

FULL GLOSSARY

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The definitions identified in this glossary are those used throughout this text.

Attributes - the characteristics that have been used to describe a physically literate individual, in the full definition of the concept. In growing in physical literacy the individual will discover they have the potential to develop all these attributes.

BMI – Body Mass Index is the measurement that compares a person's weight and height to determine the overall fitness of the individual. BMI calculation does not actually measure percentage of total body fat, but it is a tool used to estimate what is considered a healthy weight based on a person's height.

Capability – the mastery of/expression of /manifestation of/evidence of/ use of a human dimension by an individual. A capability is a desirable human expression of being, the development of which should be available to every individual. This use is broadly in line with the way that Martha Nussbaum (2000) uses the term. Capabilities that she identifies include Practical Reason, Emotion and Affiliation.

Cephalo-caudal development - progressive maturation from the head downwards towards the feet

Cognitive dissonance – a state in which an individual's cognitive powers are unsettled by an unsolved problem or challenging situation. This can be all pervading and block off the operation of other cognitive operations.

Conscious – used to describe experiences of which an individual is aware, can reflect on and articulate.

Differentiation: A strategy for adopting varying learning, teaching and assessment styles to respond to individual needs and thus maximise individual potential.

Dimension - an aspect of human being through which an individual can interact with the world and/or express him/herself. Embodiment is one such dimension – hence, embodied dimension.

Discrimination: A direct or in-direct act with the intention of identifying someone who is perceived as different from the norm. Discrimination can take place at various levels from an individual through to institutions.

Diversity: Recognition that individuals have unique physical, social, emotional and learning needs.

Dualism. The view that humans are comprised of two very different and separable 'parts' such as the 'body' and the 'mind'.

Educational Role – The role of pedagogues who are striving to help people get on the inside of different physical pursuits so they learn to appreciate what they can offer, value their commitment and learn to care about their participation. This is an important role because it opens up new perspectives that can add quality and meaning to one's life.

Embodied capacities. The components of the attribute of being physically literate that are concerned specifically with human motility or movement potential.

Embodied capability. The human capability arising from our embodied dimension.

Embodied dimension. That dimension of human potential that springs from the ability to move or our motility

Embodiment. a) In the context of physical literacy the term embodiment is used, specifically, to describe the potential the individual has to interact with the environment via movement. This covers both the embodiment as lived in a pre-reflective mode as well as the embodiment lived as an instrument or object.

Embodiment b) In some philosophical work the term ‘embodiment’ encompasses not only our ability to move but also includes our sensory capacities, such as sight and hearing, involved in gathering information about the environment. This is not the way the term is used throughout this text.

Environment. The totality of features, both animate and inanimate that comprise the world in which an individual comes into contact with or lives.

Existentialism. The philosophy based on the principle that existence precedes essence. In other words we make ourselves as we interact with the world.

Exteroceptors. Sensory receptors that receive information external to the ‘body’/organism such as the eyes and ears.

Extrinsic motives – are not integrated into the self-system and do not contribute to autonomy.

Guided play - play enhanced by the involved support and encouragement of significant others.

Holism and holistic – see Monism below.

Homophobia: An irrational fear or aversion to homosexuality which can result in discrimination, prejudice and isolation.

Inclusion: A process of recognising the individual needs of people, groups, cultures and societies with the intention of reducing isolation and barriers to a range of goods and services.

Intentionality. A view within existentialism and phenomenology that humans exhibit an innate drive to interact with the world.

Intermodal – see synaesthesia

Interoceptors. Sensory receptors that receive information from within a ‘body’/organism such as nerve endings sensitive to head aches and visceral pain and nerve endings that are sensitive to joint and muscle movement and the position of the embodied dimension in space.

Intrinsic motives - are integrated into and compatible with the person's identity and therefore have the capacity to be truly self-enhancing and self confirming at the same time.

Kinesthesia – Interoceptive information that is below the level of consciousness. This information is collated in/by the cerebellum and assists the control of movement. This is usually seen as an element of proprioception.

Lifecourse: This recognises the stages of life individuals progress through from birth through childhood, adolescence and on to adulthood.

Marginalisation: The act of restricting individuals or groups based on perceived differences related to a range of issues including disability, race, gender, class, sexuality, ethnicity and the like.

Monism. The view that humans are an entity, a whole and not divisible into separate 'parts' such as the 'body' and the 'mind'. This is also referred to as a holistic view or holism, again indicating that humans are an indivisible 'whole'.

Motility – the potential the individual possess, to take action in relation to the environment via his/her embodiment.

Movement capacities – are the constituent abilities of articulate movement.

Movement Form – a Movement Form is defined by the nature of the experience afforded to the participant

Movement patterns

– **general** movement patterns comprise the total stock of movement of which the human is capable. The general movement patterns mastered by individuals can be referred to as their movement vocabulary

- **refined** movement patterns are realized when individuals revisit general movement patterns with more specific focus on applying movement capacities, in preparation to establish refined movement patterns

- **specific** movement patterns arise when developed movement patterns are applied within specific activity contexts and movement forms.

