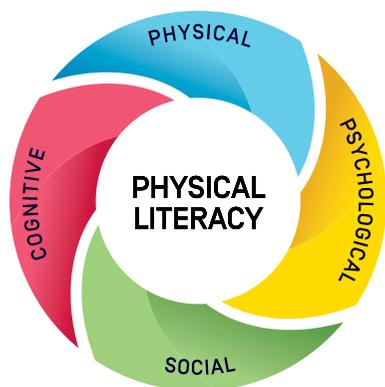


SPORTAUS

PHYSICAL LITERACY PROGRAM ALIGNMENT GUIDELINES

For sport and physical activity providers



Prepared by

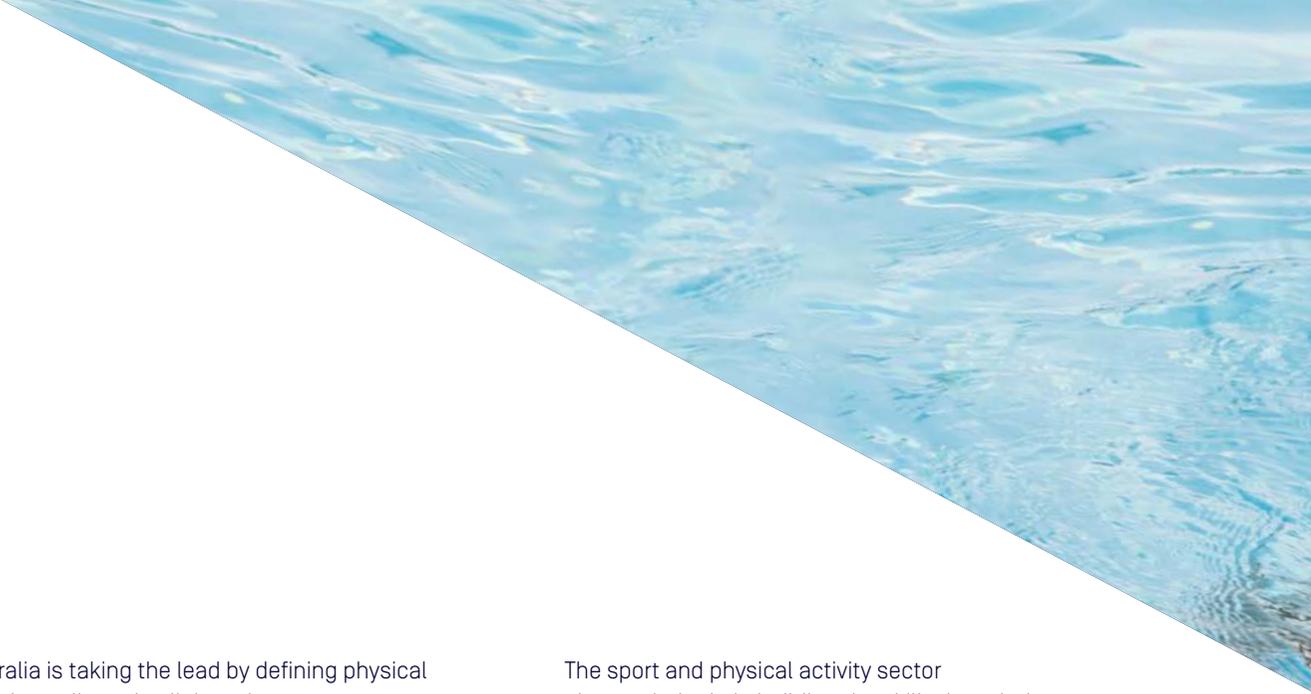
Physical Literacy Leadership
Participation and Physical Activity Branch
Sport Business

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INTRODUCTION

It's time to build a more active Australia and get more Australians moving more often.

The physical and mental benefits of being active throughout our lives are well established, yet as a nation, we are moving less than ever. Awareness is not enough. We need to go back to basics, to refocus on the fundamental skills, knowledge and behaviours needed to lead healthy active lives.

Evidence shows that developing the necessary skills early in life, leads to increased participation in sport and physical activity throughout life. It is critical our children grow up learning to run, throw, kick, catch and jump and develop the confidence and motivation to put these basic skills into practice every day.

