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Bridging health to community settings: exploration through the lens of physical literacy

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Prof. Alexandre Mouton



Born and raised in Liège, Belgium

- Master and Phd in Physical Education
- Professorship at Liège University



00 Introduction

Newbie in Melbourne





PETE

Physical education
didactics



PA Promotion

Encourage an active
lifestyle across lifespan



Physical Literacy

From school to health
context





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Physical Literacy origins

What is it? Where does it come from? Why use it?

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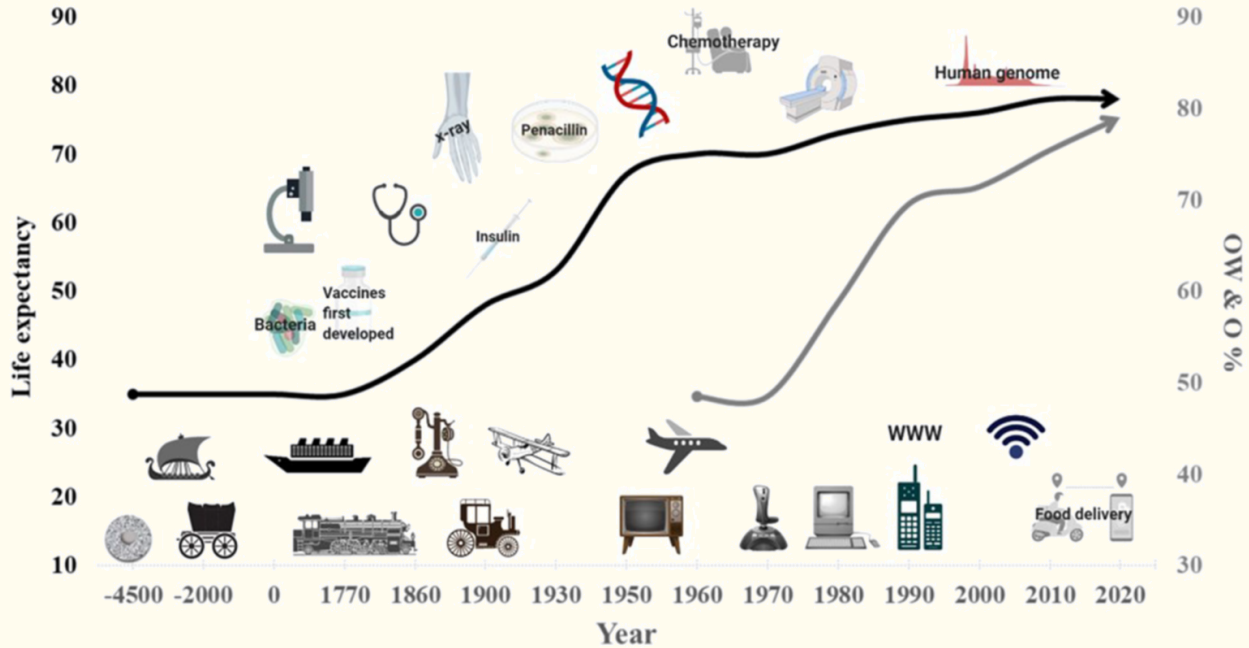


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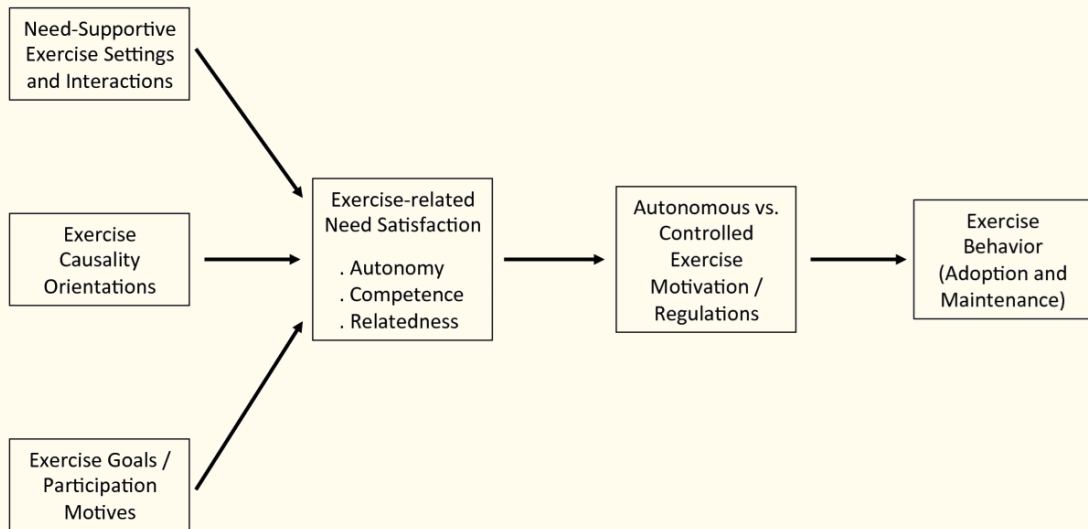
Physical Literacy origins

Why a paradigm shift ?

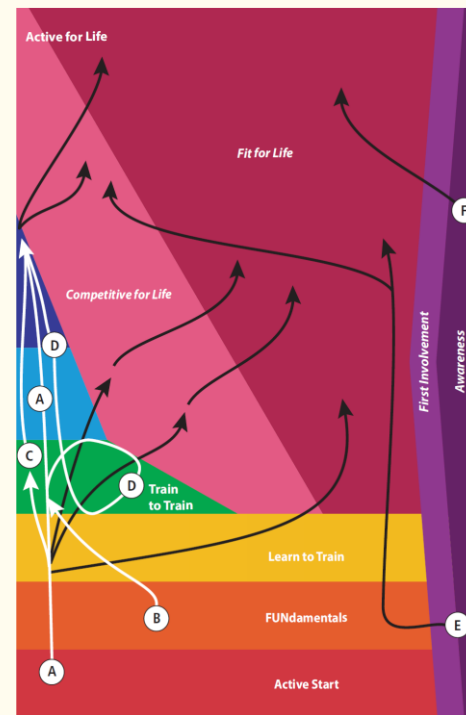
Physical in-activity across...history



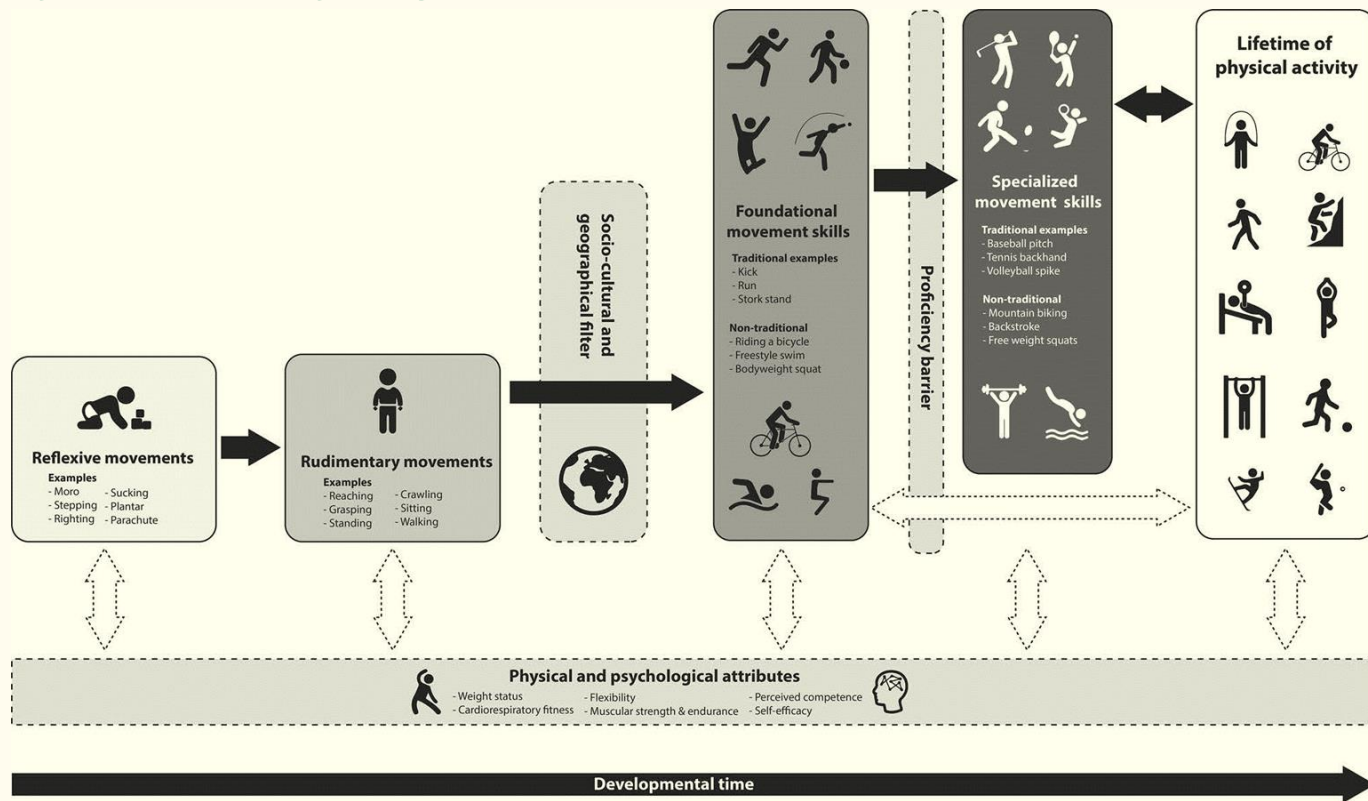
...An unique pathway?



