



Inclusive Physical Literacy Observation for Youth



Inclusive **PLAY**
Workbook

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What is Inclusive Physical Literacy?

We know that in general, today's youth are much less active than in the past. Those with disabilities are even less active than their peers, leading to high levels of sedentary behaviours. According to the Canadian Disability Participation Project, youth with disabilities have low levels of physical literacy and physical fitness with minimal active sport and play opportunities. It is critical for long-term health and wellness, that all youth have opportunities to be active. A key step is to support youth with disabilities in developing physical literacy.



Inclusive Physical Literacy Observation for Youth

Youth with disabilities 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?

Like reading and mathematics, which develop a literary or numerical vocabulary, physical literacy develops a “**movement vocabulary**” of fundamental movement skills such as wheeling, bending, turning and balancing.

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).

Physical literacy is not just about learning basic fundamental movement skills. Physical literacy is

also about having the competence, confidence and motivation to use fundamental movement skills in diverse environments.

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

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

To improve physical literacy and increase physical activity in youth with disabilities we can first observe and analyze where they are currently, and teach or coach accordingly, as we do with other fundamentals such as literacy or numeracy.

The *2022 Canadian Physical Activity Report Card for Children and Adolescents with Disabilities* gives an F for Active Play and a D for Overall Physical Activity.

Almost 40% received an Incomplete for Physical Fitness and Physical Literacy.

Inclusive **PLAY**_{2.0} Inclusive Physical Literacy Observation for Youth *Workbook*

Introduction to *InclusivePLAY*

InclusivePLAY uses activities to observe a youth's physical literacy. The observations* are specifically designed to support youth with a physical disability, ages 5+, and can be completed with or without the use of mobility devices such as a wheelchair, walker, crutches, or specialized equipment. All youth are different from one another and may move differently from day to day. We need to meet them where they are on that particular day, celebrate what they can do, and offer suggestions on how to further develop their physical literacy skills.

This is not a one-size-fits-all approach — *InclusivePLAY* acknowledges the many ways youth and adolescents with disabilities move, combine skills, and complete complex tasks.

Fundamental Movement Skills

Fundamental movement skills (FMS) are essential to participate in physical activity and being physically literate. Figure 1: Physical Literacy Cycle displays how gaining the physical competence develops into the confidence to be active which leads to being motivated to be active for life. Essentially if you know how to do something, you're likely to want to do it again and will continue doing it as you grow.



PLAY_{2.0} Inclusive
Physical Literacy
Observation
for Youth

Use *InclusivePLAY* to observe youth with physical disabilities and to track their physical literacy over time.

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



Physical Literacy

is the...



physical
competence

motivation
knowledge
valuing

confidence

...to be

active for life

Figure 1: Physical Literacy Cycle

Fundamental movement skills are divided into three main categories: locomotor, non-locomotor, and manipulative. From these categories, skills such as sending, receiving, transporting, body control, and coordinated movements are observed.

- **Sending** skills include how a youth moves or sends an object away from them. This can include throwing, kicking, rolling down a ramp, or other creative methods. For example, if the goal of a game is to hit a target (e.g., a plastic cone/pylon), the youth has a number of different options. They could throw the ball underhand or overhand, or kick the ball towards the target. (See Task 2, page 8).
- **Receiving** skills include how a youth catches or receives an object. This can include catching, using a foot to stop a ball, trapping an object with their body, or other creative methods. An example of a creative method would be catching the ball in a large bin or pillow on their lap, or receiving it in a blanket or parachute (See Task 3, page 9).
- **Transporting** skills include different ways to move around the environment, such as walking, wheeling, running, hopping, scooting, shuffling or crawling (See Task 1, page 7).
- **Body control** skills involve balance and skills that require us to move one part of our body while keeping the other parts as still as possible. It can include body control skills while stationary (e.g., standing while putting on shoes, or reaching up or down to get an object) or while moving (e.g., moving through a small space around objects or on an uneven surface) (See Task 4, page 10).
- **Coordinated movements** combine different types of skills together in various activities and play. This can include catching a ball while wheeling or navigating a ramp at an outdoor playground (See Task 5, page 11).