Sport Australia is taking the lead by defining physical literacy for Australia and collaborating across sectors to develop and embed a physical literacy approach. Physical literacy is the foundation of movement for life. It's about:

- developing the skills, knowledge and behaviours that help us be active at every stage of our life
- having a wide variety of skills to enable us to participate fully in sport and physical activity and have enjoyable experiences that keep us coming back for more
- helping us stay physically and mentally healthy, reach personal goals, enjoy a sense of achievement and build strong social connections.

The Australian Physical Literacy Framework (the Framework) provides clarity and national consistency around how physical literacy can be embedded into sport, education and health programs, policies and initiatives. It provides a shared language and understanding across sectors about what physical literacy is and how it can be developed by all Australians.

The sport and physical activity sector plays a vital role in building the skills, knowledge and confidence of participants to lead active lives, contributing towards broader societal outcomes.

We want to amplify these impacts and support the industry to develop and retain participants across the lifespan. The Physical Literacy Program Alignment Guidelines (the Guidelines) are one way we are delivering this support. The Guidelines will assist sport and physical activity providers to align new and existing programs to a physical literacy approach that celebrates and enhances participants' holistic development.



WHAT IS PHYSICAL LITERACY?

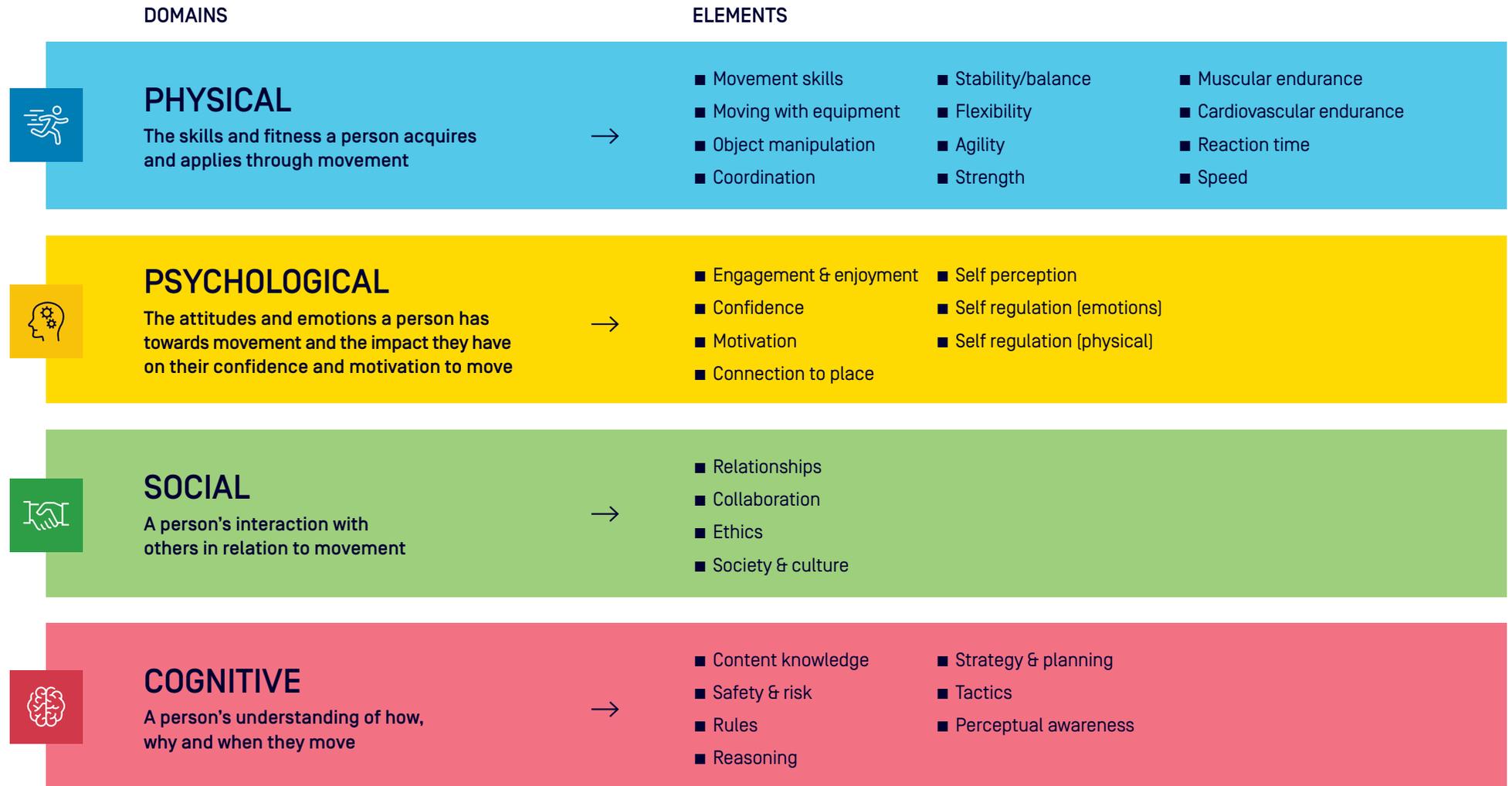
Physical literacy is about developing the skills, knowledge and behaviours that give us the confidence and motivation to lead active and healthy lives. Learn more about [physical literacy](#).

THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK

The Framework provides a means to encourage movement and physical activity, regardless of the starting point. As shown on the next page, the Framework is organised into four domains with 30 elements that can be applied in different ways to various contexts and activities. For a more detailed version download the [Framework](#).



OVERVIEW OF THE AUSTRALIAN PHYSICAL LITERACY FRAMEWORK





A PHYSICAL LITERACY APPROACH

The following information shows how easy it is to incorporate each domain of physical literacy into sport and physical activity programs.



PHYSICAL DOMAIN

- Provide a wide range of activities to help engage and diversify your participants' development. Consider using the **Playing for Life activity cards** to add more variety.
- Modify activities to help your participants develop skills relevant to their ability. The **CHANGE IT** approach can help with modifying activities.
- Consider the **game sense** approach and whether it's applicable to your program. This approach is recommended when fun and engagement is a focus.

CASE STUDY: GIRLS SURF CAMP

In this holistic, weekend camp program, participants developed a range of physical elements while snorkelling, stretching, practising yoga and of course, learning to surf. Their surfing skills improved as they developed their strength, power, coordination, balance, agility and ability to move with equipment.

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PSYCHOLOGICAL DOMAIN

- Increase the challenge of activities to help build participants' confidence. Provide rewards, ongoing feedback and guidance on how to progress through each skill.
- Empower participants to contribute to the program planning to enhance their motivation.
- Encourage participants to reflect on activities so they understand their involvement, self-assess their behaviour and ultimately learn how to be self-reliant when the deliverer is not around.

CASE STUDY: KIDS' ATHLETICS PROGRAM

The program used a 'growth mindset' approach where each child was encouraged to focus on their own individual improvement rather than compare their performance to others. Children were supported to improve their self-awareness and 'have a go' rather than focusing on winning or losing, leading to greater confidence and motivation.

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SOCIAL DOMAIN

- Establish a respectful and supportive culture within the program and set the scene for a safe learning environment. This will ensure participants feel socially safe to learn and are comfortable to try, to make mistakes and to keep going. This support needs to come from other participants, the deliverer, their parents and others around them.
- Provide opportunities for participants to develop relationships with one another.
- Embed games and activities from other cultures to connect to the community and other cultures. The **Yulunga Traditional Indigenous games** are a great resource to use when learning about the Australian Indigenous culture.

CASE STUDY: HEALTHY BODIES PROGRAM

The social elements of the program were important in providing a supportive environment where children of different ages and abilities could engage and be active together. This was controlled by the deliverers who made sure activities could be modified for different abilities and that all children had the opportunity to engage and have fun. The program helped children socialise through activity.

[READ MORE](#)



COGNITIVE DOMAIN

- Enable your participants to understand what they are learning and why it is important. Some cohorts will want and need to know about the rules and techniques around skill development, while others may be better engaged through a less structured or game centred approach.
- Empower your participants and allow them to establish their own goals.
- Provide opportunities for participants to make decisions, solve problems and develop their reasoning skills.

CASE STUDY: BUSH KINDER PROGRAM

The outdoor environment of the Bush Kinder program allowed children to explore and develop key cognitive elements. With minimal set rules, the children were able to design their own rules, plan strategies and consider risk how to move and interact with others. These skills were observed by teachers when the children returned to their pre school environment.

