



**MAKING PHYSICAL
LITERACY FUN**

**IN EARLY CHILDHOOD
RECREATION PROGRAMS**

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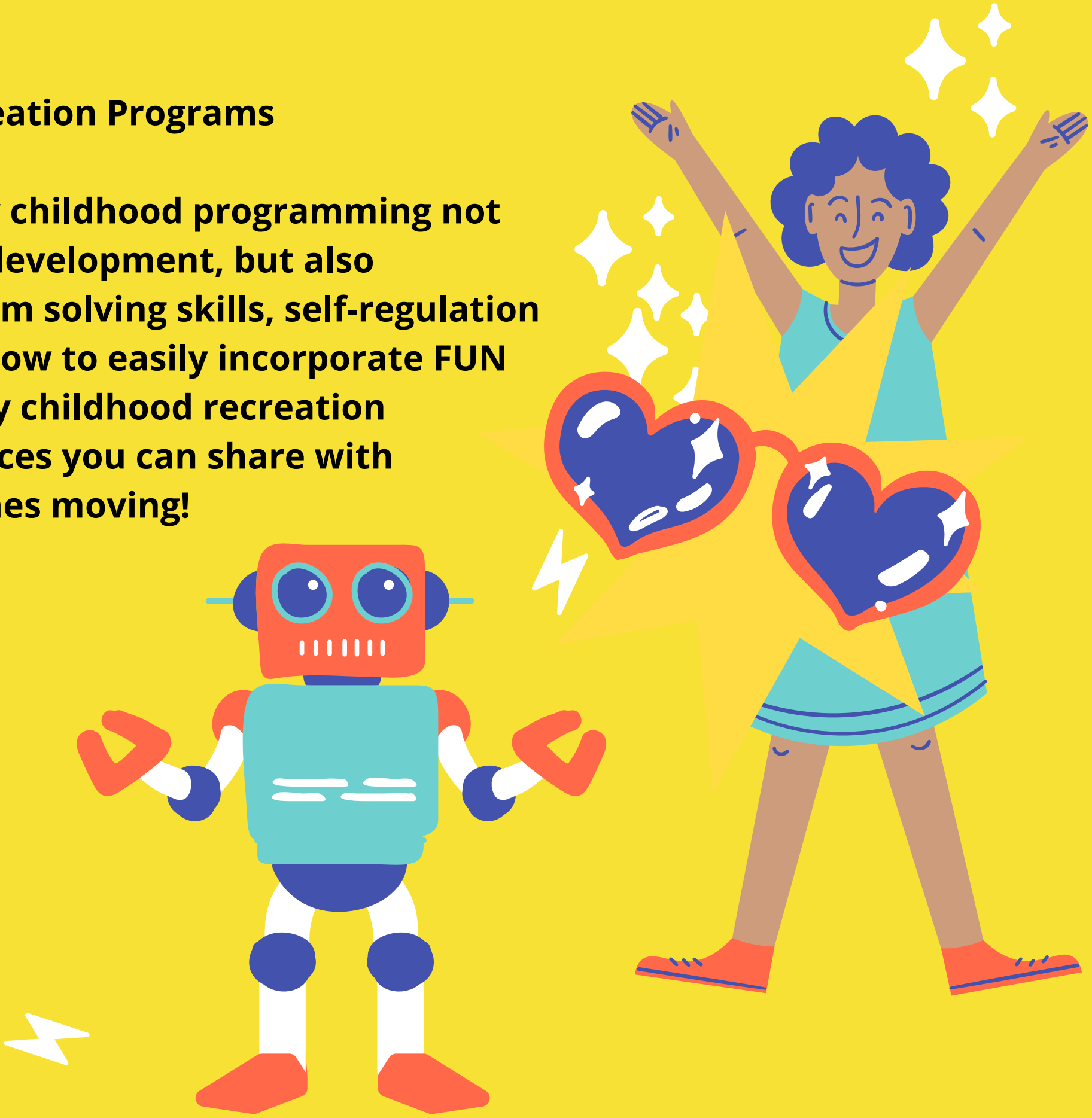
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Hello! I am...

