PLAY *basic*

for Educators

1.1

Physical Literacy Assessment for Youth

SCHOOL

PHYSICAL ACTIVITY • PHYSICAL LITERACY

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Sport for Life

ISPARC Indigenous Sport, Physical Activity & Recreation Council

Childhood Obesity Foundation

PHE·EPS Canada

Introducing PLAY *basic* for Educators

What is Physical Literacy and Why is it Important?

We know that today's children and youth are much less active than in the past. In the interest 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 develop physical literacy.

People who have well-developed physical literacy have the skills, 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 foundational 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 fundamental movement skills. Physical literacy is also about having the competence, confidence and motivation to apply these fundamental movement skills and foundational sport skills in new situations.

In schools, once children have begun to learn literacy and numeracy skills, they are tested and graded on their level of competency and comprehension. Parents receive report cards that highlight what the student can do and areas where greater focus is needed to improve their children's academic abilities.

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

In order to improve physical literacy and increase physical activity in children and youth we must first observe the current state and teach and allow for practice accordingly as we do with other fundamentals such as literacy or numeracy.

PLAY*basic* for Educators 1.1

Use the PLAY*basic* for Educators tool to observe elementary school age students and to track physical literacy over time.

Why Observe Physical Literacy?

There are many benefits to observing physical literacy:

- **Highlights what a student can do**

  Developing an understanding of a student's capabilities makes it possible to track progress, identify what skills are still emerging, observe confidence and gauge comprehension.

- **Assists educators in recognizing potential gaps in the students' physical skills and abilities**

  Identifying gaps helps guide instruction. If the majority of the class is struggling with a skill, educators can focus on teaching the skill and select activities where students experience success and challenge.

- **Creates an awareness of the importance of developing physical literacy**

  Having objective measures that can demonstrate improvements by providing physical literacy-based activities, offers an opportunity to see the impact these activities have on students' movement vocabulary.

In this document, we have used the term "observation" in place of "assessment" in most cases to reflect the nature and intent of PLAY*basic.*

What Are PLAY Tools?

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

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

In addition to PLAY*basic for Educators*, the PLAY Tools collection also includes:

- PLAY*fun*
- PLAY*basic*
- PLAY*self*
- PLAY*parent*
- PLAY*coach*
- PLAY*inventory*

PLAY*basic for Educators* is based on the PLAY*basic* tool from the PLAY Tools collection and is intended for teachers and other educators working within the B.C. education system.

Why Use the PLAY*basic* for Educators Tool?

PLAY*basic* for Educators' is a tool which uses five basic skills to provide a quick view of students' abilities with minimal interruption and space required. The observation time is short, the equipment list is accessible and available at all schools and the tool involves minimal training to administer. The tool is intended for elementary school students in kindergarten to Grade 7 and is designed to be implemented across these grades (no difference required for different grades).

PLAY*basic* for Educators is not a fitness test or a comprehensive test of fundamental movement skills. It simply allows educators to perceive five fundamental movement skills, and the confidence and comprehension that indicates physical literacy development stage. It is designed to give a snapshot of the student's physical abilities, confidence and comprehension.

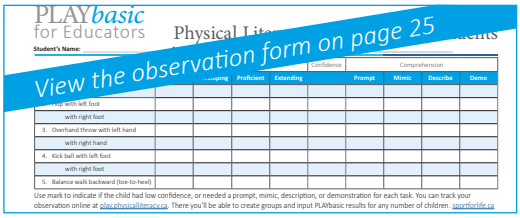
Educators working with elementary school-aged students find the following benefits from using PLAY*basic* for Educators. The observation:

1. is easy to use,
2. requires minimal space and equipment,
3. is quick enough to assess the class within 40 minutes,
4. highlights the importance of the observing physical literacy,
5. gives students the opportunity to become aware of the five PLAY*basic* for Educators skills and see their connection to various physical activities,
6. allows educators to observe how their students move (e.g., agility, balance and coordination),
7. gauges students' confidence and comprehension, and
8. provides a quick view of the student's skills and abilities that can and should be shared with parents.

It's all about finding ways to engage the child and improve their level of physical literacy and well-being.

Using the PLAY*basic* for Educators Tool 1.1

In this section, you'll learn how to use the PLAY*basic* for Educators tool and how to match the observations with the appropriate additional considerations.



