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Physical Literacy Complete Standard

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Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard





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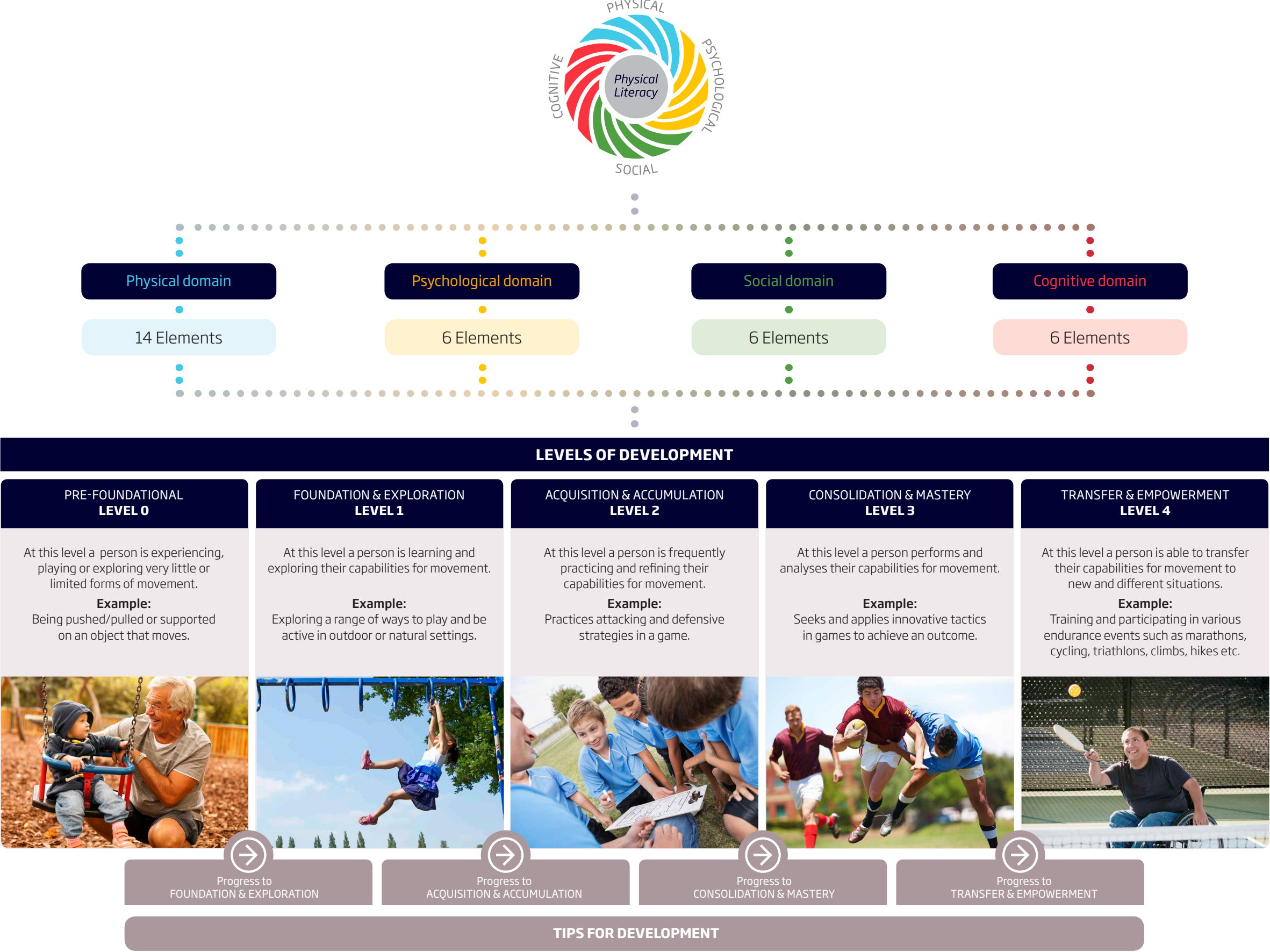
Physical literacy is about building the skills, knowledge and behaviours to help us lead active lives. It is the holistic learning that occurs through movement and physical activity integrating physical, psychological, social and cognitive capabilities.

The Draft Australian Physical Literacy Standard (the Standard) promotes a shared vision, clarity of understanding and a common language around effective and high-impact development of physical literacy.

It identifies those elements that contribute to development through movement and reminds us to focus on developing in a holistic and integrated way through psychological, social and cognitive aspects of movement and physical activity – not just the physical.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together contribute to the development of physical literacy.

This document details the complete Draft Australian Physical Literacy Standard. To support understanding of the Standard, refer to *The Draft Australian Physical Literacy Standard: Explaining the Standard* found online at ausport.gov.au/physical_literacy





The Standard contains a number of components that together outline development of proficiency within an element. These components are explained below.

The DOMAIN and associated ELEMENT of the Standard to be focussed on.

the **COGNITIVE** domain

Element: Strategy & planning

Definition

Planning and strategy describes how the ends (goals) will be achieved by the means (resources).

- What it could look like:**
- Planning how the team can be successful when playing minor games
 - Trialling a number of techniques when attempting new movement activities

The element's DEFINITION also provides general examples of what the element can look like.

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores movement experiences, however most responses are unplanned and reactive. What it could look like: • Attempting basic movement techniques in new contexts where responses are instinctive e.g. crying to seek parents' attention • Trialling a number of techniques when attempting new movement activities	Plans a movement strategy for a movement outcome. What it could look like: • Attempting different methods to solve a movement challenge and understanding which were successful or not • Predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective • Planning how the team can be successful when playing minor games	Devises strategies and formulates plans to assist in successfully performing movement outcomes. What it could look like: • Trialling a number of techniques when trying new movement activities • Explaining and justifying the movement concepts and strategies selected in response to movement challenges • Assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences • Practising attacking and defensive strategies in a game	Plans and executes innovative strategies in a seamless and fluid manner in order to achieve successful movement outcomes. What it could look like: • Recognising that there may be a number of solutions to movement challenges and performing those solutions	Adapts or transfers strategies within and between movement and physical activity contexts or life experiences. What it could look like: • Transferring and applying skills to solve movement challenges with innovation

DEVELOPMENT LEVELS provide a description of increasing proficiency for an element. The first level is Pre-Foundation (Level 0). At this level, individuals have very limited capabilities within an element and generally links to the early childhood stage of life. The remaining four levels represent a progression in development as individuals develop to higher levels of proficiency in physical literacy.

TIPS FOR DEVELOPMENT provides tips to develop to the next level.

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Help participants identify their strengths and formulate methods to help them develop these • Encourage participants to be creative and try different methods to solve movement challenges	• Encourage participants to seek feedback on their performance from peers, teachers, coaches and parents • Provide opportunities for participants to reflect on their performance and identify ways they can perform more successfully next time • Encourage participants to consider skills they can transfer and apply from other activities or previous experience • Demonstrate defensive and attacking play in modified games • Use and apply movement skills and strategies from other contexts to generate solutions to unfamiliar movement challenges	• Discuss with participants the strategies they have adopted and evaluate their effectiveness • Identify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to other learning contexts • Design and refine movement concepts and strategies to manipulate space and their relationship to other players in this space	• Engage in Games Sense scenarios which focus on developing and implementing strategies in different environments and scenarios • Modify games or rules to extend, exaggerate or emphasise particular strategic aspects to support participant development • Use established criteria to apply and evaluate the effectiveness of movement concepts and strategies • Select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges, with and without equipment



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the PHYSICAL domain



Physical literacy is what a person learns through movement, and puts into practice. The Physical domain focuses on the skills and fitness a person acquires and applies through movement.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together develop physical literacy.

The Physical domain focuses on the movement and motor skills, body control and overall fitness that a person acquires and applies through movement. It includes the coordination and application of these skills to perform the movements required in different situations and environments. For example, land, water, ice or snow.

The Physical domain is about being able to:

- perform movement skills (including Fundamental Movement Skills) that involve controlling and adapting posture and balance, to successfully negotiate different environments
- apply the movement strategies that a situation or environment requires
- manipulate and control different objects across a variety of movements and physical activities
- build to a level of fitness to successfully participate in a range of physical activities.

This document details the Physical domain of the Standard.
To view other domains of the Standard or for more information on physical literacy visit ausport.gov.au/physical_literacy



Physical domain elements	
Movement skills (Land)	Stability / Balance
Movement skills (Water)	Flexibility
Movement using equipment	Agility
Object manipulation	Strength
Cardiovascular endurance	Reaction time
Muscular endurance	Speed
Coordination	Power



Definition

Movement (locomotor) skills that allow the person to move independently from one spot to another on land.

What it could look like: • Rolling, sliding, climbing • Running, skipping, galloping, dodging • Leaping, jumping, hopping

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences movement. <i>What it could look like:</i> • Learning to crawl • Bouncing in a baby bouncer • Baby rolling onto their stomach	Explores and learns new movement skills in and through different environments. <i>What it could look like:</i> • Learning to walk, jog and run, jump and land on different surfaces such as sand or grass • Performing movements using different body parts to travel in different directions	Adopts and refines movement skills, performing them with control and accuracy across different environments. <i>What it could look like:</i> • Selecting and implementing different movement skills in order to be successful in a game	Adapts movement skills, performing them with control, precision and efficiency in a diverse range of physical activity and movement contexts. <i>What it could look like:</i> • Running / sprinting with good technique with the intention of increasing speed, changing direction or stopping in response to the environment	Performs movement skills optimally with control, precision and efficiency, in controlled and dynamic physical activity and movement context, in new and unfamiliar environments. <i>What it could look like:</i> • Controlling and manipulating the speed and efficiency of movement to meet the demands of the environment

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play involving movements of all body parts e.g. climbing, chasing, skipping, jumping, crawling, tumbling • Introduce activities that support hand-eye coordination such as playing with balls	• Move, walk, run and skip at different speeds, styles and surfaces • Modify games and equipment to meet the needs of the participant • Resist the temptation to specialise in one sport too early. Participate in a range of different sports and physical activities to help develop the full range of movement skills	• Incorporate tag-and-dodge games and activities into classes and coaching sessions • Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control • Practice and refine movement skills to carry out more efficiently and accurately, utilising expert advice such as a teacher, coach or trainer	• Try a large range of sports during childhood and continue to play several sports, at least until the age of 15 to help: - Maximise the development of a full range of sporting skills - Promote adaptability of skills and all-body coordination and control - Enhance the possibility of senior sporting success later in life - Minimise the likelihood of overuse injuries



Definition

Aquatic (or water based skills) skills that allow the person to move and float safely in water.
What it could look like: • Breathing in water, gliding, swimming strokes, diving, floating, lifesaving skills

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores moving in water. <i>What it could look like:</i> • Paddling or kicking with armbands or a floatation device while supported by an adult • Hydrotherapy • Being supported in the water by another • Wetting the face • Putting the head under water	Learns and develops water-based movement skills, developing awareness of water safety. <i>What it could look like:</i> • Performing a range of movement patterns in aquatic environments: - combining arm and leg movements to move through water on the front and back for 10 metres - performing a torpedo dive for three to five metres - pushing off the bottom or side of the pool - gliding both with and without a buoyancy aid - treading water • Performing movements such as picking up objects from under the water • Safety skills such as being rescued with a rope or stick, wade in and out from shallow water and floating with a buoyancy aid • Float with a buoyancy aid	Practises and refines specific swimming strokes and movements through water. <i>What it could look like:</i> • Propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke • Performing a land-based rescue • Swimming while controlling the movement of a ball • Exploring centre of gravity while floating and treading water • Participating in water aerobics • Practising safety skills such as: - using a distress signals - grasping a buoyancy device - floating for 60 seconds then kicking to safety • Designing and performing a simple synchronised swimming routine connecting 3-4 different movement skills • Propelling the body underwater to recover an object using a surface dive	Safely performs swimming stroke proficiently in extended durations across aquatic environments. <i>What it could look like:</i> • Carrying out swimming strokes such as front crawl, backstroke, breaststroke, side stroke, survival backstroke • Changing between freestyle, backstroke, breaststroke or survival backstroke with ease • Performing correct survival techniques in a pool while clothed, including sculling, treading water, floating and survival strokes for an extended period of time (4-6 minutes) • Swimming three times a week for fitness	Performs swimming strokes with control, precision and efficiency for extended durations in different aquatic environments (pool, sea, lake, river). <i>What it could look like:</i> • Participates in events that involve endurance or speed in different environments. e.g. Triathlon, swimming meets • Analysing a partner's stroke technique and making appropriate suggestions for improvement

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Engage in fun games that introduce and develop confidence in water e.g. - Walking in water, using forwards, backwards and sideways movements - Getting the face wet and blowing bubbles underwater - Opening the eyes under the water; picking up rings on bottom of the pool	• Practise safety skills that involve getting in and out of the water and self-rescue • Practise basic water-based movement skills through structured lessons and deliberate play e.g. - floating on back and front - treading water - pushing off the wall and going as far as possible - gliding without kicking - gliding using a freestyle kick. - playing with pool toys to encourage experimenting with movement	• Practise a range of activities that refine all waters skills and concentrate on developing different swimming strokes • Breathing skills should be practised on both sides to develop bilateral breathing	• Undertake specific training such as Lifesaving skills such as Bronze and Surf Bronze medallions • Increase duration and/or intensity of swimming stroke to build fitness and endurance • Participate in endurance or swimming events, building up to longer distances



Definition

Manipulation skills that apply locomotion, coordination and stability to move equipment and person from one place to another.

