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**Physical Literacy-Based  
Intervention for Chronic Disease  
Management**



Prof. Alexandre Mouton (University of Liège, Belgium)  
Invited Prof. University of Melbourne



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- 01** Why Physical Literacy ?
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01

**“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)*

**A physically literate person...**

- is physically active and knows how to stay active throughout life.
- has skills and knows how to build skills.
- is physically fit and knows how to plan for lifetime fitness.
- knows and understands concepts, principles, strategies, and tactics that can be used in activity throughout life.
- is confident and motivated to be active and fit for life.
- values physical activity for health, enjoyment, challenge, self-expression, and social interaction.
- exhibits responsible personal and social behavior in activity and in daily life.

*Adapted from Corbin et al. (2021) - Fitness for Life, Seventh Edition*

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01

**PLOS ONE**

DEAKIN UNIVERSITY

OPEN ACCESS  
STUDY PROTOCOL

**Development of a Global Physical Literacy (GloPL) Action Framework: Study protocol for a consensus process**

Johannes Carl, Emiliano Mazzoli, Alexandre Mouton, Raymond Kim-Wai Sum, Amika Singh, Marlen Niederberger, João Martins, Dean Kriellaars, Nigel Green, Peter Elsborg, Dean A. Dudley, John Cairney, Jaime Barratt, Lisa M. Barnett

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**Physical Literacy implementation in Europe and Worldwide**  
*Carl, ..., Mouton, et al. (2023a)*

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01

## PL in Health: one of the “blank spots”

- Major NCDs (cardiovascular diseases, cancer, chronic respiratory diseases, diabetes mellitus) <sup>x</sup> are responsible for 74% of global deaths worldwide
- Most physical literacy research is focused on children, few in adults, almost none in older adults and chronic disease populations <sup>x</sup>
- Greater emphasis is placed on the physical domain of physical literacy, leaving the remaining domains (social, cognitive, and psychological) 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)  
WHO, 2022

