

Physical Literacy Toolkit

For Child Care Settings

Physical Literacy Toolkit for Child Care Settings

Contents

Preamble: How to Use the Toolkit

Section 1: Assessment Survey

Section 2: Best Practice Recommendations

Section 3: Actions & Sample Policy Statements

Section 4: Glossary

Appendix: Best Practice Resource Guide

Preamble: How to Use the Toolkit

The Physical Activity Self-Assessment Survey and Planning Toolkit (2016) is intended for those who work in child care settings including but not limited to; daycare, home daycare, early years centres and before/after school programs. This toolkit will help you assess the physical activity environment of your child care setting to help inform future programming and facility needs.

To best inform programming it is recommended that your child care setting be assessed at least once a year. This will provide an opportunity to review accomplishments, identify areas for improvement, and set new goals.

Begin with Section 1 – Assessment Survey. If you are having any difficulties or have questions, refer to Section 4 and the Appendix.

If you require more assistance, please contact your local health unit.

Section 1: Assessment Survey

This section can help you assess the physical activity environment within your child care facility. To complete the self-assessment survey:

1. Read each statement and check the response that best fits your child care facility.
2. Assess your child care environment and practices to help identify strengths and areas for improvement.
3. Consider what your child care facility provides a majority of the time.
4. Involve any key staff members that can help in answering questions.

Once you have completed the survey use the responses and review Section 2: Best Practice Recommendations and Section 3: Policy Development Template.

NOTE: Definitions of key terms can be found in the glossary (Section 4) of this document.

1. Active Play and Sedentary Behaviour					
a. Active play time is provided to each child. For children attending half-day, divide time in half.	60 minutes or less each day	61-90 minutes each day	91-120 minutes each day	121-180 minutes each day	More than 180 minutes each day
b. Tummy Time* is provided for non-crawling infants.	Never	Once Per Day	Occasionally	Frequently	Several times per day
c. Outside of nap and meal times, the longest that infants spend sitting or being restrained (high chair, stroller, swing, etc.).	More than one hour	Less than one hour	30-45 minutes	15-30 minutes	Less than 15 minutes
d. Outdoor active play is provided to each child (weather permitting).	30 minutes or less each day	31-60 minutes each day	61-90 minutes each day	91-120 minutes each day	More than 120 minutes each day
e. Screen time (television, computer and video games) is provided.	3 or more hours per day	2-3 hours per day	1-2 hours per day	1 hour or less per day	We do not provide any screen time

*Tummy time is supervised time when an infant is awake and alert, lying on his/her stomach. Begin with a few minutes and gradually increase the amount of time as the infant gets used to being on his or her stomach.

2. Play Environment					
a. Fixed play equipment (tunnels, balancing equipment, climbing equipment, overhead ladders, etc.).	Unavailable at our site	Only one type of equipment is available	Different equipment that suits most children is available	Fixed play equipment within walking distance is available and utilized	Wide variety of equipment available and accommodates needs of all children
b. Portable play equipment (wheeled toys, balls, hoops, ribbons, etc.).	Little variety and children must take turns	Some variety but children must take turns	Good variety but children must take turns	Lots of variety but children must take turns	Lots of variety for children to use at the same time
c. Outdoor play space is:	Not available	Available with very limited open running space, no track, path or area for wheeled toys	Available with plenty of running space, no track, path or area for wheeled toys	Available with a track, path or area for wheeled toys, limited open running space	Available with plenty of open running spaces and a track, path or area for wheeled toys
d. Our program provides activities to develop fundamental movement skills (locomotor, balance/stability, object manipulation) through unstructured/free play opportunities.	Rarely or never	1 time per week	2-3 times per week	Daily	
e. Our program provides activities to develop fundamental movement skills (locomotor, balance/stability, object manipulation) through structured, adult-led opportunities.	Rarely or never	1 time per week	2-3 times per week	Daily	