Observing Fundamental Movement Skills

InclusivePLAY is a modified version of the *PLAYbasic* tool¹ that can be administered by a trained professional to determine the level of physical literacy in youth with disabilities. The *InclusivePLAY* tool provides five key fundamental movement tasks (which can be completed with or without the use of a mobility device) to observe a youth's progress towards physical literacy.

Tasks from *PLAYfun* or *PLAYbasic* may also be incorporated based on the abilities of the youth being observed. The five *InclusivePLAY* tasks are not an exclusive list of tasks that can be used for all youth with disabilities and is intended to add to the existing repertoire of observation tasks found in *PLAYfun*. For example, a youth who uses a wheelchair in a physical activity setting may have full ability of their upper body, thus it could be realistic for them to be observed on upper body object manipulation tasks found in *PLAYfun* such as a one-handed catch or the hand dribble tasks.

We believe that by giving choices and options in what observation tasks are appropriate for a youth with a disability based on their own unique physical literacy journey supports a more holistic approach to movement – exactly what physical literacy is all about.

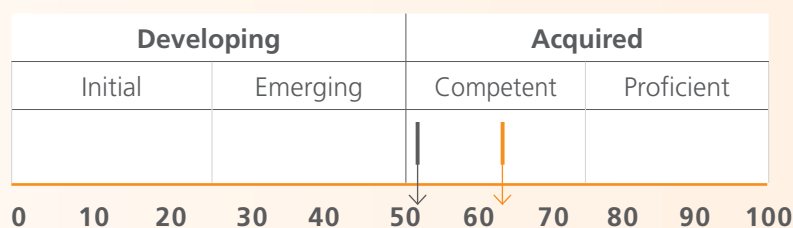
This resource includes a rubric that is to be used to identify what stage the youth is presently in. The tasks and rubric provide some examples of activities to help you consider and understand a wide range of activities. These can be used to think about other types of activities that you might observe depending on the youth's chronological and functional age.

For example, a youth might not be ready or able to use a glove to receive an object, consider other examples like using a hoop or a plastic scoop to receive a bean bag. Once you identify the stage that best matches the youth's skill, place a vertical line within that stage. The skill level increases as the stages move from left to right. The example below illustrates an example of this type of question and how to answer it.

Example:


How would you rate this youth on Task 2: Sending, based on the scoring system, which observes the quality of movement, sequencing, problem solving, and final outcome (e.g., did the ball hit the target)?

Sending upper body (using body only/no equipment; e.g., arms/hands/head/chest):



Note: the two vertical lines are two different observations from different dates.

Write down the total out of 100 for each of the five rows of the *InclusivePLAY* Form into one column of the Physical Literacy Tracking Sheet. Next time you record your observations (using another *InclusivePLAY* Form), you will also fill in the next column of the tracking sheet for that participant.



Place a vertical line along the box that best captures where you think this youth is in their physical literacy journey now. The right side of the box indicates a higher level of skill.

¹ **PLAY Tools:** play.physicalliteracy.ca

Locomotor

TASK 1 Traveling to a Stop

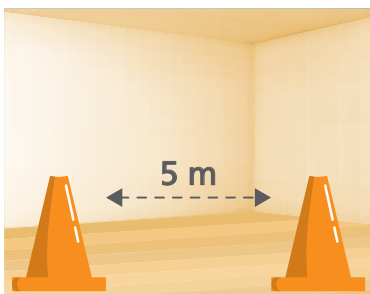
"Travel to the pylon, stop as close as possible without hitting it, turn around and come back.

Choose the best way to move to the pylon, turn around and come back and stop at the pylon.

Ready? Go."



Practice: Let the youth practice the task up to three times to help with understanding what is expected, then observe and assess. A demonstration can be provided.