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02

## Integration of physical literacy in chronic disease exercising group sessions

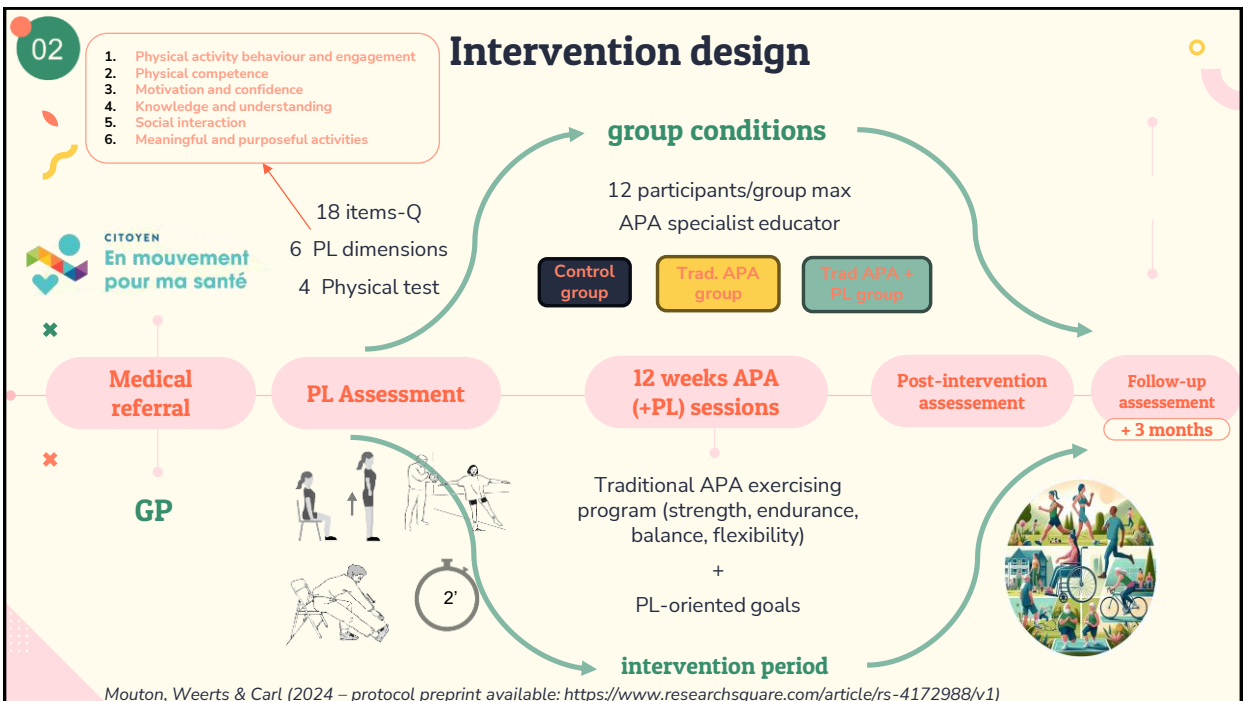


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**02 Physical Literacy oriented group session in chronic disease participants**

Weerts & Mouton (2023)  
[https://www.chuliege.be/jcms/c2\\_26224880/en-mouvement-pour-ma-sante](https://www.chuliege.be/jcms/c2_26224880/en-mouvement-pour-ma-sante)

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**02 Physical Literacy oriented group session in chronic disease participants**

**Knowledge and understanding (lessons 3 & 8) :**

- Information and awareness about PA in and its dimensions (types, recommendations, benefits)



**Environment interactions (lessons 5 & 10):**

- Discussion on the physical (park, trails, sport facilities, etc.) and social (sports group, association, etc.) local opportunities for being active

**CITOYEN en mouvement pour ma santé**

Mouton, Weerts & Carl (2024 – protocol preprint available: <https://www.researchsquare.com/article/rs-4172988/v1>)

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**02 Application 2 : Physical Literacy oriented group session in chronic disease participants**

PL dimensions	T0			T1 (+3 months)		
	GC (n=6)	GTPA+PL (n=6)	Inter-group P-value	GC (n=6)	GTPA+PL (n=6)	Inter-group P-value
Behav./Eng	3,5	4,25	0,54	4	5,5 <sup>†</sup>	0,29
Motivation	6	7	0,66	6,5	7	0,13
Know./Und.	7	7	0,66	7	8	0,03*
Social Env.	7	8	0,13	6	8	0,23
Meaningful	6	8	0,18	7,5	8	0,07 <sup>†</sup>
Phys. comp.	4,8	5,6	0,15	5,2	7,6*	0,009**
<b>PL total score</b>	<b>33,55</b>	<b>36,9</b>	<b>0,23</b>	<b>35,5</b>	<b>43,4<sup>†</sup></b>	<b>0,008**</b>

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Mouton, Weerts & Carl – Preliminary results – not published yet

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03

## Future research directions



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03

## Future research directions

- Finish the data collection to achieve a larger sample size in each condition ( $n = 65$ ) for more robust analysis
- Study the impact of PL interventions tailored for specific populations (mental health conditions, specific chronic disease)
- Investigate the pathways through which PL influences sustained engagement in physical activity (mechanisms of change)

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✖  
✖

## Thank you for your attention !



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 Invited Prof. University of Melbourne




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## Additional slides

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## Additional file 2 – Physical literacy assessment tool

## 1) Physical activity behaviour and engagement

N°	Question	Answer
1A	In the past 7 days, how many days have you been doing strenuous physical activities such as heavy lifting, digging, fitness or cycling quickly?	1-2-3-4-5-6-4-7 0 : proceed to question 2A
1B	In total, how much time have you spent doing intense activities in the last 7 days?	... h ... minutes/day
2A	In the past 7 days, how many days have you done moderate physical activities such as wearing light loads, cycling quietly, or playing doubles tennis?	1-2-3-4-5-6-4-7 0 : proceed to question 3
2B	In total, how much time have you spent doing moderate activities in the last 7 days?	... h ... minutes/day
3	How many times a week do you exercise to strengthen your muscles and/or balance?	0-1-2-3-4-5-6-4-7
4A	In the past 7 days, how many days have you walked for at least 10 minutes in a row?	1-2-3-4-5-6-4-7
4B	In total, how long have you spent walking in the last 7 days?	... h ... minutes/day
5	What physical activities are you currently doing during your leisure time, your travels, at work or at home?	Open-ended question