Using the Observation Form

Before using the PLAY*basic* for Educators tool, read the following observation and criteria sections while reviewing a copy of the observation form found on page 25.

To simplify things, we've broken down PLAY*basic* for Educators into five skills to assess:

1. Run
2. Hop
3. Throw
4. Kick
5. Balance

On the left-hand side of the observation tool, there is a column labelled "Task." For each of the five tasks, this workbook provides a framework for using PLAY*basic* for Educators. The framework will provide:

- equipment needed,
- instructions (how to administer), and
- observation rubrics for determining whether student skills are "Emerging," "Developing," "Proficient" or "Extending."

Each task can be broken down into three sectio.ns (i.e., competence, confidence and comprehension):

1. Competence

Emerging	Developing	Proficient	Extending
	✓		

Each of the five tasks is graded on a four-point rubric that aligns with the B.C. Ministry of Education's approach to assessment. Educators use rubrics for each movement skill to indicate whether the student's competence is "Emerging," "Developing," "Proficient" or "Extending."

Important

You can observe each skill using any symbol you like (e.g., an X or checkmark). You just need to be consistent by using the same symbol for both the pre- and post-observation.

2. Confidence

On the right-hand side of the tool, there is a column labelled “Confidence.” The observer can indicate whether the student appears to have low confidence, otherwise it is left blank. Write down your observations. How does the student respond?

✓

3. Comprehension

Prompt	Mimic	Describe	Demo
		✓	

On the far right-hand side of the tool you will see a column labelled "Comprehension." In this column you will note if the student does not respond to your initial instructions. Do they need a further **prompt, mimicry** of the movement, a more complete **description** or a **demonstration**? Does the student know the movement vocabulary?

This relates to the BC Physical and Health Education Curriculum which requires students to know “the proper technique for fundamental movement skills including locomotor, non-locomotor and manipulative skills."

How to Observe the Students

1. Make a copy of the observation form for each student (see page 25). Prefill names, date, grade and age before you arrive, for time management.
2. Take up to three students at a time.
3. Watch your students move through each of the five tasks. If pushed for time, they can:
    - **run** by themselves,
    - **hop** in a group,
    - **throw,**
    - **kick,** and
    - **backward balance walk** as a group.
4. Using a mark of your choice, place mark on the corresponding location on the observation sheet.
5. Record student confidence, making notes if needed, and paying attention to students with divergent skills*.
6. Record comprehension, noting if any additional instructions were required.

It is not abnormal to see emerging or developing skill levels for younger children. Remember, the purpose of this process is to observe students, not to grade them. Use the rubrics and descriptions and don't be worried if your class of primary students are mostly at "Emerging" or "Developing" skill levels. This highlights the importance that the educator has in finding activities and providing instruction that develop these skills.

* Divergent skills are when a student assesses well below or above the majority of their peers. These students should be brought to your attention for further observation, help and/or challenge.

Observation Criteria for Each Task

Run

Run,
turn around,
run back,
and stop

"I want you to run a straight line to the pylon, stop, turn around, and run back. I want you to run to the line, turn around, and run back as best you can. Ready? Run now."

Students need to acquire a wide variety of fundamental movement skills that they can perform in different settings. They also need a certain level of motor competence to participate in most activities. A child with highly developed fundamental movement skills and greater competence will be more likely to participate in physical activities.

This section focuses on the student's ability to run. Running is a foundation of physical preparation for many physical activities and sports, and is a skill that should be as well-developed as possible. An individual's running skill can mature and continue to improve well into adulthood, but the sooner it's properly developed, the better!

Equipment

For this task, you'll need:

- four pylons that are three to five metres apart in a square,
- the observation sheet and a clipboard, and
- a clear gymnasium, hallway or outdoor space.