Making Physical Literacy FUN in Early Childhood Recreation Programs

Did you know that building physical literacy into early childhood programming not only increases a child's fundamental movement skill development, but also decreases challenging behaviour and increases problem solving skills, self-regulation and connection to caregivers? Join me as we explore how to easily incorporate FUN physical literacy learning opportunities into your early childhood recreation program along with some great tips, tools, and resources you can share with parents, staff, and community groups to keep little ones moving!

- 1. What is PL (C)
- 2. Growth and Development (C)
- 3. PL Assessment
- 4. Apple Model (J)
- 5. Tips and tricks (J)



Did you know these are 24-Hour Movement Guidelines for the Early Years (0 – 4 years)...

MOVE

INFANTS (LESS THAN 1 YEAR)

Being physically active several times in a variety of ways, particularly through interactive floor-based play—more is better. For those not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake.

TODDLERS (1-2 YEARS)

At least 180 minutes spent in a variety of physical activities at any intensity, including energetic play, spread throughout the day—more is better.

PRESCHOOLERS (3-4 YEARS)

At least 180 minutes spent in a variety of physical activities spread throughout the day, of which at least 60 minutes is energetic play—more is better.

SLEEP

14 to 17 hours (for those aged 0-3 months) or 12 to 16 hours (for those aged 4-11 months) of good-quality sleep, including naps.

11 to 14 hours of good-quality sleep, including naps, with consistent bedtimes and wake-up times.

10 to 13 hours of good-quality sleep, which may include a nap, with consistent bedtimes and wake-up times.

SIT

Not being restrained for more than 1 hour at a time (e.g., in a stroller or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.

Not being restrained for more than 1 hour at a time (e.g., in a stroller or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour—less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.

Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour—less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.



What is Physical Literacy

Confidence

Motivation Knowledge

Competence Understanding

Physically Active



What does this mean?

- To have the Knowledge to complete a skill
- To have the Confidence
- To achieve a goal in an activity



Retrieved from <https://kiddo.edu.au/library/australian-physical-literacy-framework>



What does Physical Literacy look like in Youth?

FMS

(Fundamental movement skills)

- Skills Involving head, arms, legs, trunk and hands/feet
- Simple skills that can become more complex once learned
- Building block skills
- Skills that can lead to the individual being capable to play sports

