SPORTAUS

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK



Australian Physical Literacy Framework
Version 2

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Sport Australia

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CEO FOREWORD

The physical and mental benefits of being active throughout our lives are well established, yet as a nation, we are moving less than ever. Awareness is not enough. We need to go back to basics; to refocus on the fundamental skills, knowledge and behaviours needed to lead healthy active lives.

"It's time to build a more active Australia and get more Australians moving more often."

Evidence shows that developing the necessary skills early in life is more likely to lead to increased participation in sport and physical activity throughout life.

It is critical our children learn to **run, throw, kick, catch and jump** and grow up with the confidence and motivation to put these basic skills into practice every day.

Sport Australia is taking the lead by defining physical literacy for Australia and collaborating across sectors to develop the Australian Physical Literacy Framework (the Framework).

Physical literacy is the foundation of movement for life. It's about developing the skills, knowledge and behaviours that help us be active at every stage of our lives. Having a wide variety of skills enables us to participate fully in sport and physical activity and have enjoyable experiences that keep us coming back for more. This in turns helps us stay physically and mentally healthy, reach personal goals, enjoy a sense of achievement and build strong social connections.

The Framework provides clarity and national consistency around how physical literacy can be embedded into sport, education and health programs, policies and initiatives. It gives us a shared understanding about what physical literacy is and how it can be developed by all Australians.

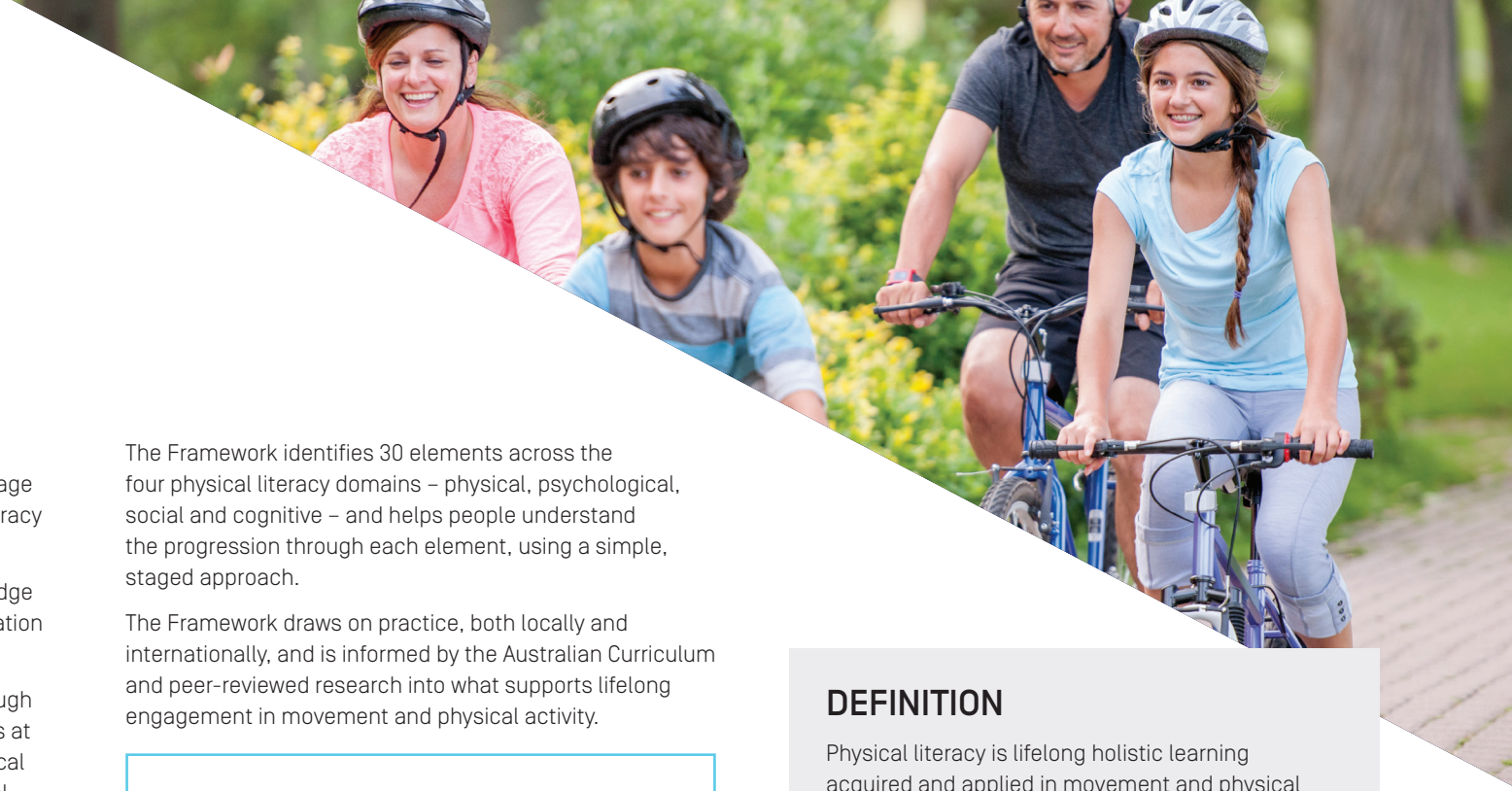
We are seeking major generational change. We need to enhance collaboration across the sport, education and health sectors to drive sustainable change and increase physical literacy and participation over the long term. The quality of life for future generations depends on it.

Together, we can help all Australians build the skills, knowledge and behaviours they need to lead healthy, happy and active lives.



Kate Palmer
Chief Executive Officer
Sport Australia

ABOUT THE FRAMEWORK



The Australian Physical Literacy Framework (the Framework) promotes a shared vision, common language and consistent understanding about what physical literacy is and how it can be developed.

Physical literacy is about developing the skills, knowledge and behaviours that give us the confidence and motivation to lead active lives.

Physical literacy involves holistic lifelong learning through movement and physical activity. It can help Australians at every stage of life develop and maintain positive physical activity behaviours and delivers physical, psychological, social and cognitive health and wellbeing benefits.

The Framework identifies 30 elements across the four physical literacy domains – physical, psychological, social and cognitive – and helps people understand the progression through each element, using a simple, staged approach.

The Framework draws on practice, both locally and internationally, and is informed by the Australian Curriculum and peer-reviewed research into what supports lifelong engagement in movement and physical activity.

The Framework:

- categorises a range of movement-related skills, knowledge and behaviours into interrelated domains, elements and stages
- helps identify a person's capability across all four domains and allows people to make informed decisions about their physical literacy
- provides a common language around effective development of physical literacy
- accommodates the entire range of abilities, ages and backgrounds of all Australians.

DEFINITION

Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.

It reflects ongoing changes integrating physical, psychological, social and cognitive capabilities.

It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.

A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity – relative to their situation and context – throughout the lifespan.



HOW A PERSON DEVELOPS PHYSICAL LITERACY

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 and integrates physical, psychological, social and cognitive capabilities.

How and what a person learns is affected by their context, including individual, environmental, societal and cultural factors, as well as their learning situation. For example, a person without access to water may not have the opportunity to improve their movement in water and swimming ability.

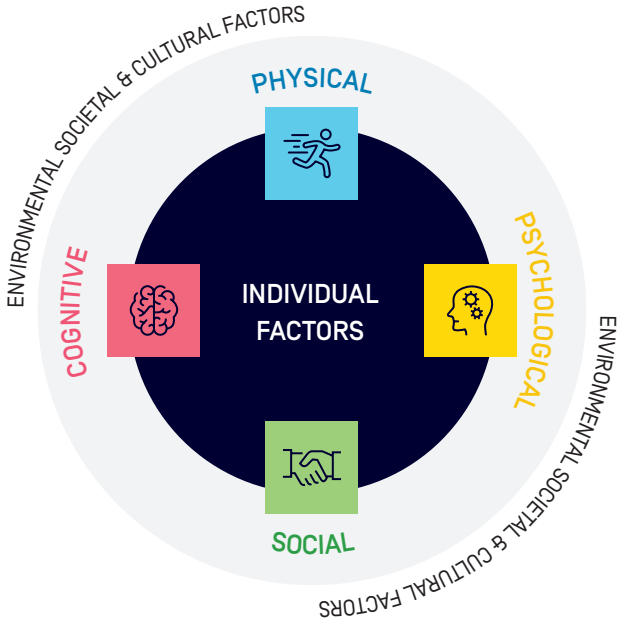
The nature of movement an individual engages in, and the context in which it occurs, can both influence whether the resulting development in physical literacy is integrated across the domains.

