



Physical Literacy Observation for Youth

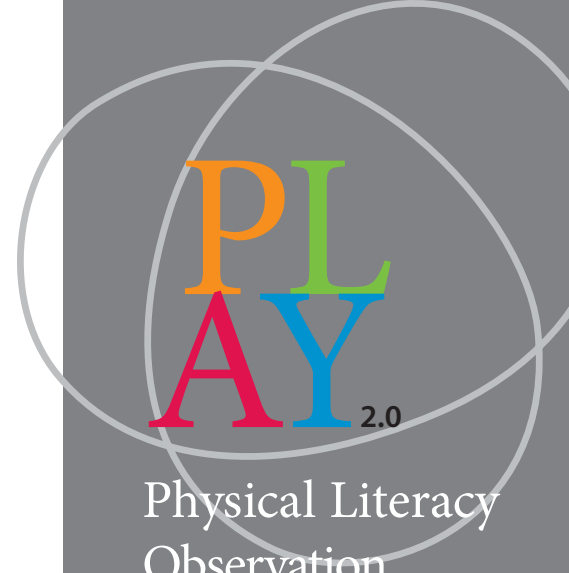


self

Workbook

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What is Physical Literacy?

We know that today's children and youth are much less active than in the past. In the interests of their long-term health and wellness, we need to help them become more active and stay active.

The first step is to help them become physically literate.

People who are physically literate have the **competence, confidence and motivation** to enjoy a variety of sports and physical activities. As a result, they are more likely to stay active.

But what is physical literacy exactly?

Like reading and arithmetic, which develop a literary or numerical vocabulary, physical literacy develops a "**movement vocabulary**" of *fundamental movement skills* and *fundamental sport skills*.

These skills are the basis for moving with competence and confidence in every kind of activity environment (on the ground, both indoor and outdoor; in and on water; on snow and ice; in the air).

But physical literacy is not just about learning basic fundamental movement skills. Physical literacy is also about having the competence, confidence and motivation to apply your fundamental movement skills and fundamental sport skills in new situations.

To make this happen, you need more than just a wide range of movement skills. You need a proper learning environment, provided by a parent, coach or leader.

The environment should encourage free play, new activities, opportunities for working together, freedom to ask questions and a supportive socio-moral environment.

In schools, once children have begun to learn literacy and numeracy skills, they are tested and graded on their level of comprehension. Parents receive report cards so they can help improve their children's academic abilities.

Shouldn't we observe their physical abilities in the same way?

This is the purpose behind the PLAY Tools.

Physical Literacy Observation for Youth

The 2022 ParticipACTION Report Card gives children and youth a D for physical activity and F for sedentary behaviours.



PLAY

Physical Literacy Observation for Youth

Use the PLAY tools to observe individuals aged five and up and to track physical literacy over time.

What is PLAY?

PLAY is a collection of workbooks, forms and tracking sheets, which comprise the tools designed to observe physical literacy in children and youth.



PLAY includes these tools:

PLAYfun

Used by a trained professional* to observe a child in 18 fundamental skills/tasks, such as running, throwing, kicking and balance.

PLAYbasic

A simplified version of *PLAYfun* that can be administered quickly by a trained professional to provide a snapshot of a child's level of physical literacy.

PLAYself

Used by children and youth to observe their own physical literacy.

PLAYparent

Used by parents of school-aged children to observe their child's level of physical literacy.

PLAYcoach

Used by coaches, physiotherapists, athletic therapists, exercise professionals and recreation professionals to record their perceptions of a child's level of physical literacy.

PLAYinventory

A form used to record and track a child's leisure-time activities throughout the year.

PLAYself, *PLAYparent* and *PLAYcoach* are forms used to supplement the skill observations, *PLAYbasic* and *PLAYfun*.

The PLAY Tools were developed by Sport for Life with the expertise of Dr. Dean Kriellaars, of the University of Manitoba.

*In this document, we have used the words 'observation' in place of 'assessment' interchangeably to reflect the nature and intent of **PLAYbasic**.*

**Trained professionals: coaches, physiotherapists, athletic therapists, exercise professionals and individuals trained in movement analysis.*

What is PLAYself?