Self-Determination Theory for Physical Activity (Ryan & Deci, 2009)



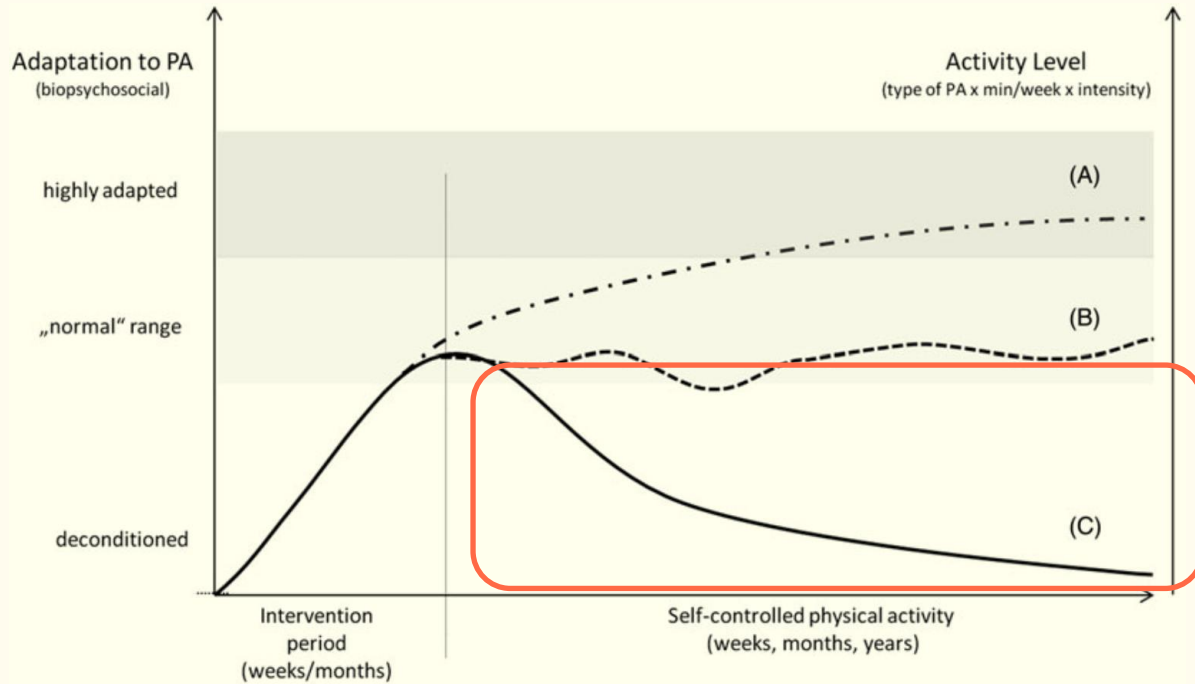
Physical Literacy origins



Development of foundational movement skills for physical activity across the lifespan

Hulteen et al. (2018)

Physical Literacy origins



Adaptations to short-term exercise interventions and their post-intervention progression

Geidl, Pfeifer & Semrau (2014)

Ongoing limits of PA/exercise promotion

Accessibility & Inequality

Accessibility to health services limited for low SES

Motivation/Behavior change foundations

Exercising, short-term physical improvement centered programs



One-Size-Fits-All Approaches

Lack of time, knowledge, referral for PA in health care professionals

Hospital vs community-centered approach

Lack of ecological perspective on participants' PA

*Powell et al. (2006); Bauman et al. (2016);
Kahn et al. (2002); Moschny et al. (2011)*

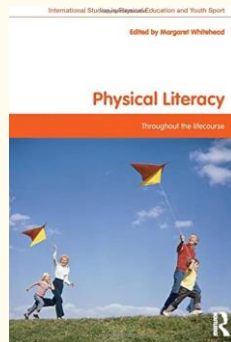
01

Physical Literacy origins

What is Why Physical Literacy?

“Motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life”

International Physical Literacy Association (2017), inspired from Whitehead (2001)



Physical Literacy



1 Core

Focused on the inherent potential of all humans to learn through physical interaction with the environment



2 Constitution

Based on integrated development spanning the four of physical, psychological, cognitive, and social learning domains



3 Importance

Helps a person to learn more about the world, become more capable, and ultimately pursue a range of fulfilling activities, as well as the known benefits to health associated with PA

4 Aspiration

Describe possible configurations, becomes self-perpetuating, such that the individual persists with PA, and/or reengages following interruptions such as injury, or significant life events



Physical Literacy origins



Physical domain

The skills and fitness a person acquires and applies through movement.



Psychological domain

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



Social domain

A person's interaction with others and the environment.

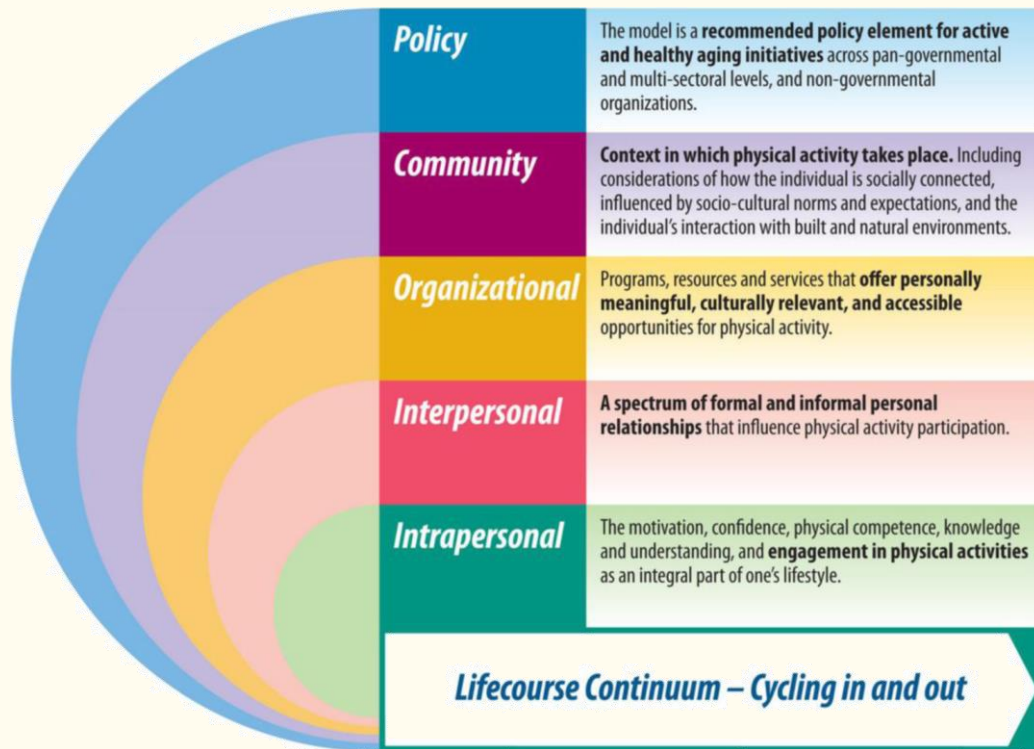


Cognitive domain

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

Movement skills (Land)	Stability / balance	Motivation	Ethics	Awareness
Movement skills (Water)	Flexibility	Self-regulation (Emotions)	Relationships	Content knowledge
Movement using equipment	Agility	Self-regulation (Physical)	Collaboration	Rules
Object manipulation	Strength	Self-awareness	Safety & risk	Purpose & reasoning
Cardiovascular endurance	Reaction time	Confidence	Society & culture	Strategy & planning
Muscular endurance	Speed	Engagement & enjoyment	Connectedness (Community & environment)	Tactics
Coordination	Power			

