

What young people are telling us about their experiences in Physical Education and physical activity

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Whakawhanaungatanga

"In high school PE, I didn't understand the rules of anything. I was petrified of being hit by a flying ball, believing that it could kill me or, at least, that it would expose me for the unfit and uncool dweeb that I was when I failed to catch it.

Sometimes I would accidentally be the last person standing in dodgeball because I had spent the whole game as close to the sidelines, avoiding the ball and trying to make myself as invisible as possible. Another time I told the PE teacher, Mr King, who had a handlebar moustache and bred alpacas with his mum in his spare time, that I had forgotten a tampon and so couldn't play when I hadn't even had a period yet."

- Amelia Reynold, [Learning about failure through moving my body \(Ensemble Magazine\)](#)

OUR VISION

Every Body Active

LONG-TERM OUTCOMES

Increased frequency, intensity, time and type of participation in physical activity and sport

Enhanced experience of participants, supporters, volunteers and workforces

Increased variety of culturally distinct pathways for tangata whenua and all New Zealanders

STRATEGIC FOCUS AREAS

Through play, active recreation and sport, we will focus on:

Maintaining physical activity levels of tamariki

Reducing the decline in physical activity levels for rangatahi

Improving equity for tamariki and rangatahi who are less active

STRATEGIC PRIORITIES

To be successful, we will aim to achieve:

Capable and resilient partner organisations

Effective governance and leadership
Diverse and inclusive systems and structures
Upholding the mana of Te Tiriti o Waitangi
Environmentally responsible

Quality opportunities and experiences

Aligned and integrated systems
Diverse and inclusive
Participant-centred
Culturally distinctive pathways

Empowered local communities and hapori

Supported to lead and act
Community and hapori centred
Equity focused
Accessible natural and built environments

Active schools and kura

Active learning environments
Culturally distinctive approaches
Ākonga centred and equity focused
Connected local communities

HOW WE DELIVER

System leadership and direction setting
Research, insights and foresight

Partnerships and collaboration
Advocacy and policy development

Investment and funds
Programmes and initiatives

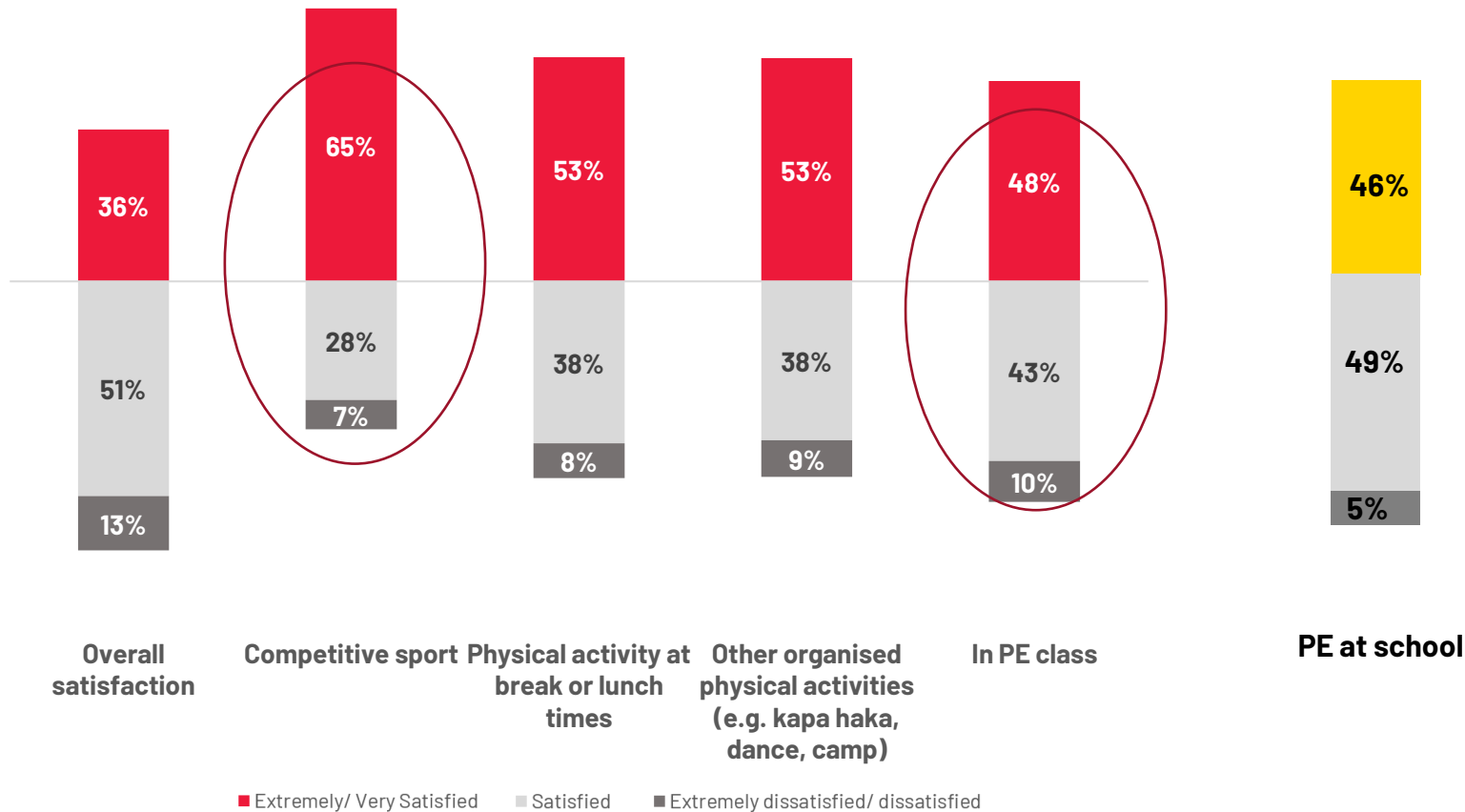
Targeted campaigns
Advice, tools and resources