PLAYself is a self-evaluation form used by the child to determine their perception of their physical literacy.

Who can use PLAYself? Anyone can use PLAYself with a particular child or group of children: parents, coaches, exercise professionals, physiotherapists, athletic therapists and recreation professionals.

When used in conjunction with the other PLAY Tools, PLAYself helps to establish a baseline observation of the child's current level of physical literacy. Parents, coaches, exercise professionals and others can then use the baseline to create goals for each child and track improvement.

You and the child should mutually establish *realistic goals* (where the child wants to be) and a manageable process to reach them.

Note: These observations should not be used for comparison between children. They are intended to track an individual's level of physical literacy.

Learn about the other PLAY Tools at: play.physicalliteracy.ca.

You can easily use PLAYself with a group of kids. Make sure they understand what is being asked, and keep the discussion of answers between kids to a minimum.

Directions

Physical Literacy Observation for Youth

1. Ask the child to answer each question to the best of their abilities.
2. Score their answers with the help of the PLAYself score sheet located at the back of the workbook.
3. **Take action:** View a list of suggested actions in your PLAYself workbook or on our website at: play.physicalliteracy.ca.



IMPORTANT:

- Make sure the child knows there are no right or wrong answers
- Use the rule: "If you don't know, don't answer"
- In a group setting, each child should complete the questionnaire on their own
- Assist the child if they don't understand a question, but don't offer opinions that might influence their answer



PLAYself workbook

In this section, you'll learn how to use and score the *PLAYself* form, and how to match the child's observations with the appropriate way to take action.

To simplify things, we've broken down *PLAYself* into four subsections:

- 1 Environment
- 2 Physical Literacy Self-Description
- 3 Relative Ranking of Literacies
 - a. Literacy
 - b. Numeracy
 - c. Physical Literacy
- 4 Fitness

Important Note: The examples given in *PLAYself* come from many different scenarios and sports in order to provide some diversity. These examples are specific to each task, and do not represent a complete observation. The tool must be filled out by one coach for one child (typically for one sport setting).

For each subsection, this workbook provides a framework to guide you in using the *PLAYself* form.

This includes context for each task, examples on how to score each task, and ways to take action for improvement.

As you progress through the workbook, you will determine a score for each subsection. Match this score with the list of ways to take action.

Each suggested action provides solutions to engage the child, and improve their level of physical literacy and overall well-being.

Please take out your *PLAYself* form and follow along for the upcoming subsections.

Did you know? Some *PLAY* Tools can be filled out online at: play.physicalliteracy.ca.



1 Environment

Whether or not a child is currently most active in spring, summer, fall or winter, it's important that they develop skills to be active in all four seasons. This section of the *PLAYself* form helps to observe each child's degree of confidence in most environments (land, water, ice and snow).

Framework

The Environment Score is based on the following questions and scoring systems:

Scoring System

Score each answer that the child provides in the Environment section using the following scale:

Never tried = 0 Not so good = 25 OK = 50 Very good = 75 Excellent = 100

Q1

How good are you at doing sports and activities in the gym?

Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
		✓			50

Activities in the gym include any ground-based activity you may do indoors, such as:

- Athletics
- Badminton
- Basketball
- Bowling
- Boxing
- Fencing
- Goalball
- Gymnastics
- Lacrosse (Box)
- Martial Arts
- Racquetball
- Squash
- Table Tennis
- Volleyball
- Wrestling
- All other indoor, ground-based activities

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in an indoor, ground-based environment.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in indoor, ground-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities in the gym.

Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
	✓				20

Activities in and on the water include:

- Canoe and kayak
- Rowing
- Sailing
- Swimming
- Synchronized swimming
- Triathlon
- Water polo
- Waterskiing and wakeboarding
- All other water-based activities

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in water-based environments.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in water-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities in and on the water.

Q2

How good are you at doing sports and activities in and on the water?

Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
	✓				75

Activities on ice include:

- Bobsleigh
- Skeleton
- Luge
- Broomball
- Curling
- Figure skating
- Hockey
- Ringette
- Speed skating
- All other ice-based activities

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in ice-based environments.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in ice-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities on ice.

Q3

How good are you at doing sports and activities on ice?

Q4

How good are you at doing sports and activities on snow?

Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
			✓		75

Activities on snow include:

- Alpine skiing
- Biathlon
- Cross-country skiing
- Freestyle skiing
- Snowboarding
- All other snow-based activities
- Free play on the ice/snow like building snow structures or games with friends like tag
- Biking in on ice/snow and running on ice/snow

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in snow-based environments.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in snow-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities on snow.





Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
		✓			50

Outdoor activities include:

- Archery
- Athletics
- Baseball
- Boccia
- Cricket
- Cycling
- Equestrian
- Football
- Field hockey
- Golf
- Lacrosse (field)
- Lawn bowling
- Orienteering
- Rugby
- Shooting
- Soccer
- Softball
- Tennis
- Triathlon
- All other outdoor-based activities
- Other less organized activities such as fishing, hunting building forts

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in outdoor-based environments.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in outdoor-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities in the outdoors.

Q5

How good are you at doing sports and activities outdoors?

Q6

How good are you at doing sports and activities on the playground?

Scoring Example

Never tried	Not so good	OK	Very good	Excellent	Score
		✓			50

Score

If the child placed a mark in either **Excellent** or **Very good**, they feel confident and able enough to participate in playground-based environments.

If the child placed a mark in **OK**, **Not so good** or **Never tried**, they will need to improve their abilities in playground-based environments.

See the *Taking Action* notes on page 13–14 for how to improve the child's abilities on a playground.

Overall Scoring

Q1–6

The following will help with scoring and determining how to take action.

Use the following scale:

Never tried = 0 Not so good = 25 OK = 50 Very good = 75 Excellent = 100

Scoring Example	Never tried	Not so good	OK	Very good	Excellent	Score
1. In the gym?			✓			50
2. In and on the water?		✓				25
3. On ice?				✓		75
4. On Snow?				✓		75
5. Outdoors?			✓			50
6. On the playground?			✓			50
					Total	325

Taking Action: Environment

As a parent:

Ensure that your child is active across all environments regularly. Here are some recommended quality sport programs that will help develop your child's abilities:

In the gym	In the water	On ice
<p>Athletics: "Run Jump Throw" uses a fun and active learning environment to enhance physical fitness, health, and physical literacy for children.</p> <p>Gymnastics: The "CANGYM National Badge Program" is Gymnastics Canada's national skill development and evaluation program for artistic gymnastics.</p>	<p>Swimming: Swimming Canada's "CANSwim" movement was created to teach every child in Canada how to swim at least 25 meters non-stop by the age of 12.</p> <p>Water Polo: The "ILoveWaterPolo" program is an introductory, grassroots water polo program for boys and girls ages 8 to 12. Participants develop the basic skills involved in aquatic sports to enhance swimming, balance, and coordination. (This program requires that participants are capable of swimming at least one length of the pool.)</p>	<p>Skating: Skate Canada's "CanSkate" program is designed to teach the fundamentals of skating in a progressive and sequential manner.</p>
On snow	In the outdoors	On the playground
<p>Snowboarding: Canada~Snowboard has created the "Riders" program, which is a great way to learn slopestyle or snowboardcross events.</p> <p>Skiing: Alpine Canada has created the "SnowStars Skill Development Program" to encourage the development of skiers and ski racers of all ability levels.</p>	<p>Orienteering: Orienteering Canada has developed an "athlete resource page" to help introduce people to the sport of orienteering. They have also created a "Try It!" page to learn more about orienteering and being outdoors.</p>	<p>Ensure that your child is participating at the playground on a regular basis. Playgrounds offer a wide range of opportunities for developing physical literacy in an unstructured environment. They allow children to create their own games and activities and enjoy themselves without the constraints of a structured setting.</p>

As a coach, exercise professional, physiotherapist, athletic therapist, or recreation professional:

