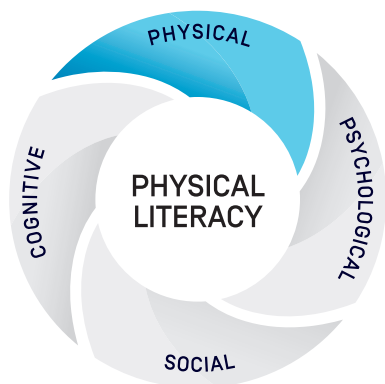


SPORT AILS

THE AUSTRALIAN PHYSICAL
LITERACY FRAMEWORK

PHYSICAL DOMAIN



PHYSICAL DOMAIN

INTRODUCTION



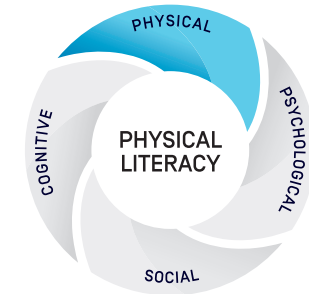
The Physical domain focuses on movement skills, body control and overall fitness that a person acquires and applies through movement.

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

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

PHYSICAL DOMAIN

HOW TO READ THE FRAMEWORK

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

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

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

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

PHYSICAL DOMAIN

ELEMENT: MOVEMENT SKILLS

DEFINITION

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

What it could look like:

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

PRE-FOUNDATIONAL — STAGE 0

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

FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores new movement skills.

What it could look like:

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

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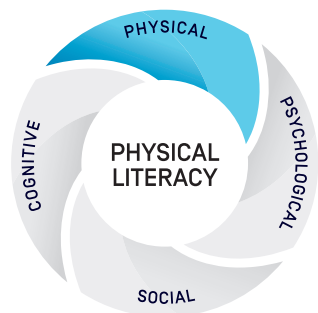
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ACQUISITION & ACCUMULATION — STAGE 2

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
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- 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
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- Performing a racing dive



TRANSFER & EMPOWERMENT — STAGE 4

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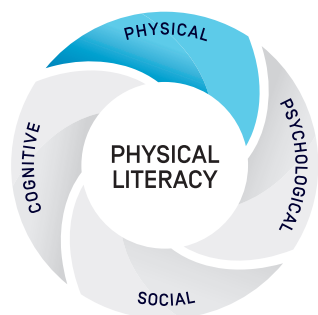
ELEMENT: MOVING WITH EQUIPMENT

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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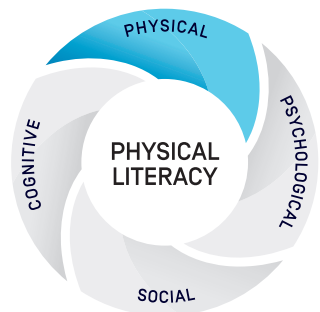
ELEMENT: OBJECT MANIPULATION

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

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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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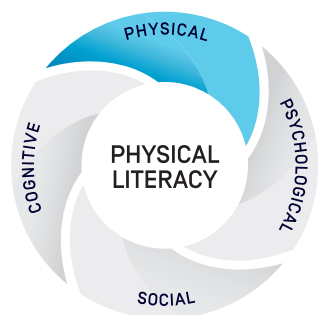
ELEMENT: COORDINATION

DEFINITION

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

What it could look like:

- Diving
- Dancing
- Skipping



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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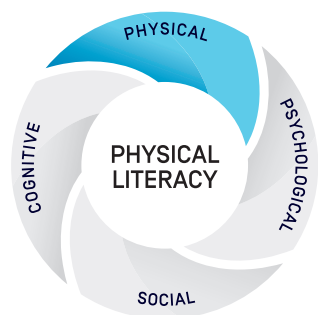
ELEMENT: STABILITY/ BALANCE

DEFINITION

Skills involving balance and weight transfer.

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

Accumulates and develops the 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

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

What it could look like:

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



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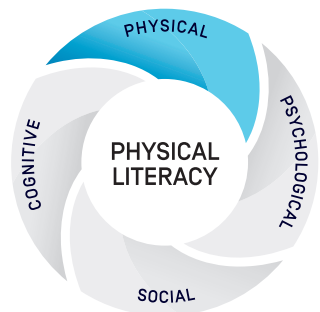
ELEMENT: FLEXIBILITY

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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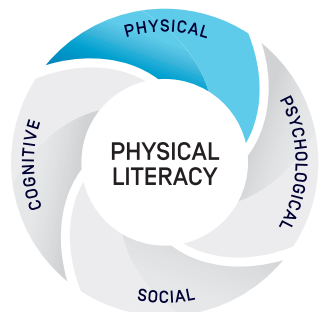
ELEMENT: AGILITY

DEFINITION

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

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how the body moves and changes direction.

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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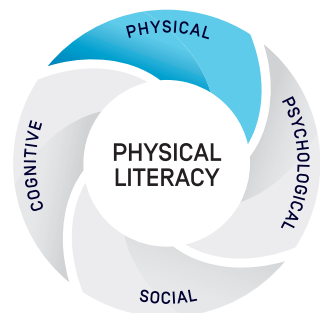
ELEMENT: STRENGTH

DEFINITION

Ability to carry out work against a resistance.

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



TRANSFER & EMPOWERMENT — STAGE 4

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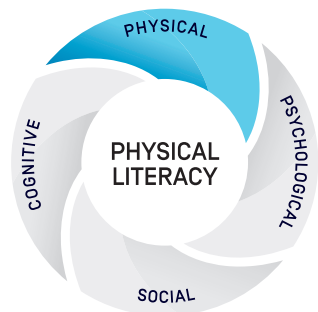
ELEMENT: MUSCULAR ENDURANCE

DEFINITION

Ability of a muscle(s) to repeatedly exert force over a sustained period of time.

What it could look like:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

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

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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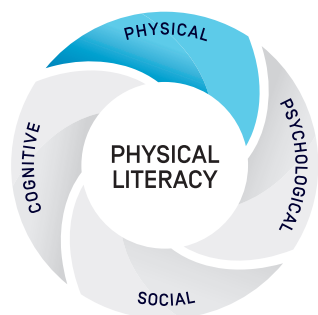
ELEMENT: CARDIOVASCULAR ENDURANCE

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

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

What it could look like:

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



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PHYSICAL DOMAIN

ELEMENT: REACTION TIME

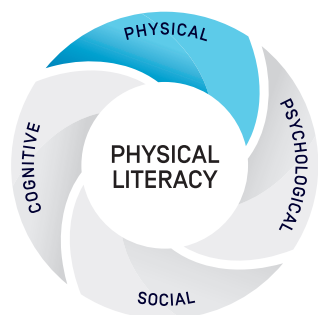
DEFINITION

Length of time taken to respond to a given stimulus.

What it could look like:

Reacting to:

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



PRE-FOUNDATIONAL — STAGE 0

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



FOUNDATION & EXPLORATION — STAGE 1

Establishes and explores how to respond appropriately to stimuli.

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

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

What it could look like:

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



CONSOLIDATION & MASTERY — STAGE 3

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

What it could look like:

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



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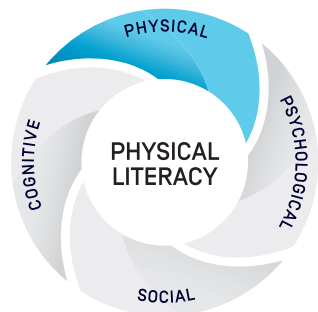
ELEMENT: SPEED

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

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

What it could look like:

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



TRANSFER & EMPOWERMENT — STAGE 4

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.