



# Pathway Skills

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# Introduction

Ultimate Australia's *Pathway Skills* is an overview of skills that are developed by an athlete as they progress along the *UA Athlete Pathway*.

*Pathway Skills* has been created to inform the development of:

- ▶ Educational materials for coaches of all levels
- ▶ Program & curriculum materials to be delivered to players of all levels

*Pathway Skills* aligns with key Sport Australia documentation including:

- ▶ Physical Literacy Framework
- ▶ FTEM Athlete Pathway model

# Categorisation of Skills

All skills fall within three overarching Skill Domains:

- ▶ Offence Skills
- ▶ Defence Skills
- ▶ Spirit of the Game (SOTG) Skills

Each Skill Domain has multiple 'Skill Categories' and each Skill Category includes 'Core Skills'.

Three player positions have been identified:

- ▶ Handler
- ▶ Receiver
- ▶ Defender

The Core Skills described are the skills required by all players regardless of their player position.

It is recognised that each player position has additional 'position-specific skills', which are not outlined in this document.

# Offence Skills

Skill Domain	Skill Category	Core Skill
Offence Skills	Catching	Crocodile catch
		Two hand rim catch
		One hand rim catch
	Throwing	Backhand
		Forehand
		Hammer
	Cutting	Downfield cutting
		Backfield cutting
		Clearing

# Defence Skills

Skill Domain	Skill Category	Core Skill
Defence Skills	Marking	Marking
	Guarding	Guarding downfield
		Guarding non-active threats

# SOTG Skills

Skill Domain	Skill Category	Core Skill
Spirit of the Game Skills	Psychological	Engagement & Enjoyment
		Confidence
		Motivation
		Self-perception
		Self-regulation (emotions)
		Self-regulation (physical)
	Social	Relationships
		Collaboration
		Ethics
		Society & Culture
	Cognitive	Content Knowledge
		Safety & Risk
		Rules
Reasoning		

# Offence skills

Skill Domain

UA Pathway Skills

# Offence Skills - Catching

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Object Manipulation</li> <li>- Speed</li> <li>- Reaction Time</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p>I have explored reading and catching the disc in a variety of ways. I have experimented with different techniques and have accumulated practice at reading the disc. I have progressed through static catching, into step into catching and have also experimented with catching while running and jumping.</p> <p>At this level I am competent at catching if I can:</p> <p>Catch with the crocodile technique:</p> <ul style="list-style-type: none"> <li>- with reliable consistency (9/10)</li> <li>- while running, after a small jump or while static</li> <li>- after reading the disc on passes 20m+</li> </ul> <p>Catch using double rim catch technique:</p> <ul style="list-style-type: none"> <li>- with reliable consistency (8/10)</li> <li>- while running, after a small jump or while static</li> <li>- after reading the disc on passes 20m+</li> </ul> <p>Catch using single rim catch technique:</p> <ul style="list-style-type: none"> <li>- with reliable consistency (8/10)</li> <li>- while running, after a small jump or while static</li> <li>- after reading the disc on passes 20m+</li> </ul>	<p>I have accumulated practice at catching in a variety of conditions and in-game contexts.</p> <p>The catches I can complete require decision making relating to the offensive strategy, environmental conditions and defenders. At this level, I am competent at catching (9+ out of 10), in a game, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Selecting the ideal catching technique for the situation, including crocodile, double rim, single rim catches</li> <li>- Attacking the disc to catch it as early as possible, including at the peak of jump</li> <li>- Catching while covered by a defender, including taking good angles to the disc and on 'under-cuts', 'sealing out'</li> <li>- Catching near a perimeter line / goal line / both, including 'toeing the line'</li> <li>- Jumping to catch high, including 'boxing out' and 'skying'</li> <li>- Diving to catch passes further from the body</li> <li>'laying out'</li> </ul> <p>I am learning to adapt my skills for a variety of environmental conditions.</p> <p>I am learning to catch in suboptimal conditions where the disc is wobbling or tipped by a defender.</p>	<p>I can execute my catching skill under pressure:</p> <ul style="list-style-type: none"> <li>- Against T3+T4 level defenders</li> <li>- Against a variety of defensive styles</li> <li>- In windy situations (in excess of 20kmh)</li> <li>- In rainy and slippery situations</li> <li>- In championship level competition</li> <li>- To meet the demands of my playing position (handler, receiver, defender etc.)</li> </ul> <p>My in-game catching rate for all throws is consistently above 9.5/10.</p> <p>If I can get my hand to a very difficult disc (eg. wobbling, tipped off a pack, very fast, big movement in wind etc.) I catch it more than 50% of the time.</p>	<p>Under pressure, I can still execute my skill, even when a number of things do not go to plan. I can:</p> <ul style="list-style-type: none"> <li>- Innovate to catch unconventionally (laying out, sliding, trapping against body, catching off a back, tipped discs, greatest play etc).</li> <li>- Execute catches in tight windows</li> <li>- Execute my skills in unfamiliar environments and conditions (altitude, humidity)</li> <li>- Execute my skills under extreme fatigue</li> <li>- Execute my skills even if playing through a minor injury</li> </ul> <p>I take ownership of, and lead my skill development in practice. I engage in reflection and deliberate practice to improve my skill. I strive to engage in mentally harder practice and to implement a relaxed competition mindset.</p>