Physical Literacy origins



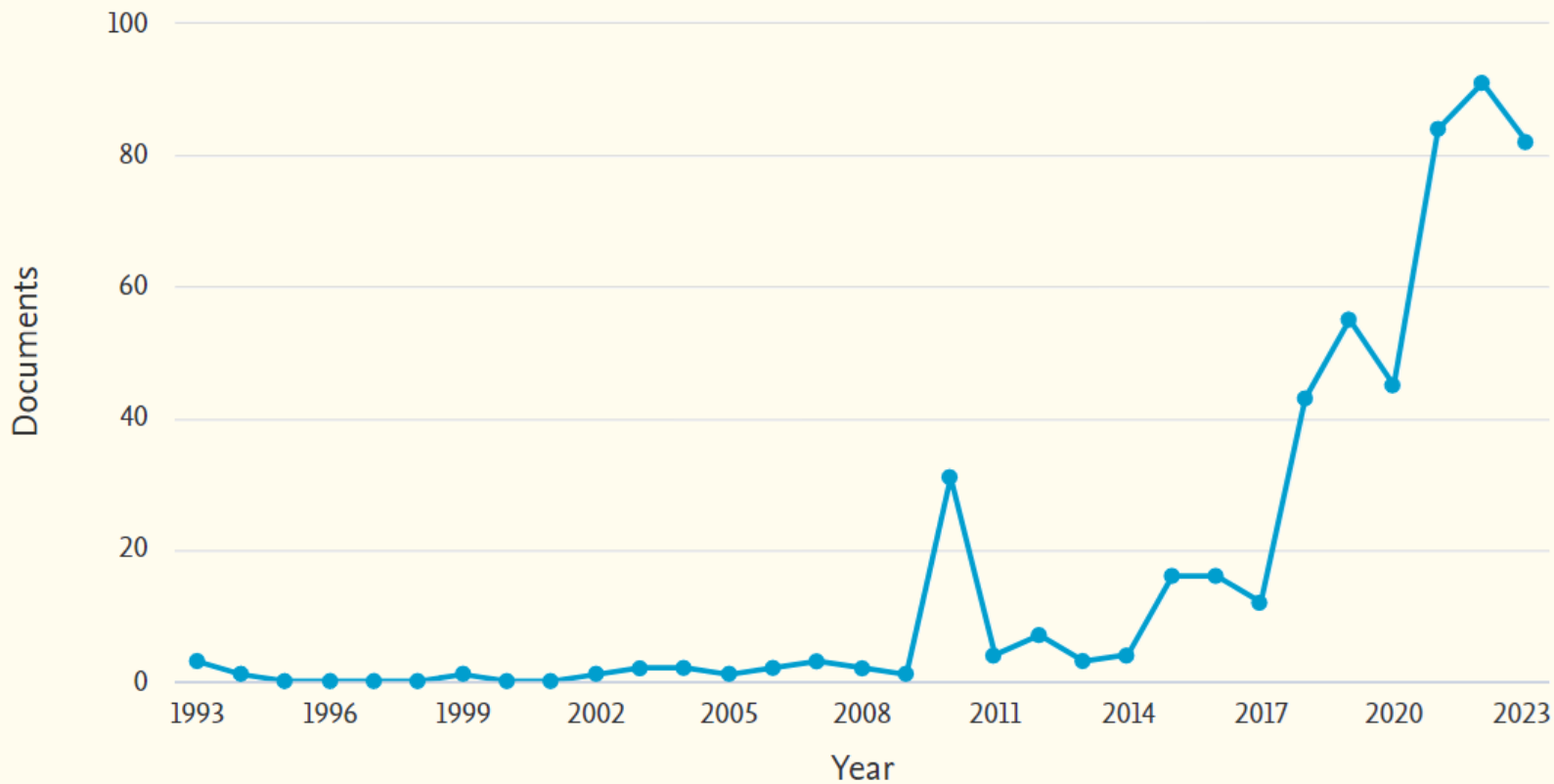
Physical Literacy Model for Older Adults with an Ecological Approach

Jones et al. (2018)

01

Physical Literacy origins

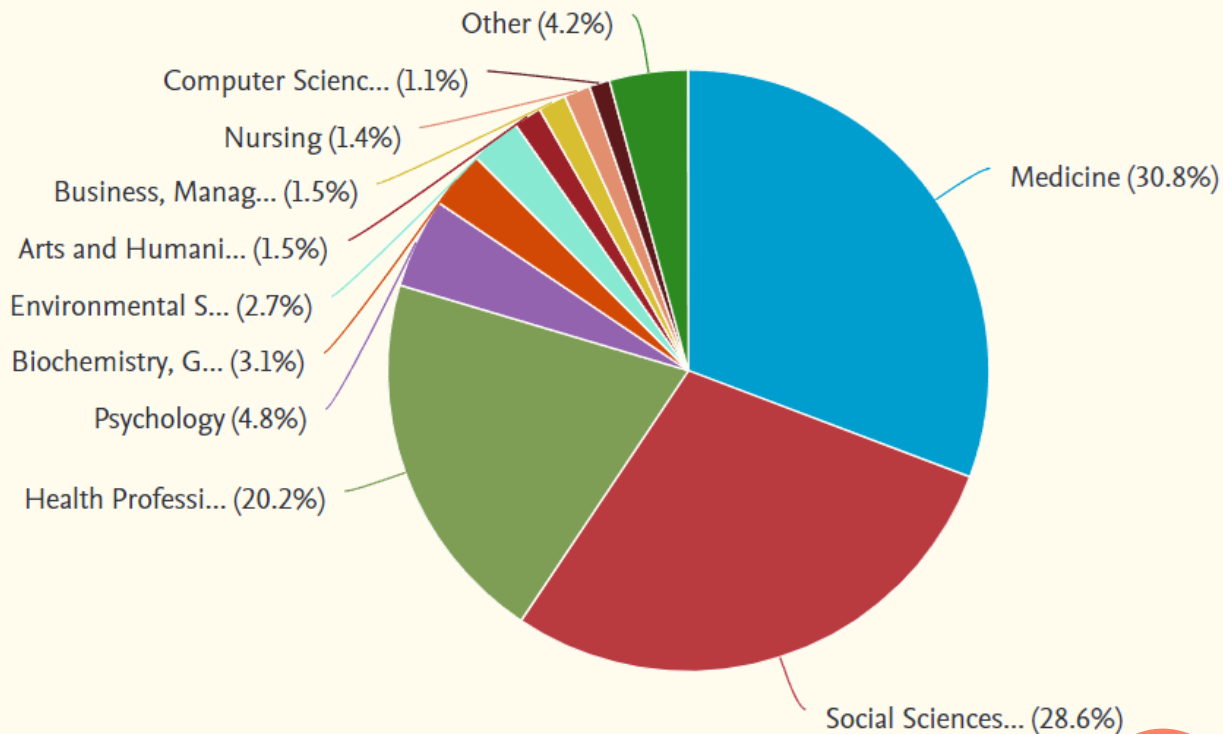
Documents by year



Scopus.com

Physical Literacy origins

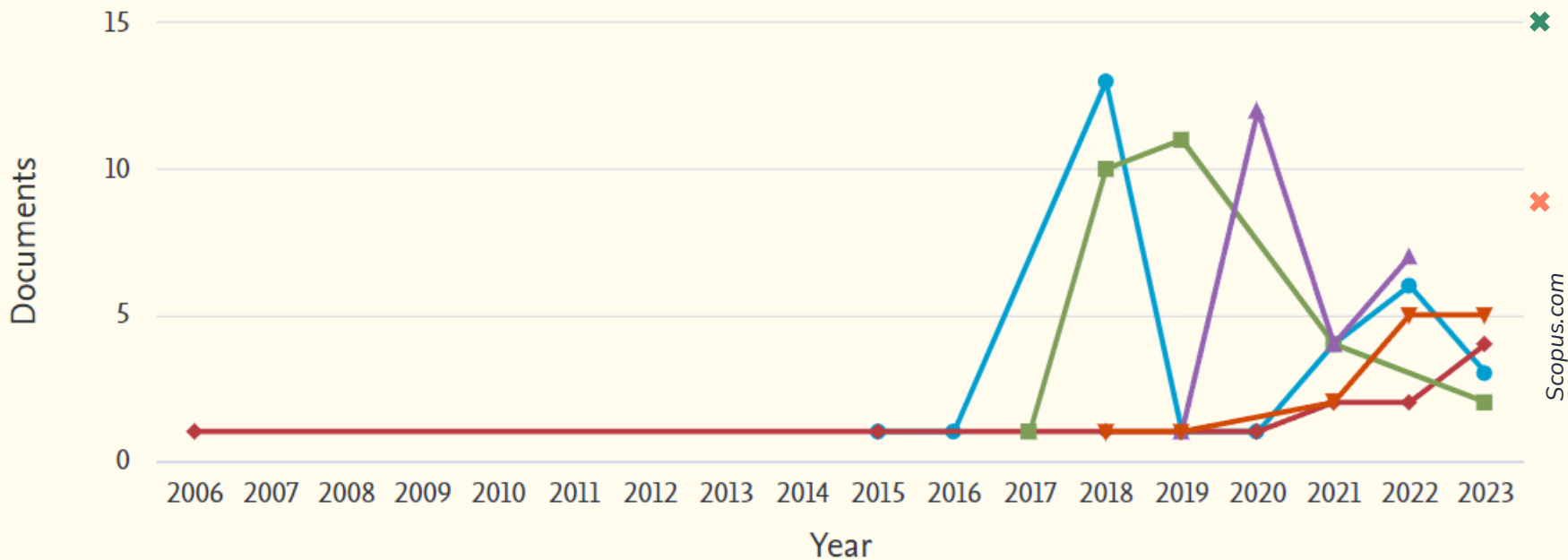
Documents by subject area



Documents per year by source

Compare the document counts for up to 10 sources.

