



Broomball Canada **Long Term** **Development**



BALLON SUR GLACE
BROOMBALL
CANADA

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Introduction

The Sport for Life Long-Term Development (LTD) in Sport and Physical Activity is a framework for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It considers growth, maturation and development, trainability, and sport system alignment (LTD 3.0, p.6). The three main goals of Long-Term Development in Sport and Physical Activity are to support the development of physical literacy, strive for excellence, and empower people to be active for life.



Broomball Canada's vision is aligned with the True Sport Principles from recreational play to the competitive pathway. The LTD in sport and in Broomball believes that every child, youth and adult deserves a quality experience every time they participate in physical activity or sport. Quality means good programs, in good places, delivered by good people. The LTD framework is split into stages in which a player will move from simple to more complex skills and from general to broomball related skills.

Broomball Canada is excited to introduce their revised LTD framework. Since the first LTD was developed in 2009, and with several updates from Sport for Life since then, a revision was necessary. The sport has evolved, and science-backed research has provided new insights. Continuous improvement is essential for significant future impacts. Additionally, a new survey of broomball players across the nation has given us fresh perspectives on the challenges they face and their reasons for staying in the sport. These results have proved to us that the broomball player has evolved and so has their pathway in the sport. The updated LTD framework incorporates several significant changes to better meet the needs of today's athletes. It emphasizes a more inclusive approach, ensuring equity and diversity by shifting from a system that cuts and excludes participants to one that includes everyone and assists those who may not be achieving the experience they desire by helping them transfer to other sports or activities where they can thrive. The framework continues to support moving from age-based programs suitable for the average participant to stage-of-development appropriate participation for all. It transitions from focusing on wins and standings to facilitating meaningful competition where learning is prioritized. Training for children is now designed to be periodized and appropriate to their developmental stages, rather than treating them as miniature adults. The emphasis has shifted from purely physical activity to developing physical literacy across the lifespan, from preschoolers to seniors. The new framework fosters collaboration across all levels within a sport, from grassroots to World Championship teams, to maximize benefits, reduce overlaps, and provide athletes with a clear, unified pathway to achieving their sporting goals. This holistic approach aims to create a Canadian sport system that is both good for sport and good for society.

SEVEN GUIDING PRINCIPALS

The Seven Guiding Principles of Long-Term Development in Sport and Physical Activity closely align with Sport for Life's primary objectives of promoting physical literacy, establishing pathways to sport excellence, and encouraging lifelong physical activity namely through sport. These principles have evolved over time from the initial 10 Key Factors, that was in our 2009 version of the LTD, to better guide individuals, organizations, and communities in Long-Term Development practices. This refinement into the Seven Guiding Principles offers a simplified and more accessible framework for organizations to assess and improve their sport development strategies.

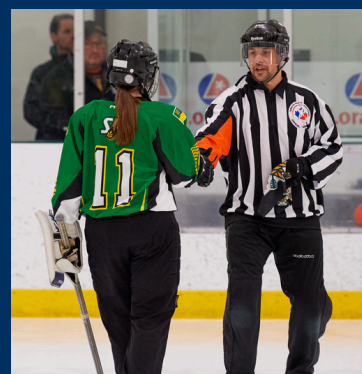


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- 2 Evidence-informed Continuous Improvement
- 3 Developmentally Appropriate Activities
- 4 Physical Literacy to Multisport to Specialization
- 5 Safe, Inclusive and Welcoming
- 6 Excellence Takes Time
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Collaborative and Aligned

Creating a high-quality sport and physical activity ecosystem that optimizes participant development pathways and fosters physical literacy development relies on collaboration and alignment. Participants engage in sport and physical activity programs offered by various organizations at different levels, including recreation providers, school programs, and clubs at local, regional, provincial and national levels. While challenging, participants greatly benefit from program alignment within a single sport, across sports, and across all sectors. Broomball Canada works in synergy with its Provincial and Territorial organizations on key components such as knowledge exchange, strategic resource allocation, data-driven decision-making, and inclusivity to offer the best programs that suit their current and future needs.

