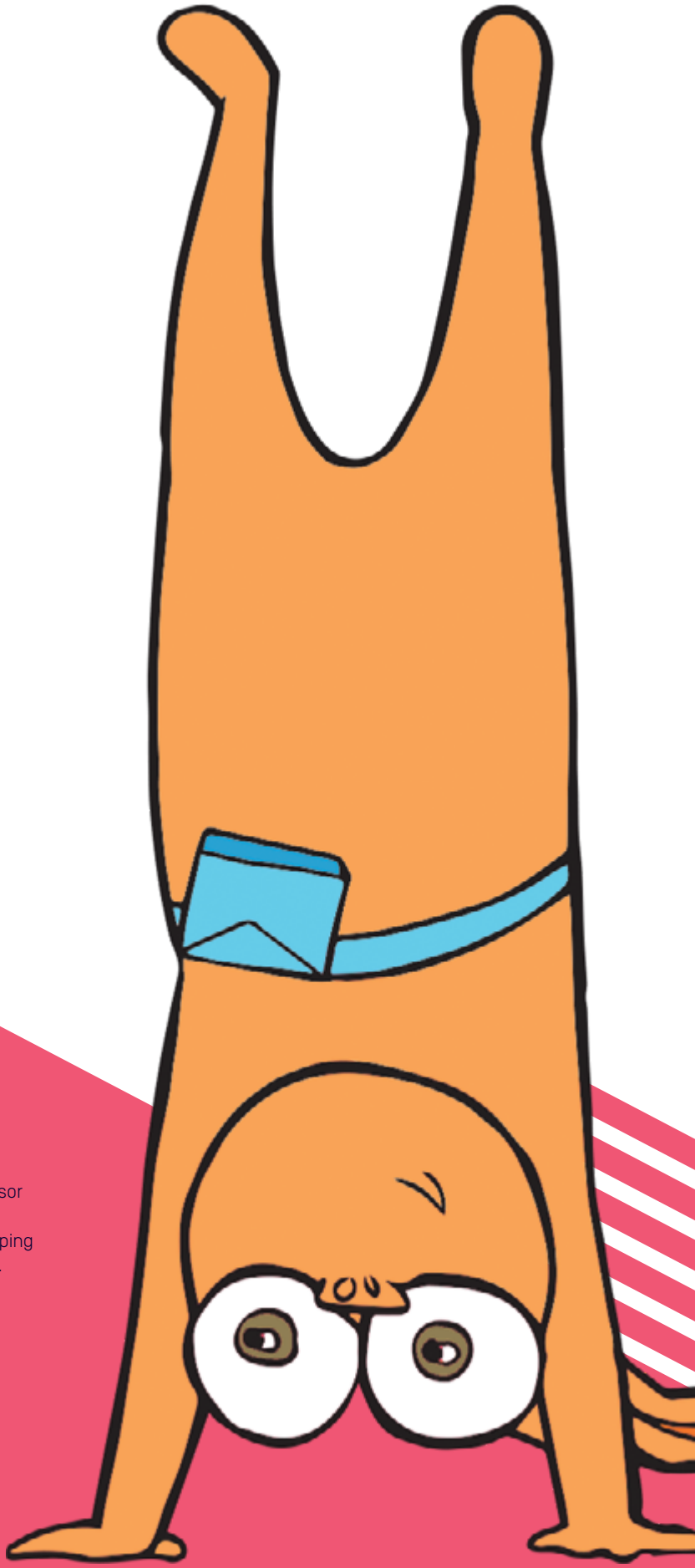
PHYSICAL LITERACY IN CHILDREN QUESTIONNAIRE **USER GUIDE**



Sport Australia would like to acknowledge Associate Professor Lisa Barnett, Institute for Physical Activity and Nutrition, Deakin University, as the lead researcher involved in developing the Physical Literacy in Children Questionnaire (PL-C Quest).

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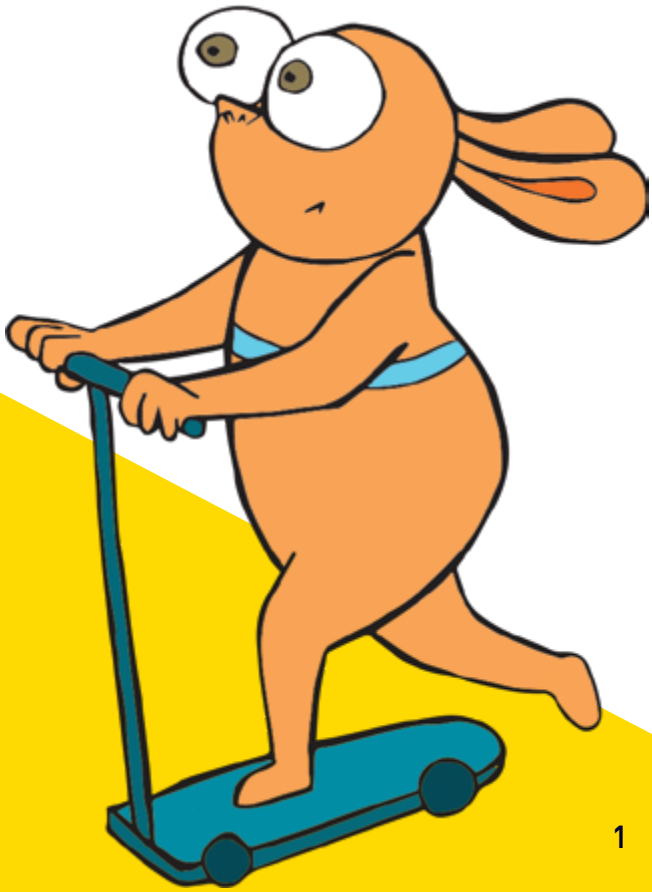