Compare sources and view CiteScore, SJR, and SNIP data



● BMC Public Health ● European Physical Education Review ■ Journal Of Teaching In Physical Education
▲ International Journal Of Environmental Research And Public Health ▼ Physical Education And Sport Pedagogy

Co-existing physical literacies

Young, Alfrey & O'Connor (2023)



PL as health-promoting PA

Origin 1920s

Increase PA participation /
improve health / reduce
economic costs associated
with physical inactivity

→ Global physical inactivity
crisis



PL as motor competence

Origin 1950s

Improve motor competence
/ increase excellence and
participation in sports,
games and PA

→ Lack of basic movement
skills to engage in sports,
games and PA



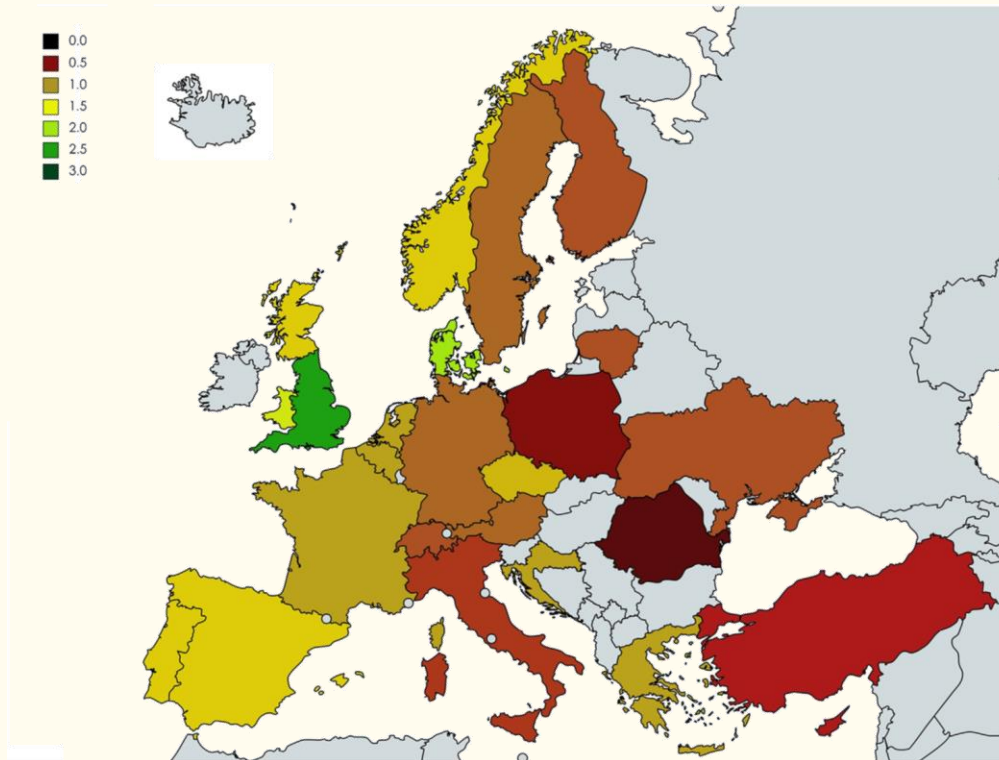
PL as phenomenological embodiment

Origin 1990s

Value and nurture our
human embodied dimension
to appreciate the intrinsic
value of PA

→ Lack of respect for human
embodied dimension

Physical Literacy origins



Physical Literacy implementation in Europe

Carl, ..., Mouton, et al. (2023a)

Why explore Physical Literacy research in healthcare settings?

One of the “blank spots”

- Evidence support a relationship between the physical domain of physical literacy and improved health outcomes, but evidence is missing in specific populations ✕
- Most physical literacy research is focused on children, few in adults, almost none in older adults and chronic disease populations ✕
- Greater emphasis is placed on the physical domain of physical literacy, leaving the remaining domains (affective, cognitive, and behavioural) underrepresented/understudied
- Health care practitioners are not yet engaged with the construct of physical literacy in practice

Cornish et al. (2020)
Carl et al. (2022; 2023a)

Physical Literacy origins

Health Benefits of Physical Activity

FOR ADULTS 65 AND OLDER



IMMEDIATE

A single bout of moderate-to-vigorous physical activity provides immediate benefits for your health.

Sleep
Improves sleep quality



Less Anxiety
Reduces feelings of anxiety



Blood Pressure
Reduces blood pressure



Emerging research suggests physical activity may also help boost immune function.

Nieman, "The Compelling Link," 201-217.
Jones, "Exercise, immunity, and fitness," 317-344.



LONG-TERM

Regular physical activity provides important health benefits for chronic disease prevention.



Brain Health

Reduces risks of developing dementia (including Alzheimer's disease) and reduces risk of depression



Heart Health

Lowers risk of heart disease, stroke, and type 2 diabetes



Cancer Prevention

Lowers risk of eight cancers: bladder, breast, colon, endometrium, esophagus, kidney, lung, and stomach



Healthy Weight

Reduces risk of weight gain



Independent Living

Helps people live independently longer



Bone Strength

Improves bone health



Balance and Coordination

Reduces risks of falls



Source: Physical Activity Guidelines for Americans, 2nd edition

To learn more, visit: <https://www.cdc.gov/physicalactivity/basics/adults/health-benefits-of-physical-activity.html>

June 2023

BARRIERS TO PHYSICAL ACTIVITY FOR ADULTS WITH ARTHRITIS

41% of people with arthritis are inactive, due in large part to 4 barriers:



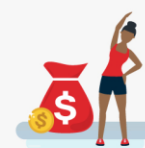
1 PHYSICAL
(pain and fatigue)



2 PSYCHOLOGICAL (lack of motivation and fear of pain)



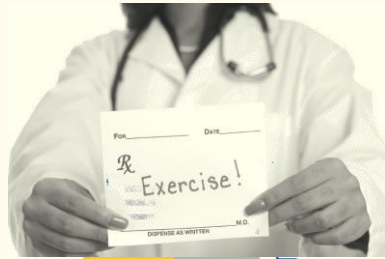
3 SOCIAL (lack of a support system)



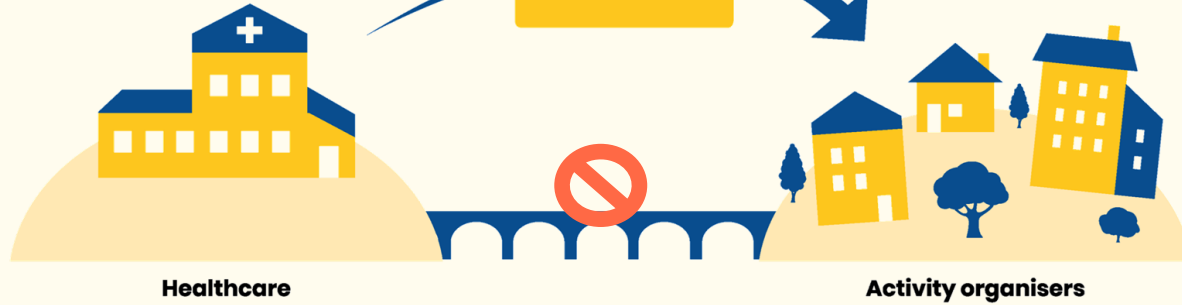
4 ENVIRONMENTAL (costly fees, no transportation and lack of access to safe places to exercise)