Examples

- Running
- Skipping
- Kicking
- Throwing
- Balance
- Jumping

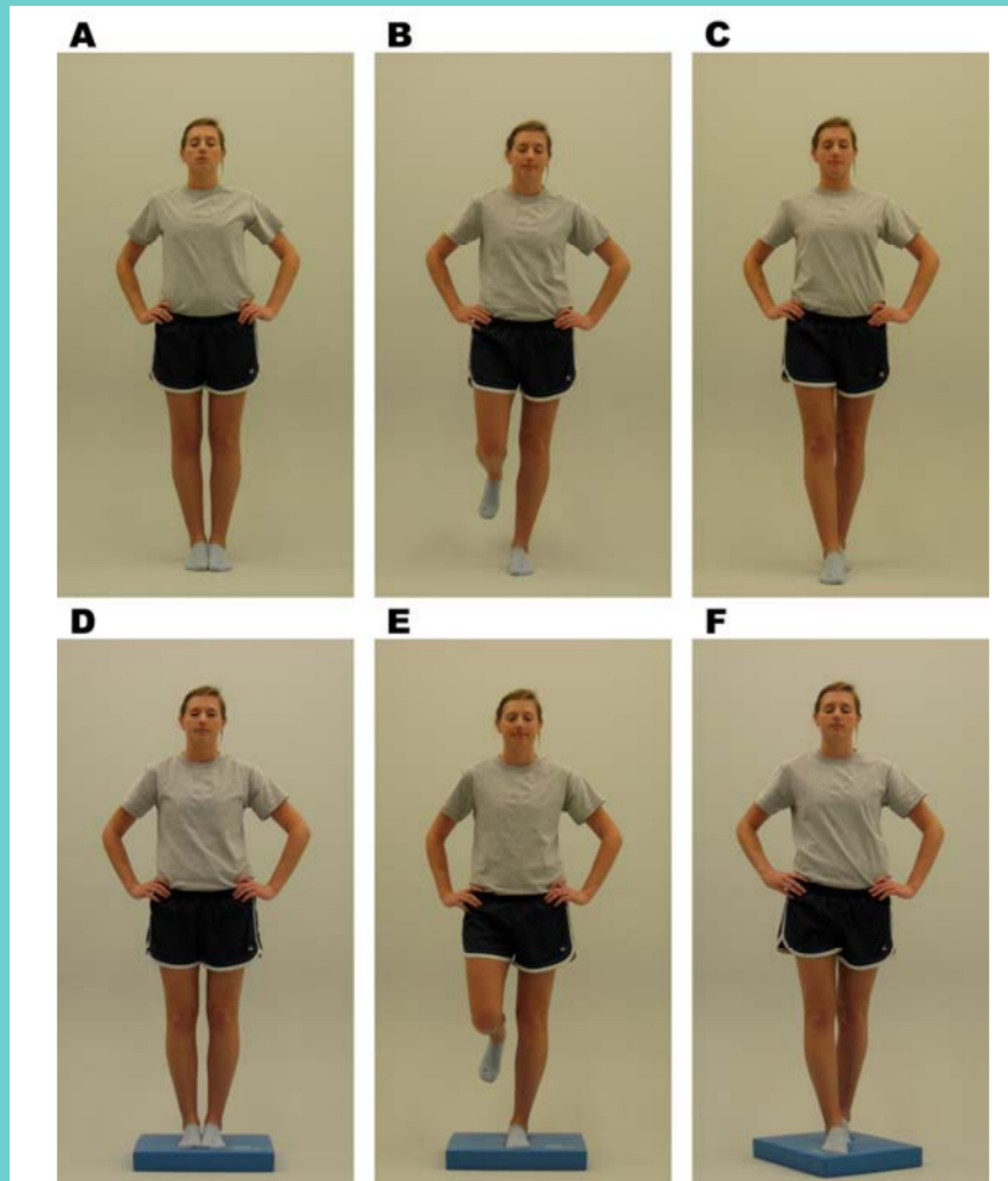


Assessment Tools for Physical Literacy

Bess-C Assessment

<https://idph.iowa.gov/Portals/1/Files/ACBI/BESS%20manual%20310.pdf>

TGMD-3 Assessment



Test of Gross Motor Development—Third Edition
TGMD-3
 Examiner Record Form
 Dale A. Ulrich

Ages 3-0 to 10-11

Section 1. Identifying Information

Name _____ Female Male
 School _____
 Date Tested _____ Year _____ Month _____ Day _____
 Date of Birth _____ Preferred Hand: Right Left Not Established
 Age* _____ Preferred Foot: Right Left Not Established
 Examiner's Name _____
 Examiner's Title _____

*When accessing the normative tables, use years and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equivalent	%ile Rank	Scaled Score	_____ % Confidence Interval	Descriptive Term	Difference Between Scaled Scores
Locomotor	_____	_____	_____	_____	_____ to _____	_____	<input type="checkbox"/> Not important <input type="checkbox"/> Statistical 3 or above <input type="checkbox"/> Clinical 6 or above
Ball Skills	_____	_____	_____	_____	_____ to _____	_____	
Sum of Scaled Scores				_____			

Section 3. Composite Performance

	Sum of Scaled Scores	%ile Rank	Gross Motor Index	_____ % Confidence Interval	Descriptive Term
Gross Motor	_____	_____	_____	_____ to _____	_____

Section 4. Descriptive Terms

Scaled Score	1-3	4-5	6-7	8-12	13-14	15-16	17-20
Descriptive Term	Impaired or Delayed	Borderline Impaired or Delayed	Below Average	Average	Above Average	Superior	Gifted or Very Advanced
Index Score	<70	70-79	80-89	90-109	110-119	120-129	>129

