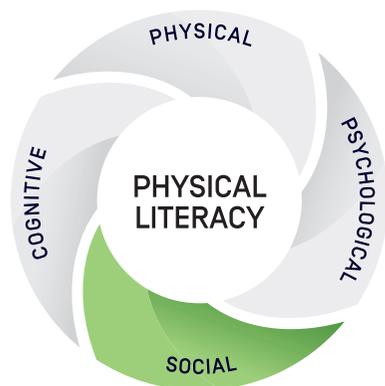


SPORT AUS

THE AUSTRALIAN PHYSICAL
LITERACY FRAMEWORK

SOCIAL DOMAIN



SOCIAL DOMAIN

INTRODUCTION



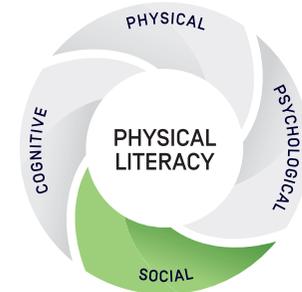
The Social domain focuses on the ability to interact with others in relation to movement.

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 behaviours in physical activity, including understanding when to be a team member or a leader
- develop a sense of understanding and openness when participating in physical activities, which can include a willingness to share and learn from experiences from your own and other cultures
- exhibit fair play and ethical behaviour in a variety of physical activities and environments.



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

SOCIAL 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 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 behaviours 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 behaviours 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 behaviours 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

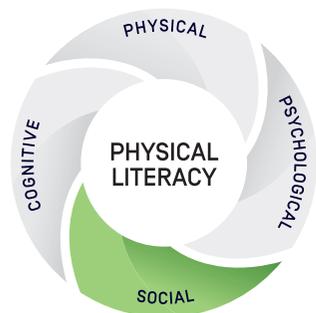
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SOCIAL DOMAIN

ELEMENT: COLLABORATION

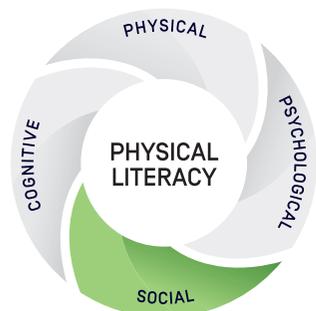
DEFINITION

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 behaviour 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 behaviours in group settings



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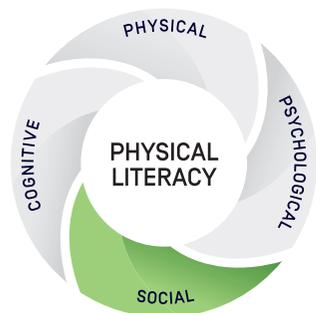
ELEMENT: ETHICS

DEFINITION

Moral principles that govern a person's behaviour, 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

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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 behaviour



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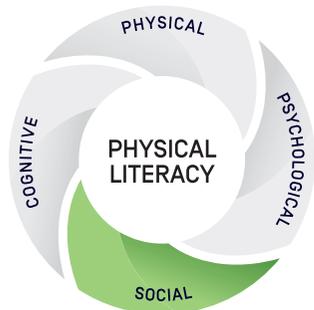
ELEMENT: SOCIETY & CULTURE

DEFINITION

Appreciation of cultural values which exist within groups, organisations 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

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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:

- Recognising and respecting the cultural values of team mates, group members and opponents
- Being aware of, and challenging cultural stereotypes and prejudices that may exist in movement and physical activity



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