In the gym	In the water	On ice
<p>Incorporate indoor, ground-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents enroll their child in a quality sport program for any of the indoor, ground-based activities mentioned in the list on page 8.</p>	<p>Incorporate water-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents enroll their child in a quality sport program for any of the water-based activities mentioned in the list on page 9.</p>	<p>Incorporate ice-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents enroll their child in a quality sport program for any of the ice-based activities mentioned in the list on page 9.</p>
On snow	In the outdoors	On the playground
<p>Incorporate snow-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents enrol their child in a quality sport program for any of the snow-based activities mentioned in the list on page 10.</p>	<p>Incorporate outdoor-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents enrol their child in a quality sport program for any of the outdoor-based activities mentioned in the list on page 11.</p>	<p>Incorporate playground-based activities into your setting and ensure that these activities develop physical literacy.</p> <p>If this isn't practical, then ensure that parents understand the importance of their child being physically active in all environments. Recommend that parents engage their child in playground-based activities on a regular basis.</p>





2 Physical Literacy Self-Description

Children need to understand movement terms like skip, jump and hop. If they don't, they will be less likely to participate in activities that uses those terms. Motivation to participate in an activity comes from having encouragement, adequate motor skill abilities, and a safe and welcoming environment. The more a child participates, the more confident they become; conversely, if they don't participate, they will begin to lack confidence and self-esteem.

The *Physical Literacy Self-Description Score* is used to determine the child's self-efficacy and how it relates to their participation in physical activity.

Self-efficacy refers to a person's belief in their ability to succeed in any given situation.

Generally speaking, a person will tend to avoid situations where they have low self-efficacy. The Physical Literacy Self-Description Score can help identify whether a child has low self-efficacy with respect to physical activity.

With this knowledge, the parent or coach can manage the issue.

Use the *Taking Action* section below to determine the child's Physical Literacy Self-Description Score and how you can take action.

Scoring & Taking Action

Q7–18

For all questions *except question 13*, use the following scale: Not true at all = 0 Not usually true = 33 True = 67 Very true = 100
 For question 13 use the following scale: Not true at all = 100 Not usually true = 67 True = 33 Very true = 0

Scoring Example	Not true at all	Not usually true	True	Very true	Score
7. It doesn't take me long to learn new skills, sports or activities.			✓		67
8. I think I have enough skills to participate in all the sports and activities I want.				✓	100
9. I think that being active is important for my health and well-being.			✓		67
10. I think that being active makes me happier.				✓	100
11. I think I can take part in any sport/physical activity that I choose.			✓		67
12. My body allows me to participate in any activity I choose.			✓		67
14. I understand the words that coaches and PE teachers use.		✓			33
15. I'm confident when doing physical activities.		✓			33
16. I can't wait to try new activities or sports.		✓			33
17. I'm usually the best in my class at doing an activity.		✓			33
18. I don't really need to practice my skills – I'm naturally good.		✓			33
				Subtotal	
13. I worry about trying a new sport or activity.		✓			67
				Total	700

Score

Taking Action

900–1200

A score between 900 and 1200 indicates that the child has very high self-efficacy with relation to physical activity.

A child with very high self-efficacy is in a good position to learn new skills and try out new tasks and activities. However, it's important to note that a child with too much self-efficacy may become overconfident in their abilities and expect too much of themselves.

As a parent or coach of a child with very high self-efficacy, it's important that you ensure the child understands the task or activity well. They should also understand that all skills don't just come naturally – it takes time to develop certain skills.

More often than not, these children are willing to put in the time to overcome challenges and reach the skill level they desire. It's your job as a parent or other adult to make sure they understand the risks and are prepared for success, as well as failure.

Key Points:

- **All skills don't come naturally.**
- **Prepare child for successes and failures.**
- **Create new challenges to advance the child's abilities.**
- **Introduce the child to new activities.**

600–900

A score between 600 and 900 indicates that the child has relatively high self-efficacy with relation to physical activity.

A child with relatively high self-efficacy is in one of the best positions to learn new tasks and activities. Instead of being discouraged by obstacles, children with relatively high self-efficacy often perceive obstacles as challenges to overcome.

