



Physical Literacy Observation for Youth



parent
Workbook

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Physical Literacy Observation for Youth

What Is Physical Literacy?

We know that today's children and youth are much less active than in the past. In the interests of their long-term health and wellness, we need to help them become more active and stay active.

The first step is to help them become physically literate.

The 2022 ParticipACTION Report Card gives children and youth a D for physical activity and F for sedentary behaviours.

People who are physically literate have the **competence, confidence and motivation** to enjoy a variety of sports and physical activities. As a result, they are more likely to stay active.

But what is physical literacy exactly? Like reading or arithmetic, which develop a literary or numerical vocabulary, physical literacy develops a "**movement vocabulary**" of *fundamental movement skills* and *fundamental sport skills*. These skills are the basis for moving with competence and confidence in every kind of environment (on the ground, both indoor and outdoor; in and on water; on snow and ice; in the air).

But physical literacy is not just about learning basic fundamental movement skills. Physical literacy is also about having the competence and confidence to apply your fundamental movement skills and fundamental sport skills in new situations.

To make this happen, you need more than just a wide range of movement skills. You need a proper learning environment provided by a parent, coach or leader.

The environment should encourage free play, new activities, opportunities for working together freedom to ask questions and a supportive socio-moral environment.

In order to improve physical literacy and increase physical activity in children and youth, we must first observe the current state or starting point, and teach or coach accordingly, as we do with other fundamentals such as literacy or numeracy. This is the purpose behind the PLAY Tools.

What Is PLAY?

PLAY is a collection of workbooks, forms and tracking sheets, which comprise the tools designed to observe physical literacy in children and youth.



PLAY includes these tools:

PLAYfun

Used by a trained professional* to observe a child in 18 fundamental skills/tasks, such as running, throwing, kicking and balance.

PLAYbasic

A simplified version of *PLAYfun* that can be administered quickly by a trained professional in movement analysis to provide a snapshot of a child's level of physical literacy.

PLAYself

Used by children to observe their own level of physical literacy.

PLAYparent

Used by parents of school-aged children to observe their child's level of physical literacy.

PLAYcoach

Used by coaches, physiotherapists, athletic therapists, exercise professionals and recreation professionals to record their perceptions of a child's level of physical literacy.

PLAYinventory

A form used to record and track a child's leisure-time activities throughout the year.

PLAYself, *PLAYparent* and *PLAYcoach* are forms used to supplement the skill observations, *PLAYbasic* and *PLAYfun*.

The PLAY Tools were developed by Sport for Life with the expertise of Dr. Dean Kriellaars, of the University of Manitoba.

Use the **PLAY** Tools to observe individuals aged five and up, and track physical literacy over time.

**Trained professionals: coaches, physiotherapists, athletic therapists, exercise professionals and individuals trained in movement analysis.*

What Is PLAYparent?

PLAYparent is a form used by a parent to determine their perception of their child's level of physical literacy. It includes questions about the child's ability, confidence, participation and more.

Who can use PLAYparent:

PLAYparent should be filled out by a parent of a child aged five and up. This provides a perspective of a child's level of physical literacy, while the other **PLAY** Tools provide perspectives from trained professionals and others.

This information can help identify positive and negative factors that affect the child's ability to live an active lifestyle.

As a parent:

Use **PLAYparent** in conjunction with the **PLAY** Tools used by coaches, exercise professionals and others to create a baseline of your child's current level of physical literacy.

Use the baseline to create goals for each child and track improvement. It's important that you and your child agree upon and establish realistic goals (where the child wants to be) and a manageable process to reach them.

As a coach, physiotherapist, athletic therapist, exercise professional or recreation professional:

Ask parents to fill out **PLAYparent** so you can gain extra insight into each child's current level of physical literacy.

Parents can often provide information about their child's abilities outside of your activity.

Learn about the other **PLAY** Tools at: play.physicalliteracy.ca.

Directions

Physical Literacy Observation for Youth

1. Read through the **PLAYparent** form and answer each question with the help of the **PLAYparent** workbook.
2. Score your form with the help of the **PLAYparent** tracking sheet located at the back of the workbook.
3. **Take action:** Review the list of ways to take action in your **PLAYparent** workbook.
4. Remember to use the **PLAYparent** tool along with the other **PLAY** Tools to see all perspectives on your child's level of physical literacy.



IMPORTANT:

- Each question refers to your perception of your child
- There are no right or wrong answers
- There is no need for measuring – simply give your best estimate for each answer
- If you don't know, don't answer



parent workbook

In this section, you'll learn how to use and score the **PLAYparent** form, and how to match your observation with the appropriate way to take action.

