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

Preprint · June 2020

DOI: 10.13140/RG.2.2.33102.28485

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Australian Government
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The Draft Australian Physical Literacy Standard

the SOCIAL domain





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

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

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

The Social domain is about being able to:

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

This document details the Social domain of the Standard.

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



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



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 SOCIAL domain Element: Ethics

Definition
Moral principles that govern a person's behaviour relating to fairness and justice, inclusion, equity, integrity and respect in movement and physical activities.
What it could look like:

- Demonstrate fair play
- Show sportsmanship in competitive situations
- Including others in games and activities
- Use appropriate language as a fan

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

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



Definition

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

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

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

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



Definition

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

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

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

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

Definition

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

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

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

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



Definition

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

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

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
May not be able to identify situations that pose risk in movement settings. What it could look like: • Kicking a ball into traffic and following it • An infant playing beside a pool • Not knowing own strength	Understands and avoids risks, adopting protective behaviours within familiar movement and physical activity contexts. What it could look like: • Feeling uncomfortable whilst walking along a narrow beam and subsequently asking the coach for assistance • Wearing a floatation aid while learning to swim • Identifying the safety rules for aquatic activities i.e. reading and obeying signs	Identifies situations that may pose a risk or danger to self or others and attempts to minimise or mitigate these. What it could look like: • Noticing and removing an object in the middle of a playing area that could pose a trip hazard • Proposing and testing strategies to perform a land-based rescue (aquatic environments)	Proactively plans and practises strategies to promote safe participation in various movement and physical activity settings for self and others. What it could look like: • Undertaking a first aid course • Developing a safety plan for participation in aquatic activities in outdoor environments such as canoeing or a surf program	Responds appropriately, including in the moment, to mitigate risk across multiple, diverse and novel movement and physical activity settings. What it could look like: • Due to rowing during extreme heat; reduces time spent on the water and increases fluid intake • Becoming lost while cross-country skiing and possessing the knowledge and ability to create shelter whilst awaiting rescue

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Engage in unstructured indoor and outdoor play that exposes participants to controlled risks e.g. exploring height and speed • Appropriately communicate actions to participate safely in different environments: indoors, outdoors, in or near water	• Discuss what makes participants feel safe and unsafe, asking them to recognise and describe the difference, whilst promoting ways to cope with these events • Identify and practise ways to behave in different environments to ensure the safety of themselves and others • Modify actions, equipment and / or rules to ensure safety of themselves and others	• Educate participants on correct techniques and promote appropriate training activities and intensities to avoid risk of injury and to ensure safety • Teach participants to select and practise appropriate responses to promote safety in different situations and environments	• Practise skills to deal with unsafe situations and initiate contingency plans • Evaluate the influence of personal, social, environmental and cultural factors on decisions relating to safety • Evaluate strategies and actions to increase personal safety and planning • Propose and practise a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks



Definition

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

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

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

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



Definition

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

- What it could look like:
- Accessing the community to facilitate or enhance movement and physical activity experiences
 - Using or adapting the natural and built environment for movement and physical activities

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

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

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