



Physical Literacy and Play

What's the difference?

Presented by Pierre Comis

13 May 2021

Pierre Comis: Leadership in Policy & Practice



Current Roles

- Acting CEO + Head of Schools & Participation – Special Olympics Australia
- Co Chair – Physical Literacy Special Interest Group (ASPA)
- Chair – Bluearth Foundation
- Consultant – Sport, Physical Activity, Physical Literacy

Former Roles

- Sport Australia – Director of Physical Literacy Leadership
- Sport Australia – Director of National Participation Outcomes
 - + Sport Engagement and Partnerships
 - + Sporting Schools and Active After-school Communities
- AFL/NRL/Cricket – Participation and Sport Development roles



Agenda for Today's Session

1. Our Inactivity Crisis
2. The Policy Landscape
3. Why a Physical Literacy Approach?
4. Understanding Physical Literacy
5. Physical Literacy in Australia
6. The Role of Play
7. A Conversation: Physical Literacy and Play

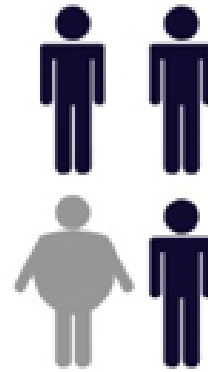


1. Our Inactivity Crisis



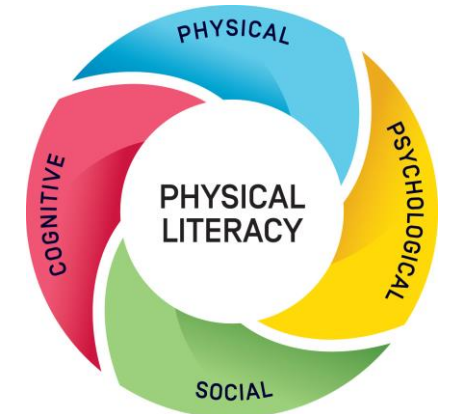
AND **1 IN 10** YOUNG
PEOPLE MEET THE
PHYSICAL ACTIVITY
RECOMMENDATION OF

