

Physical literacy continuum - glossary

Term	Explanation
Components of fitness	Fitness is perceived to be made up of health-related components (such as cardiovascular fitness, flexibility, muscular endurance, and strength) and skill-related components (such as agility, balance, coordination, reactions, rhythm, power and speed).
Connect	To connect skills refers to performing skills one after the other, e.g. a leap to a forward roll or a run to a hurdle.
Controllable factors	Are generally considered to be internal factors that may influence an individual's physical activity behaviour, such as their knowledge, attitudes, motivation and skills.
Controlled physical activity contexts	Situations which are predictable and where the variables remain constant, e.g. environment, space, group/team size, time available to perform skills and sequences, no opposition. This includes individual practice, skill drills or partner and group work with no opposition, competition or restrictions.
Cooperative behaviour	Being aware of, and willing to participate, share with others, adhere to rules and demonstrate fair play.
Coordinated	Well-timed interactions of limbs and body that result in successful movement. Poor coordination is observed as inefficient movement that appears awkward. High levels of coordination are observed as rhythmical, smooth and efficient movement of the limbs.
Directions	Moving forwards, backwards, sideways or diagonally.
Dynamic physical activity contexts	Situations that are constantly changing and are more unpredictable. For example, limited or reduced space, increased/ decreased player numbers, or uneven player numbers (e.g. 3 v 2), reduced time to perform skills and sequences, full opposition and competition.
Etiquette	Often viewed as more than the rules of an activity but also the conventions, customs and unwritten code of practice governing behaviour regarded as correct or acceptable.
Fitness	A measure of the body's ability to function efficiently, effectively and without injury in everyday activities, to pursue recreational activities and to cope with emergency situations.
Intensity	Intensity refers to the level of effort associated with the physical activity. Moderate intensity physical activity requires some effort, but still allows people to speak easily while undertaking the activity. Examples include active play, brisk walking, recreational swimming, dancing, social tennis, or riding a bike or scooter. Vigorous intensity physical activity requires more effort and makes people breathe harder and faster ("huff and puff"). Examples include running, fast cycling, many organised sports or tasks that involve lifting, carrying or digging.
Levels	Forming a low, middle or high shape with the body.
Locomotor skills	Locomotor skills include moving from one point to another using self or an object.

Term	Explanation
	Moving self includes running, skipping, jumping, sliding, galloping, leaping and swimming strokes. Object locomotor includes cycling, skating, riding a scooter, skiing, wheelchair propulsion and surfing.
Movement sequence	Combining movement skills and elements of movement (space, time, relationships and effort) to enable the body and/or objects to move in response to a stimulus, e.g. music, equipment, opposition, instructions.
Object control skills	Object control skills include skills used to propel and receive an object. These skills involve the use of the hand or foot to control and/or manipulate balls, bats, racquets or other implements. These include striking, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object with and without equipment.
Pathways	Moving in a straight, curved, or zigzag line.
Physical activity	Any movement of the body that results in some expenditure of energy. School based physical activity could include planned physical activity (e.g. PE, School Sport) or incidental physical activity at other times of the school day such as at recess, lunch or in any other learning experience involving movement.
Physical environment	Material and tangible conditions in which an individual exists. It includes the natural and built environment as well as the social-economic and cultural characteristics of a community. Examples include the availability of parks, recreational facilities and active transportation opportunities and level of neighbourhood safety.
Physical literacy	The motivation, confidence, physical competence, understanding and knowledge to be physically active at a developmentally appropriate level throughout life.
Proficiency	A proficient movement is smooth, rhythmical and coordinated.
Propel	To set something in motion by moving it in any direction including forwards, backwards, sideways or at angles.
Regular physical activity	Participating in moderate-to-vigorous physical activity for at least 60 minutes/day on most, if not all, days of the week.
Respectful behaviour	Being compassionate and caring and respecting individual abilities, talents and differences.
Rhythmically	Moving with a constant or recurring pattern.
Safe practices	Actions and behaviours that protect the safety of self and others, e.g. using equipment in the manner it is intended.
Sedentary behaviour	Sedentary behaviour refers to sitting or lying down (except for when sleeping). This could include sitting down using a computer or other electronic devices for study or leisure, sitting or lying down while watching TV or DVDs, playing electronic games and when travelling or reading a book. Being sedentary is different to being physically inactive. Being 'physically inactive' means not doing enough physical activity to meet the recommended physical activity guidelines. However, being 'sedentary' means sitting or lying down for long periods.
Social environment	The various social settings, such as schools, homes and workplaces, in which an individual interacts with parents, peers, teachers and significant others.

Term	Explanation
Stability skills	Stability skills can be categorised as static skills and dynamic skills. Static stability refers to an object at rest, whereas dynamic stability refers to an object in motion. Static skills include balancing, twisting, bending, floating, treading water. Dynamic skills include hopping, dodging, landing and diving.
Static	Stationary, stable and not changing.
Success	Demonstrate commitment to achieve personal best by working to potential demonstrating integrity of thoughts and actions.
Tactics	Actions performed during an activity in response to changing situations to achieve an activity or game related goal. In a game situation these may include moving the body or propelling an object into space or away from opponents to gain an advantage. Different activities may require similar tasks or goals and will therefore use similar tactics in order to achieve success.
Transition	To change from one skill, position, activity or phase to another.
Uncontrollable factors	These are aspects influencing an individual's capacity to engage in physical activity, over which an individual has limited or no control, such as their age, physical capacity, weather, availability of recreational facilities and neighbourhood features promoting or restricting active transportation.