[READ MORE](#)

WHAT IS PHYSICAL LITERACY ALIGNMENT?

Physical literacy alignment is the process of adapting or developing programs, products, resources and strategies to help participants develop lifelong engagement in sport and physical activity.

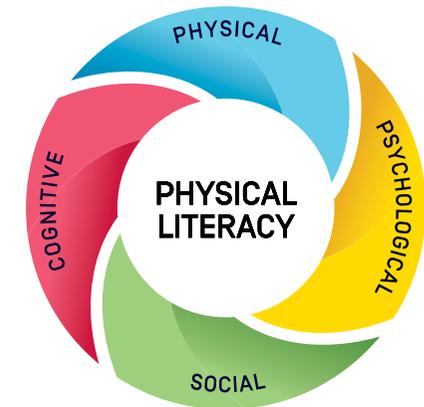
Undertaking the process will help you understand if your program adopts a physical literacy approach and help identify opportunities to better support participants' physical literacy development across the four domains — physical, psychological, social and cognitive.

Aligning can help your organisation:

- take a holistic and participant centred approach
- deliver a program that motivates participants to be active for life
- increase program retention and sustainability by providing a program that meets the needs of participants
- identify existing physical literacy elements within your program and any opportunities for improvement
- identify opportunities to enhance delivery and deliver professional development
- find the 'story' of your program and develop marketing strategies and messages
- create new ideas and program innovations that help support development of participant competence, confidence and motivation to participate regularly.

Sport and physical activity programs can align to physical literacy in various ways. Your final physical literacy aligned product will be determined by:

- what participants want to learn and develop
- what you want participants to learn and develop
- why you have decided to align the resource
- the type of deliverer best suited to the program
- the capacity of the organisation
- the commitment from the organisation.





TIPS

Make sure the elements your program considers important, match your program outcomes

For example, if you are aligning a beginner program, then elements such as engagement and enjoyment and confidence (psychological domain) will be of high importance.

Your program does not need to address all 30 physical literacy elements, but should develop elements in all four physical literacy domains.

For example, a walking program does not involve moving with equipment (physical domain), but it may include other physical elements, such as cardiovascular endurance, as well as psychological, social and cognitive elements.

Program activities can and should develop different elements at the same time

For example, an activity that helps participants develop relationships, could also develop their cardiovascular endurance and tactics.

For the purpose of this document the term 'program' will be used to describe the programs, products, resources and strategies that you could map to physical literacy.

BEFORE YOU START

Before you begin this process, determine if you will align one program or a suite of programs. By aligning a suite of programs, you can identify participant pathways, create connections between programs and identify opportunities for further development.

WHO SHOULD BE INVOLVED?

We recommend you undertake the mapping process via a workshop with a small group of three to eight people, including at least one person who:

- understands the program well
- delivers the program
- represents or is a participant of the program
- is not involved in the program and can challenge bias and assumptions and act as a 'critical friend'
- can facilitate the workshop and keep the mapping process on track.

MATERIALS

The following materials should be available, either printed or on screen:

- Details of the program to be mapped
- [Australian Physical Literacy Framework](#)
- Templates provided from page 16.

DURATION

The time required to undertake the mapping process will depend on the scope of the program, however we recommended a **minimum three hours** to complete the process. This does not include the time required to refine and/or develop new resources for the program.

MAPPING PROCESS OVERVIEW

The mapping process involves six steps, which are outlined in detail in the following section:



STEP ONE

Program details



STEP TWO

The participant



STEP THREE

Map elements to program outcomes



STEP FOUR

Identify the activities that explicitly develop each element



STEP FIVE

How could elements be improved to deliver physical literacy outcomes



STEP SIX

Next steps — refinement and improvement



THE MAPPING PROCESS

Follow these steps and use the templates to develop a physical literacy approach for your program/s.



STEP 1 PROGRAM DETAILS

Use the **template** to provide details about the design and delivery of the new or existing program.