High self-efficacy may not only help a child turn obstacles into challenges, it may also increase the amount of effort they put into completing each of those challenges. This means they will persevere longer, and will most likely develop stronger skills as a result of putting in more effort.

Developing stronger skills will also increase a child's self-esteem, and in turn their self-efficacy, when introduced to new tasks and activities.

This cycle of improvement should be encouraged by suggesting new challenges to the child (e.g., kick the ball 10 times in the air [soccer]; shoot 10 free-throws in a row [basketball]; etc.).

This is an excellent time to introduce the child to new activities as they may be looking for new challenges, and they won't be as intimidated by new tasks.

Key Points:

- **Introduce the child to new activities.**
- **Create new challenges to advance the child's abilities.**
- **Encourage the child to do the best they can in each activity.**

Score

Taking Action

300–600

A score between 300 and 600 indicates that the child has relatively low self-efficacy with relation to physical activity.

A child with relatively low self-efficacy may shy away from physical activity, especially from activities they have never tried before. In certain situations, however, a child with low self-efficacy will approach a task or activity with more care by improving specific components of the task or activity before putting it all together.

Example: a diver who has never performed a front somersault into a dive may first work on getting as much height as possible, followed by tucking as tightly and as quickly as possible, followed by producing as much rotational speed as needed, and finally putting it all together. They would work on each task separately, and master each one before attempting the actual task: a front somersault into a dive.

Try to eliminate as many obstacles as possible (within reason) to prevent the child from becoming discouraged and giving up. Oftentimes children with relatively low self-efficacy just need to be encouraged to step out of their comfort zone. It's important that trying new activities is positively encouraged. This will help keep the child motivated and will improve their confidence in future tasks and activities.

Key Points:

- **Eliminate as many obstacles as possible.**
- **Encourage the child to step outside of their comfort zone.**
- **Use positive reinforcement for good behaviour, participation and improvement.**

0–300

A score between 0 and 300 indicates that the child has very low self-efficacy with relation to physical activity.

A child with very low self-efficacy will generally avoid situations that involve physical activity, as they lack the confidence, competence and/or motivation to participate. This can be detrimental to a child's development, and can have a severe impact on the child's ability and motivation to be active later in life.

A good way to engage a child with low self-efficacy in physical activity is to breakdown a goal (what the child wants to achieve) into more manageable objectives (how the child is going to get there). Setting many smaller, short-term goals is a good way to increase motivation (example: suggest passing 10 times in 5 minutes, rather than 100 times throughout the whole session).

Note: Propose each goal as a suggestion to give the child some control over the decision-making process. If the child wants to try for 15 passes in 5 minutes or 2 passes in 8 minutes, let them make that decision and encourage them along the way. Making choices will increase the child's level of personal responsibility and commitment to each goal.

Key Points:

- **Breakdown objectives into more manageable goals.**
- **Ensure that each goal is presented as a suggestion.**
- **Give the child control over some of the decision making.**
- **Encourage the child's participation and progress.**

3 Relative Ranking of Literacies

We all believe in the importance of reading, writing and arithmetic literacies. Physical literacy should be treated similarly as it relates just as closely to the well-being of the child as the other literacies. It is interesting to see how the child ranks these literacies. It might surprise you...

Q19 Use the following scale: Strongly disagree = 0 Disagree= 33 Agree= 67 Strongly agree = 100
Literacy: Do you agree with the following statement?

Reading and writing are very important.	Strongly disagree	Disagree	Agree	Strongly agree	Score
In school				✓	100
At home with family			✓		67
With friends		✓			33
Total					200

Q20 Numeracy: Do you agree with the following statement?

Math and numbers are very important.	Strongly disagree	Disagree	Agree	Strongly agree	Score
In school				✓	100
At home with family		✓			33
With friends		✓			33
Total					166

Q21 Physical Literacy: Do you agree with the following statement?