Broomball Canada encourages their Provincial and Territorial organizations to do the same with their respective clubs and schools under their jurisdiction. Broomball Canada is always present to help its membership with resources or funds to help grow and promote the sport across the country. When every level of organization collaborates to foster the growth of the sport, it brings benefits to all stakeholders. Embracing and maintaining this principle ensures a cohesive and unified approach to participant development. The key to achieving collaboration lies in a deep understanding of the LTD and consistent, high-quality communication. Broomball Canada remains open to receiving feedback and sharing information to foster this collaborative spirit.





Evidence-informed Continuous Improvement

2

The pursuit of ongoing enhancement drives Long-Term Development in Sport and Physical Activity. These frameworks and programs adapt to changes in sport and physical activity structures, informed by the latest sport science and practical coaching insights. These frameworks and programs prioritize necessary updates and improvements, drawing from evidence-informed practices while not strictly adhering to evidence-based methodologies. In the rapidly evolving realm of technology and research, new data from studies can swiftly influence our understanding of sports. It's crucial to remain updated on any significant information to stay informed and adapt accordingly. Broomball Canada understands the importance of making small adjustments, progressing incrementally, monitoring progress and analyzing data by continuously fueling its LTD framework contents with the latest evidence.



3

Developmentally Appropriate Activities



Figure 1: Sport for Life Development Goals, (LTD 3.0, p.3)

The Sport for Life Long-Term Development framework emphasizes the importance of optimal programs that are tailored to developmentally appropriate activities. This principle underscores the necessity of customizing training, competition, and recovery plans to align with an individual's unique stages of physical, intellectual, social, cultural, and moral development. This includes considering participants' developmental and chronological ages, as well as being sensitive to their growth periods when designing training, competition, and recovery programs.

Developmentally appropriate practices are based on growth and development, which are crucial for effective participant development, focusing on the Skeletal, Muscular, Nervous, Endocrine, and Cardiovascular Systems. Previous LTD frameworks emphasized developing physical capacity (sensitive periods, windows of trainability, measurement of peak height velocity (PHV)). This focus should be maintained and integrated with other skills, competencies, and capacities (e.g., speed window, aerobic power, strength).

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4 Physical Literacy to Multisport to Specialization

Prioritizing physical literacy and steering clear of premature specialization underscores the importance of first concentrating on building physical literacy skills. This is followed by engaging in multiple sports to enhance fundamental movement skills and establish foundational sport abilities, which collectively contribute to athleticism. Emphasizing physical literacy alongside a gradual, customized approach to specialization remains crucial for unleashing one's full athletic potential.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (International Physical Literacy Association, 2017). It is imperative to address the development of basic movement (run, jump, skip, throw, catch, etc.) of motor and sport skill in children, before their growth spurt. This holistic approach accompanies children to become physically literate, which lays the foundation for later sport excellence or being active for life. As children develop these fundamental skills, they also learn to use objects, such as sticks or racquets, as extensions of their bodies, enhancing their ability to engage in a wider range of physical activities and sports.

While building physical literacy, utilizing a multi-sport approach is beneficial for a child's development. Gymnastics is always a recommended starter activity as it will help with the body to ground connection and coordination. Once children get older, they can combine sports with similar characteristics as Broomball to complement their off-season. Sports such as Lacrosse, baseball or ball hockey are all great in order to help develop good hand-eye coordination.

It is also important to keep in mind as coaches and parents that not all individuals have the same predisposition and are equally capable in all sports, and both enjoyment and success are related to how proficient an individual is in the sport they play. Sampling many sports in the early stages can help participants find sports and physical activities to which they are well suited.

As children transition into their teenage years, they may start to focus more on specializing in specific sports to which they have developed more interest. It's important to note that even professional athletes don't engage in continuous training in their sport throughout the year. Taking breaks and participating in different sports based on the season can be advantageous for a specialized sport performance.



Safe, Inclusive and Welcoming

5

Every year, Broomball Canada organizes championships and events that prioritize safety, inclusivity, and hospitality. Participants are required to complete CAC's Safe Sport training and must adhere to our comprehensive Safe Sport policies. These policies encompass the Athlete Code of Conduct, as well as the Diversity, Equity, and Inclusion policy, ensuring a welcoming and fair environment for all involved. We also adhere to the Universal Code of Conduct to Prevent and Address Maltreatment in Sport (UCCMS) to advance a respectful sport culture that delivers quality, inclusive, accessible, welcoming and safe sport experiences in our broomball communities.