What it could look like: • Cycling, scooter, skating, horse riding • Wheelchair, walking frame • Surfing, kayaking, sailing • Skiing, snowboarding

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores movement, stability and manipulation skills to move on, in, or with equipment. <i>What it could look like:</i> Being pushed / pulled or supported on an object that moves e.g. tricycle, swing, wheelchair	Uses a range of modified or traditional equipment to travel in, across and through environments. <i>What it could look like:</i> - Riding a bike or scooter with or without training wheels - Sailing as a crew member - Riding a pony with assistance	Refines control to use different equipment in a variety of movement settings. <i>What it could look like:</i> - Riding a bike to school or work - Learning to ski or snowboard - Riding a skateboard or roller blading - Canoeing or kayaking on a flat lake or river	Performs with control and accuracy while moving with equipment and adapts to increasingly difficult movement settings. <i>What it could look like:</i> - Mountain-bike riding - Surfing and manoeuvring a board on waves - Horse riding, dressage	Consistently performs with control and precision when moving with equipment during complex dynamic physical activity and movement in new and unfamiliar environments. <i>What it could look like:</i> - Adapting and responding to changes in equipment that increase complexity e.g. using a smaller snowboard - Skippering a solo sailboat - Participating safely in a range of challenging outdoor activities such as canoeing, kayaking, surfing and mountain bike riding

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Introduce children to a range of activities that explore moving while using equipment, while being supported by an adult - Participate in deliberate and unstructured play that involves movement with appropriate or modified equipment - Encourage use of equipment in water such as a kickboard or other floatation device	- Experience moving through environments (land, sea, snow) on different equipment e.g. scooter, bike, rollerblades, body boards - Ensure equipment is appropriate or modified to suit ability, size and age of participants	- Investment of time and quality of practise are crucial at this stage so that skills are refined - Continue to try different sports and physical activities to help development and transfer of skills between contexts, or into new challenges - Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	- Deliberately seek to transfer skills and develop resilient, sustainable patterns e.g. from downhill skiing to water skiing - Participate in activities involving new challenges that require problem solving and engagement with unexpected objects - Build skills and experience in outdoor aquatic activities such as canoeing, surfing, sailing



Definition

The use of hands, feet or another body part to move or manipulate an object.

What it could look like: • Striking • Throwing • Dribbling • Catching

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores moving and playing with objects. <i>What it could look like:</i> • Holding, pushing, pulling, throwing, grasping an object a ball • Reaching and picking up an object	Learns and establishes how the body can be used to move, hold, control, send, manipulate different objects. <i>What it could look like:</i> • Sending, controlling and receiving objects at different levels and in different ways	Practises and refines object manipulation skills and patterns, performing them with increased control and accuracy. <i>What it could look like:</i> • Hitting a 50m target within 3 kicks of a ball • Performing activities where locomotor and object control skills are combined to complete a movement, task or challenge e.g. running while dribbling and controlling a ball along the ground with a stick or bat in a zig zag fashion, keeping the ball	Consistently performs manipulation skills by accurately controlling an object in multiple and diverse movement activities. <i>What it could look like:</i> • Hitting a moving target • Applying the right amount of force and adjusting the angle of release when hitting a golf ball so that it reaches the required location on a course • Transitioning from one skill to another e.g. receiving a basketball, dribbling and then shooting for goal	Performs the skills necessary, with control and precision, to manipulate an object during complex dynamic physical activity and movements in new and unfamiliar environments. <i>What it could look like:</i> • Hitting a golf ball towards the green whilst taking into account the wind and surrounding conditions • Adjusting technique to shoot a basketball when faced with a tall defender • Adapting and responding to changes in equipment that increase complexity e.g. using a smaller ball

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play with age-appropriate objects in safe environments should be encouraged from birth • Introduce participants to a range of activities that explore moving, holding, controlling and sending different objects • Participate in deliberate and unstructured movement of a wide range of body parts and objects: kicking, striking, rolling, bouncing	• Use an array of age, ability and size-appropriate bats, sticks, racquets and balls of varying sizes • Introduce participants to a range of modified games and activities that explore moving, holding, controlling and sending different objects • Investment of time and quality of practise are crucial at this stage	• Concentrate on games that allow participants to practise and refine their object manipulation skills such as hitting a target when throwing a ball • Encourage ambidexterity e.g. hitting and throwing with left and right arms, and kicking with left and right feet • Sport-sample different sports to help develop and transfer skills between contexts, or into new challenges • Investment of time and quality of practise are crucial at this stage	• Play a range of games that require participants to perform and practise object control and accuracy skills in a variety of different settings and with different equipment • Deliberately seek to transfer skills and develop resilient, sustainable object locomotion patterns



Definition

Also known as cardio respiratory endurance, this involves the ability of the heart and lungs to deliver oxygen to working muscles during exercise over sustained periods.

What it could look like: • Running cross country • Swimming continuously for 30 minutes • Going for a walk





Definition

Ability of muscle(s) to repeatedly exert force over a sustained period.

What it could look like: • Push-ups, pull ups, wall sits • Yoga poses • Rock climbing • Pump class • Pilates

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores ways the body can exert force. <i>What it could look like:</i> • Hold head upright • Sitting upright • Standing upright • Holding objects away from body	Establishes, explores and builds a foundation of muscular endurance. <i>What it could look like:</i> • Hanging from bars above head • Performing a handstand • Learning how to use machine weights	Accumulates muscular endurance to perform a variety of movement and physical activities. <i>What it could look like:</i> • Progress from single muscle focus exercises to group or whole body exercises e.g. Lunge to squat to burpee • Progressing from a beginners to intermediate Pilates participant	Further accumulates and refines muscular endurance for sustained periods to meet the demands of a physical activity across similar environments and conditions. <i>What it could look like:</i> • Developing, implementing and refining a personal weights program • Regularly participates in indoor rock climbing • Performing body weight exercises (push ups, sit ups, squats, lunges)	Transfers muscular endurance to enhance skill and movement performance to optimally meet the needs a range of environments or activities. <i>What it could look like:</i> • Training to perform Parkour • Boxing training for cardiovascular and muscular endurance • Undertaking high-intensity interval training • Utilising gymnastic rings and pommel horse

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Practise basic skills like reaching and grasping • Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play that involves sustained movement to help build muscular endurance • Try rough-and-tumble play - participants might like this kind of physical play, because it helps them to understand their own strength and work out social relationships	• Specific exercises should be learned without resistance, however once a proper technique is mastered, small amounts of resistance (body weight, band, or weight) can be added • When chronologically appropriate, safely introduce participants to exercises such as sit ups, push-ups (on knees), lunges, squats, etc. • Participate in regular sustained movement to help build muscular endurance e.g. moving on different surfaces and up/down hills • Practise coordination and balance exercises to develop core strength e.g. Pilates and yoga	• Progress to more difficult muscular endurance activities such as push ups on toes and sit up variations • Interact in a range of sports and / or physical activities that help to build and maintain muscular endurance • Utilise a personal trainer or coach to ensure correct technique and posture is developed • Undertake and maintain a muscular endurance building program in a gym or at home	• Utilise a coach or trainer who can provide further specialised advice based on specific muscular endurance goals



Definition

Ability to move two or more body parts in a controlled, smooth and efficient manner.

What it could look like: • Juggling • Diving • Dancing

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences how to move a range of body parts at the same time in simple movements. <i>What it could look like:</i> • Rolling over • Pushing and pulling an object • Smiling and clapping	Establishes control of two or more parts of the body at the same time. <i>What it could look like:</i> • Walking on a painted line • Walking on tip of toes • Dressing and feeding oneself	Develops and refines body control to coordinate the smooth movement and control of multiple body parts to execute specific actions or techniques. <i>What it could look like:</i> • Throwing a ball • Serving a tennis ball • Training in martial arts • Practising yoga and Pilates	Optimises body control to coordinate the movement of multiple body parts in a range of actions and techniques, across similar settings. <i>What it could look like:</i> • Playing baseball and softball • Stretching, pilates and rock climbing • Performing in gymnastics, ballet and callisthenics • Competing in high-jumping and long jump	Transfers coordination skills to perform movement tasks in new ways with autonomy across a variety of contexts and environments. <i>What it could look like:</i> • Juggling different objects • Performing an ‘alley-oop’ in basketball • Choreographing a dance

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play that involves a range of body parts moving together e.g. climbing, rolling catch, grabbing, walking, crawling, drawing, building towers etc	• Draw lines on a path with chalk and challenge the person to walk along the line without falling off • Throw bean bags at targets of varying distances • Practice kicking, throwing, catching balls of varying sizes, from various heights and distances • Practice playing with equipment to manipulate objects e.g. Cricket bat and ball play	• Ensure participants understand each of the elements involved in coordinating a sport-specific skill, e.g. shooting a goal in netball involves preparation: squat, shoot, follow through • Adults can join in with their children to help support the development of coordination for specific skills e.g. Basketball shooting, AFL hand passes, Football passes • Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Identify the different roles of each body part when performing a skill e.g. foot, body and hand positions when performing a lay-up in basketball • Fostering positive self-talk with participants can assist them to develop positive mantras and successfully coordinate complex movement skills e.g. attacking, defending, and shooting



Definition

Skills involving balance and weight transfer.