Moving More Often - A programme of purposeful physical activities that are promoted in Care Homes, Sheltered Accommodation and Community Centres to enable older adults to be come more active on a daily basis.

Non-categorical: A process of not attempting to fit individuals into a specified group or system. Thus recognising that each individual is unique and as such participation and performance in physical literacy should not be limited by attempts to fit people into standardised groups.

Obesity - is a condition where excess body fat negatively affects an individual's health or wellbeing.

Olympage - A Festival of purposeful physical activities in which a number of Care Homes celebrate being active and enjoy the social context of a festival. The Care Homes prepare for

the festival, create their own flags, enjoy an opening ceremony and give residents an opportunity to take part with others in a variety of purposeful physical pursuits that they enjoy.

Operative intentionality – that aspect of intentionality which evidences the innate drive humans possess to interact with the world through their embodied being.

PALs – refer to Physical Activity Level. This is a tool to compare levels of physical activity across populations. It is a ratio of total energy expenditure (TEE) to Basal metabolic rate (BMR). Typical values range from 1.2 (chair or bed bound) to 2.0+ (highly strenuous).

Pedagogy - the art and science of engagement with people to stimulate productive learning.

Phenomenology- the philosophy based on the principle that we as humans give meaning to the world as we perceive it. Objects in the world have no meaning prior to our perception of them. Objects are only what we ‘make of them’.

Physical activity setting - a specific man-made environment that has been designed solely to extend/challenge/celebrate our embodied capacities. This would be particular to a culture and include inter alia: forms of games and sports, dance, swimming and gymnastics.

Physical competence - can be described as the sufficiency in movement vocabulary, movement capacities and developed movement patterns and the deployment of these in a range of movement forms - as afforded by the individual’s endowment.

Physical Education – the term used throughout the book to describe any structured/organised/purposeful physical activity within the curriculum in compulsory schooling.

Physical literacy – the realisation/expression of the capability that is concerned with the deployment of the embodied dimension. More specifically - as appropriate to each individual, Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse.

Pre-reflective – refers knowledge/understanding/experiences gained which remain on an unconscious level.

Proprioception – the aspect of our sensory perception that gathers interoceptive and exteroceptive information and informs the individual of the state of and positioning of his/her embodied dimension.

Proximo-distal development - progressive maturation from the centre of the body outwards to the hands at the periphery.

Purposeful physical pursuits:

an alternative to physical activities which tends to be a neutral term and subservient to sport. If physical activities, like sport, can be seen as purposeful pursuits they may receive more serious interest.

Running bicycle - a light, often wooden bicycle, with no pedals.

Self – a dynamic system which is constantly reacting and adjusting to life experiences.

Self director – the hub of the self-system, taking responsibility for the information processing and life-long adjustments necessary to meet the needs of the self. The self director has two major tasks – to develop a sense of self and a core identity that is stable across settings.

Self esteem – an evaluative statement about the worth of a person, by that person. An overall judgement made by the directing self of how well the self is doing. A measure of success of the self-system.

Self concept – an all encompassing term that summarises how an individual self-describes.

Structured play - pre-planned play activities, environment and resources, designed to extend a child's experiences and learning.

Synaesthesia- the way that all our interoceptors and exteroceptors function in unison, so that we do not appreciate an object first through our different senses and then have to amalgamate this information to create a whole. This interconnection between the different ways we gather information about the world around us is also referred to as intermodal functioning of the senses.

Teaching approach – a practitioner's teaching approach is generally seen as arising from the values held by the individual in respect of the work with the participants and the purpose of this interaction. A teaching approach is understood to include all aspects of teaching such as management style, teaching skills and teaching strategies. A teaching approach should be constantly under review and be subject to modification as appropriate.

Teaching Skills -teaching skills can be considered as a range of teacher behaviours, techniques or tools that can be used to bring about learning. For example, questioning, grouping or planning. A teaching skill needs to be selected and used to address a particular goal or focus, building from the teaching approach being used.

Teaching strategy/interaction style - a teaching strategy or interaction style is a cluster of teaching skills selected for a particular end. It involves responsibilities for, and expectations of, both participants and practitioners and should support the overall approach being used.

Unconscious – used to describe experiences of which an individual is not aware and thus cannot articulate.

United Nations: The United Nations is an international organisation founded in 1945 by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provides a forum for its 192 Member States to express their views.

UNESCO: The United Nations Educational, Scientific and Cultural Organization was founded in 1945. It is a specialized agency of the United Nations and states it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Rather - Education, Social and Natural Science, Culture and Communication are the means to a far more ambitious goal to build peace.

VO2 max - the maximum capacity of an individual's body to transport and utilize oxygen during incremental exercise, which reflects the physical fitness of the individual. The name is derived from V - volume per time, O₂ - oxygen, max - maximum.

World Education Forum: The World Education Forum took place in Dakar, Senegal in 2000 and was the first and most important event in education at the dawn of the new century. By adopting the Dakar Framework for Action, the 1,100 participants of the Forum reaffirmed their commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of co-ordinating all international players and sustaining the global momentum.

World Health Organisation: The directing and coordinating authority for health within the United Nations. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

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