



PEPS SPORTS

PHILIPPINE EMIRATES PRIVATE SCHOOL PHYSICAL FRAMEWORK



ABOUT THE FRAMEWORK

The PEPS 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.

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

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 students at every stage of life develop and maintain positive physical activity behaviours and deliver physical, psychological, social and cognitive health and wellbeing benefits.

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 Students.

Defenition

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 can 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.

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 principle when using the framework

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

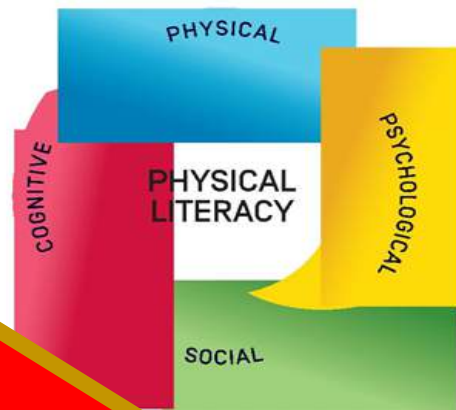
3. Everyone will progress at different rates through the stage of the framework

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

1. Used consistent and accessible language when using and promoting the Framework

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 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	→ <ul style="list-style-type: none"> ■ 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	→ <ul style="list-style-type: none"> ■ Engagement & enjoyment ■ Confidence ■ Motivation ■ Connection to place ■ Self perception ■ <u>Self regulation</u> (emotions) ■ <u>Self regulation</u> (physical)
 SOCIAL A person's interaction with others in relation to movement	→ <ul style="list-style-type: none"> ■ Relationships ■ Collaboration ■ Ethics ■ Society & culture
 COGNITIVE A person's understanding of how, why and when they move	→ <ul style="list-style-type: none"> ■ Content knowledge ■ Safety & risk ■ Rules ■ Reasoning ■ Strategy & planning ■ Tactics ■ Perceptual awareness

STAGES OF DEVELOPMENT

Each element has five stages of development that outline how students can progress through.



The use of the Framework

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.

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.

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.

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.

PHYSICAL DOMAIN



The Physical domain focuses on movement skills, body control and overall fitness that a person acquires 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

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 buoyancy 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: 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



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PHYSICAL DOMAIN

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

Optimizes 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



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PHYSICAL DOMAIN

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 necessary 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

Optimizes 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 maneuvers e.g. surfboard, skateboard, snowboard



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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PHYSICAL DOMAIN

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 utilize 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

Optimizes 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 flexibility in specific part(s) of the body, to assist performance in a particular physical activity



TRANSFER & EMPOWERMENT — STAGE 4

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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: 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

Optimizes 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: 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

Optimizes 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

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: 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 intensity 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 vigorous physical activity
- Running, swimming, or cycling over greater distances



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

- Undertaking regular specialized 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

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: 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

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:

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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 multiple 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

Optimizes 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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PSYCHOLOGICAL DOMAIN



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)

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 involved 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:

- Persevering 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 recognize 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 resilience and maintaining a sense of self-belief after experiencing a setback 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

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:

- Persevering 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 recognize 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: 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 want to participate in regular movement and physical activity for enjoyment and satisfaction.

What it could look like:

- Prioritizing and persevering 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 motivation e.g. achieving a goal, learning a new skill



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-PERCEPTION

DEFINITION

Understands self in relation to movement and physical activity and recognizes 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:

- Recognizing 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, practicing strategies to improve them.

What it could look like:

- Practicing 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
- Prioritizing areas for improvement and choosing appropriate strategies to support development



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-REGULATION [EMOTIONS]

DEFINITION

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

What it could look like:

- Channeling 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 recognize how to regulate these.

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

Identifies and practices strategies to manage emotions and associated responses.

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

Successfully manages and utilizes 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 optimize 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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What it could look like:

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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-REGULATION [PHYSICAL]

DEFINITION

Recognizing 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 recognize how to regulate these.

What it could look like:

- Recognizing 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 practices 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 recognizing 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



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

- Persevering 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 recognize 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.



SOCIAL DOMAIN



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 behaviors 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 behavior 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](https://sportaus.gov.au/physical-literacy)

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 behaviors, 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 behaviors 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 behaviors 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

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 behavior 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 behaviors in group settings



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

ELEMENT: ETHICS

DEFINITION

Moral principles that govern a person's behavior, 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 behavior



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

ELEMENT: SOCIETY & CULTURE

DEFINITION

Appreciation of cultural values which exist within groups, organizations and communities.

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

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 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:

- Recognizing and respecting the cultural values of teammates, group members and opponents
- Being aware of, and challenging cultural stereotypes and prejudices that may exist in movement and physical 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:

- 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.

COGNITIVE DOMAIN



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

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
- Recognizing 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

Recognizes key knowledge in relation to movement and physical activity.

What it could look like:

- Recognizing and understanding why movements are performed in a particular way e.g. bending knees to lift, holding arms out to stabilise balance
- Recognizing 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, socialization, positive attitudes and behaviors



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 positively 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

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 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 behaviors.

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 minimize or mitigate these.

What it could look like:

- Increasing fluid intake when it is hot to avoid dehydration
- 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



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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COGNITIVE DOMAIN

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 utilized 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



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: 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

Recognizing 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



TRANSFER & EMPOWERMENT — STAGE 4

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What it could look like:

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COGNITIVE DOMAIN

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

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 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



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: 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 possession 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 recognize the environment and make accurate decisions based on experiences, observations, emotions and intuition.

What it could look like:

- Recognizing an opponent's body position in order to anticipate their intention
- Recognizing where teammates or opponents are in order to move with/or around them
- Recognizing 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 recognizing the need to change speed and direction in response to the movements of other people



ACQUISITION & ACCUMULATION — STAGE 2

Articulates a sense of awareness utilized 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 recognizing patterns within a game e.g. position 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 recognizing previous situations



TRANSFER & EMPOWERMENT — STAGE 4

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PEPS SPORTS

PHILIPPINE EMIRATES PRIVATE SCHOOL PHYSICAL LITERACY FRAMEWORK



VISION

“To nurture physical literate students who possess the motivation, confidence, physical competence, knowledge, and understanding to value and engage in physical for life.”

Curriculum Integration

- + Physical education program structured with progressive skill development.
- + Cross-curricular links(e.g.,health, science, values education).
- + Focus on UAE national identity and ADEK's moral education standard.

Learning Environment

- + Safe, inclusive and engaging environment.
- + Access to indoor and outdoor facilities.
- + Culturally respectful clothing and activity options

Community & Parental Engagement

- + Family fitness event and wellness workshop.
- + Communication about student progress and physical activity at home.
- + Partnership with local sport clubs and community organization.