STEP 2 THE PARTICIPANT

Before aligning your program to physical literacy, it is important to understand the participants. Use the **template** to:

- provide a brief overview of the participants — age group, existing skill level and experience, why they want to participate in the program.
- list participant supporters and their involvement in the activity — e.g. parents, friends, family, teacher, coach, child care, or community.
- identify the resources, communication, or strategies provided to participant supporters.
- consider the participant pathway — where do participants come from and where do they transition to? What happens to the participant before, during, after the opportunity and what are their pathways to sustainable participation? How can you support them to move through these phases?
- consider each of the four domains — physical, psychological, social and cognitive. What do you need to be mindful of?

For more information on a participant centred approach, refer to *Other considerations* (page 20).



STEP 3 MAP ELEMENTS TO PROGRAM OUTCOMES

This step involves reviewing your program against the 30 physical literacy elements. Rank each element according to **how important the element is to intended program outcomes** and specify if they are:

- **very** important
- **somewhat** important
- **not at all** important.



STEP 4 IDENTIFY THE ACTIVITIES THAT EXPLICITLY DEVELOP EACH ELEMENT

For elements highlighted as **very important** and **somewhat important** in step 3, identify if that element is:

- **explicitly** applied in the program and provide specific examples of where that is achieved.
- **implicitly** applied in the program, that is, where it is assumed, but no direct examples exist.
- **not yet** applied in the program.

This will help identify the strengths of the program, or if there are any gaps in the design. Remember, for a physical literacy approach, the program does not have to address all of the 30 physical literacy elements; however, all four physical literacy domains should be represented.



STEP 5 HOW COULD ELEMENTS BE IMPROVED TO DELIVER PHYSICAL LITERACY OUTCOMES

Using the **template**, focus on the elements considered **very important** and **somewhat important** in step 3 and **implicit** or **not yet** addressed in step 4. Workshop the types of activities or strategies that could be included in the program to make that element **more explicit**. This is your opportunity to be creative and look to others for best practice examples.

Consider your deliverers

Deliverers can influence the engagement with and development of physical literacy. They can make sure participants feel welcome and safe, understand the rules or instructions, and know when and how to modify activities. Ensure you consider:

- what the deliverer should know, do and behave to best develop the participant's physical literacy. Often deliverers are skilled in supporting a participant's physical development, but know less about what is required for them to facilitate development across the social, psychological and cognitive domains.
- What are the current resources and professional development available to the deliverer/s? Is this enough support for the deliverer?

Tips

- Re-read *A physical literacy approach* (page 8–9) for more ideas you could implement.
- Read *Other Considerations* (page 20–22) to reflect on activities or strategies that could be applied.



STEP 6 NEXT STEPS — REFINEMENT AND IMPROVEMENT

Take one more opportunity to **discuss the findings from the mapping activities in steps 3–5** and consider how you can use these to make improvements to your program.

Consider the following:

- Are all four physical literacy domains included — physical psychological, social and cognitive?
- Are the activities appropriate for the skill level of participants?
- Do the activities support progression to higher abilities?
- Are there any other new activities, resources or training that needs to be developed?
- Are there any other current activities, resources or training that need to be modified?
- Has enough support and resources been developed for the participant supporters?
- **Review Steps 1 and 2** and update with any **new opportunities** that have become evident through completion of this mapping activity.
- **Discuss the next course of action**, which may include:
 - who will lead the work identified through the mapping process?
 - how the findings will be distributed?
 - who will receive the findings?

Consider whether the outcomes of this mapping process need to be discussed with other areas of the business to identify pathways and opportunities (see template on page 23).

MAPPING TEMPLATES

STEP 1 — PROGRAM DETAILS

Program details	Current design and delivery [complete before mapping]	Opportunity for improvement [complete after mapping]
Name		
Overview		
Desired outcomes		
Location and program environment		
Resources		
Deliverer training/resources provided		
Duration		

STEP 2 — THE PARTICIPANT

Participant details	Current design and delivery [complete before mapping]	Opportunity for improvement [complete after mapping]
Target age group		
Existing skill level and experience		
Why they want to participate		
Participant supporter <i>E.g. parents, teachers</i>		
Participant supporter — resources, strategies, communication provided		
Pathway <i>Where are participants coming from and going to after completing the program?</i> <i>How is this communicated with participants?</i>		
Physical domain <i>What do you need to be mindful of?</i>		
Psychological domain <i>What do you need to be mindful of?</i>		
Social domain <i>What do you need to be mindful of?</i>		
Cognitive domain <i>What do you need to be mindful of?</i>		

