

# Coach Development Framework

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## Australian Physical Literacy Framework alignment

Examples of skills, knowledge and behaviours that participants may display across the 4 domains:

Physical  
Psychological  
Social  
Cognitive



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### MOVEMENT SKILLS:

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 bouyancy aid.
- ✓ Performing a sitting dive.

### MOVING WITH EQUIPMENT:

Establishes and explores ways to move on, in, or with equipment.

What it could look like:

- ✓ Riding a bike with training wheels and/or riding a balance bike.
- ✓ Learning to slide down snow on skies with support of a person.

### OBJECT MANIPULATION:

Establishes and explores how the body can be used to move, hold, control, send and manipulate different objects.

What it could look like:

- ✓ Throwing an object different distances.
- ✓ Walking or running whilst carrying or moving a ball.

### COORDINATION:

Establishes and explores how to move different body parts in a controlled manner.

What it could look like:

- ✓ Moving to music exploring control and movement of the body.
- ✓ Using hand-eye coordination to strike a ball with a racket.

### STABILITY AND BALANCE:

Establishes and explores balance and stability skills whilst stationary or moving.

What it could look like:

- ✓ Balancing using different body parts e.g. standing on one leg, V-sit.
- ✓ Attempting to stand up on equipment when moving e.g. surfboard, skateboard, snowboard



**FLEXIBILITY:**

Develops and explores the body's range of motion in movement and physical activity.

What it could look like:

- ✓ Exploring the body's range of motion through participating in a beginner's form of yoga.

**AGILITY:**

Establishes and explores how the body moves and changes direction.

What it could look like:

- ✓ Moving forwards, backwards, and side to side.
- ✓ Playing tag, trying to evade a tagger.

**STRENGTH:**

Establishes a foundation of strength and explores how to apply greater force.

What it could look like:

- ✓ Using light weights to complete a beginner's resistance training program.
- ✓ Lifting, pulling, pushing, resisting and moving objects.

**MUSCULAR ENDURANCE:**

Establishes and builds a foundation of muscular endurance in response to movement and physical activity.

What it could look like:

- ✓ Attempting body weight exercises e.g. push-ups, pull-ups, sit-ups.
- ✓ Attempting to lift the body off the ground and holding until muscle fatigue e.g. holding onto a bar above the head.

**CARDIOVASCULAR ENDURANCE:**

Establishes and builds a foundation of cardiovascular fitness in response to movement and physical activity.

What it could look like:

- ✓ Willingly stopping to recover then continuing low intensity exercise.
- ✓ Going for a sustained brisk walk.



**REACTION TIME:**

Establishes and explores how to respond appropriately to stimuli.

What it could look like:

- ✓ Reacting to a signal by either starting or stopping movement.
- ✓ Reacting to a moving object e.g. moving into position to hit a ball.

**SPEED:**

Establishes and explores how to move at different speeds.

What it could look like:

- ✓ Participating in a short race with intent to move quickly.
- ✓ Throwing a ball at different speeds.



**ENGAGEMENT AND ENJOYMENT:**

Establishes and explores positive emotions in response to movement and physical activity.

What it could look like:

- ✓ Expressing excitement and enjoyment when playing games and being active.
- ✓ Engaging and resisting distractions when involved in movement and physical activity.

**CONFIDENCE:**

Derives feelings of competence and self-worth derived from movement and physical activity.

What it could look like:

- ✓ Willing to try new movements or physical activities.
- ✓ Experiencing positive outcomes from participating in movement activities  
e.g. increased confidence.

**MOTIVATION:**

Explores personal reasons to participate in movement and physical activity.

What it could look like:

- ✓ Identifying reasons that motivate us to move and be physically active.
- ✓ Participating in activities that motivate us.
- ✓ Being influenced by others to participate in movement and physical activity e.g. parents / carers.

**CONNECTION TO PLACE:**

Experiences and explores natural and built places where movement and physical activity take place.

What it could look like:

- ✓ Recognising the opportunities environments offer e.g. a beach can be used for swimming, walking, running.
- ✓ Exploring ways to be active e.g. using equipment in a park to create movement challenges or games.