Learn more

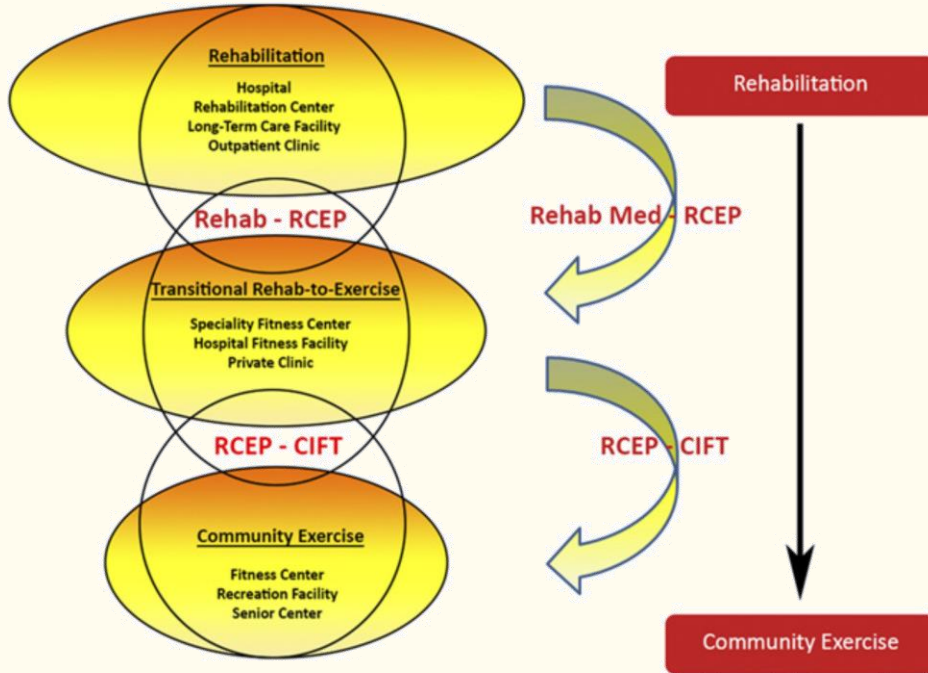
Visit- <https://oaction.unc.edu>



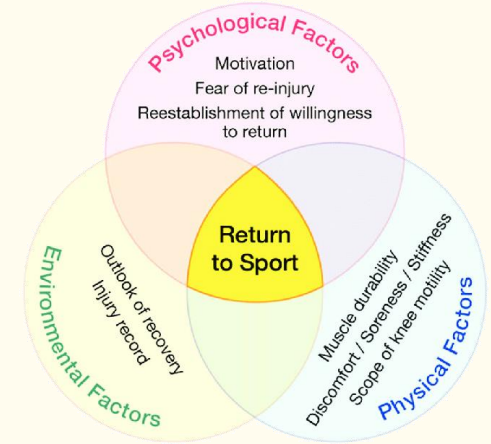
**Physical Activity
on Prescription**



Missing bridge between healthcare and autonomous physical activity



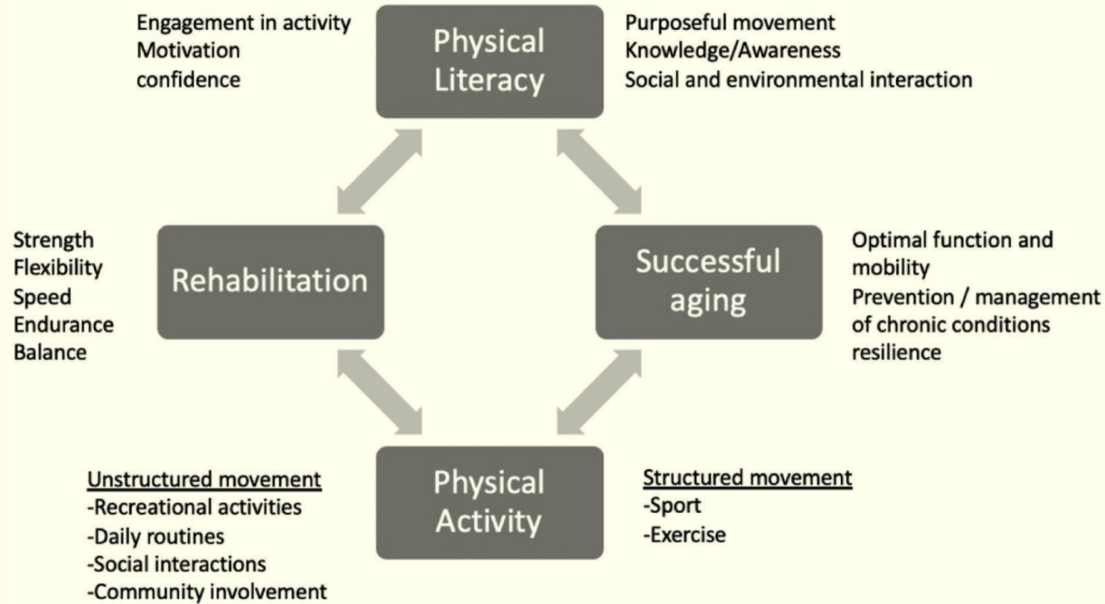
Rehab Med- Rehabilitation Medicine;
RCEP - Registered Clinical Exercise Physiologist;
CIFT - Certified Inclusive Fitness Trainer



Sweeney et al. (2021)

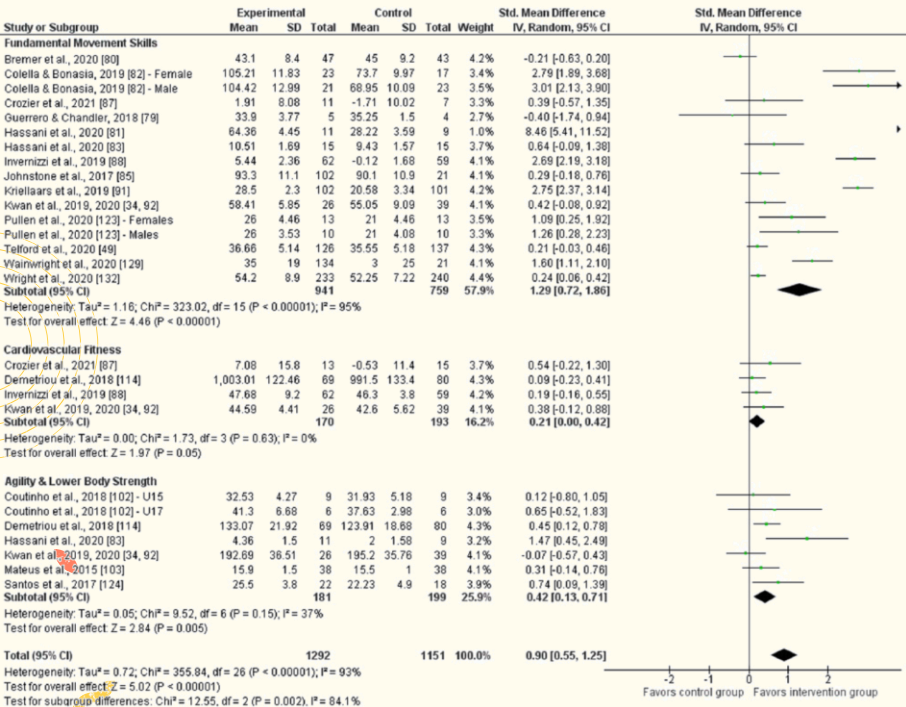
Transitional model from rehabilitation to community exercise

Rimmer (2012)

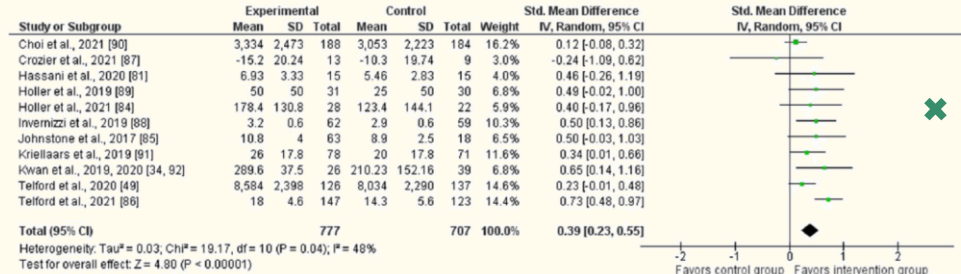


Physical literacy for adults through a rehabilitation lens

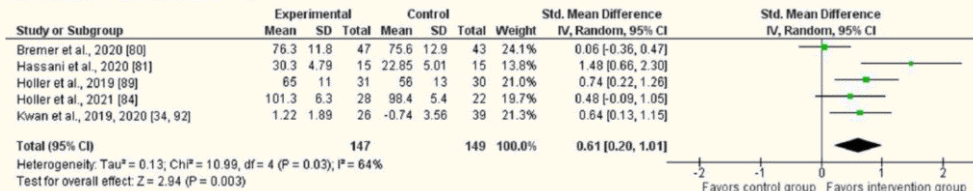
Petrusevski et al. (2022)



Category "Physical Activity Behavior"



Category "Total PL Score"



First evidence for physical literacy interventions effects

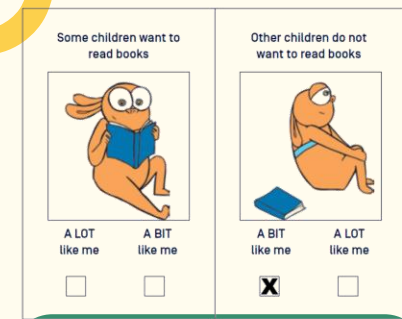
How do we assess Physical Literacy?

Validity, Reliability, and Feasibility of Physical Literacy Assessments Designed for School Children: A Systematic Review

Lisa M. Barnett^{1,8} · Alethea Jerebine^{2,3} · Richard Keegan⁴ · Kimberley Watson-Mackie² ·
Lauren Arundell^{1,5} · Nicola D. Ridgers^{1,6} · Jo Salmon^{1,5} · Dean Dudley⁷

Physical literacy assessment in adults: A systematic review

Aia Boldovskaia^{1*}, Nuno Manuel Gonçalves Dias¹, Marlene N. Silva^{1,2},
Eliana V. Carraça¹



14 instruments

1 instrument*
(S)PPLI

Items

1. I can turn doing sports into an on-going habit of life
2. I have a mindset for lifelong sports
3. I am willing to do sports for better health
4. I am aware of the benefits of sports related to health
5. I establish friendship through sports
6. I possess adequate fundamental movement skills
7. I am physically fit, in accordance to my age
8. I am able to apply PE knowledge in the long run
9. I am able to apply learnt motor skills to other physical activities
10. I have strong social skills
11. I have strong communication skills

Note: the Cronbach's alpha for this scale was 0.90.

1 new instrument: PPLQ

Description of the meaning of each domain of PPLQ version 5 (i.e., 24-item version).