Task 1 setup

Equipment

For this task, you'll need 2 pylons (5 metres apart in linear formation). Have different brightly coloured pylons and say the colours in the instructions (e.g., "Travel to the red pylon. ").

Consider using visual or verbal prompts to support the youth to better understand the task.

Mobility Device (if needed)

- Walker or cane
- Manual wheelchair
- Electric wheelchair
- Anything else that the youth commonly uses in a physical activity environment to support movement

Scoring System

Developing

Initial: Presence of numerous major gaps during execution:

- Pace of movement is inconsistent
- Movement is not controlled in a single direction or during a change of direction
- Stops beyond the pylon
- Unable to move with visual or verbal prompts during task

Emerging: Limited number of major gaps, but able to execute basic sequencing of the task:

- Rhythmic movement is present
- Basic features of controlled movement are observed
- Uncontrolled stop at the pylon
- Ability to travel from one pylon to the other is evident

Acquired

Competent: Basic level of execution with minor sequencing errors:

- Moves at their own pace
- Movement is mostly as smooth or balanced as possible
- Negotiates turnaround with control
- Can stop as close to the pylon as possible without hitting it

Proficient: Overall proficiency is depicted by the quality of the movement:

- Moves at their own pace
- Movement is as smooth or balanced as possible
- Movement is controlled in a single direction and during a change of direction
- Can stop at the pylon with control
- Able to move with visual or verbal prompts during task

Object Control

TASK 2 Sending

“Send the ball towards the target and try to hit the centre.”

Choose the equipment that you think will help you be successful.

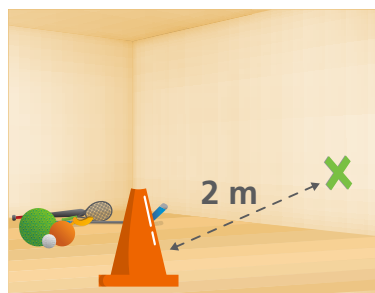
Ready? Go.”



Practice: Let the youth practice the task up to three times to help with understanding what is expected, then observe and assess. A demonstration can be provided.

Left/right symmetry:

You can score Tasks 2, 3 and 4 on their preferred side, but it is still valuable to observe the range of ability between sides. Development of the non-preferred side is important for encouraging physical literacy and long-term physical activity.



Task 2 setup

Equipment

For this task, you'll need:

- 1 pylon (2 metres away from the wall)
- 3 balls or objects, each with a different size, weight and colour
- Various implements (e.g., racket, scoop, bat, stick) or a ramp
- 1 target with a centre point, placed at any height
- Consider using visual or verbal prompts to support the youth to better understand the task.

Mobility Device (if needed)

- Walker or cane
- Manual wheelchair
- Electric wheelchair
- Anything else that the youth commonly uses in a physical activity environment to support movement

Scoring System

Developing

Initial: Presence of numerous major gaps during execution:

- Does not establish relationship with target
- Object is sent without control
- Trajectory of the object wavers
- Insufficient force production strategy
- Follow-through is not observed

If using an implement:

- Ineffective swinging action
- Limited beginning sending strategy and follow-through are observed

Emerging: Limited number of major gaps, but able to execute basic sequencing of the task:

- Sequencing of beginning sending strategy is disjointed
- Object is sent with poor trajectory
- Accuracy is not achieved
- Very limited follow-through

If using an implement:

- Elements of the swinging action present
- Beginning sending strategy and follow-through are observed

Acquired

Competent: Basic level of execution with minor sequencing errors:

- Establishes relationship with target
- Beginning sending strategy is limited
- Force production strategy is limited
- Trajectory of object is adequate
- Follow-through is limited

If using an implement:

- Swinging action is evident
- Beginning sending strategy and follow-through are slightly disjointed

Proficient: Overall proficiency is depicted by the quality of the movement:

- Establishes relationship with target
- Beginning sending strategy is present
- Trajectory of the object is controlled
- Accuracy is achieved
- Force production strategy is present
- Follow-through is present

If using an implement:

- Effective swinging action
- Beginning sending strategy and follow-through are present

TASK 3

Receiving

“Catch the ball that I throw to you.