**SELF-PERCEPTIONS:**

Experiences and explores personal preferences in relation to movement and physical activity.

What it could look like:

- ✓ Recognising games . physical activities that are liked or not liked.
- ✓ Expressing, showing or explaining, movements you are good at.



**SELF-REGULATION (EMOTIONS):**

Explores emotional responses resulting from participation in movement and physical activity, and begins to recognise how to regulate these.

What it could look like:

- ✓ Identifying emotions felt before, during and after movement and physical activities.
- ✓ Recognising how actions (e.g. unsporting behaviour) are influenced by emotions and feelings.  
Showing awareness of other’s feelings and needs.

**SELF-REGULATION (PHYSICAL):**

Explores physical signals before, during, and after different movement and physical activity, and begins to recognise how to regulate these.

What it could look like:

- ✓ Recognising changes in heart rate and breathing rate before, during and after physical activity.



## RELATIONSHIPS

Establishes and explores relationships through movement and physical activity, showing an awareness for the feelings, needs and interests of others.

What it could look like:

- ✓ Interacting with others during movement, including talking, listening, sharing and responding.
- ✓ Using words and body language to show respect to others.

## COLLABORATION:

Establishes and explores how to work constructively and cooperatively with others during movement and physical activity.

What it could look like:

- ✓ Willing to try new movements or physical activities.
- ✓ Experiencing positive outcomes from participating in movement activities  
e.g. increased confidence.

## ETHICS:

Explores and establishes understanding of fundamental ethical concepts related to movement and physical activity.

What it could look like:

- ✓ Developing concepts of fair play.
- ✓ Including others in group activities.

## SOCIETY AND CULTURE:

Establishes and explores appreciation of own cultural values through movement and physical activity experiences.

What it could look like:

- ✓ Understanding the values of a team or club e.g. being involved in the set up and pack up of equipment at training sessions.
- ✓ Formulating personal values when participating in movement and physical activity settings  
e.g. shaking hands with and congratulating others.



**CONTENT KNOWLEDGE:**

Recognises key knowledge in relation to movement and physical activity.

What it could look like:

- ✓ Recognising and understanding why movements are performed in a particular way e.g. bending knees to lift, holding arms out to stabilise balance.
- ✓ Recognising and understanding that movement and physical activity have benefits e.g. health and fun.

**SAFETY AND RISK:**

Establishes and explores ways to avoid risks, adopting protective behaviours.

What it could look like:

- ✓ Seeking help to overcome a movement challenge e.g. asking a coach for assistance when walking along a narrow beam.
- ✓ Identifying and following safety rules e.g. swimming between the flags at the beach.

**RULES:**

Aware of and able to follow rules in movement and physical activity.

What it could look like:

- ✓ Understanding why rules are necessary to an activity or game.
- ✓ Demonstrating appropriate and safe use of equipment.

**REASONING:**

Recognising strategies to apply logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- ✓ Choosing to take part in a dance class because it appears enjoyable.
- ✓ Joining a swimming club because it is known to be good for health.

**STRATEGY AND PLANNING:**

Develops a planned strategy to achieve a movement or physical activity outcome.

What it could look like:

- ✓ Understanding the need to pace in a longer distance race to complete the event.
- ✓ Deciding where to surf based on the weather conditions.





**TACTICS:**

Employs a tactic to solve a challenge or problem in movement and physical activity.

What it could look like:

- ✓ Using an action to attempt a successful outcome e.g. using 'ball fakes' to go past an opponent in basketball, or electing an incoming wave to surf.

**PERCEPTUAL AWARENESS:**

Develops a sense of awareness to respond appropriately in movement and physical activity.

What it could look like:

- ✓ Playing tennis and beginning to predict where your opponent is going to hit the ball.
- ✓ Running/moving around a playground and recognising the need to change speed and direction in response to the movements of other people.



### MOVEMENT SKILLS:

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.

### MOVING WITH EQUIPMENT:

Practices and refines moving on, in, or with equipment with increasing proficiency.

What it could look like:

- ✓ Riding a bike without support.
- ✓ Skiing without support on gentle slopes and building proficiency on steeper slopes.

