

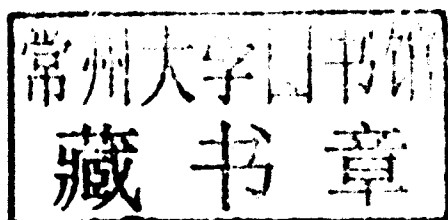
BLACK'S

DICTIONARY OF  
PHYSICAL  
EDUCATION  
AND SCHOOL SPORT



Gareth Williams, Sarah Pinder,  
Alan Thomson & Dean Williams

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Dedicated to all those pupils and colleagues who have made the teaching of physical education and school sport such a fulfilling and rewarding experience.

## ACKNOWLEDGEMENTS

The authors would like to thank colleagues at Edge Hill University for time spent reading through draft material and for providing invaluable advice. Your support and expertise is much appreciated.

## FOREWORD

This book will provide an invaluable resource for students at all levels who need to make sense of baseline concepts in the world of physical education and school sport.

In providing definitions and illustrative examples of a wide range of professional and academic concepts, terms, names and titles it will prove a valuable reference for a breadth of vocational and academic assignments and tasks. The authors are to be congratulated on providing a comprehensive and accessible text that fills a niche in the study of physical education and school sport.

**Professor Ken Green:** Editor, European Physical Education Review; Professor and Head, Department of Sport & Exercise Sciences, University of Chester; Visiting Professor of Physical Education at the Norwegian School Of Sports Sciences.

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## INTRODUCTION

Sport has had and will continue to have a considerable impact on life in the 21st century. Media coverage appears to become increasingly intense while at the same time the public are urged to get physically active as considerable amounts of public and private money are being invested in facilities. In education schools find that sport is a popular examination option and at higher education level degree-related courses continue to flourish. But what has happened to physical education (PE)? Why have recent government initiatives in schools promoted 'sport' in their titles, often at the expense of 'PE'? These are issues that perhaps reflect the standing of a subject that has been contested like no other on the school curriculum. Furthermore, understanding battles over terminology, curriculum, pedagogy and gender will help us to understand why PE is where it is today.

However, the reality is that as this introduction is being written there is a general consensus that 'physical education and school sport' (PESS) has been accepted as the appropriate term for what is happening in schools. Hence the purpose of this book: to inform the reader as to what is currently going on and to disentangle some of the threads that have led to this current situation with the hope of stimulating further discussion. This will prove to be a helpful guide for undergraduates to help them meet the demands of a PESS-related higher education course. It will also be useful for new teachers of PESS in providing both background information and teaching tips to help them as they embark on their career. The book then will ultimately reflect the current PESS situation in schools; each entry is written so that the reader can apply the content to a number of different settings primarily based on the education of 4–18-year-old children in the United Kingdom.

PE has changed immeasurably from its beginnings, which were characterised by a social class divide between the games-playing private schools in the latter part of the 19th century and the forms of drill imposed upon the state elementary schools in the early part of the 20th century. Between the wars a focus on health began to dominate within state schools and PE became the domain of middle-class female teachers also keen to promote dance and gymnastics. After World War Two returning service men entered the profession bringing with them their ideas on games and fitness. It was also this period in time which saw many state schools attempt to copy a dominant games-playing model used by the privately run public



schools. PE then became an area of conflict between those female teachers who wanted to retain an emphasis on free expression and creativity and those males who aimed to promote PE as sport.

It is in the last twenty years, though, that education has undergone its most dramatic transformation. This is the culmination of a culture change initiated in the late 1980s which has subjected large sections of the public sector to market forces. As a result schools have become very competitive institutions often run, at times, as increasingly isolated business units. PE itself has become embroiled in the need to achieve with the resultant growth in examination courses and a plethora of initiatives often underpinned by a desire for political gain. Much of this recent activity is a result of the fact that PE has traditionally had to fight for its status on the school curriculum. As a predominantly physical activity involving the use of gross musculature there have been many qualms concerning its validity and at times it has appeared that the PE profession have almost tried to 'reinvent' the subject to enhance its credibility.

However, there is a strong feeling that at the time of writing PE is in the ascendant and it is the aim of this book to provide an update on the more recent issues such as the drive to improve the nation's health, the desire to regenerate communities and the quest for discovering young sporting talent. As Britain moves towards the 2012 Olympics we can perhaps expect more of the same with continuing government initiatives ultimately trying to justify significant public expenditure on sport. This book would hope to be a beacon for 2012, a source of information for the build-up and a legacy for the aftermath.