INTRODUCTION

The Physical Literacy in Children Questionnaire (PL-C Quest) has been developed to help researchers, those working in the sport sector, coaches and teachers understand a child's level of physical literacy. Understanding how a child perceives their level of physical literacy will help inform programs that are most suitable in supporting our children on their physical literacy journey, thereby increasing a child's chance of being physically active for life.

PHYSICAL LITERACY IN AUSTRALIA

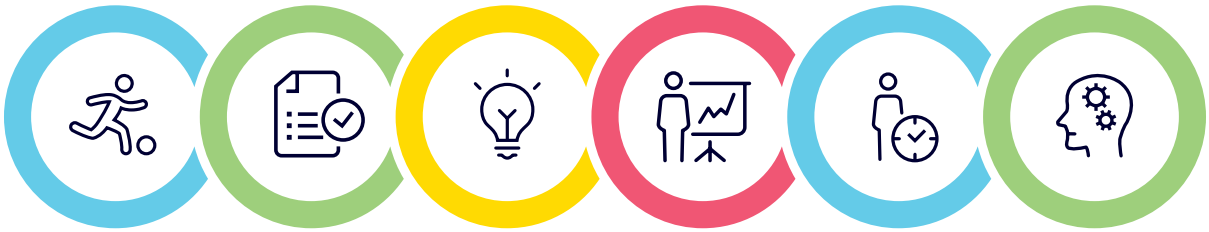
In 2017, Sport Australia led an extensive consultation process with experts and relevant stakeholders [1] to develop a definition of physical literacy for Australia [2,3]. The Australian Physical Literacy Framework (the Framework) was released in August 2019 [4]. Physical literacy was characterised as the integration of physical, psychological, social and cognitive capabilities that help us live active, healthy lifestyles [4]. The Framework includes 30 elements across four domains – physical, psychological, social and cognitive.

FIGURE 1: AUSTRALIAN PHYSICAL LITERACY FRAMEWORK - AT A GLANCE

WHY THE INSTRUMENT WAS DEVELOPED

With the Framework being internationally recognised and with a nationally delivered sport in schools program, it was important to start gathering information on the physical literacy levels of Australian school-aged children. Understanding where children are on their physical literacy journey will help to know how to support young people, thereby increasing the chances of a child being physically active for life.

Physical literacy assessment could be used to:



determine the effectiveness of sport and physical activity interventions

help measure Government initiatives

determine the effectiveness of teaching initiatives

measure population levels of children's physical literacy

track children's progress over time

understand how a child views their physical literacy in order for teachers and deliverers to better plan

Measuring physical literacy can be done in a number of ways. It can involve the whole construct of physical literacy (all four domains), individual domains (such as the physical domain), or even single elements of the construct (movement skills as part of the physical domain). While other measurement tools can assess domains such as the physical and psychological, there is no single assessment tool that captures all 30 elements of the Framework [5].

Some of the physical literacy elements, although important, are difficult to measure objectively (e.g. 'connection to place' in the psychological domain). Therefore, the tool was developed so children could self-report how they see themselves. Self-reporting is important as systematic review evidence shows that how a child perceives themselves relates to their physical activity behaviour [6]. Developing one consistent way to assess each element was also important in gaining a comprehensive understanding of a child's physical literacy.

As the scale was developed in Australia, the scenarios relate to land and water-based experiences. Nevertheless, researchers and practitioners from other countries may choose to use the scale as most of the situations will translate to other cultures. For those from colder countries, input from an expert in Finland, helped to provide alternative scenarios for two of the elements from the Australian tool. Ice skating is substituted as an activity in the 'moving with equipment' element and tobogganing is substituted as an activity in the 'safety and risk' element (see Appendix 1). It is encouraged that the tool is used by those in different cultures to see how well scores represent the physical literacy of diverse samples of children and also to provide consistency on a global level, due to comparable data.

PROCESS OF DEVELOPING THE QUESTIONNAIRE

In 2019, Sport Australia contracted Associate Professor (A/Prof) Lisa Barnett and her team from Deakin University (see Appendix 2), to develop the instrument. A/Prof Lisa had expertise in developing pictorial scales[7,8] and was one of the lead researchers in developing the Framework. The expertise and experience that A/Prof Lisa provided were vital in developing a comprehensive and accurate instrument.