To simplify things, we've broken down the **PLAYparent** workbook is divided into five subsections:

- 1 Physical Literacy Visual Analogue Scale (VAS)
- 2 Cognitive Domain
- 3 Motor Competence
 - a. Locomotor
 - b. Object Control
- 4 Environment
- 5 Fitness

It's all about finding ways to engage the child and improve their level of physical literacy.

For each sub-section, this workbook provides a framework to guide you in using the **PLAYparent** form.

This includes context for each task, examples on how to score each task, and practical actions to address areas of physical literacy that need work.

As you progress through the workbook, you will determine a score for each subsection. Match this score with the list of suggested actions you can take.

Each action determines helpful solutions to engage your child, and improve their level of physical literacy and overall well-being.

Please take out your **PLAYparent** form and follow along for the upcoming subsections.

Did you know – some **PLAY** Tools can be filled out online at play.physicalliteracy.ca?

1 Physical Literacy Visual Analog Scale (VAS)

"VAS" means Visual Analog Scale. In the first section of your **PLAYparent** form, you will use a VAS to score your child's overall level of physical literacy.

*Physical literacy is defined as having the **competence, confidence and motivation** to enjoy a variety of sports and physical activities.*

Based on the definition above, imagine a person who is perfectly physically literate in all fundamental movement skills (skipping, throwing, kicking, skating, swimming, etc.).

Consider your child as you are observing and scoring their physical literacy. How does your child's physical literacy compare to someone with perfect physical literacy?

On your **PLAYparent** form, place a mark on the line between the two anchors, Not Physically Literate and Perfect Physical Literacy. See the example below.



Score

This mark was placed at around 70 mm to indicate 70% perfect physical literacy.

Taking Action

After scoring the **PLAYparent** VAS, consider your reasons for why you think your child's physical literacy could improve and use this information to help your child become more physically literate. Identify skills that need improvement and spend time with your child developing these skills through active play.

Once you have filled out the **PLAYparent** form, you will determine the **PLAYparent** Physical Literacy Score for your child. Compare your results from the VAS Score to the **PLAYparent** Physical Literacy Score. Even if both scores don't align, their comparison is meaningful because one score may identify areas to take action.

Visit these physical literacy links for more information:

- physicalliteracy.ca
- play.physicalliteracy.ca
- sportforlife.ca/resources/developing-physical-literacy

2 Cognitive Domain: Confidence, Motivation and Comprehension

Children need to understand movement terms such as skip, jump and hop. If they don't, they will be less likely to participate activities that uses those terms. Positive encouragement, adequate motor skill abilities, and a safe and welcoming environment are also important factors that can increase a person's motivation to participate. The more a child participates, the more confident they become; conversely, if they don't participate, they will lose their confidence. A child with a diverse movement vocabulary will be more motivated to participate in physical activity and maintain an active lifestyle.



Framework

The Cognitive Domain Score is based on the following questions and their rating systems:

Scoring System

Low:

- Reluctance to participate in new activities
- Stays well within their comfort zone
- Avoids group situations
- May appear uncertain when speaking or performing an action

High:

- Demonstrates a willingness to participate
- Willing to learn from participation, even if they may be unsuccessful
- May be seen helping others (e.g., showing others what to do, or how to improve)

Observation Example

Sam is a 10-year-old who plays for several local sports teams. Their mom, Wendy, having just learned about physical literacy and its importance for an active lifestyle, decides to assess Sam's current level of physical literacy using the *PLAYparent* tool. (What a great mom!)

Wendy often sees Sam trailing behind others as they line up for drills. She knows that Sam likes to watch the first few players in front of them so that they know for sure what to do in the drill.

When it is finally their turn, Sam usually performs the drill very well, but occasionally there is reluctance to go first. For these reasons, Wendy places a mark under "Medium."

TASK 1

Confidence to participate in physical activity and sport

TASK 2

Motivation to participate in physical activity and sport

Scoring System

Low:

- Sluggish attitude
- Doesn't appear happy when required to participate
- Routinely finds excuses to not participate

High:

- Continuously trying to get better
- Always wants to participate, regardless of the activity
- Enthusiastic and optimistic about trying new things

Observation Example

There is rarely a time where Sam does not want to participate in an activity. In fact, they are usually ready to leave for practice before their mom (and first to show up at practice). Sometimes they'll get their mom, Wendy, to drive them over early, so they can run through a drill or two before practice starts.

