

An Introduction to Physical Literacy

Dr Cara Shearer

c.shearer@2016.ljmu.ac.uk

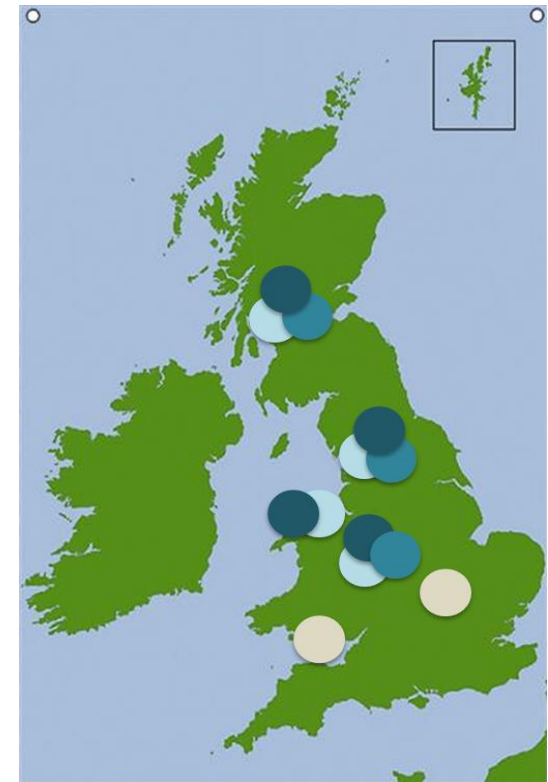


@Cara_Shearer94

Post-doctoral Researcher: Liverpool John Moores University
Development Officer for Women and Girls: Scottish Squash
Board member (research): International Physical Literacy Association

PhD Research Project

‘Developing a physical literacy assessment tool for primary school aged children’



The International Physical Literacy Association



Registered charitable incorporated organisation (CIO) with the Charity Commission UK

Aims:

- Promote the value of physical literacy world-wide
- Continue to develop the concept of physical literacy
- Provide a forum for exchange of views relating to physical literacy
- Support and disseminate research and scholarly activity in all aspects of physical literacy
- Encourage research activity and the application of research and scholarly activity into policy and practice

Defining Physical Literacy

“Physical literacy can be described as the **motivation, confidence, physical competence, knowledge and understanding** to value and take responsibility for engagement in physical activities for life.”

(International Physical Literacy Association, 2017)

Journal of Teaching in Physical Education, 2018, 37, 237-245
<https://doi.org/10.1123/jtpe.2018-0136>
© 2018 Human Kinetics, Inc.

Human Kinetics 
ARTICLE

How Is Physical Literacy Defined? A Contemporary Update

Cara Shearer and Hannah R. Goss
Liverpool John Moores University

Lowri C. Edwards
Swansea University

Richard J. Keegan
University of Canberra

Zoe R. Knowles, Lynne M. Boddy, Elizabeth J. Durden-Myers, and Lawrence Fowweather
Liverpool John Moores University

The Physical Literacy Framework (the Framework) supports the development of physical literacy in all people throughout their lifetime.

Physical literacy is about building the skills, knowledge and behaviours to lead active lives.

The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in sport and physical activity.

DOMAINS

Developing physical literacy involves holistic learning through each of the four domains.

ELEMENTS

Each domain is made up of elements. These elements are the required skills, knowledge and behaviours that enable development of physical literacy.