Selected entries reflect the notion that PE is an eclectic amalgam of topics, a multidisciplinary concept that suggests a unique level of understanding. Few other subjects demand such comprehension. Hence socio-cultural entries within this book borrow from the study of history and sociology. Pedagogical aspects reflect philosophical and psychological concerns while scientific entries borrow from biology, anatomy and physiology. Even then, sub-divisions may be made with specific areas of study influenced by political sociology and child development. A unique feature of the book is that it includes sections devoted to career guidance for aspiring teachers with invaluable advice concerning both safeguarding children and health and safety concerns. Other entries provide help for students about to engage with research methods, again with specific relevance to PESS.

This book will primarily be of use to those who are starting a course at university for the first time and who may well be unaware of the relationship between PE and sport. For practical assessments new PE students often engage in ‘coaching’ rather than ‘teaching’, failing to fully understand the difference between the two. Such individuals are sometimes driven by an initial career desire to establish winning teams within a school setting. Trying to explain how sport is used as a medium through PE can take time and recent government statements that place the two terms together can only add to the confusion. The sooner undergraduate students are made aware of this the better and this book will aid readers in that process. Consequently, certain sections are written to reflect this tension between sport and PE, an uneasy relationship which is both historical and contemporary. It is perhaps this one topic which overrides initial perceptions of the subject, often leading to misconceptions and misunderstanding.

The entries selected reflect modules currently taught as part of an undergraduate degree in PESS. There are many more that could have been included and the authors would welcome discussion on any such omissions. Nevertheless, selected content has been the result of much discussion and the book should be seen as a reflection of the state of PESS at the time of writing. No doubt there will be many more new initiatives to come, particularly as PESS moves to support the 2012 Olympics and future revised updated editions of this text may be required. The writers have used both quantitative and qualitative research, much of it from a secondary source. Socio-cultural aspects have been written predominantly using critical theory, although other theoretical standpoints have been used as well in some entries. The guidance on further reading can be used to stimulate extra discussion.

This dictionary should be used as an initial reference point for students of PESS. It is this starting point that is so important for those who are faced with both new concepts and terminology that requires a quick, precise interpretation in order to facilitate understanding. All entries are cross-referenced to help you find your way to related subjects. This dictionary should be returned to as a revision guide – the concise entries are a useful recapping of core information. Some of the content will cover new topics reflecting the very latest government initiatives in PESS. These are the sections that will aid both new and prospective PE teachers by providing up-to-date information along with some comment on how such topics link together both in a historical and in a contemporary sense.

The authors are excited by the opportunities that this book will provide for the PE profession. We are all former practitioners of the subject in schools and some of us have had responsibility for its management and development. As the study of sport has become increasingly academic in recent years we are determined that this subject, which has been the source of joy and achievement for so many people, should not miss out on such scrutiny and appraisal. We hope that the book will stimulate and inspire, challenge and guide, so that PE in whatever form it takes will continue to flourish towards and beyond 2012.



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## ACCIDENTS IN PESS

The *Oxford English Dictionary* defines an 'accident' as 'an unfortunate incident that happens unexpectedly and unintentionally' or 'an incident that happens by chance or without apparent cause'. The Health and Safety Executive (HSE) expand on this in their definition: 'any unplanned event that results in injury or ill-health to people or damages property or materials, but where there was risk of harm.' Teachers of PE should plan activities with consideration to *risk management* along with the minimising of potential for injury and harm to pupils. However, due to the nature of the subject and despite rigorous risk assessment and management on behalf of the teacher, accidents will and do happen in PESS. Preventable accidents can occur where the teacher does not plan, prepare or take necessary precautions. Pupils are more prone to injuries in some activities than others.

Severs (2006), in an analysis of 330 PE-related accidents reported to the HSE in a two-year period, found that games provided a high proportion of the injuries, with tackling being the main cause. There were 62 accidents in gymnastics, 17 in trampolining and 14 in athletics. In order to minimise the potential for accidents and harm, teachers need to undertake thorough risk assessments and plan work that is progressive and at the right developmental level for the pupils in question. The teacher must also

consider the selection of equipment and the organisation of the group and teaching environment. Where accidents do occur in PESS, the teacher(s) need to be conversant with the accident procedures in place within the school/local authority. Specific considerations need to be given in terms of whether the accident occurred in the gym, sports hall or swimming pool or out on the playing field, but general principles of management of the scene by the teacher can be employed. Katene and Edmonson (in Capel, ed., 2004) suggest that the teacher must remain calm and swiftly assess the situation, ensure that other pupils in the group are safe, attend to the needs of the injured pupil and call for assistance if required. Telephones should be easily accessible in the department, but where this is not possible, for example on the playing field, the teacher can carry a mobile phone to alert the school office or any other identified school contact. Otherwise, two pupils should be sent to summon help.