# Offence Skills - Throwing (p1 of 2)

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Object Manipulation</li> <li>- Coordination</li> <li>- Stability/balance</li> <li>- Speed</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p><b>BACKHAND</b> I have explored throwing backhands in a variety of ways and over a variety of distances.</p> <p>At this level, I am competent at the backhand skill if I can consistently complete passes (7+ out of 10) using the following method and characteristics:</p> <ul style="list-style-type: none"> <li>- Control and/or Power grip</li> <li>- Basic release point</li> <li>- Flat flight path</li> <li>- To static and then moving targets</li> <li>- Up to 15 metres</li> <li>- No wind / low wind</li> <li>- Any velocity</li> <li>- With spin (minimal disc wobble in flight)</li> <li>- No defender / open side throw</li> </ul> <p><b>FOREHAND</b> I have explored throwing forehands in a variety of ways and over a variety of distances.</p> <p>At this level, I am competent at the forehand skill if I can consistently complete passes (7+ out of 10) using the following method and characteristics:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- Below waist release point</li> <li>- Flat flight path</li> <li>- To static and then moving targets</li> <li>- Up to 15 metres</li> <li>- No wind / low wind</li> </ul> <p><i>CONTINUED ON NEXT SLIDE.</i></p>	<p>I have accumulated practice at throwing the backhand, forehand and hammer throws in a variety of conditions and in-game contexts. The throws I can complete require decision making against defenders and may include dumps, swings, forward passes, break-force throws and hucks. I am learning to adapt my skills for a variety of environmental conditions.</p> <p><b>BACKHAND</b> At this level, I am competent at the backhand skill if I can consistently complete passes (8+ out of 10), in a game, up to 30m, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Control grip and/or Power grip</li> <li>- Low, high, wide release points</li> <li>- Flat, IO and OI flight paths</li> <li>- To targets moving towards, lateral and away from me</li> <li>- Into, with, and across wind of up to 20kmh</li> <li>- Both touch and faster throw velocities</li> <li>- No / very minimal disc wobble</li> <li>- With force, break force and to closely guarded receivers</li> </ul> <p><b>FOREHAND</b> At this level, I am competent at the forehand skill if I can consistently complete passes (8+ out of 10), in a game, up to 30m, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- Low, high, wide release points</li> <li>- Flat, IO and OI flight paths</li> <li>- To targets moving towards, lateral and away from me</li> <li>- Into, with, and across wind of up to 20kmh</li> <li>- Both touch and faster throw velocities</li> <li>- No / very minimal disc wobble</li> <li>- With force, break force and to closely guarded receivers</li> </ul> <p><b>HUCKING/PULLING BACKHAND &amp; FOREHAND</b> At this level, I am competent at hucking if I can consistently complete passes or pulls (7+ out of 10), in a game, 55m+(men) 40m+(women), using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- A range of release points</li> <li>- Flat, IO and OI flight paths</li> <li>- To targets moving away from me</li> <li>- Into, with, and across wind of up to 20kmh</li> <li>- Any velocity</li> <li>- No / very minimal disc wobble</li> <li>- No defender / open side throw</li> </ul> <p><i>CONTINUED ON NEXT SLIDE.</i></p>	<p>I can execute my backhand, forehand and hammer skills under pressure:</p> <ul style="list-style-type: none"> <li>- Against T3+T4 level defenders</li> <li>- Against a variety of defensive styles</li> <li>- In windy situations (in excess of 20kmh)</li> <li>- In rainy and slippery situations</li> <li>- In championship level competition</li> <li>- To meet the demands of my playing position (handler, receiver, defender etc.)</li> </ul> <p>My in-game completion rate for all throws is consistently above 9/10.</p> <p><b>HUCKING/PULLING BACKHAND &amp; FOREHAND</b> At this level, I am competent at if I can consistently complete passes or pulls (9 out of 10), in a game, 55m+(men) 40m+(women), using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- A range of release points</li> <li>- Flat, IO and OI flight paths</li> <li>- To targets moving away from me</li> <li>- Into, with, and across wind of up to 30kmh</li> <li>- Any velocity</li> <li>- No / very minimal disc wobble</li> <li>- With force, break force and to closely guarded receivers</li> </ul> <p><b>OTHER THROWS</b> At this level I am competent at improvising to use unconventional throws when necessary, to ensure a successful pass, including:</p> <ul style="list-style-type: none"> <li>- Scoober</li> <li>- Off-hand backhand</li> <li>- Push pass</li> <li>- Blade</li> </ul>	<p>Under pressure, I can still execute my skill, even when a number of things do not go to plan. I can:</p> <ul style="list-style-type: none"> <li>- Innovate to complete a pass unconventionally (thrower initiated passes, falling pivots, suboptimal pivots, suboptimal grips)</li> <li>- Execute throws that favour my receiver, in tight windows</li> <li>- Execute my skills in unfamiliar environments and conditions (altitude, humidity)</li> <li>- Execute my skills under extreme fatigue</li> <li>- Execute my skills even if playing through a minor injury</li> <li>- Tailor my throw selection to suit my playing role</li> </ul> <p>I take ownership of, and lead my skill development in practice. I engage in reflection and deliberate practice to improve my skill. I strive to engage in mentally harder practice and to implement a relaxed competition mindset.</p>