## 2) Motivation and confidence

6	I am motivated to incorporate regular physical activity into my daily life	Strongly disagree – Disagree – agree – strongly agree
7	I am confident in my ability to regulate by myself my daily physical activity practice	Strongly disagree – Disagree – agree – strongly agree
8	What are the factors that motivate and/or currently hinder you to integrate physical activity into your daily life?	Open-ended question

## 3) Knowledge and understanding

9	You consider that physical activity is an essential element for your health	Strongly disagree – Disagree – agree – strongly agree
10	You know the principles of action (heating, progressivity, recovery, hydration, etc.) to put in place when you practice a physical activity	Strongly disagree – Disagree – agree – strongly agree
11	In adults, how many minutes per week is it recommended to practice moderate to high intensity physical activities?	Open-ended question

## 4) Environment interactions

12	You feel supported (e) by your family or loved ones for the physical activities and movements you want to achieve	Strongly disagree – Disagree – agree – strongly agree
13	You know where to go (parks, gyms, etc.) and who to turn to (club, association, relatives) to be able to practice regular physical activity	Strongly disagree – Disagree – agree – strongly agree
14	What places/people could motivate you to exercise regularly?	Open-ended question

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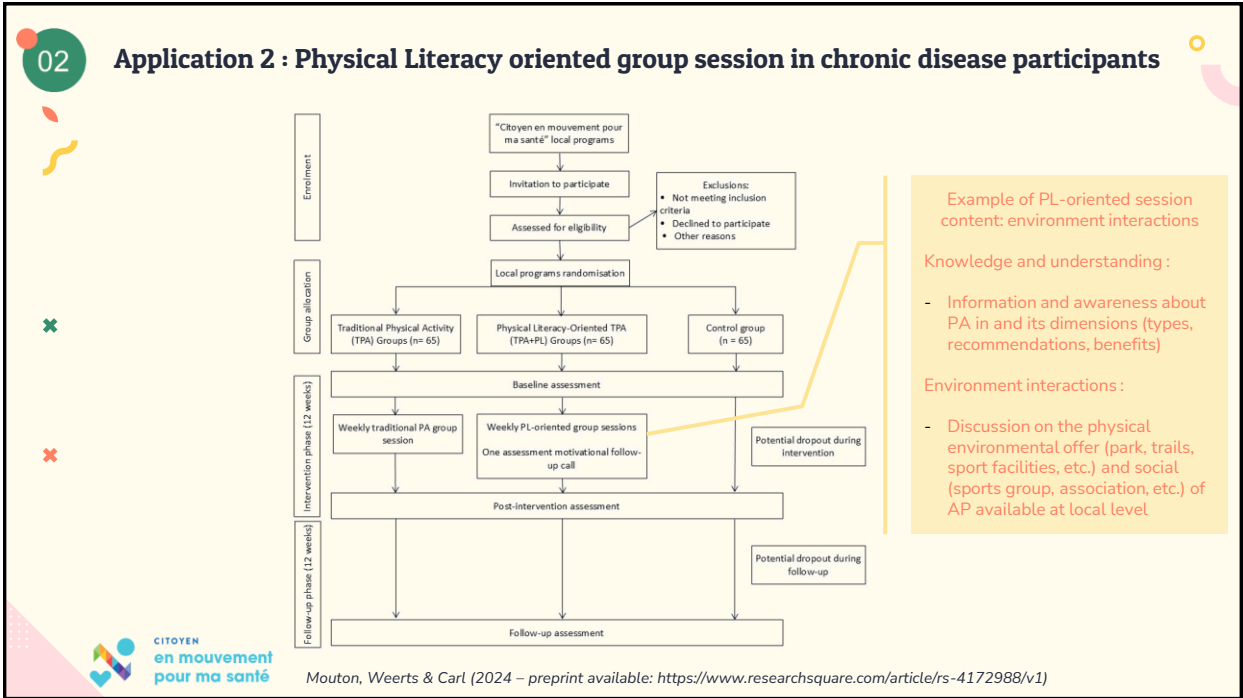
## 5) Meaningful and purposeful activities