The project brief was to develop a self-report pictorial scale, with accompanying words, to assess physical literacy in school age children (from 4 to 12 years). Deakin University established an expert reference group to contribute to this process. Representatives had expertise in physical literacy, physical activity, sedentary behaviour, motor skill development, sport, education and health (see Appendix 2). Through the leadership of A/Prof Lisa Barnett, the expert working group were consulted during workshops and via email, providing extensive input into development of the instrument.

DEVELOPMENT OF THE CHARACTER

Melbourne based artist, Rebecca Stewart, was recruited to draw the character and images required. It was important that the character did not depict a particular gender, race or ethnicity. That way boys, girls and children from a range of cultures and countries could identify with the character and use the instrument effectively.

Testing with children occurred with three different characters to determine which character best met the brief. It was also important that the character was appealing to both boys and girls. As such, a cartoon creature, similar to a bunny was selected.

Careful consideration was provided to the colour of the character. The character again needed to be inclusive of different genders, race and ethnicity. Therefore, a blue or pink character was not considered, as those colours are typically identified with boys and girls.

DEVELOPMENT OF SCENARIOS

Each scenario was developed based on the literature and the knowledge of the expert working group. Given that the multiple diverse experiences of a child potentially contribute to them being more physically literate, it was considered important to provide a diverse range of physical experiences. As a result, the 30 scenarios developed by the expert working group included a broad range of:

- contexts, such as land and water (ice or snow)
- settings that were unstructured and structured
- locations, such as being at home or at school
- experiences/activities, such as playing a ball game or building a cubby.

Providing a diverse range of physical experiences reflects the expansive intent of the construct of physical literacy, as defined by the Framework.

The artist was briefed on the intention for each scenario, and she developed rough versions for each. The rough versions were tested with children to see if they understood the intended construct for each scenario. Children were first asked what they thought was happening in the images, then the words that accompany each image were read out loud by the administrator. The images were not designed to 'stand-alone'; rather they were designed to be accompanied by text. Provided most children understood the intent of the scenario once the words were read aloud, then the brief was met.

Some of the rough scenarios were better understood by the children than others. This feedback on the roughs from children was combined with feedback from the expert working group members and the artist was briefed and changed the relevant scenarios accordingly. Sometimes these changes were minor additions to the drawings for clarity (e.g. placement of a ball or movement lines to indicate speed) and sometimes scenarios needed to be redrawn in a different context (e.g. using a different game or background setting). Finally, colour was carefully chosen for each scenario to ensure that the character was visible and stood out from the background. Read more about the development of the scale in our published paper[9].

HOW TO USE THE PHYSICAL LITERACY IN CHILDREN QUESTIONNAIRE

The instrument can be used in the following ways:

1. **Younger children**
   Kindergarten/Prep to Grade 2 - approximately 4 to 8 year olds
   Administrator/teacher guides the child through the questionnaire during a face-to-face session.

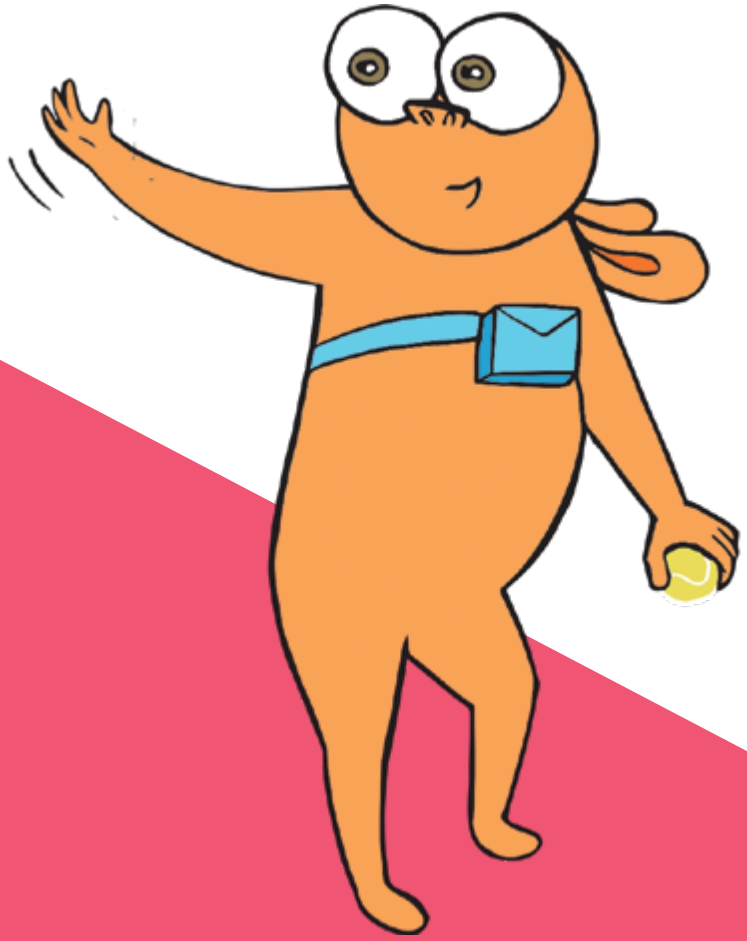
2. **Older children**
   Grade 3 to 6 – approximately 8 to 12 year olds
   Administrator/teacher reads each scenario out loud and guides a group of children through a self-completion process.