Catch the ball as best you can.

Ready? Go.”

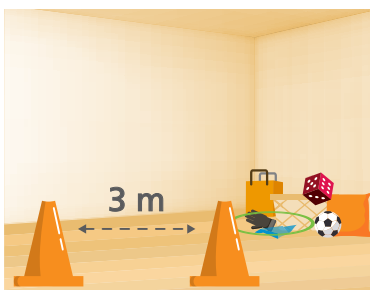


The youth might receive using one hand, both hands or trap it on their lap, under their arms or between their legs.

Let the youth practice the task up to three times to help with understanding what is expected, then observe and assess. A demonstration can be provided.

Left/right symmetry:

You can score Tasks 2, 3 and 4 on their preferred side, but it is still valuable to observe the range of ability between sides. Development of the non-preferred side is important for encouraging physical literacy and long-term physical activity.



Task 3 setup

Equipment

For this task, you'll need:

- 2 pylons (3 metres apart in a linear formation)
- 3 balls or objects, each with a different size, weight, feel, and/or contrasting colour (e.g., soccer ball, pillow, big dice, or scarf)
- Use a receiving implement such as a velcro glove, bin, hoop, basket or bag if appropriate

Mobility Device (if needed)

- Walker or cane
- Manual wheelchair
- Electric wheelchair
- Anything else that the youth commonly uses in a physical activity environment to support movement

Scoring System

Developing

Initial: *Presence of numerous major gaps during execution:*

- Tracking strategy is absent
- Does not attempt to intercept object
- Object is not received

Emerging: *Limited number of major gaps, but able to execute basic sequencing of the task:*

- Elements of tracking strategy are observed
- Attempts to execute strategy to intercept object
- Object fumbles or bobbles during interception

Acquired

Competent: *Basic level of execution with minor sequencing errors:*

- Tracking strategy is limited
- Executes strategy to intercept object mid-flight but is inefficient

Proficient: *Overall proficiency is depicted by the quality of the movement:*

- Tracking strategy is present;
- Executes strategy to intercept object mid-flight; and
- Object is received with control

Balance & Body Control

TASK 4

Lift & Lower

"Lift the object as high as you can then lower it back down.

Ready? Go."

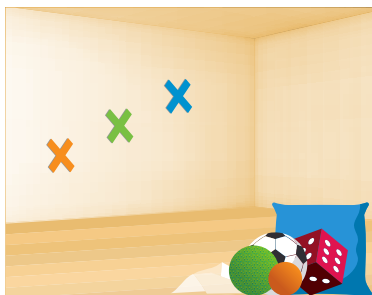


The youth can jump, balance on one limb, or lift out of the chair to get to highest point. They must hold the ball at all times.

Practice: Let the youth practice the task up to three times to help with understanding what is expected, then observe and assess. A demonstration can be provided.

Left/right symmetry:

You can score Tasks 2, 3 and 4 on their preferred side, but it is still valuable to observe the range of ability between sides. Development of the non-preferred side is important for encouraging physical literacy and long-term physical activity.



Task 4 setup

Equipment

For this task, you'll need:

- Wall area
- 3 pieces of brightly coloured tape at 3 different heights (approx. at their reach, slightly beyond their reach and well beyond their reach). Ensure the heights are measured and recorded for future observations.
- 3 balls or objects, each with a different size, weight, feel, and/or contrasting colour (e.g., soccer ball, pillow, big dice, or scarf)

Mobility Device (if needed)

- Walker or cane
- Manual wheelchair
- Electric wheelchair
- Anything else that the youth commonly uses in a physical activity environment to support movement

Scoring System

Developing

Initial: Presence of numerous major gaps during execution:

- Fumbles in the lift or lower
- Does not use a full range of movement

Acquired

Competent: Basic level of execution with minor sequencing errors:

