



Preschool Physical Literacy Observation



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PrePLAY Preschool Physical Literacy Observation

Workbook

Instructions for scoring PrePLAY

PrePLAY uses different types of questions to fully observe a child's physical literacy. All questions ask that the child's physical literacy is considered compared to other children of the same age. This is important, because older children have further developed their skills compared to younger children. For example, we would expect 42-month-old children would be able to throw or kick a ball further and with greater accuracy than 24-month-old children. Older children are also better able to combine different skills together and complete more complex skills. For example, a child will generally walk and run, before hopping and skipping. Also, older children are more likely to move in a more coordinated and less rigid or awkward manner. Read on for further information and instructions about each section.

Movement Competencies

Movement competencies are essential to participation in physical activity. If movement competencies are not developed and nurtured from a young age, this can lead to inactivity and the health and social problems linked to inactivity. The following graphic shows how movement competencies set a foundation for participation in different physical activities.



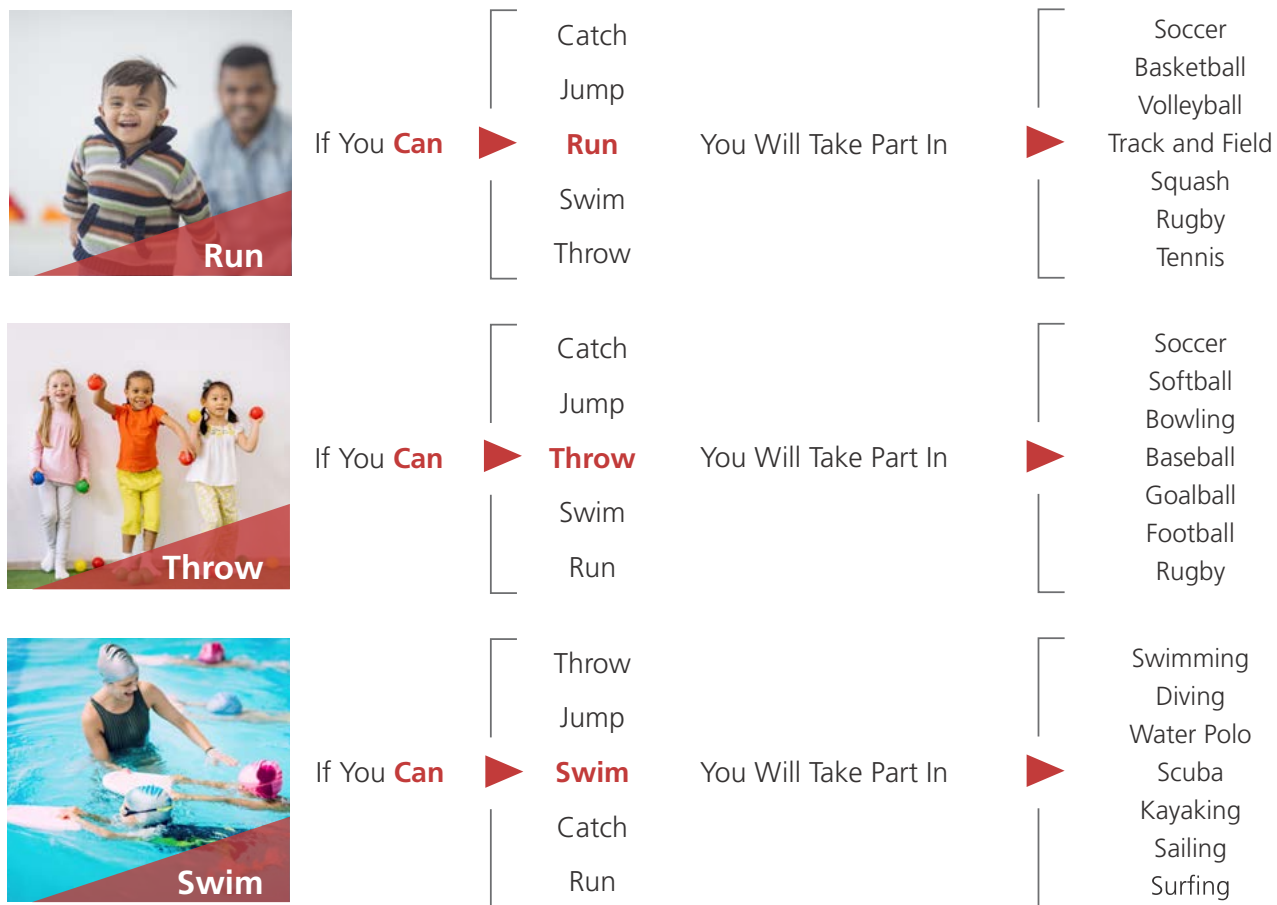


Figure 1: If You Can, You Will...