For example, an individual who uses an exercise bike for 30 minutes per day at the exact same settings might maintain a stage of physical activity (and fitness), but they are unlikely to be developing integrated skills across all four domains. On the other hand, a child who rides a bike with friends has greater opportunity to develop integrated skills, such as stability and balance (physical), safe behaviours (cognitive), positive relationships (social), and confidence riding in a group (psychological).

All individuals learn differently, and at different rates across different skill sets. For this reason, progression within each element may occur independently and may or may not be closely connected to progression in another element.

Learning through movement is a non-linear process, meaning development does not necessarily progress in a straight line. It can move forward or back or skip a stage.

Across a lifetime, an individual may both progress and regress in different aspects of physical literacy based on their context. The Framework focuses on what is possible, thereby providing a means to encourage movement and physical activity, regardless of the starting point.





GUIDING PRINCIPLES

A diverse range of stakeholders representing sport, education, health and academic fields have contributed to development of the Framework.

Consider the following guiding principles when using the Framework.

1

We all have the potential to learn through movement and physical activity.

The Framework should not be regarded as a prescriptive expectation for development – rather it provides aspirational examples of what a person can work towards to develop their physical literacy.

2

Everyone will progress at different rates through the stages of the Framework.

The Framework is designed to support an individual's physical literacy journey and should not be compared to that of others.

We want all Australians to continue to develop physical literacy and be active and healthy throughout their lives.

3

Sport is an excellent way to develop physical literacy, but it can also be increased through physical activity and incidental movement.

Consider using the stairs rather than the lift, holding walking meetings, using standing desks and structuring classes so students regularly get up and move and interact with each other.

4

Use consistent and accessible language when using and promoting the Framework.

This will help create a shared understanding of physical literacy that resonates with all Australians, including parents, policy makers, coaches and educators and children.

COMPONENTS OF THE FRAMEWORK

The Framework is organised into four domains, each made up of key elements that contribute towards the development of physical literacy.

All elements are interrelated and can be applied in different ways to various contexts and tasks. A person will need to consider which elements are relevant to their own development in order to pursue the activities that will help develop or maintain physical literacy.



DOMAINS	ELEMENTS
PHYSICAL The skills and fitness a person acquires and applies through movement	■ Movement skills ■ Moving using equipment ■ Object manipulation ■ Coordination ■ Stability/balance ■ Flexibility ■ Agility ■ Strength ■ Muscular endurance ■ Cardiovascular endurance ■ Reaction time ■ Speed
PSYCHOLOGICAL The attitudes and emotions a person has towards movement and the impact they have on their confidence and motivation to move	■ Engagement & enjoyment ■ Confidence ■ Motivation ■ Connection to place ■ Self perception ■ Self regulation (emotions) ■ Self regulation (physical)
SOCIAL A person's interaction with others in relation to movement	■ Relationships ■ Collaboration ■ Ethics ■ Society & culture
COGNITIVE A person's understanding of how, why and when they move	■ Content knowledge ■ Safety & risk ■ Rules ■ Reasoning ■ Strategy & planning ■ Tactics ■ Perceptual awareness

STAGES OF DEVELOPMENT

Each element has five stages of development that outline how a person can progress (or regress) through.

The first stage is Pre-Foundational (Stage 0). At this stage, individuals have no ability or very limited capabilities within an element and generally links to the early childhood stage of life.

The remaining four stages represent a progression in development as individuals move to higher stages of proficiency in physical literacy. Development across the stages may be independent from one element to another, and from elements in other domains. This is due to the strong relationship between an individual's context and their overall development of physical literacy.



STAGE 0

PRE-FOUNDATIONAL

At this stage a person is experiencing, playing or exploring limited forms of movement.

PROGRESS TO FOUNDATION & EXPLORATION



STAGE 1

FOUNDATION & EXPLORATION

At this stage a person is learning and exploring their capabilities for movement.

PROGRESS TO ACQUISITION & ACCUMULATION



STAGE 2

ACQUISITION & ACCUMULATION

At this stage a person is frequently practicing and refining their capabilities for movement.

PROGRESS TO CONSOLIDATION & MASTERY



STAGE 3

CONSOLIDATION & MASTERY

At this stage a person is able to perform and analyses their capabilities for movement.

PROGRESS TO TRANSFER & EMPOWERMENT



STAGE 4

TRANSFER & EMPOWERMENT

At this stage a person transfers their capabilities for movement to new and different situations.



HOW TO USE THE FRAMEWORK

The Framework is intended for individuals to develop their physical literacy and those who work with others to support their development.

INDIVIDUALS

Everyone can self-assess their current capability in relation to their context and identify areas for development to support progression of physical literacy. This includes those who want to identify their strengths and capabilities, want to try a new sport or activity, or are returning to physical activity after a break or injury.

PARENTS AND FAMILIES

The Framework provides a reference point to understand what children should be learning through movement to develop effective physical literacy. Parents can use this to support and track their child's development at home, in school and when participating in sport and physical activity.

SCHOOLS AND EDUCATORS

Use a physical literacy approach to support whole-of-child development, by focusing on explicitly teaching the skills that support movement for life. Physical literacy can assist educators to assess student capabilities and identify areas for development across all four domains.

COACHES AND PROVIDERS

Use a physical literacy approach when delivering sport and physical activities, including athlete development and training programs, to support the development of more well-rounded participants and athletes.

POLICY MAKERS

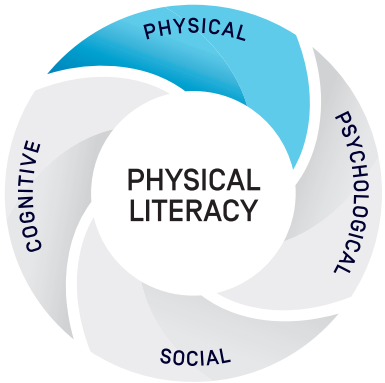
Help embed physical literacy through systems and policies across health, education, sport and physical activity. Use physical literacy as a tool to improve individual and societal health and wellbeing.



SPORTAUS

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK

PHYSICAL DOMAIN





PHYSICAL DOMAIN

INTRODUCTION



The Physical domain focuses on movement skills, body control and overall fitness that a person aquires and applies through movement.

The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in movement and physical activity.

The Physical domain includes the coordination and application of these skills to perform the movements required in different situations and environments, such as 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.

PHYSICAL DOMAIN ELEMENTS

MOVEMENT SKILLS
MOVING WITH EQUIPMENT
OBJECT MANIPULATION
COORDINATION
STABILITY/BALANCE
FLEXIBILITY
AGILITY
STRENGTH
MUSCULAR ENDURANCE
CARDIOVASCULAR ENDURANCE
REACTION TIME
SPEED

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

PHYSICAL DOMAIN

HOW TO READ THE FRAMEWORK

Each element in the Framework includes a definition, stages of development and examples that demonstrate proficiency. These components are explained below.

The **DOMAIN** and associated **ELEMENT** of the Framework to be focused on.

The element's **DEFINITION** provides examples of what the element could look like.

The stages of **DEVELOPMENT** provide a description of increasing proficiency for each element. The first is Pre-Foundation. At this stage, individuals have very limited capabilities within an element. The remaining four stages represent the progression as individuals develop higher levels of proficiency in physical literacy.



PHYSICAL DOMAIN

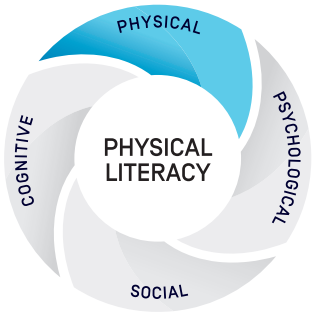
ELEMENT: MOVEMENT SKILLS

DEFINITION

Movement skills that allow a person to move [on land, water, snow or ice], from one place to another.