# Offence Skills - Throwing (continued)

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Object Manipulation</li> <li>- Coordination</li> <li>- Stability/balance</li> <li>- Speed</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p><i>CONTINUED FROM PREVIOUS SLIDE.</i></p> <p><b>HAMMER</b> I have explored throwing hammers in a variety of ways and over a variety of distances.</p> <p>At this level, I am competent at the hammer skill if I can consistently complete passes (7+ out of 10) using the following method and characteristics:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- Any release point (above the head)</li> <li>- any flight path</li> <li>- to a static target</li> <li>- Up to 15 metres</li> <li>- No wind / low wind</li> </ul>	<p><i>CONTINUED FROM PREVIOUS SLIDE.</i></p> <p><b>HAMMER</b> At this level, I am competent at hammers if I can consistently complete passes (7+ out of 10), in a game, up to 40m, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Power grip</li> <li>- Vertical, traditional and horizontal angle and flight paths</li> <li>- To targets static and on the move</li> <li>- Into, with, and across wind of up to 20kmh</li> <li>- Both touch and faster throw velocities</li> <li>- No / very minimal disc wobble</li> <li>- With force, break force and to closely guarded receivers</li> </ul> <p><b>OTHER THROWS</b> At this level I am exploring a variety of ways to throw, including:</p> <ul style="list-style-type: none"> <li>- Scoober</li> <li>- Off-hand backhand</li> <li>- Push pass</li> <li>- Blade</li> </ul>	<p><i>AS PER PREVIOUS SLIDE.</i></p>	<p><i>AS PER PREVIOUS SLIDE.</i></p>

# Offence Skills - Cutting

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Movement Skills</li> <li>- Agility</li> <li>- Speed</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p>I have explored cutting in a variety of ways. I have experimented with different techniques and have accumulated practice at moving to get the disc, and moving to create space.</p> <p>At this level I am competent at cutting if I can:</p> <ul style="list-style-type: none"> <li>- Cut at the right time and to the right space (with reasonable consistency 7 times out of 10)</li> <li>- Clear at the right time and to the right space (7/10)</li> <li>- Get open when cutting (7/10)</li> </ul> <p>('right' = pre-agreed/effective)</p> <p>I have worked on:</p> <p><b>RECOGNITION AND EXECUTION</b></p> <ul style="list-style-type: none"> <li>- Identifying when I am open, and make a straight line cut to get the disc</li> <li>- Identifying when I am covered, and either not cutting, or making a V cut to lose my defender and get the disc</li> <li>- Clearing space if I cut and don't receive the disc</li> </ul> <p><b>ONGOING EXPLORATION</b></p> <p>I am exploring:</p> <ul style="list-style-type: none"> <li>- the concepts of timing, space, flow, cut angles and communication to improve my cutting.</li> <li>- recognising the defence and adapting.</li> <li>- cutting in multiple offensive structures and against multiple defensive tactics.</li> </ul>	<p>I have accumulated practice at cutting in a variety of conditions and in-game contexts.</p> <p>The cuts I can complete require decision making against defenders and may include dump cuts, swing cuts, under cuts, flow cuts, deep cuts and break cuts.</p> <p>I can modify my technique to be effective against a variety of defences, including zone and junk defences. I am learning to adapt my skills for a variety of environmental conditions and defensive tactics.</p> <p>At this level, I am competent at cutting if I can consistently complete effective cuts (8+ out of 10), in a game.</p> <p><b>RECOGNITION</b></p> <p>With a high level of consistency, (8/10) I can:</p> <ul style="list-style-type: none"> <li>- recognise when, where and who should cut (whether it be me or a teammate).</li> <li>- recognise when, where and who should clear or make space</li> </ul> <p>(Note: based on pre-agreed structures. Involves recognising the defence and implementing correct offence counter strategy)</p> <p><b>EXECUTION</b></p> <p>With a reasonable consistency, (8/10) I can:</p> <ul style="list-style-type: none"> <li>- I can execute ground gaining cuts resulting in a catch</li> <li>- I can execute cuts that improve field position resulting in a catch</li> <li>- I can execute cuts in tight spaces and/or with limited time, resulting in a catch</li> <li>- Perform jukes/misdirection to get free, as necessary</li> </ul> <p><b>ONGOING EXPLORATION</b></p> <ul style="list-style-type: none"> <li>- Cutting and juking techniques to get open against new defensive styles</li> </ul>	<p>I can execute my cutting skills under pressure:</p> <ul style="list-style-type: none"> <li>- Against T3+T4 level defenders</li> <li>- Against a variety of defensive styles</li> <li>- In windy situations (in excess of 20kmh)</li> <li>- In rainy and slippery situations</li> <li>- In championship level competition</li> <li>- To meet the demands of my playing position (handler, receiver, defender etc.)</li> </ul> <p>In a game, I cut to the right place at the right time consistently (9/10).</p>	<p>Under pressure, I can still execute my skill, even when a number of things do not go to plan. I can:</p> <ul style="list-style-type: none"> <li>- Innovate to complete a cut and pass unconventionally (thrower initiated passes, cutting from out of position, taking what I am given)</li> <li>- Execute cuts that favour my thrower, in tight windows</li> <li>- Execute my skills in unfamiliar environments and conditions (altitude, humidity)</li> <li>- Execute my skills under extreme fatigue</li> <li>- Execute my skills even if playing through a minor injury</li> <li>- Tailor my cut selection to suit my playing role</li> </ul> <p>I take ownership of, and lead my skill development in practice. I engage in reflection and deliberate practice to improve my skill. I strive to engage in mentally harder practice and to implement a relaxed competition mindset.</p>