We divide movement competencies into more specific skills including sending, receiving, transporting, and body control.

- **Sending** skills include how a child moves or sends an object away from them. This can include throwing, kicking, head-butting, or other creative methods. For example, if the goal of a game is to hit a target (e.g., a plastic cone/pylon), the child has a number of different options. They could throw the ball underhand or overhand (sending upper body) or kick (sending lower body), aiming for the target.
- **Receiving** skills include how a child 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.
- **Transporting** skills include different ways to move around the environment, such as walking, running, hopping, skipping and jumping (upright transporting), but also rolling and tumbling (vertical or prone transporting).
- **Body control** skills involve balance and skills that require us to move one part of our body while keeping the others still. It can include body control skills while stationary (e.g., standing while putting on shoes or reaching up to get an object from a high shelf) or while moving (e.g., walking while balancing on the curb of a sidewalk).
- **Coordinated movements** are how a child combines the different types of movement skills together in everyday activities and play. This can include catching a ball while running or navigating an outdoor playground.

Observing movement competencies

PrePLAY uses two types of questions to observe/assess movement competencies.

The first set of items asks you to select the stage you believe the child is at. This section includes a rubric that is to be used to identify what stage the child fits into. The questions 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 child's age.

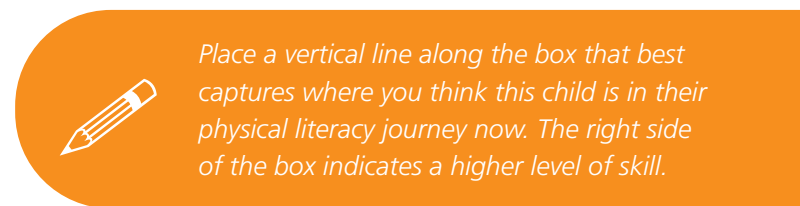
Example:

How would you rate this child on each of the following skills, compared to other children of the same age?

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

For example, receiving with equipment like a glove or stick. Younger children might not yet use gloves, so you would need to consider other activities for this question like a hoop to receive a bean bag or other objects in the space to receive objects.

Once you identify the stage that best matches the child's skill to 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.



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

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

The second types of questions ask about different activities or movements common in the preschool setting. These questions ask how often a child engages in an activity, from never to always. We ask you to select the box that most applies for these questions. According to the position of the blue line above, the educator believes the child can demonstrate sending skills without support or instruction. Further, the educator believes the child is very capable at using these skills without assistance. If the line were placed closer to the left-hand side of the box, then the person scoring is indicating they do not feel the child is quite as capable of displaying skills without instruction, relative to other children the same age.

Example:

How would you rate the child on the following, compared to children the same age?

Can move inside the classroom without bumping into objects or people who are NOT moving.

Never	Sometimes	Often	Always

Motivation and Enjoyment

Motivation and enjoyment includes a child's beliefs about their movement competencies. If a child perceives their movement ability to be poor or not as good as other children's, they may be less likely to participate in physical activity. For young children, we need to rely on their behaviour to complete these areas. Children with low confidence in their movement abilities are more tentative. They might require more encouragement or want to hold onto you when trying something new. In contrast, children with more confidence are more open to trying new and creative types of movements. We also look at whether a child selects physical activities or more sedentary activities when given a choice (e.g., free play). Finally, it is important that physical activity is enjoyable. If the child does not view movement skills and physical activity as fun, it is unlikely that the child will persist or participate over time.

Observing Motivation and Enjoyment

Motivation and enjoyment are observed using four items. Each item includes a statement and asks the degree to which it reflects the child.

Example:

Do you agree or disagree with the following statements, compared to children of the same age? When participating in active games and play that use various movement competencies, the child often seems confident in their abilities.