Broomball Canada strives to tackle systemic barriers, stage by stage, to ensure quality sport is equitably accessible to everyone. Broomball is not just a sport; its players become more like family over the years. It fosters a community where everyone can thrive regardless of their background, gender identity or skill level. The sport's emphasis on safety, ensures that players can enjoy the game without compromising their well-being. Its inclusive nature welcomes players of all ages, genders, and abilities, creating a diverse and vibrant community on the ice. This welcoming atmosphere extends beyond the game itself, as broomball teams often come together to support one another and celebrate the spirit of camaraderie that defines this exceptional sport.

Given that increasing participation will require strong partnerships with provinces, territories, and clubs, Broomball Canada adopts a "bottom-up" approach to understand the unique contexts within communities. Each community has distinct opportunities and challenges, making co-creation and cooperation highly beneficial. Cultural awareness and consultations with community groups are essential, as our idea of a safe, inclusive, and welcoming culture might differ from theirs.



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Excellence Takes Time

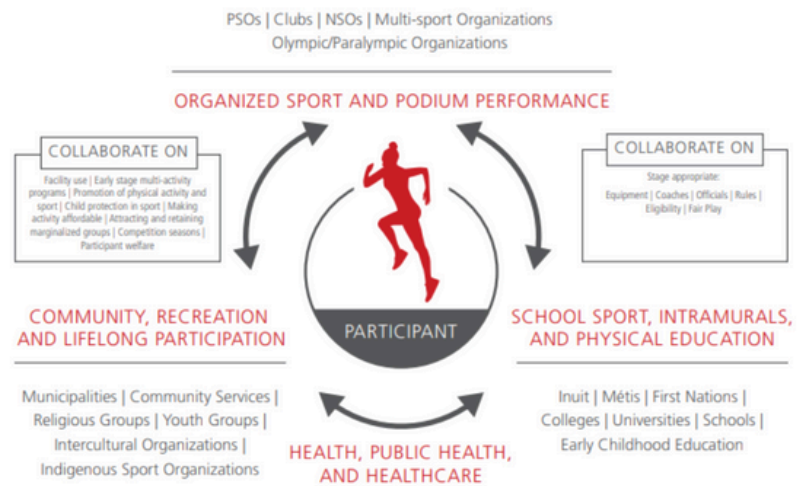


Figure 2: A Multi-Sectoral Approach (LTD 3.0, p.39)

Excellence in sport and physical activity is not achieved overnight; it demands a meticulously planned, systematic, and progressive engagement spanning extended periods. Each participant embarks on a unique, non-linear journey that necessitates tailored approaches to training, competition, and recovery. These strategies are intricately aligned with their developmental stage and individual goals, ensuring optimal performance and sustained growth over time.

Physical literacy

is the...



Figure 3: Physical Literacy Cycle (LTD 3.0, p.22)

According to Anders Ericsson, a psychology professor at Florida State University who spent his lifetime studying the subject; it takes about a decade of deliberate practice and experience to reach excellence, whether it be in arts, technology and even sports. Researchers have been preaching for years that it takes a minimum of 10 years or 10,000 hours of training for a talented athlete to reach elite levels. For the athlete and coach, this translates into slightly more than 3 hours of deliberate training or competition daily for 10 years. Our sport is no exception to this rule - 65% of elite broomball players have been playing for more than 15 years. Broomball Canada and its coaching programs must develop effective and efficient training programs for players based on a stage-by-stage approach.

7 Lifelong Engagement

This principle focuses on the lifelong development of physical literacy and engagement in sport and physical activity, from Active Start to Active for Life. It includes five key elements: maintaining optimal physical capacity throughout life; building physical literacy, fundamental movement skills, and foundational sport skills; nurturing mental resilience and decision-making abilities; fostering effective communication and a sense of community belonging; and implementing a comprehensive, holistic approach that accommodates diverse needs and includes everyone. This principle promotes health and well-being across the lifespan.