What it could look like:

- Rolling, sliding, climbing
- Walking, running, skipping, galloping
- Jumping, hopping, dodging
- Swimming strokes, gliding
- Floating, diving



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores new movement skills.

What it could look like:

- Demonstrating introductory elements of running skills e.g. lifting high knees when running
- Demonstrating introductory elements of jumping skills e.g. swinging arms to help generate height or distance
- Floating using a bouyancy aid
- Performing a sitting dive

ACQUISITION & ACCUMULATION — STAGE 2

Practices and develops movement skills, performing them with increasing proficiency.

What it could look like:

- Running with increasing control and accuracy e.g. at different speeds, direction or avoiding obstacles
- Practicing and developing a variety of jumping techniques e.g. long jump, catching a rebound in basketball
- Performing survival sculling and treading water techniques
- Performing a surface dive

CONSOLIDATION & MASTERY — STAGE 3

Enhances and masters movement skills through participation in diverse movement and physical activity.

What it could look like:

- Running with the same degree of competency on different surfaces e.g. hills, sand, trails
- Performing complex jumping skills with control e.g. fosbury flop, split leap
- Performing proficient survival and rescue techniques in a pool
- Performing a racing dive

TRANSFER & EMPOWERMENT — STAGE 4

I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all four domains, and apply my learnings through movement and physical activity to other aspects of my life.

What it could look like:

- Being an accomplished tennis player, you know that determination and regulating your emotions is an important part of the game. To complement your cardiovascular fitness you complete gym sessions several times a week as you know building muscular strength is an important factor in preventing injuries. You enjoy the physical and mental demands of tennis and decide to further your knowledge by taking part in a coaching course. You hope to influence the culture of your tennis club by becoming a coach and being a role model for others.

PHYSICAL DOMAIN

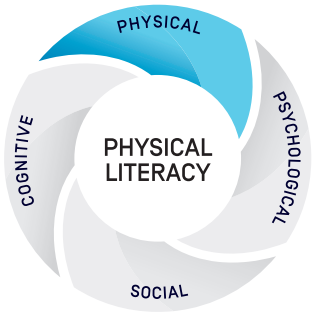
ELEMENT: MOVING WITH EQUIPMENT

DEFINITION

Movement skills used to move on, in, or with, equipment from one place to another.

What it could look like:

- Riding a bike, scooter, horse
- Using a wheelchair, walking frame
- Surfing, kayaking, sailing, rowing, stand-up paddle boarding
- Skiing, snowboarding
- Skating



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores ways to move on, in, or with equipment.

What it could look like:

- Riding a bike with training wheels and/or riding a balance bike
- Learning to slide down snow on skies with support of a person

ACQUISITION & ACCUMULATION — STAGE 2

Practices and refines moving on, in, or with equipment with increasing proficiency.

What it could look like:

- Riding a bike without support
- Skiing without support on gentle slopes and buidling proficiency on steeper slopes

CONSOLIDATION & MASTERY — STAGE 3

Enhances and masters proficiency to move on, in, or with equipment, with control and precision in diverse movement and physical activity.

What it could look like:

- Riding a bike for competition e.g. BMX, mountain bike, track cycling
- Skiing on a range of different slopes and terrains, applying the necessary movement skill to successfully meet demands required.

TRANSFER & EMPOWERMENT — STAGE 4

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PHYSICAL DOMAIN

ELEMENT: OBJECT MANIPULATION

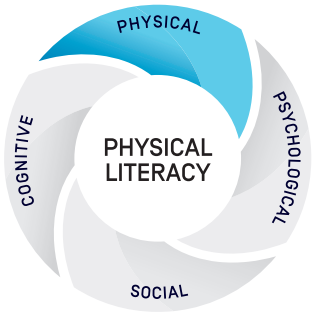
DEFINITION

Movement skills that use a body part(s) to move or manipulate an object.

What it could look like:

- Throwing
- Catching
- Dribbling
- Kicking
- Striking

(an object)



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how the body can be used to move, hold, control, send and manipulate different objects.

What it could look like:

- Throwing an object different distances
- Walking or running whilst carrying or moving a ball

ACQUISITION & ACCUMULATION — STAGE 2

Practices and refines object manipulation skills performing them with increasing proficiency.

What it could look like:

- Throwing an object at a target with increasing accuracy
- Dribbling a ball with control (hand, foot or stick)

CONSOLIDATION & MASTERY — STAGE 3

Enhances and masters object manipulation skills with control and precision in diverse movement and physical activity.

What it could look like:

- Changing the angle, speed and/or power an object is thrown with proficiency
- Dribbling a ball at speed and changing direction quickly in response to an opponent's movement or tactic

TRANSFER & EMPOWERMENT — STAGE 4

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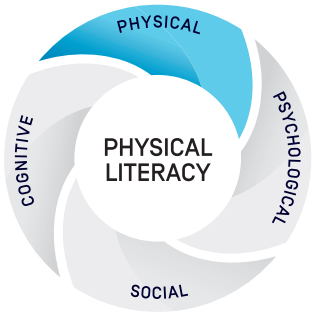
ELEMENT: COORDINATION

DEFINITION

Ability to move different body parts in a controlled, smooth and efficient manner.

What it could look like:

- Diving
- Dancing
- Skipping



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how to move different body parts in a controlled manner.

What it could look like:

- Moving to music exploring control and movement of the body
- Using hand-eye coordination to strike a ball with a racket

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the necessary body control to improve coordination and proficiency during movement and physical activity.

What it could look like:

- Performing a routine to music demonstrating consistent coordinated movements
- Moving to the flight of a ball and striking it with accuracy

CONSOLIDATION & MASTERY — STAGE 3

Optimises body control and coordinates movements to meet the demands of diverse movement and physical activity.

What it could look like:

- Performing a routine to music demonstrating complex movement and coordination
- Adjusting the body to strike a ball from a variety of positions e.g. forehand, backhand, volley

TRANSFER & EMPOWERMENT — STAGE 4

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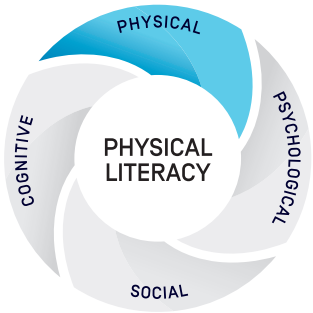
ELEMENT: STABILITY/ BALANCE

DEFINITION

Skills involving balance and weight transfer.

What it could look like:

- Static balances e.g. standing on one foot
- Balancing with a partner e.g. counter balance, counter tension
- Balancing while moving e.g. walking on a beam, pivoting
- Snowboarding, surfing, skating



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores balance and stability skills whilst stationary or moving.

What it could look like:

- Balancing using different body parts e.g. standing on one leg, V-sit
- Attempting to stand up on equipment when moving e.g. surfboard, skateboard, snowboard

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the neccessary body control to improve stability and balance proficiency during movement and physical activity.

What it could look like:

- Performing controlled balances with different body parts e.g. handstand
- Balancing while moving on equipment e.g. surfboard, skateboard, snowboard

CONSOLIDATION & MASTERY — STAGE 3

Optimises stability and balance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Performing complex balances with control e.g. completing a handstand on a balance beam
- Maintaining balance whilst completing complex manoeuvres e.g. surfboard, skateboard, snowboard

TRANSFER & EMPOWERMENT — STAGE 4

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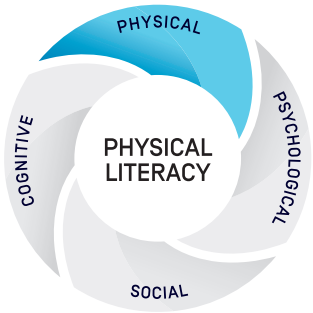
ELEMENT: FLEXIBILITY

DEFINITION

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

What it could look like:

- Static and dynamic stretching
- Yoga poses
- Gymnastics
- Dancing



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Develops and explores the body's range of motion in movement and physical activity.