WORKING TOGETHER

While extensive development has occurred in terms of the scenarios to represent the 30 physical literacy elements of interest, this is only the first step in developing an instrument of this type[9]. Researchers and industry are encouraged to use the instrument (PL-C Quest) with primary school children so further validation can be completed. Working together to measure a child's level of physical literacy to inform program interventions is encouraged.

To collaborate on projects, share findings, or if you have any queries or feedback, please contact Sport Australia, email **physical_literacy@sportaus.gov.au**

Please contact A/Prof Lisa Barnett, Deakin University, if you would like to contribute data from your use of the instrument towards psychometric investigation of the tool. Deakin University have developed an online version of this instrument and access can be provided upon request. Please note, Deakin University collects the data from the online tool and therefore ethics approval and applicable data access would need to be prearranged. For collaboration on research projects and/or access to the online tool please contact A/Prof Lisa Barnett, Deakin University, email **lisa.barnett@deakin.edu.au**



ADMINISTRATOR INSTRUCTIONS

Use the below administrator instructions to guide you through the process of measuring a child's physical literacy.

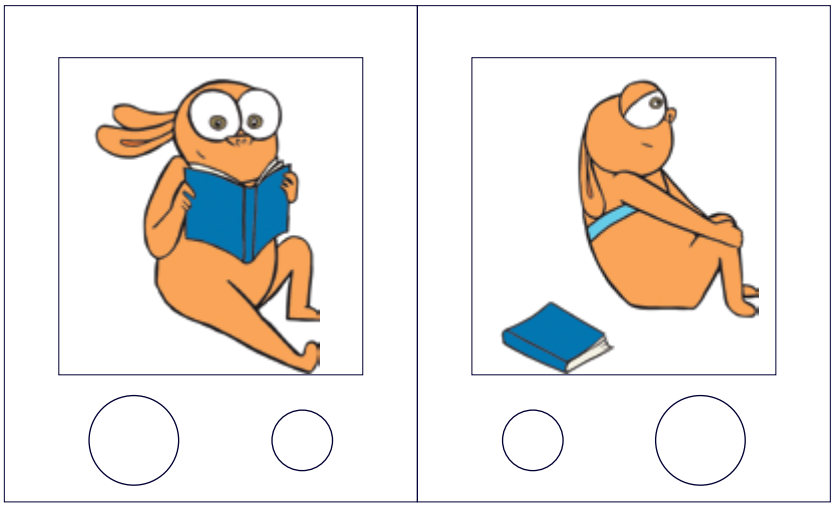
QUESTIONNAIRE FOR YOUNGER CHILDREN

Use this questionnaire for children in kindergarten/prep to grade 2 – approximately 4 to 8 year olds. This is to be completed in an individual face-to-face session. Please note, the questionnaire is to be printed single-sided, in colour and secured in the top left corner.

Administrator to instruct the child as follows:

- "*I have something here that's kind of like a picture game. In each picture, there is an orange cartoon bunny that is doing different activities. Like this one here:*

I will read out words that go with the pictures and then I'm going to ask you to pick the picture each time where you think the bunny character is being the most like you if you were in that situation."
- "*There is no right or wrong answer, we just want to see what you think about yourself.*"
- "*This is an example so you get the idea of what to do. Some children want to read books*" [administrator points to the picture on the child's left].



- "*Other children do not want to read books*" [administrator points to picture on the child's right].
- "*Which is more like you?*"
- After the child has pointed to the picture appropriate for him/her, the administrator asks, "*Is this picture a LOT like you*" [administrator points to the larger circle] "*or a LITTLE bit like you?*" [administrator points to the smaller circle]."
- "*Do you understand what to do now?*"

Tip: Occasionally a child will point to the middle of the two pictures and say that both are like them. The administrator should then say, "*Yes sometimes we do feel both ways, but if you had to pick, which one of these pictures shows the way you are most of the time.*"

SCORING FOR YOUNGER CHILDREN

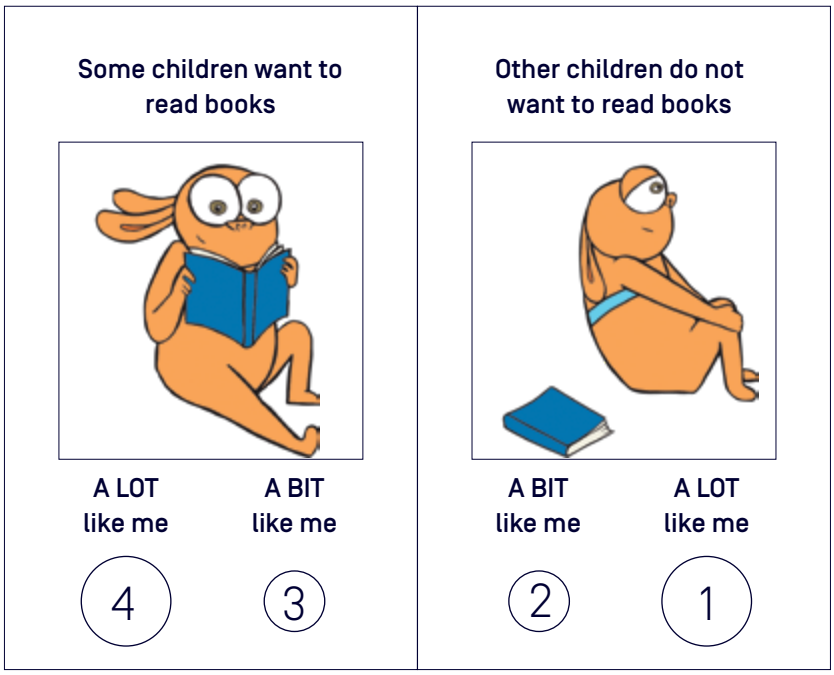
If the child picks the more developed image on left, they will either get a score of '4' if they said the picture was a LOT like them, or a score of '3' if they said the picture was a LITTLE bit like them.