60
MINUTES
PER DAY¹



1 IN 4

YOUNG PEOPLE
ARE OVERWEIGHT
OR OBESE.³

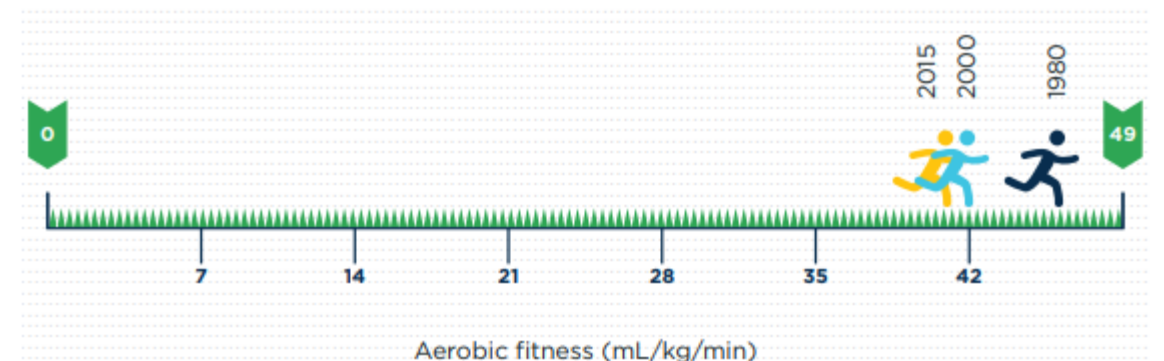


LESS THAN
30%

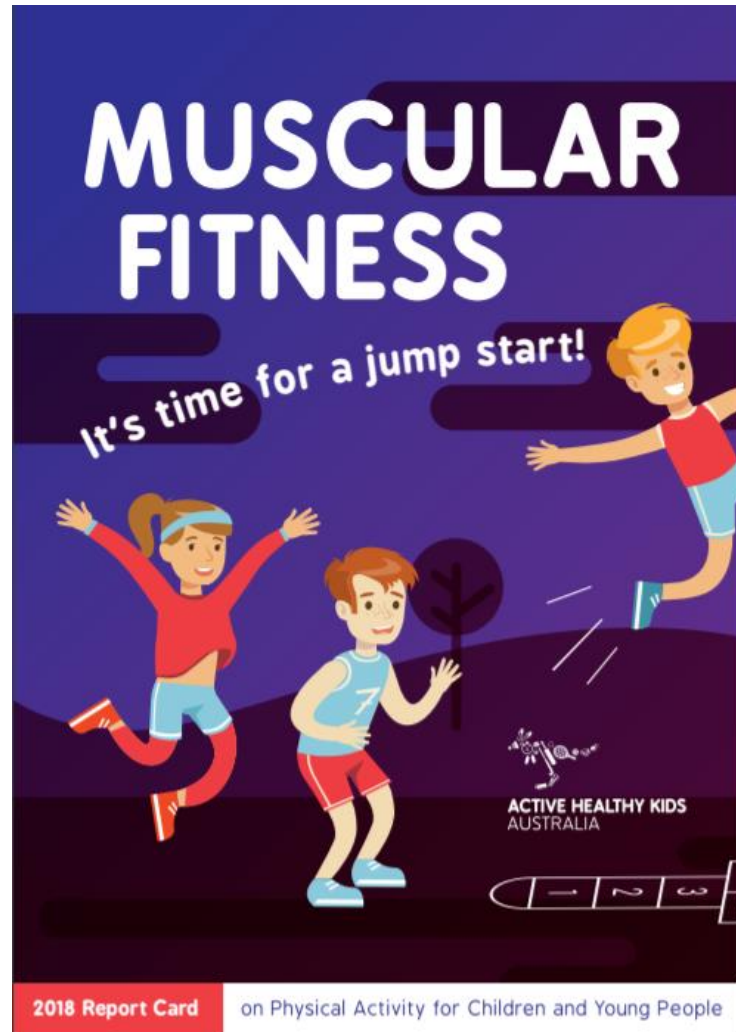


OF YOUNG PEOPLE (5-17 YEAR OLDS) MEET THE
RECOMMENDED "NO MORE THAN 2 HOURS OF
SCREEN-BASED ENTERTAINMENT" PER DAY.²

Research shows the average child in 2015 would finish 250 metres behind the average child from the 1980s over a 1.6km run¹⁹



1. Our Inactivity Crisis



**OVERALL PHYSICAL
ACTIVITY LEVELS**

D-

PHYSICAL FITNESS

D+

MOVEMENT SKILLS

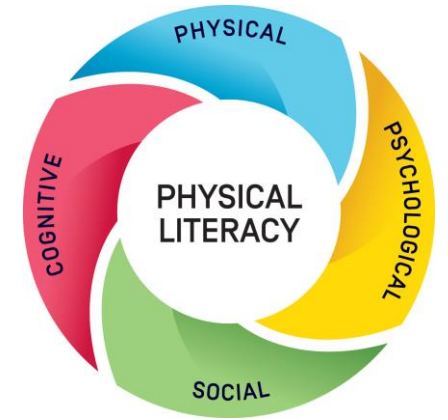
D+

SCREEN TIME

D-

Australia's young people:

- > have less self-confidence in being physically active
- > are not developing Fundamental Movement Skills
- > are inundated by new forms of entertainment that create sedentary lifestyles.⁴



1. Our inactivity Crisis

THE CONVERSATION

Academic rigour, journalistic flair

Arts + Culture Business + Economy Cities Education Environment + Energy **Health + Medicine** Politics + Society Science + Technology

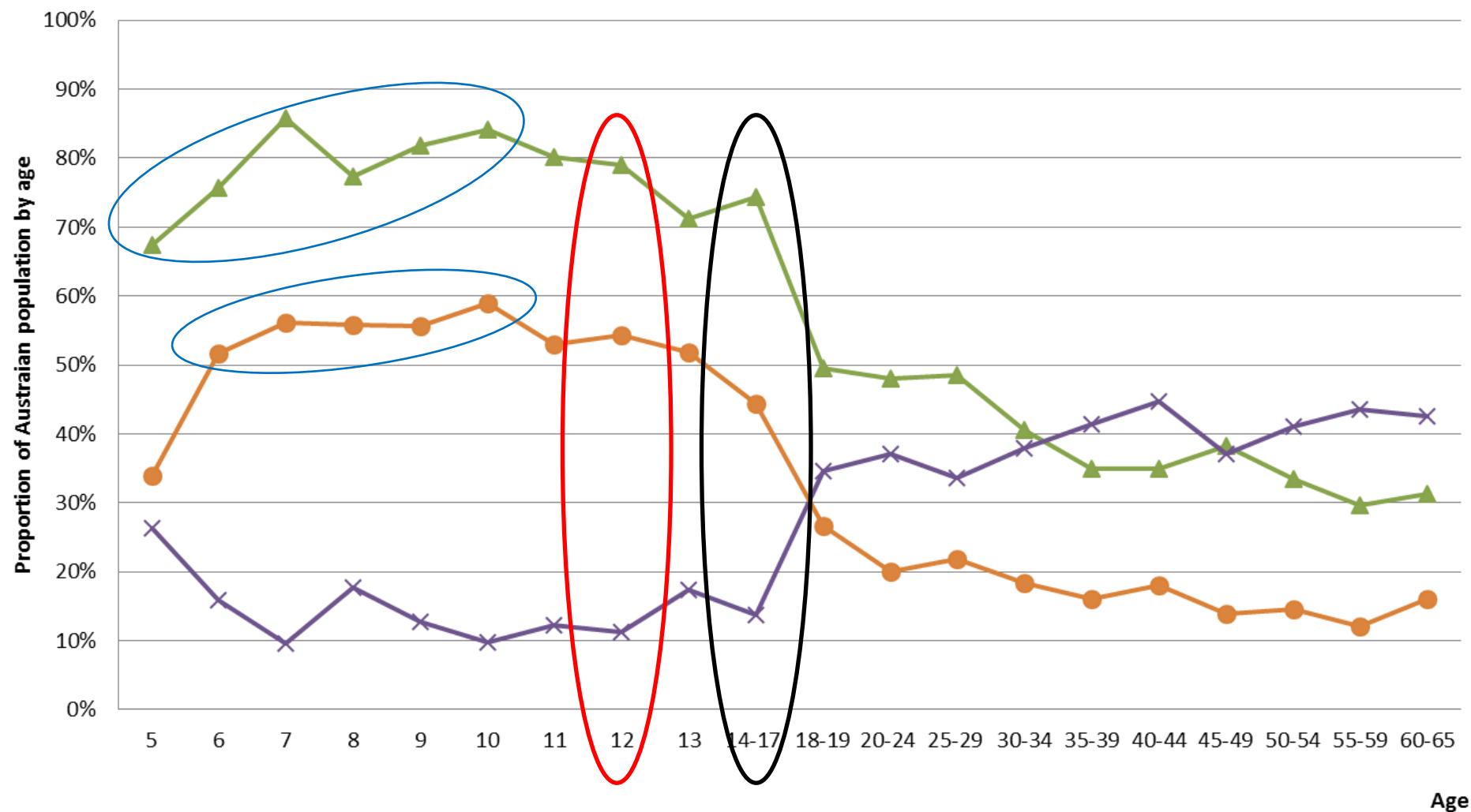
Q Search analysis, research, academics...