What it could look like:

- Exploring the body's range of motion through participating in a beginner's form of yoga
- Sitting cross legged or bending to pick something off the floor

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the necessary flexibility to utilise the body's range of motion in a variety of movement and physical activity.

What it could look like:

- Regularly participating in yoga and demonstrating an increasing range of motion
- Performing static or dynamic stretches to improve overall range of motion e.g. hamstring stretch, high kicks

CONSOLIDATION & MASTERY — STAGE 3

Optimises flexibility and range of motion to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Participating in advanced forms of Yoga and demonstrating full range of motion
- Completing a stretch training program to improve flexibilty in specific part(s) of the body, to assist performance in a particular physical activity

TRANSFER & EMPOWERMENT — STAGE 4

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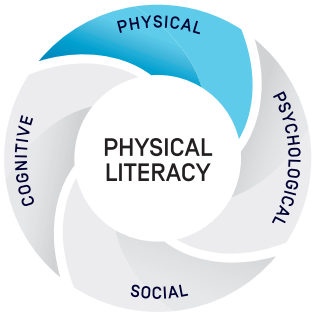
ELEMENT: AGILITY

DEFINITION

Ability to quickly change body position and/or direction of the body.

What it could look like:

- Changing direction when playing games
- Dodging and evading opponents when playing games



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how the body moves and changes direction.

What it could look like:

- Moving forwards, backwards, and side to side
- Playing tag, trying to evade a tagger

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the necessary agility to change direction, and/or body position, with increased proficiency in a variety of movement and physical activity.

What it could look like:

- Changing direction quickly e.g. negotiating agility poles
- Side stepping an opponent

CONSOLIDATION & MASTERY — STAGE 3

Optimises agility to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Changing direction with speed, balance and control
- Changing your body position in response to the quick movements of an opponent

TRANSFER & EMPOWERMENT — STAGE 4

I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all four domains, and apply my learnings through movement and physical activity to other aspects of my life.

What it could look like:

- Being an accomplished tennis player, you know that determination and regulating your emotions is an important part of the game. To complement your cardiovascular fitness you complete gym sessions several times a week as you know building muscular strength is an important factor in preventing injuries. You enjoy the physical and mental demands of tennis and decide to further your knowledge by taking part in a coaching course. You hope to influence the culture of your tennis club by becoming a coach and being a role model for others.

PHYSICAL DOMAIN

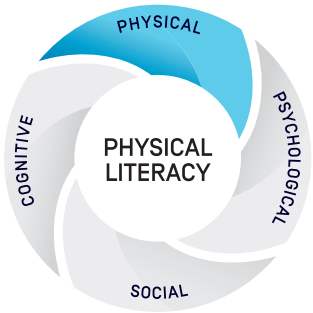
ELEMENT: STRENGTH

DEFINITION

Ability to carry out work against a resistance.

What it could look like:

- Push-ups, pull-ups
- Squats and lunges
- Lifting weights



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes a foundation of strength and explores how to apply greater force.

What it could look like:

- Using light weights to complete a beginner's resistance training program
- Lifting, pulling, pushing, resisting and moving objects

ACQUISITION & ACCUMULATION — STAGE 2

Demonstrates strength to lift, pull, push, rotate, resist or move body and/or objects.

What it could look like:

- Using weights that are appropriate for an intermediate resistance training program
- Lifting, pulling, pushing, resisting and moving objects with safe and correct technique

CONSOLIDATION & MASTERY — STAGE 3

Optimises strength to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Using heavier weights to complete an advanced resistance training program to increase strength for improved performance
- Lifting, pulling, pushing, resisting and moving heavier objects with safe and correct technique

TRANSFER & EMPOWERMENT — STAGE 4

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PHYSICAL DOMAIN

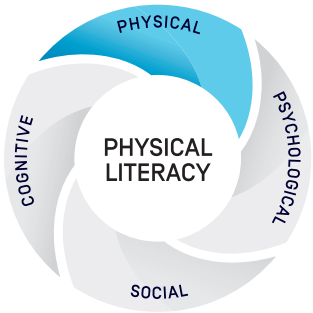
ELEMENT: MUSCULAR ENDURANCE

DEFINITION

Ability of a muscle[s] to repeatedly exert force over a sustained period of time.

What it could look like:

- Push-ups, pull-ups, sit-ups
- Yoga, pilates
- Rock climbing



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and builds a foundation of muscular endurance in response to movement and physical activity.

What it could look like:

- Attempting body weight exercises e.g. push-ups, pull-ups, sit-ups
- Attempting to lift the body off the ground and holding until muscle fatigue e.g. holding onto a bar above the head

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops muscular endurance to support regular participation in movement and physical activity.

What it could look like:

- Performing body weight exercises to develop muscular endurance e.g. lunges, squat jumps
- Completing a beginner grade route in indoor rock climbing

CONSOLIDATION & MASTERY — STAGE 3

Optimises muscular endurance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Undertaking a specific weights program to enhance muscular performance in a physical activity
- Regularly completing more advanced grade routes in indoor rock climbing to increase muscular endurance

TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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PHYSICAL DOMAIN

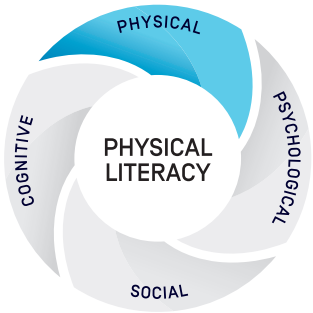
ELEMENT: CARDIOVASCULAR ENDURANCE

DEFINITION

Ability of the heart and lungs to deliver oxygen to working muscles.

What it could look like:

- Running, cycling, swimming, rowing etc. for extended distances/periods of time
- Walking briskly for 30 minutes or more



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and builds a foundation of cardiovascular endurance in response to movement and physical activity.

What it could look like:

- Willingly stopping to recover then continuing low intesity exercise
- Going for a brisk walk

ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the necessary cardiovascular endurance to participate in regular movement and physical activity.

What it could look like:

- Regularly completing 30-60 minutes of moderate to vigourous physical activity
- Running, swimming, or cycling over greater distances

CONSOLIDATION & MASTERY — STAGE 3

Optimises cardiovascular endurance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- Undertaking regular specialised cardiovascular training to enhance performance
- Participating regularly in aerobic endurance events e.g. 10km running race, adventure race, rowing race, or a triathlon

TRANSFER & EMPOWERMENT — STAGE 4

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PHYSICAL DOMAIN

ELEMENT: REACTION TIME

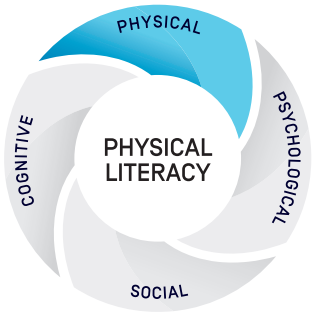
DEFINITION

Length of time taken to respond to a given stimulus.

What it could look like:

Reacting to:

- the start of a race
- the movement of an object
- an opponent's movement
- performing a skill



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how to respond appropriately to stimuli.

What it could look like:

- Reacting to a signal by either starting or stopping movement
- Reacting to a moving object e.g. moving into position to hit a ball

ACQUISITION & ACCUMULATION — STAGE 2

Practices and refines responding to stimuli in time, appropriately and with increased proficiency.

What it could look like:

- Reacting to the start gun in a race
- Reacting to a ball that is travelling towards you or changes direction

CONSOLIDATION & MASTERY — STAGE 3

Optimises reaction time to meet the demands of frequent participation in diverse movement and physical activity.

What it could look like:

- Reacting quickly to the start gun in a race
- Reacting to a ball that is travelling quickly or changes direction suddenly

TRANSFER & EMPOWERMENT — STAGE 4

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PHYSICAL DOMAIN

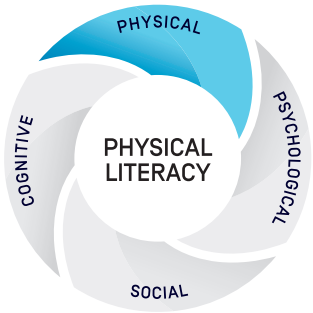
ELEMENT: SPEED

DEFINITION

Ability to move quickly across the ground, through the water or air, or move limbs rapidly.