- What it could look like:
- Static balance (standing stork in yoga)
 - Counter balance (balancing with a partner)
 - Balance on uneven surfaces (abseiling)
 - Balance while moving (walking on a beam)
 - Maintain balance while transferring weight (for example throwing a ball)

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores how the body can be controlled, attempting to establish posture and stability. What it could look like: • Climbing on stationary objects or that have a spring action; rocking back and forth without assistance • Attempting to climb objects and equipment • Requiring support for some balancing activities e.g. holding another's hand when on fluctuating walking surfaces	Controls posture and maintains stability in controlled movement tasks such as static balances. What it could look like: • Balancing on toes to reach an object • Walking along a wide balance beam without support • Jumping over an object and landing with both feet together • Exploring centre of gravity and stability whilst performing balance activities	Develops, practises, performs and refines body control to enhance stability across a variety of movement activity sequences and situations. What it could look like: • Rotates and pivots on one foot when playing basketball • Using head, torso, arms and legs as appropriate counter balances • Demonstrating a range of balances, including being able to walk a short distance along a narrow balance beam without support • Composing and performing a range of complex static and dynamic balances or rotating / pivoting using different body parts	Refines and performs balance / stability skills with increasing accuracy between familiar and increasingly complex situations. What it could look like: • Applying stability and locomotor skills to dodge and feint in different movement situations • Designing and performing movement sequences to travel around, over, under and through natural or built obstacles • Working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances • Walking the full length of a narrow balance beam without support	Effortlessly adapts balance / stability skills to new movement contexts, skilfully transferring between situations and challenges. What it could look like: • Refining / modifying stability in dynamic movements and physical activity contexts to improve efficiency and effectiveness or to avoid injury • Performing with precision during evaluation and competition e.g. gymnastics competition

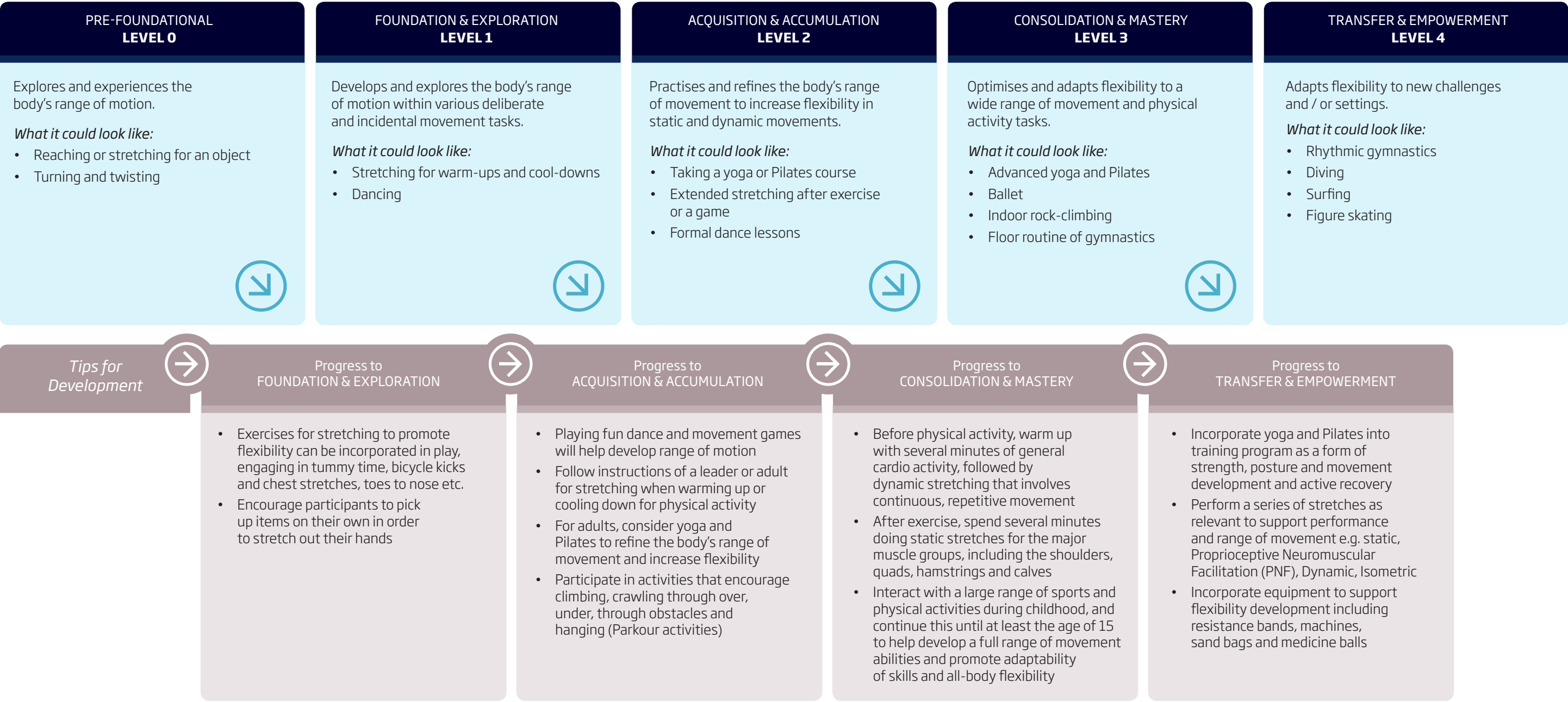
Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Participate in deliberate and unstructured play that involves movements to develop basic stability and balance, e.g. - moving over unstable surfaces, e.g. pillows, blankets and beanbags - walking or running on toes - balancing on one foot for a short time - kicking a ball from a standing position	• Practise transferring weight dynamically from one part of the body to another e.g. hopscotch, skipping, dancing • Practise balancing on low structures like a bench or a log (variations with left and right legs, one eye closed, both eyes closed, arms out, arms behind back, head tilted back) • Try challenges to control balance while carrying out tasks e.g. stand on one foot while throwing, catching or bouncing a ball, control balance on a bench whilst completing ball activities, such as passing the ball along, under or over • Play stepping-stone games that involve jumps to each stone, challenging a participant's balance	• Move through obstacle courses, avoiding objects and maintaining balance • Practise maintaining balance on a unstable platforms, e.g. balance board, fitness balls • Interact with a range of different sports and physical activities to holistically develop stability and balance, in particular movements that require weight transferences, e.g. golf, swimming, bushwalking, football, gymnastics • Practise transitioning from one skill to another e.g. leaping to balancing	• Practise landing in a controlled manner from different speeds, directions and heights • Play games and sports that involve dodging and feinting such as netball, basketball, dodgeball, tennis, football • Challenge both static and dynamic balance with a focus on coordination



Definition

Capacity of a joint or muscle to move through or extend its full range of motion.

What it could look like: • Stretching • Yoga poses • Gymnastics • Dancing





Definition

Ability to quickly direction or body position.

What it could look like: • Dodging games such as basketball, football, netball, tag

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Ability to quickly change body position or direction of the body while maintaining balance. <i>What it could look like:</i> • Dodging in games such as basketball, football, netball, tag • Gymnastics • Yoga	Builds and explores directional change and / or body position with control. <i>What it could look like:</i> • Moving forwards, backwards, and side to side • Playing tag, trying to catch an opponent	Practises and develops agility, changing direction and / or body position with speed and fluency. <i>What it could look like:</i> • Playing dodge ball • Negotiating agility poles • Foot ladder activities • Pivoting in netball	Manoeuvres body at speed while accurately keeping balance and control in relation to environment. <i>What it could look like:</i> • Side stepping in rugby • Playing squash	Transfers agility to meet the demands of a range of environments to overcome obstacles, meet challenges and execute movement skills. <i>What it could look like:</i> • Competing in fencing • Training for Parkour • Playing semi-professional basketball, soccer, rugby etc

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Participate in deliberate and unstructured play that involves a range of movements occurring in different directions • Supervised floor-based play in safe environments should be encouraged from birth • Develop rhythmicity and movement synchronisation by playing hand-clapping and singing and dancing games	• Skipping activities help train the feet to move quickly and build cardio and muscular endurance • Minor games that involve changes in direction and whistle commands such as tag • Minor games where participants to react to visual, auditory, and kinaesthetic or tactile cues, is an important aspect of agility • Practice running and changing direction through a maze of cones	• Try more complex jump rope skills help train the feet to move quickly and with coordination • Avoid forcing young children to perform training drills that are inappropriate for their level of development • Facilitate your child's access to appropriate instruction and coaching • Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Try evasion drills such as those in rugby (side step, fend, dummy pass) • Practice weaving drills such as dribbling a ball in football, hockey and basketball also encourages coordination • Carry out drills in figure-eight patterns • Practise landing in a controlled manner from different speeds, directions and heights



Definition

Ability to carry out tasks where resistance is a factor. Strength is the maximal force applied against a load.
What it could look like: • Push-ups • Squats • Bench press • Pull-ups

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores force in relation to lifting own body weight or objects. <i>What it could look like:</i> - Gym specific exercises including, push-ups, bench press, pull ups, squats - Climbing on monkey bars / rope - Commando crawling	Explores and displays ability to exert force and builds strength. <i>What it could look like:</i> Lifting, pulling, pushing, resisting or moving objects	Demonstrates strength to lift, pull, push, rotate, resist or move objects. <i>What it could look like:</i> - Body-weight exercises (push-ups, squats, lunges) - Pilates	Optimises strength performing tasks or activities with efficiency. <i>What it could look like:</i> - Indoor or outdoor rock-climbing - Weight lifting	Adapts strength to enhance skill and movement performance to optimally meet needs of a range of diverse and challenging environments. <i>What it could look like:</i> - Advanced yoga, Pilates, dance - Competitive gymnastics

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play in safe environments should be encouraged from birth - Participate in deliberate and unstructured play that involves a participant using their own body weight - Support participants to develop the strength to sit, stand and walk aided or by themselves - Challenge participants to reach items just out of their range while on the floor, helping to build core strength - Try rough-and-tumble play - participants might like this kind of physical play, because it helps them to understand their own strength and work out social relationships	- Swinging from one bar to the next strengthens the upper body, boosts muscular strength and improves coordination - Play games such as tug-o-war, animal walks, wheelbarrow walking and bean bag throwing - Incorporate games and activities that encourage bounding and hopping to develop leg and core strength	- Focus on body-weight-resistance exercises including push-ups, squats, lunges and burpees - Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control - Undertake and maintain a strength-building program in a gym or at home - Incorporate equipment to support strength development including resistance bands, machines, sand bags and medicine balls	- Incorporate a large range of different programs and activities to promote adaptability of skills - Utilise a coach or trainer who can provide further specialised advice



Definition

Length of time taken to respond to a given stimulus.

- What it could look like:
- Race start
 - Reacting to a referee’s whistle
 - Reacting by moving to a better fielding position
 - Reacting to an opponent’s movements

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences reaction to stimuli and events. What it could look like: • Grabbing items • Responding to stimuli e.g. touching a hot item, sounds, cues • Responding with movement to rhythm, beat, music and words	Responds appropriately, in time, to simple tasks including single and choice-reaction decisions. What it could look like: • Catching and grabbing large objects from different levels and ranges • Creating, following, repeating and altering movement sequences and games in response to rhythm, music or words	Enhances response time in relation to single and multiple stimuli experiences to respond appropriately through movement. What it could look like: • Taking off for a sprint when triggered • Catching tennis balls, cricket balls and softballs from different levels and ranges	Optimises reaction time across movement context and challenges of multiple stimulus, to perform successful or efficient completion of a task for competition, error avoidance or injury avoidance. What it could look like: • Reaction time is deployed alongside coordination, manipulation, power, agility, balance, locomotion etc. • In games, identifying cues and patterns from opponents and responding to counter • Anticipating outcomes of events, reading the field of play • Switching quickly from concentration on the opponent, to concentration on the field of play in invasion games	Adapts and deliberately modifies reaction time to consistently execute skills and physical activity movements in a variety of challenging contexts and environments. What it could look like: • Finds optimal performance zone (arousal / stress level) • Pre-empts or reads play in unfamiliar contexts • Competing in fencing, taekwondo • Goalkeeper analysing body language of opponents during penalties

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play that involves a participant exploring how to respond to stimuli e.g. objects, audible/visual stimulus • Develop rhythmicity and movement synchronisation by playing hand-clapping and singing and dancing games	• Participate in minor games that involve responding to rhythm, music and sounds, e.g. musical chairs • Engage in ball play to help improve reaction time e.g. throwing, catching, kicking, striking and aiming for a target • Practise responding to visual cues such as a hand raised in the air or verbal cues such as ‘ready, set, go’, ‘freeze’	• Play a range of minor games to develop anticipation and reaction time • Practise shifting attention from one thing to another in games e.g. receiving a basketball, to then avoiding an opponent while dribbling • Ensure adequate warm-ups so the nervous system and muscles are ready to act • Analyse body language of opponents to detect cues	• Practise techniques that control anxiety and nervousness • Practise techniques that create optimal levels of motivation to support performance • Practise and develop set plays in game situations so they become automatic



Definition

Ability to move the body quickly across the ground, water or air, and / or move limbs quickly.