Sport New Zealand's

Physical Literacy Approach

Guidance for quality physical activity and sport experiences



SPORT
NEW ZEALAND

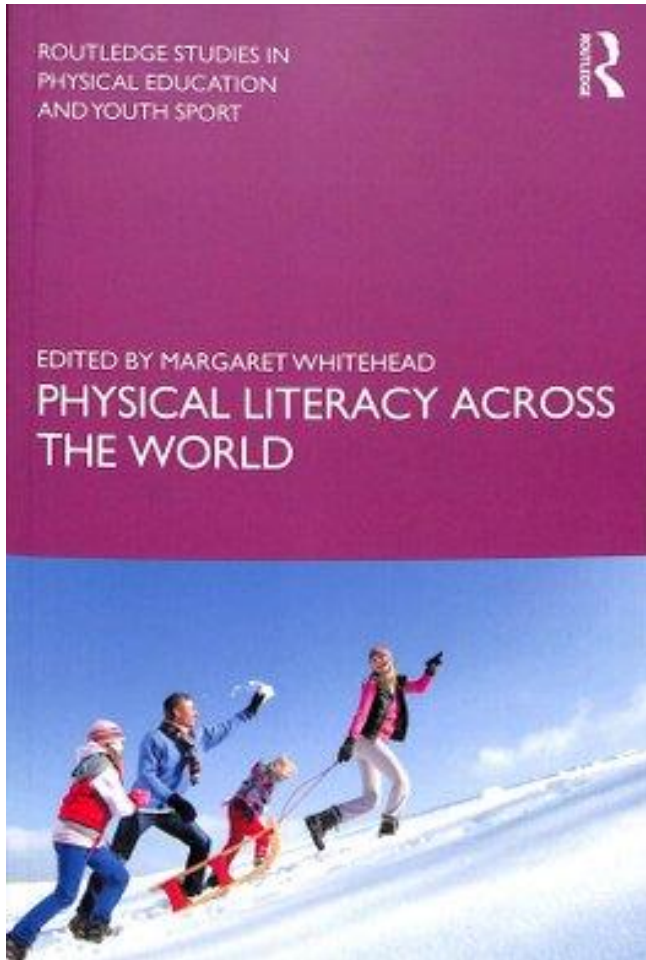
A More Active Scotland:

Scotland's Physical Activity Delivery Plan

Our Actions:

- We will continue to develop and disseminate the Play@home programme throughout Scotland as a means of promoting positive parenting, child development and **physical literacy** from birth (NHS Health Scotland)
- We will support coaches, deliverers and volunteers working with young people to gain skills in developing **physical literacy** through multi-skills training (sportscotland).

Physical Literacy in Scotland



University
of Dundee

- Dumfries and Galloway
- Physical and Food Literacy
- Conceptual and practical approaches
- Operationalise
- Teacher training and CPD

Holistic approach

Motivation	Confidence	Physical Competence	Knowledge & Understanding	Engagee
	Confidence	Physical Competence	Knowledge & Understanding	Apathy
Motivation		Physical Competence	Knowledge & Understanding	Anxiety
Motivation	Confidence		Knowledge & Understanding	Frustration
Motivation	Confidence	Physical Competence		Confusion

(Duda, 2012)

The Philosophy

- Physical literacy is about the whole person
- All parts of the definition are equally important
- Values every individual's unique life long journey



Philosophy in Practice

Relationship between philosophical principles underpinning physical literacy and assessment (Whitehead, 2019, pg.76).

Monism:

- Information captured across all 3 domains
- All procedures designed to promote motivation
(e.g. use of a holistic tool)