What it could look like:

- Sprinting, jumping, swimming
- Moving the arms quickly to hit/catch/throw an object



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have limited movement capability and require support.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how to move at different speeds.

What it could look like:

- Participating in a short race with intent to move quickly
- Throwing a ball at different speeds

ACQUISITION & ACCUMULATION — STAGE 2

Develops and applies the necessary speed to participate in mulitple movements and physical activities.

What it could look like:

- Training to improve sprint time and compete in a race
- Throwing a ball with increased speed

CONSOLIDATION & MASTERY — STAGE 3

Optimises speed to meet the demands of frequent participation in diverse movement and physical activity.

What it could look like:

- Performing controlled movements at an optimal speed e.g. running and jumping in hurdles
- Throwing a ball at optimal speed e.g. fast pitch in baseball

TRANSFER & EMPOWERMENT — STAGE 4

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SPORTAUS

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK

PSYCHOLOGICAL DOMAIN





PSYCHOLOGICAL DOMAIN

INTRODUCTION



The Psychological domain focuses on the feelings, attitudes and emotions towards movement and physical activity.

The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in movement and physical activity.

The Psychological domain includes 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.



PSYCHOLOGICAL DOMAIN ELEMENTS

ENGAGEMENT & ENJOYMENT
CONFIDENCE
MOTIVATION
CONNECTION TO PLACE
SELF PERCEPTION
SELF-REGULATION (EMOTIONS)
SELF-REGULATION (PHYSICAL)

This document details the Psychological domain of the Framework. To view other domains of the Framework or for more information on physical literacy visit **sportaus.gov.au/physical_literacy**

PSYCHOLOGICAL DOMAIN

HOW TO READ THE FRAMEWORK

Each element in the Framework includes a definition, stages of development and examples that demonstrate proficiency. These components are explained below.

The **DOMAIN** and associated **ELEMENT** of the Framework to be focused on.

The element's **DEFINITION** provides examples of what the element could look like.

The stages of **DEVELOPMENT** provide a description of increasing proficiency for each element.
The first is Pre-Foundation. At this stage, individuals have very limited capabilities within an element.
The remaining four stages represent the progression as individuals develop higher levels of proficiency in physical literacy.



PSYCHOLOGICAL DOMAIN

ELEMENT: ENGAGEMENT & ENJOYMENT

DEFINITION

Positive emotions and experiences derived from movement and physical activity.

What it could look like:

- Focused and engaged in activity
- Happiness, fulfilment, contentment
- Feeling excited about an upcoming activity or event



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores positive emotions in response to movement and physical activity.

What it could look like:

- Expressing excitement and enjoyment when playing games and being active
- Engaging and resisting distractions when invovled in movement and physical activity

ACQUISITION & ACCUMULATION — STAGE 2

Proactively engages in movement and physical activity for enjoyment.

What it could look like:

- Participating in group games because of the social nature and interaction with friends
- Feeling excited at the prospect of physical activity

CONSOLIDATION & MASTERY — STAGE 3

Identifies and draws on factors that consistently generate positive emotions from participating in movement and physical activity.

What it could look like:

- Staying engaged and enjoying movement and physical activity even when it is challenging
- Being totally immersed in an activity

TRANSFER & EMPOWERMENT — STAGE 4

I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all four domains, and apply my learnings through movement and physical activity to other aspects of my life.

What it could look like:

- Perservering with a fitness class even though there are many reasons you could find not to (e.g. work/study deadlines). You know that you will be engaged in the activity when you get there, and that you will recognise the benefits to your fitness and your mental health after the class. You sign up for some of the popular but more intense lunchtime sessions as you feel these will motivate you to maintain your goals. You also think that you could encourage some colleagues and friends to join, as you think they would feel welcome at the class.

PSYCHOLOGICAL DOMAIN

ELEMENT: CONFIDENCE

DEFINITION

A belief in self worth and ability to perform in movement and physical activity.

What it could look like:

- Showing a degree of certainty and assuredness
- Willing to try new movements or physical activities
- Showing resilence and maintaining a sense of self-belief after experiencing a set back e.g. returning from injury, losing a game



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Derives feelings of competence and self-worth derived from movement and physical activity.

What it could look like:

- Willing to try new movements or physical activities
- Experiencing positive outcomes from participating in movement activities e.g. increased confidence

ACQUISITION & ACCUMULATION — STAGE 2

Builds on feelings of competence and self-worth through participation in movement and physical activity.

What it could look like:

- Having belief in own capabilities when participating in movement and physical activity
- Displaying a positive response or showing resilience after a defeat or poor performance

CONSOLIDATION & MASTERY — STAGE 3

Demonstrates, develops and maintains resilient feelings of competence and self-worth during movement and physical activity.

What it could look like:

- Embracing challenges and identifying strategies to maintain feelings of competency and worth
- Feelings of confidence are unaffected by potentially negative experiences. e.g. critical feedback, deselection in a team

TRANSFER & EMPOWERMENT — STAGE 4

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PSYCHOLOGICAL DOMAIN

ELEMENT: MOTIVATION

DEFINITION

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

What it could look like:

- Desiring to seek new movement challenges
- Reacting to external input and feedback
- Participating in physical activity for enjoyment and health and wellbeing benefits



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Explores personal reasons to participate in movement and physical activity.

What it could look like:

- Identifying reasons that motivate us to move and be physically active
- Participating in activities that motivate us
- Being influenced by others to participate in movement and physical activity e.g. parents

ACQUISITION & ACCUMULATION — STAGE 2

Directs energy and effort towards participating in movement and physical activity.

What it could look like:

- Understanding the reasons that motivate us and drawing on these to achieve goals
- Drawing on others to support motivation e.g. coaches
- Implementing motivational strategies such as using activity tracking tools to monitor activity

CONSOLIDATION & MASTERY — STAGE 3

Values and wants to participate in regular movement and physical activity for enjoyment and satifaction.

What it could look like:

- Prioritising and perservering with physical activity even when it is challenging e.g. due to time constraints, a plateau in performance
- Valuing reasons for movement and physical activity and using them as motiviation e.g. achieving a goal, learning a new skill

TRANSFER & EMPOWERMENT — STAGE 4

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PSYCHOLOGICAL DOMAIN

ELEMENT: CONNECTION TO PLACE

DEFINITION

Appreciation and connection to the environment, both built and natural, in relation to movement and physical activity.

What it could look like:

- Seeking different, yet familiar environments to do a preferred physical activity e.g. skiing at different mountain locations
- Participating in different activities because of a connection to that environment e.g. hike, horse ride, mountain bike in a national park



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Experiences and explores natural and built places where movement and physical activity take place.

What it could look like:

- Recognising the opportunities environments offer e.g. a beach can be used for swimming, walking, running
- Exploring ways to be active e.g. using equipment in a park to create movement challenges or games

ACQUISITION & ACCUMULATION — STAGE 2

Understands and proactively explores the way the natural and built environments influence movement and physical activity.

What it could look like:

- Choosing to walk/run/cycle in a national park because of a connnection to that environment
- Trying different environments to develop a preference for a particular setting e.g. playing basketball indoors or in a park

CONSOLIDATION & MASTERY — STAGE 3

Appreciates and values natural and built environments and understands how these influence types of movement and physical activity.

What it could look like:

- Choosing to participate in movement and physical activity at various locations to experience different environments e.g. surfing at different beaches and gaining individual wellbeing benefits
- Seeking out additional movement and physical activity opportunities due to a connection to place e.g. kayaking, surfing, paddle boarding due to connection to the ocean

TRANSFER & EMPOWERMENT — STAGE 4

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-PERCEPTION

DEFINITION

Understands self in relation to movement and physical activity and recognises personal strengths and areas for development.

What it could look like:

- Knowing personal qualities, strengths and areas for development in relation to movement and physical activity
- Knowing when to receive and seek feedback, and who to seek it from



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Experiences and explores personal preferences in relation to movement and physical activity.

