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Cognitive Domain of the Physical Literacy Standard

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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

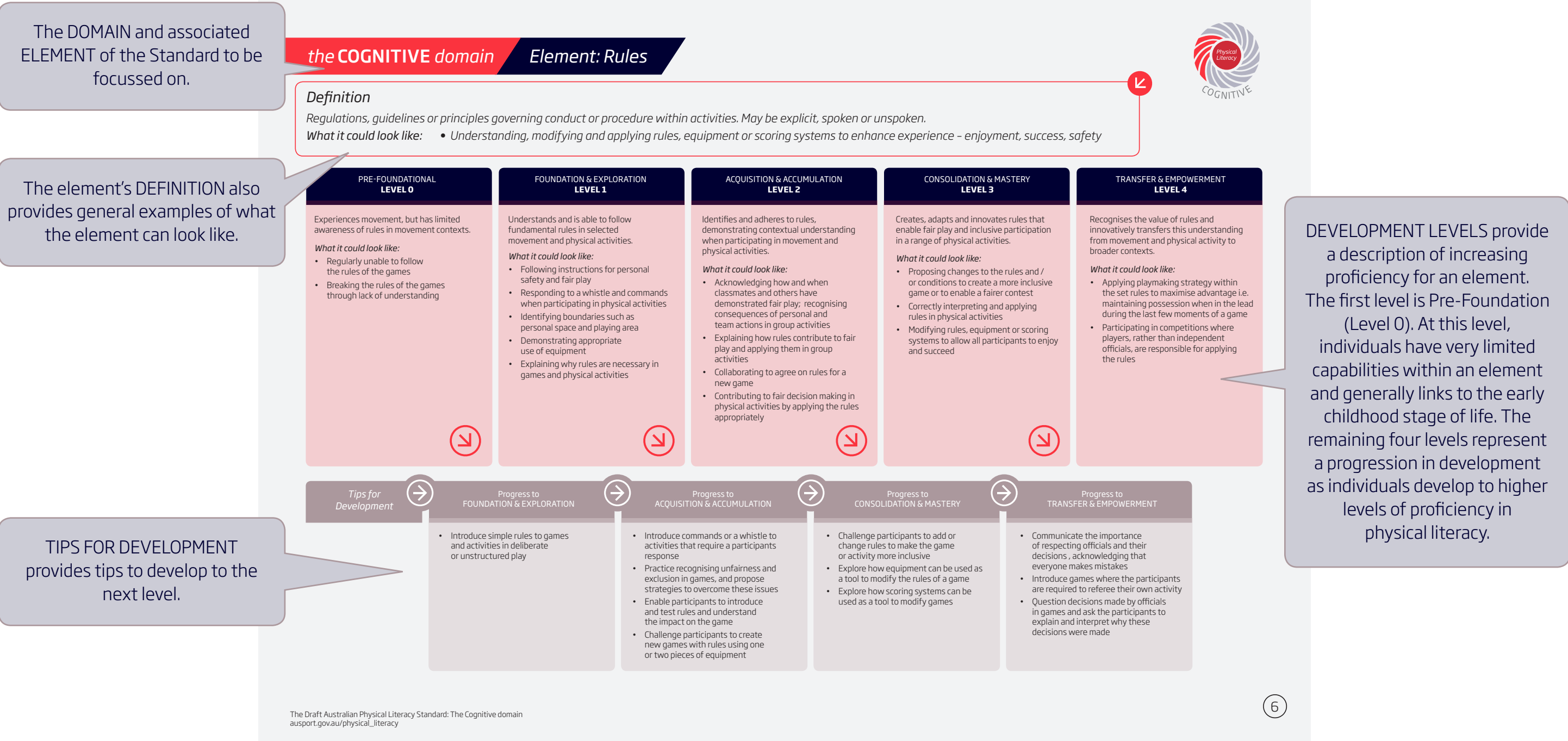


Cognitive domain elements

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



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





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. <i>What it could look like:</i> - 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. <i>What it could look like:</i> - 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. <i>What it could look like:</i> - 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. <i>What it could look like:</i> - 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. <i>What it could look like:</i> - 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