Domain	Meaning
Physical competence	Refers to a person's perception of his/her own fitness and ability to perform various strength and endurance related physical activities.
Understanding	Refers to a person's grasp of the value of physical activity for lifelong health and well-being.
Motivation	Refers to a person's inherent satisfaction and pleasure to engage in regular physical activity.
Confidence	Refers to a person's situational belief in his/her capabilities to adopt and maintain a physically active lifestyle.
Knowledge	Refers to a person's knowledge of health-enhancing physical activities and how to perform them. In addition, this refers to a person's knowledge of the health benefits of being physically active.
Physical activity behavior	Refers to the extent in which a person performs moderate to vigorous physical activity of all types.

Holler et al. (2023)

→ Only self-reported assessment

How to integrate Physical Literacy in health interventions?

Objective & Methods



Explore the effects of a physical literacy assessment and counselling session in chronic disease participants



Longitudinal quasi-experimental study

Control vs Experimental group design



Adult (+18) with chronic disease



Recruitment of 3 medical centres in the Province of Liege (Belgium)

Design of the intervention

APA specialist



40-items 4 PL dimensions questionnaire
4 physical tests
Aggregate PL score /100 (/25 per dimension)



Referral

PL
assessment

direct

PL
counselling

+ 2 months

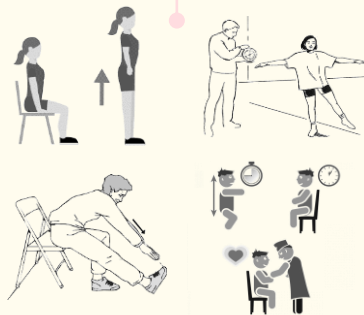
Follow-up
assessment

×

×

Healthcare
professionals

GP, Physio, Psycho, Nurse



Motivational interviewing
technique

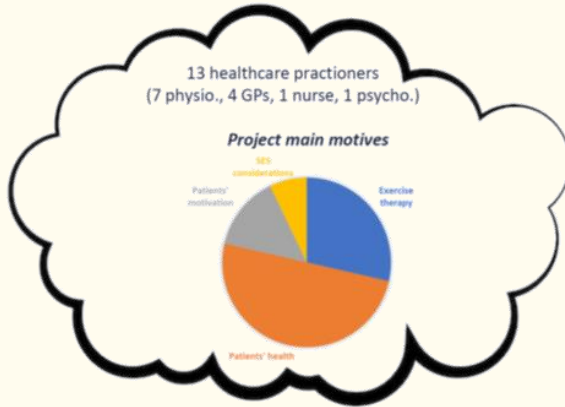
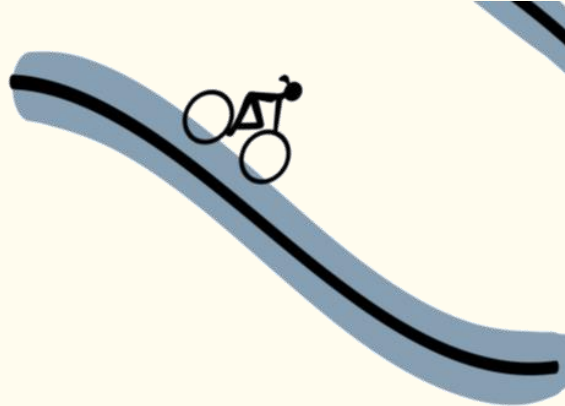
Individual goals-oriented

Link with community PA



Co-designing a physical literacy intervention in health

Co-construction of a physical literacy assessment & counselling tool



Recruitment of 3 medical centres in the Province of Liège (Belgium)



"Developing approaches that broaden the focus to include everything that makes a human being [...] is undoubtedly more relevant" (psycho.)

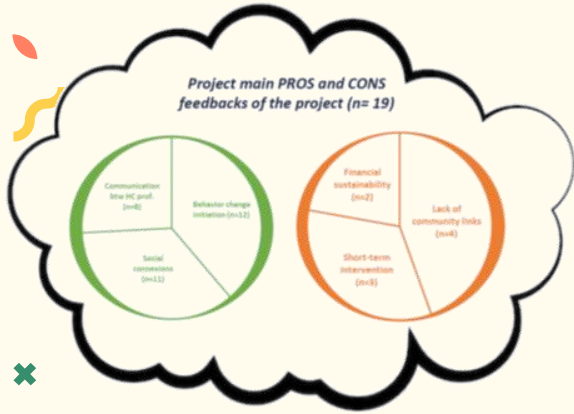
"It could bring a "complementary work" with other health professionals who work here. The physical educator will share his skills with the team and patients" (physio. 3)

Results

PL dimensions	T0			T+2 months		
	GC (n=20)	GE (n=44)	Inter-group P-value	GC (n=20)	GE (n=44)	Inter-group P-value
Psycho.	78,62	70,52	0,1	78,99	72,09	0,11
Social	74,34	74,91	0,78	75,2	77,45	0,78
Cognitive	59,19	69,68	0,01	59,53	73,93***	>0.001
Physical	64,11	52,53	0,03	64,56	54,34	0,02
PL total score	69,07	66,91	0,59	69,57	69,46**	0,6

*only mean values presented; ask about IC variability & SD
P-value *<0,05;**<0,01;***<0,001

Co-designing a physical literacy intervention in health

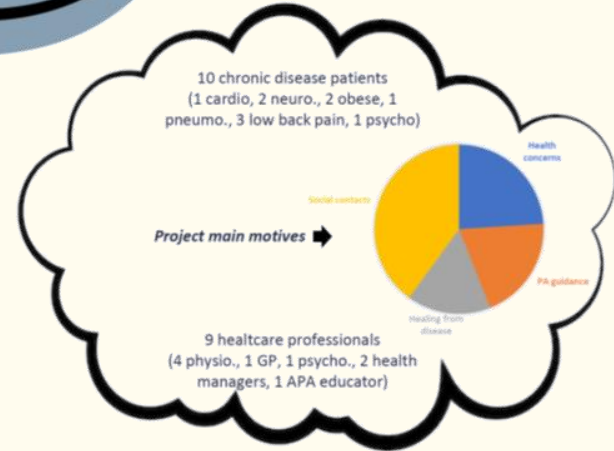


Follow-up interviews by phone



Physical literacy for a life-long participation in physical activity

- ✗ *"Dedicated Whatsapp groups were created, it is nice!" (physio. 4)*
- "My flexibility and balance have improved, the GP congratulated me!" (P10)*
- ✗ *"Communication with GPs remains challenging" (health manager 1)*
- "If I had to pay for it, I wouldn't be so enthusiastic about it"(P9)*



- "My physio. referred me to the project" (P5)*
- "Stay active is good for my health" (P1)*
- "If someone can help and guide me, why not!" (P2)*

Discussion & future directions

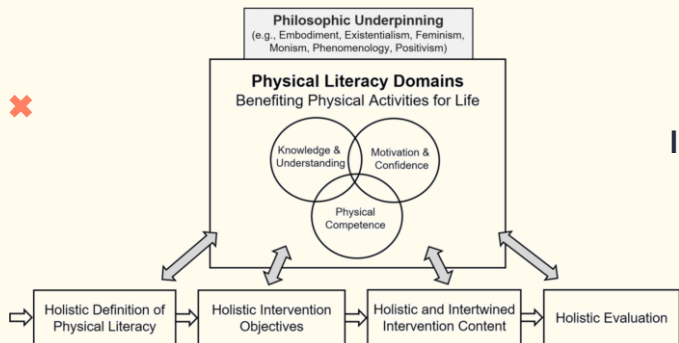
Increase follow-up duration



Reinforcing bridge with community PA



Integrate LP into adapted PA programs



Carl et al. (2023b)

Physical Literacy Interventions Reporting Template



Weerts & Mouton (2023)