Broomball is a game for all ages, offering lifelong participation that extends far beyond youth leagues. Everyone can find continued mobility and engagement through broomball, showcasing its adaptability to varying abilities over time. In our sport, inclusivity extends to individuals aged 40 and beyond, who are not only encouraged but warmly welcomed to try their hand at the sport. This fosters a community where everyone, regardless of age or experience level, can enjoy and contribute to the game. We celebrate diversity and embrace newcomers with open arms. The Canadian Society for Exercise Physiology (2024) recommends that adults aged 18 to 64 years old should perform Moderate to vigorous aerobic physical activities such that there is an accumulation of at least 150 minutes per week. Why not play broomball a couple times a week to achieve that goal?

LTD Pathway

Broomball Canada has developed a new LTD to help conceptualize pathways in the sport and identify different stages of development – which consider both age, growth and skill level. While these stages of development are generally defined, it is very important to understand these concepts as a guide, not a rule. Programs and coaches should continuously challenge themselves to get to know the players they work with and meet participants and athletes where they are at as individuals within the team setting.

Building a solid foundation (123)

Children pass through these first stages in large part simply because they are growing and developing. Adults when learning a new sport or physical activity pass through the FUNdamentals and Learn to Train stages. The transition from stage to stage is developmentally based. Developing physical literacy is the main focus of these stages .



Podium Pathway (456)

The competitive pathway describes specific research, themes and principles from across sport and consists of 3 stages; Train to train, Train to compete & Train to win. Players who enter these stages want to excel in the sport and reach the national level and have the opportunity to enter Broomball Canada's High Performance Program.

Foundation Stages (123)

Active Start

RUNNING



In the Active Start stage, kids develop through play and movement, the fundamental movement skills such as **running**, jumping and throwing, and learn how to link them together. Developmentally appropriate activities will help participants feel competent and comfortable participating in a variety of fun and challenging activities and games. Active Start is not included in Broomball Canada's [Grassroot Guidelines document](#) as we believe that there should not be any competition and standards between teams at that level. Should kids wish to sign up in a club, games provided during the practices may consider challenging situations as in games.

Skill	Developmental Goals
Physical	<p>Agility, balance, coordination and speed through fun games.</p> <ul style="list-style-type: none">• Perform coordination and agility exercises such as relay races• Demonstrate improved balance by holding a one-leg stance (dominant leg)• Change speed (increase/decrease) on ice to be more comfortable with the ice surface
Technical	<p>Stance & position, movement on ice (running & stopping). Develop physical literacy while enjoying holding a stick and pushing, shooting the ball.</p> <ul style="list-style-type: none">• Perform activities that include stop and go's on ice• Learn how to fall and get back up• PLAY AND EXPERIMENT

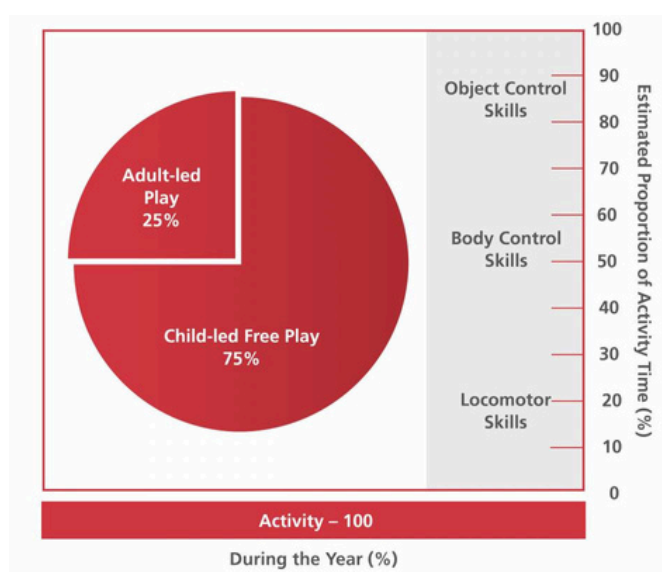
Foundation Stages (123)

Active Start

RUNNING



Skill	Developmental Goals (continued)
Tactical	<p>No competition between teams</p> <ul style="list-style-type: none"> Inter squad mini challenges (game-like) (2 v 2 short duration - by relays) Learn to score in the right goal
Lifestyle	<p>Encourage players to drink water, snacks after sessions. Eat a variety of fruits and vegetables. Minimum of 10 hrs of quality sleep per night (PHAC, 2019).</p> <ul style="list-style-type: none"> Drink water often during breaks of active time . Consume a healthy snack shortly after game time. Report feeling well-rested and ready for practice and game.