Movement, activities and sports are very important.	Strongly disagree	Disagree	Agree	Strongly agree	Score
In school			✓		67
At home with family			✓		67
With friends				✓	100
Total					234

Compare how the child ranked each literacy. A literacy with a higher score means it is more relevant to the child.

For Parents

Parents play a vital role in providing basic information for their children, such as the importance and benefits of being physically active. Parents are also exceptional role models who can make healthy and active lifestyle choices for their children by being physically active themselves. For these reasons, it's essential that parents have sufficient knowledge of the importance and benefits of physical activity.

Brush up on your knowledge of the importance and benefits of being physically active by visiting our website:

play.physicalliteracy.ca.

PLAYself Physical Literacy Score

The *PLAYself* Physical Literacy Score is the overall measure of the child's self-perceived physical literacy. Not only does the score give you some general information on how physically literate the child is, it can also be used, in conjunction with the other *PLAY* Tools, as a baseline measurement to be improved upon.

Add up the totals from each subsection to obtain the subtotal.

Next, divide the subtotal by the total number of questions (27) to obtain the *PLAYself* Physical Literacy Score.

(Example shown)

		Score
Environment		325
Physical Literacy Self-Description		700
Relative Ranking of Physical Literacy	Literacy	200
	Numeracy	166
	Physical Literacy	234
Subtotal		1625
Total		60.19

The maximum score of 100 represents high self-perceived physical literacy.

To keep track of scores, a tracking sheet has been provided at the back of the workbook.



4 Fitness

Being physically literate is not the same as being physically active. You can be fit without possessing physical literacy, and conversely, you can be physically literate and choose not to be active.

For this reason, the final question of **PLAYself**, which measures overall fitness, is left out of the **PLAYself** Physical Literacy Score. However, this is not to say that fitness is unimportant; it is simply distinct from physical literacy. Understanding both fitness and physical literacy is important for the healthy development of all children.

The Fitness Score, when used in conjunction with the **PLAY** Tools, is a simple way to determine if the child's abilities, or lack thereof, are preventing them from being physically active. This can help identify the child's need to be more physically active in order to develop their fitness components.

Health-related fitness components include:

- **cardiovascular fitness** (a healthy heart and system of delivering blood);
- **strength** (maximal force) and **endurance** (high repetition of contractions);
- **flexibility** (range of motion in joints); and
- **body composition** (bones, muscles, fat, etc.).

For some individuals (children and adults alike), these fitness components, or lack thereof, create barriers for participation in physical activity.

Q22

My fitness is good enough to let me do all the activities I choose.

What does the score mean and what can I do about it?

Score

Agree

The child has adequately developed all (or most) fitness components.

Disagree

The child is noticeably lacking in one or more fitness component(s).

Taking Action

- Continue to motivate and encourage the child to be physically active
- Talk to the child about the benefits of participating in a variety of activities
- Continue to introduce new activities in your own environment
- Monitor and track all fitness components
- Determine if all fitness components are improving and, if so, at what rate
- Engage the child in activities that will benefit their weaker fitness components as much as possible

Here are some resources that can be used to improve the child's overall fitness:

- Canadian Society for Exercise Physiology Physical Activity Guidelines
- Active Healthy Kids Canada resource (Long Form Report Card)
- Active for Life website: activeforlife.ca
- Fitness tests provided by a reputable organization that help track improvement

All of this information can be found at play.physicalliteracy.ca.

Key Ideas



Key ideas to keep in mind

- **Being physically literate means you're comfortable in all environments** (on the ground; in and on the water; on snow and ice; in the air).
- **By developing physical literacy, we are helping to ensure that the child has more opportunities to be active later in life!**
- **Ensure that the child has the opportunity to be physically active every day in their home and at school.** You can help by supplying equipment and using the *Physical Literacy Movement Preparation Guide* before any activity.
- **Activities should be "FUN first" – prioritize the child's enjoyment.**
- **Children love diversity in activities, and this is the foundation of physical literacy. Movement diversity with many repetitions yields confidence and the ability to participate.**