### OBJECT MANIPULATION:

Practices and refines object manipulation skills performing them with increasing proficiency.

What it could look like:

- ✓ Throwing an object at a target with increasing accuracy.
- ✓ Dribbling a ball with control (hand, foot or stick).

### COORDINATION:

Accumulates and develops the necessary body control to improve coordination and proficiency during movement and physical activity.

What it could look like:

- ✓ Performing a routine to music demonstrating consistent coordinated movements.
- ✓ Moving to the flight of a ball and striking it with accuracy.

### STABILITY AND BALANCE:

Accumulates and develops the necessary body control to improve stability and balance proficiency during movement and physical activity.

What it could look like:

- ✓ Performing controlled balances with different body parts e.g. handstand.
- ✓ Balancing while moving on equipment e.g. surfboard, skateboard, snowboard.



**FLEXIBILITY:**

Accumulates and develops the necessary flexibility to utilise the body’s range of motion in a variety of movement and physical activity.

What it could look like:

- ✓ Regularly participating in yoga and demonstrating an increasing range of motion.
- ✓ Performing static or dynamic stretches to improve overall range of motion e.g. hamstring stretch, high kicks.

**AGILITY:**

Accumulates and develops the necessary agility to change direction, and/or body position, with increased proficiency in a variety of movement and physical activity.

What it could look like:

- ✓ Changing direction quickly e.g. negotiating agility poles, or side stepping an opponent.

**STRENGTH:**

Demonstrates strength to lift, pull, push, rotate, resist or move body and/or objects.

What it could look like:

- ✓ Using weights that are appropriate for an intermediate resistance training program.
- ✓ Lifting, pulling, pushing, resisting and moving objects with safe and correct technique.

**MUSCULAR ENDURANCE:**

Accumulates and develops muscular endurance to support regular participation in movement and physical activity.

What it could look like:

- ✓ Performing body weight exercises to develop muscular endurance e.g. lunges, squat jumps, etc.
- ✓ Completing a beginner grade route in indoor rock climbing.

**CARDIOVASCULAR ENDURANCE:**

Accumulates and develops the necessary cardiovascular endurance to participate in regular movement and physical activity.

What it could look like:

- ✓ Regularly completing 30-60 minutes of moderate to vigorous physical activity.



**REACTION TIME:**

Practices and refines responding to stimuli in time, appropriately and with increased proficiency.

What it could look like:

- ✓ Reacting to the start gun in a race.
- ✓ Reacting to a ball that is travelling towards you or changes

**SPEED:**

Develops and applies the necessary speed to participate in multiple movements and physical activities.

What it could look like:

- ✓ Training to improve sprint time and compete in a race



**ENGAGEMENT AND ENJOYMENT:**

Proactively engages in movement and physical activity for enjoyment.

What it could look like:

- ✓ Participating in group games because of the social nature and interaction with friends.
- ✓ Feeling excited at the prospect of physical activity.

**CONFIDENCE:**

Builds on feelings of competence and self-worth through participation in movement and physical activity.

What it could look like:

- ✓ Having belief in own capabilities when participating in movement and physical activity.
- ✓ Displaying a positive response or showing resilience after a defeat or poor performance.

**MOTIVATION:**

Directs energy and effort towards participating in movement and physical activity.

What it could look like:

- ✓ Understanding the reasons that motivate us and drawing on these to achieve goals.
- ✓ Drawing on others to support motivation e.g. coaches.
- ✓ Implementing motivational strategies such as using activity tracking tools to monitor activity.

**CONNECTION TO PLACE:**

Understands and proactively explores the way the natural and built environments influence movement and physical activity.

What it could look like:

- ✓ Choosing to walk/run/cycle in a national park because of a connection to that environment.
- ✓ Trying different environments to develop a preference for a particular setting e.g. playing basketball indoors or in a park.

**SELF-PERCEPTIONS:**

Identifies strengths and areas for development, practising strategies to improve them.

What it could look like:

- ✓ Practicing specific skills with the intention of improvement.
- ✓ Being aware of strengths and how to take advantage of them.



**SELF-REGULATION (EMOTIONS):**

Identifies and practices strategies to manage emotions and associated responses.

