

PHYSICAL ACTIVITY AND PHYSICAL LITERACY: BIRTH TO 4 YEARS

GUIDANCE TOOL FOR HEALTH CARE PROFESSIONALS

We all have a role to play in promoting physical activity for improved health and quality of life.

Physical literacy is the motivation, confidence, movement competence, knowledge and understanding to value and take responsibility to participate in physical activities for life.

Active play involves taking part in play and games that use the large muscles of the body, which leads to faster and deeper breathing, and a faster heartbeat.

Physical literacy can be developed through **engaging in play** in many different contexts and formats. The skills and knowledge learned through this exposure allows for **greater participation** in physically active experiences throughout life, leading to improved health and well-being.






**EVERY
MOVE COUNTS!**

Want some activity ideas?
www.appetitetoplay.com



The Canadian 24-Hour Movement Guidelines recommend children age 0 to 4 years:

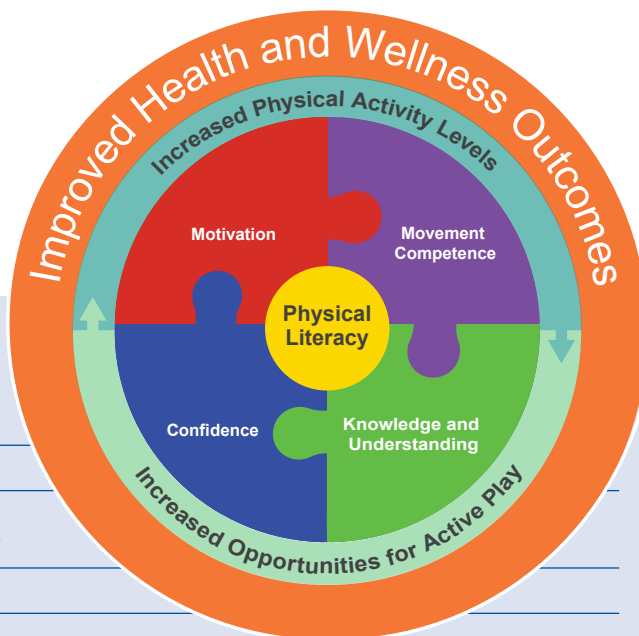
	MOVE	SLEEP	SIT
Infants (less than 1 year) 	At least 30 minutes of tummy time spread throughout the day (more is better). Examples: Floor-based play such as pushing, reaching, pulling, crawling.	0 to 3 months: 14-17 hours , including naps. 4 to 11 months: 12-16 hours of good-quality sleep, including naps.	Not restrained (e.g., in a car seat/high chair) for more than 1 hour at a time. No screen time recommended. Example: Reading/storytelling with a caregiver.
Toddlers (1 to 2 years) 	At least 180 minutes of physical activity at any intensity spread throughout the day (more is better). Examples: Dance, furniture cruise/walk, swing.	11-14 hours of good-quality sleep, including naps. Consistent bed and wake-up times.	Not restrained (e.g. in a car seat/high chair) for more than 1 hour at a time. Under 2 years: no screen time recommended. 2 years: 1 hour maximum screen time (less is better).
Preschoolers (3 to 4 years) 	At least 180 minutes of physical activity spread throughout the day, including at least 60 minutes of energetic play (more is better). Examples: Run, throw, catch, kick.	10-13 hours of good-quality sleep, which may include a nap. Consistent bed and wake-up times.	Not restrained (e.g. in a car seat/high chair) for more than 1 hour at a time. 1 hour maximum screen time (less is better).

View guidelines in full:
csepguidelines.ca/guidelines/early-years/










SCAN ME










Use this tool to guide evidence-informed conversations with clients/patients/caregivers about physical activity, tailored to their current status and interest. The puzzle pieces in the image below indicate which physical literacy domain(s) align with each question and key message.




Potential Questions to Ask the Parent

-  Are there any activities your child is struggling with, or that you could use support in teaching your child?
-  Do you see the value in your child being physically active?
-  Is there anything new you'd like to try with your child?
-  What barriers might you be facing, and what would help?
-  Is your child physically active for a few hours every day?
-  Are you able to facilitate fun, positive play experiences?
-  What would help make this easier?

Key Messages

-  Children will be more active when adults engage in and role model enjoyable physical activity.
-  Many actions are interconnected, (e.g., more activity will promote a better appetite at mealtime, which provides the fuel needed to grow and be active).
-  More time spent in front of screens leads to less time being active; whenever possible, replace screen time with other activities (e.g., playing with toys and/or spending time outdoors, etc.).
-  Playing with others promotes happiness, cooperation and social skills.
-  It is important to break down an activity into small tasks before combining (e.g., reaching and grasping before catching and throwing). As children age, basic movement skills improve and allow for more vigorous types of activities (e.g., balance and core strength are needed for gymnastics, climbing, etc.).
-  Providing regular and varied opportunities to be active contributes to a child's physical, cognitive and emotional development, including motor skill development; brain growth and development; and heart, muscle, and bone health.
-  Positive physical activity experiences will increase a child's confidence in that activity; the more fun the child is having, the more they will want to keep participating.
-  Children are born motivated to move their bodies and are naturally confident to try new things. If caregivers provide safe opportunities for movement and play, the child will be active. The more opportunities a child has, the better they get at it.
-  It is important that a child experiences both adult-led (structured) and self-led (unstructured) play.

Additional Tips for Client/Patient Interaction

-  Explain that early childhood activity does not need to be complicated or expensive - active play at home and/or outdoors is as beneficial as organized activity.