Multiple sources of data

- Voice of Rangatahi
- Healthy Active Learning Evaluation
- Girl Boss
- Voice of Tamariki- Sport Waikato

Just over a third of rangatahi are very or extremely satisfied with their overall experience of physical activity at school

Satisfaction with physical activity experience*



73% of tamariki are satisfied with playing games at school

68% of tamariki are satisfied with sport at school

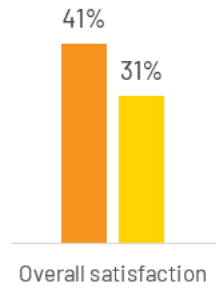
Female and disabled students are less likely to be very or extremely satisfied with their physical activity experience at school



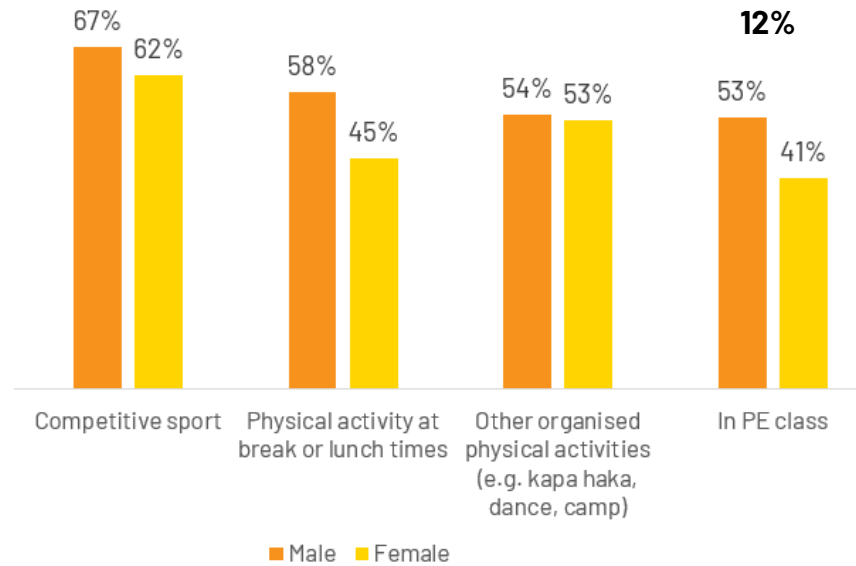
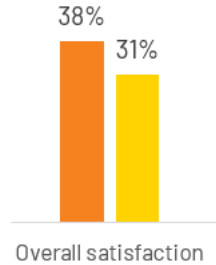
Gender