What it could look like:

- ✔ Practicing and refining self-regulation strategies to successfully manage emotional responses e.g. positive self-talk.
- ✔ Overcoming emotional barriers e.g. attempting something despite feeling nervous or fearful.

**SELF-REGULATION (PHYSICAL):**

Identifies and practices strategies to manage physical signals such as fatigue and pain, before, during and after movement and physical activity.

What it could look like:

- ✔ Stretching as part of a cool down to reduce muscle soreness after exercise.
- ✔ Slowing down or going faster in response to recognising level of fatigue.



## RELATIONSHIPS

Understands the characteristics of different relationships as experienced through movement and physical activity.

What it could look like:

- ✓ Developing camaraderie with others.
- ✓ Exploring and experiencing ways to connect with others in their community through movement and physical activity.
- ✓ Understanding and displaying behaviours that create positive relationships such as inclusion, respect and trust through movement and physical activity.

## COLLABORATION:

Understands and implements strategies to support constructive collaboration during movement and physical activity.

What it could look like:

- ✓ Working cooperatively with others during movement and physical activity.
- ✓ Contributing ideas within a team to support positive outcomes e.g. suggesting a defensive strategy to stop an opponent scoring.

## ETHICS:

Understands and explains ethical considerations, developing own moral principles as they relate to movement and physical activity.

What it could look like:

- ✓ Identifying and acknowledging fairness and inclusion.
- ✓ Respecting the decision of group members, coaches and officials.
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- ✓ Respecting the decision of group members, coaches and officials.

## SOCIETY AND CULTURE:

Appreciates own and others' cultural values through movement and physical activity experiences.

What it could look like:

- ✓ Demonstrating, and passing on, the cultural values of a team, club or community e.g. singing a team song.



**CONTENT KNOWLEDGE:**

Explains the key features of movement and physical activity in relation to causes, consequences and underpinnings.

What it could look like:

- ✓ Explaining personal strengths and weaknesses  
e.g. being a fast sprinter but not as competent over longer distances.
- ✓ Describing how movement problems can be solved  
e.g. having a more streamlined body position in the water to increase the speed of a stroke.
- ✓ Explaining why physical activity is important  
e.g. the benefits to health and wellbeing, socialisation, etc.

**SAFETY AND RISK:**

Understands and identifies situations that may pose risk and takes steps to minimise or mitigate these.

What it could look like:

- ✓ Increasing fluid intake when it is hot to avoid dehydration.
- ✓ Checking playing area for hazards before an activity.

**RULES:**

Understands and applies rules that enable participation in movement and physical activity.

What it could look like:

- ✓ Developing rules for a new game.
- ✓ Applying the rules of games correctly and appropriately.

**REASONING:**

Understands how to apply logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- ✓ Understanding personal strengths in performing handstands, cartwheels and forward rolls and deciding to join a gymnastics club.
- ✓ Knowing you want more from regular bushwalking activities and deciding to take part in a hiking expedition over several days.





**STRATEGY AND PLANNING:**

Plans multiple strategies, where one or more can be selected to achieve the same outcome.

What it could look like:

- ✓ Devising attacking and defensive strategies before a game e.g. increasing the number of defenders when playing an attacking team.

**TACTICS:**

Applies multiple and different tactics to solve challenges or problems in movement and physical activity.

What it could look like:

- ✓ Using a range of actions to attempt a successful outcome e.g. using a variety of passes to keep possession in a basketball game.

**PERCEPTUAL AWARENESS:**

Articulates a sense of awareness utilised in different contexts of movement and physical activity.

What it could look like:

- ✓ Increasing success at recognising patterns within a game e.g. position of players on the field/court and adjusting own position accordingly.



### MOVEMENT SKILLS:

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.

### MOVING WITH EQUIPMENT:

Enhances and masters proficiency to move on, in, or with equipment, with control and precision in diverse movement and physical activity.

What it could look like:

- ✓ Riding a bike for competition e.g. BMX, mountain bike, track cycling.
- ✓ Skiing on a range of different slopes and terrains, applying the necessary movement skill to successfully meet demands.

### OBJECT MANIPULATION:

Enhances and masters object manipulation skills with control and precision in diverse movement and physical activity.

