

Are children physically literate?

Physical literacy (PL) is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Recreation, Education, Allied-health, Coaching, Healthcare = **REACH
 These simple tasks enable REACH leaders to better support children **8 to 12 years** who probably struggle on their physical literacy journey.**

FAST and EASY Tasks with Space to Run

If you have space (**7 x 1 metre** minimum) for children to run, use these tasks in less than 1 minute per child.

Step	Task	Equipment/Space	Accuracy of a PASS	Accuracy of NOT PASSING
One	Answer Activity Question	<ul style="list-style-type: none"> • Copy of question • Pencil or pen 	90% of children who pass will be screened correctly	80% of the children who do not pass will be screened correctly
Two	PLAY Tools© Run, Level 2	<ul style="list-style-type: none"> • 7 metres of empty floor space (2-3 feet in width) • 2 pylons 		

FAST and EASY Tasks with Limited Space

If you have limited space, use these tasks in less than 3 minutes for a group of children.

Step	Task	Equipment/Space	Accuracy of a PASS	Accuracy of NOT PASSING
One	Answer Parent Support Questions	<ul style="list-style-type: none"> • Copy of question • Pencil or pen 	89% of children who pass will be screened correctly	67% of the children who do not pass will be screened correctly
Two	Wall Sit	<ul style="list-style-type: none"> • Empty wall to rest back comfortably (2-3 feet in width) • Watch that measures seconds 		

See Following Pages for Detailed Task Instructions



Space to Run, Step #1: Answer Activity Question

Note: This question is from the Canadian Assessment of Physical Literacy©.
For more detailed information, visit www.capl-ecsfp.ca.

Equipment/space required for each child:

- Table or desk for each child
- Copy of question for each child
- Pencil or pen to record the response for each child

Asking the Question

- Have each child answer the question independently
- Ask each child the question and record their response **OR**
- Ask a group of children the question and have them write their response on their own paper
- Emphasize we want to know their opinion; there is not a “right” or “wrong” answer

Instructions for the Participants

1. We want to know how active you are compared to other children your age.
2. We want you to circle one answer that represents how active you are (1 being less active, 5 being the same, and 10 being a lot more active).
3. There is no such thing as a right or wrong answer.
4. Ask me for help if you do not understand the question.
5. Take as much time as you need to answer.



Question:

**Compared to other kids your age, how active are you?
(circle one number)**

A lot less active Same A lot more active

1 2 3 4 5 6 7 8 9 10

Recording Answers

Child	Answer Given	Child	Answer Given
e.g. 001	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10

What Does the Answer Mean?

If a child **answers less than 5** on the question, continue to Step #2.

If a child answers **5 or greater** on the activity question, a more in-depth physical literacy is probably not required.



Space to Run, Step #2: PLAY Tools© Run, Level 2

Note: The PLAY Tools© Run is part of the PLAY Tools© endorsed by Canadian Sport for Life. For more detailed information, visit www.physicalliteracy.ca

Equipment/Space Required: Preparation of Child:

- Floor space
- Two pylons (5 m apart)
- Children should wear clothes that allow them to bend comfortably.
- Running shoes or non-slip shoes are recommended.

How to do the PLAY Tools© Running Task

- Explain and demonstrate the running task
- Emphasize to run in a straight line forwards to the pylon and run backwards in a straight line back to the start



Instructions for the Participants

1. Run in a straight line to the pylon.
2. Stop at the pylon.
3. Run backwards back from the pylon to the starting pylon.

How to Describe the Child's Performance

Rating 1

- Stumbles, trips or slips
- Transitions are not smooth
- Disjointed movement
- Steps over the line at the pylon
- Runs slowly

Rating 2

- Arms and legs move in sync at only some moments, not all
- Stops by sliding or shuffling
- Long stop at pylon

Rating 3

- Runs in a straight line there and back
- Good speed (jog to run)
- Running backwards is not as good as running forwards
- Mature running form

Rating 4

- Sprints to pylons
- Accelerates rapidly
- Decelerates at pylon
- Runs backwards efficiently, turns head to face direction of movement
- Arms and legs are used purposefully

Recording Task Results

Child ID	Rating	Child ID	Rating
e.g. 001	1 2 3 4		1 2 3 4
	1 2 3 4		1 2 3 4
	1 2 3 4		1 2 3 4

What do the results mean?