Disability*

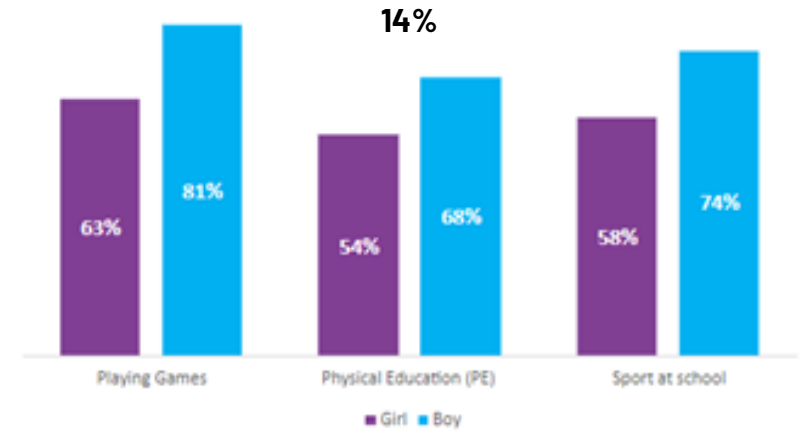
% VERY OR EXTREMELY SATISFIED



% VERY OR EXTREMELY SATISFIED



Satisfaction by Gender



Here's what they told us

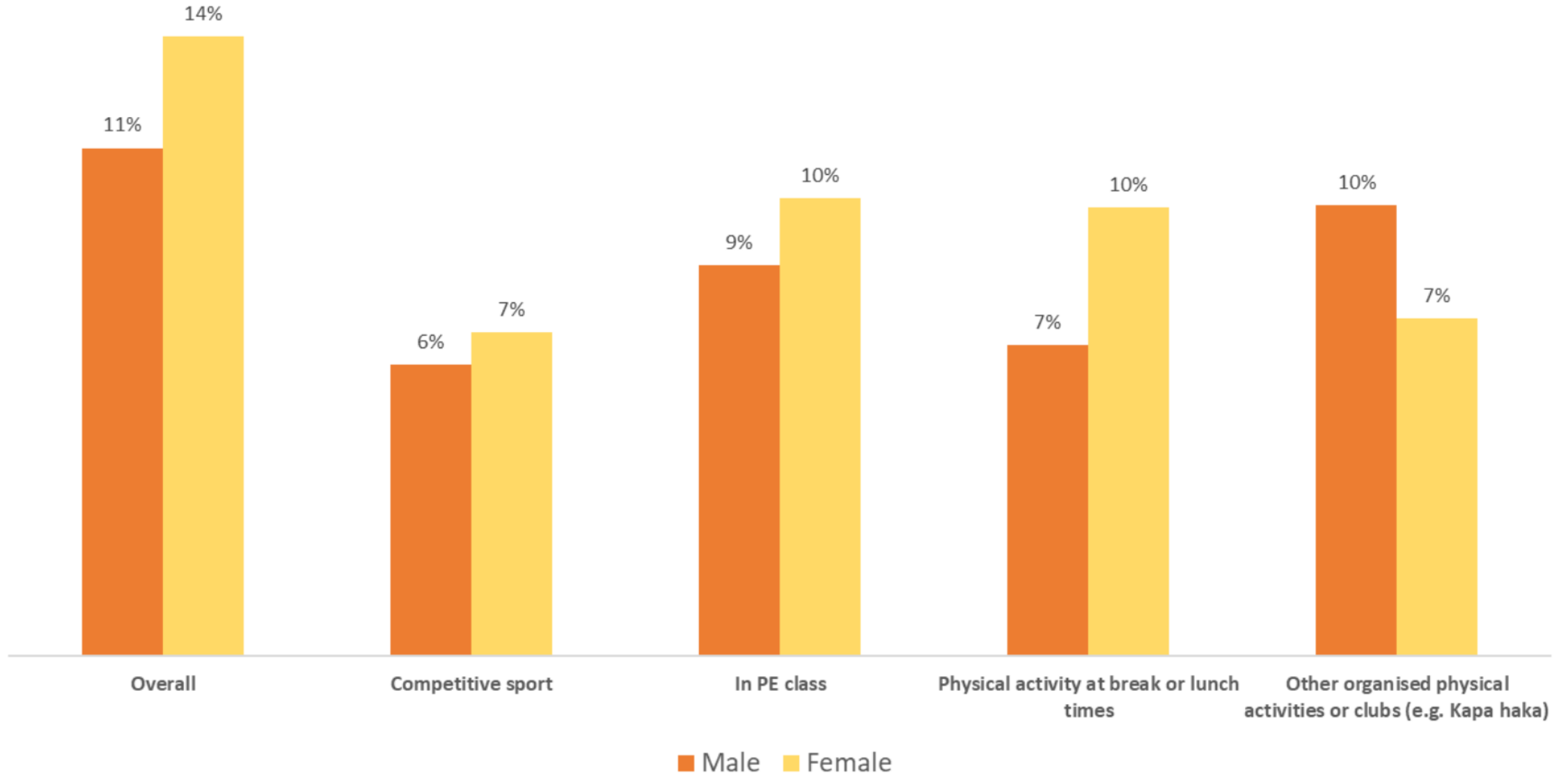
About PE



*"To be honest, we don't really like octopus or dodgeball. The only reason it's fun for us is because there's **no criticism - it's not that serious!**"*