Knowledge

Knowledge of physical activity being important to health and well-being is part of physical literacy. While we do not include an observation of a child's knowledge in the *PrePLAY* items, we include it here to emphasize the importance of including physical activities in the classroom so children learn their value. If a child does not value physical activity, then they will choose other activities instead (e.g., sedentary activities like using tablets to play games).

Overall Physical Literacy

The last item on the tool asks you to think about the child's overall physical literacy whereas earlier items were about a specific skill or area. The item is scored by drawing a vertical line of how physically literate the child is.

Example:

Overall, when thinking about this child's physical literacy (combined movement skills, coordinated action, motivation and enjoyment), how would you rate this child compared to other children the same age?





Scoring Sheet Rubric

Identify the stage you believe the child is at compared to other children the same age. Use the rubric to choose a stage (the rubric is found on pages 8–11).

Place a vertical line in the box to indicate the child's skill. The right side of the box indicates a higher level of skill.

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

Example:

How would you rate this child on each of the following skills, compared to other children of the same age?

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Sending upper body (using body only/no equipment; e.g., arms, hands, head) 2. Sending lower body (using body only/no equipment; e.g., legs, feet) 3. Sending with equipment (e.g., bat, stick) 4. Receiving upper body (using body only; e.g., catching with hands/arms) 5. Receiving lower body (using body only; e.g., stopping an object with feet) | <ol style="list-style-type: none"> 6. Receiving with equipment (e.g., glove, stick) 7. Transporting upright (run, hop, jump, skip) 8. Transporting prone (rolling, tumbling) 9. Body control stationary (e.g., maintaining balance while putting on shoes) 10. Body control moving (e.g., maintaining balance when moving to catch a ball) |
|---|---|

The next few items are about daily activities and play common in the preschool setting that require coordinated movements. This time, check the box that applies.

How would you rate this child on each of the following skills, compared to other children of the same age?

- | | |
|---|--|
| <ol style="list-style-type: none"> 11. Uses a variety of moving vehicles (e.g., tricycle, pedal car, scooter) outside during play. 12. Uses playground equipment (e.g., climbing apparatus, slide). | <ol style="list-style-type: none"> 13. Can move inside the classroom without bumping into objects or people who are NOT moving. 14. Can move inside the classroom without bumping into moving objects or people. |
|---|--|

The following items are about motivation and enjoyment related to physical literacy. Check the box that applies.

Do you agree or disagree with the following statements, compared to children of the same age?

- 15. When given the choice, this child will usually choose active games/play that use movement competencies (e.g., jumping, throwing, kicking) instead of more sedentary activities (e.g., playing in the sandbox, building blocks, colouring).
- 16. When participating in active games and play that use various movement competencies, the child often seems confident in their abilities.
- 17. When the opportunity to participate in new active games and play that use a variety of movement competencies, the child seems cautious/hesitant.
- 18. When participating in active games and play that use various movement competencies, the child seems to enjoy the experiences.
- 19. Overall, when thinking about this child's physical literacy (combined movement skills, coordinated action, motivation and enjoyment), how would you rate this child compared to other children the same age?

Tasks		General (all tasks)	Sending	Receiving	Transporting	Body Control
DESCRIPTORS	Does not display skills	Does not demonstrate skill or has difficulty demonstrating skill even with direct physical assistance or detailed verbal instruction.	Does not demonstrate skill or has great difficulty sending objects with upper (e.g., arms, hands) or lower body (e.g., legs, feet), even with direct physical assistance or detailed verbal instruction. Appears clumsy or awkward when using upper (e.g., arms, hands) or lower body, (e.g., legs, feet) to strike an object or send to another person. When using equipment, often misses or has trouble making contact with an object.	Does not demonstrate skill or has great difficulty receiving objects using upper (e.g., arms, hands) or lower body, (e.g., legs, feet) when delivered from another person even with direct physical assistance or detailed verbal instruction. Appears clumsy or awkward when using arms/hands, legs/feet to intercept or stop a moving object. Often unable to intercept, and may even turn away/avoid approaching objects.	Has difficulty with ability to move around different environments (e.g., frequently bumps into things or people, has difficulty hopping, skipping, or jumping relative to their peers). Movements appear jerky, awkward, not fluid. Rarely engages in activities that involve rolling or tumbling.	Has difficulty with activities that require balance such as standing on one foot (e.g., lifting foot to fix shoe) or balancing while moving (e.g., crossing a fallen tree branch or low-lying structure). May fall more often than other children of the same age. May seem nervous to not have both feet on solid ground.