Task | Run There and Back

	Emerging	Developing	Proficient	Extending
Synchronicity Runs with opposite arm and leg movement	Can demonstrate limited synchronicity with arm and leg movement while running	Can synchronize some arm and leg movements while running	Can synchronize arm and leg movements while running	Can synchronize arm and leg movements very well while running
Controlled Movement Runs in a straight line with controlled deceleration	Can run with limited control of direction and deceleration	Can run in a straight line and decelerate with some control	Can run in a straight line and decelerate with control	Can run in a straight line and decelerate with high levels of control
Turning Changes direction at the cone in a smooth and continuous manner	Can change direction at the cone using a rounded turnaround	Can change direction at the cone using partial pivot	Can change direction at the cone using a pivot	Can change direction at the cone in a continuous manner using a pivot
Speed Runs with age-appropriate speed	Can run to the cone and back with limited speed	Can run to the cone and back with some speed	Can run to the cone and back with good speed	Can run to the cone and back with excellent speed

Synchronicity

This refers to the movement of the students' arms and legs while running. “Emerging” synchronicity is when the right arm and right knee are both up at the same time or when the arms hang loosely at the side of the body. “Extending” synchronicity is evident when the student’s right arm swing is up when the left knee is up. The arms are used for propulsion. This provides balance and stability for the runner during the support stage of the stride.

Controlled Movement

Controlled movement refers to the student’s ability to run in a straight line with controlled decelerations. Limited controlled movement may present itself with stumbles, slips, trips or the inability to run. The running form may look uncoordinated, clumsy or awkward. Their form may be missing key features like the use of their arms or proper knee lift. The centre of gravity could be far forward or behind the hips. Decelerations could lack control and the student may slide across the line.

Turning

The aim is to turn around at the cones in a smooth and continuous manner. “Emerging” skills for turning would look like the student looping around the cone or sliding into the cone. “Extending” skills are when the student uses a smooth, controlled pivot.

Speed

Speed is indicative of coordination and good form. While the objective is not to time the students and observe based on their time, the educator is observing whether the student is fast for their age as speed is a proxy measure of coordination and good form. If the students' skills are still “Emerging," they may not know how to run fast or could be reluctant to try. They might jog, walk or put in less than a full effort. Those with “Extending” skills know how to run fast and get the most out of their bodies.

Hop

Hop on one leg in a straight line, turn around, and hop back

"I want you to hop on one leg in a straight line to the cones, stop, turn around, and hop back. I want you to hop to the line, turn around, and hop back as best you can. Ready? Hop now."

Remind students this is not a race and they can take as much time as they need.

Equipment

For this task, you'll need:

- four pylons (three to five metres apart),
- the observation sheet and a clipboard, and
- a clear gymnasium, hallway or outdoor space.

It's important to know the difference between a hop and a jump. A hop is performed on a single leg and a jump is performed with both legs. This is a term that needs to be taught and understood correctly.

Note: Some children will perform a "hop" with two feet on their first try. Simply correct and ask them to hop with one foot on the next attempt.

	Emerging	Developing	Proficient	Extending
Single Leg Hops on single leg with consistency of hopping distance	Can hop on a single leg with limited consistency of hopping distance	Can hop on a single leg with some consistency of hopping distance	Can hop on a single leg with consistency of hopping distance	Can hop on a single leg with long and consistent hopping distance
Balance Control Hops without the reliance on the non-hopping foot for balance control	Can hop with reliance on the non-hopping foot for balance control	Can hop with limited reliance on the non-hopping foot for balance control	Can hop without the use of the non-hopping foot for balance control	Can transition from hopping to standing and back again with total balance control
Upper Body Upper body is used to assist in generating power and in retaining balance control	Can use the upper body with limited success in generating power and retaining balance control	Can use the upper body with some success in generating power and retaining balance control	Can successfully use the upper body in generating power and retaining balance control	Can use the upper body to generate significant power and balance control

Single Leg

Educators should look for consistent hops on a single leg. A students' skills should be observed as "Emerging" if the student falls or stumbles, struggles to maintain single leg support and touches down, or doesn't know the difference between a jump and a hop. "Extending" skills are demonstrated when the student takes long and consistent single leg hops.

Balance Control

Balance control refers to hops on one leg without reliance on the non-hopping foot for balance control. If a student struggles to retain balance on a single leg and frequently touches down with their non-hopping foot to regain balance, their skills should be observed as "Emerging." "Extending" skills are demonstrated when the student can transition from hopping to standing and back again with total balance control.

Upper Body

The student's upper body is used to assist to generate power and to retain balance control. A student with "Emerging" skills will lack use of the upper body to generate power and control balance. Students with "Extending" skills generate significant power and balance control through the use of their arms and core.

NOTE: Left / right symmetry is important for physical literacy. Ask the student to complete this movement with both legs.