What it could look like: • Sprinting, downhill skiing, sprinting in spin class • Moving arm quickly through a forehand strike

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Becomes aware of different speeds in movement. What it could look like: - Moving at various speeds assisted with aids or vehicles - Crawling, walking, running at different speeds	Establishes a foundation through exploring speed through and for movement. What it could look like: - Developing fundamental movement skills (FMS) on land, on water and with equipment (see related elements) - Learning how to go faster on a slide - Playing tunnel ball	Intentionally develops speed to perform a range of physical activity movement skills. What it could look like: - Learning the way speed is required in sport and physical activity settings - Participating in relays and races - Demonstrating acceleration and deceleration	Further builds and refines speed to perform body movements in a number of environments and conditions. What it could look like: - Deliberately training to improve times - Speed training for sport and recreation-specific purposes - Sparring	Integrates and controls speed through diverse, novel and challenging movement environments. What it could look like: - Performing complex dive tumbles - Training for Parkour - Competing in figure skating

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play in safe environments should be encouraged from birth - Engage in daily deliberate and unstructured play and activities, both indoors and outdoors, that involves exploring different speeds when moving e.g. being on a slide, a swing, a scooter	- Practise running in a variety of environments and conditions e.g. grass, dirt trails, sand, up and down hills - Play minor games that include running at different speeds, e.g. tag and dodge games, walking - Encourage children to run fast like their favourite animal. Or use other visualisation images such as running on a hot floor to help increase speed - Facilitate relays or races to ensure fast runs remain fun	- Encourage participants to try long-distance runs, easy runs and fun runs on separate days to keep them motivated - Stretch after each run. Increasing flexibility increases how fast their legs can move - Use the proper fuel before, during and after a run to stay energised and strong, e.g. carbohydrate-rich snacks before runs and food that contain protein and carbohydrates after runs - Utilise online video resources to assist with development of speed - videos will help visualise and explain correct techniques	- Developing strong and stable core muscles is important to strengthen the muscular system and improve speed so incorporate activities such as sit-ups and push-ups into training sessions - Focus on building strength in general to enhance speed - Develop and practice proper technique with the guidance of a coach



Definition

Ability to exert maximum force (strength) as quickly as possible (speed).

What it could look like: • Acceleration when running and swimming • Jumping • Throwing objects

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores own power through movement of the body. <i>What it could look like:</i> • Throwing objects • Splashing in water	Explores how speed and strength can be combined to generate power. <i>What it could look like:</i> • Developing fundamental movement skills (FMS) on land, on water and with equipment (see related elements)	Intentionally develops the combination of speed and strength to generate power to manipulate objects and perform movement skills. <i>What it could look like:</i> • Hitting a tee-ball • Practising throwing a shotput • Trampolining • Kicking a football	Further accumulates and refines power application to perform body movements across similar environments and conditions. <i>What it could look like:</i> • Weight lifting • Controlling a tennis serve • Timing of a cricket shot • Pushing off the wall in a swimming race	Executes precise application of power to achieve movement performance. <i>What it could look like:</i> • Javelin throwing • Performing a technical golf swing

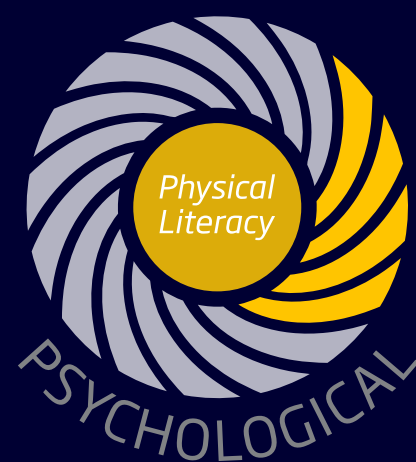
Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Engage in daily deliberate and unstructured play and activities, both indoors and outdoors, that involves movement to understand one's own strength • Try rough-and-tumble play - participants might like this kind of physical play, because it helps them to understand their own strength and work out social relationships	• Modify games and equipment to meet the needs of the participant so that they can be appropriately challenged to develop their power • Develop and practice jumping, hopping, climbing, crawling and sprinting	• Concentrate on playing games that develop combinations of speed and strength including generating power to manipulate objects, e.g. four-bowler cricket, mini tee-ball) • Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Receive professional advice from a coach or personal trainer when embarking on a power and strength-training program • Concentrate on games that focus on refining power movements across a variety of situations e.g. golf, hit-the-target



Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

the PSYCHOLOGICAL domain





Physical literacy is about building the skills, knowledge and behaviours to help us lead active lives. The Psychological domain focuses on attitudes and emotions associated with movement and the impact these have on confidence and motivation to move.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together develop physical literacy.

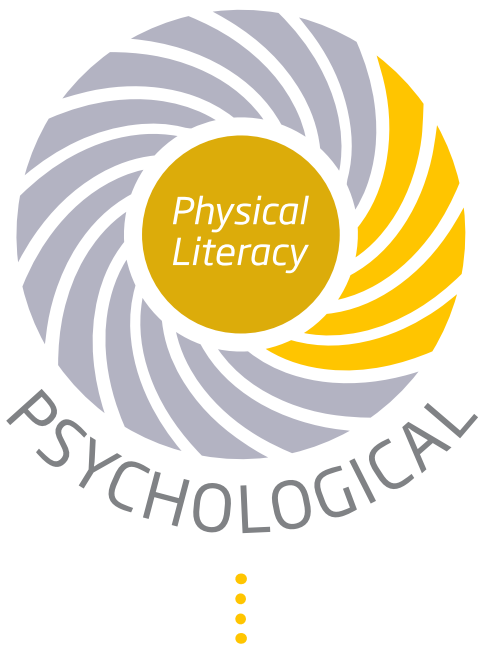
The Psychological domain focuses on moods, values and attitudes towards movement and physical activity. It involves developing self-esteem, confidence and motivation and understanding the emotional responses linked to movement and physical activity.

The Psychological domain is about being able to:

- identify and draw satisfaction, self-esteem, confidence, motivation and enjoyment from different movement experiences
- understand, demonstrate and manage emotional responses, such as empathy and sensitivity, during movement and physical activities
- understand and manage physical responses, such as fatigue or pain, during movement and physical activities
- persist with movement regardless of difficulty, challenges or failure, in the belief that improvement will come with learning and effort.

This document details the Psychological domain of the Standard.

To view other domains of the Standard or for more information on physical literacy visit ausport.gov.au/physical_literacy



Psychological domain elements

- Motivation
- Self-regulation (Emotions)
- Self-regulation (Physical)
- Self-awareness
- Confidence
- Engagement & enjoyment



Definition

Reasons for engaging in movement and physical activity in response to internal or external factors.

What it could look like: • Persisting • Showing eagerness • Reacting to external input and feedback.

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences movement and explores potential motivators for movement. What it could look like: Motivators include: interaction with others, rewards, recognition, being challenged	Participates in movement and physical activity in response to direction from others or in order to receive a reward. What it could look like: - Starting a walking program based on advice from a health professional - Partners with a friend and commences regular exercise to achieve a weight loss/gain goal - Student starts to consistently participate in physical education classes as they experience improvement in an area important to them e.g. skill level, stronger social relationships, physical appearance - Receives encouragement and positive feedback from peers for achieving targets and improvement in performance	Participates in movement and physical activity to gain approval from self or others. What it could look like: - Completes additional training sessions after receiving feedback about areas of improvement - Announces publically to peers a commitment to compete in an event or team for a season - Tracking activity and progress online increasing effort and intensity based on other's online scores - Commits to a training program with the intention of achieving a goal by a certain period, eg. wedding	Values and wants to participate in movement and physical activity, and takes action in order to achieve a goal. What it could look like: - Analysing situations in which emotions can influence decision making - Responding to teacher and peer feedback to enhance performance - Aiming for a goal, learning a new skill, high internalisation - Participating in a bi-weekly social walking group for health, social and physical benefits - Takes formal swimming lessons to improve swim leg of triathlon - Committing to training for and completing a half-marathon	Intrinsically motivated to participate in regular movement and physical activity for enjoyment, pleasure, fun or satisfaction without obvious, immediate reinforcement or reward. What it could look like: - Enjoying moving or being physically active in a range of different contexts - Training to achieve personal and / or team goals, be it in competition against others or self - Showing interest in frequently moving in a range of movement and physical activity scenarios, e.g. in one week a person goes to the gym, participates competitively and socially, walks the dog

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	Provide opportunities through deliberate play to explore motivations for movement and physical activity	- Talk about, and focus on, the effort of those that did 'well', in terms of participation and learning effort - Encourage a positive attitude towards movement and physical activity that identifies the broader benefits of participation such as friendships, resilience, and goal setting - Highlight role models that engage in physical activity and promote the holistic benefits of feeling, moving and performing better	- Use positive reinforcement and provide feedback that challenges and reinforce the knowledge, attitudes and behaviours of participants - Empower participants to develop stretch, yet attainable goals - Provide feedback to improve performance and maintain and increase motivation - Explore the benefits of training methods, technology and equipment across alternative physical activity and movement environments	- Create an environment that allows for challenge, recognition, appreciation and quality - Encourage the use of self-talk to motivate individuals and teams to continue to participate and improve performance - Utilise fitness apps and wearable technology to support and build motivation, track goals, connect with others undertaking the same challenges

Definition

Ability to adjust and control emotions and resulting behaviours in relation to movement and physical activity contexts.

What it could look like:

- Channelling frustration into motivation
- Overcoming nervousness
- Self-managing to avoid inappropriate communication with peers
- Regulating / overcoming anger or upset

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores emotions and builds awareness of socially acceptable responses with support. What it could look like: • Being so excited about the anticipation of playing a game at lunch, a child is unable to contain themselves in the class • Anticipates that they are about to lose a game, the child gives up, showing strong emotions • Being extremely passionate and overly physical playing a social mixed team sport, unaware of the effect they are having on others	Recognises how emotions influence actions, shows awareness of the feelings and needs of others and expresses emotions constructively. What it could look like: • Recognising how their actions are influenced by emotions and feelings, and becoming aware of the connection to behaviour • Showing awareness of other's feelings and needs • Attempts to self-regulate emotions and effects generated in movement contexts	Identifies and practises strategies for expressing and responding to own and others' emotional responses. What it could look like: • Recognising their own emotions and demonstrating appropriate ways to react in different situations • Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language, and understanding how a person's reaction to a situation can affect others' feelings • Trying different responses to different situations and others' behaviours	Forecasts consequences of expressing emotions and implements strategies to regulate them during movement and physical activity. What it could look like: • Officiating and being able to forecast punishment / consequences • Developing strategies around regulating expression • Knowing and applying a range of strategies for self-regulation to optimise performance	Controls, justifies and critically reflects on emotional responses in movement and physical activity. What it could look like: • Successfully self-regulating across multiple movement contexts influence decisions and actions • Proposing strategies for managing emotional responses and resolving conflict in a family or social situation or in an online environment • Recognising and managing the energy of a crowd at a finals game, acknowledging a range of emotions whilst being able to perform under pressure • Utilising a toolkit of strategies to apply in a range of complex situations to self-regulate, and staying focussed on the process rather than the outcome or emotion

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• A pre-requisite for development in this element is to develop an understanding of emotions • Develop an understanding of a positive role model from observing those who effectively regulate their own emotions and actions in movement settings • Give participants opportunities to move freely, take part in activities they choose and reflect on their experiences • Acknowledge and understand that all participants need different levels and types of support with their emotional regulation	• Assist participants to develop positive mantras or statements they can use when participating e.g. 'Come on, I can do this, I've trained well and I'm ready to excel' • Practise predicting how others might be feeling based on the words they use, their facial expressions and body language • Practice identifying internal signals ranging from fatigue and pain to moods and emotions, and using such perceptions in the management of movement activities	• Provide opportunities to practise self-reflection, goal setting, positive self-talk and mental imagery • Keeping a journal is a useful way to reflect, to describe the outcome, thoughts and feelings at the time, to articulate the positive and ways to overcome negatives. Offer assistance to strategise ways to improve future outcomes	• Encourage participants to analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity • Explore different viewpoints, practise empathy and consider alternative ways to respond • Recognise and interpret emotional responses to stressful situations and propose strategies for managing these responses • Initiating activities involving deliberately seeking new challenges that require adaptation and management of internal sensing / perceiving capabilities, and engagement with unexpected or novel challenges

Definition

Perceiving, adjusting and controlling internal physical signals such as fatigue and pain in movement and physical activity settings.