140th out of 146: Australian teens do close to the least physical activity in the world

November 22, 2019 10:55am AEDT

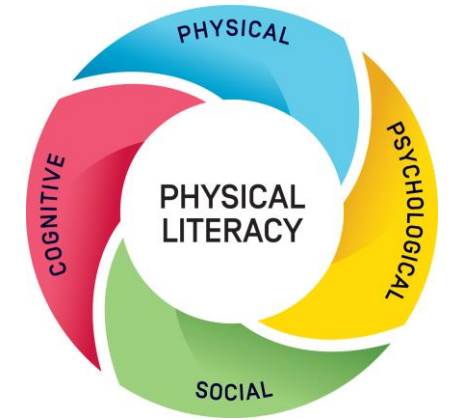
1. Our Inactivity Crisis



The Exercise, Recreation and Sport Survey - (ERASS)
AusPlay Survey

Subtotal organised Non-organised only Club participants

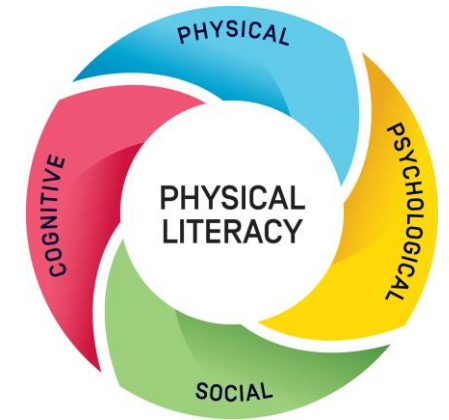
2. The Policy Landscape



The target for the action plan is a 15% relative reduction in the global prevalence of physical inactivity in adults and in adolescents.

** using a baseline of 2016*

2. The Policy Landscape



2. The Policy Landscape

PHYSICAL LITERACY

The foundation of movement for life is physical literacy. Put simply, physical literacy is the skills, confidence and motivation to move for life. Critically, it is never too early to ensure every Australian has the necessary physical literacy, which is why Sport 2030 places a strong emphasis on early childhood and schools as part of the solution to our inactivity crisis.

The Australian Government will work with state and territory governments and the Australian Curriculum, Assessment and Reporting Authority to find opportunities to support the teaching of physical literacy in the Australian curriculum.

Following the agreement of the Meeting of Sports and Recreation Ministers, the Ministers will monitor the progress of efforts to include physical literacy in Australian Schools.



2. The Policy Landscape



Activate! Queensland

2019–2029



Active kids in active schools

Physical literacy begins at birth, but much of what is learnt about movement and play occurs on school grounds, especially during primary school, when physical skills and confidence are gained.

Health and physical education, school sports and outdoor play promote a lifelong love of movement and a strong role modelling for future generations. Schools provide the opportunity to be active during the day and offer greater community connection when school is out.

Schools are ideal active environments. They are the heart of many communities, close to residential areas and their facilities are often accessible to people of all abilities. Across Queensland, there is a wealth of sport and active recreation spaces in schools. However, availability and quality of facilities are inconsistent. Queensland students, regardless of where they live or attend school, deserve an equal opportunity to affordable sport and active recreation opportunities. This includes the chance to pursue athletic success and access high-quality facilities.

Through Activate! Queensland, we will deliver greater community availability of sport and active recreation facilities in schools. We will enhance the amount and quality of physical activity for children by encouraging learning through activity and movement; and support a range of enjoyable activities within the school day, as well as before and after school.