3. Supporting Physical Activity & Physical Literacy				
a. Staff supervision during active play time and/or tummy time.	Supervise play only (mostly sit or stand)	Sometimes encourage children to be active	Often encourage children to be active and join children in active play	Always encourage children to be active and join children in active play
b. Age appropriate physical activity supports are visibly displayed in common areas.	No posters, pictures or books about physical activity are displayed	Some areas have posters, pictures or books about physical activity displayed	Most areas have posters, pictures or books about physical activity displayed	All areas have posters, pictures or books about physical activity displayed
4. Physical Literacy & Physical Activity Education				
a. Staff are provided opportunities to participate in training related to physical activity and physical literacy development (webinars, online courses, workshops, conferences, guest speakers, etc.).	Rarely or never	Less than one time per year	1 time per year	2 times or more per year
b. Physical activity resources and information are available to staff (books, pamphlets, guidelines, access to websites, etc.).	Rarely or never	Sometimes made available and staff are encouraged to access it on their own time	Available on-site and staff are encouraged to access it on their own time	Available on-site and staff are encouraged to access it any time

5. Physical Activity and Physical Literacy Policy				
a. A physical activity policy that covers most of the topics discussed in this self-assessment survey.	Does not exist	Exists informally	Is written but not always followed	Is written, followed and reviewed regularly
b. A policy that ensures adequate playtime on inclement weather days.	Does not exist	Exists informally	Is written but not always followed	Is written, followed and reviewed regularly
c. A policy that supports active play and does not use/withhold it as a form of punishment.	Does not exist	Exists informally	Is written but not always followed	Is written, followed and reviewed regularly
d. A group of physical activity champions/staff that work to support the sustainability of the physical activity policy within the organization.	Does not exist	Exists informally	Exists but does not meet often	Exists and meets regularly

Are there any other physical activity related items that your child care setting offers? If yes, please describe them in the space below:

Congratulations on completing the physical activity environment assessment survey.

Section 2: Best Practice Recommendations

This table includes Best Practice Recommendations for each of the areas assessed in the survey.

ASSESSMENT AREA	BEST PRACTICE RECOMMENDATIONS
1. Physical Activity and Sedentary Behaviour For children attending half day, divide time in half.	<ul style="list-style-type: none"> • Provide each child with at least 180 minutes of physical activity each day. • Provide structured (adult-led) physical activity 2 or more times daily. • Provide outdoor active play at least 120 minutes each day (weather permitting). • Ensure each child is not engaged in sedentary activities (excluding naps and eating) for more than 30 minutes at a time each day. • Limit screen time (television, computer and video games) as per the recommendations in the Canadian Sedentary Behaviour Guidelines and 24-Hour Movement Guidelines.
2. Play Environment	<ul style="list-style-type: none"> • Have a wide variety of fixed play equipment available that accommodates the needs of all children. • Have a large variety of portable play equipment available for children to use at the same time. • Ensure outdoor portable play equipment (such as tricycles, slides, balls, etc.) is easily accessible at all times to each child. • Ensure that outdoor play space is available with plenty of open running spaces and a track, path or area for wheeled toys. • Ensure indoor play space is available for all activities including running.
3. Supporting Physical Activity	<ul style="list-style-type: none"> • Staff encourage children to be active and join children in active play. • Provide visible age-appropriate physical activity supports (such as posters, books, pictures) in all areas.
4. Physical Activity Education	<ul style="list-style-type: none"> • Provide staff with opportunities to participate in training related to physical activity for children (webinars, online courses, workshops, conferences, etc.) • Staff are encouraged to participate in two or more trainings per year. • Ensure resources and information related to physical activity are available on-site and are accessible to staff during work time.
5. Physical Activity Policy	<ul style="list-style-type: none"> • Create a written policy on physical activity that is followed and reviewed regularly. The policy should address physical literacy development and include topics identified within the assessment.

Section 3: Actions and Sample Policy Statements

By promoting, role modelling and engaging children in daily physical activity, child care staff have the ability to influence healthy child development within their centres by following best practice guidelines. By providing children with the time, environment, instruction and equipment to enhance their physical literacy skills, child care staff are encouraging a lifetime of involvement in physical activity.

To better support ongoing physical literacy, consider adopting and/or incorporating any of the following recommended actions and related policies into your existing organization's policies and procedures.