https://www.chuliege.be/jcms/c2_26224880/en-mouvement-pour-ma-sante

Future directions

Session	Main focus	Main goal	Theory-content link			
			Physical domain	Cognitive domain	Psychological (affective) domain	Social domain
1	Evaluation: Pretest	Self-evaluation, enabling PL charting	Mixed rule-based games focusing object control	Content knowledge: Reasons for evaluation	Self-perception	Fairness, inclusion
2	Cooperative game forms	Strengthen group structure	Game arrangements promoting cooperation and anticipation	Strategy and planning; Participatory development and operation with cooperation strategies	Focusing success experiences with the whole group	Communication; respect; solve team challenges
3	Ball games (Part 1)	Improve object control	Promoting object control (ball), throw, catch, shoot within different individual exercises, and team games	Knowledge about central skills for ball manipulation	Individual progress and confidence in object control	Playing in different ways together and against each other
4	Acrobatics	Experience different acrobatic formations	Individual, pair, and group arrangements focusing on static strength and promoting group balance	Building up a repertoire of basic acrobatic forms; characterizing "physical activity"	Focus on courage, self-awareness, and trust (e.g., in building a pyramid)	Promoting communication, collaboration, and integrity
5	Scuffling	Regulate one's strength	Station run with different tasks (e.g., push, pull, hold) fostering strength and stability	Internalizing rules for scuffling against someone	Self-regulation and proper usage of own strength	Respect towards others, their body, and limits
6	Endurance games	Pacing one's energy sources	Game arrangements challenging individual endurance boundaries	Understanding the pulse, observing its reaction to a sport activity	Volition to maintain the load throughout an entire game; fostering perseverance	Support and cheer up others, relationships
7	Racket sport	Get in touch with different types of racket sport	Exercises focusing basic racket handling (e.g., via hockey, badminton, or tennis rackets), introduction in small games using the rackets	Reasoning: Advantages of (regular) PA	Confidence in handling equipment	Playing in different ways together and against each other
8	Parkour	Development and proper use of movements in the context of parkour	Basics of parkour; jumping, running, and overcoming obstacles; agility exercises	Knowledge about parkour as a lifestyle activity in urban spaces; linking obstacle equipment from indoor use to self-initiated outdoor use	Self-awareness of skills, overcoming obstacles	Respect toward others and their abilities, integrity
9	Dancing	Become acquainted with aesthetic and rhythmic movements	Rhythmic movements, perform aesthetic movements in a group	Knowledge about the variety of dancing; developing dances in accordance with the rhythm	Enjoyment; self-expression through dancing	Development of a group choreography (for communication and collaboration)
10	Ball games (Part 2)	Improve object control	Object control (ball); Exercises focusing the reaction time	Knowledge about different types of coordination	Celebrate progress (Ballgames-1)	Playing in different ways together and against each other
11	Trend sport	Learn something new	Object manipulation: throwing and catching a frisbee	Reasoning: issues of being active every day—discuss solutions	Encouragement and motivation to try something new	Trying something new together, society and culture
12	Conditional abilities	Introduction in different conditional abilities, own strengths	Small team games focusing the range of movements running, throwing, pushing	Introduction in knowledge of different abilities to be physical active	Enjoyment of various movements; focusing individual success experiences	Respect individuality; communication, ethics
13	Free session	Enjoyment; implement own movement ideas	Mixed games and exercises	Reflection of "taking home" messages of the program	Involvement; encouragement	Communication; relationships
14	Evaluation: Posttest	Self-evaluation, promoting PL charting	Mixed rule-based games focusing object control	Changes in PA/sport habits before and after	Self-perception	Respect towards others, fairness

Example of a theory-based PL intervention in school

Carl et al. (2023d)

“Physical literacy is required as a foundation to an active population”...

Westerbeek & Eime, 2021

But there is still an avenue to explore its full potential in research and practice



Thank you for your attention

Bridging health to
community settings:
exploration through the
lens of physical literacy



Prof. Alexandre Mouton

alexandre.mouton@uliege.be

References

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URL LinkedIn

<https://www.linkedin.com/in/mouton-alexandre-4a2b3b15/>

URL Google Scholar

https://scholar.google.com/citations?user=YWG_fFcAAAAJ&hl=fr



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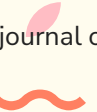
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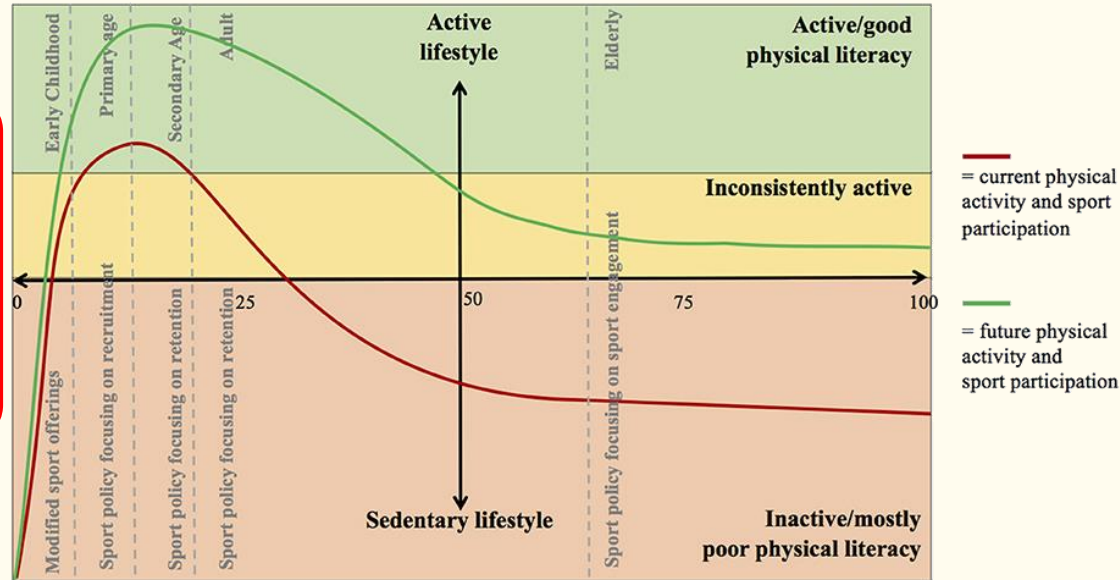
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Physical Literacy origins

Developing physical literacy through parental role modelling, physical education and active engagement with the world

- Physical
- Psychological
- Cognitive
- Social



Early life stage focus: fundamental movement skill development, frequent play and movement experiences that are fun as a preventative approach to physical inactivity and way into sport

Mid life stage focus: fundamental movement mastery and skill transition and maintenance ensuring a physically active lifestyle and opportunity to play sport

Late life stage focus: fundamental movement skill maintenance and adaptation as a preventative and curative approach to physical inactivity and maintaining involvement in sport (clubs)

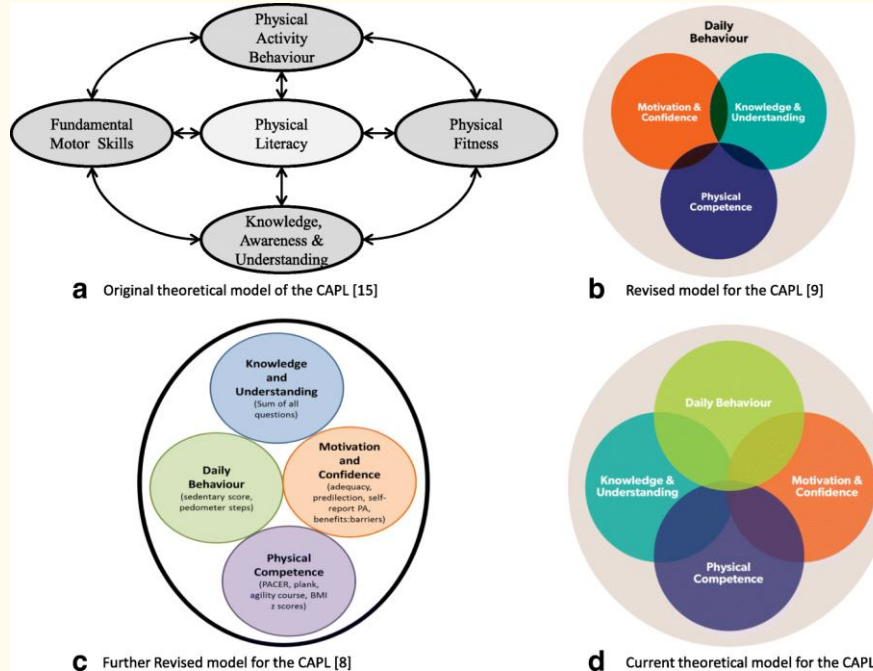
Physical Activity and Sport Participation (PASP) framework

Behavior change & Physical Activity...

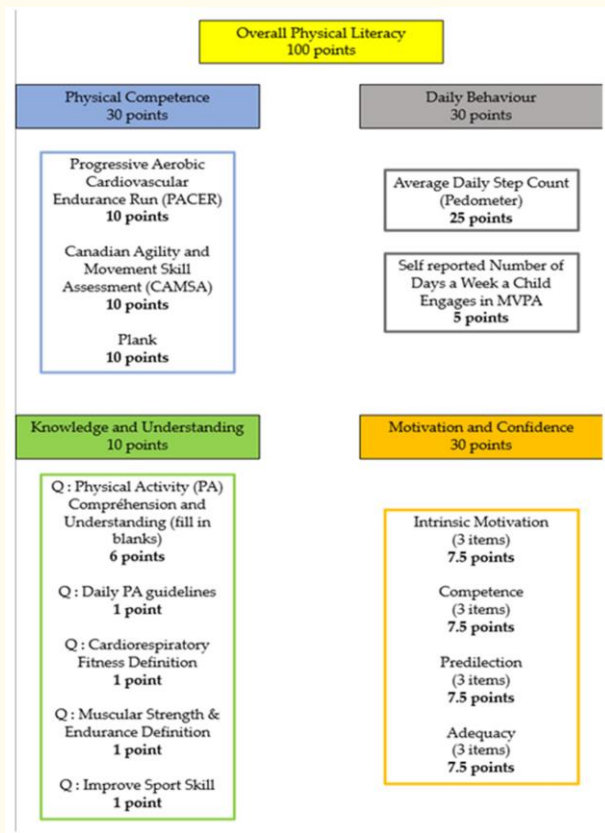


Transtheoretical Model
(Prochaska & Velicer, 1997))

Self-Determination Theory for Physical Activity (Ryan & Deci, 2009)