What it could look like:

- ✓ Changing the angle, speed and/or power an object is thrown with proficiency.
- ✓ Dribbling a ball at speed and changing direction quickly in response to an opponent's movement or tactics.

### COORDINATION:

Optimises body control and coordinates movements to meet the demands of diverse movement and physical activity.

What it could look like:

- ✓ Performing a routine to music demonstrating complex movement and coordination.
- ✓ Adjusting the body to strike a ball from a variety of positions e.g. forehand, backhand, volley.



**STABILITY AND BALANCE:**

Optimises stability and balance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Performing complex balances with control e.g. completing a handstand on a balance beam.
- ✓ Maintaining balance whilst completing complex manoeuvres e.g. surfboard, skateboard or snowboard.

**FLEXIBILITY:**

Optimises flexibility and range of motion to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Participating in advanced forms of Yoga and demonstrating full range of motion.
- ✓ Completing a stretch training program to improve flexibility in specific part(s) of the body, to assist performance in a particular physical activity or sport.

**AGILITY:**

Optimises agility to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Changing direction with speed, balance and control.
- ✓ Changing your body position in response to the quick movements of an opponent.

**STRENGTH:**

Optimises strength to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Using heavier weights to complete an advanced resistance training program to increase strength for improved performance.
- ✓ Lifting, pulling, pushing, resisting and moving heavier objects with safe and correct technique.

**MUSCULAR ENDURANCE:**

Optimises muscular endurance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Undertaking a specific weights program to enhance muscular performance in a physical activity.
- ✓ Regularly completing more advanced grade routes in indoor rock climbing to increase muscular.



**CARDIOVASCULAR ENDURANCE:**

Optimises cardiovascular endurance to meet the demands of participation in diverse movement and physical activity.

What it could look like:

- ✓ Undertaking regular specialised cardiovascular training to enhance performance.
- ✓ Participating regularly in aerobic endurance events  
e.g. 10km running race, adventure race, rowing race, or a triathlon.

**REACTION TIME:**

Practices and refines responding to stimuli in time, appropriately and with increased proficiency.

What it could look like:

- ✓ Reacting to a ball that changes direction suddenly.

**SPEED:**

Optimises speed to meet the demands of frequent participation in diverse movement and physical activity.

What it could look like:

- ✓ Performing controlled movements at an optimal speed e.g. running and jumping in hurdles.
- ✓ Throwing a ball at optimal speed e.g. fast pitch in baseball.



**ENGAGEMENT AND ENJOYMENT:**

Identifies and draws on factors that consistently generate positive emotions from participating in movement and physical activity.

What it could look like:

- ✔ Staying engaged and enjoying movement and physical activity even when it is challenging.
- ✔ Being totally immersed in an activity or sport.

**CONFIDENCE:**

Demonstrates, develops and maintains resilient feelings of competence and self-worth during movement and physical activity.

What it could look like:

- ✔ Embracing challenges and identifying strategies to maintain feelings of competency and worth.
- ✔ Feelings of confidence are unaffected by potentially negative experiences. e.g. critical feedback, deselection in a team.

**MOTIVATION:**

Values and wants to participate in regular movement and physical activity for enjoyment and satisfaction.

What it could look like:

- ✔ Prioritising and persevering with physical activity even when it is challenging
- ✔ e.g. due to time constraints, a plateau in performance, etc.
- ✔ Valuing reasons for movement and physical activity and using them as motivation e.g. achieving a goal, learning a new skill, etc.

**CONNECTION TO PLACE:**

Appreciates and values natural and built environments and understands how these influence types of movement and physical activity.

What it could look like:

- ✔ Seeking out additional movement and physical activity opportunities due to a connection to place e.g. kayaking, surfing, paddle boarding due to connection to the ocean.
- ✔ Feeling strong connection to a club, or training area.



**SELF-PERCEPTION:**

Evaluates strengths and areas for development, devising strategies to support growth.

What it could look like:

- ✓ Drawing on feedback from self and others to gain insight into strengths and areas for development.
- ✓ Prioritising areas for improvement and choosing appropriate strategies to support development.