Sample Policy Goal To create a positive culture and supportive environment to increase and promote the amount of physical activity, develop physical literacy and minimize the amount of sedentary behaviour in early learning programs.		
No.	Recommended Actions	Recommended Policy Statements
1.	Raise awareness and educate parents by providing information and resources.	Information and demonstrations of the definition and importance of physical activity, physical literacy and sedentary behaviour will be conveyed to families through parent handbook, orientation, newsletters, handouts, bulletin board displays, photos, posters, and at family information sessions.
2.	Encourage staff to attend related professional development events.	Staff will be encouraged to attend professional development events and access resources for self-directed learning on physical literacy, physical activity and sedentary behaviour to gain knowledge, awareness and strategies. Such knowledge will be shared with colleagues at staff meetings and/or in service training, the children through program implementation, and families.
3.	Incorporate activities into daily programming that develop fundamental movement skills, are age appropriate, and consider each child's individual abilities.	<p>Staff will promote regular physical activity following best practices outlined in the Early Learning Framework.</p> <p>Staff will adopt the recommendations in the Canadian Physical Activity Guidelines for 0-4 year olds:</p> <ul style="list-style-type: none"> • Infants (< 1 year): engage in physical activity several times daily, particularly through interactive floor-based play • Toddler/Pre-schooler (1-4 years): accumulate a minimum (but preferably more) of 180 minutes of physical activity at any intensity throughout the day <p>NOTE: Work towards a progression of at least 60 minutes of energetic play by 5 years of age.</p> <p>The amount of daily physical activity equates to about 25% of the time the 1-4-year-old child is awake (an average of at least 15 minutes per every hour).</p>

		<p>Staff will adopt the recommendations in the Canadian 24-Hour Movement Guidelines for Children and Youth ages 5-17 years:</p> <p>SWEAT- Moderate to Vigorous physical activity</p> <ul style="list-style-type: none"> Accumulate at least 60 minutes per day of moderate to vigorous physical activity that includes a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be included at least 3 days per week. <p>STEP - Light physical activity</p> <ul style="list-style-type: none"> Several hours of a variety of structured and unstructured light physical activities. <p>SLEEP - Sleep</p> <ul style="list-style-type: none"> Uninterrupted 9 to 11 hours of sleep per night for those aged 5-13 and 8 to 10 hours per night for those aged 14-17 years, with consistent bed and wake-up times. <p>SIT - Sedentary Behaviours</p> <ul style="list-style-type: none"> No more than 2 hours per day of recreational screen time. Limited sitting for extended periods.
4.	Adapt the environment (indoor and outdoor) to create quality spaces that are safe, encourage play and a variety of fundamental movement skills (run, jump, hop, throw, etc.).	<p>Staff will adopt the recommendations from The Canadian Physical Activity Guidelines for 0-4 year olds and the Canadian 24-Hour Movement Guidelines for Children and Youth ages 5-17 that children engage in a variety of activities in a variety of settings, including:</p> <ul style="list-style-type: none"> Physical activity performed individually and in small and large groups Outdoor time when possible Opportunities for walks to places of interest, such as the park or in the neighbourhood, to demonstrate to children the fun of walking and the wonder of nature Structured and unstructured activities to develop fundamental movement skills and include a variety of materials for interest: balls, skipping ropes, mats, etc. <p>NOTE: On days with inclement weather, program plans will be adjusted (if applicable) for indoor physical activities of equal duration to the time that would have been spent outdoors.</p>
5.	Provide opportunities to participate in a variety of outdoor environments (land, air, ice, water).	
6.	Provide toys and equipment that enhance fundamental movement skills (ex. sizes of balls, scarves, balance apparatus).	

7.	Limit sedentary behavior (doing very little physical movement during waking hours, e.g. sitting, strollers) by encouraging regular physical activity.	<p>Staff will observe the recommendations in the Canadian Sedentary Behaviour Guidelines:</p> <p>Prolonged Sitting/ Being Restrained:</p> <ul style="list-style-type: none"> • Early Years (0-4 years): Limit time spent confined in equipment (e.g. swings, bouncy chairs, exercise saucers, car seats, strollers and high chairs) to less than 60 minutes at a time while children are awake <p>Screen time: (television, computer, electronic games, tablets)</p> <ul style="list-style-type: none"> • Infant Toddler (0-2 years): Screen time is not recommended • Toddler/Preschoolers (2-4 years): Total screen time should be limited to less than 60 minutes/day <p>NOTE: In the event that screens are used, they should be used for educational purposes only.</p>
8.	Allow children actively to play and explore indoors/outdoors and challenge their own abilities (refer to Position Statement on Active Outdoor Play).	<p>Staff will plan activities with consideration of safety so children may gain confidence in their abilities.</p> <p>NOTE: Please refer to your centre's Safety Policy.</p>
9.	Lead by example. Have a positive attitude and participate in physical activity.	Staff are expected to model an active, healthy lifestyle while in the presence of children.
10.	Ensure all activities are fun. Never withhold physical activity or active play as punishment.	Staff will emphasize fun and creativity while encouraging children to be physically active.