Wendy believes Sam is very highly motivated not only to participate, but also to get better. She places a mark under "High".

TASK 3

Comprehension of movement terms

Scoring System

Low:

- Doesn't understand simple movement terms

High:

- Understands simple and complicated movement terms such as cross-overs (grapevine), gallop
- Understands the difference between a hop and a jump, or between a zigzag and figure eight

Observation Example

Whenever Sam's coach asks the team to perform a drill, Sam usually has a fairly good idea what the coach is asking for. However, Sam often lets one or two players go first, just to make sure that they understand perfectly.

Wendy finds that Sam is usually able to explain, with proper terminology, the specific components of each drill and their related movement skills, but they also confuse certain words with their actual meaning. She places a mark under "Medium".

Scoring System

Low:

- Very little desire to participate in activities alone
- Enjoys a group setting, team dynamics and social interaction

High:

- Much desire to participate in activities alone
- Prefers to rely on themselves rather than depend on others

Observation Example

Wendy notices that Sam isn't very animated when they are at home. Oftentimes they sit in front of the screen, watching TV or playing games. But when she stops by their practices, Wendy sees Sam moving around all over the place and really getting themselves involved. She suspects that their competitive drive spurs them to try harder when they are around others. Because she doesn't see any of this from Sam when they are on their own, Wendy places a mark under "Low".

TASK 4

Desire to participate in activities alone

Scoring System

Low:

- Very little desire to participate in activity with others
- Prefers to rely on themselves rather than depend on others

High:

- Much desire to participate in activities with others
- Enjoys group setting, team dynamics and social interaction

Observation Example

Wendy notices that Sam is much more animated when they are at practice, with their teammates, than when they are alone at home. She thinks that Sam's competitive drive gives them the desire to try harder and do better when they are around others. Since Sam only seems motivated to participate when around others, Wendy puts a mark under "High".

TASK 5

Desire to participate in activities with others or in groups

TASK 6

Knowledge related to healthy physical activity

Scoring System

Low:

- Very little knowledge of healthy physical activity
- Doesn't understand or know about the benefits of proper nutrition, daily physical activity and living a healthy lifestyle

High:

- Understands the concept of health as it relates to physical activity
- Knows and understands the benefits of proper nutrition, daily physical activity and living a healthy lifestyle

Observation Example

Wendy has always tried to instill the values of healthy eating and an active lifestyle within her children. She feels that Sam understands the importance of eating well and staying active in order to live a healthy life. Wendy places a mark under "High".



Scoring & Taking Action

The following will help with scoring and interpreting what the scores for each task mean, and determining how to take action.

Use the following scale: Low = 0 Medium = 1 High = 2

Scoring Example

	Low	Medium	High	Score
1. Confidence to participate in physical activity and sport		✓		1
2. Motivation to participate in physical activity and sport			✓	2
3. Understanding movement terms like skip, gallop, hop and jump		✓		1
4. Desire to participate in activities alone	✓			0
5. Desire to participate in activities with others or in groups			✓	2
6. Knowledge related to healthy physical activity			✓	2
			Total	8

What does the score mean and what can I do about it?

Score

Taking Action

8–12 If your child scored between 8 and 12, they have the necessary confidence, motivation and education to pursue physical activity.

- Emphasize fun and play as your child continues to develop physical literacy
- Encourage your child to be as active as possible
- Identify weaknesses and set goals to improve those weaknesses
- Reinforce progress, effort and learning
- Challenge your child on areas where they could use some improvement

4–7 If your child scored between 4 and 7, they will most likely need encouragement to step outside of their comfort zone and pursue physical activity.

- Ensure that your child has the opportunity to participate in a variety of activities
- Encourage your child to try new things
- Promote skill development
- Identify weaknesses and set goals to improve those weaknesses
- Reinforce progress, effort and learning

0–3 If your child scored between 0 and 3, they may lack the confidence, motivation and/or comprehension to pursue physical activity.

- Create environments in which your child wants to participate
- Offer choices that fit within your parenting philosophy (e.g., “Would you rather go to the pool or to the park today?”)
- Identify weaknesses and set goals to improve those weaknesses
- Support your child when they show enjoyment, effort and creativity
- Acknowledge and support participation



3 Motor Competence

Children need a wide variety of movement skills that they can perform in different settings (outdoors, indoors, in and on water, on snow and ice, and in the air). They also need a certain level of motor competence to participate in most activities. A child with highly developed movement skills and greater competence will be more likely to participate in physical activities.