Tasks		General (all tasks)	Sending	Receiving	Transporting	Body Control
DESCRIPTORS	Displays skills with instruction	Completes skills with physical assistance or detailed verbal instruction and demonstrations.	<p>With direct physical assistance or detailed verbal instruction can imitate sending skills.</p> <p>Will not or rarely initiates sending skills on their own (e.g., needs direct assistance or instruction to switch between overhand and underhand throwing).</p>	<p>With direct physical assistance or detailed verbal instruction, can imitate receiving skills such as stopping a ball with their foot or attempting to catch a ball (e.g., needs to be told to hold arms out in front to catch).</p> <p>Will not or rarely initiates receiving skills on their own.</p>	<p>With direct physical assistance or detailed verbal instruction, can imitate transporting skills such as jumping, hopping, and skipping (e.g., need to help child jump down from objects in play environment when other children do not).</p> <p>Will not or rarely initiates new transporting skills on their own.</p>	<p>With direct physical assistance or detailed verbal instruction, can demonstrate balancing skills (e.g., child might ask you to hold their hand(s) if asked to stand on one foot).</p> <p>Will not or rarely initiates balancing activities on their own.</p>
	Displays skills with little or no instruction	<p>Performs movement skills either independently or with simple verbal instructions or encouragement (e.g., kick the ball with your foot).</p> <p>Cannot perform multiple skills within the category.</p> <p>Has difficulty combining skills across domains (e.g., kicking while running).</p>	<p>Demonstrates sending skills either independently or with some simple verbal reminders or instruction during play (e.g., try kicking harder next time; pull your arm back before you throw).</p> <p>Does not demonstrate different types of sending skills during play/activities (e.g., rolling, throwing with hands, kicking with foot, striking with bat).</p>	<p>Demonstrates receiving skills independently or with some simple verbal reminders or instruction during play (e.g., try to catch/trap it with your body, watch the ball closely).</p> <p>Can stop/receive an approaching object sent directly to them, but rarely uses different strategies to receive objects during play (e.g., catches using similar methods each time).</p>	<p>Demonstrates transporting skills independently or with some simple verbal reminders or instruction during play (e.g., try to jump and land without your hands touching the ground, try to swing your arms when you run).</p> <p>Does not independently try different transporting skills (e.g., jumping, hopping, rolling).</p>	<p>Demonstrates balance while standing or moving either independently or with some simple verbal reminders or instructions during play (e.g., hold your arms out).</p> <p>Demonstrates basic body control for age but has difficulty combining balance with skills in other domains during play (e.g. child has trouble maintaining balance if ball is thrown to them).</p>

Tasks	General (all tasks)	Sending	Receiving	Transporting	Body Control	
DESCRIPTORS	Combines skills	<p>Shows competence using multiple sending skills (e.g., might kick a ball with foot, then throw with hands at different times during the same activity).</p> <p>Combines sending skills with other domains during play (e.g., can kick a ball at an object while running; throws a ball underhand then runs to stop the rolling ball with foot).</p>	<p>Substantial hopping distance Immediate transition to hopping and immediate hop to stationary position.</p> <p>Good horizontal and/or vertical speed. Uses opposite lower limb and upper body in synchrony.</p>	<p>Uses arm/hands and legs/feet to receive/intercept approaching objects.</p> <p>Shows competence using multiple receiving skills (e.g. able to receive a ball with both hands/arms and legs/feet).</p> <p>Shows competence in combining receiving skills with other domains during play (e.g., can receive a ball that was not sent directly to the child while running and then send the object back).</p>	<p>Can move through their environment easily using multiple methods (e.g., running, jumping, galloping, skipping, tumbling).</p> <p>Shows competence using multiple transporting skills (e.g., might run, hop and then jump).</p> <p>Shows competence in combining transporting skills with skills from other domains (e.g., can jump to catch a ball or run to intercept/ receive a ball rolling on the ground with their foot).</p>	<p>Shows competence with balancing across many games and activities (e.g., balancing on one leg for short periods of time, standing on their tip toes, maintaining posture.</p> <p>Demonstrates body control with other skills (e.g., is able to maintain posture while receiving).</p>



