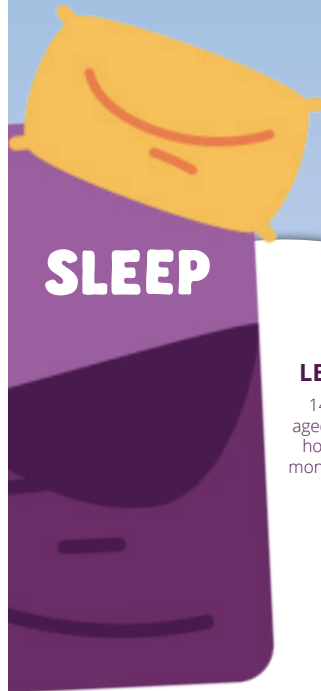


Physical Literacy Module

CANADIAN 24-HOUR MOVEMENT GUIDELINES

FOR THE EARLY YEARS (0-4 YEARS)



SLEEP

INFANTS LESS THAN 1 YEAR

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.

TODDLERS 1-2 YEARS

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

PRESCHOOLERS 3-4 YEARS

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



FOR MORE INFORMATION VISIT:
BUILDYOURBESTDAY.COM/EARLYYEARS



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.

INFANTS LESS THAN 1 YEAR

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.

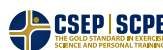
TODDLERS 1-2 YEARS

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.



PRESCHOOLERS 3-4 YEARS

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.



How active should children be?

MOVE

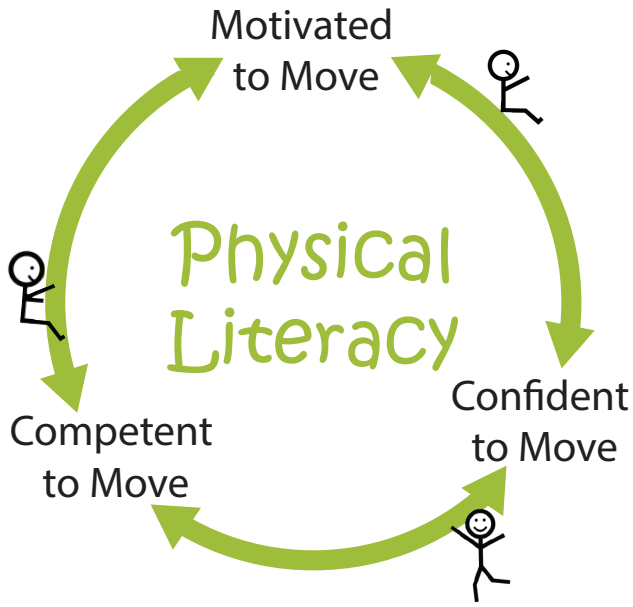
SIT

Infant (less than 1 year)		
Toddler (1-2 years)		
Pre-schooler (3-4 years)		

Source: Canada's 24-Hour Movement Guidelines for the Early Years: Ages 0-4
www.participation.com/en-ca/benefits-and-guidelines/early-years-0-to-4

Brainstorm: What are the factors behind young children spending an average of 7.5 hours daily being sedentary?





Physical literacy requires that children have experiences with:

(select the correct answer)

- a limited number of activities
- many kinds of activities

... in several environments:

(select all that apply)

- on the ground
- on snow
- on ice
- in water
- in the air

These experiences should be positive and fun so that children want to:

(Match the remaining actions to the correct physical literacy component. For example, COMPETENCE results in children who want to develop skills that enable them to participate actively)

Do them over and over again

CONFIDENCE

Challenge themselves

COMPETENCE

Develop skills that enable them to participate actively

MOTIVATION

How do young children best acquire movement skills?

(List the 5 principles of Physical Literacy as defined by Sport for Life Society)

1. _____
2. _____
3. _____
4. _____
5. _____



Developing Fundamental Movement Skills

Fundamental Movement Skills	Examples	Notes
Stability Skills	Lying on back holding feet Sitting Standing holding wall Standing holding hand Squatting Standing on wobble board, unassisted	
Locomotor Skills	Crawling Walking assisted Walking unassisted Striding over obstacles/balancing Riding a strider bike	
Manipulative Skills	Reaching for an object Holding an object Throwing an object Catching an object Kicking an object	



Active Start Activities

Activity 1: Balloon Body Toss

Students must try to keep a balloon in the air using various body parts.

