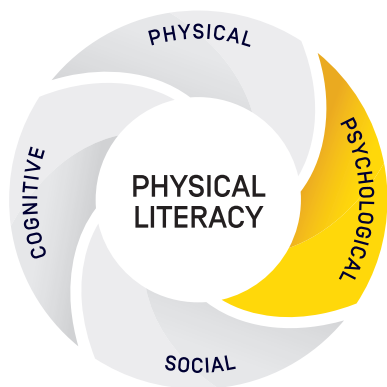


SPORTAUS

THE AUSTRALIAN PHYSICAL
LITERACY FRAMEWORK

PSYCHOLOGICAL DOMAIN



PSYCHOLOGICAL DOMAIN INTRODUCTION



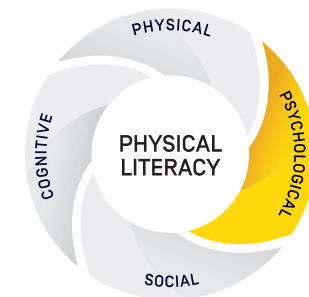
The Psychological domain focuses on the feelings, attitudes and emotions towards movement and physical activity.

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)

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

PSYCHOLOGICAL 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.

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:

- Persuading 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 recognise 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

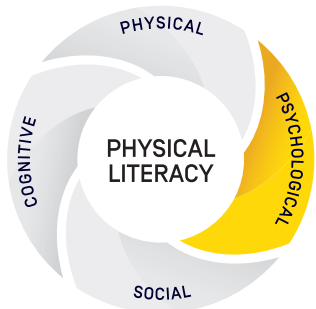
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PSYCHOLOGICAL DOMAIN

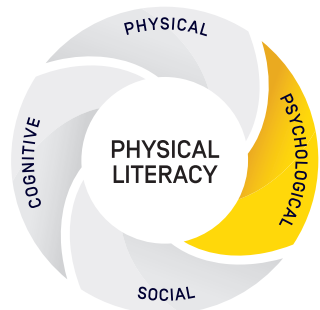
ELEMENT: CONFIDENCE

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 set back 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

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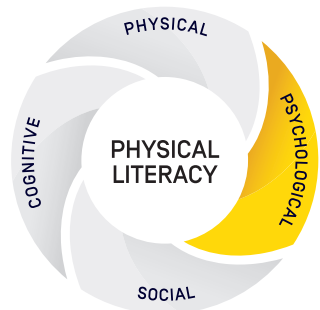
ELEMENT: MOTIVATION

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

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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 wants to participate in regular movement and physical activity for enjoyment and satisfaction.

What it could look like:

- Prioritising 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



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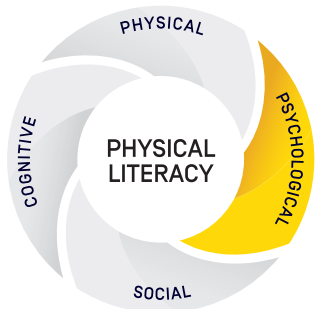
ELEMENT: CONNECTION TO PLACE

DEFINITION

Appreciation and connection to the environment, both built and natural, in relation to movement and physical activity.

What it could look like:

- Seeking different, yet familiar environments to do a preferred physical activity e.g. skiing at different mountain locations
- Participating in different activities because of a connection to that environment e.g. hike, horse ride, mountain bike in a national park



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 natural and built places where movement and physical activity take place.

What it could look like:

- Recognising the opportunities environments offer e.g. a beach can be used for swimming, walking, running
- Exploring ways to be active e.g. using equipment in a park to create movement challenges or games



ACQUISITION & ACCUMULATION — STAGE 2

Understands and proactively explores the way the natural and built environments influence movement and physical activity.

What it could look like:

- Choosing to walk/run/cycle in a national park because of a connection to that environment
- Trying different environments to develop a preference for a particular setting e.g. playing basketball indoors or in a park



CONSOLIDATION & MASTERY — STAGE 3

Appreciates and values natural and built environments and understands how these influence types of movement and physical activity.

What it could look like:

- Choosing to participate in movement and physical activity at various locations to experience different environments e.g. surfing at different beaches and gaining individual wellbeing benefits
- Seeking out additional movement and physical activity opportunities due to a connection to place e.g. kayaking, surfing, paddle boarding due to connection to the ocean



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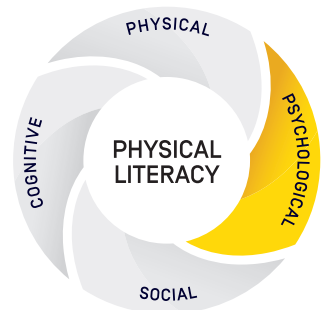
ELEMENT: SELF-PERCEPTION

DEFINITION

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

- Recognising 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, practising strategies to improve them.

What it could look like:

- Practising 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
- Prioritising areas for improvement and choosing appropriate strategies to support development



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PSYCHOLOGICAL DOMAIN

ELEMENT: SELF-REGULATION (EMOTIONS)

DEFINITION

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

What it could look like:

- Channelling frustration into motivation
- Overcoming nervousness
- Regulating/overcoming anger or upset



PRE-FOUNDATIONAL — STAGE 0

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FOUNDATION & EXPLORATION — STAGE 1

Explores emotional responses resulting from participation in movement and physical activity, and begins to recognise how to regulate these.

What it could look like:

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



ACQUISITION & ACCUMULATION — STAGE 2

Identifies and practises strategies to manage emotions and associated responses.

What it could look like:

- Practising 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 utilises 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 optimise performance e.g. self imagery
- Demonstrating emotional resilience e.g. being able to successfully continue despite experiencing negative emotions



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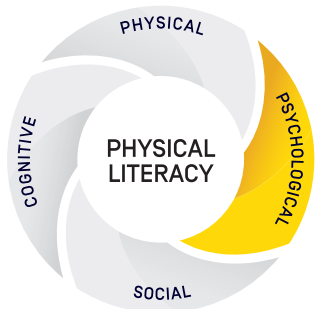
ELEMENT: SELF-REGULATION (PHYSICAL)

DEFINITION

Recognising 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 recognise how to regulate these.

What it could look like:

- Recognising 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 practises 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 recognising 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



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