

Glossary

balance. The ability to maintain body control while moving and while still.

base of support. That part of the body that makes contact with the support surface, for instance two feet on the floor, two hands and two feet on the floor, or the pelvis and the lower extremities on the floor when sitting with the legs straight in front.

bilateral coordination. The coordinated use of both hands/arms/sides of the body at the same time.

body awareness. Knowledge about the body and its parts.

body mass index. A number calculated from a person's weight and height. BMI provides a reliable indicator of body fatness for most people and is used to determine a person's weight category. Depending on the category, some BMIs may lead to health problems.

bouncing. A large motor skill that involves giving force to an object with one or both hands and receiving its force back with one or both hands.

cardiovascular endurance. Capacity for sustained, active play. Taking part in activities that involves the heart, the lungs, and the vascular system.

catching. A large motor skill that involves the use of hands to stop and trap a tossed or flying object.

cephalocaudal. From the head to tail. Refers to neurological development that proceeds from the head down to the feet.

directional awareness. Where the body moves. Includes handedness, laterality, sequence, and rhythm.

directionality. The ability to project the body's spatial dimensions into surrounding space and to grasp spatial concepts about the movements or locations of objects in the environment.

dynamic balance. Maintaining balance while in motion.

fine motor activity. A physical activity, such as using crayons, stacking blocks, or cutting with scissors, that uses the smaller muscle groups of primarily the fingers, hands, and wrists.

flexibility. Range of motion of a joint and the elasticity of muscle and connective tissues.

flight phase. The short period of the stride, typically when running, where both feet are off the ground.

fundamental movement skills. Observable patterns of motor behavior that requires the coordination of different body parts. Fundamental movement patterns are classified into three categories: locomotor skills such as running and jumping; manipulative or object-control skills such as throwing and catching; and balance skills such as standing on one foot or walking on a narrow beam. Fundamental movement skills are the building blocks for more complex future movements.

galloping. Making a forward step motion with a leading foot followed by a leap motion of the trailing foot.

gross motor activity. A physical activity, such as throwing, striking, running, or jumping, that uses the major muscle groups of the arms, legs, and trunk.

hopping. Projecting the body in space by taking off on one foot and landing on the same foot. Hopping is a more complicated version of jumping and requires a higher degree of strength and finer adjustments in balance.

in-hand manipulation. A small-muscle skill that involves adjusting an object in the hand after it is grasped.

intensity. Engaging in physical activity that involves maximal effort.



jumping. Projecting of the body into the air from a force generated by arms and one or two feet and landing on two feet. There are three forms of jumping: jumping (up) for height, jumping for distance, jumping (down) from a distance. Jumping requires coordination of all body parts.

kicking. A large motor skill that is a form of striking in which one foot is used to apply force to the ball.

kinesthetic. Of or relating to movement.

kinesthetic sense. Awareness of the position and movement of one's body parts during physical activities.

laterality. The awareness that one's body has two separate sides that can move independently. The most obvious example of laterality is handedness, or the preference for using one hand over the other to perform activities. Pre-school children cannot yet identify right and left, but they can distinguish one side of their bodies from the other and coordinate movements of the two sides (bilateral coordination). For example, they can hold a beach ball in one hand and hit it with the other hand. Laterality must develop before children can develop directionality.

leaping. Running and then taking off with one foot with an elongated step and landing on the opposite foot. It looks like a big step with an extended flight phase in the air.

locomotor skills. The ability to project the body into or through space.

manipulative skills. Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

motor. Refers to neural "internal" processes operating at a cortical or sub-cortical level in the brain and is applied to motor development, motor learning, motor control, and motor behavior (Gallahue and Ozmun 2006a, Chapter 1).

movement. The "external" manifestation of internal motor processes and is used in the terms *movement education* and *movement skills* (Gallahue and Ozmun 2006a, Chapter 1).

movement skills. Observable, goal-directed movement patterns.

muscular endurance. The ability to exert force against an object external to the body for several repetitions without tiring.

muscular strength. The amount of force the muscle can produce. Strong-effort activities involving different muscle groups or the whole body are key factors in muscular strength.

nonambulatory. Inability to walk independently.

obesity. Overweight and obesity are both labels for ranges of weight that are greater than what is generally considered healthy for a given height. A child who has a BMI-for-age that falls at the 95th percentile or higher is considered obese. An adult who has a BMI of 30 or higher is considered obese. BMI for children is age- and gender-specific and is best determined by using a BMI calculator.

overweight. A child with a BMI-for-age that falls between the 85th to less than the 95th percentile is considered overweight. An adult who has a BMI between 25 and 29.9 is considered overweight.

physical activity. Any body movement produced by skeletal muscles that results in the expenditure of energy.

physical fitness. A set of attributes that people have or achieve that relates to the ability to perform physical activity, including characteristics such as cardiorespiratory endurance, muscular strength and endurance, body composition, flexibility, and balance. Physical fitness is mainly determined by physical activity patterns over recent weeks and months.

physicality. The quality of being full of energy and force; the quality or condition of being physical.



relationships. The relationship of the body to its parts, people, objects, and the combinations of all these elements.

rolling ball underhand. A large muscle skill that involves projecting a ball on the floor. To roll the ball underhand, the child bends knees, steps with opposite foot, swings the arm back, and then swings the arm forward to release the ball close to the ground; the arm follows through toward the target.

running. Projecting of the body into space with an alternative foot support, such as walking, and a flight phase when both feet are off the ground.

sliding. Demonstrating a form of galloping in which the child steps purposefully in a sideward direction.

spatial awareness. How a child moves her body in space and awareness of how much space the body takes up; its relationship to other objects or people in the environment; and ability to project the body into space.

static balance. Maintaining balance while still.

striking. A large motor skill that involves the action of giving force to an object by propelling it in the air with a hand or an implement, such as a paddle, racket, or bat.

temporal awareness. Sequence, synchronicity, and rhythm when one moves in space.

throwing overhand. A large motor skill that involves projecting a ball in a forward direction using an overarm action and stepping in opposition. The ball is released in front of the body (like a baseball throw).

tossing underhand. A large motor skill that involves projecting an object in a forward direction by using an underarm action and stepping with the opposite foot; object is released at waist level.

vascular system. The heart and the blood vessels (arteries, veins, and capillaries) that distribute blood to the body.

walker. When used in examples, indicates a therapeutic walker specifically prescribed for a child as support for walking.

walking. Transferring weight from one foot to another while moving across the floor.

