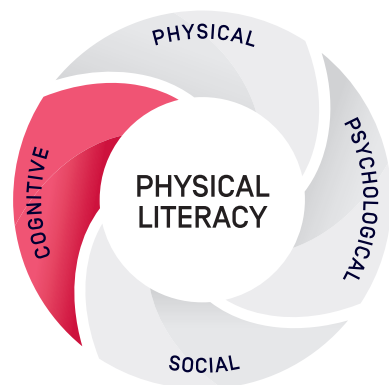


SPORTMUS

THE AUSTRALIAN PHYSICAL
LITERACY FRAMEWORK

COGNITIVE DOMAIN



COGNITIVE DOMAIN

INTRODUCTION



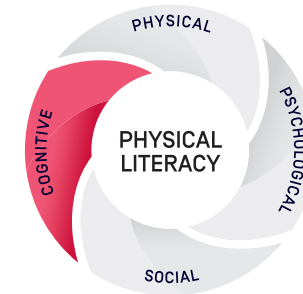
The Cognitive domain focuses on the development of knowledge and understanding required for movement and physical activity.

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

The Cognitive domain includes developing a person's understanding of how, when and why to move in particular ways, as well as the knowledge and awareness of the benefits of movement and physical activity.

The Cognitive domain is about being able to:

- think, understand and make decisions, and knowing how and when to perform movement skills
- understand and follow rules and apply tactics or strategies within a game
- know ways of moving with and around other people and the environment to solve movement challenges
- know and understand the short and long-term benefits of participating in movement and physical activity.



COGNITIVE DOMAIN ELEMENTS

CONTENT KNOWLEDGE

SAFETY & RISK

RULES

REASONING

STRATEGY & PLANNING

TACTICS

PERCEPTUAL AWARENESS

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

COGNITIVE DOMAIN

HOW TO READ THE FRAMEWORK

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

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

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

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

THE COGNITIVE DOMAIN

ELEMENT: CONTENT KNOWLEDGE

DEFINITION

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

What it could look like:

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

PRE-FOUNDATIONAL — STAGE 0

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

↓

FOUNDATION & EXPLORATION — STAGE 1

Recognises key knowledge in relation to movement and physical activity.

↓

What it could look like:

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

ACQUISITION & ACCUMULATION — STAGE 2

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

↓

What it could look like:

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

CONSOLIDATION & MASTERY — STAGE 3

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

↓

What it could look like:

- Justifying and explaining skills and training strategies required to be proficient in a particular movement or physical activity
- Justifying and explaining complex movement problems e.g. technical adjustments to a golf swing to increase accuracy and distance
- Articulating how physical activity 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

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↓

What it could look like:

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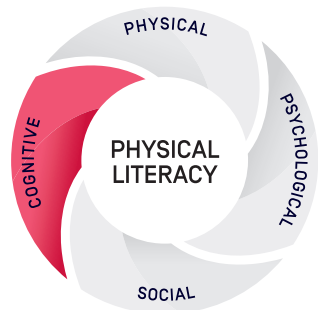
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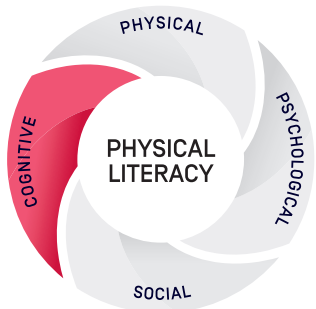
ELEMENT: SAFETY & RISK

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

- Increasing fluid intake when it is hot to avoid 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



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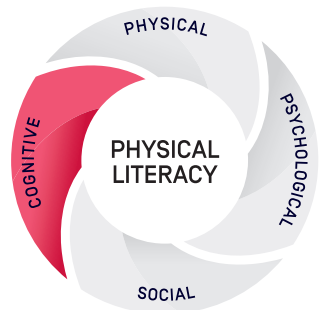
ELEMENT: RULES

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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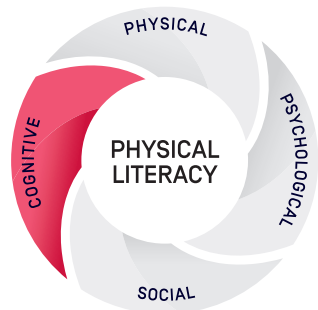
ELEMENT: REASONING

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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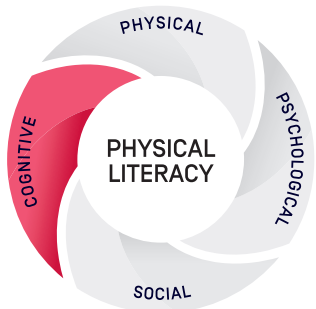
ELEMENT: STRATEGY & PLANNING

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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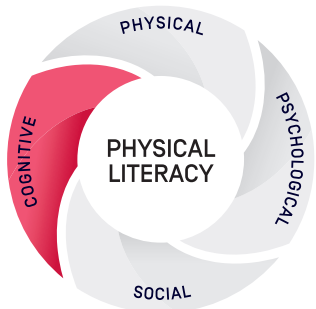
ELEMENT: TACTICS

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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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



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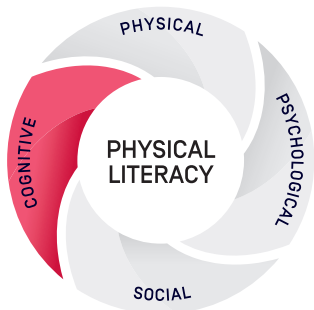
ELEMENT: PERCEPTUAL AWARENESS

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

- Increasing success across different physical activities, when anticipating where an opponent may direct a ball e.g. anticipating a tennis shot as well as predicting a batter's strike in cricket or baseball
- Increasing success at recognising patterns within a game e.g. 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 recognising previous situations



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