What it could look like:

- Pacing through an endurance event
- Seeking substitution from team sport for rest
- Knows how to stretch themselves yet working within own physical limits

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Builds awareness of how the body feels before, during and after movement and physical activity. What it could look like: • Recognising muscle soreness • Feeling puffed from high intensity activity • Feeling energised whilst playing sport or feeling fatigued afterwards • Knowing hot from cold • Understanding or appreciating pain concepts	Recognises how the body feels before, during and after movement and physical activity, and explores the physical effects of different movement and physical activity settings. What it could look like: • Recognising causes of physical body signals e.g. bruise comes from a bump, running fast means heavy breathing, feeling fatigued and suffering muscle soreness following a cross-country race	Identifies and practises strategies to manage physical signals such as fatigue and pain, before, during and after different movement and physical activity settings. What it could look like: • Stretching before and after a game of basketball • Warming up and cooling down • Expecting soreness the next day, knowing it's not an injury and continuing to exercise • Slowing to a walk due to lack of breath, but persisting and completing the course	Explores and pushes upper physical limits through applying strategies and techniques to manage perceived physical barriers. What it could look like: • Pacing oneself in a cross-country run • Going into a long tiebreak in tennis but continuing to exert energy to complete the game • Planning and preparing the body against dehydration and exhaustion prior to an extreme event	Identifies own upper physical limits and implements strategies and techniques to manage or overcome perceived physical barriers such as fatigue and pain. What it could look like: • Planning and preparation is utilised to support optimal physical performance throughout a sporting season • Utilising therapies to support pain and injury management • Utilising breathing techniques to de-regulate in stressful situations

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Offer participants opportunities to move freely, take part in activities they choose and reflect on their experiences • Acknowledge and understand that all participants need different levels and types of support with their physical regulation. Intentional planning and reflecting will therefore be required to develop and implement the necessary strategies to assist participants to develop their physical self-regulation skills	• Establish understanding of the body's reactions when participating in physical activities • Participate in activities of different intensity and compare the body's reactions • Identify positive feelings experienced when participating in physical activities • Participate in new and unfamiliar activities and describe their experiences	• Encourage participants to examine and develop an understanding of the reaction of their bodies to different physical activity scenarios and intensities e.g. demonstrating and describing safe stretching activities which maintain and develop flexibility, and examining and describing health-related components of fitness • Teach participants strategies to monitor and manage hydration and strategies to safely exercise in hot and cold environments • Develop understanding of the importance of rest and recovery • Teach participants preventative measures to prevent and manage sport-related injuries and illness, including knowing who to consult if required	• Using SMART (Specific, Measurable, Action-Focused, Realistic and within a Timeframe) goal setting to push upper physical limits • It can be useful to keep a record of goals and analyse the progression to these goals



Definition

Sense of self; understands self as a learner in relation to movement and physical activity settings and recognises strengths and areas for development.

- What it could look like:
- Expressing what I am good at in movement
 - Knowing my strengths and areas for development
 - Knows who and when to seek feedback from

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experience ways to move and play to develop a growing sense of control and awareness of self and exploring shared play interactions. <i>What it could look like:</i> • Exploring aspects of movement through role-play • Initiating interaction or play with others • Sensing or responding to feelings of belonging • Approaching new situations with confidence	Expresses personal preferences, needs and wants in relation to movement and physical activity, and is drawn to participate in things they think they can do or are good at. <i>What it could look like:</i> • A child expresses (shows or tells) how good they are at a movement e.g. 'I am good at kicking goals' • Knowing the games they like or do not like • Deciding not to participate in a game if they are not confident in their ability	Identifies and describes their strengths and areas for development, identifying strategies to improve these in movement and physical activity settings. <i>What it could look like:</i> • Practising basketball lay-ups after school with an older sister • Gradually spending more time on their weekly runs • Practising their serves with their tennis coach	Draws feedback from self and others to gain accurate insight into strengths and areas for development across a range of movement and physical activity settings. From there, prioritising areas for improvement and choosing appropriate strategies to support development. <i>What it could look like:</i> • Performing a series of fitness testing at the start of the year and identifying three key areas to improve e.g. speed, agility and coordination • Seeking feedback from their coach on areas for improvement	Assesses strengths and areas for improvement and development, and implements training programs to reach goals in a range of movement and physical activity settings. Evaluates the effectiveness of these strategies and programs and refines these where needed. <i>What it could look like:</i> • A new mother returns to exercise, developing and implementing an exercise program to improve her fitness, core strength and muscle tone. She reviews this monthly to measure progress and tweaks the program where necessary • Developing and implementing a pre-season football training program to improve skills based on end-of-season feedback from their coach, measuring and recording progress in their skill development over time, to monitor the program's success

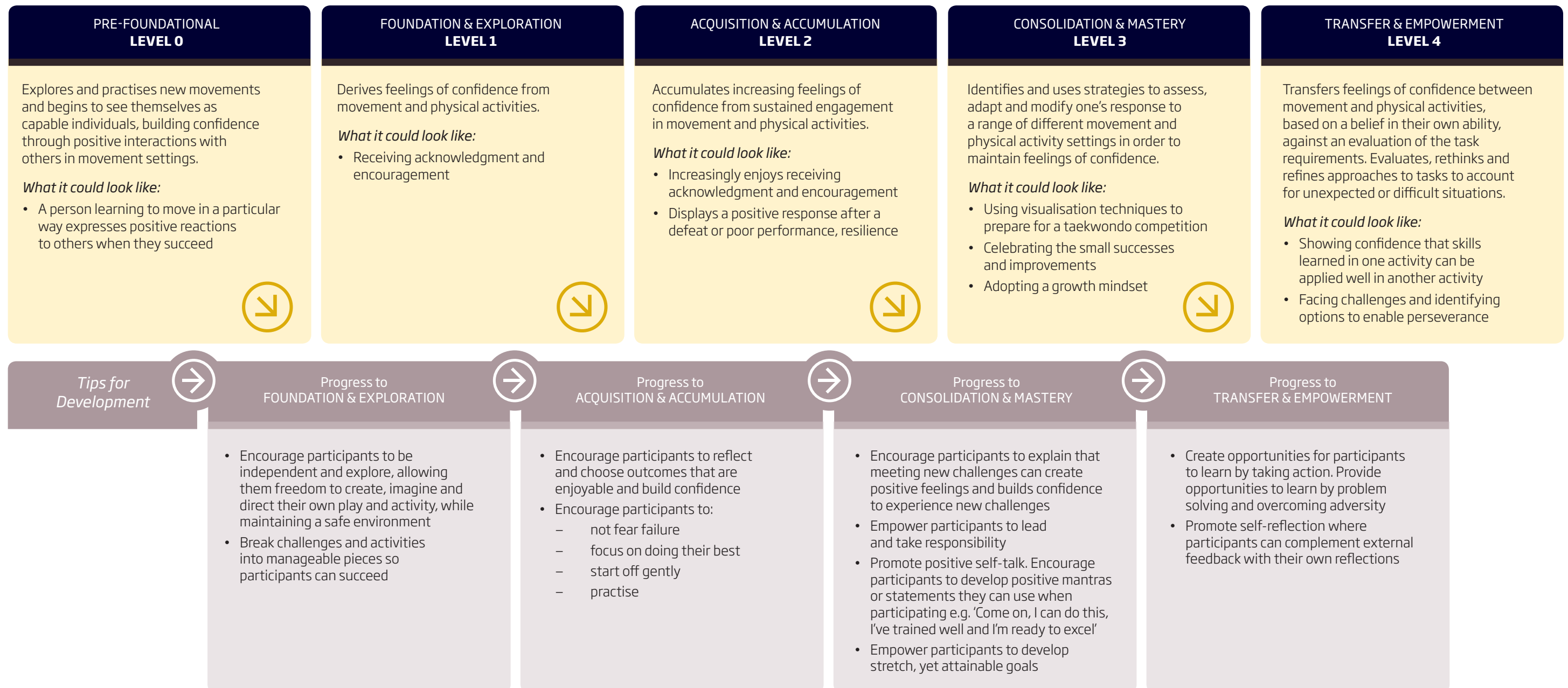
Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Provide opportunities for participants to engage independently with tasks and play • Support participants efforts, assisting and encouraging as appropriate • Encourage participants to describe their feelings when they learn a new aquatic skill, for example being scared, excited, happy or nervous	• Participate in activities that adopt a 'Games Sense Approach', to maximise involvement and enjoyment while providing opportunities to explore games and activities for themselves • Encourage reflection to help participants to identify their strengths and areas for development	• Encourage participants to persist with new activities and examine how success through persistence can have positive outcomes and strengthen identity • Discuss physical changes that occur as individuals get older, and explore how these changes impact on how this affects them in different situations • Encourage participants to recognise physical responses that indicate they are feeling uncomfortable or unsafe • Research strategies to improve cardiovascular fitness to support development in this element	• Encourage participants to self-reflect, to compliment external feedback with their own reflections on the results of an event, activity or competition, highlighting strengths and areas for development • Keeping a journal is a useful way to reflect, to describe the outcome and their thoughts and feelings at the time, to articulate the positive and ways to overcome negatives. Offer assistance to strategise ways to improve future outcomes

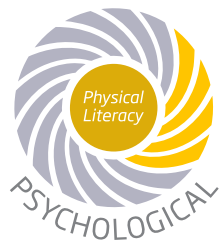
Definition

A belief in your ability to perform in movement and physical activity setting/s.

What it could look like:

- Degree of certainty and assuredness
- Willingness to try new skills/new sport/new activity
- Bounce back after a loss (resilience)





Definition

Positive emotions towards and during movement, working towards being fully immersed or ‘in the flow’ during movement.