Foundation Stages (123)

FUNdamentals

STICK & BALL



In the FUNdamentals stage, participants develop fundamental movement skills in structured and unstructured environments for play. The focus is on providing fun, inclusive, multisport, and developmentally appropriate sport and physical activity (Sport for Life, 2024). It's important to keep a wide perspective on the development of young participants' movement & broomball skills as part of well rounded overall development. In these early stages, the main objective is to give kids a chance to move on the ice and get familiar with the **stick and ball** control. The exercises should be fun games between players so that they can be social and be comfortable on the ice. Develop skills by exposing participants to a variety of environments – indoors and outdoors, on land and ice. These experiences will result in the participant developing a wide range of movement skills along with the confidence and desire to participate.

Skill	Developmental Goals
Physical	<p>Agility, balance, coordination and speed.</p> <ul style="list-style-type: none"> Perform agility and coordination exercises such as relay races in the warm up. Demonstrate improved balance by holding a one-leg stance (both legs). Increase acceleration from a stand still position
Technical	<p>Basic stick handling skills. Introduce diving from a kneeling position. Combined skills: dribbling & passing, dribbling & shooting, stopping the ball with the stick.</p> <ul style="list-style-type: none"> Transfer the ball (shoot, pass and receive the ball) Carry the ball (dribble the ball between cones or straight on the ice) Play goaltender and perform skills pertaining to that position such as shuffling side to side
Tactical	<p>By the end of the season, players understand basic playing positions (forward, defense, goaltender). Introduce the concept of controlling the ball and looking to goal or to find closest teammates. Introduce basic decision making of when to pass, when to shoot and follow for the next play.</p> <ul style="list-style-type: none"> Practice playing all positions

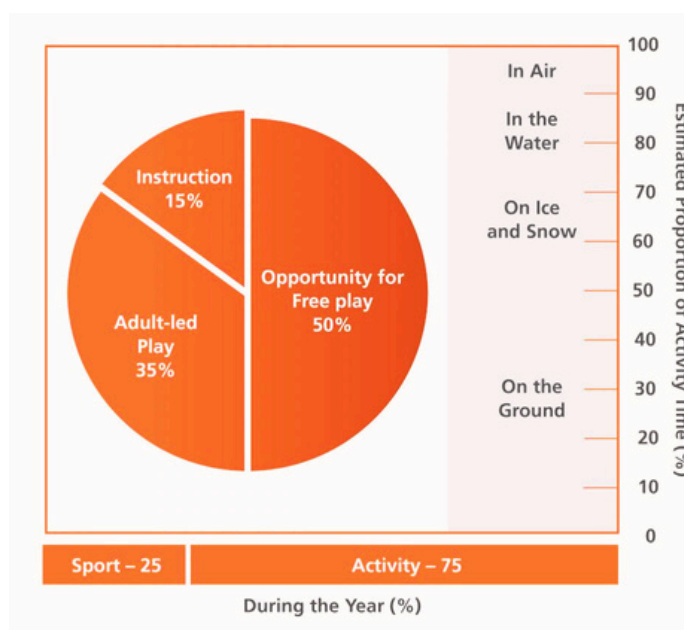
Foundation Stages (123)



FUNdamentals

STICK & BALL

Skill	Developmental Goals (continued)
Mental	<p>Promote self confidence and positive attitude. Show courage to try new skills Express emotions, keep eye contact with others, engage in activities, be assertive and have positive body language</p>
Lifestyle	<p>Encourage players to drink water, snacks after sessions. Eat a variety of fruits and vegetables. Minimum of 10 hrs of quality sleep per night.</p> <ul style="list-style-type: none"> • Drink water often during breaks of active time • Consume a healthy snack shortly after game time • Report feeling well-rested and ready for practice and game



