHAT

What should we actually build? What solutions do we choose?



# SCANNING OF AFFORDANCES – DRAFT 230501

## SOCIAL MEETING PLACES

Opportunities for interactions | Rooms, walls | Different levels of exposure (on-, off-, & back-stage)

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Trust, safety, contact, belonging, rest, recovery

## FLEXIBLE DESIGN

Unprogrammed environment | Asymmetrical | Changeable, loose materials | Possibilities to create challenges

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Multiple purposes, creative thinking, ownership, identity and interest tied to place

## GREEN VALUES

Trees, bushes, rocks | Maintain existing environmental values | Natural materials, different elements | Utsikt | Topografi

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Disposition to care for, get in contact with and feel safe in natural environments

## MULTIPLE LEVELS OF CHALLENGE

A level of challenge for all levels of ability | Different ages | Rullstolsburen | Kontrasterande färger & ljus

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Inclusive design, affordances for all

## MULTIPLE TYPES OF INTERESTS

Friends | Sports | Culture and the arts | Nature- and outdoor recreation | Dance | Gaming | "Urban sport" | Motorsport

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Movement intersection, meeting place, easy to try new activities and get in contact with others

## ACCESSIBILITY/USABILITY

Summer | Winter, snow & ice | Rain & wind | Adequate lighting | Open to all | Specific equipment

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Active life all days of the year, at all times and seasons



## ***Receipt***

– validation and principles to define valuable characteristics in environments that already exist

## ***Compass***

– scanning and identifying opportunities to enrich and develop new and existing environments

## ***Collaboration***

– neutral and inclusive framework that can give different partners a common direction



# Supporting theories and insights

The planning tool was originally created as a Swedish translation of the insights and principles described by Dr. Dean Kriellaars in the document *Physical Literacy Enriched Environmental Design (PLEED)*. Read more about PLEED [here >](#)

The tool has since been further developed, among other things, based on the concepts

- "Risky play". Highlighting the value of exciting and challenging play for children's development. Read more [here >](#)
- The value of access to green and natural environments. Read more [here >](#)
- The self-determination theory of what fuels intrinsic motivation. Read more [here >](#)
- "Flow". The importance of providing different levels of challenge so that everyone can

choose something that suits their perceived ability. Read more [here >](#)

In 2022, Märit Jansson and colleagues published a literature compilation that largely validates the content of the Planning Tool. Read more [here >](#)

This guide has been produced by Change the game within the framework of the Vinnova-financed project *Physical literacy public environments*. [Read more here >](#)

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# IN A PHYSICAL LITERACY COMMUNITY

*...everyone has a chance for an active, healthy  
life and to reaching their full potential.*

— Grundare —

Medspelare —



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