If the child picks the less developed image on the right, they will either get a score of '2' if they said the picture was a LITTLE bit like them or a score of '1' if they said the picture was a LOT like them.

Record the child's score using the Physical Literacy for Children Questionnaire: Scoring Sheet in Appendix 3.

The administrator continues for each scenario/physical literacy element, reading the wording out loud that accompanies each picture, verbatim, as he/she points to the picture accompanying each description.

Example showing scores for each response:

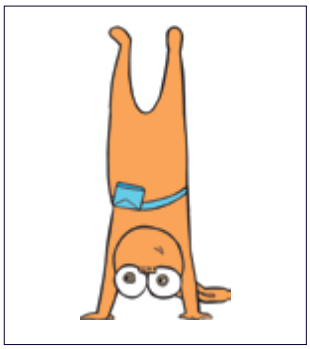


QUESTIONNAIRE FOR OLDER CHILDREN

Use this questionnaire for children in grades 3 to 6 – approximately 8 to 12 year olds. It can be completed as a group assessment. Please note, the workbook is to be printed in colour and single sided for easier use.

Administrator to instruct the children as follows:

- "*I have a booklet here that we are going to complete all at the same time. In each picture there is an orange bunny cartoon character that is doing different activities. Like this, which is on the front page:*



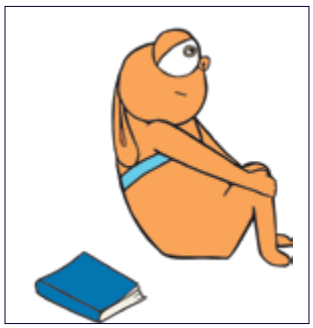
I will read out words that go with the pictures and then I'm going to ask you to pick the picture each time where you think the cartoon character is being the most like you if you were in that situation.

There is no right or wrong answer, we just want to see what you think about yourself.

This is an example, so you get the idea of what to do".

- "*Some children want to read books*" (have a look at the picture on the left of the first page), "*Other children do not want to read books*" (have a look at the picture on the right of the first page).
- "*Which is more like you?*"
- "*Has everyone worked out which picture is more like them?*"
- "*Now you have to look at the picture you have chosen and decide if the picture is a LOT like you or a LITTLE bit like you? Once you have decided, put a cross in the box.* ***You can only mark one box per page***."

Example question:

Some children want to read books		Other children do not want to read books	
			
A LOT like me	A BIT like me	A BIT like me	A LOT like me
☐	☐	☒	☐

- "*Wait a moment while I walk around and check you all know how to do it.*" This is important to do as sometimes children think they need to put an answer for both pictures, so you must visually check they know how to complete it.
- "*Do you understand what to do now?*"

Like the younger children version, occasionally a child will point to the middle of the two pictures and say that both are like them. The administrator should then say: "*Yes sometimes we do feel both ways, but if you had to pick, which one of these pictures shows the way you are most of the time*."

The administrator continues for each element, reading the wording out loud, verbatim, as the children complete the workbook.

Tip: Remind children to check only one box per scenario/page. It is also helpful to have another administrator in the room walking around and checking children are completing the questionnaire correctly.

SCORING FOR OLDER CHILDREN

Children record their responses in the workbook, as outlined above, and the administrator collates the responses using the Physical Literacy for Children Questionnaire: Scoring Sheet at Appendix 3.

A LOT like me	A BIT like me	REMEMBER to check only ONE of the four boxes			A BIT like me	A LOT like me
4	3	Some children want to read books	BUT	Other children do not want to read books	(2)	1

WHAT THE SCORES MEAN

Each question relates to one of the 30 physical literacy elements (see Appendix 4). Create a total physical literacy score by tallying the responses for each question, using the Summary of Physical Literacy Scores at Appendix 5.

Alternatively, you can tally the responses by domain. The score range for each of the domains is:

- Physical domain = 12 to 48
- Psychological domain = 7 to 28
- Social domain = 4 to 16
- Cognitive domain = 7 to 28

Currently, there is no interpretation of what a good or acceptable physical literacy score is. Although, the higher the score the more physically literate a child is. Please see the **working together section** of this manual for opportunities to contribute to this work.