Throw

Throw the ball overhand at the wall

"I want you to throw the ball overhand at the wall. I want you to throw the ball as best you can. Please try to throw the ball against the wall as best you can. Ready? Throw now."

Equipment

For this task, you'll need:

- a large wall (target area),
- masking tape that can be used to create an X on the wall 1.5 metres from the floor, so the student has a target to aim for (for primary grades, increase the size of the X and lower it to one metre from the floor), and
- a soft ball (e.g., tennis ball),
- the observation sheet and a clipboard, and
- a clear gymnasium, hallway or outdoor space.

Ensure you have 2 to 2.5 metres of distance to a wall (no difference required for different ages). It is important to observe both arms, making a mark on the observation sheet for the dominant arm throw and taking note of how the non-dominant arm throw compares. Give the student the choice for first throw and then use the other arm on the second throw. How similar are the two throws? Do they throw as well with both arms?

NOTE: Left / right symmetry is important for physical literacy. Ask the student to complete this movement with both arms.

	Emerging	Developing	Proficient	Extending
Speed & Accuracy Ball is thrown with speed and accuracy	Can throw the ball with limited speed and accuracy	Can throw the ball with some speed and accuracy	Can throw the ball with speed and accuracy	Can throw the ball with excellent speed and accuracy
Connection of Upper & Lower Body Throwing the ball involves coordination of lower body, trunk and upper body	Can throw the ball with limited connection between the trunk and lower body	Can throw the ball with some connection of the trunk and lower body	Can throw the ball with connection between lower body, trunk and upper body	Can throw the ball with coordinated connection between lower body, trunk and upper body
Weight Transfer Weight is transferred to front leg as ball is thrown	Can throw the ball with limited weight transfer	Can throw the ball with some weight transfer	Can throw the ball with weight transfer	Can throw the ball with very good weight transfer
Follow Through Fluid follow through of the throwing arm	Can demonstrate limited follow through of the throwing arm	Can demonstrate some follow through of the throwing arm	Can demonstrate follow-through with their throwing arm	Can demonstrate very good follow-through with their throwing arm

Speed and Accuracy

The speed and accuracy of the throw is a proxy measure for form and coordination. If the throw is fast and on target, it indicates that their competency is high. For students with "Emerging" skill levels, the ball might have little speed and drop quickly towards the floor. The ball may be well off the target. For those with "Extending" skill levels, the ball is thrown with power and force and hits the centre of the target.

Connection of Upper and Lower Body

Correct throwing technique requires coordination between the lower body, trunk and upper body. It requires the whole body to move in a smooth sequence and movement is not limited to the throwing arm. In "Emerging" skill levels, the throw is limited to the arm and little movement occurs below the shoulder. In the Extended skill level, there is a sequential and coordinated connection of the body. The foot opposite to the throwing arm steps into the throw as the throwing arm goes back behind the head and the trunk twists back. As the arm moves into the throw, the trunk twists back towards the target.

Weight Transfer

Throwing should involve a transfer of weight in the direction of the throw. This stepping into the throw motion shifts the weight of the body as the object is being released and provides more power to the throw. When the students have "Emerging" skill levels, there is extremely limited weight transfer, while in "Extending" skill levels there is a pronounced transfer of weight.

Follow Through

The purpose of following through with the throwing arm is to ensure that the momentum of the arm is carried through to and beyond the release of the object. This assists with accuracy, creates throwing speed and adds power to the throw. At the "Emerging" skill levels, there is limited follow through and the ball is released early. The throw lacks power and often the ball does not hit the target. Students with "Extending" skill levels demonstrate a pronounced follow through that adds to the throw's velocity and accuracy.

Kick

Kick the ball at the wall

"I want you to kick the ball at the wall. You can kick the ball with one foot – whichever foot you like. I want you to kick the ball with one foot as best you can. Please try to kick the ball as best you can. Ready? Kick now."

Equipment

For this task, you'll need:

- a large wall,
- masking tape that can be used as a target to put an X on the wall 0.5 metres off the floor (for primary grades, have the students stand at three metres from the wall and lower the X to ground level), and
- a soft soccer ball (or similar) placed four metres away from wall,
- the observation sheet and a clipboard, and
- a clear gymnasium, hallway or outdoor space.