What it could look like: • Complete focus and engagement in activity at hand • Resistant to distractions • Happiness, fulfilment, contentment

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences positive emotions when moving or engaged in play but not always recognising the connection between the experience and emotion. <i>What it could look like:</i> • A child laughing from playing with her father • A person squealing with joy while being pushed on equipment	Experiences and seeks positive emotions when engaging in and exploring forms of movement or physical activity. <i>What it could look like:</i> • Exhibiting the thrill of jumping in a bouncy castle • Experiencing the excitement of rolling down a hill • Expressing excitement and enjoyment when playing a game of tag with others	Proactively engages in a variety of movement and physical activities for enjoyment. <i>What it could look like:</i> • Playing an informal game of basketball with friends after school because it is fun • Going for a bike ride because it is a nice day out • Preferring gym classes to working on the gym floor for the social aspect as opposed to working solo	Derives positive effect, enjoyment, motivation and rewarding experiences through deliberately engaging in multiple movement and physical activity contexts. <i>What it could look like:</i> • Actively remaining positive in a game even though the end result may be disappointing • Seeking adventure races to push yourself to your limits • Seeking alternate ways and modifications to movement, to still achieve enjoyment	Achieves a state of flow in movement and physical activity settings; totally immerses oneself whilst still feeling calm and in complete control. <i>What it could look like:</i> • Total immersion in the activity • Feeling in complete control • Experiencing inner calm • Feeling energised • Exhibiting heightened awareness • Feeling confident • Experience a slowing down of time

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Provide opportunities to play and engage with participants of a similar age and/or abilities • Encourage participants to engage in creative and imaginative directed play and physical activity • Provide opportunities to participate in different environments	• Encourage participants to recognise and share their emotions when taking part in games and physical activity • Encourage participants to identify positive feelings they experience when participating in physical activities	• Encourage participants to explain how meeting new challenges makes them feel positive and builds confidence to try new things • Provide opportunities to try different sports and physical activities, organised and unorganised, allowing them to decide which activities they not only enjoy but are able to excel at • Allow participants to decide which, if any, sport they want to specialise in	• Inspire participants to embrace participating and practising under varying constraints e.g. different environmental conditions, time pressures • Create a participation culture that promotes positive team morale, cohesion and harmony • Ensure that training and competition are enjoyable experiences



Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

the SOCIAL domain





Physical literacy is about building the skills, knowledge and behaviours to help us lead active lives. The Social domain focuses on the ability to interact with others and the environment in relation to movement.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together develop physical literacy.

The Social domain focuses on the development of social skills including collaboration, fair play, navigating safety and risk and leadership and communication. The development of these skills can help us to enjoy participating and also interact more effectively with others including teachers, coaches, team mates, opponents and officials.

The Social domain is about being able to:

- appreciate and utilise the community and natural and built environment for connection through movement and physical activity
- lead others in collaborative, ethical and inclusive behaviours in physical activity, including understanding when to be a team member or a leader
- develop a sense of understanding and openness when participating in physical activities which can include a willingness to share and learn from experiences from your own and other cultures
- exhibit fair play and ethical behaviour in a variety of physical activities and environments.

This document details the Social domain of the Standard.
To view other domains of the Standard or for more information on physical literacy visit ausport.gov.au/physical_literacy



Social domain elements
Ethics
Relationships
Collaboration
Safety & risk
Society & culture
Connectedness (Community & environment)



Definition

Moral principles that govern a person's behaviour relating to fairness and justice, inclusion, equity, integrity and respect in movement and physical activities.

- What it could look like:
- Demonstrate fair play
 - Show sportsmanship in competitive situations
 - Including others in games and activities
 - Use appropriate language as a fan

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
May recognise concepts of fairness in movement activities. <i>What it could look like:</i> • Reacting to situations that are perceived to be unfair during deliberate and/or unstructured play	Recognises good and bad behaviours in relation to fairness and equity and distinguishes between right and wrong in movement and physical activity settings. <i>What it could look like:</i> • Practising fair play • Including others in games • Exhibiting an awareness for rules	Understands and explains concepts and consequences in relation to fairness, equity, integrity and inclusion across various movement contexts. <i>What it could look like:</i> • Including all team mates in games • Maintaining fair play while unsupervised • Respecting the decision of officials and coaches • Witnessing and acknowledging instances of fairness and inclusion in a game situation	Analyses and evaluates appropriate responses in order to demonstrate moral principles across diverse movement and physical activity settings. <i>What it could look like:</i> • Modifying a game to allow for inclusion of others • Maintaining fair play in competitive scenarios without an official (self-officiates) e.g. Saturday junior tennis matches • Demonstrating and advocating appropriate bystander behaviour at a local football match	Distinguishes between ethical and non-ethical responses across diverse and challenging movement and non-movement settings which may involve significantly differing perspectives. <i>What it could look like:</i> • Refusing an offer to 'fix' a game and reporting it to the appropriate authorities • Rejecting banned performance enhancing / recovery substances and discouraging others as well • Comparing decisions of self and others, acknowledging everyone's right to indecision and to act differently

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Introduce participants to basic concepts of fair play and related rules • Talk to participants about the values they experience whilst participating in physical activity • Role model good ethical behaviour	• Explore how participants feel when they are included and excluded from groups and activities • Describe and demonstrate inclusivity, explain that everyone's contribution or role is valued when participating in physical activity • Provide examples and discuss the kind of values and moral principles you want participants to learn and develop • Discuss the consequences of individual and team behaviour when participating in physical activity	• Teach participants to question and reflect on ethics and morals to help them clarify their own values • Provide opportunities for participants to understand and explain ethical concepts during physical activity e.g. encourage collaboration and the creation of rules for a new game • Challenge participants to identify unfairness and exclusion in games and suggest they propose strategies to overcome these issues • Participate in competitions where participants, rather than an independent official, are responsible for applying the rules	• Encourage participants to modify rules, equipment or scoring systems to create a more inclusive or fairer game • Encourage participants to consistently apply principles of ethical behaviour during their involvement in movement and physical activity • Investigate the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships • Parents can positively affect a child's development through engagement with the child's coach, by being a strong and positive role model and upholding integrity and respect



Definition

The ability to builds and maintain respectful and responsive relationships that enable a person to interact effectively with others in movement contexts.

- What it could look like:
- Demonstrate empathy and compassion
 - Behaviours such as sharing and developing trust and camaraderie.
 - Show awareness for the feelings, needs and interests of others.

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Begins to respond, recall, mimic and identify cues when interacting with others. <i>What it could look like:</i> • Starting to engage in play with others • Interpreting adults’ approving or discouraging facial expressions in particular movement and games • Using own cues to communicate, such as verbal and body language when playing with others	Explores relationships through movement and physical activity, showing an awareness for the feelings, needs and interests of others. <i>What it could look like:</i> • Attempting to interact positively with others during movement, including communal sharing, talking and listening and problem solving • Using words and body language to communicate when playing minor games • Listening and responding to others when participating in physical activities to achieve agreed outcomes • Mirroring a partner while moving to music	Understands characteristics of positive and negative relationships and ways to manage these in a range of movement and physical activity settings. <i>What it could look like:</i> • Encouraging less-confident peers to participate in a game or sport • Developing camaraderie within a team • Exploring and experiencing ways to connect with others in their community through movement and physical activity	Draws on a range of skills to build and maintain different types of respectful and responsive relationships in diverse movement and physical activity settings <i>What it could look like:</i> • Fostering positive reciprocal relationships with team mates, competitors, coaches, etc • Understanding that when a team mate misses a goal, they may need to ‘give them space’ while maintaining a level of support • Reflecting on how behaviours, and actions can change based on interaction in movement by self, with friends, family or with team mates	Evaluates and applies strategies to manage relationships with diverse individuals, across and beyond multiple movement and physical activity settings. <i>What it could look like:</i> • Fitting in to a new team, group or club and interacting positively with others • Asserting a stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others • Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Continually engaging enthusiastically and responsively with participants and young children in deliberate play that includes time spent talking, listening and interacting while moving • Persist with games that individuals enjoy • Practise strategies they can use when requiring assistance with cooperation or overcoming problems	• Provide children with ample opportunities to explore their interactions with others (partners and small groups) through deliberate play and modified games • Instigate fun and regular forms of physical activity to establish the connection between strong relationships and regular and fun physical activity i.e. a family soccer game in the local park on the weekend • Ensure participants practise expressing their needs, listening and responding, showing self-discipline and being a supportive team member	• Co-design, encourage and practise cooperative play with others in games, sports and physical activities • As a parent, coach or teacher, be a positive role model. Always seek to model behaviour in front of children and young people in sports and games • Recognise the impact bullying and harassment can have on face-to-face and online relationships	• Adopt roles and responsibilities that contribute positively to team cohesion and success in games and sports. This may include the planning or reviewing of activities • Apply cues (verbal and physical) to identify and respond to theirs and others’ feelings and needs when working in groups or teams • Participate in scenarios to deliberately modify interaction styles and skill choices, to challenge, develop and maintain social skills for the future, and engage with unexpected or novel situations



Definition

Social skills for successful interaction with others to achieve outcomes in movement scenarios.

What it could look like: • Communication, conflict resolution, leadership, empathy and cooperation

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Focuses primarily on self-exploration but not yet able to appropriately communicate and work with others in movement settings. <i>What it could look like:</i> - Exploring how to share or take turns - Beginning to experience playing side-by-side with others	Works constructively with others by cooperating in familiar movement and physical activity settings. <i>What it could look like:</i> - Regularly sharing the ball with team mates - Working together to successfully use a see saw - Mirroring a partner while moving to music - Demonstrating active listening through following rules and instructions	Identifies and applies a range of strategies and communication skills to support collaboration with others and achieve positive outcomes in movement and physical activity settings. <i>What it could look like:</i> - Working cooperatively in groups to perform a synchronised dance sequence - Contributing to groups and teams, suggesting improvements for positive team outcomes - Exhibiting leadership behaviours in some settings when confident and comfortable - Demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations	Generates meaningful and desirable outcomes when interacting with others in movement and physical activities. <i>What it could look like:</i> - Initiating or assisting with the organisation of a team or group in a movement context - Assessing the extent to which individual roles and responsibilities enhance group cohesion and achievement of personal and group objectives - Practising various conflict resolution strategies to diffuse or resolve conflict	Effectively collaborates and / or leads others successfully between and beyond diverse and challenging movement and physical activity settings. Deals with difficult or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans. <i>What it could look like:</i> - Developing a strong team culture and cohesiveness - Listening to team member's needs and interests and responding accordingly - Encouraging a team to perform at their best (performance) - Assertively communicating thoughts, opinions or beliefs whilst acknowledging the feelings of others

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Practise personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member - Listen and respond to others when participating in physical activities to achieve agreed outcomes - Encourage active play with others to develop social skills, language and communication – sharing with others, taking turns, personal space - Use words and body language to communicate intentions clearly when playing minor games	- Identify similarities and differences in people and groups - Emphasise, highlight and discuss skills such as communication, leadership and teamwork which participants develop when taking part in movement and physical activities - Teach negotiation skills which participants can utilise when dealing with conflicts or disagreements in movement activities - Practice listening and responding to others when participating in physical activities	- Analyse how behaviours, actions and responses to situations can change deepening on whether a person is on their own or with other groups, family or teammates - Explore skills and strategies required to communicate and engage with others in collaborative ways - Establish understanding the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for everyone	- Help participants to identify and critique leadership styles and group dynamics through collaboratively solving game-based problems - Practise skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans - Practice generating and applying evaluation strategies such as active listening, mediation and negotiation to present and resolve conflict

Definition

Understanding of risks, risk-management and safety considerations for self and others in movement contexts.

- What it could look like:**
- Behaving responsibly and not endangering self or others
 - Understanding and obeying safety rules
 - Acknowledging potential risks of activity and environment before participating
 - Ceasing play during high-risk contexts e.g. lightning strike or injury to self or other





Definition

Appreciation of the diversity, values, rights, responsibilities and constraints of individuals, cultures and societies, and their influence on movement and participation.