15	You enjoy taking part in physical activities and sports	Strongly disagree – Disagree – agree – strongly agree
16	You understand the meaning/purpose of integrating physical activity into your daily life	Strongly disagree – Disagree – agree – strongly agree
17	In what physical activities could you find meaning and/or pleasure to practice?	Open-ended question

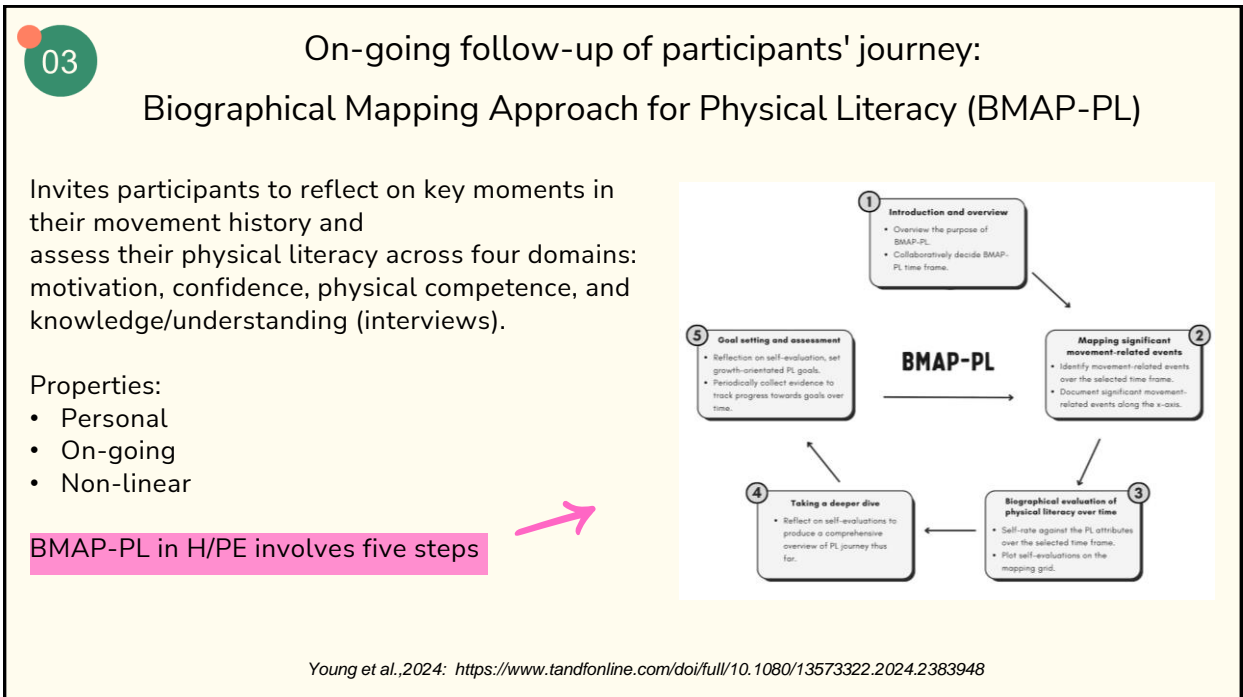
## 6) Physical competence

18	<i>Endurance</i> The 2-minute walking test You are very breathless when you climb two rows of stairs in a row	Raw value (meters) Strongly disagree – Disagree – agree – strongly agree
19	<i>Balance</i> <i>Unipodal balance test</i> You may stumble or fall in your daily life	Raw value (seconds) Never – Rarely – Sometimes – Often
20	<i>Flexibility</i> Sit and Reach test on chair You find it difficult to lace up your shoes or reach objects at the top of a shelf	Raw value (centimeters) Never – Rarely – Sometimes – Often
21	<i>Strength</i> 30-second Chair Stand Test You have difficulty carrying well-filled shopping bags home	Raw value (number of repetitions) Never – Rarely – Sometimes – Often
22	I feel physically competent enough to take part in a variety of regular physical activities	Strongly disagree – Disagree – agree – strongly agree
23	In what physical activities do you feel more competent and incompetent?	Open-ended Question

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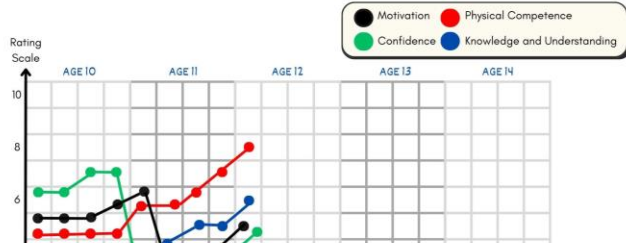
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03

# Biographical Mapping Approach for Physical Literacy (BMAP-PL)

## PHYSICAL LITERACY BIOGRAPHICAL MAP

Name: Hannah  
Age: 12 Year: 2024



Performed in roller coasters  
Stopped walking to school  
Got 1st place school cross country  
Moved up a level at school  
Changed school  
Stopped walking to school  
Made a choice for the first time  
Got a new bike for Christmas  
Went hiking with a family holiday

Physical Literacy Attributes	Avoiding 0-2	Limiting 3-4	Moderating 5-6	7-8	Maximising 9-10
<b>Motivation</b> (think of how you were feeling at the time point selected. Which statement most closely matches your thoughts at that time)	I like to do a lot of things, but I don't do much <physical activity>. I don't have the time, energy, or interest. I don't really want to get <physical activity> a part of my routine, whether I'm alone or with others. I am not that interested in learning about <physical activity>.	I do a little <physical activity> when I can but find it hard to stay motivated. I am interested, but it's difficult to make <physical activity> a priority among other things, whether I'm alone or with others. I might consider learning more about <physical activity>.	