We hope you enjoy using the Physical Literacy for Children Questionnaire (PL-C Quest) and that it helps inform practices to improve children's physical literacy.

APPENDIX 1 – COLDER CLIMATE COUNTRIES

To ensure the instrument covered colder contexts outside of Australia, i.e. snow and ice, the following two additional scenarios were developed:

- Ice skating scenario could replace the skateboarding scenario (question 2) which represents the 'moving with equipment' element.
- Tobogganing scenario could replace the swimming at the beach scenario (question 30) which represents the 'safety and risk' element.

The drawing of these scenarios was kept as close as possible to the original Australian scenarios, which had been tested with children. For instance, the ice skating scenario still has the less competent character holding a support, which is how the character was represented in the skateboarding image. The toboggan scenario shows two different places/paths to toboggan. One is visibly safer than the other, which is similar to how the beach scenario was represented.

These two scenarios were chosen for replacement after consultation with Adjunct Professor Arja Sääkslahti, a senior departmental researcher at the Faculty of Sport and Health Sciences in the University of Jyväskylä, Finland. Adjunct Professor Arja has multidisciplinary expertise in research on physical activity and motor skills in young children and designing family and childcare based physical activity and motor skill interventions for young children. Adjunct Professor Arja has also developed pictorial scales for young children [9].

Adjunct Professor Arja advised that ice skating was more applicable than skateboarding and that the beach context was not as relevant to the colder northern hemisphere countries. The new images were circulated amongst the expert working group for feedback and the drawings went through rounds of roughs as had the previous scenarios. The wording for the alternate scenarios is below.

2.	☐	☐	Some children are pretty good at ice skating	BUT	Other children are **not** so good at ice skating	☐	☐
30.	☐	☐	Some children think about where it is safe to toboggan	BUT	Other children **do not** think about where it is safe to toboggan	☐	☐

APPENDIX 2 – EXPERT WORKING GROUP

TABLE 1: DEAKIN UNIVERSITY LEAD DEVELOPMENT TEAM

Name	Institution and affiliation	Relevant areas of expertise
A/Prof Lisa Barnett	Institute of Physical Activity and Nutrition, School of Health and Social Development, Deakin University	• Lead investigator on the development of physical literacy definition and framework for Australia • Development of pictorial scales for children • Physical self-perception in children and youth • Physical activity and motor competence
Dr Natalie Lander	Strategic Research Center, Research for Educational Impact (REDI), Faculty of Arts and Education, Deakin University	• Educational research • Implementation science • Physical activity and sedentary behaviour • Actual and perceived motor competence and link to health behaviours and outcomes
Prof Jo Salmon	Institute of Physical Activity and Nutrition, Deakin University	• Assessment of children's physical activity • Interventions to promote children's physical activity and reduce sedentary behaviour • Implementation and scale-up of interventions
Dr Emiliano Mazzoli	School of Exercise and Nutrition Sciences, Deakin University	• Cognitive functioning and brain activity • Motor skill and fitness assessment and intervention • Actual and perceived motor competence assessment
Dr Melanie Hawkins	School of Health and Social Development, Deakin University	• Validity testing theory • Health literacy

TABLE 2: MEMBERS OF THE EXPERT WORKING GROUP (IN ALPHABETICAL ORDER) LED BY DEAKIN UNIVERSITY

Name	Institution/s	Relevant areas of expertise
Dr Trent Brown	Australian Council for Health, Physical Education and Recreation (ACHPER) – Victoria	• Physical education • Professional learning • Teacher education • Physical activity and health
Prof John Cairney	University of Queensland	• Physical literacy • Children's development • Motor disorders in children • Physical activity and health • Measurement design and evaluation • Behavioural intervention
Ms Sallee Caldwell	Sport Australia	• Physical literacy application and design • Participation strategy and design • Physical education
Mr Pierre Comis	Sport Australia & Special Olympics	• Design and delivery of sport participation strategies, programs and products • Physical literacy application in a systems approach • Special populations – intellectual disabilities and autism
Dr Dean Dudley	Macquarie University The University of the South Pacific	• Lead investigator on the development of physical literacy definition and framework for Australia • Physical and health literacy • Physical education pedagogy and assessment

Name	Institution/s	Relevant areas of expertise
A/Prof Richard Keegan	University of Canberra	• Lead investigator on the development of physical literacy definition and framework for Australia • Psychologist and motivation researcher • Experienced in qualitative and quantitative methods
Mr Gareth Long	Sport Australia & The Australian College of Physical Education	• Physical education • Initial teacher education • Physical literacy program design • Coach education
Prof David Lubans	University of Newcastle	• Design, evaluation, dissemination of school-based physical activity interventions • Effects of physical activity and fitness on cognitive and mental health • Health and physical education pedagogy • Movement skill competency in youth
Dr Natasha Schranz	Prevention & Population Health Directorate, Wellbeing SA; University of South Australia, School of Health Sciences (Adj)	• Physical activity and sedentary behaviour • Researcher involved in the development of the Sport Australia Physical Literacy Framework

ARTIST BACKGROUND

This project relied heavily on the skills and expertise of a Melbourne based artist, Rebecca Stewart. Rebecca worked in the 1990s in Melbourne's 2D animation industry on short films, ads and TV shows. She graduated from the Victorian College of the Arts with a Post Graduate Diploma of Film & TV (Animation) in 1998, then went on to teach character animation at Ngee Ann Polytechnic in Singapore. She works on book and magazine editorials, t-shirt design and character development. **See** more of Rebecca's work.