What it could look like:

- Recognising games that are liked or not liked
- Expressing, showing or explaining, movements you are good at

ACQUISITION & ACCUMULATION — STAGE 2

Identifies strengths and areas for development, practising strategies to improve them.

What it could look like:

- Practising specific skills with the intention of improvement
- Being aware of strengths and how to take advantage of them

CONSOLIDATION & MASTERY — STAGE 3

Evaluates strengths and areas for development, devising strategies to support growth.

What it could look like:

- Drawing on feedback from self and others to gain insight into strengths and areas for development
- Prioritising areas for improvement and choosing appropriate strategies to support development

TRANSFER & EMPOWERMENT — STAGE 4

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-REGULATION (EMOTIONS)

DEFINITION

Ability to manage emotions and resulting behaviours in relation to movement and physical activity.

What it could look like:

- Channelling frustration into motivation
- Overcoming nervousness
- Regulating/overcoming anger or upset



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Explores emotional responses resulting from participation in movement and physical activity, and begins to recognise how to regulate these.

What it could look like:

- Identifying emotions felt before, during and after movement and physical activities
- Recognising how actions (e.g. unsporting behaviour) are influenced by emotions and feelings
- Showing awareness of other's feelings and needs

ACQUISITION & ACCUMULATION — STAGE 2

Identifies and practises strategies to manage emotions and associated responses.

What it could look like:

- Practising and refining self-regulation strategies to successfully manage emotional reponses e.g. positive self-talk
- Overcoming emotional barriers e.g. attempting something despite feeling nervous or fearful

CONSOLIDATION & MASTERY — STAGE 3

Successfully manages and utilises emotions, implementing strategies to regulate them during movement and physical activity.

What it could look like:

- Knowing and applying a range of strategies for self-regulation to optimise performance e.g. self imagery
- Demonstrating emotional resilience e.g. being able to successfully continue despite experiencing negative emotions

TRANSFER & EMPOWERMENT — STAGE 4

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-REGULATION (PHYSICAL)

DEFINITION

Recognising and managing physical signals such as pain, fatigue and exertion.

What it could look like:

- Pacing through an endurance event
- Seeking substitution from team sport for rest
- Knowing how to push yourself yet working within own physical limits



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not yet developed relevant attitudes and emotions associated with myself, and movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Explores physical signals before, during, and after different movement and physical activity, and begins to recognise how to regulate these.

What it could look like:

- Recognising changes in heart rate and breathing rate before, during and after physical activity.
- Exploring the impact of feeling fatigued during a run.

ACQUISITION & ACCUMULATION — STAGE 2

Identifies and practises strategies to manage physical signals such as fatigue and pain, before, during and after movement and physical activity.

What it could look like:

- Stretching as part of a cool down to reduce muscle soreness after exercise
- Slowing down or going faster in response to recognising level of fatigue

CONSOLIDATION & MASTERY — STAGE 3

Manages physical responses to movement and physical activity, implementing strategies to regulate them.

What it could look like:

- Planning and preparing the body to be physically active in different conditions e.g. preventing dehydration in hot conditions
- Using a pacing strategy to complete an event in the best possible time

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SPORTAUS

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK

SOCIAL DOMAIN





SOCIAL DOMAIN

INTRODUCTION



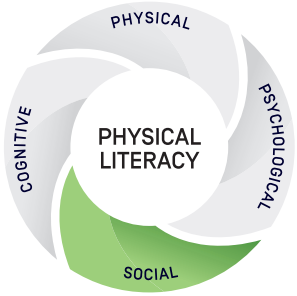
The Social domain focuses on the ability to interact with others in relation to movement.

The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in movement and physical activity.

The Social domain includes the development of social skills such as collaboration, fair play, leadership and communication, that help us enjoy participating and interacting effectively with others.

The Social domain is about being able to:

- build and maintain respectful relationships that enable a person to interact effectively with others
- 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.



SOCIAL DOMAIN ELEMENTS

RELATIONSHIPS
COLLABORATION
ETHICS
SOCIETY & CULTURE

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

SOCIAL DOMAIN

HOW TO READ THE FRAMEWORK

Each element in the Framework includes a definition, stages of development and examples that demonstrate proficiency. These components are explained below.

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THE SOCIAL DOMAIN

ELEMENT: RELATIONSHIPS

DEFINITION

Building and maintaining respectful relationships that enable a person to interact effectively with others.

What it could look like:

- Demonstrating empathy and compassion
- Showing behaviours such as sharing and developing trust and camaraderie
- Showing awareness for the feelings, needs and interests of others



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not developed the ability to interact effectively with others.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores relationships through movement and physical activity, showing an awareness for the feelings, needs and interests of others.

What it could look like:

- Interacting with others during movement, including talking, listening, sharing and responding.
- Using words and body language to show respect to others

ACQUISITION & ACCUMULATION — STAGE 2

Understands the characteristics of different relationships as experienced through movement and physical activity.

What it could look like:

- Developing camaraderie with others
- Exploring and experiencing ways to connect with others in their community through movement and physical activity
- Understanding and displaying behaviours that create positive relationships such as inclusion, respect and trust

CONSOLIDATION & MASTERY — STAGE 3

Analyses and maintains relationships, employing a range of skills and building these in relation to movement and physical activity.

What it could look like:

- Fostering positive relationships with team members, competitors, coaches and officials
- Reflecting on how behaviours and actions can change based on interaction with others during movement and physical activity
- Asserting a stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others

TRANSFER & EMPOWERMENT — STAGE 4

I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all four domains, and apply my learnings through movement and physical activity to other aspects of my life.

What it could look like:

- Moving to a new community and having the confidence to join a new group/club (e.g. tennis, parkrun) with the purpose of building new relationships. You select this particular group/club as you have previously enjoyed similar sports/activities (e.g. badminton, athletics), and feel you have already developed the knowledge and physical competency required to progress in the group/club.

SOCIAL DOMAIN

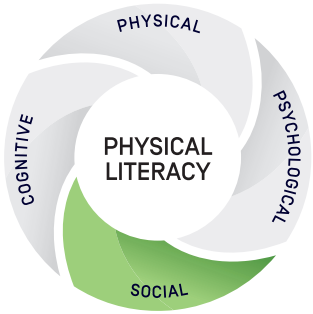
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SOCIAL DOMAIN

ELEMENT: COLLABORATION

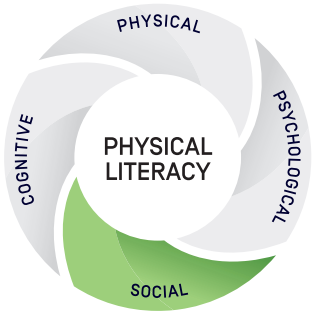
DEFINITION

Social skills for successful interaction with others, including: communication, cooperation, leadership and conflict resolution.

What it could look like:

Understanding the importance of communication and implementing concepts such as:

- Conflict resolution
- Leadership
- Empathy
- Cooperation
- Accepting differences



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not developed the ability to interact effectively with others.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how to work constructively and cooperatively with others during movement and physical activity.

What it could look like:

- Demonstrating cooperative behaviour e.g. sharing a ball with another person
- Being patient with others

ACQUISITION & ACCUMULATION — STAGE 2

Understands and implements strategies to support constructive collaboration during movement and physical activity.

What it could look like:

- Working cooperatively with others during movement and physical activity
- Contributing ideas within a team to support positive outcomes e.g. suggesting a defensive strategy to stop an opponent scoring points

CONSOLIDATION & MASTERY — STAGE 3

Generates meaningful and desirable outcomes when collaborating with others in movement and physical activity.

What it could look like:

- Implementing strategies to diffuse or resolve conflict
- Exhibiting leadership behaviours in group settings

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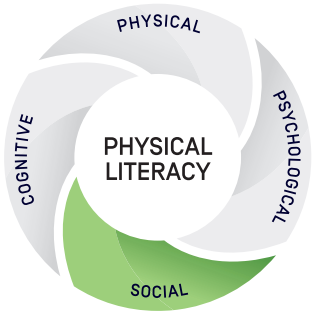
ELEMENT: ETHICS

DEFINITION

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

What it could look like:

- Demonstrating fair play
- Showing sportsmanship in competitive situations
- Including others in games and activities
- Using appropriate language as a participant and spectator



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I have not developed the ability to interact effectively with others.