It is important to observe both legs, making a mark on the observation sheet for the dominant leg kick and taking note of how the non-dominant leg kick compares. Let the student choose for the first kick and then using the other leg on the second kick. How similar are the two kicks? Do they kick as well with both legs?

	Emerging	Developing	Proficient	Extending
Speed & Power Ball is kicked with power and speed	Can kick the ball with limited speed and power	Can kick the ball with some speed and power	Can kick the ball with good speed and power	Can kick the ball with advanced power and speed
Accuracy Kicks with directional control towards the target	Can kick the ball with limited directional control towards the target	Can kick the ball with some directional control towards the target	Can kick the ball with accuracy and directional control towards the target	Can kick the ball with advanced accuracy and high levels of directional control towards the target
Foot Contact Inside of the foot contacts the ball and striking foot follows through	Can contact the ball with the toe and limited follow through with the striking foot	Can contact the ball with the inside of the foot and some follow through with the striking foot	Can contact the ball with the inside of the foot and good follow through with the striking foot	Can powerfully contact the ball with the inside of the foot and very good follow through with the striking foot

Speed and Power

The speed and force of the kick indicates the effectiveness of the kicking action. At the "Emerging" skill level, there is limited speed or power. Often this is due to a lack of coordination and timing caused by no synchronicity of the upper and lower body. The student is likely not stepping into the kick.

Accuracy

This refers to the student's ability to kick the ball and hit the target. Those with "Emerging" skills will have limited abilities to control the direction of the ball and may completely miss the ball and/or the target. Those with "Extending" skill levels will display high levels of accuracy.

Foot Contact

Emerging skill levels are often exhibited through no planting of the support foot, the toe contacting the ball and a whip-like kicking action with no follow through. "Extending" skill levels are demonstrated by the consistent placement of the non-kicking foot beside the ball, firm striking of the ball on the inside of the foot, and a follow through with the kicking foot.

Balance

Balance walk backwards, toe to heel

"I want you to walk backwards, toe to heel. Begin at the cone and continue until I say 'Stop.' Ready, go."

Equipment

For this task, you'll need:

- four cones or lines on the floor,
- the observation sheet and a clipboard, and
- a clear gymnasium, hallway or outdoor space.

Task | Balance Walk Backwards

	Emerging	Developing	Proficient	Extending
Balance Walks backwards with continuous motion and balance	Can walk backwards with limited balance and halted motion	Can walk backwards with balance using slow and deliberate motion	Can walk backwards with balance using steady and deliberate motions	Can walk backwards using continuous motions
Control Demonstrates confident fluid motion	Can walk backwards with limited control and use of arms for balance	Can walk backwards with tentative steps and limited use of arms for balance	Can walk backwards with confident fluid steps and use of arms for balance	Can walk backwards with speed and confidence using arms for balance

Balance

This is displayed by the student's ability to walk backwards toe to heel in a continuous motion. Students with "Emerging" skills will repeatedly lose balance and walk tentatively with frequent stops. They may fall or stumble and will frequently need to regain their balance by moving both feet beside each other. Those with "Extending" skill levels will maintain their balance throughout the walk. Their motions will be continuous and they will not need to stop to regain their balance.

Control

Control speaks to an ability to perform the task with confidence and fluidity. Those with "Emerging" skills rarely use their arms for balance and struggle with the toe to heel movement. "Extending" skill levels demonstrate very good balance and foot placement is fluid and confident.

Curricular Connections

BC Curriculum Connections

- Assessment for Learning – PLAY*basic* for Educators is used to look at progress over time and use movement as a way of meeting a student's diverse needs.
- curriculum.gov.bc.ca/curriculum/physical-health-education/1

Curricular Competency connected to PLAY*basic* for Educators:

- Kindergarten to Grade 2: Develop and demonstrate a variety of fundamental movement skills in a variety of physical activity environments.
- Grade 6 to Grade 7: Develop, refine and apply fundamental movement skills in a variety of physical activities and environments.

Content Standard

- Kindergarten to Grade 7 students are expected to know the proper technique of fundamental movement skills, including locomotor, non-locomotor and manipulative skills.