I do <physical activity> somewhat regularly and it is usually part of my routine. I enjoy <physical activity> and am looking for more ways to do it, whether I'm alone or with others. I want to know more about <physical activity>.	I do a lot of <physical activity>, it's part of my regular routine. <Physical activity> is important to me, and I make sure to prioritise it where I can, whether I'm alone or with others. I am excited to know more about <physical activity>.	<Physical activity> is a core part of who I am, and I make it a priority throughout the week. I stay involved, find new ways to do <physical activity> and enjoy it, whether I'm alone or with others. I am always looking for ways to learn more about <physical activity>.

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02

## PL-oriented APA sessions



Session n°	PL domains	PL-oriented content focus
1	Pre-intervention PL assessment	30 minutes of LP evaluation; group divided into two: 15 minutes of questionnaires for group 1 and 15 minutes of physical tests for group 2 and vice versa.
2-7	(1)+(2)	1. Raise awareness of current personal physical activity (PA) habits in playful form. 2. Encouragement to practice through the provision of monitoring tools (watches, pedometers, home exercises, calendars) inviting participants to initiate the practice of PA outside the session.
3-8	(1)+(3)	1. Information and awareness about PA in and its dimensions (types, recommendations, benefits). 2. Exchange on the physical environmental offer (park, trails, sport facilities, etc.) and social (sports group, association, etc.) of AP available at local level.
4-9	(1)+(4)	1. Experimentation of collective/cooperative exercising situations (pairs or groups). 2. Invitation to extend practice outside the sessions by involving the entourage; awareness of the participant's potential role as an PA initiator. 3. Invitation to practice between participants beyond the session cycle.
5-10	(1)+(5)	1. Collective identification of key barriers to participant PA; valuing the progress of each. 2. Role-playing, taking responsibility of the participants in the session to increase the perception of skills.
6-11	(1)+(6)	1. Sensitisation of the participant towards PA who have meaning in his daily life. 2. Diversification of exercise modalities (music, groups, new formats) to solicit pleasure. 3. Autonomous choice of exercises and modalities by participants
12	Post-intervention PL assessment	30 minutes of evaluation LP: Group divided into two: 15 minutes of questionnaires for group 1 and 15 minutes of physical tests for group 2, and vice versa.