Setup

Give each student a balloon (or equivalent) and have them spread out in the playing space.

Instructions

The object of this game is to keep the balloon in the air using various body parts (e.g. right hand, left hand, alternating hands, right foot, left foot, alternating feet, head, knee, etc.)

Activity 2: Beanbag Balance

Students practice balancing a beanbag on various body parts.

Setup

Have participants spread out, and give each a beanbag.

Instructions

Call out different body parts (E.g. shoulder, back, knee, foot, stomach, thumb, etc.) and have participants balance their beanbag on said body part for five seconds.

Try to pick funny/challenging body parts to keep it fun.

You may add a rule that if the beanbag falls off, they must do five jumping jacks or another appropriate exercise.

You may also increase the time they have to balance the beanbag.

Activity 3: Can you Jump?

Students practice various ways to jump.

Setup

Have participants stand in a half circle facing you.

Instructions

Give participants various commands as they jump on the spot:

Can you jump...

as high as you can?

as low as you can?

as loud as you can?

as soft as you can?

as fast as you can?

as slow as you can?



like a rocket ship?
with your feet close together?
with your feet wide apart?
in the shape of a star?
like a frog?
like a kangaroo?
like a bunny?
like a start and then a pencil (jumping jacks)?

Cues

start with knees bent, as you crouch down
arms swing back when crouched and swing forward when taking off
land softly on the balls of the feet followed by the heels, bent knees
arms come back down

Activity 4: Connect It

Students practice their listening skills and body awareness by connecting body parts together that the teacher calls out.

Set up

Students spread out in the playing area with a good view of the teacher

Instructions

Students walk freely about the area.

On a signal, they stop and listen to the teacher calling out two body parts, which each child then has to join together.

E.g.: elbow to knee, hand to foot, foot to foot, hand to shoulder, hand to hand, knee to ankle, foot to head.

Cues

Be creative

Try new positions

Try to stay still once you connect your body parts



Activity 5: Driving Around

Students practice various locomotor movements while pretending to drive.

Setup

Students spread out in the playing area with a good view of the teacher.

Instructions

Tell kids “we are going driving.”

Call out different instructions as they run around:

- Speed limit–walking
- Narrow road–galloping
- Road construction–leap over pot holes (spots on the floor)
- Highway driving–running
- Out of gas–take a break at your spot, and fill up
- Raining–windshield wipers (do 5 jumping jacks)
- Stuck in the mud–run in place
- Bumpy road–skipping
- Crosswalk–slow motion walking
- Flat tire–hopping (one foot)
- Ambulance coming–run to closest wall

Cues

Gallop: step together, let your back foot catch your front foot

Skipping: step hop, step hop

Activity 6: Safari Adventure

Students practice various locomotor movements while pretending to move like various animals.

Setup

Have students spread out at one end of the open activity space.

Instructions

Call out the name of an animal (snake, monkey, elephant, giraffe, frog, cheetah, rabbit, lion, and flamingo). Students then move towards the opposite end of the space performing the animal movement.