Motor Competence is divided into two subsections:

- a. Locomotor
- b. Object Control

a. Locomotor

Locomotor refers to a person's ability to move their body in all environments. Someone who is physically literate should be able to transport their body with confidence and competence on the ground, in and on water, on snow and ice, and even through the air.

Framework

The Locomotor Score is based on the following tasks and their scoring systems:

TASK 7

Coordination
when moving

Scoring System

Low:

- Movements are often very slow, inefficient and uncoordinated

High:

- Movements are very quick, efficient and coordinated

Observation Example

Wendy has noticed that Sam moves a bit slower and with less grace than the other players on their teams. Sam doesn't seem too uncoordinated though, because they are still able to play competitively with their peers, so Wendy places a mark under "Medium".

Scoring System

Low:

- Not often aware of others in their environment
- Movements are uncontrolled and sometimes unintentional
- May appear reckless around others

High:

- Is very aware of their surroundings
- Movements are controlled and deliberate

Observation Example

Wendy knows that Sam can be a little uncoordinated at times. Sometimes they'll stumble or get in the way unintentionally. While it does not seem deliberate, Wendy has seen Sam injure their teammates by running or falling into them. For these reasons, Wendy places a mark under "Low".

TASK 8

Safety while moving in the environment relative to others

Scoring System

Low:

- Unable to perform many fundamental movement skills

High:

- Able to perform all (or most) fundamental movement skills
- Able to demonstrate a variety of locomotor, upper- and lower-body, balance and stability skills

Observation Example

Even though Sam may be a bit uncoordinated when moving, Wendy knows they certainly have a good grasp of movement skills. Sam is able to run, jump, throw, swim and skate very well. Wendy places a confident mark under "High".

TASK 9

Number of movement skills acquired

Scoring System

Low:

- Often loses balance
- Stumbles or falls during most movement tasks

High:

- Can maintain balance with ease when doing static and dynamic activities
- Rarely falls over, except in very demanding circumstances

Observation Example

Sam is a bit of an awkward kid when it comes to moving. At times they seem fairly uncoordinated, and they stumble quite a bit. Wendy thinks that this is where Sam needs the most work, so she places a mark under "Low".

TASK 10

Ability to balance during movement

TASK 11

Ability to run

Running is the foundation of physical preparation for many sports and is a competency that should be as proficient as possible.

Scoring System

Low:

- Inefficient and uncoordinated movements of upper and lower limbs
- Limited upper body motion
- Lots of tension in neck, shoulders, arms and legs
- Stride is too long or too short
- Cadence/rhythm is off

High:

- Arms and legs are coordinated and well controlled
- Stride is proper width and length
- Muscles are relaxed, but ready to be used as needed
- Cadence/rhythm is proper and maintained

Observation Example

Wendy has noticed that Sam's running ability is fairly uncoordinated and inefficient. Sam seems to run slightly pigeon-toed (toes facing inwards), but they can keep a good, steady pace. There are definitely things they can improve on, but for now, they are able to participate easily enough in running activities, so Wendy places a mark under "Medium".

TASK 12

Ability to start, stop and change direction

Scoring System

Low:

- Movements appear heavy and slow
- Limited ability to speed up and slow down during movement
- While speeding up or slowing down, the child often slips, stumbles or stutter steps
- The child's limbs are uncontrolled as the child accelerates or slows down

High:

- Accelerations and decelerations are quick, efficient and strong
- Able to control starts and stops to a target (pylon, line, etc.)
- Movements appear light and quick
- Child can start and stop in all directions of movement (forward, backward and sideways)

Observation Example

Wendy remembers a time when Sam was on offense moving up the court. Sam attempted a pass to one of their teammates ahead of them, but the pass was intercepted. It took Sam a fair amount of time to stop and change direction, and even though they were quick to run back on defense, they were not able to catch their opponent. Wendy knows that Sam's acceleration is fairly good, and that if they could stop and turn faster, they would have caught up. For these reasons, Wendy places a mark under "Medium".

Scoring & Taking Action

The following will help with scoring and interpreting what the scores for each task mean, and determining how to take action.

Use the following scale: Low = 0 Medium = 1 High = 2

Scoring Example:

	Low	Medium	High	Score
7. Coordination when moving		✓		1
8. Safety while moving in the environment relative to others	✓			0
9. Number of movement skills acquired			✓	2
10. Ability to balance during movement	✓			0
11. Ability to run		✓		1
12. Ability to start/stop and change directions		✓		1
			Total	5

What does the score mean and what can I do about it?