- What it could look like:
- The right to an inclusive, safe and fair environment in which to participate
 - Engaging and participating in movement activities from other cultures
 - Valuing the contribution that diversity brings to movement activities

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Yet to develop clear values and may not understand personal responsibility in relation to movement and physical activity. What it could look like: • Lacking understand of how and why it is important to cooperate with others when playing • Being constantly reminded of values such as sharing, saying 'please' and 'thank you', and being kind to others	Participates in movement experiences from their own and other cultures, beginning to identify values that are important to them. What it could look like: • Identifying and appreciating similarities and differences in people and groups within movement and physical activity settings • Participating in games from other cultures • Not using inappropriate language with minorities in sport as a spectator or player	Understands, participates and further explores movement experiences from various cultures, with self and others. What it could look like: • Helping another participant in a running race who has fallen over • Participating in dance from different cultures such as Aboriginal and Torres Strait Islander, New Zealand Haka, Polynesian dance, American hip hop, Bollywood • Participating in and exploring Australian sports of cultural significance and similarities, with other cultures e.g. Australian Rules Football and Gaelic Football • Demonstrates appropriate language as a player or spectator	Appreciates movement experiences from multiple cultures and societies and respects the values, rights and responsibilities of self and others in movement experiences. What it could look like: • Participating as a valued and inclusive member of a mixed netball team • Articulating links to the culture and heritage of the country of origin through participation in culturally significant movement experiences • Demonstrating and advocating appropriate bystander behaviour when participating or as a spectator	Values diversity and its contribution to movement and physical activity, and reflects these values when experiencing new or different cultural movement experiences. What it could look like: • Volunteering as a team manager to support a new local female football team • Continuing to explore a range of physical activities from other cultures e.g. yoga, tai chi, martial arts, dance

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Provide opportunities to participate in new and unfamiliar activities with others	• Provide opportunities to participate in games and activities from other cultures • Explore ways in which participants can connect with other members of their community through participation in different physical activities • Teach participants to identify and appreciate similarities and differences in people and groups	• Teach participants to recognise the rights of others and the importance of fair play and inclusion • Discuss social values and attitudes toward teammates and competitors • Compare their own decision making with others and acknowledge others' rights to act differently and change their mind • Identify the ways sport, physical activity and outdoor recreation have changed as a result of different cultural groups migrating to Australia	• Analyse the significant contribution other cultures, such as Aboriginal and Torres Strait Islanders have made, and will continue to make, to sport in Australia • Establish understanding of varied perspectives held by Australians on sport, and examine how this diversity is represented in the sports we play today • Assess behavioural expectations in different relationships and social situations, and examine how these expectations can influence decisions and actions

Definition

A person's appreciation for the environment (both built and natural) and belonging to the community

What it could look like:

- Accessing the community to facilitate or enhance movement and physical activity experiences
- Using or adapting the natural and built environment for movement and physical activities

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Focuses primarily on experiencing movement by themselves, and not yet feeling a connection with the environment or others they are moving with or around. <i>What it could look like:</i> • Experiencing movement in natural and outdoor settings e.g. paddling at the beach, playing with sand, moving on a windy or rainy day	Identifies and explores natural and built environments in the local community where movement and physical activity can take place. <i>What it could look like:</i> • Exploring a range of ways to play and be active in natural or outdoor settings • Knowing how to be safe in the outdoors when playing and exploring • Recognising that when it's raining, a modified activity can be played indoors	Understands and actively explores the way that the local community, along with the natural and built environments, influence movement and physical activity. <i>What it could look like:</i> • Participating in physical activities in the local natural and built environments • Reflecting on the enjoyable components of participation within the community and environment • Comparing the benefits of physical activities in both the natural and built environments	Appreciates and actively seeks to engage in a range of physical activities, embracing the opportunities the local community and the natural and built environment provide. <i>What it could look like:</i> • Participating in water-based recreational activities and valuing how the community comes together to enjoy these activities • Researching and locating local sport or recreation club and being comfortable approaching them for the first time	Transfers appreciation of connectedness to the community and physical activity environment, and creates opportunities for others to participate in movement and physical activity. <i>What it could look like:</i> • Moving to a new state and contacting the local Council to investigate the local sports community • Joining a local bushwalking club and progressing to a leadership position

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Provide opportunities to play, be active and explore different environments and settings within the community e.g. beach, indoor play gym, local pool	• Explore ways to connect with other members of the community through participation in physical activities in natural settings and built environments • Explore the role recreational activities play in Australian culture and how it brings communities together	• Discuss strategies for safe participation in different environments • Teach participants how to research opportunities in the local community to participate in physical activity, and evaluate accessibility of these opportunities	• Provide both traditional and non-traditional activity opportunities for participants that will explore different social and cultural practices in Australia • Provide opportunities for participants to engage socially in movement and physical activity within the community



Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

*the **COGNITIVE** domain*





The Cognitive domain focuses on the development of knowledge and understanding required for movement and physical activity.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together develop physical literacy.

The Cognitive domain focuses on the development of knowledge and understanding required for movement and physical activity. It develops a person’s understanding of how, when and why to move in particular ways, and how to adapt and be innovative when faced with new movement challenges. This includes problem-solving and decision making in games, as well as the knowledge and awareness of the benefits of movement and physical activity.

The Cognitive domain is about being able to:

- think, understand and make decisions, knowing how and when to perform movement skills
- understand, follow and anticipate rules and to apply tactics or strategies within a game
- know personal strengths and ways of moving with other people and objects to achieve outcomes
- know and understand the short and long-term benefits of participating in movement and physical activity.

This document details the Cognitive domain of the Standard.
To view other domains of the Standard or for more information on physical literacy visit ausport.gov.au/physical_literacy



Cognitive domain elements

- Awareness
- Content knowledge
- Rules
- Purpose & reasoning
- Strategy & planning
- Tactics



Definition

Knowledge or perception of an environment based on experiences, insights, intuition, emotions, observations and internalised information.

- What it could look like:
- Identifying and executing paths through obstacles during team sport, negotiating around team mates and opponents
 - Recognising where teammates/opponents are in order to move with or around them in team sports
 - Recognise changing weather conditions and adjusting movement accordingly

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Builds awareness of known environments and objects through the exploration of movement experiences. What it could look like: • Experiences tentativeness when moving in unfamiliar environments • Continually attempts to move through and around objects, regardless of obvious blockages	Learns about different environments and begins to apply knowledge when exploring movement and physical activity settings. What it could look like: • Moving through and around obstacles exhibiting spatial awareness of the environment • Demonstrating an understanding of the difference between personal space and general space in physical activities • Making an effort to adjust movement patterns on different surfaces e.g. extending arms to steady oneself when walking along a narrow beam	Uses awareness of different environments to practise and refine movement skills, to navigate and move around different settings and objects including people. What it could look like: • Understanding and applying concepts of evasion and spatial awareness e.g. agility poles, speed ladders, game of tag • Recognising the need to dodge to avoid an opponent's tackle and then passing the ball to a team mate • Navigating their way through a crowded start at the beginning of a fun run	Possesses and utilises complex environmental knowledge spanning multiple contexts to enable effective movement. What it could look like: • Understanding and applying concepts of evasion and spatial awareness in dynamic and changing environments, for example quickly switching between attack and defence in team sports • Modifying movement strategies in response to changing weather conditions e.g. choosing the most appropriate kick on a wet day • Adjusting their tennis style when playing on grass vs clay court	Transfers knowledge of different environments to make implicit decisions to implement effective strategies in movement and physical activity settings. What it could look like: • Recognising that an opponent always leads with their right foot and implements a defensive move to counter this • Transferring knowledge of movement techniques to implement different strategies when asked to play out of position • Slipstreaming a cyclist to conserve energy for later in the race

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Generate awareness through a mix of deliberate and unstructured play that involves movement of a wide range of body parts e.g. climbing, chasing, skipping, jumping, crawling, tumbling • Explore the difference between personal space and general space in physical activities	• Play minor games to support participants to identify and describe ways their body moves in relation to space, objects and people: - Moving at different speeds, in different directions, on different surfaces - Moving through, under, over, between objects - Managing differing time pressures • Provide opportunities to play in different environments e.g. beach, oval, backyard, adventure playgrounds, parks, trails	• Practise and apply strategies when moving in relation to space, time, objects and people such as: - Tag and dodge games and activities - Participate or initiate activities to create scoring opportunities • Seek different contexts and challenges to transfer awareness skills e.g. from tumbling on the floor to tumbling on a trampoline	• Activities to practise include: - designing and carrying out movement strategies to manipulate space and relationship to other players - explaining ways that individual or team performance has improved through modifications to effort and space • Experiment with the manipulation of force and speed of movement to examine the impact on movement outcomes in different environments

Definition

Factual knowledge and information that a person knows and can convey; often important in recognition, recall and planning in movement and physical activity settings

What it could look like:

- Describing effects of exercise, and sedentariness
- Recognising principles of scoring

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Creates movement knowledge by experiencing movement. What it could look like: • Experiencing movement in different environments e.g. water, indoors, outdoors, sand, grass, different levels • Learning to move – crawl, walk, run • Experiencing movement with different objects	Recognises, understands and recalls key knowledge in relation to movement activities. What it could look like: • Drawing on prior knowledge to solve movement challenges e.g. knowing the ball needs to go over the net in tennis • Naming activities undertaken in different aquatic environments such as a pool, river, lake, dam or the sea • Understanding how to be safe through play • Demonstrating appropriate use of equipment • Demonstrating balance and describing the methods to maintain a stable position	Understands the foundations of movement activities and analyses the causes and consequences. What it could look like: • Using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences • Drawing on prior knowledge to solve movement challenges • Explaining why infringements result in consequences such as a penalty or free pass	Identifies, understands and analyses key features of multiple movement activities including their causes and consequences, and applies this knowledge in various movement environments. What it could look like: • Showing a more in-depth understanding of specific components of sports and movement activities e.g. understanding the offside rule in football • Applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge • Identifying factors that enabled a participant to achieve success in movement activities and explaining how these factors can be transferred to other learning contexts	Transfers and applies content knowledge between (and beyond) different movement activities and settings. What it could look like: • Exploring benefits of regular physical activity and identifying opportunities to be active at school, at home and in the community • Developing and following a plan to compete in an upcoming triathlon event • Demonstrating and describing how the body can absorb force

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Provide opportunities to explore and play in different environments and in doing so, learn the names of movements, equipment, places, rules e.g. backyard, playground, park, beach, school • Help participants to link new information to existing knowledge	• Ensure children and young people receive an adequate amount of sleep in order to optimise learning • Prompt participants to reflect on details of an activity e.g. who, what, where, when • Practise identifying similar movements and activities and creating lists of these, outlining the similarities • Provide metaphors when explaining factual information to help participants to link existing knowledge to new knowledge • Develop understanding with participants about how regular physical activity keeps people fit and healthy	• Practise gathering and organising information about movement, strategies and tactics into recognisable patterns and themes • Teach participants to use concept maps • Help participants become better prepared for sport and physical activity. Areas to focus on include: – knowing how to prevent and manage related injuries and illness and knowing who to consult for further assistance – understanding the importance of good nutritional habits – understanding the importance of rest and recovery – maintaining a healthy physical activity/sport-life balance	• Practise articulating and elaborating an actual movement concept e.g. explaining the off-side rule and the considerations and consequences • Use techniques to transfer knowledge for skill acquisition (kinaesthetic and imagery) to support learning of new and technical concepts • Provide technical instruction and advice related to movement to support refinement



Definition

Regulations, guidelines or principles governing conduct or procedure within activities. May be explicit, spoken or unspoken.