(1) Physical competence (2) Physical activity behaviour/engagement in physical activity (3) Knowledge/understanding (4) Motivation and confidence for physical activity (5) Environment interactions (6) Meaningful/purposeful activities

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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 enjoy 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.
Confidence	Motivated to take steps to include physical activity in life patterns.	I take steps to avoid physical activity.	Physical activity is included in my life patterns.	Physical activity forms an increasingly regular part of my life patterns.	Physical activity is a secure part of my life patterns.	I seek new ways to include physical activity in my life patterns.
	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.
Physical Competence	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 indoor and outdoor 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 seek new and challenging environments and set myself ambitious goals.
Knowledge and Understanding	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 both individually and with others.
Knowledge and Understanding	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.
	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 that I am working on, suggesting when 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 to overcome interest in, and awareness of, the way physical competence can be beneficial in respect of quality of life, including aspects of health promotion. Opportunities taken to challenge oneself to try new activities and or aim for a higher level – may set more demanding goals for self. Promotion and increasing awareness of the benefits of physical activity for holistic health.
	K&U - Planning, interesting 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 planning and adapting movement sequences and physical activities, remembering these and listening to the views of 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 of others and play my part in different roles in competing and co-operating with 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 physical activities will have a beneficial effect 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

IPLA; <https://www.physical-literacy.org.uk/library/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	
<b>Developing, establishing, maintaining and/or challenging physical literacy</b>						
Developing physical competence and the joy of movement fostered, supported and encouraged. 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. Healthy approach to physical exercise, sleep and diet.	Physical competence is developed alongside motivation, confidence and knowledge and understanding. Developing an awareness of the benefits of physical activity for holistic health.	Characteristics of physical literacy are established and contextualised in a range of physical activities and contexts. Enhancing awareness of the benefits of physical activity for holistic health.	Consolidation of characteristics of physical literacy, achieved by own motivation to participate in selected physical activities as part of life-style. Promotion of an understanding of the benefits of physical activity for holistic health.	Physical literacy maintained, contributing to successful and rewarding physical activity being a part of an individual's life-style. Continued interest in, and awareness of, the way physical competence can be beneficial in respect of quality of life, including aspects of health promotion. Opportunities taken to challenge oneself to try new activities and or aim for a higher level – may set more demanding goals for self. Promotion and increasing awareness of the benefits of physical activity for holistic health.	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. Promotion of the continued importance of physical activity for holistic health.	
<b>Personnel influencing the attainment and maintenance of Physical literacy include:-</b>						
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.				
<b>Systems, situations, contexts where Physical literacy can be encouraged, established and maintained include:-</b>						
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. 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. Provision of social and empathetic learning environments that allow for the development of positive attitudes, values and beliefs in relation to healthy active lifestyles. Provision of healthy social community environments that support travel, access to facilities, personal development and health care. Provision of community activities and facilities for sport and non-competitive physical activities that engage a wide range of people. 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. Provision of healthy social community environments that support travel, access to facilities, personal development and health care.						
<b>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. Support - Qualified staff, supportive medical professions, employer and government policies and priorities. Communication - media, schools, health</b>						
<b>Methods that could be used to chart progress include:-</b>						
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.			

IPLA; <https://www.physical-literacy.org.uk/library/charting-physical-literacy-journey-tool/>