# Defence skills

Skill Domain

UA Pathway Skills

# Defence Skills - Marking

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Movement Skills</li> <li>- Agility</li> <li>- Reaction Time</li> <li>- Speed</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p>I have explored marking and playing defence close to the disc in a variety of ways.</p> <p>I have experimented with different techniques and have accumulated practice at reading the play and delaying the thrower.</p> <p>At this level I am competent at marking and playing defence close to the disc if I can:</p> <ul style="list-style-type: none"> <li>- Communicate and work with my teammates to apply pressure to the thrower, prior to applying a mark</li> <li>- Understand and apply the 'right' force</li> <li>- Apply an effective and legal mark to a thrower</li> <li>- Reposition to guard immediately after the throw</li> </ul>	<p>I have accumulated practice at marking in a variety of conditions and in-game contexts.</p> <p>The marking I can perform requires decision making relating to the defensive strategy, environmental conditions and attackers.</p> <p>At this level, I am competent at correctly marking (9+ out of 10), in a game, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Identifying and minimising immediate offensive threats, prior to applying a mark</li> <li>- 'Swooping' into the mark to contain damaging throwing options</li> <li>- Applying an effective and legal mark that pressures damaging throwing options</li> </ul> <p>I am learning to adapt my skills for a variety of environmental conditions. I am learning to communicate with nearby defenders to switch and trap throwers based on on-field cues.</p>	<p>I can execute my marking skill under pressure:</p> <ul style="list-style-type: none"> <li>- Against T3+T4 level handlers</li> <li>- Against a variety of offensive styles</li> <li>- In environmental conditions that favour the offence (no wind, downwind)</li> <li>- In championship level competition</li> <li>- To meet the demands of my playing position (handler, receiver, defender etc.)</li> </ul> <p>In game, if my opponent catches the disc, I effectively apply a mark 9/10.</p> <p>In game, if I apply a mark, the thrower does not make a pass in first 2 seconds, or take their first preferred option 7/10.</p> <p>I am working on creating chaos for the thrower, being unpredictable for them, while playing within my team's agreed structure.</p>	<p>Under pressure, I can still execute my skill, even when a number of things do not go to plan. I can:</p> <ul style="list-style-type: none"> <li>- Innovate to mark unconventionally (far from the thrower, if outnumbered; or facing away from the thrower etc).</li> <li>- Apply pressure after a break throw</li> <li>- Execute my skills in unfamiliar environments and conditions (altitude, humidity)</li> <li>- Execute my skills under extreme fatigue</li> <li>- Execute my skills even if playing through a minor injury</li> </ul> <p>I take ownership of, and lead my skill development in practice. I engage in reflection and deliberate practice to improve my skill. I strive to engage in mentally harder practice and to implement a relaxed competition mindset.</p>