Ongoing evaluation (checklists or self-assessment) are recommended. Methods could include staff input, child feedback, observation or a parent engagement survey. It is also recommended that the implementation of and compliance with the policy is reviewed. Staff and families will be informed when any changes are made.

Section 4: Glossary

This section is meant to clarify some of the terms included in this toolkit.

Physical Activity

Physical activity is defined as any movement that increases heart rate and breathing or requires energy expenditure. Physical activity includes exercise as well as other activities which involve bodily movement and are done as part of playing, learning, active transportation, house chores and recreational activities.

Physical Literacy

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, May, 2014*). Physical literacy is the development of basic movement and sport skills, such as crawling, walking, jumping and throwing. When children feel confident performing these movement skills, they are more likely to participate in activities that require these skills as they grow older. As children learn these skills, they will have more confidence and competence to participate in games and activities which will provide them the foundation to be physically active throughout their life.

Structured Activity (adult-led)

Structured physical activities are intentionally directed by an informed adult. These activities contribute to a child's basic motor development and enjoyment of movement.

Structured activities can be either indoor or outdoor activities. Examples of structured activities are:

- Musical games
- Guided play with homemade props (yarn balls, simple bean bags, paper plate paddles, scoops made from milk cartons)
- Games such as "Simon Says" or "Follow the Leader"

Unstructured Physical Activity

Activities that occur spontaneously, sporadically, are often unplanned or unscheduled and involve self-directed games, play and other activities without external structures.

Examples include:

- Exploration/creative play with portable equipment (balls, blocks, jump rope, etc.)
- Soccer game with friends
- Swimming
- Family hike
- Walking, biking
- Building a tree fort
- Climbing outside

Sedentary Behaviour

Sedentary behaviour is time when children are doing very little physical movement, such as sitting or reclining in a stroller, high chair or car seat; watching television; or playing with electronic games. For healthy growth and development, parents and caregivers should minimize the time young children spend being sedentary during waking hours.

Screen Time

Screen time is a type of sedentary behaviour which includes watching television, time spent on the computer, and playing with electronic games.

Fixed Play Equipment

Fixed play equipment is permanent play equipment that is part of the outdoor (or indoor) play-space and helps to promote child development. Play equipment should allow children to perform such activities as climbing, balancing, swinging, hanging, sliding and other full body movements.

Portable Play Equipment

Portable play equipment stimulates a variety of motor skills, which allows children to develop and expand eye-hand and eye-foot coordination and develop other fundamental movement skills (such as throwing, catching and striking). Examples include balls, jump ropes, hula-hoops, tumbling mats, bean bags, wheeled toys, etc.

Physical Activity Policy

A physical activity policy refers to decisions, plans and actions that are undertaken to achieve specific physical activity goals within the child care setting. A clearly defined physical activity policy can achieve several things: it defines a vision for the future which in turn helps to establish targets and points of reference for the short and medium term. It outlines priorities and the expected roles of everyone involved; and it builds consensus and informs people. A quality physical activity policy works to support the development of physical literacy.

Many of these definitions referenced are from the Canadian 24-Hour Movement Guidelines Glossary found at www.csep.ca and ParticipACTION's Report Card on Physical Activity for Children and Youth at www.participation.com.

Appendix: Best Practice Resource Guide

The table includes links to resources to support the planning and implementation of the best practice recommendations outlined in Section 2.

