

Benefits of Physical Literacy for Children and Educators

Phase One



PHYSICAL LITERACY IS THE MOTIVATION, CONFIDENCE, AND COMPETENCE TO MOVE FOR A **LIFETIME** (WHITEHEAD, 2010)

THE CANADIAN DAILY MOVEMENT GUIDELINES FOR CHILDREN



3 HOURS OF DAILY PHYSICAL ACTIVITY



NO SCREENTIME FOR CHILDREN UNDER 2



UNDER 1 HOUR OF SCREENTIME FOR 2-4 YEAR OLDS

WE ASKED OVER **400** PARENTS ABOUT THEIR CHILDREN'S PHYSICAL ACTIVITY



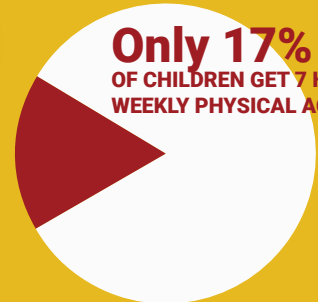
% OF CHILDREN WHO EXCEEDED SCREENTIME



26% ON WEEKDAYS



63% ON WEEKENDS



Only 17% OF CHILDREN GET 7 HOURS OF WEEKLY PHYSICAL ACTIVITY

WHAT HAPPENS WHEN YOU INTEGRATE PHYSICAL LITERACY INTO CHILD CARE SETTINGS?

OVERALL CHILDREN SHOWED



More cooperative team building and positive group play



Increased competence and confidence in positive risk taking play



Enhanced self-regulation

INFANTS (LESS THAN 24 MONTHS OLD)



78%

OF INFANTS IN THE STUDY INCREASED THEIR BALANCE AND MANIPULATIVE SKILLS

TODDLERS (2 & 3 YEAR OLDS)



75%

SHOWED INCREASED BALANCE AND MANIPULATIVE SKILLS



Toddlers also showed improved **self-regulation**, calmer **transitions** between activities, and **more cooperative play**

PRESCHOOLERS (4 & 5 YEAR OLDS)

SHOWED INCREASED FOCUS DURING PLAY



EARLY CHILDHOOD EDUCATORS IN THE STUDY



- Gained **motivation** and **confidence**
- Showed **awareness** and **intentionality** around physical literacy indoors and outdoors
- Integrated physical literacy into **practices**
- Utilized **physical literacy** during transitions between activities
- Followed the **lead of the child**, adapting to meet children's interests and abilities
- Showed a change in perspective in their **image of the child** as competent, capable, and curious

“The study has allowed my staff and me to open our minds, expand, and learn from the children.”

As he began to play soccer, his kicks became less wild, he ran in circles less, and he yelled less when he missed. The boy had calmed himself down through play.

The experiences we have shared in this study have only made the environment, relationships and engagements so much more rewarding.

I have children who are only one year old who are climbing, moving, and participating in activities that the two and three year old children are doing.”

MAIN TAKEAWAYS



CHILDREN ENJOYED BEING MORE PHYSICALLY ACTIVE, PLAYED LONGER, AND SHOWED MORE IMAGINATIVE AND COOPERATIVE PLAY



EDUCATORS SPENT LESS TIME MANAGING BEHAVIOURS AND MORE TIME ENJOYING ACTIVITIES



OVERALL, EVERYONE FELT MORE CALM AND PRODUCTIVE AND BUILT STRONGER RELATIONSHIPS

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