

Learning In, Through and About Movement

What does this mean, and what does it look like?

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Quality teaching in physical education means providing opportunities for ākonga to learn *through* or *about* movement, but also *in* movement. Traditionally kaiako have taught physical skills during PE, but what other skills can you teach through your games? Quality physical education means shifting the focus away from teaching physical skills in isolation, using a more holistic approach. It also means that sometimes the focus teaching points in the movement learning experience are social/emotional ones, where ākonga are learning to co-operate with each other, solve problems, communicate and share positive interactions for example. *'By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives.'* (Ministry of Education, 2007, p.23)

Learning In Movement

Simply, this refers to developing physical skills (in a range of contexts), for example fundamental motor skills. Ākonga focus on moving competently, including running, jumping, striking, catching, throwing etc. Perhaps this is an area that kaiako have addressed within their physical education programmes, without also planning for the mental and emotional, social, and spiritual aspects of hauora, and the intrinsic value of physical activity.

Learning Through Movement

Within this dimension, kaiako focus on developing social skills with their ākonga while participating in physical activity. This could include skills relating to leadership, co-operation, goal setting, personal and social responsibility, fair play, communication skills, assertiveness, tolerance, acceptance, and manākitanga for example.

Learning About Movement

Within this area students examine scientific aspects of movement and learn about social and cultural significance of physical activities. Examples of this could also include exploring rules within a game and their purpose (how do they improve the game, make it more fun etc). It can also be linked to viewing, reading and writing about activities. Ākonga also explore the science of movement, e.g. biomechanics of specific physical actions.

**A quality physical education lesson will have elements of either learning through movement or about movement, as well as learning in movement.
Read on for some examples...**

What could this learning in, through and about movement look like in practice?

Year 1 and 2:

The students move along a challenging pathway, taking responsibility for a beanbag on their head as they move around, through, over, under, and between equipment. They may have to climb or jump, while balancing. The goal is to help their classmates while completing the pathway. If the beanbag falls off a student's head, another student must pick it up and replace it on the "stuck" student's head so they can continue on their journey.

Year 3 and 4:

The students play End Ball (MoveWell p.42). Use 1/3 of a netball court, six players per team. The aim of the game is to play as a team to run the ball over the end line without being touched. Players mark and can only tag their partner. No offsides, ball can be passed forwards or backwards. Turnover if tagged, ball dropped or intercepted.

Year 5 and 6:

The students play Tapu Ae (MoveWell p.52). Use a netball court or grassed area, 2 teams of 6 or more players. The kī (ball) is thrown into the court, and the taniwha try to hit the balls off cones. Utumai try to intercept and pass the kī to their own taniwha. When all 3 balls are knocked off cones a point is scored and the game restarts.

To download a copy of MoveWell visit:

<https://penz.org.nz/movewell/>

For more information on understanding the Health and Physical Education curriculum visit:

<https://penz.org.nz/pe-resources-for-primary-school-teachers/>

Learning *in* movement:

Different ways of moving along the pathway while maintaining balance. The students could explore moving backwards, slowly, faster, sideways, stiffly, smoothly, low, or high.

Learning *through* movement:

How can we show āwhina (helping, assisting, befriending, providing moral support) while we are learning to balance?

Learning *in* movement:

Players recognise the need to hold onto the ball, and move with it until a team mate is in a good position to receive.
Understanding possession-patience-position

Learning *through* movement:

Playing fairly and passing to all players
Effective communication strategies
Teamwork skills
Fairness and equity

Learning *in* movement:

Agile movements, throwing, catching.

Learning *through* movement:

Working together to achieve team goals.

Learning *about* movement:

Recognising the significance of culture and language for empowerment and identity



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