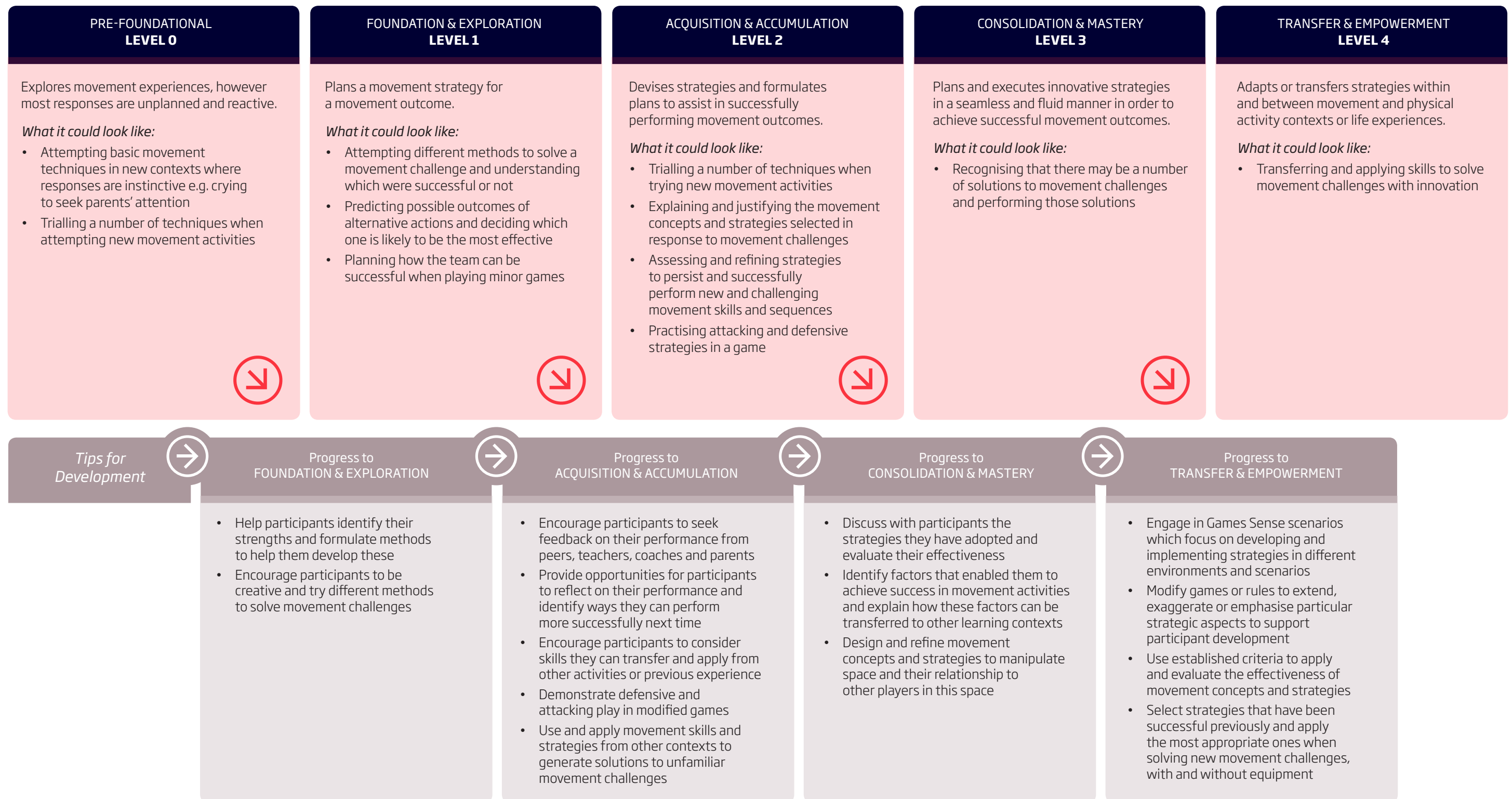
PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences movement, however cannot yet consciously make sense of the purpose of the movement. What it could look like: • Trying new 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