Activate! Queensland will:

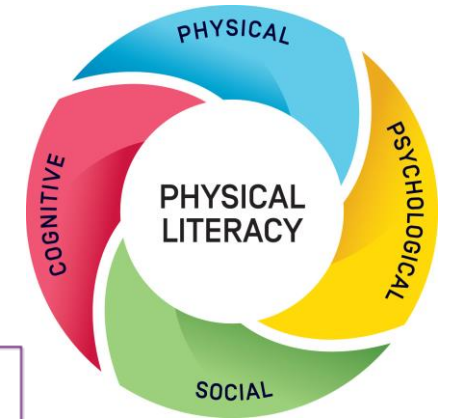
Target investment to deliver new and upgraded infrastructure to encourage and maximise the use of school facilities outside of school hours.

Form partnerships and leverage investment to ensure schools, students and the broader community have access to a wide range of sport and active recreation opportunities.

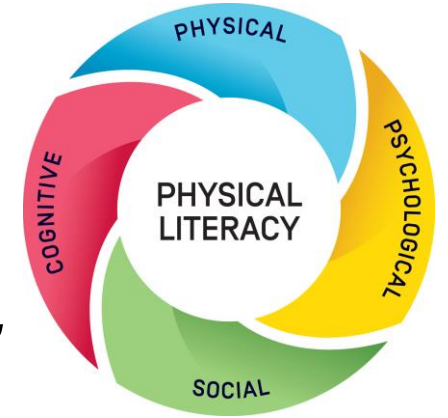
2. The Policy Landscape



Active schools 	<p>Embed whole school approaches for physical activity to:</p> <ul style="list-style-type: none">• improve student health, learning, behavioural outcomes• provide quality physical education and develop students' fundamental movement skills• offer school sport programs which are focussed on fun, inclusion and participation, and connect students to community sport• extend skills and interest through outdoor education• encourage active breaks and movement in the classroom• have school buildings, grounds and facilities that encourage students to move more sit less and travel actively to school• partner locally to provide access to facilities and offer diverse recreational opportunities to the community.
Active kids 	<ul style="list-style-type: none">• have fundamental movement skills to support lifelong participation in sport and physical activity• have the confidence and motivation to be active• enjoy and value physical activity• move every day, before, during and after school.
Active communities 	<ul style="list-style-type: none">• collectively value movement as part of everyday life• foster community connection through sport and recreation• create connections between local clubs, community groups and schools• have open, green spaces, accessible facilities and walkable neighbourhoods that are designed to facilitate intentional and incidental activity.



3. Why a Physical Literacy Approach?



‘A physically literate person is more likely to be physically active’

Belanger et al – 2018, Sport England – 2018

‘Physical literacy approaches can drive physical activity – particularly for the currently ‘inactive’ population’

Sport England – 2018

‘Physical literacy approaches increase physical activity among the unhealthy cohorts’

Cairney et al – 2019

‘Physical literacy has benefits that assist mental health’

UK Active – 2019

3. Why a Physical Literacy Approach?



*“No matter how many sidewalks we build, no matter how many parks we construct, no matter how much we urge people to get involved with physical activity, they simply won’t do it unless they have the **ability, confidence, and desire** to be physically active.”*

American Surgeon General, Vivek Murthy (2015)

Competence + Confidence + Motivation

3. Why a Physical Literacy Approach?



“Continuing to invest in reducing or removing traditional barriers to participation – cost, facilities, formats, awareness – without deliberately improving levels of physical literacy, will not solve our inactivity crisis.

*Making participation affordable, accessible and understood is not enough – so many children simply don’t know **what** to do, **how** to do it, or **why** they even need to do it”*

Pierre Comis, Director of Physical Literacy Leadership, at the 2019 National Sports Convention

Physical Literacy enables Physical Activity

4. Understanding Physical Literacy



International Definition of Physical Literacy

*“Physical literacy is the **motivation, confidence, physical competence, knowledge, and understanding** to value and take responsibility for engagement in physical activities for life.”*

The International Physical Literacy Association, May 2014

4. Understanding Physical Literacy



Australian Definition of Physical Literacy

Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.

It reflects ongoing changes integrating physical, psychological, social and cognitive capabilities.

It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.

A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity – relative to their situation and context – throughout the lifespan.

4. Understanding Physical Literacy



Physical literacy is the **skills, knowledge** and **behaviours** that give us the **confidence** and **motivation** to lead active lives.

It involves **holistic, lifelong learning** through movement and physical activity.

It delivers **physical**, **psychological**, **social** and **cognitive** health & wellbeing benefits for all Australians.