STEPS 3 AND 4 — MAP ELEMENTS TO OUTCOMES AND IDENTIFY ACTIVITIES THAT DEVELOP ELEMENTS

ELEMENT		STEP 3			STEP 4			
		How important is the element to program intended outcomes?			Does the program address the elements considered very and somewhat important?			If Yes — Explicitly: Describe how this is delivered in the program.
		Very important	Somewhat important	Not important	Yes — Explicitly	Yes — Implicitly	Not yet	
PHYSICAL	Movement skills							
	Moving with equipment							
	Object manipulation							
	Coordination							
	Stability/Balance							
	Flexibility							
	Agility							
	Strength							
	Muscular endurance							
	Cardiovascular endurance							
	Reaction time							
	Speed							
PSYCHOLOGICAL	Engagement and enjoyment							
	Confidence							
	Motivation							
	Connection to place							
	Self-perception							
	Self-regulation (emotions)							
	Self-regulation (physical)							
SOCIAL	Relationships							
	Collaboration							
	Ethics							
	Society and culture							
COGNITIVE	Content knowledge							
	Safety and risk							
	Rules							
	Reasoning							
	Strategy and planning							
	Tactics							
	Perceptual awareness							

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STEP 5 — HOW COULD ELEMENTS BE IMPROVED TO DELIVER PHYSICAL LITERACY OUTCOMES?

Focus on the elements considered **very important** and **somewhat important** in Step 3, and **implicit** or **not yet** addressed in Step 4.

How can these elements be more explicit in the program?

DOMAIN — ELEMENT	ACTIVITY	DELIVERER	ENVIRONMENT	NEXT STEPS
SOCIAL — COLLABORATION	Mini Golf — Participants play a course set out like a real course. Scoring is in Ambrose format. Play in teams of 3–4.	Ask questions. E.g. How can you work together to achieve the best score? Provide opportunities to change partners. Allow participants on the sidelines to help with coaching.	Create a comfortable and inviting area for participants to meet together before and after the session. The area could also be used as a time out area to reflect and regain thoughts.	Discuss how collaboration areas could be developed/included as part of Golf courses.

OTHER CONSIDERATIONS

BIG PICTURE

Taking the time to review and refine a program to align with the Framework provides the opportunity to consider other broader trends that can ensure your final product is relevant and meets the demands of current and emerging societal and/or cultural norms and expectations. You may want to explore additional tools such as:

- [Drivers of Participation toolkit](#)
- [Trends that impact sport participation](#)
- [Barriers to participation](#)
- [AusPlay](#) insights to help sports grow participation and track trends
- [The Intergenerational Review of Australian Sport 2017](#)
- The [CSIRO's Megatrends](#) research
- [WHO's Global Action Plan on Physical Activity 2018 — 2030](#) — provides guiding principles on developing more active people for a healthier world.

PARTICIPANTS

A participant centred approach that addresses the whole person means knowing about your target cohort and designing a program to meet their needs across all four domains of physical literacy. This is crucial to program success. Knowing why your participants have signed up and what physical literacy elements they are looking to develop will help:

- you shape the program to meet the needs of your participants
- program deliverers modify activities to suit the needs of the participants
- program deliverers change their delivery style to suit the needs of the participants.

The following content may assist you to better understand your participants:

- [Youth Participation](#) — engagement and product design recommendations for 13–17 year olds
- [Inclusive Sport](#) — every Australian should be able to participate in sport and physical activity.

CASE STUDY: HEALTHY BODIES PROGRAM

Before and after each session children were asked to reflect on how they were feeling about the program and being active. This 'squad sesh' was great at:

- giving deliverers the opportunity to monitor motivation and engagement
- providing children the opportunity to practice self-awareness and self-regulation of emotions
- motivating the group each session. Previous participants encouraged new participants and told them how fun it was going to be.

[READ MORE](#)

DELIVERERS

To ensure your participants develop their physical literacy, it is imperative that your coaches understand physical literacy and how to apply the concept in their sessions. When applying a physical literacy approach, deliverers should embrace a philosophy where:

- everyone has the potential to learn through sport and physical activity
- holistic development for each individual is the focus.