Section 5. Administration and Scoring Guidelines

- Directions for all test items require you to first give the child a good demonstration of the skill, which includes all of the performance criteria. Next, give the child a practice trial, followed by two trials that you score. If you are unsure of whether the child performed a performance criterion correctly, administer another trial, look at only that performance criterion, and score it.
- Score each performance criterion as:
 - 1 = performs correctly
 - 0 = does not perform correctly
- Performance criteria scores are calculated by summing the scores on Trial 1 and Trial 2 for each performance criterion.
- Skill Scores are calculated by summing all of the performance criteria scores for each skill.
- The Locomotor Total Raw Score is calculated by summing the 6 Locomotor Skill Scores.
- The Ball Skills Total Raw Score is calculated by summing the 7 Ball Skills Scores.

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Fine Vs Gross Movements

Fine Movements

- Small precise movements
- Uses smaller muscles usually hands and wrists
- Holding a cup
- Moving objects into a container



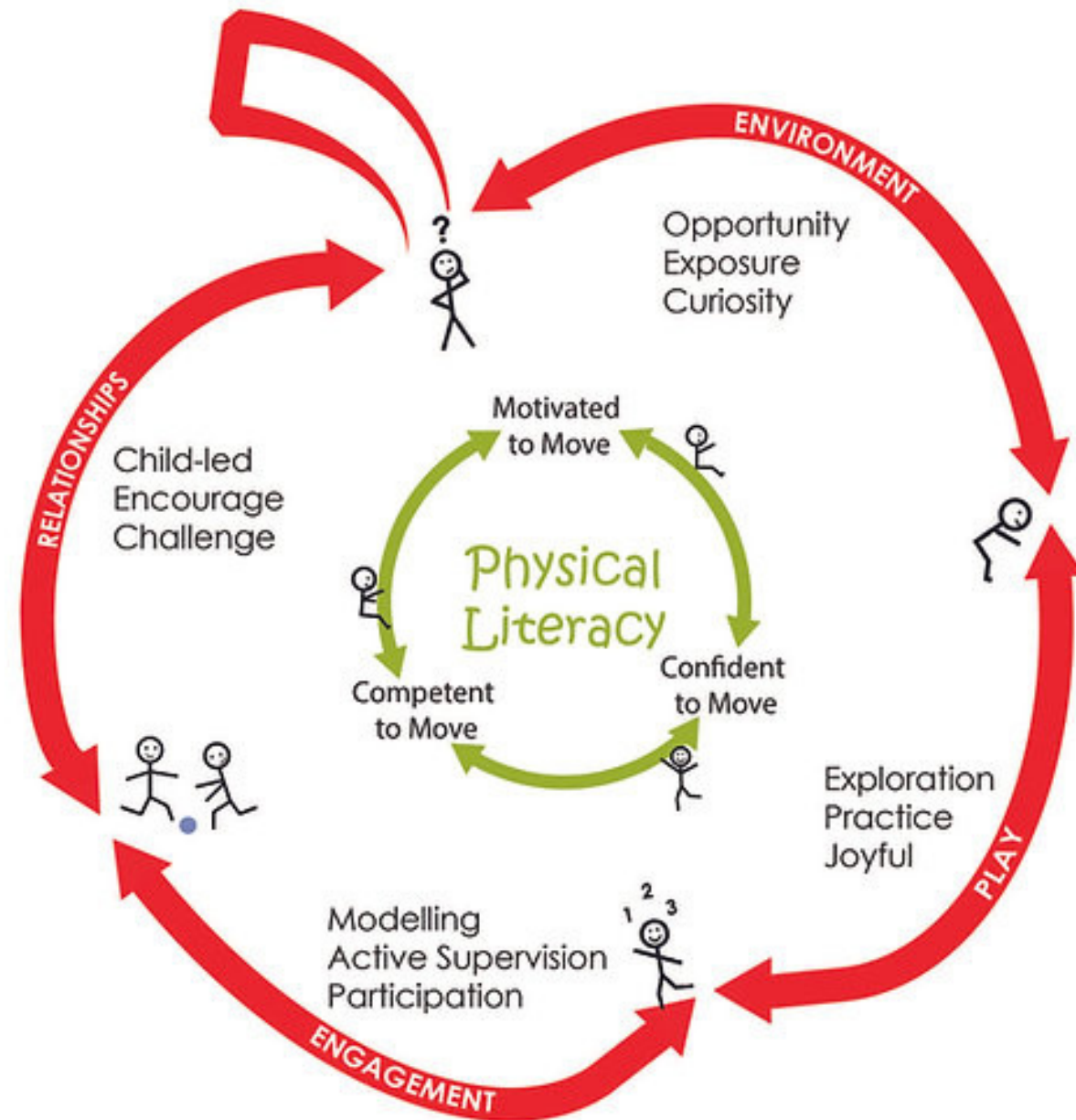
Gross Movements

- Whole body movement
- Uses Large core muscles to stabilize the body
- Walking, Running, Jumping and sitting



APPLE Model

Active Play and Physical Literacy Everyday



Create a rich environment that promotes active play to spark a child's curiosity and exploration, and motivates a child to move



The child will repetitively engage in active play building mastery, confidence and competence to move in different ways



Active play facilitates fundamental movement skill development promoting physical literacy everyday

APPLE Model



- APPLE Model was part of a Physical Literacy Proof of Concept Study (2018 - 2020)
- Included 30 centres in Alberta and BC, reaching over 600 children and 100 educators
- Looked at the potential benefits for young children when they experience enhanced physical literacy opportunities in early childhood programming
- Researchers found that across all ages, the study group show strong improvements in manipulative skills and greater FUNdamental Movement Skill development

Researchers also found that...

- Children developed greater problem solving skills, adaptability, self-regulation and focus (leading to fewer behaviour challenges)
- Educators spent more time directly engaging with children and reported a greater sense of happiness
- Connection between children, educators, and families was stronger

PLUS...