Score

Taking Action

8–12 A score between 8 and 12 represents the ability to move the body competently and efficiently from one place to another.

- Continue to develop running technique for maximum efficiency and/or speed
- Ensure that all varieties of fundamental movement skills continue to be developed
- Ensure that your child has the opportunity to develop their locomotor skills in all environments
- Improve on the speed and control of acceleration and deceleration

4–7 A score between 4 and 7 indicates that there is still room for improvement in more than one locomotor skill.

- Identify which locomotor skills need improvement
- Incorporate these locomotor skills into daily activities
- Educate your child about the benefits of excellent locomotor skills

0–3 A score between 0 and 3 represents the need for improvement in all locomotor skills.

- Start with the basics of a proper running technique to encourage and motivate your child to move
- Incorporate locomotor skills into as many activities as possible in as many environments as possible
- Educate your child about the need for fundamental locomotor skills in all environments



b. Object Control

Object control and manipulation is an essential skill for many sports and activities.

Some examples of object control:

- Swinging an object (baseball bat, golf club, hammer, etc.)
- Controlling a soccer ball (with head, trunk, legs and/or feet)
- Throwing a Frisbee (speed of arm, coordination with wrist and release, etc.)

Object control is necessary for other tasks such as: painting, writing, juggling, shuffling a deck of cards.

Framework

The Object Control Score is based on the following questions and their scoring systems:

TASK 13

Ability to use hands to throw, catch and carry objects

Scoring System

Low:

- Lacks ability to manipulate and control objects with hands
- Can't send or receive objects in a consistent manner
- Often fumbles what they are holding
- Doesn't use appropriate grip when holding an object

High:

- Able to send and receive objects
- Able to maintain control of objects while moving
- Able to control objects to child's desire using their hands
(Look up "Contact Juggling" online for some great examples of upper-body object control)

Observation Example

Wendy knows that Sam has one of the best shots on their lacrosse team. This is due to excellent stick control, a fast swing and precision with the ball. Sam also has great handling skills with the stick, and can control their passes very well. For these reasons, Wendy places a mark under "High".

Scoring System

Low:

- Lacks ability to manipulate and control object with feet
- Control with feet is often clumsy and uncoordinated
- Unable to send or receive objects in a consistent manner

High:

- Able to control objects with feet to child's desire
- Able to send and receive objects
- Able to maintain control of objects while moving

Observation Example

Wendy has seen Sam kicking a ball during their soccer team's practice, and from her perspective, she could see that Sam still needs to develop their kicking abilities. Sam struggles to control the ball at their feet while running or receiving a pass and their kicking technique doesn't seem very powerful or accurate. Wendy plans to encourage Sam to participate in activities that develop their coordination with their feet, but for now, Wendy places a mark under "Low".

TASK 14

Ability to use feet to kick or move objects

Scoring System

Low:

- Less dominant side of the body is significantly less coordinated and less developed than the dominant side
- The child's movements from right to left are very asymmetrical

High:

- Less dominant side of the body is just as capable as the dominant side for all object control skills and activities
- The child shows very good symmetry, right to left, during movements

Observation Example

Wendy knows that the ability to shoot or pass with both hands and feet is a very valuable skill. Although she has seen Sam trying to practice switching from one side to the other, it is very clear that Sam is significantly weaker on their less dominant side. For these reasons, Wendy places a mark under "Low".

TASK 15

Ability to use left and right sides equally



If your child lacks a diverse set of movement skills, it is important to introduce them to new activities (as soon as possible!). Make it fun, change the setting, and remember that repetition-based learning works!

See the *DPL 2.0* resource for more information: sportforlife.ca/portfolio-view/developing-physical-literacy-building-a-new-normal-for-all-canadians/.

Scoring & Taking Action

The following will help with scoring and interpreting what the scores for each task mean, and determining how to take action.

Use the following scale: Low = 0 Medium = 1 High = 2

Scoring Example:

	Low	Medium	High	Score
13. Ability to use hands to throw, catch and carry objects			✓	2
14. Ability to use feet to kick or move objects	✓			0
15. Left side as capable as the right side	✓			0
			Total	2

What does the score mean and what can I do about it?

Score

Taking Action

5–6

A score between 5 and 6 represents very good object control with both hands and feet, and on both sides of the body.