If a child is a **rated less than 3 on his or her performance** a detailed assessment of the child's physical literacy (e.g., Canadian Assessment for Physical Literacy) is recommended. If the child is **rated 3 or more**, a more in-depth assessment of physical literacy is probably not required.



Limited Space Step#1: Answer Parent Support Questions

Note: These questions are from an assessment of parent support for physical activity developed by Garcia et al. 1995*.

Equipment/space required for each child:

- Table or desk for each child
- Copy of questions for each child
- Pencil or pen to record the responses for each child



Asking the Question

- Have each child answer the questions independently
- Ask each child the questions and record their responses **OR**
Ask a group of children the questions and have them write their own responses
- Emphasize we want to know their opinion; there is not a “right” or “wrong” answer

Instructions for the Participants

1. We want to know how often your parents or guardians take you to play active games or sports or are active with you in a normal week.
2. Circle one answer for each question. There is no such thing as a right or wrong answer.
3. Ask me for help if you do not understand the questions. Take as much time as you need to answer.

Questions:

During a normal week, how often do your parents take you to play games or sports?

Never Not Often Sometimes Often Very Often

During a normal week, how often do your parents play active games or sport with you?

Never Not Often Sometimes Often Very Often

Recording Answers

Child	Answer for Take You to Play	Child	Answer for Play with You
e.g. 001	Never Not Some <u>Often</u> Very		Never <u>Not</u> Some Often Very
	Never Not Some Often Very		Never Not Some Often Very
	Never Not Some Often Very		Never Not Some Often Very

What Do the Answers Mean?

If a child answers either question as “**Often**” or “**Very Often**”, a more in-depth physical literacy assessment is not required.

If a child **answers both questions as “Never”, “Not Often”, or “Sometimes”**, continue to Limited Space Step #2.

* Garcia, A.W., Broda, M.N., Frenn, M., Coviak, C., Pender, N.J., Ronis, D.L. (1995). Gender and Developmental Difference in Exercise Beliefs Among Youth and Prediction of Their Exercise Behaviour. The Journal of School Health. 65: 6, 213-219.



Limited Space Step #2: Wall Sit

Note: The Wall Sit assessment was developed by Truter, Pienaar, & Du Toit, 2010*

Equipment/Space Required:

- Empty wall where child can rest his or her back (approximately 2-3 feet in width required).
- Stopwatch that measures seconds.

Preparation of Child:

- Wear clothes that allow knees to bend to 90 degrees.
 - Running shoes or non-slip shoes are recommended.
- *Note: Task cannot be done while wearing socks. Bare feet are acceptable if suitable shoes are not available.

How to Assess the Wall Sit

- Explain and demonstrate the wall sit
- Emphasize trying to hold the wall sit for as long as possible
- Start timing once the child is in the correct position
- Verbally encourage the child to continue as long as possible
- Stop timing when child can no longer maintain the correct position



Instructions for the Participants

1. Stand with your back up against the wall and keep your feet shoulder width apart.
2. Bend your knees and move your body downward until your legs are bent 90° at your hips and knees – pretend you are sitting on an imaginary chair.
3. Hang your arms freely at your side and maintain this position as long as possible.
4. We will stop timing as soon as your body is not in the proper position or when you stop trying.

Common Errors

Legs not bent enough



Legs bent too much



Hands on knees



Recording Task Results

Record the total number of seconds that the child held in the correct position

Child ID	Wall Sit Time (seconds)	Child ID	Wall Sit Time (seconds)
e.g. 001	52		

What do the results mean?

If a participant scores **less than 20 seconds** on the Wall Sit, a detailed assessment of the child's physical literacy (e.g., Canadian Assessment for Physical Literacy) is recommended. If the child scores **20 seconds or longer**, a more in-depth assessment of physical literacy is probably not required.

*Truter, L., Pienaar, A.E., & Du Toit, D. (2010). Relationships between overweight, obesity and physical fitness of nine-to-twelve year old South African children. *South African Family Practice*. 52: 3, 227-233.