Your Name _____ Age: _____ Sex: Male/Female/Not Specified : _____

I am most active in (check all that apply): summer winter active in both

How good are you at doing sports and activities?	Never tried	Not so good	OK	Very good	Excellent
1. In the gym?					
2. In and on the water?					
3. On the ice?					
4. On snow?					
5. Outdoors?					
6. On the playground?					
What do you think about doing sports and activities?	Not true at all	Not usually true	True	Very true	
7. It doesn't take me long to learn new skills, sports or activities.					
8. I think I have enough skills to participate in all the sports and activities I want.					
9. I think being active is important for my health and well-being.					
10. I think being active makes me happier.					
11. I think I can take part in any sport/physical activity that I choose.					
12. My body allows me to participate in any activity I choose.					
13. I worry about trying a new sport or activity.					
14. I understand the words that coaches and PE teachers use.					
15. I'm confident when doing physical activities.					
16. I can't wait to try new activities or sports.					
17. I'm usually the best in my class at doing an activity.					
18. I don't really need to practice my skills, I'm naturally good.					
19. Reading and writing are very important.	Do you agree or disagree with this statement?				
	Strongly disagree	Disagree	Agree	Strongly agree	
In school					
At home with family					
With friends					
20. Math and numbers are very important.	Do you agree or disagree with this statement?				
	Strongly disagree	Disagree	Agree	Strongly agree	
In school					
At home with family					
With friends					
21. Movement, activities and sports are very important.	Do you agree or disagree with this statement?				
	Strongly disagree	Disagree	Agree	Strongly agree	
In school					
At home with family					
With friends					
22. My fitness is good enough to let me do all the activities I choose.			Disagree	Agree	

Physical Literacy Score Sheet

Environment

Use the following scale: Never tried = 0 Not so good = 25 OK = 50 Very good = 75 Excellent = 100

How good are you at doing sports and activities...	Never tried	Not so good	OK	Very good	Excellent	Score
1. In the gym?						
2. In and on the water?						
3. On ice?						
4. On snow?						
5. Outdoors?						
6. On the playground?						
Total						

Physical Literacy Self-Description

For all questions *except question 13*, use the following scale:

Not true at all = 0 Not usually true = 33 True = 67 Very true = 100

For question 13, use the following scale: Not true at all = 100 Not usually true = 67 True = 33 Very true = 0

	Not true at all	Not usually true	True	Very true	Score
7. It doesn't take me long to learn new skills, sports or activities.					
8. I think I have enough skills to participate in all the sports and activities I want.					
9. I think that being active is important for my health and well-being.					
10. I think that being active makes me happier.					
11. I think I can take part in any sport/physical activity that I choose.					
12. My body allows me to participate in any activity I choose.					
14. I understand the words that coaches and PE teachers use.					
15. I'm confident when doing physical activities.					
16. I can't wait to try new activities or sports.					
17. I'm usually the best in my class at doing an activity.					
18. I don't really need to practice my skills – I'm naturally good.					
Subtotal					
13. I worry about trying a new sport or activity.					
Total					

Physical Literacy Score Sheet

Relative Ranking of Literacies

Use the following scale: Strongly disagree = 0 Disagree= 33 Agree= 67 Strongly agree = 100

19. Literacy: Do you agree with the following statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Score
Reading and writing are very important.					
In school					
At home with family					
With friends					
Total					

20. Numeracy: Do you agree with the following statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Score
Math and numbers are very important.					
In school					
At home with family					
With friends					
Total					

21. Physical Literacy: Do you agree with the following statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Score
Movement, activities and sports are very important.					
In school					
At home with family					
With friends					
Total					

Add up the totals from each subsection to obtain the subtotal.

Next, divide the subtotal by the total number of questions (27) to obtain the PLAYself Physical Literacy Score.

PLAYself Physical Literacy Score					
Environment					
Physical Literacy Self-Description					
Relative Ranking of Literacies					
	Literacy				
	Numeracy				
	Physical Literacy				
Add up the totals from each subsection to obtain the subtotal.					Subtotal
Divide the subtotal by the total # of questions (27) to obtain the PLAYself Physical Literacy Score.					Total



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References:

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