- Identify any areas where your child may need improvement
- Create specific goals to improve these areas
- Continue to challenge your child to use both hands and feet on both sides of their body in all activities (and in a multitude of environments!)
- Try to incorporate many different movement skills

3–4

A score between 3 and 4 indicates competence with hands and feet, and on both sides of the body, but there is still room for improvement in most of these components.

- Identify where your child needs improvement
- Make sure that your activities allow for the development of both hands and feet (especially at younger ages), and on both sides of the body
- Ensure that your child has the opportunity to develop upper and lower limbs in many different activities

0–2

A score between 0 and 2 indicates the need to improve general object control abilities.

- Ensure that your child has learned most fundamental movement skills and fundamental sport skills related to object control
- Have your child start by learning these skills on both sides of their body to determine their dominant side (the side they feel the most comfortable with)
- Improve the dominant side first to help your child get accustomed to each skill/activity, and then focus on developing the non-dominant side
- Incorporate object control into as many activities as possible
- Create certain restrictions like: “Clean up balls by kicking with your feet, or throwing them to me”, or “left foot/hand only this time”



4 Environment

Canada offers a wide range of opportunities for physical activity. Think of all the things you can do during the summer when the weather is warm, then think of all the options our winters provide as well. Canadian seasons give us the opportunity to be active indoors, outdoors, in and on water, and on snow and ice. If you want your child to pursue an active lifestyle and have the chance to experience many activities, then they have to be versatile and capable to participate in all of our Canadian seasons.

Framework

The Environment Score is based on the following tasks and their rating systems:

TASK 16

Amount of participation in water activities

Scoring System

Low:

- Lacks the ability to participate in water activities

High:

- Has the ability to participate with confidence and competence in water activities

Observation Example

When the weather is warm, Sam and their friends usually head down to the lake with one of their parents. Wendy knows that Sam isn't the strongest swimmer, but she is confident in their abilities to tread water and swim in short bouts. Wendy places a mark under "Medium" because she knows Sam is competent, but not proficient enough to remain in the water for long.

TASK 17

Amount of participation in indoor activities

Scoring System

Low:

- Lacks the ability to participate in indoor activities

High:

- Has the ability to participate with confidence and competence in indoor activities

Observation Example

During the school year, Sam is involved in as many school sports as their schedule allows. For the most part, they play basketball, volleyball and badminton. Wendy thinks they can move and participate confidently, and with competence, in each of these indoor activities, so she places a mark under "High".

Environment

Scoring System

Low:

- Lacks the ability to participate in outdoor activities

High:

- Has the ability to participate with confidence and competence in outdoor activities

Observation Example

When the weather gets a little nicer and the snow and ice melts away, Sam can usually be found at the field kicking a ball or throwing a Frisbee, out on the golf course, or hiking around the local beaches and mountains. There are plenty of ways for Sam to get active in the great outdoors and Wendy knows that their physical abilities are not holding them back. She places a mark under “High”.

TASK 18

Amount of participation in outdoor activities

Scoring System

Low:

- Lacks the ability to participate in snow/ice activities

High:

- Has the ability to participate with confidence and competence in snow/ice activities

Observation Example

When Sam isn't playing lacrosse in the summer, they are usually playing hockey during the winter. Sam isn't quite as confident on skates as they are in their shoes, but they are still able to participate competitively with their friends. Wendy places a mark under “Medium” because Sam is still developing their skating technique.

TASK 19

Amount of participation in snow/ice activities

Scoring & Taking Action

The following will help with scoring and interpreting what the scores for each task mean, and determining how to take action.

Use the following scale: Low = 0 Medium = 1 High = 2

Scoring Example

	Low	Medium	High	Score
16. Amount of participation in water activities		√		1
17. Amount of participation in indoor activities			√	2
18. Amount of participation in outdoor activities			√	2
19. Amount of participation in snow/ice activities		√		1
			Total	6

What does the score mean and what can I do about it?

Score

Taking Action

6–8 If your child scored between 6 and 8, they have been exposed to and feel comfortable in most environments.

- Challenge your child by creating difficult tasks in every environment at your disposal
- Encourage your child to be active in as many environments as possible

3–5 If your child scored between 3 and 5, they could still benefit from being exposed to different environments, but they most likely have a strong enough foundation to carry them into different opportunities.

- Talk to your child about the importance of being physically active in all environments
- Encourage your child to be active in as many environments as possible

0–2 If your child scored between 0 and 2, they still need lots of work in most environments.

