

# 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).*



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.