Physical

The skills and fitness a person acquires and applies through movement



Psychological

The attitudes and emotions a person has towards movement and the impact they have on their confidence and motivation to move



Social

A person's interaction with others in relation to movement



Cognitive

A person's understanding of how, why and when they move

4. Understanding Physical Literacy



Physical

Throwing, catching, kicking, dodging, jumping, weaving or striking an object
Balancing on one foot, on a beam, with/without a partner, arms in/out



Psychological

Being focused and engaged in an activity
Feeling happy, included, fulfilled, or excited about participating in sport or physical activity



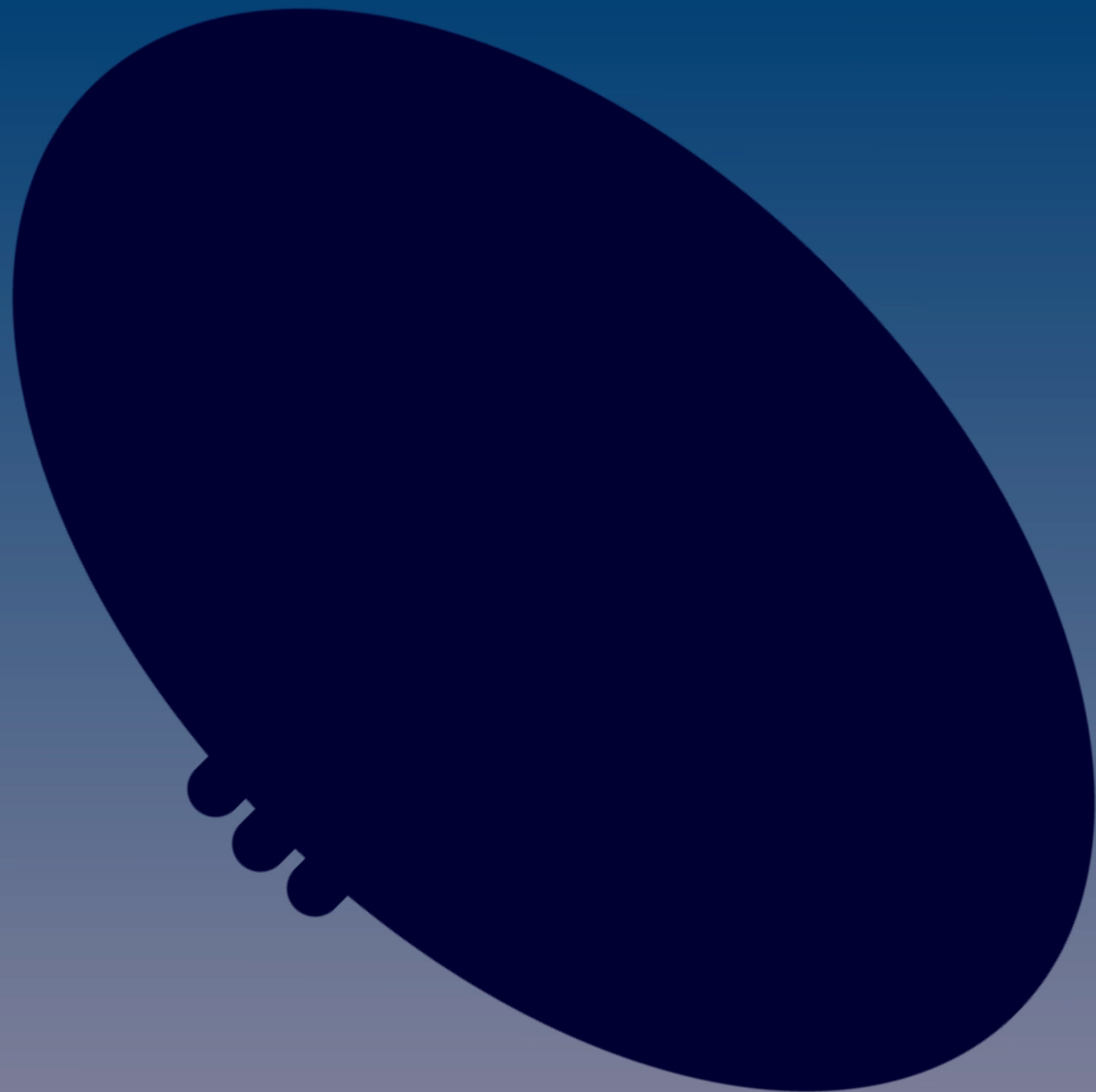
Social

Demonstrating empathy and compassion, developing friendships, being part of a team
Sharing with others, taking turns, developing trust and camaraderie



Cognitive

Understanding the importance of being active, team roles, game strategies, analysing risk
Planning milestones as part of the process of achieving a bigger goal



5. Physical Literacy in Australia



2016

- Sport Australia engaged Richard Keegan, Dean Dudley and Lisa Barnett
- Scope to define PL for Australia and establish a set of standards and guidelines

2017

- Release of Australian Definition + Consensus Statement (16 lead academics)
- Release of a draft Standard (4 domains, 32 elements)

2018

- National Sports Plan Launched – *Sport 2030*
- Sport Australia established Physical Literacy Leadership team
- La Trobe University engaged to run pilot programs across 5 settings
- Widespread consultation and feedback process on the draft standard

5. Physical Literacy in Australia

2019

- Australian Physical Literacy Framework (4 domains, 30 elements)



The Physical Literacy Framework (the Framework) supports the development of physical literacy in all people throughout their lifetime.