# Defence Skills - Guarding

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Movement Skills</li> <li>- Agility</li> <li>- Reaction Time</li> <li>- Speed</li> <li>- Strategy &amp; Planning</li> <li>- Tactics</li> <li>- Perceptual Awareness</li> </ul>	<p>I have explored guarding and downfield defence off the disc in a variety of ways.</p> <p>I have experimented with different techniques and have accumulated practice at reading the play and delaying the offence.</p> <p>At this level I am competent at guarding and playing defence off the disc if I can:</p> <ul style="list-style-type: none"> <li>- Position effectively relative to the force</li> <li>- Buffer and orbit effectively during a point</li> <li>- Check where the disc is frequently</li> <li>- Understand effective positioning for zone defence inc. attempting to guard two players</li> <li>- Apply pressure to a cutter and catcher during play</li> </ul>	<p>I have accumulated practice at guarding in a variety of conditions and in-game contexts.</p> <p>The guarding I can perform requires decision making relating to the defensive strategy, environmental conditions and attackers.</p> <p>At this level, I am competent at correctly guarding (9+ out of 10), in a game, using a variety of methods:</p> <ul style="list-style-type: none"> <li>- Not falling for poor fakes</li> <li>- Delaying committing my hips when moving</li> <li>- Committing to running hard to defend real cuts</li> <li>- Applying an effective and legal defensive position to force opponent to less effective areas, and minimising cuts to the most advantageous areas</li> </ul> <p>I am learning to adapt my skills for a variety of environmental conditions.</p> <p>I am learning to communicate with nearby defenders to switch and poach based on on-field cues.</p>	<p>I can execute my guarding skill under pressure:</p> <ul style="list-style-type: none"> <li>- Against T3+T4 level offence players</li> <li>- Against a variety of offensive styles</li> <li>- In environmental conditions that favour the offence (no wind, downwind)</li> <li>- In championship level competition</li> <li>- To meet the demands of my playing position (handler, receiver, defender etc.)</li> </ul> <p>In game, if my opponent cuts, I effectively apply pressure by forcing them to change direction at least once 9/10.</p> <p>In game, if my player is passed to, I can force a turnover 0.5+/10</p> <p>In game, I read the play and can effectively cover for my teammates when necessary (switch, poach, 'mop up') to minimise immediate threats.</p> <p>I am working on creating chaos for the offence, being unpredictable for them, while playing within my team's agreed structure.</p>	<p>Under pressure, I can still execute my skill, even when a number of things do not go to plan. I can:</p> <ul style="list-style-type: none"> <li>- Innovate to guard unconventionally (switch, poach, bait and recover etc).</li> <li>- Apply pressure after a break throw or huck</li> <li>- Execute my skills in unfamiliar environments and conditions (altitude, humidity)</li> <li>- Execute my skills under extreme fatigue</li> <li>- Execute my skills even if playing through a minor injury</li> </ul> <p>I take ownership of, and lead my skill development in practice. I engage in reflection and deliberate practice to improve my skill. I strive to engage in mentally harder practice and to implement a relaxed competition mindset.</p>