- Can control object during lift and lower but is slightly choppy
- Mostly uses a full range of movement
- Mostly secure grasp of the object

Emerging: Limited number of major gaps, but able to execute basic sequencing of the task:

- Transition between lift and lower segments is broken and not fluid
- Close to using a full range of movement
- Establishes relationship with object

Proficient: Overall proficiency is depicted by the quality of the movement:

- Performs a controlled lift or reach with a momentary stop
- Uses a full range of movement
- Secure grasp of the object
- Well-controlled descent of ball/object

TASK 5

Dynamic Balance

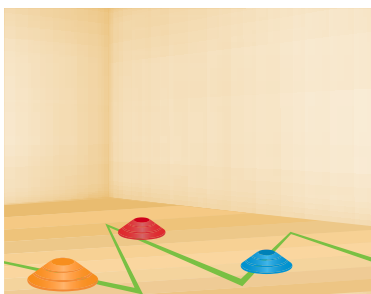
“Travel along the path on the floor. Stay on the path as best as you can.

When you come to a marker move around it.

Ready? Go.”



Practice: Let the youth practice the task up to three times to help with understanding what is expected, then observe and assess. A demonstration can be provided.



Task 5 setup

Equipment

For this task, you'll need:

- Floor space
- 3 brightly coloured agility dot pylons or markers placed throughout the path, considered obstacles.
- Floor lines or coloured tape placed in an "S" or zig-zag formation.

Mobility Device (if needed)

- Walker or cane
- Manual wheelchair
- Electric wheelchair
- Anything else that the youth commonly uses in a physical activity environment to support movement

Scoring System

Developing

Initial: Presence of numerous major gaps during execution:

- Unable to follow a consistent pathway
- Unable to negotiate obstacles

Acquired

Competent: Basic level of execution with minor sequencing errors:

- Mostly follows a consistent pathway
- Adapts weight-bearing surfaces
- Negotiates obstacles with some control

Emerging: Limited number of major gaps, but able to execute basic sequencing of the task:

- Begins to follow pathway in desired direction but does not exhibit flow
- Attempts to adapt weight-bearing surfaces
- Negotiates obstacles but lacks fluidity

Proficient: Overall proficiency is depicted by the quality of the movement:

- Able to follow a consistent pathway
- Adapts weight-bearing surfaces appropriately
- Negotiates obstacles with control

Scoring & Taking Action

Scoring

To score the *InclusivePLAY* tool, measure the distance between the beginning of the “Initial” box (left-most side of the box) and the observer's mark in one of the four categories. This distance will be a score out of 100 (i.e., one point per millimetre).

Do this for all five tasks to obtain the youth's *InclusivePLAY* Physical Literacy Score.

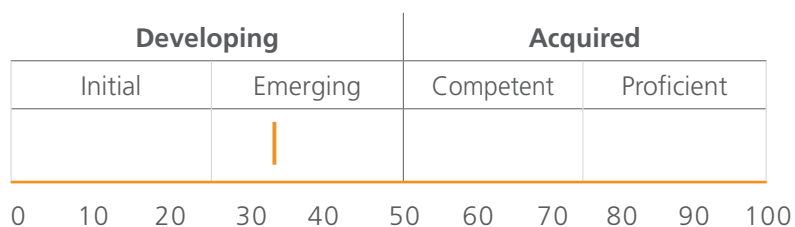
Note about left side/right side synchrony:

You may want to observe the youth's left and right sides, if appropriate, when performing Task 2, 3 and 4. You can score them on their preferred side but observing how they perform the tasks on both sides can provide valuable information. Some youth have a wide range of ability when comparing left and right sides. In most cases, development of the non-preferred side is important for encouraging physical literacy development and long-term physical activity. Some youth with disabilities may have a part of their body that has limited function due to the nature of their disability (such as a youth with hemiplegia cerebral palsy) or have no body limb (such as a youth with an amputee).