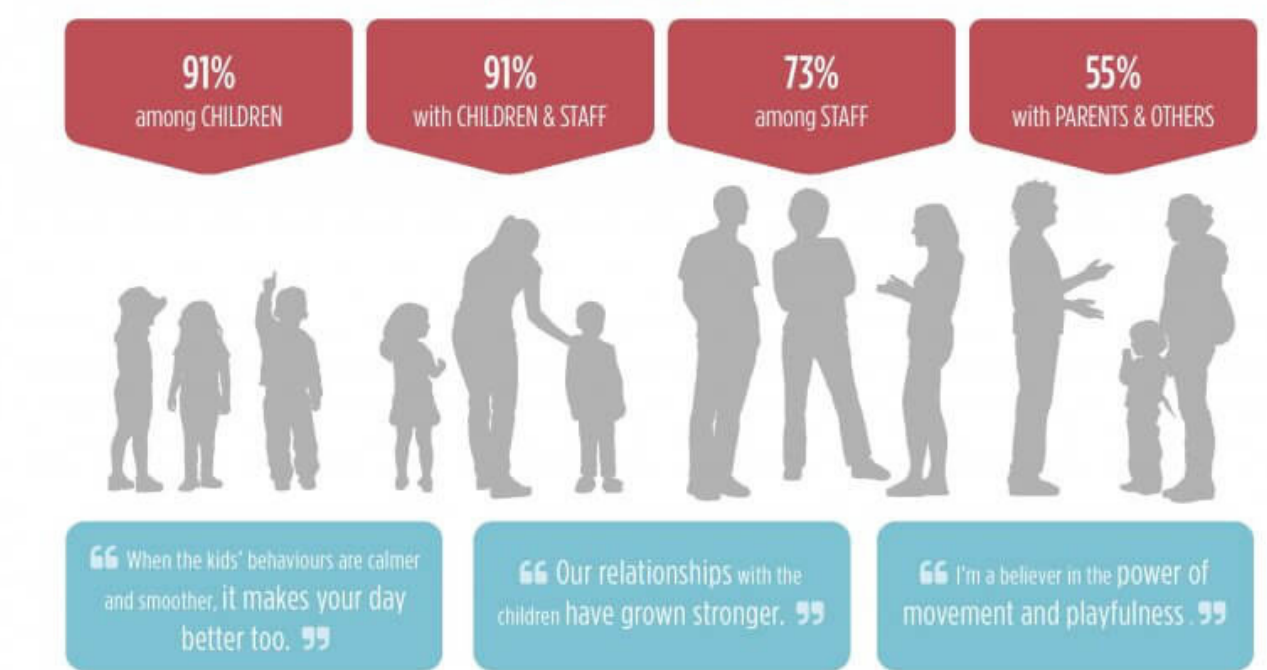
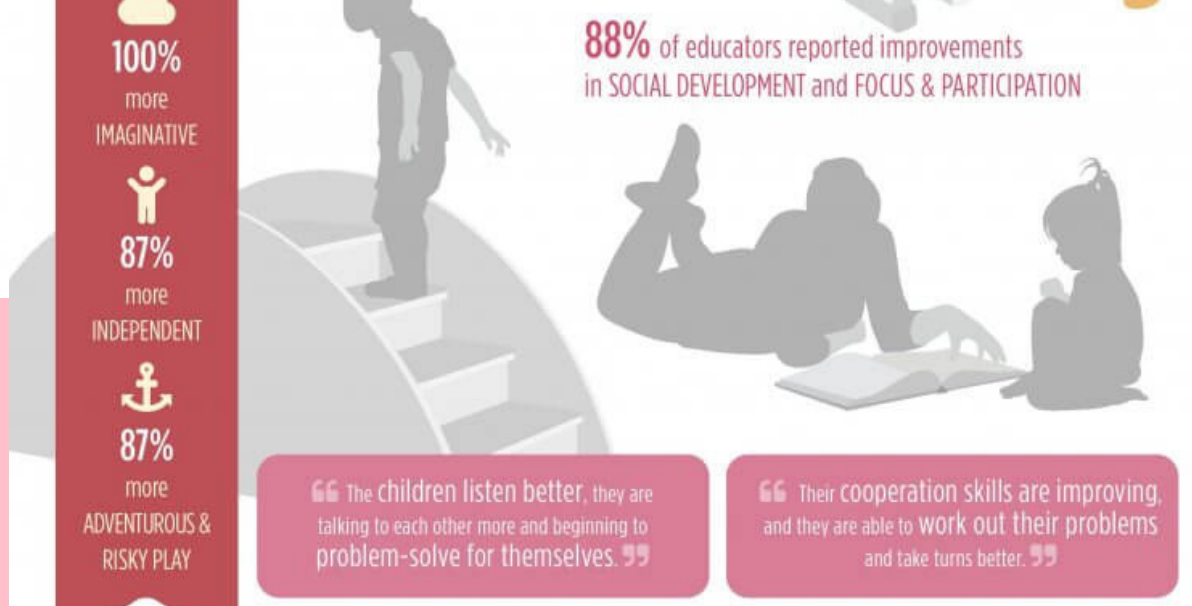
- Researchers found that educators found physical literacy programming was easy, inexpensive, and required little prep time, space, or special equipment



“ Educators now see the need and importance of physical literacy. ”