# Spirit of the Game skills

Skill Domain

# SOTG Skills - Psychological

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Engagement &amp; Enjoyment</li> <li>- Confidence</li> <li>- Motivation</li> <li>- Self-Perception</li> <li>- Self-regulation (emotions)</li> <li>- Self-regulation (physical)</li> </ul>	<p><b>ENGAGEMENT &amp; ENJOYMENT</b> Establishes and explores positive emotions in response to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Expressing excitement and enjoyment when playing games and being active</li> <li>• Engaging and resisting distractions when involved in movement and physical activity</li> </ul> <p><b>CONFIDENCE</b> Derives feelings of competence and self-worth derived from movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Willing to try new movements or physical activities</li> <li>• Experiencing positive outcomes from participating in movement activities e.g. increased confidence</li> </ul> <p><b>MOTIVATION</b> Explores personal reasons to participate in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Identifying reasons that motivate us to move and be physically active</li> <li>• Participating in activities that motivate us</li> <li>• Being influenced by others to participate in movement and physical activity e.g. parents</li> </ul> <p><b>SELF-PERCEPTION</b> Experiences and explores personal preferences in relation to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Recognising games that are liked or not liked</li> <li>• Expressing, showing or explaining, movements you are good at</li> </ul> <p><b>SELF-REGULATION (EMOTIONS)</b> Explores emotional responses resulting from participation in movement and physical activity, and begins to recognise how to regulate these. What it could look like:</p> <ul style="list-style-type: none"> <li>• Identifying emotions felt before, during and after movement and physical activities</li> <li>• Recognising how actions (e.g. unsporting behaviour) are influenced by emotions and feelings</li> <li>• Showing awareness of other's feelings and needs</li> </ul> <p><b>SELF-REGULATION (PHYSICAL)</b> 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:</p> <ul style="list-style-type: none"> <li>• Recognising changes in heart rate and breathing rate before, during and after physical activity.</li> <li>• Exploring the impact of feeling fatigued during a run.</li> </ul>	<p><b>ENGAGEMENT &amp; ENJOYMENT</b> Proactively engages in movement and physical activity for enjoyment. What it could look like:</p> <ul style="list-style-type: none"> <li>• Participating in group games because of the social nature and interaction with friends</li> <li>• Feeling excited at the prospect of physical activity</li> </ul> <p><b>CONFIDENCE</b> Builds on feelings of competence and self-worth through participation in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Having belief in own capabilities when participating in movement and physical activity</li> <li>• Displaying a positive response or showing resilience after a defeat or poor performance</li> </ul> <p><b>MOTIVATION</b> Directs energy and effort towards participating in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Understanding the reasons that motivate us and drawing on these to achieve goals</li> <li>• Drawing on others to support motivation e.g. coaches</li> <li>• Implementing motivational strategies such as using activity tracking tools to monitor activity</li> </ul> <p><b>SELF-PERCEPTION</b> Identifies strengths and areas for development, practising strategies to improve them. What it could look like:</p> <ul style="list-style-type: none"> <li>• Practising specific skills with the intention of improvement</li> <li>• Being aware of strengths and how to take advantage of them</li> </ul> <p><b>SELF-REGULATION (EMOTIONS)</b> Identifies and practises strategies to manage emotions and associated responses. What it could look like:</p> <ul style="list-style-type: none"> <li>• Practising and refining self-regulation strategies to successfully manage emotional responses e.g. positive self-talk</li> <li>• Overcoming emotional barriers e.g. attempting something despite feeling nervous or fearful</li> </ul> <p><b>SELF-REGULATION (PHYSICAL)</b> Identifies and practises strategies to manage physical signals such as fatigue and pain, before, during and after movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Stretching as part of a cool down to reduce muscle soreness after exercise</li> <li>• Slowing down or going faster in response to recognising level of fatigue</li> </ul>	<p><b>ENGAGEMENT &amp; ENJOYMENT</b> Identifies and draws on factors that consistently generate positive emotions from participating in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Staying engaged and enjoying movement and physical activity even when it is challenging</li> <li>• Being totally immersed in an activity</li> </ul> <p><b>CONFIDENCE</b> Demonstrates, develops and maintains resilient feelings of competence and self-worth during movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Embracing challenges and identifying strategies to maintain feelings of competency and worth</li> <li>• Feelings of confidence are unaffected by potentially negative experiences. e.g. critical feedback, deselection in a team</li> </ul> <p><b>MOTIVATION</b> Values and wants to participate in regular movement and physical activity for enjoyment and satisfaction. What it could look like:</p> <ul style="list-style-type: none"> <li>• Prioritising and persevering with physical activity even when it is challenging e.g. due to time constraints, a plateau in performance</li> <li>• Valuing reasons for movement and physical activity and using them as motivation e.g. achieving a goal, learning a new skill</li> </ul> <p><b>SELF-PERCEPTION</b> Evaluates strengths and areas for development, devising strategies to support growth. What it could look like:</p> <ul style="list-style-type: none"> <li>• Drawing on feedback from self and others to gain insight into strengths and areas for development</li> <li>• Prioritising areas for improvement and choosing appropriate strategies to support development</li> </ul> <p><b>SELF-REGULATION (EMOTIONS)</b> Successfully manages and utilises emotions, implementing strategies to regulate them during movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Knowing and applying a range of strategies for self-regulation to optimise performance e.g. self imagery</li> <li>• Demonstrating emotional resilience e.g. being able to successfully continue despite experiencing negative emotions</li> </ul> <p><b>SELF-REGULATION (PHYSICAL)</b> Manages physical responses to movement and physical activity, implementing strategies to regulate them. What it could look like:</p> <ul style="list-style-type: none"> <li>• Planning and preparing the body to be physically active in different conditions e.g. preventing dehydration in hot conditions</li> <li>• Using a pacing strategy to complete an event in the best possible time</li> </ul>	<p>I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all three domains, and apply my learnings through movement and physical activity to other aspects of my life.</p>