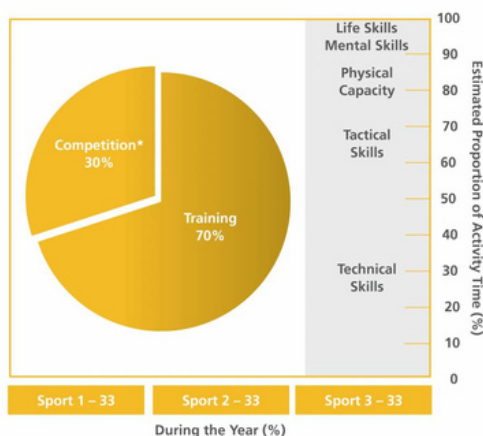
Foundation Stages (123)

Learn to Train

TEAMMATES



Skill	Developmental Goals (continued)
Mental	<p>Introduce relaxation and concentration exercises, mental preparation and goal setting, self talk and verbal cues.</p> <ul style="list-style-type: none"> • Listen to instructions and perform the exercise without being distracted • Set goals and have steps to achieve them • Have a pre-game routine • Develop breathing techniques to calm emotions
Lifestyle	<p>Encourage players to drink water, snacks after sessions. Eat a variety of fruits and vegetables. Minimum of 10 hrs of quality sleep per night. Pre-game warm-up and post game stretches.</p> <ul style="list-style-type: none"> • Drink water often during breaks of active time • Consume a healthy snack shortly after game time • Report feeling well-rested and ready for practice and game • Self initiate warm up exercises and perform post game stretches



*Includes both competition, and competition specific training

Podium Pathway (456)

Train to Train



During the Train to Train stage, athletes show great development in various performance components like physical, technical-tactical, mental, and emotional skills. This phase is marked by rapid physical growth, skill development, and increased commitment. Success in broomball requires understanding the **opponent** on the ice, including identifying their presence and positioning. Mastering broomball skills under various conditions is crucial for success. Players continually improve their physical abilities to enhance game performance, while also integrating ancillary skills such as nutrition, movement preparation, and recovery into their daily training routine.

Skill	Developmental Goals
Physical	<p>Implement a regular, periodized training, and competition plan using single or double periodization.</p> <ul style="list-style-type: none"> Follow a physical training regimen that includes all aspects of general fitness Gains may be limited by growth spurt. Maintaining good training habits.
Technical	<p>Refining skills from the previous stage. Skills emphasized in game situations. Accuracy and speed increased in execution of skills under pressure.</p> <ul style="list-style-type: none"> Pass the ball on the stick of a teammate with opponent pressure Pass and shoot the ball while running Hit a target with a shot, with increased accuracy Perform skills on their non-dominant side
Tactical	<p>Introduce tactics relating to special teams: power plays, penalty killing, overtime.</p> <ul style="list-style-type: none"> Start consistently playing at a specific position Improved understanding of role on the ice in all moments of the game.

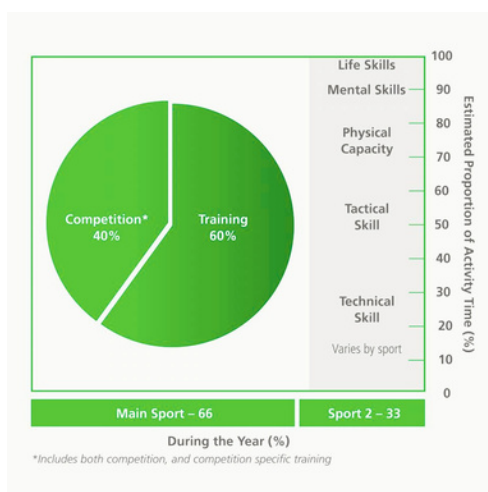
Podium Pathway (456)

Train to Train



OPPONENTS

Skill	Developmental Goals (continued)
Mental	<p>Develop relaxation and concentration exercises, mental preparation and goal setting, self talk and verbal cues. Introduce managing distractions.</p> <ul style="list-style-type: none"> Ignore outside distractions during game time Listen to instructions and perform the exercise without being distracted. Can visualize the exercise and quickly implement Act upon individual and team goals to achieve team performance Establish individual and team pre-game routines Develop breathing techniques to control stress and anxiety
Lifestyle	<p>Encourage players to drink water, snacks after sessions. Eat a variety of fruits and vegetables. Minimum of 8 hrs of quality sleep per night. Pre-game warm-up and post game stretches. Physical literacy movement preparation as part of warm-ups. Recovery and regeneration strategies (ice baths, stretches, active recovery, massages, etc.)</p> <ul style="list-style-type: none"> Stay hydrated and follow a specific meal plan suggested by a nutritionist Report feeling well-rested and ready for game time Perform pre-game warm up exercises that mimic playing movements Regularly see health professionals such as massage therapists