See also: *Accident Reporting and Recording, Risk Assessment/Management*

## FURTHER READING

Association for Physical Education (AfPE), *Safe Practice in Physical Education and School Sport* (Coachwise, 2008)

Severs, J., 'Accidents in Physical Education, an Analysis of Injuries Reported to the Health and Safety Executive', *Physical Education Matters*, Summer (2006), pp. 19–21

Severs, J. with Whitlam, P. & Woodhouse, J., *Safety and Risk in Primary School Physical Education* (Routledge, 2003)

## ACCIDENT REPORTING AND RECORDING

Once the initial accident has been dealt with appropriately and any injured parties assessed and treated as necessary, the process of recording and reporting the incident and subsequent actions must take place. All accidents need to be recorded in detail as soon as possible after the event. This is to ensure that necessary factual details are logged while they are still fresh in the minds of those involved. The details should be recorded on an Accident Report Form or in an Accident Book. The requirements and layout of these vary between local authorities and schools, but all should

contain some common essential details of the incident such as the name and age of the injured pupil, the date and the time the accident occurred, where it happened, the extent of the injuries sustained, any treatment given and subsequent actions taken. The form will also request the details of any witnesses to the accident and may provide a space for a supporting diagram to be drawn. The Association for Physical Education (AfPE) in their guidance *Safe Practice in Physical Education and School Sport* (AfPE, 2008), provide standardised and well-documented examples of forms and suggested accident procedures. AfPE emphasise that it is 'important that all accidents are recorded on the employers' official report form or accident book as soon as is reasonably possible. This aids the reporting process and is also useful in the event of a liability 'claim' (AfPE, 2008, p. 53).

Those accidents which have been documented must be reported in turn to the local authority or the HSE in order to comply with the 'Reporting of Injuries, Disease and Dangerous Occurrences Regulations' (RIDDOR, 1995). Reportable accidents include major injuries, defined as 'any resulting in death or injury requiring hospital treatment for any length of time, or injury that prevents the injured person attending work (or school) for more than three days' (AfPE, 2008, p. 53). This would also apply to some fractures, unconsciousness from electric shock or lack of oxygen and certain acute illnesses.

Good storage and record-keeping of accident reports is essential as the information they contain may need to be consulted for several years following the incident, for example if there is an ensuing legal case.

See also: *Accidents in PESS*

## FURTHER READING

The Health and Safety Executive (HSE), *A Guide to the Reporting of Injuries, Disease and Dangerous Occurrences Regulations 1995* (HSE Books, 2008)

The Health and Safety Executive at [www.hse.gov.uk](http://www.hse.gov.uk)

## ACTIVEMARK

This award, along with Sportsmark and Sports Partnership Mark, is given to schools/partnerships for the delivery of high quality physical

education and school sport (HQPESS) (*see separate entry*). Sports Partnership Mark provides recognition for School Sport Partnerships (SSPs) in their commitment to delivering HQPESS. Activemark is awarded to schools with primary-aged children and Sportsmark is awarded to schools that cater for secondary-aged children. All three of these kite marks are awarded to those schools/partnerships who have at least 90 per cent of pupils partaking in at least two hours of HQPESS a week.

Recognition for these awards is assessed via the National School Sports Survey, which collates registers taken by schools for pupil attendance at extra-curricular school sport activities. Another kite mark acknowledged by schools as a vital part of their community programme is Club Mark. This is awarded to external clubs who comply with minimum operating standards involving the appointment of personnel with the correct coaching qualifications. The same clubs are expected to also have effective policies in place for safeguarding children. In order for clubs to achieve accreditation for Club Mark award, they can receive advice from national governing bodies (NGBs) and/or County Sports Partnerships (CSPs) (*see separate entry*).

## FURTHER READING

[www.sportengland.org](http://www.sportengland.org)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.youthsporttrust.org](http://www.youthsporttrust.org)

## ADAPTATION (TO TRAINING)

The main objective of fitness training is to ensure changes occur in one or more of the body systems either through stress or overload, or by making them work harder than usual. The resulting long-term changes in the body are adaptations which in turn prove beneficial in enhancing or improving performance. Training must be continued in order to maintain these accrued benefits and if it is reduced or stopped, then the benefits will gradually be lost in accordance with the principle of reversibility.