- Talk to your child about the importance of being physically active in all environments
- Expose your child to a wider variety of environments
- Ensure that your child has the opportunity to develop fundamental movement skills in all environments

Children need to develop fundamental movement skills in a wide range of environments. Concerned parents can inquire with early childhood educators, schools and sport organizations to make sure their children's needs are met.

Here are some questions to ask yourself:

- Does my child have the opportunity to be vigorously physically active (at least 60 minutes/day) in their home, early childhood education setting or school?
- Does my child participate in dance and musical activities?
- Is there a wide range of things that my child can play with – balls (various types and sizes), beanbags, hoops and other similar toys and equipment?
- Are there places to climb? Space to safely throw and kick objects? Room to run and jump?
- Do my child's early childhood educators encourage all children, including those with a disability, to engage in active play?
- Can early childhood educators provide basic instruction to children who have difficulty with a specific fundamental movement skill?

For the above, use the Parent Lobby Kit found at the end of the DPL 2.0 resource (sportforlife.ca/portfolio-view/developing-physical-literacy-building-a-new-normal-for-all-canadians/), or the Quality Sport Checklist (sportforlife.ca/portfolio-view/quality-sport-checklist-for-communities-and-clubs/).

Be sure to enroll your child in quality sports programs – programs based on Long-Term Development, which are developmentally appropriate and offer proper equipment and facilities.

Individuals involved in a variety of activities in multiple environments are likely to be more physically literate than one-sport/environment participants.

Framework

The Fitness Score is based on the following question and its rating system:

TASK 20

Overall fitness level

Scoring System

Low:

- Lacks in all fitness components
- Severely impaired by a lack in fitness components (i.e. unable to participate in most physical activities)

High:

- Well developed in *all* fitness components

Observation Example

Wendy thinks that Sam is pretty quick and relatively strong for their age, but she is also aware that they are not very flexible and don't have much endurance when it comes to a long hike or run.

For these reasons, Wendy places a mark under "Medium".

Score

High

Your child has adequately developed all (or most) fitness components.

Medium or Low

Your child is noticeably lacking in more than one fitness component.

Taking Action

- Continue to motivate and encourage your child to be physically active
- Talk to your child about the benefits of participating in a variety of activities
- Continue to introduce new activities in environments that you have access to as well; challenge your child's weakest fitness component(s)

- Monitor and track all fitness components
- Determine if all fitness components are improving and at what rate they are improving at
- Engage the child in activities that will benefit their weaker fitness components as much as possible

Here are some resources that can be used to improve the child's overall fitness:

- Canadian Society for Exercise Physiology Physical Activity Guidelines
- Active Healthy Kids Canada resource (Long Form Report Card)
- Active for Life website: activeforlife.ca
- Fitness tests provided by a reputable organization that help track improvement

All of this information can be found at play.physicalliteracy.ca.

PLAYparent Physical Literacy Score

The PLAYparent Physical Literacy Score is the overall measure of the parent's perception of their child's level of physical literacy. Not only does the score give you some general information on your child's physical literacy development, it can also be used, in conjunction with the other PLAY Tools, as a baseline measurement to be improved upon.

Add up the totals from each subsection to obtain the subtotal.

Next, multiply the subtotal by 2.63 to obtain the PLAYparent Physical Literacy Score

(Example shown)

		Score
Cognitive Domain		8
Motor Competence		
a. Locomotor		5
b. Object Control		2
Environment		6
Add up the section totals to obtain the Subtotal	Subtotal	21
Multiply the subtotal by 2.63 to obtain the Total	Total	55.26

The maximum score of 100 represents high physical literacy.

To keep track of scores, a tracking sheet has been provided at the back of the workbook.

Once you have completed the PLAYparent form, don't forget to compare the PLAYparent Physical Literacy Score with the Physical Literacy VAS Score obtained at the beginning of the workbook.

Do they match up?

Is this what you had anticipated?

5 Fitness

Being physically literate does not necessarily mean that you are physically active. You can be fit without possessing physical literacy, and conversely, you can be physically literate and choose not to be active.

For this reason, the final question of *PLAYparent*, which measures overall fitness, is left out of the *PLAYparent* Physical Literacy Score. However, this is not to say that fitness is unimportant.: it is simply distinct from physical literacy. Understanding both fitness and physical literacy is important for the healthy development of all children.

The Fitness Score, when used in conjunction with the *PLAY* Tools, is a simple way to determine if the child's abilities, or lack thereof, are preventing them from being physically active. This may identify the child's need to be more physically active in order to develop their fitness components.