Podium Pathway (456)

Train to Compete & Train to Win

MINDSET

As the player progresses through the stages, they exhibit a high degree of skill mastery, seamlessly integrating advanced techniques into complex tactical maneuvers across diverse game scenarios. Their ability to follow a game plan and make astute decisions during plays is a testament to their understanding of the game. In this advanced stage, the player not only excels in technical/tactical execution but also engages rigorously in fitness activities that significantly enhance their overall performance.

Through dedication, perseverance, and maintaining a positive [mindset](#), athletes can excel in the sport of broomball. Those who demonstrate exceptional skills and commitment may have the opportunity to join Broomball Canada's High Performance program. This prestigious program allows players to represent their country at national levels and compete in international competitions, showcasing their talents on a global stage. Broomball Canada has developed a [macrocycle](#) as a reference to the physical attributes (speed, agility, stamina and strength) to be acquired by its athletes. [Testing standards](#) have also been developed for the HP teams also for the [NEX GEN](#) of athletes.

Skill	Developmental Goals
Physical	<p>Participate in year-round, high-intensity, individual- event- and position-specific training within a high quality training environment.</p> <ul style="list-style-type: none"> Track physical abilities with standardized testing: beep test, long jump, sprints, etc. Be physically capable of playing more than one game per day
Technical	<p>Perfecting all broomball skills both in defense and offense, creative variation in the execution of the skills in practice & game situations. Enhancing the speed and accuracy of execution of plays.</p> <ul style="list-style-type: none"> Perform all skills with minimal errors with both dominant and non-dominant sides
Tactical	<p>Perfecting all tactics, becoming intuitive in reading the game and making decisions under pressure hence the ability to anticipate and improve the play before receiving the ball (anticipation). Positional and constant player mobility play to best occupy the ice space. Variations and combinations of tactics and skills learned previously and according to the opponent's strategy . Efficient communication.</p> <ul style="list-style-type: none"> Execute a specific play, without having practiced it beforehand.

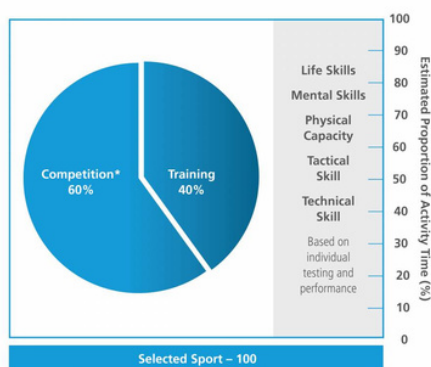
Podium Pathway (456)

Train to Compete & Train to Win

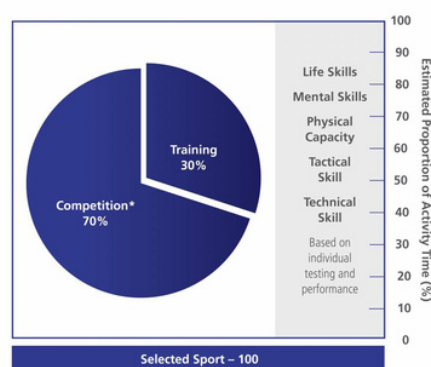
MINDSET



Skill	Developmental Goals (continued)
Mental	<p>Team cohesion is established by a proficient interactions with teammates, leadership qualities and teamwork Motivation and attitude at this stage are attained with consistent efforts, commitment to training and overall attitude</p> <ul style="list-style-type: none"> Perform under pressure, resilience, and focus by ignoring outside distractions before, during or after game time Act upon individual and team goals to achieve team performance Establish individual and team pre-game routines and schedule to follow during tournament play Develop breathing techniques to control stress and anxiety Recognize mistakes and take responsibility for them
Lifestyle	<p>Use of physiotherapists, massage and athletic therapists, nutritionists with a focus on proper nutrition for competition. Use of a sport psychologist may be appropriate for this stage. Recovery, regeneration and mental fitness is maximized by scheduling preventative breaks to avoid injury and burnout.</p> <ul style="list-style-type: none"> Develop personal discipline and responsibility Follow specific meal plan suggested by a nutritionist See healthcare professionals such as sports therapists, massage therapists, physiotherapists, psychologists on a weekly basis.