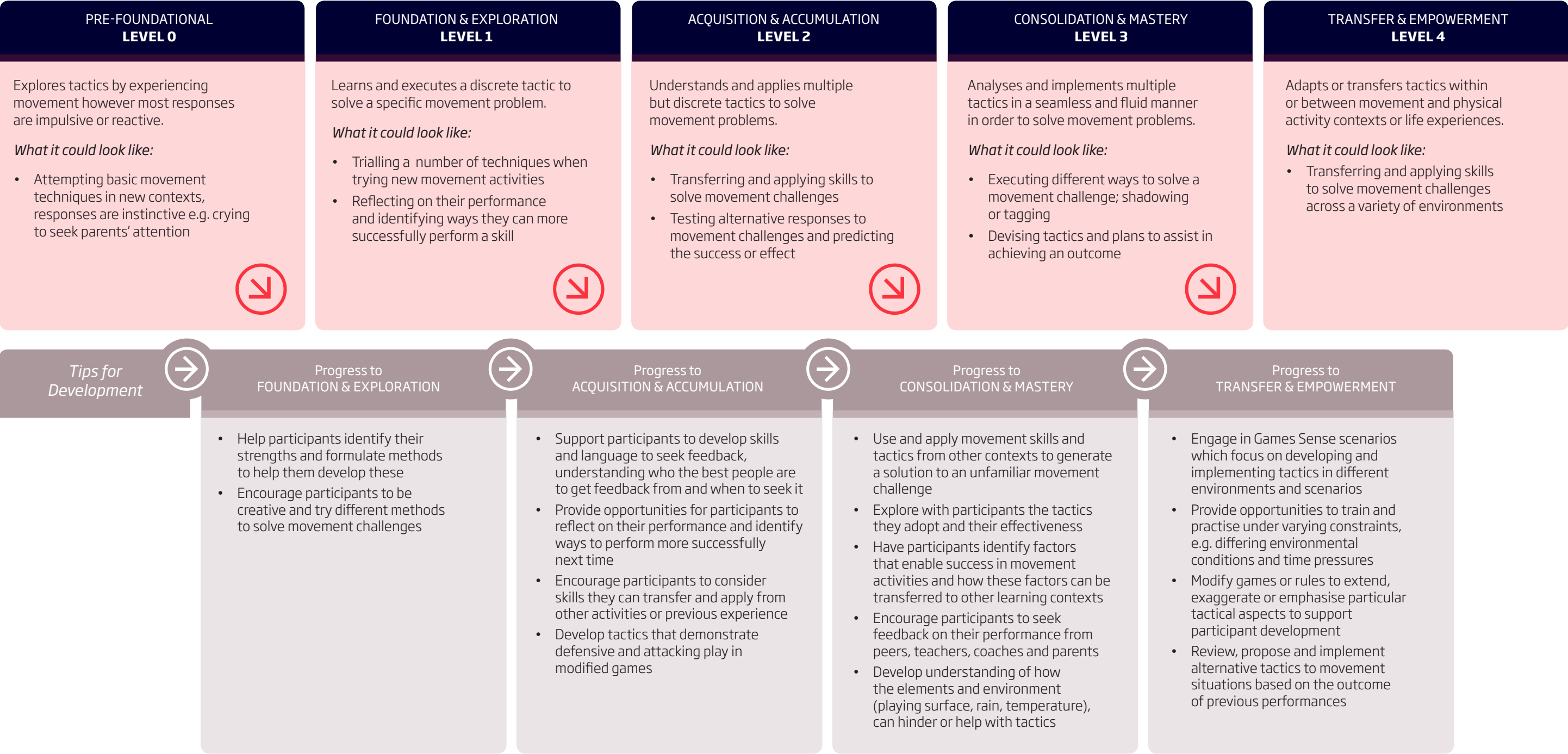




Definition

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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