Physical literacy is about building the skills, knowledge and behaviours to lead active lives.

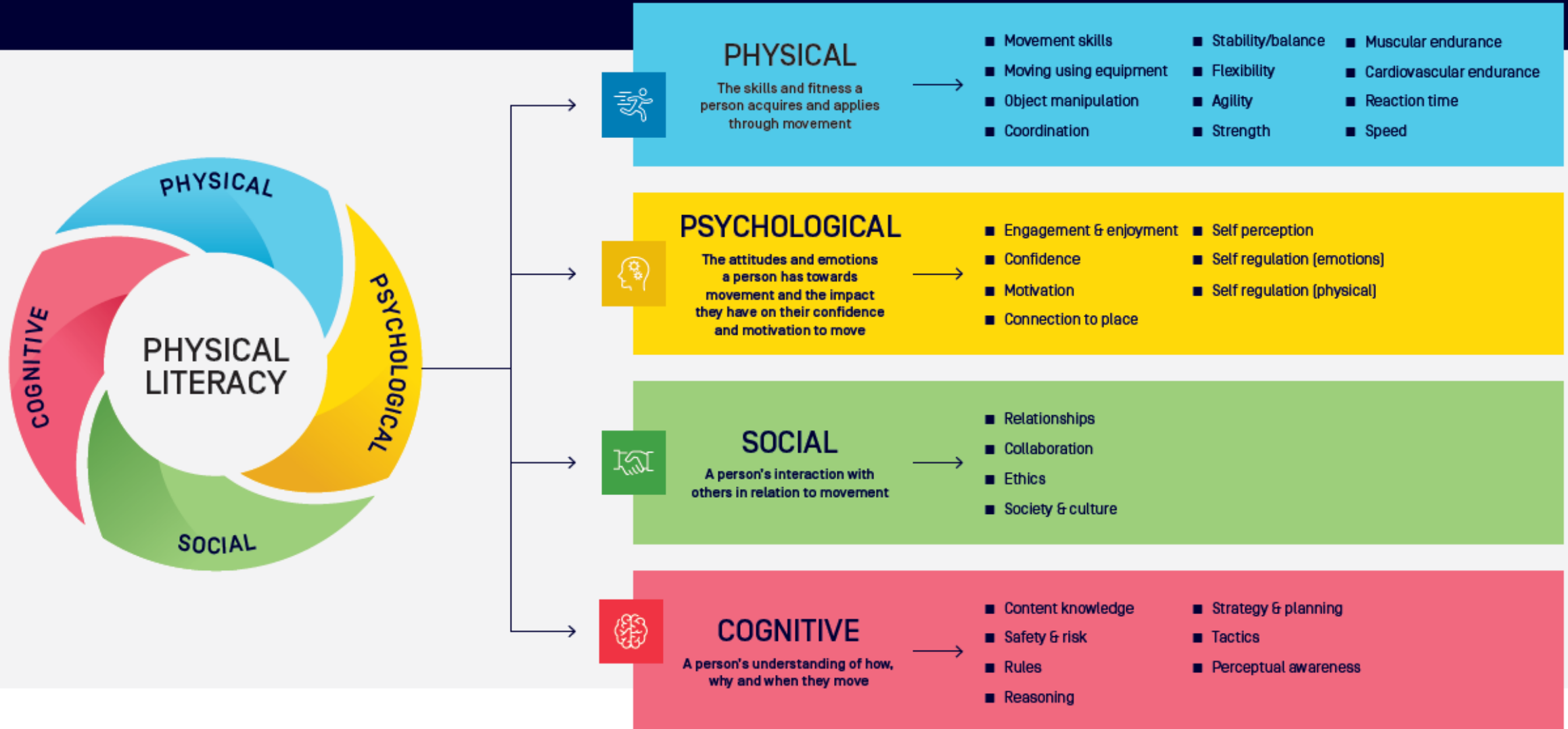
The Framework helps people understand how to progress on a physical, psychological, social and cognitive level and enjoy lifelong participation in sport and physical activity.

DOMAINS

Developing physical literacy involves holistic learning through each of the four domains.

ELEMENTS

Each domain is made up of elements. These elements are the required skills, knowledge and behaviours that enable development of physical literacy.





PHYSICAL



PSYCHOLOGICAL



SOCIAL



COGNITIVE

The domains are made up of multiple elements. Each element has five stages of development that a person can progress (or regress) through.



STAGES OF DEVELOPMENT



STAGE 0 PRE-FOUNDATIONAL

At this stage a person is experiencing, playing or exploring limited forms of movement.



PROGRESS TO
FOUNDATION & EXPLORATION



STAGE 1 FOUNDATION & EXPLORATION

At this stage a person is learning and exploring their capabilities for movement.



PROGRESS TO
ACQUISITION & ACCUMULATION



STAGE 2 ACQUISITION & ACCUMULATION

At this stage a person is frequently practicing and refining their capabilities for movement.