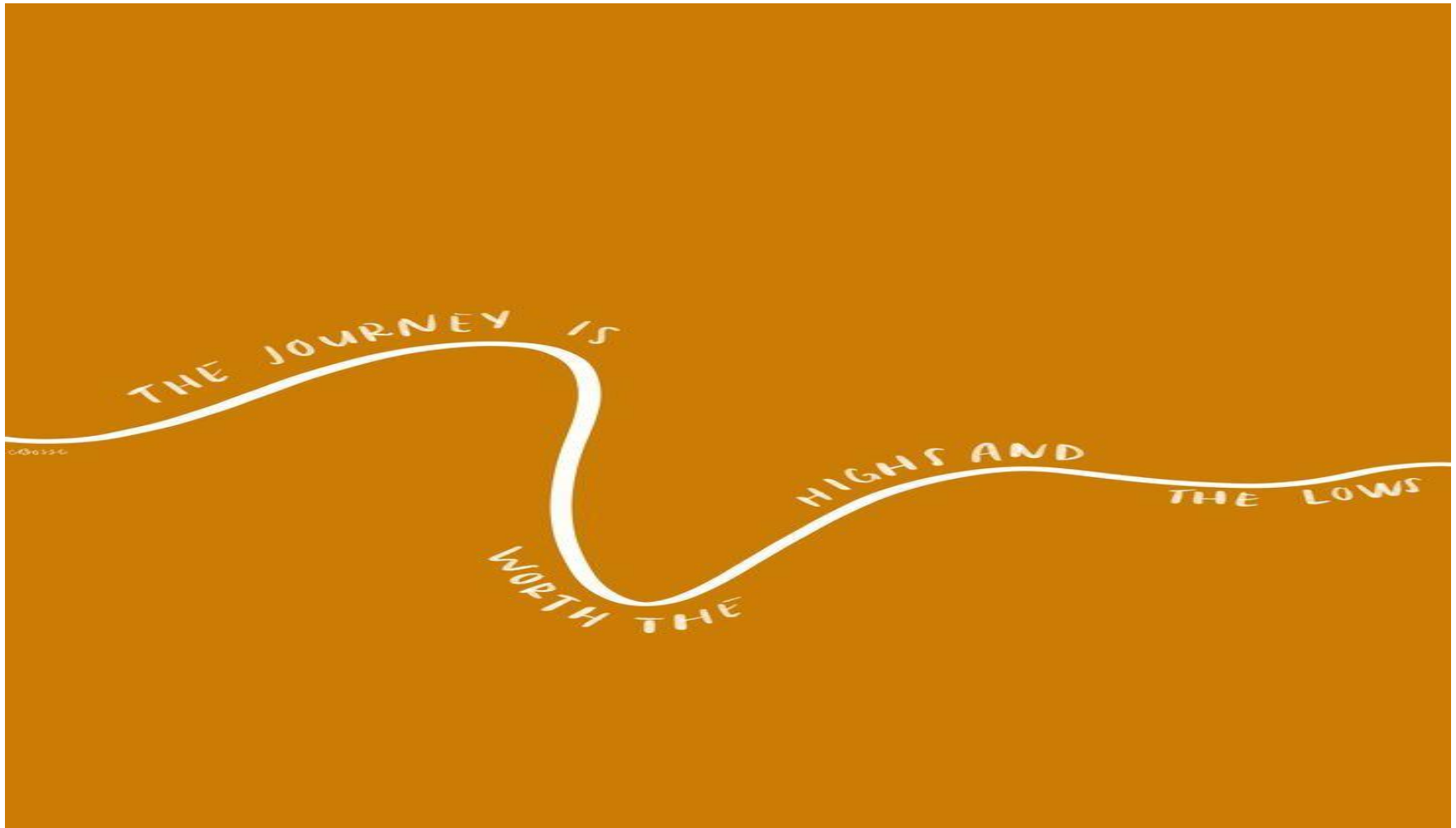
Phenomenology:

- Information captured from a variety of settings
(e.g. utilise technology, support from family members)

Existentialism:

- Individuals treated as unique, no comparisons made to others
(e.g. self assessment, reflection, personal goal setting)

Physical Literacy Journey



Further Support



Read Our Blog

A range of posts covering physical literacy, from both the IPLA and the wider physical literacy community.

[Read Our Blog](#)



IPLA Library

A collection of papers, presentations, articles and research covering all aspects of physical literacy.
(Members Only)

[Access Library](#)



Discussion Forums



Grants & Scholarships

- **CPD/ Physical Literacy Training**
- **Annual Conference**
- **Contacts**
- **Reading/ Support Materials**
- **Videos and Animations**

Questions?