When recruiting your program deliverers, it is crucial that the type of person and level of expertise is conducive to applying a physical literacy philosophy. Deliverers should have:

- a positive outlook
- engaging and effective communication skills
- the ability to modify activities to suit the needs of the participants
- a level of expertise relevant to the program, i.e. not all programs require a deliverer to be an expert in a particular sport or physical activity.

A deliverer coaching course for your sport or physical activity may already exist. If so, we recommend you review your course with a physical literacy lens. This will assist your deliverers to understand how to deliver sessions that focus on the holistic development of the participant to ultimately develop a competent, confident and motivated person.

In addition to the above course/s, if your program deliverer is a volunteer looking for additional support, the following can assist:

- [Community Coaching General Principles Course](#)
- [How to structure a training session](#)
- [What to do on game day](#)
- [How to coach children](#)
- [Working with Indigenous participants](#)
- [Working with older participants](#)
- [CHANGE IT — How to best modify activities to meet the needs of your participants](#)

Your workforce may include people from a range of different backgrounds and professions, including professional coaches, physical education teachers, generalist school teachers and parents. Understanding the needs of your deliverers will provide valuable insights and opportunities for innovation and help you develop a highly relevant and engaging program.

CASE STUDY: KIDS' ATHLETICS PROGRAM

Program deliverers embraced the program philosophy and focused on creating a supportive environment where children felt safe to learn.

This was achieved through coaches developing strong relationships with students, earning their trust and understanding their individual learning needs.

[READ MORE](#)

PARTICIPANT SUPPORTERS

A person's relationship with sport and physical activity will be influenced by their role models and social groups. This includes the support from: parents and family members; close friends; student groups at school; generalist teachers, health and physical education teachers and sport coaches; and through the sport and physical activity culture of the school.

Parents are crucial in supporting children and their development through sport and physical activity. Program providers can support parents in their role by providing information on [how parents can support their child develop physical literacy](#).

Consider the following strategies to help participant supporters build networks:

- Provide sessions at the club or school to support the learning of skill, rules, basic tactics and how to teach their child at home.
- Invite supporters to attend the final part of a program or training session and have the children teach them what they have learnt.
- Encourage families to watch or participate in the sport or physical activity with their children.
- Conduct social functions where families have an opportunity to meet one another.

CASE STUDY: GIRLS SURF CAMP

The 'parent session' at the end of the camp served to give parents an overview of the camp activities and provide them with information on how to further support their children to surf, facilitating a family connection that could support sustainable participation.

[READ MORE](#)

INCLUSIVE ENVIRONMENT

Consider how the environment in which the program is conducted can support the engagement and physical literacy development of your participants. When applying a physical literacy approach, embracing diversity and inclusion is crucial. Consider the following to help provide an inclusive environment:

- Treat every person with respect and dignity and protect them from discrimination, harassment and abuse. [Learn more](#) about inclusive sport.
- Child safety must be embedded in every Australian sporting organisation's culture and reflected in policies and procedures. The [Child Safe Sport](#) webpage outlines the process, toolkit and online courses available to support organisations in this area.
- Grassroots sport and physical activity providers often encounter issues related to their activity. [Play by the Rules](#) provides guidance, training and resources to address such issues.
- Giving everyone the opportunity to participate in sport, regardless of their sex or gender identity is crucial. [Learn more](#).

PARTICIPANT PATHWAYS

The *Participant Pathway* template [page 23] has been designed to help you capture all the programs, resources, tools and strategies that you provide for each type of participant and life stage. This will help you identify the explicit pathways you offer and highlight any gaps and opportunities that exist.



PARTICIPANT PATHWAYS

Consider the programs, resources, tools and strategies that you provide

PARTICIPANT/TYPE OF PROGRAM	EARLY CHILDHOOD 0–5 YEARS	PRIMARY 5–12 YEARS	SECONDARY 13–18 YEARS	ADULT 18–65 YEARS	OLDER AUSTRALIANS 65+ YEARS
ACTIVE LIVING (Integrated into everyday living, i.e. play, at home, active transport)					
ACTIVE RECREATION (Individual or social, non-competitive physical activity)					
SOCIAL (Social, semi-organised, non-competitive)					
TRADITIONAL (Local and regional competitions and events following traditional rules)					
ELITE	NA				

Thank you for helping Australians develop the physical literacy they need to lead happy, healthy and active lives.





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