# SOTG Skills - Social

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Relationships</li> <li>- Collaboration</li> <li>- Ethics</li> <li>- Society &amp; Culture</li> </ul>	<p><b>RELATIONSHIPS</b> 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:</p> <ul style="list-style-type: none"> <li>• Interacting with others during movement, including talking, listening, sharing and responding.</li> <li>• Using words and body language to show respect to others</li> </ul> <p><b>COLLABORATION</b> Establishes and explores how to work constructively and cooperatively with others during movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Demonstrating cooperative behaviour e.g. includes a person into a team, who isn't assigned to a team</li> <li>• Offers to throw with someone who doesn't have a partner</li> </ul> <p><b>ETHICS</b> Explores and establishes understanding of fundamental ethical concepts related to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Developing concepts of fair play</li> <li>• Including others in group activities</li> </ul> <p><b>SOCIETY &amp; CULTURE</b> Establishes and explores appreciation of own cultural values through movement and physical activity experiences. What it could look like:</p> <ul style="list-style-type: none"> <li>• Understanding the values of a team or club e.g. being involved in the set up and pack up of equipment at training sessions</li> <li>• Formulating personal values when participating in movement and physical activity settings e.g. shaking hands with and congratulating opponents</li> </ul>	<p><b>RELATIONSHIPS</b> Understands the characteristics of different relationships as experienced through movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Developing camaraderie with others</li> <li>• Exploring and experiencing ways to connect with others in their community through movement and physical activity</li> <li>• Understanding and displaying behaviours that create positive relationships such as inclusion, respect and trust</li> </ul> <p><b>COLLABORATION</b> Understands and implements strategies to support constructive collaboration during movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Working cooperatively with others during movement and physical activity</li> <li>• Contributing ideas within a team to support positive outcomes e.g. suggesting a defensive strategy to stop an opponent scoring points.</li> </ul> <p><b>ETHICS</b> Understands and explains ethical considerations, developing own moral principles as they relate to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Identifying and acknowledging fairness and inclusion</li> <li>• Respecting the decision of group members, coaches and officials</li> </ul> <p><b>SOCIETY &amp; CULTURE</b> Appreciates own and others' cultural values through movement and physical activity experiences. What it could look like:</p> <ul style="list-style-type: none"> <li>• Demonstrating, and passing on, the cultural values of a team, club or community e.g. singing a team song</li> <li>• Playing games and sports from different cultures in order to learn more about cultural traditions e.g. Traditional Indigenous Games, Gaelic Football, Capoeira</li> </ul>	<p><b>RELATIONSHIPS</b> Analyses and maintains relationships, employing a range of skills and building these in relation to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Fostering positive relationships with team members, competitors, coaches and officials</li> <li>• Reflecting on how behaviours and actions can change based on interaction with others during movement and physical activity</li> <li>• Asserting a stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others</li> </ul> <p><b>COLLABORATION</b> Generates meaningful and desirable outcomes when collaborating with others in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Implementing strategies to diffuse or resolve conflict</li> <li>• Exhibiting leadership behaviours in group settings</li> </ul> <p><b>ETHICS</b> Analyses and demonstrates ethical considerations, underpinned by moral principles, in relation to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Modifying an activity to allow for inclusion of others</li> <li>• Maintaining fair play in competitive scenarios without an official</li> <li>• Demonstrating and advocating appropriate bystander behaviour</li> </ul> <p><b>SOCIETY &amp; CULTURE</b> Respects diversity within and between cultures, and understands how cultural values can influence movement and physical activity experiences. What it could look like:</p> <ul style="list-style-type: none"> <li>• Articulating and examining cultural values of team mates, group members and opponents</li> <li>• Being aware of, and challenging cultural stereotypes and prejudices that may exist in movement and physical activity</li> </ul>	<p>I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all three domains, and apply my learnings through movement and physical activity to other aspects of my life.</p>

# SOTG Skills - Cognitive

Physical Literacy	Skills in isolation (F1, F2, F3)	In context - Game Sense (T1, T2)	In competition (T3, T4)	While Performing (E1, E2, M1)
<ul style="list-style-type: none"> <li>- Content Knowledge</li> <li>- Safety &amp; Risk</li> <li>- Rules</li> <li>- Reasoning</li> </ul>	<p><b>CONTENT KNOWLEDGE</b> Recognises key knowledge in relation to movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Recognising and understanding why movements are performed in a particular way e.g. bending knees to lift, holding arms out to stabilise balance</li> <li>• Recognising and understanding that movement and physical activity have benefits e.g. health and enjoyment</li> </ul> <p><b>SAFETY &amp; RISK</b> Establishes and explores ways to avoid risks, adopting protective behaviours. What it could look like:</p> <ul style="list-style-type: none"> <li>• Seeking help to overcome a movement challenge e.g. asking a coach for assistance when walking along a narrow beam</li> <li>• Identifying and following safety rules e.g. swimming between the flags at the beach</li> </ul> <p><b>RULES</b> Aware of and able to follow rules in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Understanding why rules are necessary to an activity or game</li> <li>• Demonstrating appropriate and safe use of equipment</li> <li>• Following instructions relating to personal safety and fair play e.g. shaking hands with an opponent at the end of a game</li> </ul> <p><b>REASONING</b> 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:</p> <ul style="list-style-type: none"> <li>• Choosing to take part in a dance class because it appears enjoyable</li> <li>• Joining a walking group because it is known to be good for health</li> </ul>	<p><b>CONTENT KNOWLEDGE</b> Explains the key features of movement and physical activity in relation to causes, consequences and underpinnings. What it could look like:</p> <ul style="list-style-type: none"> <li>• Explaining personal strengths and weaknesses e.g. being a fast sprinter but not as competent over longer distances</li> <li>• 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</li> <li>• Explaining why physical activity is important e.g. the benefits to health and wellbeing, socialisation, positive</li> </ul> <p><b>SAFETY &amp; RISK</b> Understands and identifies situations that may pose risk and takes steps to minimise or mitigate these. What it could look like:</p> <ul style="list-style-type: none"> <li>• Increasing fluid intake when it is hot to avoid dehydration</li> <li>• Checking playing area for hazards before an activity</li> </ul> <p><b>RULES</b> Understands and applies rules that enable participation in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Developing rules for a new game</li> <li>• Applying the rules of games correctly and appropriately</li> </ul> <p><b>REASONING</b> 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:</p> <ul style="list-style-type: none"> <li>• Understanding personal strengths in performing handstands, cartwheels and forward rolls and deciding to join a gymnastics club</li> <li>• Knowing you want more from regular bushwalking activities and deciding to take part in a hiking expedition over several days</li> <li>• Reflecting on performance and identifying how improvements can be made</li> </ul>	<p><b>CONTENT KNOWLEDGE</b> Justifies and explains key features of different movement and physical activities, utilising information regarding causes, consequences and underpinnings. What it could look like:</p> <ul style="list-style-type: none"> <li>• Justifying and explaining skills and training strategies required to be proficient in a particular movement or physical activity</li> <li>• Justifying and explaining complex movement problems e.g. technical adjustments to a throwing action to increase accuracy and distance</li> <li>• Articulating how physical activity positively impacts the body e.g. improved cardiovascular function, lung capacity, muscular and bone strength, mental wellbeing, lower blood cholesterol and pressure</li> </ul> <p><b>SAFETY &amp; RISK</b> Plans and implements strategies to promote safe participation in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Developing a risk assessment for an upcoming activity</li> <li>• Proposing and implementing modifications to rules or equipment to ensure safe participation</li> </ul> <p><b>RULES</b> 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:</p> <ul style="list-style-type: none"> <li>• Modifying the rules of a game to make it more inclusive and enjoyable</li> <li>• Playing the game in the spirit that it is intended</li> <li>• Appreciating and following unwritten rules - gym etiquette, sportsmanship</li> </ul> <p><b>REASONING</b> Justifies and applies logic to solve movement problems and/or change beliefs and practices in movement and physical activity. What it could look like:</p> <ul style="list-style-type: none"> <li>• Identifying that time available to exercise is limited and changing practice by choosing physical activities that are shorter and more high intensity</li> <li>• Identifying various stresses in life and justifying a change in activities to focus on spiritual wellbeing</li> </ul>	<p>I am empowered by movement and physical activity. I continually transfer my skills, knowledge and feelings to different movement and physical activity contexts. I use combinations of elements from all three domains, and apply my learnings through movement and physical activity to other aspects of my life.</p>