PROGRESS TO
CONSOLIDATION & MASTERY



STAGE 3 CONSOLIDATION & MASTERY

At this stage a person is able to perform and analyses their capabilities for movement.



PROGRESS TO
TRANSFER & EMPOWERMENT



STAGE 4 TRANSFER & EMPOWERMENT

At this stage a person transfers their capabilities for movement to new and different situations.

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.

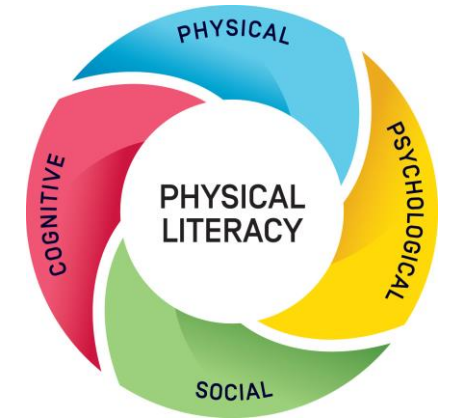
What it could look like:

- 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.

5. Physical Literacy in Australia

2019

- Australian Physical Literacy Framework
- Sport Australia Position Statement on Physical Literacy (60+ endorsements)



SPORT AUSTRALIA POSITION STATEMENT ON PHYSICAL LITERACY

SPORTAUS

Sport Australia is committed to improving the lives of all Australians through sport and physical activity. We want more Australians moving more often because we know the enormous benefits to our health and wellbeing – physically, socially, psychologically and cognitively.

Success depends on generational change, with an emphasis on young Australians. Today's environment and increasingly sedentary lifestyles mean many children are missing out on learning fundamental movement skills, like how to run, throw, kick, catch or jump. This is a vital first step in developing the physical literacy required to get Australians moving more.

Physical literacy is about developing knowledge and behaviours that give children the motivation and confidence to enjoy active lifestyles. Establishing active habits in children sets them on the path to happier and healthier lives, paving the way for a more productive Australia.

Educators, coaches and families all play a crucial role in promoting and developing physical literacy in children. This can be achieved through quality physical education, school and community sport programs and embracing daily play and physical activity.

Movement skills, like numeracy, reading and writing, can be learned. Research shows that children who engage in regular physical activity and improve their physical literacy, reap the numerous health benefits and also learn better academically.

Sport Australia wants all young Australians to benefit from these opportunities. We are committed to leading and collaborating with the sport, education and health sectors to ensure physical literacy is a core component of every child's development and education.

Through this commitment we will strive to create a healthier generation of more active Australians.



Endorsers

The following organisations and individuals endorse the Australian Physical Literacy Framework

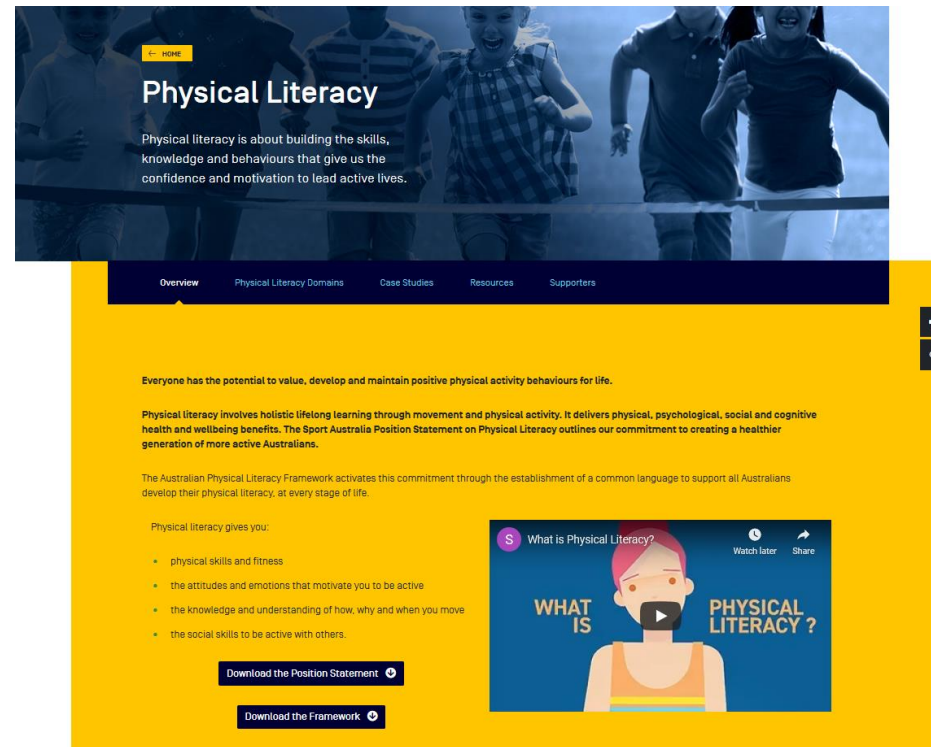
National sporting organisations



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- Sport Australia's Physical Literacy webpage + Animated Video