FOUNDATION & EXPLORATION — STAGE 1

Explores and establishes understanding of fundamental ethical concepts related to movement and physical activity.

What it could look like:

- Developing concepts of fair play
- Including others in group activities

ACQUISITION & ACCUMULATION — STAGE 2

Understands and explains ethical considerations, developing own moral principles as they relate to movement and physical activity.

What it could look like:

- Identifying and acknowledging fairness and inclusion
- Respecting the decision of group members, coaches and officials

CONSOLIDATION & MASTERY — STAGE 3

Analyses and demonstrates ethical considerations, underpinned by moral principles, in relation to movement and physical activity.

What it could look like:

- Modifying an activity to allow for inclusion of others
- Maintaining fair play in competitive scenarios without an official
- Demonstrating and advocating appropriate bystander behaviour

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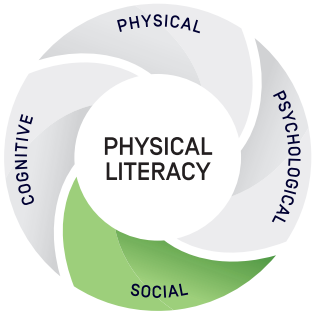
ELEMENT: SOCIETY & CULTURE

DEFINITION

Appreciation of cultural values which exist within groups, organisations and communites.

What it could look like:

- Understanding the cultural values that belong to teams, clubs and communities
- Appreciating differences between people, and respecting another person's values and points of view



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores appreciation of own cultural values through movement and physical activity experiences.

What it could look like:

- Understanding the values of a team or club e.g. being involved in the set up and pack up of equipment at training sessions
- Formulating personal values when participating in movement and physical activity settings e.g. shaking hands with and congratulating opponents

ACQUISITION & ACCUMULATION — STAGE 2

Appreciates own and others' cultural values through movement and physical activity experiences.

What it could look like:

- Demonstrating, and passing on, the cultural values of a team, club or community e.g. singing a team song
- Playing games and sports from different cultures in order to learn more about cultural traditions e.g. Traditional Indigenous Games, Gaelic Football, Capoeira

CONSOLIDATION & MASTERY — STAGE 3

Respects diversity within and between cultures, and understands how cultural values can influence movement and physical activity experiences.

What it could look like:

- Recognising and respecting the cultural values of team mates, group members and opponents
- Being aware of, and challenging cultural stereotypes and prejudices that may exist in movement and physical activity

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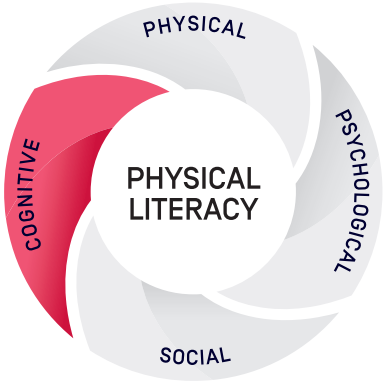
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SPORTAUS

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK

COGNITIVE DOMAIN





COGNITIVE DOMAIN

INTRODUCTION



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

The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in movement and physical activity.

The Cognitive domain includes developing a person's understanding of how, when and why to move in particular ways, 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, and knowing how and when to perform movement skills
- understand and follow rules and apply tactics or strategies within a game
- know ways of moving with and around other people and the environment to solve movement challenges
- know and understand the short and long-term benefits of participating in movement and physical activity.



COGNITIVE DOMAIN ELEMENTS

CONTENT KNOWLEDGE
SAFETY & RISK
RULES
REASONING
STRATEGY & PLANNING
TACTICS
PERCEPTUAL AWARENESS

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

COGNITIVE DOMAIN

HOW TO READ THE FRAMEWORK

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COGNITIVE DOMAIN

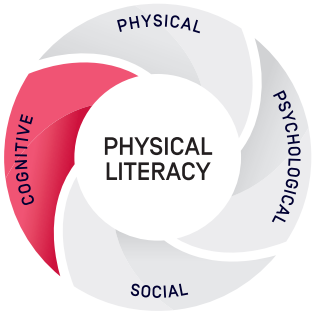
ELEMENT: CONTENT KNOWLEDGE

DEFINITION

Factual knowledge a person can understand and convey; often important in recognition, recall and planning.

What it could look like:

- Describing the effects of exercise and being inactive
- Recognising principles of scoring
- Understanding roles within teams and groups



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Recognises key knowledge in relation to movement and physical activity.

What it could look like:

- Recognising and understanding why movements are performed in a particular way e.g. bending knees to lift, holding arms out to stabilise balance
- Recognising and understanding that movement and physical activity have benefits e.g. health and enjoyment

ACQUISITION & ACCUMULATION — STAGE 2

Explains the key features of movement and physical activity in relation to causes, consequences and underpinnings.

What it could look like:

- Explaining personal strengths and weaknesses e.g. being a fast sprinter but not as competent over longer distances
- Describing how movement problems can be solved e.g. having a more streamlined body position in the water to increase the speed of a stroke
- Explaining why physical activity is important e.g. the benefits to health and wellbeing, socialisation, positive attitudes and behaviours

CONSOLIDATION & MASTERY — STAGE 3

Justifies and explains key features of different movement and physical activities, utilising information regarding causes, consequences and underpinnings.

What it could look like:

- Justifying and explaining skills and training strategies required to be proficient in a particular movement or physical activity
- Justifying and explaining complex movement problems e.g. technical adjustments to a golf swing to increase accuracy and distance
- Articulating how physical activity postively impacts the body e.g. improved cardiovascular function, lung capacity, muscular and bone strength, mental wellbeing, lower blood cholesterol and pressure

TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

- Deciding to become a volunteer at your local surf club, so that you can pass on your knowledge of a range of aquatic activities (swimming, surfing, paddling) and your knowledge of the local environment to others. Personally, this also enables you to enjoy more time on the beach/in the water, as well as support your own fitness and lifestyle goals.

COGNITIVE DOMAIN

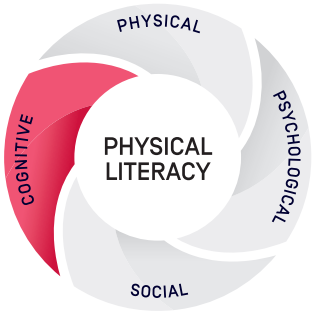
ELEMENT: SAFETY & RISK

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 and procedures
- Acknowledging potential risks of activity and environment before participating
- Ceasing play during high-risk contexts e.g. lightning strike or injury to self or others



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores ways to avoid risks, adopting protective behaviours.

What it could look like:

- Seeking help to overcome a movement challenge e.g. asking a coach for assistance when walking along a narrow beam
- Identifying and following safety rules e.g. swimming between the flags at the beach

ACQUISITION & ACCUMULATION — STAGE 2

Understands and identifies situations that may pose risk and takes steps to minimise or mitigate these.

What it could look like:

- Increasing fluid intake when it is hot to avoid dehyration
- Checking playing area for hazards before an activity

CONSOLIDATION & MASTERY — STAGE 3

Plans and implements strategies to promote safe participation in movement and physical activity.

What it could look like:

- Developing a risk assessment for an upcoming activity
- Proposing and implementing modifications to rules or equipment to ensure safe participation

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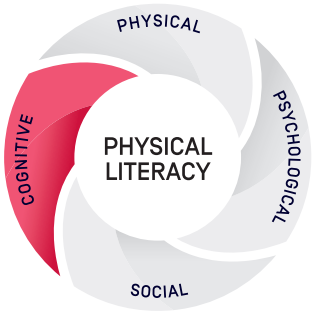
ELEMENT: RULES

DEFINITION

Explicit or understood regulations and principles governing conduct or procedure within movement and physical activities.

