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Psychological Domain of the Standard – Australia's Physical Literacy Framework

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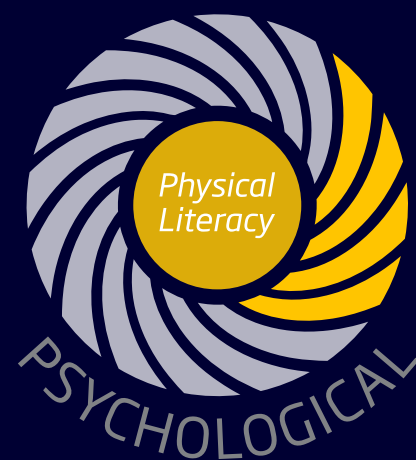
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Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

the PSYCHOLOGICAL domain





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

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

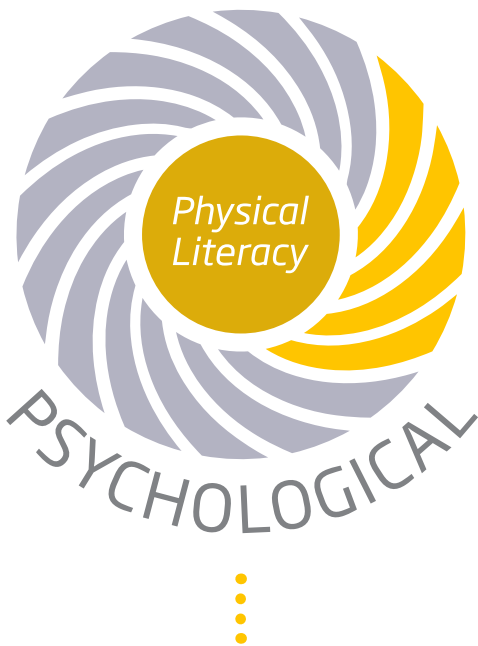
The Psychological domain focuses on moods, values and attitudes towards movement and physical activity. It involves developing self-esteem, confidence and motivation and understanding the emotional responses linked to movement and physical activity.

The Psychological domain is about being able to:

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

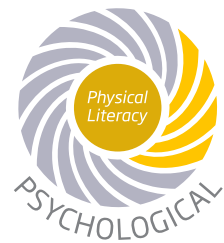
This document details the Psychological domain of the Standard.

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



Psychological domain elements

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



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

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

the PSYCHOLOGICAL domain

Element: Self awareness

Definition

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

What it could look like:

- Expressing what I am good at in movement
- Knowing my strengths and areas for development
- Knows who and when to seek feedback from

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

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

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

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

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

Definition

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

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

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

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

Definition

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

What it could look like:

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

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

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

Definition

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

What it could look like:

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

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

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

Definition

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

What it could look like:

- Expressing what I am good at in movement
- Knowing my strengths and areas for development
- Knows who and when to seek feedback from

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
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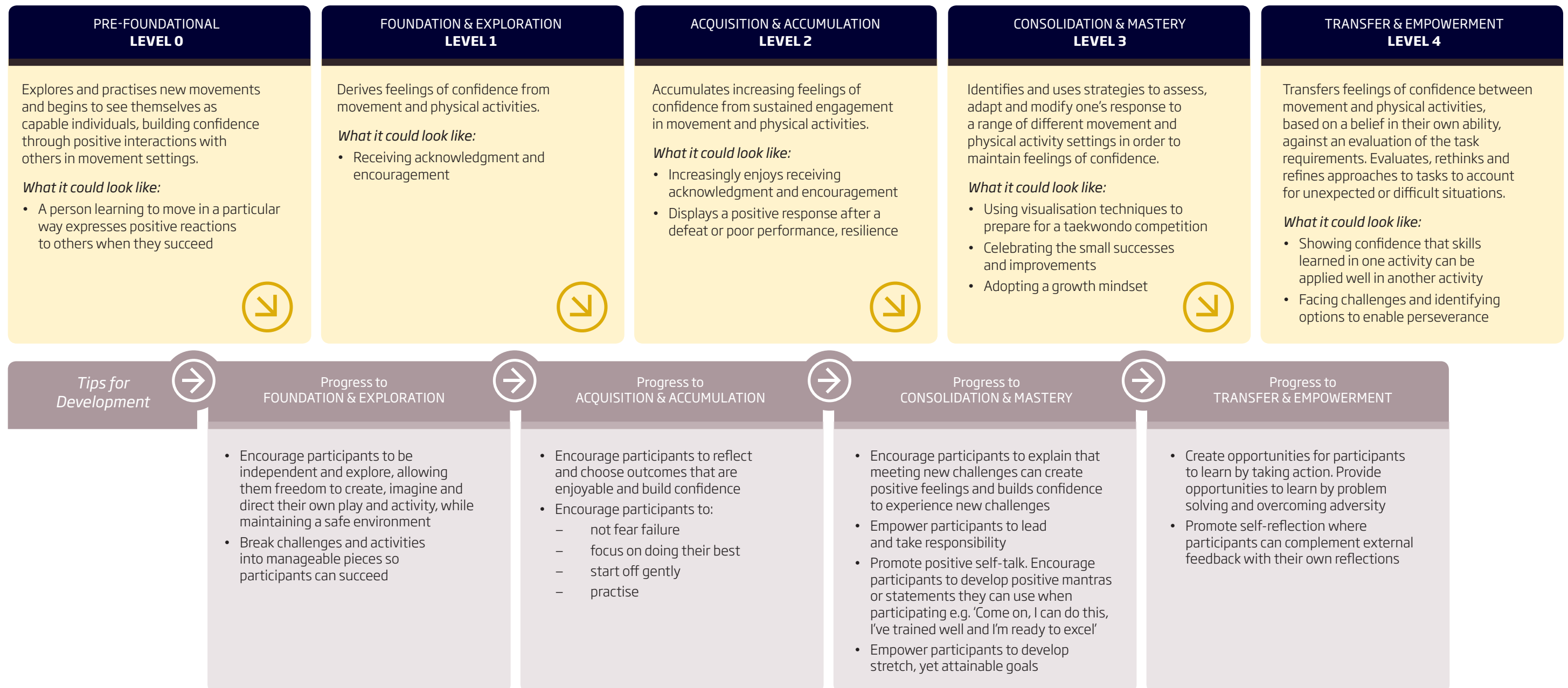
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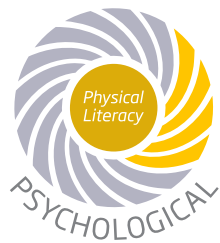
Definition

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

What it could look like:

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





Definition

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

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

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

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

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