

Domains	Description	Exemplary Intervention Strategies
Physical Activity Behavior (behavioral domain)	<ul style="list-style-type: none"> Refers to the extent to which an individual regularly engages in meaningful and personally challenging activities [1]. If individuals exhibit a commitment for engagement in physical activities for life, they will show this by being physically active [2]. 	<ul style="list-style-type: none"> Targeted indirectly by improvements in other physical literacy domains. Self-regulatory-skills: Goal setting, coping planning and self-monitoring worksheets [15].
Motivation (affective domain)	<ul style="list-style-type: none"> Refers to a person's enthusiasm and pleasure in embracing physical activity as an integral part of life [1]. Important predictor of initiation and maintenance of long-term physical activity adherence across all ages [3]. 	<ul style="list-style-type: none"> Based on the self-determination theory [16]. Established Strategies: Promote choice of activities and the development of social relationships as well as provide positive feedback [17].
Knowledge (cognitive domain)	<ul style="list-style-type: none"> Refer to a person's knowledge about how to perform a variety of physical activities ("how to move") as well as a person's knowledge of the everyday relevance of exercises and the health benefits of physical activity in general [4]. Associated with an individual's physical activity level [5,6] and with other domains of physical literacy such as motivation [7,8]. 	<ul style="list-style-type: none"> Can be imparted during exercises, recovery periods, or through the implementation of learning-oriented walking/running games [18]. Established pedagogical and methodological principles: Proceed from simple to difficult, use a simple and pictorial language and provide continuous repetition [19-21].
Attitude/Understanding (affective domain)	<ul style="list-style-type: none"> Refers to a person's positive and negative evaluation of being physically active and to a person's understanding of the value of being physically active for life, respectively [4,9]. A basis requirement to create a commitment to a physically active lifestyle [9,10]. 	<ul style="list-style-type: none"> Targeted indirectly by improvements in other physical literacy domains, especially in the domain knowledge [22]. Creating an intervention setting that enables empowering, enjoyable and motivational experiences of being physically active [23].
Self-efficacy/Confidence (affective domain)	<ul style="list-style-type: none"> Refers to a person's ability to perform and sustain feasible changes in one's physical activity behavior as well as to a person's ability to overcome physical activity barriers [11,12]. Most robust predictor of long-term physical activity regardless of the sample population [13,14]. 	<ul style="list-style-type: none"> Based on the self-efficacy theory [24]. Established strategies: Mastery experience, vicarious experience and verbal persuasion [28].

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