Additional Considerations

- Continue to routinely observe the student's skills using PLAY*basic* for Educators to monitor that they are developing physical literacy.
- Use the PLAY*basic* for Educators recording sheet located at the back of this workbook to keep track of the observations for reference in the future. This will allow you to see how much each student has improved.
- Ensure that the student has many different opportunities to develop all fundamental movement skills. This could be in the home, at school, in organized sport, in the community recreation and/or during leisure time.
- Ensure that the student can be active in a fun and safe environment. This will allow them to advance their 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 child's desire to participate in activities with a group, on a team, and even with friends and family.
- Ensure that the child understands words that describe movement. For instance, what is a hop versus a jump?
- Gain additional insight into a student's physical literacy by using the other PLAY Tools at your disposal. PLAY*basic* for Educators is only an introductory observation tool. The other PLAY Tools can provide a more comprehensive observation that test a broader set of skills.

For more information, visit:
physicalliteracy.ca/PLAY

Observation Rubric

Run There and Back	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Synchronicity: Runs with opposite arm and leg movement	Can demonstrate limited synchronicity with arm and leg movement while running	Can synchronize some arm and leg movements while running	Can synchronize arm and leg movements while running	Can synchronize arm and leg movements very well while running
Controlled Movement: Runs in a straight line with controlled deceleration	Can run with limited control of direction and deceleration	Can run in a straight line and decelerate with some control	Can run in a straight line and decelerate with control	Can run in a straight line and decelerate with high levels of control
Turning: Changes direction at the cone in a smooth and continuous manner	Can change direction at the cone using a rounded turnaround	Can change direction at the cone using partial pivot	Can change direction at the cone using a pivot	Can change direction at the cone in a continuous manner using a pivot
Speed: Runs with age-appropriate speed	Can run to the cone and back with limited speed	Can run to the cone and back with some speed	Can run to the cone and back with good speed	Can run to the cone and back with excellent speed

Hopping	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Single Leg: Hops on single leg with consistency of hopping distance	Can hop on a single leg with limited consistency of hopping distance	Can hop on a single leg with some consistency of hopping distance	Can hop on a single leg with consistency of hopping distance	Can hop on a single leg with long and consistent hopping distance
Balance Control: Hops without the reliance on the non-hopping foot for balance control	Can hop with reliance on the non-hopping foot for balance control	Can hop with limited reliance on the non-hopping foot for balance control	Can hop without the use of the non-hopping foot for balance control	Can transition from hopping to standing and back again with total balance control
Upper Body: Upper body is used to assist in generating power and retaining balance control	Can use the upper body with limited success in generating power and retaining balance control	Can use the upper body with some success in generating power and retaining balance control	Can successfully use the upper body in generating power and retaining balance control	Can use the upper body to generate significant power and balance control

Overhand Throw	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Speed & Accuracy: Ball is thrown with speed and accuracy	Can throw the ball with limited speed and accuracy	Can throw the ball with some speed and accuracy	Can throw the ball with speed and accuracy	Can throw the ball with excellent speed and accuracy
Connection of Upper & Lower Body: Throwing the ball involves coordination of lower body, trunk and upper body	Can throw the ball with limited connection between the trunk and lower body	Can throw the ball with some connection of the trunk and lower body	Can throw the ball with connection between lower body, trunk and upper body	Can throw the ball with coordinated connection between lower body, trunk and upper body
Weight Transfer: Weight is transferred to front leg as ball is thrown	Can throw the ball with limited weight transfer	Can throw the ball with some weight transfer	Can throw the ball with weight transfer	Can throw the ball with very good weight transfer
Follow Through: Fluid follow through of the throwing arm	Can demonstrate limited follow through of the throwing arm	Can demonstrate some follow through of the throwing arm	Can demonstrate follow-through with their throwing arm	Can demonstrate very good follow-through with their throwing arm

Kick a Ball	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Speed & Power: Ball is kicked with power and speed	Can kick the ball with limited speed and power	Can kick the ball with some speed and power	Can kick the ball with good speed and power	Can kick the ball with advanced power and speed
Accuracy: Kicks with directional control towards the target	Can kick the ball with limited directional control towards the target	Can kick the ball with some directional control towards the target	Can kick the ball with accuracy and directional control towards the target	Can kick the ball with advanced accuracy and high levels of directional control towards the target
Foot Contact: Inside of the foot contacts the ball and striking foot follows through	Can contact the ball with the toe and limited follow through with the striking foot	Can contact the ball with the inside of the foot and some follow through with the striking foot	Can contact the ball with the inside of the foot and good follow through with the striking foot	Can powerfully contact the ball with the inside of the foot and very good follow through with the striking foot

