

WHAT'S THE DIFFERENCE?

PHYSICAL EDUCATION, SPORT, PLAY, PHYSICAL ACTIVITY. WHAT DO THEY ALL MEAN?

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Pop Quiz: What exactly is the physical education we need to be educating our students in?

Is it

- A) Sport codes
- B) Fitness
- C) Games
- D) The NZ Curriculum
- E) All of the above

It's E. All of the above is always a dead give away in a multi choice answer right?

As the good old venn diagram suggests, these lines between these opportunities aren't always hard and fast, but they do each have their own identity. Let's have a look at what they are.

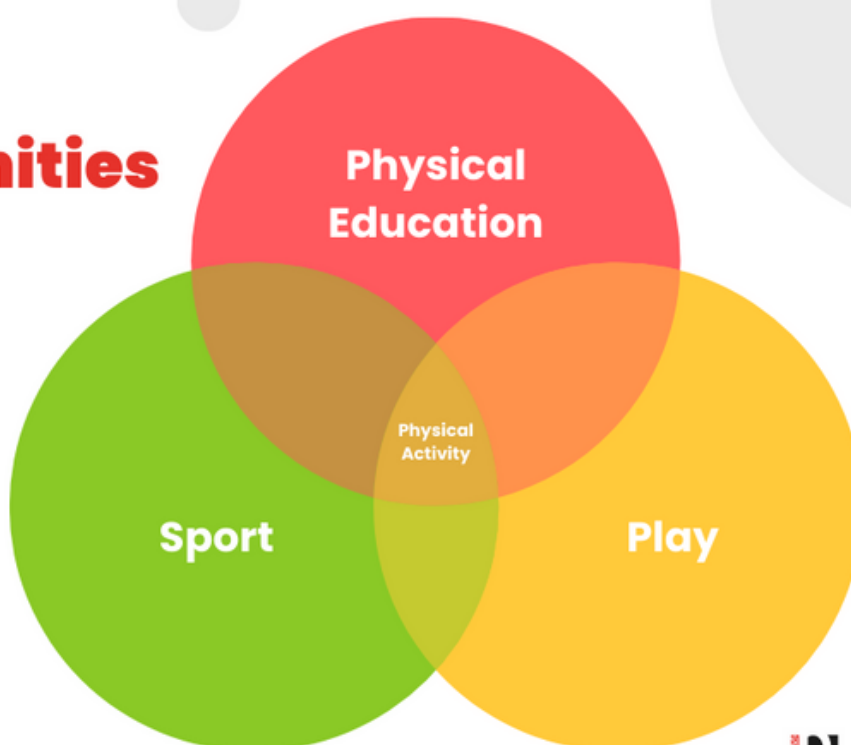
Physical Activity Opportunities

PE – a leaning area in the NZ curriculum where akonga learn about the wellbeing of themselves, others and society in health related and movement contexts

Sport – defined structures

Play – tamariki are in charge

PA – all ways of being physical



Defined...

Physical Education – is one of 7 learning areas in the NZ curriculum and is defined as ‘students learning about their own wellbeing and that of others, society, in health related and movement contexts. UNESCO defines a quality PE programme as one that ‘supports students to develop physical, social and emotional skills which define self-confident and socially responsible citizens’. Physical education programmes may use a range of sports, games, recreation, and physical activities as contexts for the learning.

Hākinakina / Sport – is a structured form of physical activity. Structures include teams, coaches, officials, rules and scores. Largely competitive, can be played at a social level too.

Tākaro / Play - is activity where the tamariki are in charge. Our kids instinctively know how to play. Play is intrinsically motivated, freely chosen for no outcome. It’s important as their first stage of learning where they make sense of the world around them and learn about themselves. As adults we need to give them the space time and permission to play, and to make play opportunities accessible.

Physical Activity – encapsulates all forms and ways of being physically active. It refers to the act of our bodies being in movement for a particular purpose. This includes playing, sport, games, leisure, recreation, transport, and physical education

... yet connected

They each have their place in schools and in developing well rounded lifelong learners and movers. Although they are each distinct, they also, as the diagram suggests, interact with each other.

- Sport and play can be great contexts for learning in PE such as playing basketball, or creating games
- Sport and play offer learnings beyond the curriculum. Students have the freedom to identify their own wants and needs in genuine play and we all know the lists of benefits playing sport offers. These opportunities don’t always ‘fit’ into the curriculum.
- Sport and play can merge when our students start to play sports according to their own rules in their own spaces with their own equipment.
- Physical Education offers a wide variety of explicit learning about themselves, others and their environment that may not happen naturally in other forms.

Clarity for yourself, means clarity for your teaching and therefore clarity for your students. Let's be clear about what physical education is so our students come to understand the full breadth of the curriculum.

For more support with this, or other topics, please get in touch with one of our advisors. Visit our webpage for contact details.

www.penz.org.nz



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