# Health and Physical Education glossary

ableism

Discrimination based on a person’s disability.

belief

Something that is accepted, considered to be true, or held as an opinion.

body autonomy

The right of a person to make choices about their body without external influence or coercion.

code switching

Negotiating ways of moving between different cultures or between a marginalised and a dominant culture.

coercion

The act of persuading or compelling someone to do something through the use of threats or force.

community health

Focuses on work within defined communities to maintain and improve the health and wellbeing of all people in that community through collective action.

consent

Informed and freely given agreement to engage in an activity, or permission for a specific thing to happen. This includes agreement and permission given in online and offline situations.

context

The situation or setting of an event, problem or application, whether real or constructed.

contextual factors

A range of factors that can influence health, safety, wellbeing and physical activity participation. These factors include, but are not limited to, personal (biological, physiological, psychological), social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups.

critical inquiry approach

Focuses on how contextual factors influence the health, safety, wellbeing and physical activity participation of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing. This involves critical analysis and critical evaluation of health and physical activity knowledge in order to make informed judgements and take appropriate action.

digital tools

Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information.

discrimination

The unjust or prejudicial treatment of someone. The types of discrimination that students must learn about include racial, sex and gender discrimination, ableism, homophobia and transphobia.

dispositions

Enduring habits of mind and actions, and tendencies to respond to situations in characteristic ways; for example, maintaining an optimistic outlook, being willing to persevere with challenges, or actively engaging in regular physical activity.

diversity

The mix of people in a group or society; that is, differences in contextual factors such as age, abilities, culture and religion and/or in how people identify in relation to characteristics such as gender and sexuality.

drug

Any substance (excluding food, water and oxygen) that when taken into the body alters its function physically or psychologically.

emotional health

The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feeling and acting.

empathy

The ability to understand and share the feelings of another person.

fundamental movement skills

Basic movements or precursor patterns that form the basis for physical activities, including dance and sports, and that provide the foundation for competent and confident participation in a range of physical activities.

These can include locomotor, non-locomotor and object control skills:

* locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety
* object control skills – bouncing, throwing, catching, kicking, striking.

gender

Refers to those characteristics of women and men that are socially constructed. Gender is complex and involves a number of components, including biological sex (male or female), gender identity (the psychological sense of being male or female) and social sex role (adherence to cultural norms of feminine and masculine behaviour).

gender diversity

Refers to the diversity of people who fall outside the typical range of masculinity or femininity with regard to gender identity and/or physical sex characteristics. Sex- and/or gender-diverse people include many different groups, including transsexual, transgender, androgynous, people without sex and gender identity, and cross-dressers.

gender stereotypes

The beliefs that people have about the characteristics of males and females. Stereotypes can vary between cultures and over time. Gender stereotyping can be harmful to people of all genders.

health

A state of complete physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity.

health information

Information, advice or direction related to health, safety and wellbeing.

health literacy

The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.

health messages

Any messages or advertising related to the health and wellbeing of people. These can be in the form of TV, online or magazine advertisements, media articles, product labelling or portrayal of ‘healthy’ choices in the media.

health-related fitness

Physical fitness is considered a measure of the body’s ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. Health-related fitness includes components such as cardio-respiratory fitness, flexibility, muscular endurance and strength.

help-seeking strategies

Strategies used to seek help. Help-seeking is about being able to communicate an issue or challenge to obtain support, advice or help. Seeking help can act as a protective factor for a child or young person’s mental health and wellbeing.

identities

Characteristics and capabilities of a person or characteristics of a social group. These are constructed according to things such as where we come from, who we relate to, how we belong and what we do.

initiative games

Fun, cooperative, challenging games that require groups to collaborate in order to solve a speciﬁc problem.

locomotor skills

Locomotor movement is when you move from one place to another. Locomotor skills include rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.

mental health

Refers to a person’s cognitive and thinking processes, for example their capacity to think coherently, express thoughts and feelings, and respond constructively to situations.

minor games

Simple games, with few rules, designed for the practice of skills, tactics and strategies in a challenging situation.

modified games

Games or sports that are adapted to suit the skills and characteristics of students through alterations to rules, equipment and/or the playing field.

movement challenges

Movement tasks that require a problem-solving approach for successful completion. The solution can be verbalised, documented or demonstrated physically.

movement concepts

A framework for enhancing movement performance. Movement concepts include body awareness, spatial awareness, effort awareness, and relationship to or with objects, people and space.

movement context

The setting, circumstances or conditions that movement tasks take place in.

movement elements

The variables that are combined in composing and performing movement. The elements of movement are effort, time, space and relationships.

movement sequence

A combination of skills and movement elements to enable a body or objects to move in response to a stimulus; a planned order of movements.

movement situation

A situation where students are moving with the intent of achieving an outcome, such as to score a goal, perform a sequence of movements, retain possession or cross a creek.