# Skill Introduction - Offence - Catching

Skill category	Core skill	Elements	First introduction of skill			
			F1	F2	F3	T1
Catching	Crocodile catch	Positioning		Y		
		Pre-action		Y		
		Action	Y			
		Post- action				
	2 hand rim catch	Positioning		Y		
		Pre-action		Y		
		Action		Y		
		Post- action		Y		
	1 hand rim catch	Positioning		Y		
		Pre-action		Y		
		Action		Y		
		Post- action		Y		

# Skill Introduction - Offence - Throwing

Skill category	Core skill	Elements	First introduction of skill				
			F1	F2	F3	T1	
Throwing	Backhand	Positioning		Y			
		The grip		Y			
		The preparation	Y				
		The acceleration	Y				
		The release	Y				
			Breaking the mark		Y		
			Pulling			Y	
		Forehand	Positioning		Y		
			The grip				
			The preparation		Y		
	The acceleration			Y			
	The release			Y			
		Breaking the mark		Y			
	Hammer	Positioning		Y			
		The grip		Y			
		The preparation		Y			
		The acceleration		Y			
		The release		Y			

# Skill Introduction - Offence - Cutting

Skill category	Core skill	Elements	First introduction of skill			
			F1	F2	F3	T1
Cutting	Downfield cutting	Positioning			Y	
		Pre-action			Y	
		Action			Y	
	Backfield cutting	Positioning			Y	
		Pre-action			Y	
		Action			Y	
	Clearing	Pre-action			Y	
		Action			Y	

# Skill Introduction - Defence

Skill category	Core skill	Elements	First introduction of skill			
			F1	F2	F3	T1
Marking	Marking	Pre-mark				Y
		Mark			Y	
		Post-mark				Y
Guarding	Guarding downfield	Pre-action				Y
		Action			Y	
	Guarding backfield	Pre-action				Y
		Action			Y	
	Guarding non-active threats	General				Y

# Skill Introduction - Spirit of the Game

Skill category	Core skill	Elements	First introduction of skill			
			F1	F2	F3	T1
SOTG Psychological	Engagement & Enjoyment	General		Y		
	Confidence	General		Y		
	Motivation	General		Y		
	Self-perception	General		Y		
	Self-regulation (emotions)	General		Y		
	Self-regulation (physical)	General		Y		
SOTG Social	Relationships	General		Y		
	Collaboration	General		Y		
	Ethics	General		Y		
	Society & Culture	General		Y		
SOTG Cognitive	Content Knowledge	General		Y		
	Safety & Risk	General		Y		
	Rules	General		Y		
	Reasoning	General		Y		