Taking Action

- Continue to routinely observe the youth's skills using *InclusivePLAY* to ensure they are becoming physically literate.
- Use the *InclusivePLAY* tracking sheet located at the end of the workbook to keep track of these scores for your reference in future observations. This will allow you to celebrate what they can do, acknowledge where they are, develop plans on how to increase their physical literacy, and track their improvement overtime.
- Ensure that the youth has many different opportunities to develop all the fundamental movement skills. This could be in their home, at school, in organized sport, in community recreation and/or during leisure time. More needs to be developed and supported to increase opportunities for youth with disabilities to be active.
By using quality sports and activities, combined with knowing your youth, you can implement adaptive and creative ideas to ensure they are developing their fundamental movement skills in an inclusive environment.
- Ensure that the youth can be active in a fun and safe environment. This will allow them to advance in competency, which will in turn make them more confident. Without confidence, the likelihood of performing a task in front of people is dramatically reduced. This will limit the youth's desire to participate in activities with a group, on a team and even with friends and family.
- Ensure that the youth understands words that describe movement. Visit our website for a glossary of movement terms.
- Gain additional insight into a youth's physical literacy by using the other *PLAY* Tools at your disposal. For more information visit: play.physicalliteracy.ca.

Place a vertical line along the box that best captures which category within the scoring system the youth is currently at for that task; the further right, the higher level of skill.



InclusivePLAY

Inclusive Physical Literacy Observation for Youth Form

*InclusiveAdap*PLAY is intended for youth with a physical disability, ages 5+, who may or may not use a mobility device to complete the tasks.

sportforlife.ca
play.physicalliteracy.ca

Participant's Name _____ Age: _____ Observation #: _____

Place a mark in the box that best represents the youth's ability from the scoring system criteria on the task instructions.

Task	Number of practice trials (Max of 3)	Equipment Used (mobility device, object choice, height/length of target and/or tape)	Support Required (indicate any visual or verbal cues or demonstrations were used)	Developing		Acquired	
				Initial	Emerging	Competent	Proficient
1. Traveling to a Stop							
2. Sending							
3. Receiving							
4. Lift and Lower							
5. Dynamic Balance							

Calculate the score out of 100 for each row and record them on the Physical Literacy Tracking Sheet 



You can also score and track your observation online at play.physicalliteracy.ca. There you'll be able to create groups and input *InclusivePLAY* scores for any number of youth.



Physical Literacy Tracking Sheet

Add the score out of 100 from each row of the *InclusivePLAY* form into one of the columns below.

Name												
Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Task												
Traveling to a Stop												
Sending												
Receiving												
Lift and Lower												
Dynamic Balance												
Total												

Name												
Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Task												
Traveling to a Stop												
Sending												
Receiving												
Lift and Lower												
Dynamic Balance												
Total												

Acknowledgements

Version 2.0 – December 2025

InclusivePLAY 2.0: Inclusive Physical Literacy Observation for Youth Workbook © 2025 Sport for Life Society

Updates by Sport for Life: Liz Herbert, Drew Mitchell, Karen Natho, Renée Lozeau, and Annie Lau.
Published by Sport for Life Society; Victoria, B.C.

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ISBN: 978-1-990889-64-6

Version 1.0 – 2016

Physical Literacy Pathway Tool

Version 1.0 of the **Physical Literacy Pathway Tool** was created by Erica Dugas and supported by James Mandigo from Brock University. The content was adapted from the research completed by Dr. Dean Kriellaars for the Sport for Life resource, *PLAYBasic 1.0: Physical Literacy Assessment for Youth* (2013).

The *Physical Literacy Pathway Tool* 1.0 was published by Brock University, jointly with Sport for Life Society and Toronto 2015 Pan Am/Parapan Am.



This and other PLAY tools can be found at play.physicalliteracy.ca.

Financial contribution from



**Public Health
Agency of Canada**

**Agence de la santé
publique du Canada**

*The views expressed herein do not necessarily represent
the views of the Public Health Agency of Canada.*

**Ontario
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