Assessment Area	Resources
1. Physical Activity and Sedentary Behaviour	<p>Canadian Physical Activity Guidelines – Canadian Society for Exercise Physiology www.csep.ca/guidelines - for the Early Years (0-4 years)</p> <p>Canadian Sedentary Behaviour Guidelines – Canadian Society for Exercise Physiology www.csep.ca/guidelines - for the Early Years (0-4 years)</p> <p>Canadian 24-Hour Movement Guidelines - Canadian Society for Exercise Physiology www.csep.ca/guidelines - for Children and Youth (5-17 years)</p> <p>Leap BC – Resources Move™ – Integrates physical activity, early language development and healthy eating for infants and toddlers, from birth to 3 years of age. decoda.ca/children-families/leap-bc/move/</p> <p>Hop™ – Has the same focus as Move but is geared towards preschoolers from 3-5 years of age. decoda.ca/children-families/leap-bc/hop/</p> <p>Bring Back Play – ParticipACTION http://www.bringbackplay.ca/</p> <p>Outdoors: The Ultimate Playground – Toronto Public Health www.toronto.ca/health/playground/index.htm</p>
2. Play Environment	<p>Child Care and Early Years Act (CCEYA) http://www.edu.gov.on.ca/child_care/</p> <p>Materials/Equipment List for Child care Centres – Manitoba Family Services and Labour - infant and toddler - preschooler - school-age http://www.gov.mb.ca/fs/child_care/resources/publications.html#centres</p> <p>Planning & Design Guidelines for Child Care Centres – Ministry of Education www.edu.gov.on.ca/eng/parents/planning_and_design.pdf</p> <p>Position Statement on Active Outdoor Play https://www.participaction.com/sites/default/files/downloads/Participaction-PositionStatement-ActiveOutdoorPlay_0.pdf</p>

3. Supporting Physical Activity	<p>Have a Ball Together – Best Start Resource Centre Tools to promote and encourage physical activity for children 0-6. http://haveaballtogether.ca/</p> <p>Physical Activity and Sedentary Behaviour Guidelines Posters – PARC http://parc.ophea.net/resources</p>
4. Physical Activity Education & Physical Literacy	<p>Active for Life Active for Life is a website that focuses on providing information for parents and early childhood educators on physical literacy so that children can be active for life. This includes lesson plans for early childhood educators, and activities that can be done to develop a specific fundamental movement skill at a specific age. http://activeforlife.com/</p> <p>College of Early Childhood Educators of Canada www.college-ece.ca/en/Pages/Home.aspx</p> <p>Early Childhood Educators Qualifications Upgrade Program http://www.ecegrants.on.ca/ece-qualifications-upgrade-program/</p> <p>Early Learning Resource – OPHEA The OPHEA Early Learning Resource assists kindergarten teachers, early-childhood educators and early learning teams with the implementation of the Full-Day Early Learning – Kindergarten Program, 2010-2011 (Draft Version), Health and Physical Activity learning area. earlylearning.ophea.net/</p> <p>Physical and Health Education Canada The website of Canada's physical educators-useful information for parents, teachers and anyone interested in physical activity. http://www.phecanada.ca/</p> <p>PlaySport – OPHEA PlaySport is an educational website with all kinds of great activities designed to teach kids games by playing games! PlaySport allows you to search for activities based on the equipment you have, the skills you want to teach, the complexity of the game or the space you have available. http://www.playsport.net/</p> <p>Sport For Life Society Sport for Life (S4L) is a movement to improve the quality of sport and physical activity in Canada. Includes information for parents/caregivers and early childhood educators. Discusses physical literacy in relation to the Long –Term Athlete Development Model and includes diagrams and videos of fundamental movement skills. http://canadiansportforlife.ca/</p>
5. Physical Activity Policy	<p>See Section 3: Actions and Sample Policy Statements</p>

SWPAPN

Southwest Physical Activity Promoters Network

Chatham-Kent Health Unit
519-352-7270

Middlesex-London Health Unit
519-663-5317

Elgin St. Thomas Public Health
519-631-9900

Oxford County Public Health
1-800-755-0394

Grey Bruce Health Unit
1-800-263-3456

Perth District Health Unit
519-271-7600

Huron County Health Unit
519-482-3416

Windsor-Essex County Health Unit
519-258-2146

Lambton Public Health
1-800-387-2882



Huron County
Health Unit



Lambton
Public Health