Physical Literacy for Life

A Model for Physical Education

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Physical & Health Education Canada, 2010).

ACTIVE FOR LIFE

active leisure fitness recreational activities
therapeutic activities competitive training
and sport
activities of daily living

MOVEMENT APPLICATIONS

(e.g., Increased Adaptations, Options, Voluntary Play, Protocols, and Transferability)

FUNDAMENTALS

(e.g., Perceptual-Motor Ability and Motor Abilities; Free Play and Guided Play; Transport, Stability and Object-Control Skills; Combinations, Elaborations, and Applications)

ACTIVE START

(e.g., Motor Abilities, Perceptual-Motor Ability, Rhythm, Free Play and Guided Play, and Creative Exploration)

INTERMEDIATE EARLY

ATURE

COGNITION

Knowledge

(e.g., of what, how, when, and why)

Beliefs, Values, and Morals

(e.g., commitment, self-confidence)

Decision-Making

(e.g., overcoming challenges)

Self-Regulated and Aware

(e.g., ongoing management)

Healthy Living

Motivation

(e.g., enjoyment, self-confidence)

MOVEMENT

Fundamental Movements

Movement Combinations

Cooperative Activities

Games

(Target, Striking/Fielding, Net/Wall, Territorial)

Dance

Educational Gymnastics

Alternative Activities

(e.g., hiking, swimming, yoga, martial arts, curling, skiing, spin cycling, jogging)

AFFECT

Social Well-being

(e.g., empathy and cooperation with others)

Emotional Well-being

(e.g., self-control, resilience, managing stress)

Spiritual Well-being

(e.g., sense of purpose, personal accomplishment)

Environmental Health

(e.g., active transportation, connection to nature)

Culturally Responsive



This model is intended for educators and emphasizes life-long development of physical literacy with active for life as the central aim. Physical Literacy stems from three dimensions of a physically literate person: cognitive, motor (movement), and affect (social, emotional, spiritual) while also linking to health and nature (the environment). Movement takes the central position and has enjoyable play as a central theme. It is bordered by the cognitive and affective dimensions all of which integrate continuously throughout the life-span. The wide variation in maturation and development by age and the lack of credible cut-off age-points for various characteristics of such warrants the use of developmental clusters (early, intermediate, and mature) rather than age or grade levels. The circular arrows between the phases and dimensions reflect the ongoing recursive and spiraling nature of the interactions between each.