The training intensity must be appropriately calculated if the desired training benefits are to be obtained. In terms of cardio-respiratory fitness, this may be achieved by training at a percentage of the VO<sub>2</sub> max (maximal oxygen consumption), or at a percentage of the average maximum heart

rate. Individuals can use age-predicted maximum heart rates to calculate a 'training sensitive zone' having a lower threshold of 70 per cent and an upper threshold of 90 per cent of the average maximum heart rate (McArdle et al., 2000). Work within this training zone over a period of time will promote aerobic adaptive responses.

Cardiovascular adaptations associated with endurance-based aerobic training include: cardiac hypertrophy (increase in size) with increases particularly in the left ventricle, increased stroke volume, reduced heart rate during sub-maximal exercise, increased cardiac output, increased blood volume and reduced blood pressure at rest.

There is still some debate surrounding the methods and benefits of living and training at altitude and subsequent performance at sea level (Wilmore & Costill, 2004). Nevertheless, altitude training is still utilised by endurance athletes in order to promote favourable physiological adaptations that aid performance in such events. These adaptations occur due to the reduced partial pressure of oxygen in the atmosphere and include corresponding increases in red blood cell count and the associated levels of haemoglobin. These are especially prominent when returning to compete at sea level.

Athletes in many activities rely on resistance training methods in order to stress the skeletal muscles and cause adaptations of benefit in exerting force or permitting muscles to work for prolonged periods. In order to make gains in strength, high intensity and low repetitions are required. Alternatively, low resistance and high repetitions will develop muscular endurance. The most notable adaptation to resistance training is an increase in the size of the muscle explained through muscle fibre 'hypertrophy', though McArdle et al. (2000, p. 412) suggest an increased fibre number (hyperplasia) provides for a suitable 'complementary hypothesis'; for example, where type II fibres reach maximum size. There is a corresponding strengthening of supporting connective tissues and bone with increases in muscle size and strength in order to protect muscles and joints from injury.

## FURTHER READING

McArdle, W.D., Katch, F.I. & Katch, V. L., *Essentials of Exercise Physiology* (2nd edn, Lippincott Williams and Wilkins, 2000)

Wilmore, J.H., & Costill, D.L., *Physiology of Sport and Exercise* (Human Kinetics, 2004)



## ANCIENT GREEKS

From approximately 1000 BC to 100 BC the Ancient Greeks progressed into a major European civilisation with the elevation of intellectual enquiry at the forefront of its development. Philosophy and religion were prominent throughout, although this was tempered by the need to protect and arm a nation often under threat from neighbours. Within Greece itself city states were at war with each other and so a culture of physicality emerged as young men prepared themselves for battle. This often manifested itself in public events of strength and endurance based on warrior sports. Competition took place at religious festivals alongside a ready association with Greek gods and mythological characters. When the athletes themselves began to assume professional status there was a sharp class divide between the aristocrats who could afford their own trainers and coaches and those from a poorer background who had to rely on city sponsorship and city-owned gymnasia. Sparta emerged as perhaps the most prominent of these states and here the preparation of athletes for festivals such as those at Olympia was taken very seriously.

The Greek philosophers themselves often poured scorn on athletes, denigrating the amount of time spent in training conducted at the expense of personal intellectual and spiritual development. Women were barred from taking part alongside men and also as spectators because this conflicted with Greek ideas about femininity. However, there was no doubting the mass appeal of these events and the legacy left from the festival at Olympia has contributed vastly to modern sport. Moreover, the city states of Sparta, Athena, Corinth and Helena have impacted upon 20th-century sporting language, particularly in English public schools. Kirk (2010) even suggests that Greek use of the term 'gymnastics' has historically helped the placement and positioning of this activity in 20th-century PE curriculums. Thus, advocates of gymnastics have not been afraid to call upon this aspect of its cultural heritage in the struggle to maintain its status. Munrow (1963) in particular heralded the Greeks' involvement with 'gymnastics' as a means of education through the body, using Plato's *The Republic* as his evidence.

Although the Romans (100 BC to AD 500) were keen to continue the Greek sporting festivals, many of them disintegrated, with the very last one held in AD 426. The new versions were more military based, with an even greater emphasis on preparing soldiers for battle. Soon sport became a means of social control, a way of appeasing the masses, with