5. Physical Literacy in Australia

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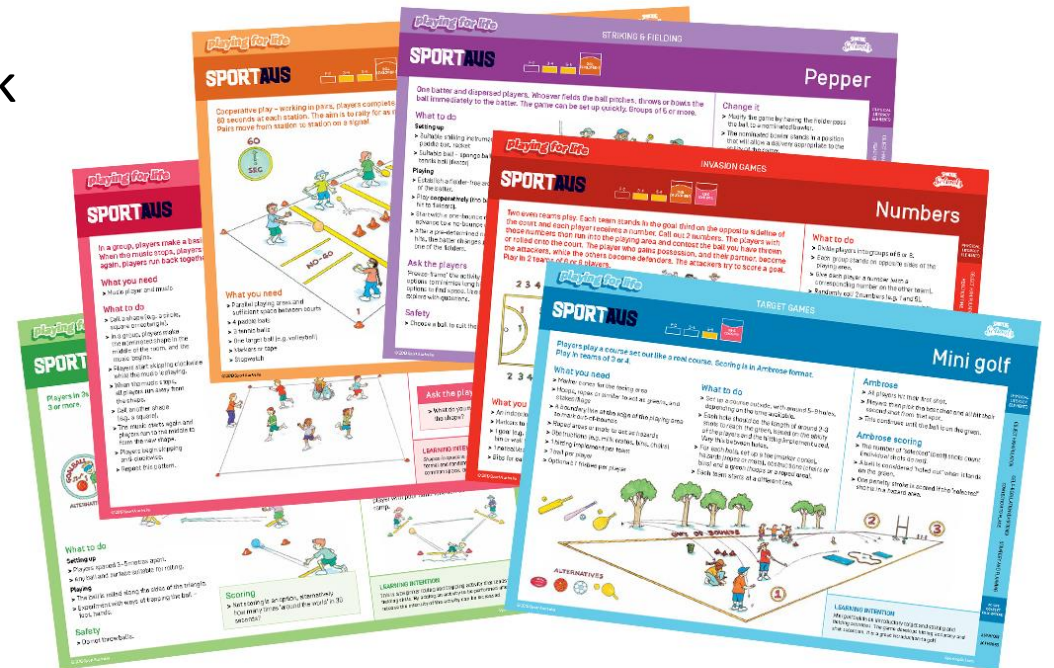
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- *Playing for Life* cards mapped to PL Framework



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SPORTING
Schools

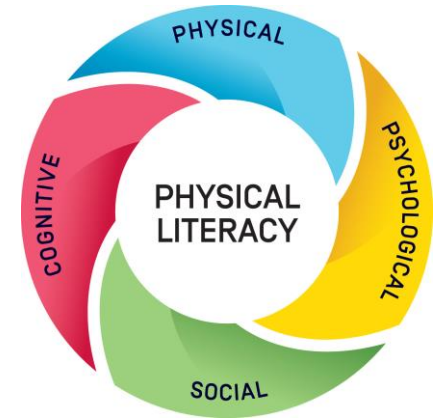
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- Physical Literacy Program Alignment Guidelines
- Sporting Schools Plus Pilot Program
- Sport Australia closes PL Leadership team and embeds PL across the business



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2020

- Sport Australia launches a range of toolkits

Benefits for Schools



These resources provide the evidence you need to advocate for a greater focus on physical literacy at your school.

- [Physical Literacy: Benefits for Schools](#)
- [Physical Literacy: Benefits for Schools At a Glance](#)
- [Physical Literacy: Benefits for Schools Presentation](#)

Implementation Plan



This step by step guide is designed to help the whole school community work together to embed physical literacy. It includes action plans to increase physical literacy in each component of the Physical Literacy: Guide for Schools.

- [Physical Literacy for Schools: Implementation Plan](#)
- [Physical Literacy Action Plan Workshop Presentation](#)

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2020

- Sport Australia launches a range of toolkits
- **Activating Physical Literacy now sits with individual sectors...**

6. The Role of Play



- Children form their neural pathways and connections by 5yrs of age
 - Active play shapes and designs children's brains, and develops many skills:
 - Creativity
 - Communication
 - Problem solving
 - Resilience
 - Emotional regulation
 - Relationship building
- These are critical skills needed for school and adult life
Quality play-based learning is the best way to develop them
- Play motivates children to learn and develop positive feelings towards learning
 - Learning through play focuses on the process the child embarks on, and on leveraging the 'teachable moments' as they arise
 - This fosters player-centred learning, informed by self-determination theory

6. The Role of Play



6. The Role of Play

Benefits of Play:

- Play leads to discovery of the physical world
- Play leads to creative thinking and problem solving
- Play helps children develop self-control and social skills
- Play builds healthy minds and bodies
- Play promotes connection and relationships
- Play increases physical activity and reduces sedentary screen time
- Play influences children's physical, psychological, social and cognitive development



PLAY DEVELOPS PHYSICAL LITERACY!

7. A Conversation: Physical Literacy and Play



Thoughts / Reflections / Questions