APPENDIX 3 – PHYSICAL LITERACY IN CHILDREN QUESTIONNAIRE: SCORING SHEET

Date:_____

Child's name:_____ **ID:** _____

School/Club:_____ **Grade/class:** _____

Date of birth: _____ **Age:**_____

Gender (circle): Male / Female / Non-binary / Prefer not to say

Physical domain: How good are you at...?							
	A LOT like me	A BIT like me	REMEMBER to check only ONE of the four boxes			A BIT like me	A LOT like me
1.	☐	☐	Some children are pretty good at hopping	BUT	Other children are **not** so good at hopping	☐	☐
2.	☐	☐	Some children are pretty good at skateboarding	BUT	Other children are **not** so good at skateboarding	☐	☐
3.	☐	☐	Some children are pretty good at overarm throwing	BUT	Other children are **not** so good at overarm throwing	☐	☐
4.	☐	☐	Some children are pretty good at running for a long time without getting tired	BUT	Other children are **not** so good at running for a long time without getting tired	☐	☐
5.	☐	☐	Some children are pretty good at hanging for a long time without letting go	BUT	Other children are **not** so good at hanging for a long time without letting go	☐	☐
6.	☐	☐	Some children are pretty good at doing lots of jumps with a skipping rope without getting a leg caught	BUT	Other children are **not** so good at doing lots of jumps with a skipping rope and get a leg caught	☐	☐
7.	☐	☐	Some children are pretty good at balancing on a rock and not wobbling	BUT	Other children are **not** so good at balancing on a rock and start to wobble	☐	☐
8.	☐	☐	Some children are pretty good at touching their toes without bending their knees	BUT	Other children are **not** so good at touching their toes and bend their knees	☐	☐
9.	☐	☐	Some children are pretty good at dodging other kids in a game	BUT	Other children are **not** so good at dodging other kids in a game	☐	☐
10.	☐	☐	Some children are pretty good when strong muscles are needed, like when picking up a big rock	BUT	Other children are **not** so good when strong muscles are needed, like when picking up a big rock	☐	☐
11.	☐	☐	Some children are pretty good at running straight away when they hear the starting gun	BUT	Some children are **not** so good at running straight away when they hear the starting gun	☐	☐
12.	☐	☐	Some children are pretty good at running very fast	BUT	Other children are **not** so good at running very fast	☐	☐

Psychological domain: How do you feel about...?

	A LOT like me	A BIT like me	REMEMBER to check only ONE of the four boxes			A BIT like me	A LOT like me
13.	☐	☐	Some children feel like being active and playing sport whenever they can, for lots of reasons	BUT	Other children **do not** find any good reasons for being active and playing sport	☐	☐
14.	☐	☐	Some children feel they can control their disappointment when they miss the target	BUT	Other children **do not** feel they can control their disappointment when they miss the target	☐	☐
15.	☐	☐	Some children feel they can pace themselves to get up the top of a hill	BUT	Other children **do not** feel they can pace themselves to get up the top of a hill	☐	☐
16.	☐	☐	Some children feel they have a pretty good idea of their own ability	BUT	Other children sometimes think they are better than what they are	☐	☐
17.	☐	☐	Some children feel confident to try new active things, like taking off on a zip-line	BUT	Other children **do not** feel confident to try new active things, like taking off on a zip-line	☐	☐
18.	☐	☐	Some children feel they like being active in lots of different ways, because they enjoy it	BUT	Other children **do not** feel like being active in lots of different ways, because they don't enjoy it	☐	☐
19.	☐	☐	Some children feel they have favourite places to hang out and play	BUT	Other children **do not** feel they have favourite places to hang out and play	☐	☐

Social domain: Do you want to...?

	A LOT like me	A BIT like me	REMEMBER to check only ONE of the four boxes			A BIT like me	A LOT like me
20.	☐	☐	Some children want to shake hands with kids from the other team after losing a game	BUT	Other children **do not** want to shake hands with kids from the other team after losing a game	☐	☐
21.	☐	☐	Some children want to invite other kids to play with them	BUT	Other children **do not** want to invite other kids to play with them	☐	☐
22.	☐	☐	Some children want to join in an activity or game where they can work together	BUT	Other children **do not** want to join in an activity or game where they can work together	☐	☐
23.	☐	☐	Some children want to learn about activities and games from other places and people	BUT	Other children **do not** want to learn about activities and games from other places and people	☐	☐