What it could look like:

- Understanding, modifying and applying rules to enhance movement experiences — enjoyment, success, safety
- Considering how equipment and scoring systems can be best utilised to enhance movement experiences



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Aware of and able to follow rules in movement and physical activity.

What it could look like:

- Understanding why rules are necessary to an activity or game
- Demonstrating appropriate and safe use of equipment
- Following instructions relating to personal safety and fair play e.g. shaking hands with an opponent at the end of a game

ACQUISITION & ACCUMULATION — STAGE 2

Understands and applies rules that enable participation in movement and physical activity.

What it could look like:

- Developing rules for a new game
- Applying the rules of games correctly and appropriately

CONSOLIDATION & MASTERY — STAGE 3

Applies complex rules and/or can create rules that enable fair play and inclusive participation in movement and physical activity.

What it could look like:

- Modifying the rules of a game to make it more inclusive and enjoyable
- Playing the game in the spirit that it is intended
- Appreciating and following unwritten rules - gym etiquette, sportsmanship

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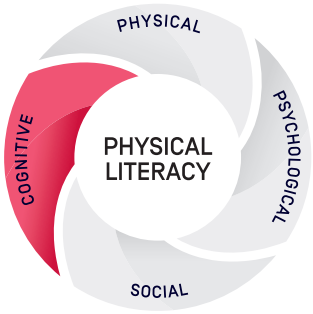
ELEMENT: REASONING

DEFINITION

Consciously making sense of things by verifying facts and applying logic to construct, change or justify practices and beliefs.

What it could look like:

- Acknowledging that "I can see why this is important so I will focus on it and try my best"
- Drawing on prior knowledge to solve movement challenges
- Choosing particular activities to suit life circumstances



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Recognising strategies to apply logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- Choosing to take part in a dance class because it appears enjoyable
- Joining a walking group because it is known to be good for health

ACQUISITION & ACCUMULATION — STAGE 2

Understands how to apply logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- Understanding personal strengths in performing handstands, cartwheels and forward rolls and deciding to join a gymnastics club
- Knowing you want more from regular bushwalking activities and deciding to take part in a hiking expedition over several days
- Reflecting on performance and identifying how improvements can be made

CONSOLIDATION & MASTERY — STAGE 3

Justifies and applies logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- Identifying that time available to exercise is limited and changing practice by choosing physical activities that are shorter and more high intensity
- Identifying various stresses in life and justifying a change in activities to focus on spiritual wellbeing

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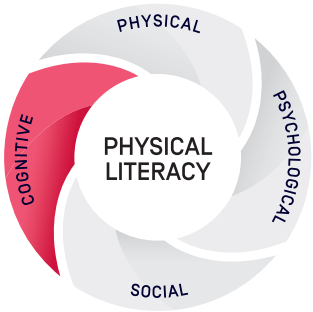
ELEMENT: STRATEGY & PLANNING

DEFINITION

Strategy and planning describes how set goals will be achieved using reflection and resources available.

What it could look like:

- Developing a team formation that will be used to play a game
- Planning smaller milestones as part of the process of achieving a bigger goal
- Identifying how personal/team goals for an upcoming season or challenge will be achieved



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

Develops a planned strategy to achieve a movement or physical activity outcome.

What it could look like:

- Understanding the need to pace in a longer distance race to complete the event
- Deciding where to surf based on the weather conditions

ACQUISITION & ACCUMULATION — STAGE 2

Plans multiple strategies, where one or more can be selected to achieve the same outcome.

What it could look like:

- Devising attacking and defensive strategies before a game e.g. increasing the number of defenders when playing an attacking team
- Deciding in advance which types of waves to catch and when to paddle out to them when planning a surf

CONSOLIDATION & MASTERY — STAGE 3

Anticipates likely responses and plans for the unknown in order to achieve movement goals.

What it could look like:

- Devising strategies that account for changing rules e.g. setting a defensive field in T20 Cricket when the maximum number of players inside the fielding circle is restricted
- Planning alternative surfing strategies to cater for changing weather and ocean conditions or position in a surfing competition

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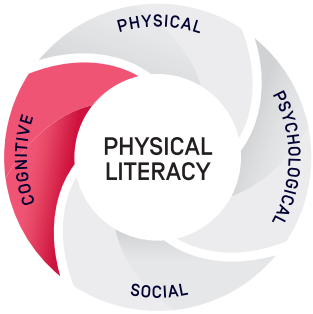
ELEMENT: TACTICS

DEFINITION

Planned and ad hoc decisions and actions, employed in the moment for the pursuit of goal/s.

What it could look like:

- Keeping possession of the ball in response to what an opposing team does e.g. football/soccer
- Adapting a plan due to changed circumstances e.g. revising training activities due to weather conditions



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Employs a tactic to solve a challenge or problem in movement and physical activity.

What it could look like:

- Using an action to attempt a successful outcome e.g. using 'ball fakes' to go past an opponent in basketball
- Selecting an incoming wave to surf on

ACQUISITION & ACCUMULATION — STAGE 2

Applies multiple and different tactics to solve challenges or problems in movement and physical activity.

What it could look like:

- Using a range of actions to attempt a successful outcome e.g. using a variety of passes to keep possession in a basketball game
- Deciding which surfing maneuvers are possible on an approaching wave

CONSOLIDATION & MASTERY — STAGE 3

Implements multiple tactics seamlessly to solve emerging challenges and problems in movement and physical activity.

What it could look like:

- Considering factors such time, weather and opponent's strengths and weaknesses into tactical decision making e.g. keeping posession to 'wind down the clock' as full-time approaches
- Adjusting surfing maneuvers mid-wave to maximise scoring as a wave alters speed or shape

TRANSFER & EMPOWERMENT — STAGE 4

I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all four domains, and apply my learnings through movement and physical activity to other aspects of my life.

What it could look like:

- Deciding to become a volunteer at your local surf club, so that you can pass on your knowledge of a range of aquatic activities (swimming, surfing, paddling) and your knowledge of the local environment to others. Personally, this also enables to you to enjoy more time on the beach/in the water, as well as support your own fitness and lifestyle goals.

COGNITIVE DOMAIN

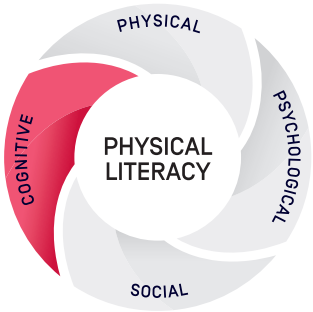
ELEMENT: PERCEPTUAL AWARENESS

DEFINITION

Tacit knowledge used to quickly recognise the environment and make accurate decisions based on experiences, observations, emotions and intuition.

What it could look like:

- Recognising an opponent's body position in order to anticipate their intention
- Recognising where teammates or opponents are in order to move with/or around them
- Recognising changing weather conditions and adjust movement or activity accordingly



PRE-FOUNDATIONAL — STAGE 0

I have the potential to learn through movement and physical activity. At this stage I do not understand why, when and how I would participate in movement and physical activity.

FOUNDATION & EXPLORATION — STAGE 1

Develops a sense of awareness to respond appropriately in movement and physical activity.

What it could look like:

- Playing tennis and beginning to predict where your opponent is going to hit the ball
- Running/moving around a playground and recognising the need to change speed and direction in response to the movements of other people

ACQUISITION & ACCUMULATION — STAGE 2

Articulates a sense of awareness utilised in different contexts of movement and physical activity.

What it could look like:

- Increasing success across different physical activities, when anticipating where an opponent may direct a ball e.g. anticipating a tennis shot as well as predicting a batter's strike in cricket or baseball
- Increasing success at recognising patterns within a game e.g. positon of players on the field/court and adjusting own position accordingly

CONSOLIDATION & MASTERY — STAGE 3

Makes sophisticated decisions from an acute sense of awareness.

What it could look like:

- Processing a variety of information from an opponent serving in tennis (e.g. height/position of ball, angle of racket, wind conditions), anticipating the likely outcome (e.g. direction, speed, spin of the ball) and generating a successful return
- Successfully predicting an opposing team's intentions (e.g. attacking quickly) based on recognising previous situations

TRANSFER & EMPOWERMENT — STAGE 4

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