*Includes both competition, and competition specific training



*Includes both competition, and competition specific training

Broomball for Life



LIFESTYLE

Once a player has learned the basic skills of broomball, he/she can select their participation level. In Broomball for life, players will take a more relaxed approach to playing the game, placing more emphasis on playing with participants with varying skill and fitness levels, where social activities and the pursuit of fun and fitness are the priority.

Skill	Developmental Goals
Physical	Fitness to play the game is based on a progressive approach to individual athlete's physical fitness. Players participate in broomball at least once a week but continue to work on fitness through other engagement in physical activities of their choice, 2-3 additional times per week outside of the broomball league
Technical	Continues to improve skills for game improvement and enjoyment. Maintains skills and ability to set up plays intuitively
Tactical	Based on the player's ability and understanding of the game.
Mental	Maintain mental skills level depending on pre-acquired capacities. Positive attitude, appreciation of various abilities, play for inclusion.
Lifestyle	Recovery and rehabilitation to be able to function in regular life. Prevention of sore muscles and injuries by using strength and flexibility training.

The Future of Broomball



Successful collaboration often involves building relationships with key people, including players, organizers, sponsors, and the broader community. By combining passion for the sport with strategic planning and innovation, there are many possibilities for broomball to thrive and evolve in the future. Here are five key areas that we need to work and improve on to bring Broomball to another level.

1

Leadership

- Create volunteer recognition opportunities
- Identify key people in communities for leadership positions
- Recognize that people without a broomball background can do administrative tasks
- Plan for succession
- Develop strategies to retain leaders

2

Facilities

- Increase accessibility to facilities
- Explore other options such as outdoor rinks and deckball surfaces
- Subsidize facility costs

3

Competition

- Host more local level tournaments for all ages
- Increase accessibility to competitions
- Showcase Events

4

Coach and Referee Development

- Advance and further develop recruitment and retention programs
- Create special recruitment initiatives
- Initiate more mentoring opportunities
- Recruit non-playing officials
- Certify more facilitators in each Province and Territory

5

Athlete Development

- Encourage appropriate coaching based on LTD stages
- Provide safe and inclusive environments to compete
- Modify game and equipment to promote skill development and fitness (half ice, pylons, etc.)
- Develop more equipment that will enhance the level of play (sole of shoes, stick and shaft composition)
- Initiate broomball in communities where the sport is not well known
- Develop more broomball programs for each stage of the LTD

CONCLUSION

The LTD framework represents a transformative approach to sport and physical activity, ensuring that all participants—regardless of age, gender identity, or ability—have access to quality experiences that promote lifelong engagement. The LTD framework prioritizes the holistic development of athletes, focusing on physical literacy, striving for excellence, and empowering individuals to maintain an active lifestyle throughout their lives.

Broomball Canada's commitment to gender equity is deeply embedded in the revised LTD framework. By emphasizing inclusivity, the model shifts from traditional age-based programs to developmentally appropriate participation that respects the unique needs of each individual. This ensures that participants of all gender identities receive the support and opportunities they need to thrive. The updated framework addresses systemic barriers that have historically excluded or marginalized certain groups. It promotes a more inclusive approach, where no participant is left behind.

Meaningful competition is another cornerstone of the framework, moving away from the traditional focus on wins and standings to prioritize learning and development. This shift ensures that all athletes, regardless of gender, can engage in competitions that are respectful and conducive to growth, minimizing the occurrence of blowouts and fostering a supportive environment.

Physical literacy development is emphasized across the lifespan, ensuring that everyone, from preschoolers to seniors, has the opportunity to build a strong foundation in physical activity. This lifelong approach helps in maintaining an active lifestyle and supports the well-being of all participants.

Furthermore, the LTD framework fosters collaboration across all levels of sport, from grassroots to World Championship teams, ensuring a unified and coherent pathway for athlete development. This collaborative effort maximizes benefits, reduces overlaps, and provides a clear and inclusive path for athletes to achieve their sporting goals.



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