**SELF-REGULATION (EMOTIONS):**

Successfully manages and utilises emotions, implementing strategies to regulate them during movement and physical activity.

What it could look like:

- ✓ Knowing and applying a range of strategies for self-regulation to optimise performance e.g. self-imagery.
- ✓ Demonstrating emotional resilience e.g. being able to successfully continue despite experiencing negative emotions.

**SELF-REGULATION (PHYSICAL):**

Manages physical responses to movement and physical activity, implementing strategies to regulate them.

What it could look like:

- ✓ Planning and preparing the body to be physically active in different conditions e.g. preventing dehydration in hot conditions.



**RELATIONSHIPS:**

Analyses and maintains relationships, employing a range of skills and building these in relation to movement and physical activity.

What it could look like:

- ✓ Fostering positive relationships with team members, competitors, coaches and officials.
- ✓ Reflecting on how behaviours and actions can change based on interaction with others during movement and physical activity.
- ✓ Asserting a stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others.

**COLLABORATION:**

Generates meaningful and desirable outcomes when collaborating with others in movement and physical activity.

What it could look like:

- ✓ Implementing strategies to diffuse or resolve conflict.
- ✓ Exhibiting leadership behaviours in group situations.

**ETHICS:**

Analyses and demonstrates ethical considerations, underpinned by moral principles, in relation to movement and physical activity.

What it could look like:

- ✓ Modifying an activity to allow for inclusion of others.
- ✓ Maintaining fair play in competitive scenarios without an official.

**SOCIETY AND CULTURE:**

Respects diversity within and between cultures, and understands how cultural values can influence movement and physical activity experiences.

What it could look like:

- ✓ Recognising and respecting the cultural values of team mates, group members and opponents. Being aware of, and challenging cultural stereotypes and prejudices that may exist in movement and physical activity environments.



**CONTENT KNOWLEDGE:**

Justifies and explains key features of different movement and physical activities, utilising information regarding causes, consequences and underpinnings.

What it could look like:

- ✓ Justifying and explaining skills and training strategies required to be proficient in a particular movement or physical activity.
- ✓ Articulating how physical activity positively impacts the body e.g. improved cardiovascular function, lung capacity, muscular and bone strength, mental wellbeing, lower blood pressure, etc.

**SAFETY AND RISK:**

Plans and implements strategies to promote safe participation in movement and physical activity.

What it could look like:

- ✓ Developing a risk assessment for an upcoming activity.
- ✓ Proposing and implementing modifications to rules or equipment to ensure safe participation.

**RULES:**

Applies complex rules and/or can create rules that enable fair play and inclusive participation in movement and physical activity.

What it could look like:

- ✓ Modifying the rules of a game to make it more inclusive and enjoyable.
- ✓ Playing the game in the spirit that it is intended.
- ✓ Appreciating and following unwritten rules - gym etiquette and sportsmanship.

**REASONING:**

Justifies and applies logic to solve movement problems and/or change beliefs and practices in movement and physical activity.

What it could look like:

- ✓ Identifying that time available to exercise is limited and changing practice by choosing physical activities that are shorter and more high intensity.
- ✓ Identifying various stresses in life and justifying a change in activities to focus on spiritual wellbeing.





**STRATEGY AND PLANNING:**

Anticipates likely responses and plans for the unknown in order to achieve movement goals.

What it could look like:

- ✓ Devising strategies that account for changing rules e.g. setting a defensive field in T20 Cricket when the maximum number of players inside the fielding circle is restricted.
- ✓ Planning alternative surfing strategies to cater for changing weather and ocean conditions or position in a surfing competition.

**TACTICS:**

Implements multiple tactics seamlessly to solve emerging challenges and problems in movement and physical activity.

What it could look like:

- ✓ Considering factors such time, weather and opponent's strengths and weaknesses into tactical decision making e.g. keeping possession in a game of football to 'wind down the clock' as full-time approaches.

**PERCEPTUAL AWARENESS:**

Makes sophisticated decisions from an acute sense of awareness.

What it could look like:

- ✓ Successfully predicting an opposing team's intentions (e.g. attacking quickly) based on recognising previous situations.