Cues

It’s not a race

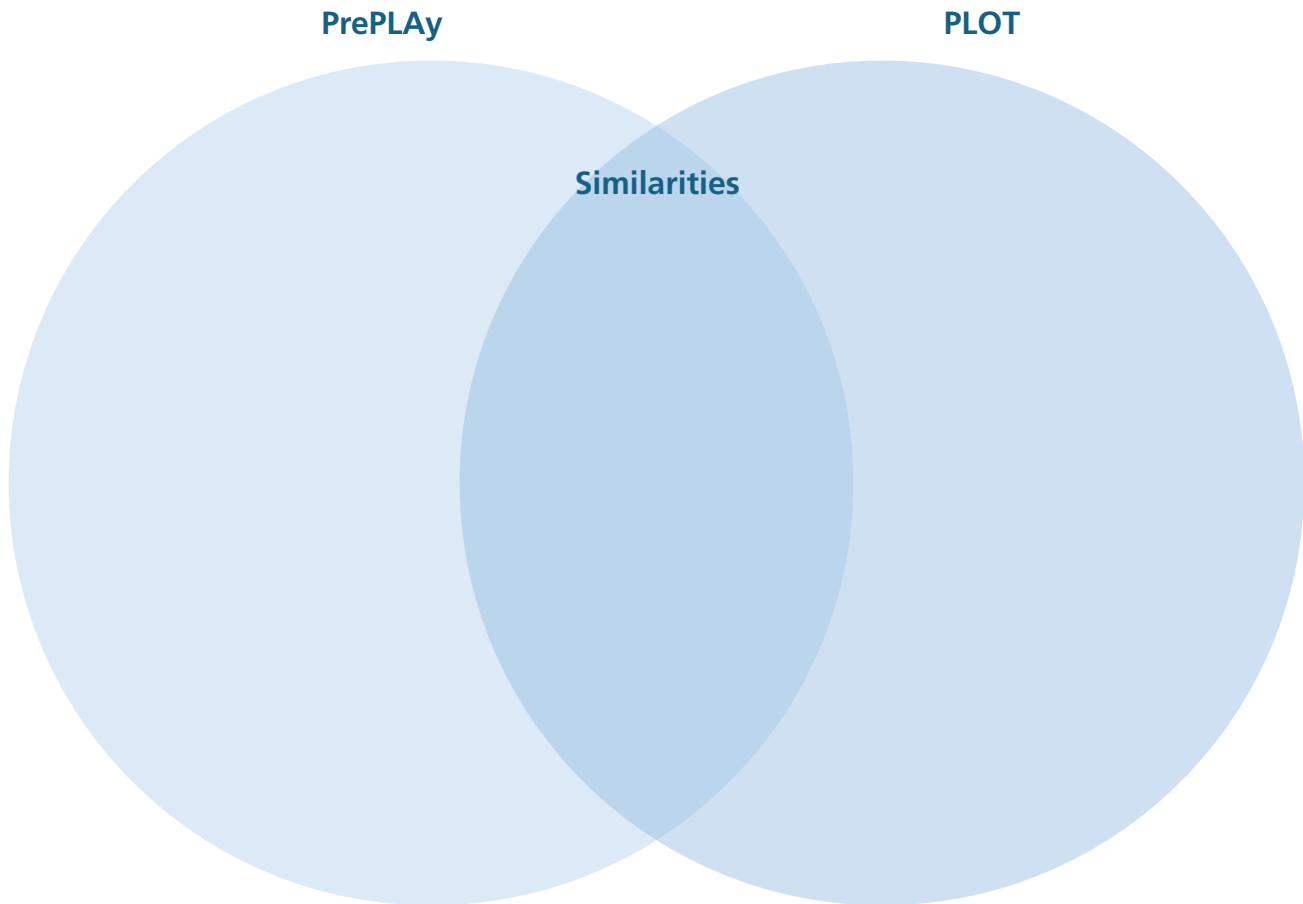
Try to be the best animal you can!

Watch out for others



Assessment and observation tools for the early years: Preschool Physical Literacy Assessment (PrePLAy) & Physical Literacy Observation Tool (PLOT)

Similarities and differences between PrePLAy and PLOT



Additional notes on PLOT and PrePLAy



Resources

Active for Life

www.activeforlife.com

Alberta Family Wellness Initiative

www.albertafamilywellness.org

Appetite to Play

www.appetitetoplay.com

Centre on the Developing Child at Harvard

www.developingchild.harvard.edu

Early Years Physical Literacy

www.earlyyearsphysicalliteracy.com

ParticipACTION Report Card 2018

www.participaction.com/en-ca/resources/report-card

Physical Literacy Observation Tool (PLOT)

www.earlyyearsphysicalliteracy.com/plot

Preschool Physical Literacy Assessment (PrePLAy)

play.physicalliteracy.ca/PrePLAy

play.physicalliteracy.ca/PrePLAy/Scoring-Instructions

Sport for Life

www.sportforlife.ca

Video Links

Sport Wales – Physical Literacy

www.youtube.com/watch?v=R8PIXqp3JpA

Notes:



CERTIFICATE OF COMPLETION

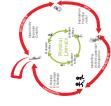
DATE:

Presented to:

Physical Literacy for Early Childhood Educators - Physical Literacy Module



Sport for Life, Director of Physical Literacy
Drew Mitchell



Early Years Physical Literacy



Sport for Life