Evolution of CAPL Assessment of PL



Characteristics of Physical Literacy Journeys		Unaware of or dismissing potential	Exploring potential	Developing potential	Consolidating potential	Maximising potential
Motivation	Motivated to participate in physical activity.	I seldom want to engage in physical activity.	I am physically active because I enjoy it.	I participate in physical activity for the joy of it and because it is important to me.	I maintain being physically active because it is part of who I am and because I value it.	I am motivated to try new activities and challenge my capabilities.
	Sustained application and engagement. Motivated to apply oneself.	I do not apply myself fully when engaged in physical activity.	I apply myself during physical activity.	I do not give up easily and keep going. I am persistent and resilient.	I sustain my engagement and involvement in regular physical activity.	I am determined to challenge my self in a range of environments.
	Motivated to take steps to include physical activity in life my pattern.	I take steps to avoid physical activity.	Physical activity is included in my life pattern.	Physical activity forms a increasingly regular part of my life pattern.	Physical activity is a secure part of my life pattern.	I seek new ways to include physical activity in my life pattern.
Confidence	Confident to engage.	I am not confident to take part in physical activity.	I look forward to taking part in physical activity.	I am confident that I can fulfil the tasks set and that others will support me.	I am certain that participation will be rewarding and enhance my self confidence.	I am confident that, with practice/effort I can fulfil the challenges set by myself and others.
	Self perception of ability and belief that progress can be made.	I am not confident that I can make progress in physical activity.	I am confident that I can make progress in physical activity.	I am aware that I have made progress in some activities and confident that I am capable of making further progress.	I know I can have rewarding experiences in physical activities and this enhances my self esteem.	I appreciate my movement ability and am confident that I can enhance my expertise and learn from future challenging experiences.
	Confident to interact and engage with a range of environments.	I am generally not at ease in physical activity environments.	I am at ease engaging in physical activity in varied indoors and outdoors situations.	I look forward to new settings and activities in the confidence that I can engage effectively within these environments.	I am confident to explore a range of settings, more or less familiar to me, with the assurance that I can respond to the demands they make on me.	I relish new and challenging environments and set myself ambitious goals.
Physical Competence	Movement patterns that constitute the foundation of all movement/physical activity.	I have limited movement vocabulary related to physical activities.	I am developing my movement vocabulary associated with a wide variety of physical activities.	I am developing general and refined movement patterns and linking them into sequences associated with a range of physical activities.	I continue to apply and adapt my movement patterns that form more complex sequences related to the physical activities in which I participate.	I am able to move effectively using specific movement patterns in one or more challenging physical activities.
	Movement within a wide range of environments both individually and with others.	I am seldom able to move effectively in movement environments.	I am starting to engage a wide variety of physical activity environments both individually and with others.	I am successfully engaging in physical activity in an increasing range of varied environments both individually and with others.	I continue to engage effectively and efficiently in a variety of physical activity environments both individually and with others.	I seek out opportunities to challenge myself in a range of physical activity environments individually and/or with others.
	Sensitive perception of and perceptible action in interaction with physical activity environments.	I am not aware of movement requirements related to most physical activity environments.	I am starting to develop my awareness of the movement requirements of varied physical activity environments.	I am becoming more aware of and sensitive to the demands presented by varied physical activity environments.	I show heightened sensitivity to and awareness of my physical competence when interacting perceptively in physical activity environments.	I am perceptive in appreciating all aspects of challenging physical activity environments, anticipating movement needs or possibilities and responding appropriately to these with perception and imagination.
Knowledge and Understanding	K&U - Reflecting and improving performance.	I find it difficult to describe what I am doing well and where I need to improve.	I can identify movements that I am working on and think about what I need to improve.	I can describe movements I that I am working on, suggesting where I am being successful, and targets that I could work towards.	I can evaluate movements that I am working on, identifying where I am being successful, setting realistic targets and devising ways in which I can work towards these targets.	I can analyse all aspects of movement that I am working on, describing my strengths and aspects that require improvement. I challenge myself by devising strategies through which I can reach targets.
	K & U - Planning, interacting and creativity.	I find it hard to work by myself or with others when I participate in physical activity.	I can work individually and with others in planning and adapting movement sequences and physical activities, contributing ideas and listening to the views others.	I can work individually and with others, in a range of settings, creating and refining movement sequences and physical activities, contributing ideas, listening to and respecting the views others.	I can work individually and with others in reflecting on, creating and refining movement sequences and physical activities. I contribute ideas, listening to and respecting the views of others and play my part in different roles in competing and co-operating with others.	I work individually and with others, in challenging physical activity environments, creatively planning my own and others responsibilities in competitive and co-operative situations.
	K & U - Wellbeing and valuing physical activity.	I am not convinced of the importance of physical activity for my holistic health and well being.	I understand that physical activity helps me to keep well so that I can enjoy life.	I understand that participating in physical activities will have a beneficial effect on my holistic health and provide opportunities for me to thrive in physical activity settings alone and/or with others in a variety of different environments.	I understand that participating in a range of physical activities, will have a positive impact on my holistic health, and enable me to maintain my quality of life.	I understand that participating in a range of physical activities opens up a world of opportunity for challenging myself in worthwhile experiences in a wide variety of settings that will contribute to my holistic health as well as enhance my quality of life.

Charting Physical Literacy Journey Tool

PHYSICAL LITERACY FOR LIFE (IPLA September 2016)					
Stages of Physical Literacy Journey in relation to the Life course					
Pre-School	Early Years + Primary School	Secondary School	Young Adulthood	Adulthood	Older Age
Developing, establishing, maintaining and/or challenging physical literacy					
<p>Developing physical competence and the joy of movement fostered, supported and encouraged.</p> <p><i>Provision of regular purposeful guided play in a range of stimulating environments which encourage creativity, imagination and exploration along with the development of control and co-ordination of a range of movements.</i></p> <p><i>Healthy approach to physical exercise, sleep and diet.</i></p>	<p>Physical competence is developed alongside motivation, confidence and knowledge and understanding.</p> <p><i>Developing an awareness of the benefits of physical activity for holistic health.</i></p>	<p>Characteristics of physical literacy are established and contextualised in a range of physical activities and contexts.</p> <p><i>Enhancing awareness of the benefits of physical activity for holistic health.</i></p>	<p>Consolidation of characteristics of physical literacy, achieved by own motivation to participate in selected physical activities as part of life-style.</p> <p><i>Promotion of an understanding of the benefits of physical activity for holistic health.</i></p>	<p>Physical literacy maintained, contributing to successful and rewarding physical activity being a part of an individual's life-style.</p> <p>Continued interest in, and awareness of, the way physical competence can be beneficial in respect of quality of life, including aspects of health promotion.</p> <p>Opportunities taken to challenge oneself to try new activities and or aim for a higher level – may set more demanding goals for self</p> <p><i>Promotion and increasing awareness of the benefits of physical activity for holistic health.</i></p>	<p>Personal physical literacy journey modified with age. Continued appropriate activity. Increase of knowledge and understanding in relation to changing capacities, health in older age and the importance of an active life-style.</p> <p><i>Promotion of the continued importance of physical activity for holistic health.</i></p>
Personnel influencing the attainment and maintenance of Physical literacy include:-					
Parents, family, significant others health and community workers	Teachers, LSAs, parents, family, peers, coaches, club and leisure facility personnel, health and community workers.	Peers, family, work place colleagues, personnel in:-, medical fields, clubs, fitness industry, leisure facilities, evening classes (coaches, sports development officers), health and community workers.			
Systems, situations, contexts where Physical literacy can be encouraged, established and maintained include:-					
<p><i>Provision of high quality family, school physical education and community activities in a range of varied environments that encourage active participation, learning and access for all.</i></p> <p><i>Provision of regular purposeful guided play (for younger children) in a range of stimulating environments which encourage creativity, imagination and exploration along with the development of control and co-ordination of a range of movements.</i></p> <p><i>Provision of social and empathetic learning environments that allow for the development of positive attitudes, values and beliefs in relation to healthy active lifestyles.</i></p> <p><i>Provision of healthy social community environments that support travel, access to facilities, personal development and health care.</i></p> <p><i>Provision of community activities and facilities for sport and non-competitive physical activities that engage a wide range of people.</i></p> <p><i>Provision of a range of challenging and supportive environments that allow for the development of positive attitudes, values and beliefs in relation to healthy active lifestyles.</i></p> <p><i>Provision of healthy social community environments that support travel, access to facilities, personal development and health care.</i></p> <p><i>Environments - Home, Nurseries, Pre-School Activity Clubs, School, Local Environment, Community clubs and teams, Day Care settings, local and national facilities, work environments and travel.</i></p> <p><i>Support - Qualified staff, supportive medical professions, employer and government policies and priorities.</i></p> <p><i>Communication – media, schools, health</i></p>					
Methods that could be used to chart progress include:-					
Parental and health worker monitoring of physical, affective and cognitive development	Parent, pupil and teacher monitoring and recording of progress re. motivation, confidence, physical competence and knowledge and understanding	Parent, pupil and teacher monitoring and recording of progress re. motivation, confidence, physical competence and knowledge and understanding	Commercial products of simple records of activity and experiences e.g. Fitbit, Facebook, Diaries and log-books that conceptualise the lived experience of participation, performance and movement. Future targets and goals re: motivation, confidence, physical competence and knowledge and understanding to provide a focus for a lifetime of development.		