c.shearer@2016.ljmu.ac.uk

 @Cara_Shearer94

References

1. Brunet, J., Gaudet, J., Wing, E.K. and Bélanger, M., 2019. Parents' participation in physical activity predicts maintenance of some, but not all, types of physical activity in offspring during early adolescence: A prospective longitudinal study. *Journal of sport and health science*, 8(3), pp.273-279.
2. Lundvall, S. (2015). Physical literacy in the field of physical education• A challenge and a possibility, *Journal of Sport and Health Science*, 4, 113•118.
3. Sánchez-Zamorano, L.M., Solano-González, M., Macias-Morales, N., Flores-Sánchez, G., Galván-Portillo, M.V. and Lazcano-Ponce, E.C., 2019. Perception of parents' physical activity as a positive model on physical activity of adolescents. *Preventive medicine*, 127, p.105797.
4. Longmuir, P.E., Boyer, C., Lloyd, M., Yang, Y., Boiarskaia, E., Zhu, W. and Tremblay, M.S., 2015. The Canadian Assessment of Physical Literacy: methods for children in grades 4 to 6 (8 to 12 years). *BMC public health*, 15(1), p.767.
5. Durden-Myers, E.J. and Keegan, S., 2019. Physical Literacy and Teacher Professional Development. *Journal of Physical Education, Recreation & Dance*, 90(5), pp.30-35.
6. Longmuir, P. E., & Tremblay, M. S. (2016). Top 10 research questions related to physical literacy. *Research quarterly for exercise and sport*, 87(1), 28•35.
7. Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., Cooper, S. M., & Jones, A. M. (2018). 'Measuring' physical literacy and related constructs: a systematic review of empirical findings. *Sports Medicine*, 48(3), 659•682.
8. Tremblay, M. and Lloyd, M., 2010. Physical literacy measurement-the missing piece. *Physical and health education journal*, 76(1), pp.26-30.
9. Francis, C.E., Longmuir, P.E., Boyer, C., Andersen, L.B., Barnes, J.D., Boiarskaia, E., Cairney, J., Faigenbaum, A.D., Faulkner, G., Hands, B.P. and Hay, J.A., 2016. The Canadian assessment of physical literacy: development of a model of children's capacity for a healthy, active lifestyle through a Delphi process. *Journal of Physical Activity and Health*, 13(2), pp.214-222.
10. Edwards, L.C., Bryant, A.S., Morgan, K., Cooper, S.M., Jones, A.M. and Keegan, R.J., 2019. A Professional Development Program to Enhance Primary School Teachers' Knowledge and Operationalization of Physical Literacy. *Journal of Teaching in Physical Education*, 38(2), pp.126-135.
11. van Rossum, T. and Morley, D., 2018. The role of digital technology in the assessment of children's movement competence during primary school physical education lessons. *Digital Technology in Physical Education: Global Perspectives*.

References

1. Corbin, C. B. (2016). Implications of physical literacy for research and practice: A commentary. *Research quarterly for exercise and sport*, 87(1), 14-27.
2. Lundvall, S. (2015). Physical literacy in the field of physical education- A challenge and a possibility, *Journal of Sport and Health Science*, 4, 113-118.
3. Longmuir, P. E., & Tremblay, M. S. (2016). Top 10 research questions related to physical literacy. *Research quarterly for exercise and sport*, 87(1), 28-35.
4. Edwards, L. C., Bryant, A. S., Keegan, R. J., Morgan, K., Cooper, S. M., & Jones, A. M. (2018). 'Measuring' physical literacy and related constructs: a systematic review of empirical findings. *Sports Medicine*, 48(3), 659-682.
5. Green, N. R., Roberts, W. M., Sheehan, D., & Keegan, R. J. (2018). Charting physical literacy journeys within physical education settings. *Journal of Teaching in Physical Education*, 37(3), 272-279.
6. Robertson, S. J., Burnett, A. F., & Cochrane, J. (2014). Tests examining skill outcomes in sport: a systematic review of measurement properties and feasibility. *Sports Medicine*, 44(4), 501-518.
7. Robinson, D. B., & Randall, L. (2017). Marking physical literacy or missing the mark on physical literacy? A conceptual critique of Canada's Physical Literacy Assessment Instruments. *Measurement in Physical Education and Exercise Science*, 21(1), 40-55.
8. Shearer, C., Goss, H. R., Edwards, L. C., Keegan, R. J., Knowles, Z. R., Boddy, L. M., ... & Fowweather, L. (2018). How is physical literacy defined? A contemporary update. *Journal of Teaching in Physical Education*, 37(3), 237-245.
9. Bowen, D. J., Kreuter, M., Spring, B., Cofta-Woerpel, L., Linnan, L., Weiner, D., ... & Fernandez, M. (2009). How we design feasibility studies. *American journal of preventive medicine*, 36(5), 452-457.
10. Jess, M., Keay, J., & Carse, N. (2016). Primary physical education: A complex learning journey for children and teachers. *Sport, Education and Society*, 21(7), 1018-1035.
11. Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. *Handbook of Research Methods in Health Social Sciences*, 843-860.
12. NVivo qualitative data analysis software; QSR International Pty Ltd. Version 12, 2018
13. Knowles, Z. R., Parnell, D., Stratton, G., & Ridgers, N. D. (2013). Learning from the experts: exploring playground experience and activities using a write and draw technique. *Journal of physical activity and health*, 10(3), 406-415.