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| <b>Project</b><br> | <b>Physical Literacy Pilot Project</b> | <b>Partner</b> |     |
|   |  | <b>Year</b>    | 2018   |



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| <b>Purpose</b><br>       | <p>The Physical Literacy Pilot Program (PLPP) was a project delivered in partnership between Sport Australia and the Centre for Sport and Social Impact at La Trobe University. The Pilot’s aim was to activate the <i>draft</i> Physical Literacy Framework released by Sport Australia in 2016, and to explore how it could best be used by the sport, education, and community sectors to support the development of physical literacy in the Australian context.</p>  |
| <b>Method</b><br>      | <p>There were two main phases to the project.</p> <ol style="list-style-type: none"> <li>1. Phase one involved delivering six workshops across Australia to over 100 representatives from the sport, health, education and community sectors. During the two-day workshops, groups discussed the concept of physical literacy, how it had been defined by Sport Australia, and the potential for how it could be used in Australia to, amongst other things, support more Australians to become more active.</li> <li>2. Phase two involved working with five sport and recreation organisations to deliver eight programs aimed at developing a participant’s physical literacy, and evaluating the outcomes of each of these. Programs included Athletics Australia Kid’s Athletics; YMCA Victoria Girl’s Surf Camp; Special Olympics Young Athletes; and NRL LIFT. The evaluation included over 20 sites with visits to each, 521 participants who were surveyed (pre and post) and completed 252 physical tests and engaged over 50 stakeholders and facilitators who were interviewed.</li> </ol>  |
| <b>Application</b><br> | <p>The uses for the Sport Australia Physical Literacy Framework were many. The core examples derived from the PLPP were using the Framework to <i>map</i> programs or activities. Mapping programs provided several valuable outputs including identifying strengths and gaps in program delivery, improving coach and facilitator training, developing marketing messages, and improving communication to parents and other relevant stakeholders.</p> <p>A set of core physical literacy principles for developing a program were also delivered, and the more successful approaches to program design for a physical literacy outcome were identified as those that:</p> <ol style="list-style-type: none"> <li>1. Adopted a holistic approach, addressing all four domains in the program design and delivery</li> <li>2. Adopted a participant centric approach by being empathetic to the target cohort and considering how each part of program design and delivery would impact on the participant</li> <li>3. Adopted a settings / contextual based approach allowing for activities to be modified in each separate program to its unique context. The pilot highlighted that this approach required a more nuanced consideration than looking at the ‘school setting’, or the ‘club setting’, to better address the program design and delivery in each unique setting and cohort of participant.</li> </ol> <p>The CSSI was able to determine how each integrated approach can deliver favourable outcomes (i.e. stakeholder comprehension and adoption of the physical literacy concept; and an increase in the motivation and willingness of individual participants to engage in physical activity).</p> |