What it could look like: • Understanding, modifying and applying rules, equipment or scoring systems to enhance experience - enjoyment, success, safety

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences movement, but has limited awareness of rules in movement contexts. <i>What it could look like:</i> - Regularly unable to follow the rules of the games - Breaking the rules of the games through lack of understanding	Understands and is able to follow fundamental rules in selected movement and physical activities. <i>What it could look like:</i> - Following instructions for personal safety and fair play - Responding to a whistle and commands when participating in physical activities - Identifying boundaries such as personal space and playing area - Demonstrating appropriate use of equipment - Explaining why rules are necessary in games and physical activities	Identifies and adheres to rules, demonstrating contextual understanding when participating in movement and physical activities. <i>What it could look like:</i> - Acknowledging how and when classmates and others have demonstrated fair play; recognising consequences of personal and team actions in group activities - Explaining how rules contribute to fair play and applying them in group activities - Collaborating to agree on rules for a new game - Contributing to fair decision making in physical activities by applying the rules appropriately	Creates, adapts and innovates rules that enable fair play and inclusive participation in a range of physical activities. <i>What it could look like:</i> - Proposing changes to the rules and / or conditions to create a more inclusive game or to enable a fairer contest - Correctly interpreting and applying rules in physical activities - Modifying rules, equipment or scoring systems to allow all participants to enjoy and succeed	Recognises the value of rules and innovatively transfers this understanding from movement and physical activity to broader contexts. <i>What it could look like:</i> - Applying playmaking strategy within the set rules to maximise advantage i.e. maintaining possession when in the lead during the last few moments of a game - Participating in competitions where players, rather than independent officials, are responsible for applying the rules

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	Introduce simple rules to games and activities in deliberate or unstructured play	- Introduce commands or a whistle to activities that require a participants response - Practice recognising unfairness and exclusion in games, and propose strategies to overcome these issues - Enable participants to introduce and test rules and understand the impact on the game - Challenge participants to create new games with rules using one or two pieces of equipment	- Challenge participants to add or change rules to make the game or activity more inclusive - Explore how equipment can be used as a tool to modify the rules of a game - Explore how scoring systems can be used as a tool to modify games	- Communicate the importance of respecting officials and their decisions , acknowledging that everyone makes mistakes - Introduce games where the participants are required to referee their own activity - Question decisions made by officials in games and ask the participants to explain and interpret why these decisions were made



Definition

Consciously making sense of situations, applying logic, establishing and verifying facts, and changing or justifying practices and beliefs based on new or existing information.

- What it could look like:
- Acknowledging that ‘I can see why this is important so I’m going to focus on it and try my best’
 - Drawing on prior knowledge to solve movement challenges

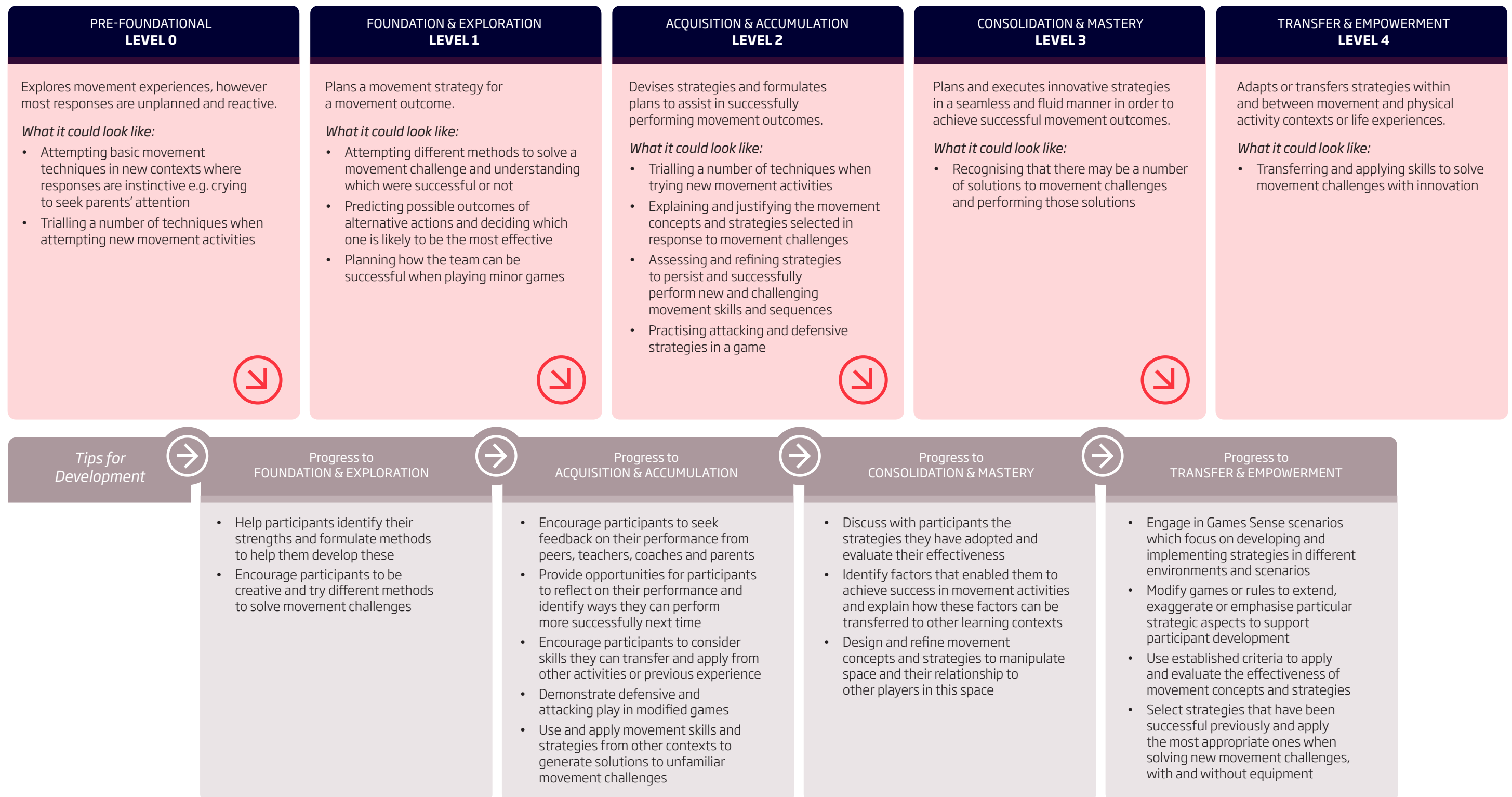
PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences movement, however cannot yet consciously make sense of the purpose of the movement. What it could look like: • Trying new movements, games and activities • Returning to games or activities they enjoy	Understands and explains why they participate in a particular movement or physical activity. What it could look like: • Participating in a range of minor games, exploring those they enjoy and understanding why they are enjoyable • Identifying how regular physical activity can help keep people healthy • Describing the feelings they experienced during their first personal achievement • Making positive choices when faced with a decision regarding their participation in a movement activity	Articulates and justifies the reasons why they participate in movement and physical activities. What it could look like: • Reflecting on their performance, identifying and demonstrating ways they can more successfully perform a skill • Drawing on prior knowledge to solve movement challenges • Recognising a number of solutions to movement challenges, and justifies the solutions’ appropriateness or effectiveness	Justifies decisions to participate in different movement and physical activity settings, including an ability to preference personal reasons over external reasons. What it could look like: • Testing alternative responses to movement challenges, predicting the success or effectiveness of each, identifying areas of improvement and theorising about how these can be addressed over time • Explaining and justifying the movement concepts and strategies selected in response to movement challenges	Adaptively transfers and manages optimal reasoning and justification between movement contexts and life experiences. What it could look like: • Examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness • Collecting, recording and organising information to investigate the physical activities people engage in to maintain health, wellbeing and fitness • Developing and implementing proposals to enhance the physical wellbeing of community members • Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Encourage participants to share the details of their enjoyment when being physically active • Discuss with participants the important role that physical activity has in keeping people healthy	• Propose changes that can be made to daily routines to reduce sedentary behaviour and increase physical activity levels • Investigate practices that help promote and maintain health and wellbeing, such as eating a diet reflecting the Australian Guide to Healthy Eating, meeting recommendations for daily physical activity, and creating connections with others to enhance social health	• Examine the benefits of regular physical activity, including the effects of health and positive well-being • Explore physical activity and screen-usage time recommendations and propose ways to meet these goals • Discuss ways the media and public identities influence people’s actions and choices • Analyse health messages in the media and compare interpretations with other participants	• Use SMART (Specific, Measurable, Action-Focused, Realistic and within a Timeframe) goal setting. Effective goal setting can be used to support decision making. It can be useful to note down goals and track progress • Develop proposals to enhance the wellbeing of themselves and other members of the community

Definition

Planning and strategy describes how the ends (goals) will be achieved by the means (resources).

- What it could look like:**
- Planning how the team can be successful when playing minor games
 - Trialling a number of techniques when attempting new movement activities

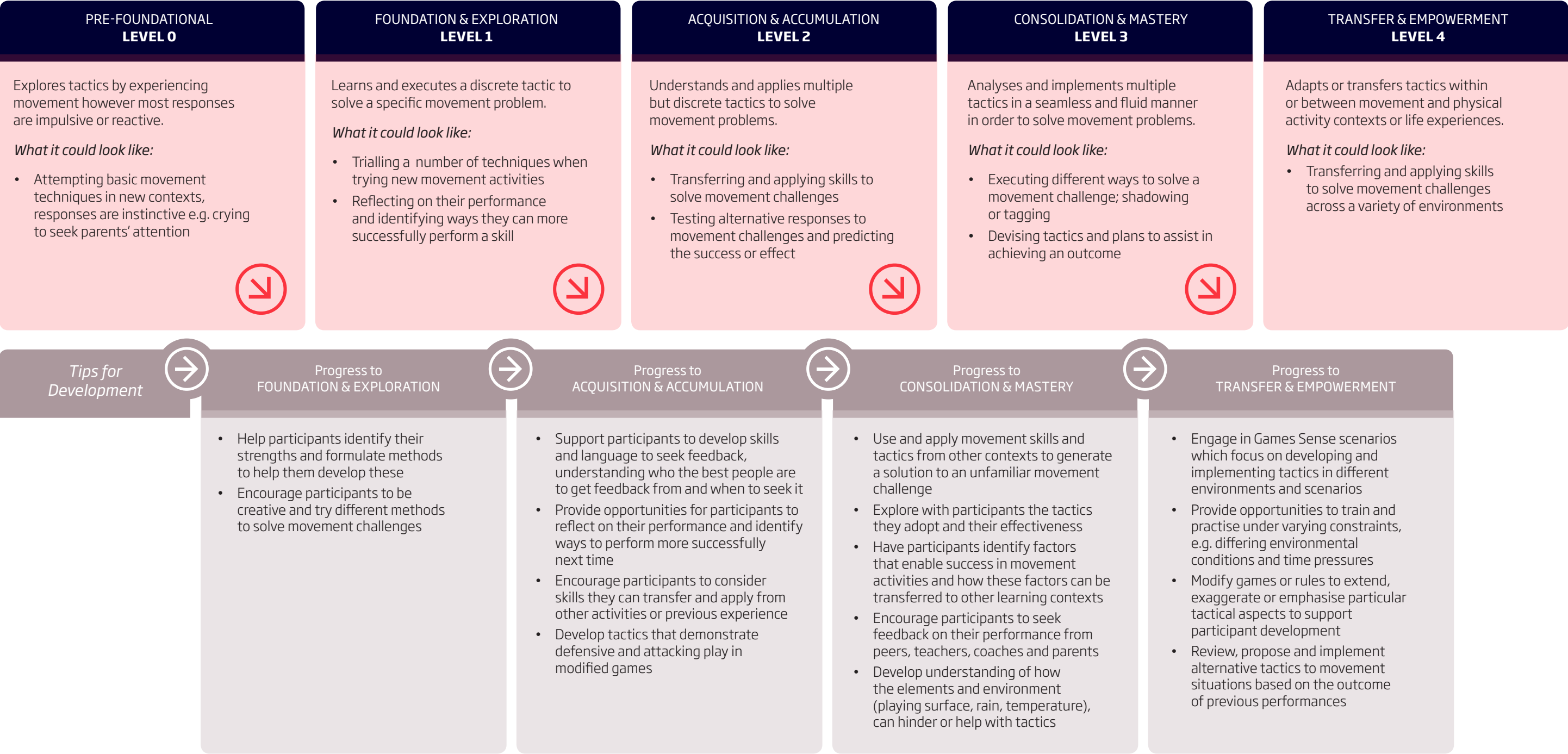




Definition

Means by which a strategy is implemented to deal with the demands of a movement situation to achieve success.

What it could look like: • Implementing a plan or strategy • Adapting to new situations • Continue to apply new/different strategies as needed



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