Tasks		General (all tasks)	Sending	Receiving	Transporting	Body Control
DESCRIPTORS	Displays creativity combining skills	Combines movement skills in complex ways. Demonstrates use of combined skills across domains during play in new/ novel ways. Creative in the use of movement for play.	Shows mastery of sending skills. Appears “ahead or beyond” their years with regard to use of sending skills.	Shows mastery of receiving skills. Appears “ahead or beyond” their years with regard to the use of receiving skills.	Shows mastery in moving through different environments. Appears “ahead or beyond” their years with regard to the use of transporting skills.	Shows mastery of balancing skills. Appears “ahead or beyond” their years with regard to the use of balancing skills (e.g., movements are more fluid and is able to maintain balance during difficult tasks).
		Only a few children will fall into this category as they must truly demonstrate mastery and creativity.	Constructs their own games by combining sending skills and other skills or makes unique, creative modifications to existing games.	Constructs their own games by combining sending skills and other skills or makes unique, creative modifications to existing games (e.g., receiving with balancing and/ or transporting). Easily tracks and receives incoming objects of varying sizes and trajectories compared to other children of the same age.	Constructs their own games by combining different transporting methods (e.g., skipping, galloping, hopping, tumbling) with sending and receiving games (e.g., creating obstacles to jump over/ crawl under before kicking/ throwing a ball to a target).	Constructs their own games by combining balancing with other domains to create new or adapt existing games/activities. Engages in activities that require a high level of body control (balance, posture).


Table 1: Scoring Sheet Rubric



Scoring Sheet



Instructions: Identify the stage you believe the child is at, compared to other children the same age. First, use the rubric to choose a box (the rubric is found on pages 8–11). Next, place a vertical line in the box to indicate the child’s skill. The right side of the box indicates a higher level of skill.



Place a vertical line along the box that best captures where you think this child is in their physical literacy journey now.

See example below:

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

How would you rate this child on each of the following, compared to other children of the same age?

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

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

2. Sending lower body (using body only/no equipment; e.g., legs/feet):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

3. Sending with equipment (e.g., bat, stick):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

4. Receiving upper body (using body only; e.g., catching with hands/arms):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

5. Receiving lower body (using body only; e.g., stopping an object with feet):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

6. Receiving with equipment (e.g., glove, stick):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

7. Transporting upright (e.g., run/hop/jump/skip):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

8. Transporting prone (e.g., rolling/tumbling):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

9. Body control stationary (e.g., maintaining balance while putting on shoes):

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

10. Body control moving (e.g., is able to maintain balance when moving to catch a ball)

Does not display skills	Displays skills with instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

The next few items are about everyday activities and play common in the preschool setting that require coordinated movements. This time, check the box that applies.

How would you rate the child on the following, compared to children of the same age?

11. Uses a variety of moving vehicles (e.g., tricycle, pedal car, scooter) outside during play.

Never

Sometimes

Often

Always

12. Uses playground equipment (e.g., climbing apparatus, slide).

Never

Sometimes

Often

Always

13. Can move inside the classroom *without* bumping into objects or people who are NOT moving.

Never

Sometimes

Often

Always

14. Can move inside the classroom without bumping into moving objects or people.

Never

Sometimes

Often

Always

The following items are about motivation and enjoyment related to physical literacy. Check the box that applies.

Do you agree or disagree with the following statements, compared to children of the same age?

15. When given the choice, this child will usually choose active games/play that use movement competencies (e.g., jumping, throwing, kicking, etc.) instead of more sedentary activities (e.g., playing in the sandbox, building blocks, colouring).

Strongly disagree

Disagree

Neither agree
nor disagree

Agree

Strong agree

16. When participating in active games and play that use a variety of different movement competencies, the child often seems confident in their abilities.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. When the opportunity to participate in new active games and play that use a variety of movement competencies, the child seems cautious/hesitant.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. When participating in active games and play that use a variety of different movement competencies, the child seems to enjoy the experiences.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strong agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Overall, when thinking about this child's physical literacy (combined movement skills, coordinated action, motivation and enjoyment), how would you rate this child compared to other children the same age?
Place a vertical line along the box that best captures where you think this child is in their physical literacy journey now.

Limited in their physical literacy

Extremely physically literate

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