Cognitive domain: How do you think about...?							
	A LOT like me	A BIT like me	REMEMBER to check only ONE of the four boxes			A BIT like me	A LOT like me
24.	☐	☐	Some children think they can ride and notice what could be in their way	BUT	Other children **do not** think they can ride and notice what could be in their way	☐	☐
25.	☐	☐	Some children think of many reasons why physical activity is good for you	BUT	Other children **do not** think of many reasons why physical activity is good for you	☐	☐
26.	☐	☐	Some children think about following rules - like not to do a bomb in a pool	BUT	Other children **do not** think about following rules – and would do a bomb in a pool	☐	☐
27.	☐	☐	Some children think of another physical activity to do, if their favourite activity is not possible	BUT	Other children **do not** think of another physical activity to do, if their favourite activity is not possible	☐	☐
28.	☐	☐	Some children think about which way is going to be the best when they climb up	BUT	Other children **do not** think about which way is going to be the best when they climb up – and they get stuck	☐	☐
29.	☐	☐	Some children think about how to be in the right spot so the ball is passed to them	BUT	Other children **do not** think about how to be in the right spot so the ball is passed to them	☐	☐
30.	☐	☐	Some children think about where it is safe to swim before they go in the water	BUT	Other children **do not** think about where it is safe to swim before they go in the water	☐	☐

APPENDIX 4 – PHYSICAL LITERACY ELEMENTS

Each question relates to one of the 30 physical literacy elements. The table below identifies which domain and element each question relates to.

#	Physical	#	Psychological	#	Social	#	Cognitive
1	Movement skills	13	Motivation	20	Ethics	24	Perceptual awareness
2	Moving using equipment	14	Self-regulation (emotions)	21	Relationships	25	Content knowledge
3	Object manipulation	15	Self-regulation (physical)	22	Collaboration	26	Rules
4	Cardiovascular endurance	16	Self perception	23	Society and culture	27	Reasoning
5	Muscular endurance	17	Confidence			28	Strategy and planning
6	Coordination	18	Enjoyment			29	Tactics
7	Stability/balance	19	Connection to place			30	Safety and risk
8	Flexibility						
9	Agility						
10	Strength						
11	Reaction time						
12	Speed						

APPENDIX 5 – SUMMARY OF PHYSICAL LITERACY SCORES

Summary of scores for (insert child's name): _____

Domain	Score Range	Child's Score
Physical	12-48	
Psychological	7-28	
Social	4-16	
Cognitive	7-28	
Total Score	**30-120**	

REFERENCES

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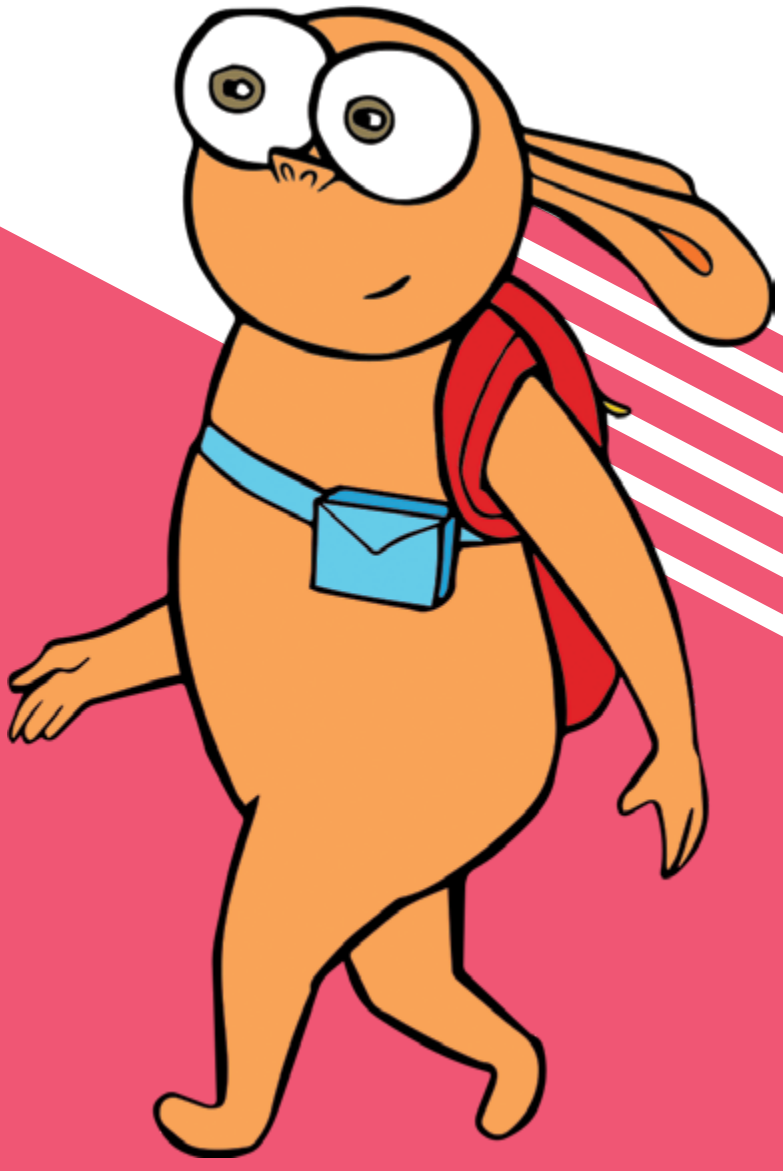

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