movement strategies

A variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. Movement strategies include moving into space to receive a pass from a teammate, hitting the ball away from opponents in order to make it difficult for them to retrieve or return it, or timing a sprint to finish a race strongly. Different games and sports may require similar activities or goals and will therefore use similar movement strategies to achieve success.

non-locomotor skills

Moving on the spot without any change in location. Non-locomotor skills include twisting (the rotation of a selected body part around its long axis), bending (moving a joint), swaying (fluidly and gradually shifting the centre of gravity from one body part to another), stretching (moving body parts away from the centre of gravity), turning (rotating the body along the long axis) and swinging (smooth, rhythmic motion of a body part resembling a pendulum).

object control skills

Skills that require the ability to handle an object or piece of equipment with control, such as kicking, striking, dribbling, propelling or stopping a ball.

online tools

Digital hardware, software, platforms and resources that are connected and support communications between users. Examples of online tools include websites for online shopping, and fitness apps.

outdoor environment

Environments both near (local to a school) and far, that range from having experienced minimal human intervention to those that have undergone significant human intervention.

outdoor learning

A pedagogical approach that engages students in practical and active learning experiences in outdoor environments, typically beyond the school boundary.

personal qualities

Characteristics that make you who you are, including knowledge and skills that you bring to your work, and those attributes that define how you will go about applying yourself to a role or task.

physical activity

The process of moving the body that results in energy expenditure. ‘Physical activity’ is a broad term that includes playing sport, exercise and fitness activities such as dance, yoga and tai chi, everyday activities such as walking to work, household chores and gardening, and many other forms of active recreation.

physical fitness

A measure of the body’s ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. It is commonly conceptualised as being made up of health-related components (such as cardio-respiratory fitness, flexibility, muscular endurance and strength) and skill-related components (such as agility, balance, coordination, reactions, rhythm, power and speed).

physical health

A state of physical wellbeing in which a person is physically able to perform their daily activities without restrictions.

play

Any activity that is positively valued by the player, self-motivated, freely chosen and engaging.

power

A sense of control; having choices and the ability to influence our environment and others.

protective behaviours

Behaviours that enable children to recognise and respond to situations in which their personal space and sense of safety may be compromised.

resilience

The capacity to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.

respect

Behaviour that acknowledges and takes account of the rights, needs, wishes and feelings of others.

respectful relationships

Connections characterised by non-violence, equality, mutual respect and consideration, and trust.

safety

Freedom from danger, injury or harm – achieved by assessing risk, making safe decisions and acting in ways that ensure the safety of the individual and others.

sedentary behaviour

Activities that do not increase energy expenditure higher than resting levels; for example, watching television, gaming, or using a computer and other devices.

sexual health

A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination or violence.

sexuality

A central aspect of being human throughout life. Sexuality encompasses sex, gender identities and roles, sexual orientation, pleasure, intimacy and reproduction, and is influenced by the interaction of contextual factors. It is experienced and expressed in thoughts, feelings, desires, beliefs, attributes, values, behaviours, practices, roles and relationships.

skill-related fitness

Physical fitness is considered a measure of the body’s ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. Skill-related fitness includes components such as agility, balance, coordination, reactions, rhythm, power and speed.

social health

Social health is concerned with how individuals interact with the people around them, and with social institutions, and social values and norms.

specialised movement skills

Movement skills that are required in more organised games and activities. Examples of specialised movement skills include fielding a groundball in softball, climbing a rock wall, and performing a grapevine step in dance.

spiritual health

A positive sense of belonging, meaning and purpose in life. It includes values and beliefs that influence the way people live, and can be influenced by an individual’s connection to themselves, others, nature and beyond.

sport

A human activity that has physical exertion and skills as the primary focus, with elements of competition, and for which rules and patterns of behaviour governing the activity exist formally through organisations.

strengths-based approach

Focuses on the capacities, competencies, values and hopes of all students, regardless of their current circumstances, to optimise their own health and that of others. Its foundation is the concept of salutogenesis, which looks to extend preventive health to the creation of health through individual, community and societal resources and assets.

techniques

Movement patterns that support skilled performance, such as throwing, catching and jumping. Technical ability is only one aspect of skilled performance.

transitions

The internal processes or psychological reorientation people experience as a result of change, which usually involve establishing new behaviours or new ways of thinking before the change can work. Individuals experience transitions in different ways and at different rates. Transition involves 3 stages: letting go of the way things are or used to be, a period of exploration and adjustment, and a final stage where new behaviours and ways of working evolve.

trusted adults

Reliable people who children feel comfortable talking to if they are upset or need help when engaged in online activities. They might include family members, carers and teachers.

upstander

Someone who chooses to support a person who is being abused or harmed.

values

Ideas and beliefs specific to individuals and groups.

wellbeing

A sense of wellness and quality of life or the capacity of an individual to look after their own or others’ health, safety and relationships, including developing and maintaining a healthy relationship with digital tools. Relates to the dispositions of optimism, openness, curiosity and resilience.