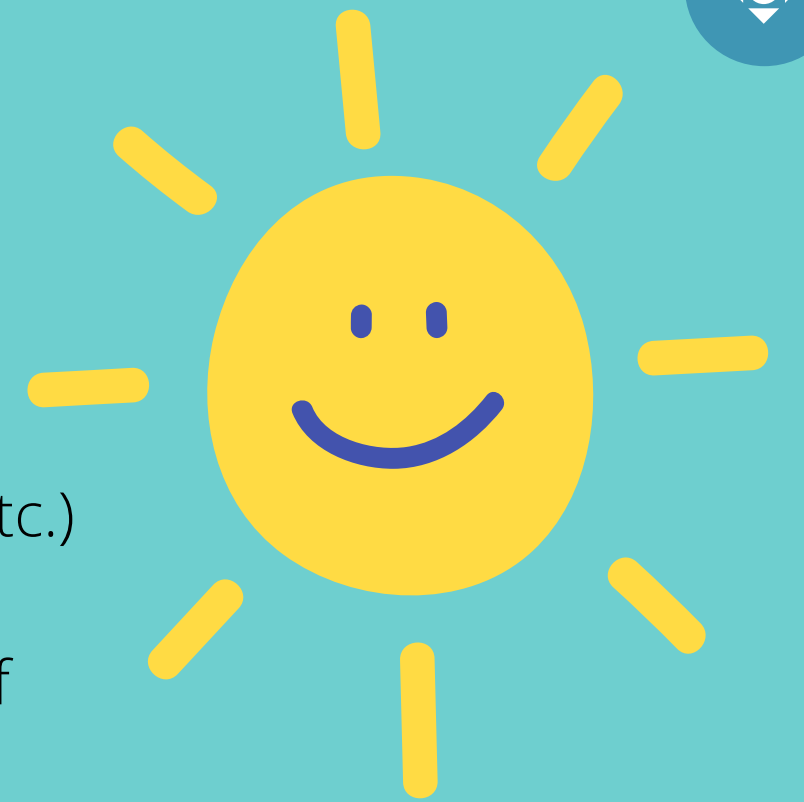
“ Instead of saying ‘Don’t!’ I can say, ‘Can you show me again how you did that?’ ”

“ Now I can plan age-appropriate physical activities, not only outdoors but also indoors. ”



How can you incorporate physical literacy in your early childhood recreation program?

1. Remember that children learn best through play!
2. Give children a choice in how they move (i.e. bear crawling to the next activity, balancing like a tree, etc.)
3. Be flexible with your program (and be ready to adapt to children's different interests and abilities)
4. Use a developmental sequence by starting where children are at and gradually increasing the level of challenge
5. Add in physical literacy SPARKS whenever you can
6. Switch types of materials and equipment and encourage children to use them in creative ways
7. Encourage children to be mindful of how their bodies feel when they move
8. Provide refining cues to increase FUNdamental Movement Skill development (i.e. "try keeping your arms like airplane wings when you balance!")
9. Encourage individuals and groups to generate creative solutions to any movement challenges
10. Make connections with what they are learning in your program and how they can use these skills in other areas of their lives
11. Take time to celebrate even the smallest successes
12. Be a great role model by getting engaged and PLAYING!



Symbolic Play

Using objects, or actions to represent other objects, actions, or ideas, e.g. using a cardboard tube like a telescope.

Rough and Tumble Play

Discovering physical flexibility, generally friendly and positive.

Socio-Dramatic Play

When children act out experiences, e.g. playing house

Creative Play

Allows children to explore, try out new ideas and use their imagination.

Social Play

Any social situation where it's expected that everyone will follow the set rules - like during a game

Communication Play

Play using words, gestures e.g. charades, telling jokes, play acting, etc.

Dramatic Play

Play where children figure out roles to play, assign them and then act them out.

Locomotor Play

Movement for movement's sake, just because it's fun. Things like chase, tag, hide and seek and tree climbing

Imaginative Play

play where the conventional rules, which govern the physical world, do not apply, like imagining you are a bee, or pretending you have wings.

Exploratory Play

using senses of smell, touch and even taste to explore and discover the texture and function of things around them

Fantasy Play

child's imagination gets to run wild and they get to play out things that are that are unlikely to occur, like being a pilot or driving a car.

Deep Play

Play which allows the child to encounter risky experiences and conquer fear like heights, snakes, and creepy crawlies

Mastery Play

control of the physical and affective ingredients of the environments, like digging holes or constructing shelters.

Object Play

play which uses sequences of hand-eye manipulations and movements, like using a paintbrush.



Role Play

play exploring ways of being, although not normally of an intense nature, like brushing with a broom, dialing with a telephone..

Recapitulative Play

play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness.





Thank you!
Questions?