Health-related fitness components include:

cardiovascular fitness

(a healthy heart and system of delivering

blood); **strength** (maximal force)

and **endurance** (high repetition

of contractions); **flexibility**

(range of motion in joints); and

body composition

(bones, muscles, fat, etc.).

For some individuals (children and adults alike), these fitness components, or lack thereof, create barriers for participation in physical activity.



Warm-up

Sport for Life has developed an easy-to-use warm-up for children. The warm-up incorporates several dynamic movements in order to improve a child's physical literacy while they prepare their body for activity.

The "Developing Physical Literacy Warm-up" is broken down into three age groups: 7–8, 9–10 and 11+, with different activities and guidelines for each category. The warm-up should last between 15 and 20 minutes and is specifically designed to improve physical literacy, as well as reduce the child's risk of injury during activity. See the Physical Literacy Movement Preparation Guide to find ways of improving agility and running competencies: physicalliteracy.ca/move-prep.



Key Ideas



Key Ideas to Keep in Mind

- **Being physically literate means you're comfortable in all environments** (on the ground; in and on water; on snow and ice; in the air).
- **We don't want to limit any opportunities to be active later in life!**
- **Ensure that your child has the opportunity to be physically active everyday in their home and at school.** You can help by supplying equipment, bringing them to a park or playground and using the *Physical Literacy Movement Preparation Guide* before any activity.
- **Activities should be "FUN first" – prioritize your child's enjoyment.**
- **Children love diversity in activities, and this is the foundation of physical literacy. Movement diversity with many repetitions yields confidence and the ability to participate.**

Child's Name: _____ Age: _____ Sex: Male/Female/Unsure: _____

If individuals are physically literate when they have acquired the skills and confidence to enjoy a variety of sports and physical activities, how would you rank your child's overall level of physical literacy? Place a tick anywhere along the box.

Not Physically Literate Perfect Physical Literacy

Assess your child using the table below:

	Low	Medium	High
1. Confidence to participate in physical activity and sport			
2. Motivation to participate in physical activity and sport			
3. Comprehension of movement terms			
4. Desire to participate in activities alone			
5. Desire to participate in activities with others or in groups			
6. Knowledge related to healthy physical activity			
7. Coordination when moving			
8. Safety while moving in the environment relative to others			
9. Number of movement skills acquired			
10. Ability to balance during movement			
11. Ability to run			
12. Ability to start, stop and change direction			
13. Ability to use hands to throw, catch and carry objects			
14. Ability to use feet to kick or move objects			
15. Ability to use left and right sides equally			
16. Amount of participation in water activities			
17. Amount of participation in indoor activities			
18. Amount of participation in outdoor activities			
19. Amount of participation in snow/ice activities			
20. Overall fitness level			

Please list physical activities or sports that your child routinely participates in:

Child's Name: _____

Add up the section totals to obtain the Subtotal.

Next, multiply the subtotal by 2.63 to obtain the *PLAYparent* Physical Literacy Score.

Cognitive Domain	Score
1. Confidence to participate in physical activity and sport	
2. Motivation to participate in physical activity and sport	
3. Comprehension of movement terms	
4. Desire to participate in activities alone	
5. Desire to participate in activities with others or in groups	
6. Knowledge related to healthy physical activity	
Total	
Motor Competence	
Locomotor	
7. Coordination when moving	
8. Safety while moving in the environment relative to others	
9. Number of movement skills acquired	
10. Ability to balance during movement	
11. Ability to run	
12. Ability to start, stop and change direction	
Total	
Object Control	
13. Ability to use hands to throw, catch and carry objects	
14. Ability to use feet to kick or move objects	
15. Ability to use left and right sides equally	
Total	
Environment	
16. Amount of participation in water activities	
17. Amount of participation in indoor activities	
18. Amount of participation in outdoor activities	
19. Amount of participation in snow/ice activities	
Total	
Physical Literacy Score	
Cognitive Domain	
Motor Competence – Locomotor	
Motor Competence – Object Control	
Environment	
Add up the section totals to obtain the Subtotal	Subtotal
Multiply the subtotal by 2.63 to obtain the Total	Total

Physical Literacy Tracking Sheet

Name												
Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Cognitive Domain												
Locomotor												
Object Control												
Environment												
Physical Literacy Score												
Fitness												
Total												

Name												
Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Cognitive Domain												
Locomotor												
Object Control												
Environment												
Physical Literacy Score												
Fitness												
Total												

Name												
Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Cognitive Domain												
Locomotor												
Object Control												
Environment												
Physical Literacy Score												
Fitness												
Total												



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References:

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