Balance Walk Backwards	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Balance: Walks backwards with continuous motion and balance	Can walk backwards with limited balance and halted motion	Can walk backwards with balance using slow and deliberate motion	Can walk backwards with balance using steady and deliberate motions	Can walk backwards using continuous motions
Control: Demonstrates confident fluid motion	Can walk backwards with limited control and use of arms for balance	Can walk backwards with tentative steps and limited use of arms for balance	Can walk backwards with confident fluid steps and use of arms for balance	Can walk backwards with speed and confidence using arms for balance

PLAY*basic* for Educators

Physical Literacy Observation for Students

Student's Name: _____ **Age:** _____ **Sex:** Male/Female/Unsure _____

Student's Name: **Age:**	Competence				Confidence	Comprehension			
Task	**Emerging**	**Developing**	**Proficient**	**Extending**		**Prompt**	**Mimic**	**Describe**	**Demo**
1. Run there and back									
2. Hop with left foot									
with right foot									
3. Overhand throw with left hand									
with right hand									
4. Kick ball with left foot									
with right foot									
5. Balance walk backward (toe-to-heel)									

Use mark to indicate if the child had low confidence, or needed a prompt, mimic, description, or demonstration for each task. You can track your observation online at play.physicalliteracy.ca. There you'll be able to create groups and input PLAYbasic results for any number of children. sportforlife.ca

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PLAY*basic* for Educators

Physical Literacy Observation for Students

Student's Name: _____ **Age:** _____ **Sex:** Male/Female/Unsure _____

	Competence				Confidence	Comprehension			
Task	**Emerging**	**Developing**	**Proficient**	**Extending**		**Prompt**	**Mimic**	**Describe**	**Demo**
1. Run there and back									
2. Hop with left foot									
with right foot									
3. Overhand throw with left hand									
with right hand									
4. Kick ball with left foot									
with right foot									
5. Balance walk backward (toe-to-heel)									

Use mark to indicate if the child had low confidence, or needed a prompt, mimic, description, or demonstration for each task. You can track your observation online at play.physicalliteracy.ca. There you'll be able to create groups and input PLAYbasic results for any number of children. sportforlife.ca

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PLAY*basic* for Educators

Physical Literacy Observation for Students

Student's Name: _____ **Age:** _____ **Sex:** Male/Female/Unsure _____

	Competence				Confidence	Comprehension			
Task	**Emerging**	**Developing**	**Proficient**	**Extending**		**Prompt**	**Mimic**	**Describe**	**Demo**
1. Run there and back									
2. Hop with left foot									
with right foot									
3. Overhand throw with left hand									
with right hand									
4. Kick ball with left foot									
with right foot									
5. Balance walk backward (toe-to-heel)									

Use mark to indicate if the child had low confidence, or needed a prompt, mimic, description, or demonstration for each task. You can track your observation online at play.physicalliteracy.ca. There you'll be able to create groups and input PLAYbasic results for any number of children. sportforlife.ca

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Recording Sheet

You can also track your observation online at play.physicalliteracy.ca. There, you'll be able to create groups and input results for any number of students.

Student												
Age												
Sex: Male/Female/Unsure												
Observation Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Run												
Hop												
Throw												
Kick												
Balance												
Total												

Student												
Age												
Sex: Male/Female/Unsure												
Observation Date												
Observation #	1	2	3	4	5	6	7	8	9	10	11	12
Run												
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Kick												
Balance												
Total												

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Dr. Dean Kriellaars	Richard Way	Amber Pascual	Bruce Deacon	Renée Lozeau
Drew Mitchell	Benjamin Robillard	Tyler Laing	Erin Crawford	Annie Lau

References:

The information presented in this PLAY workbook is based on the research done by Dr. Dean Kriellaars, and the content of several Sport for Life resources including Sport for Life Resource Paper, Developing Physical Literacy, Physical Literacy Concept Paper, An Introduction to Physical Literacy, *and* Mental Fitness for Long-Term Athlete Development. *These Sport for Life resources can be found at* sportforlife.ca/resources.

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BRITISH COLUMBIA

Sport for Life

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Childhood Obesity Foundation

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