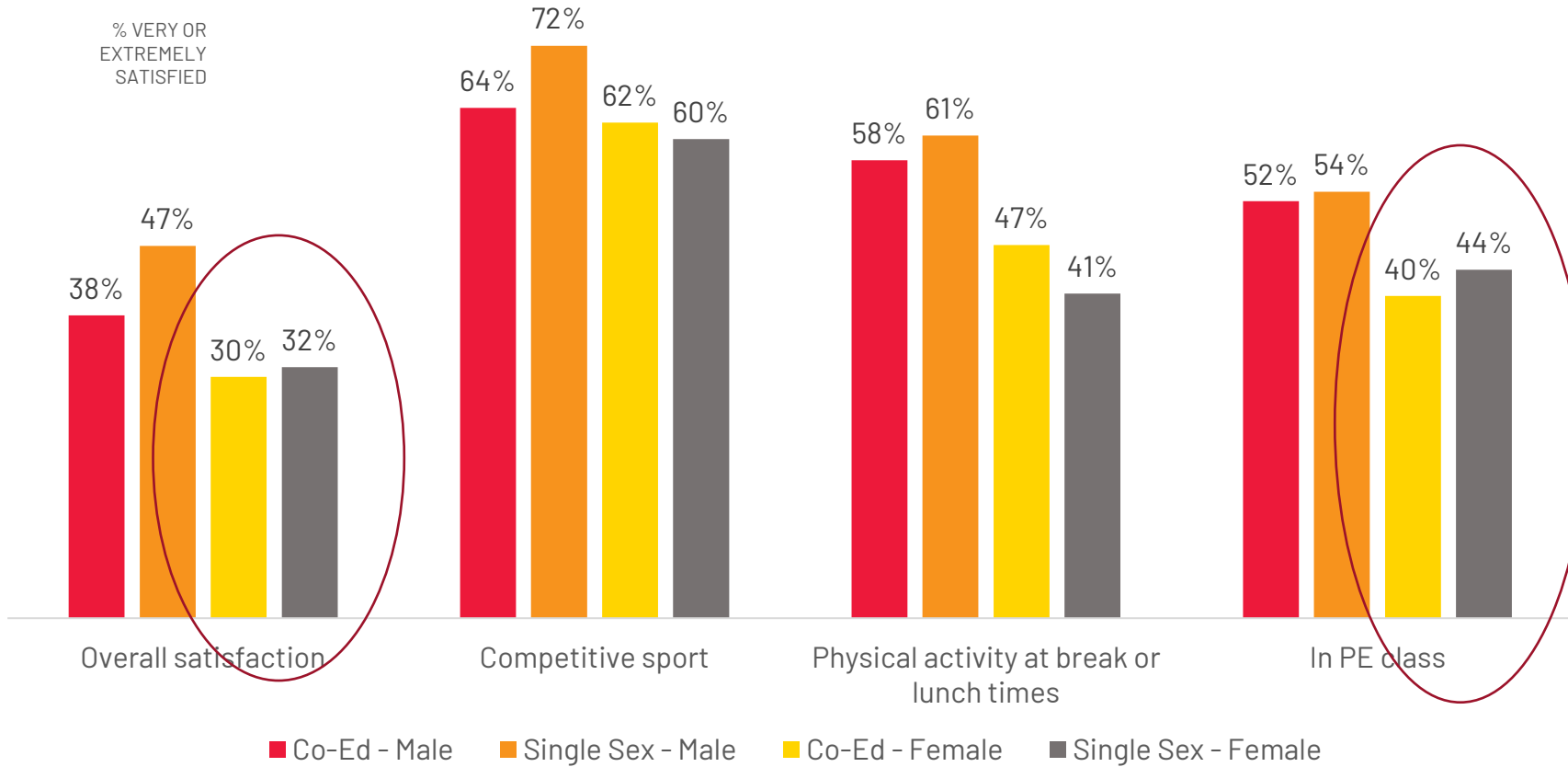
*"All the boys would want to do an aggressive or stamina-based game, while the girls did not want to participate in it at all. There would be a 10-20-minute argument between girls and boys on what to do in PE before anything would actually start. The girls were afraid of **embarrassing ourselves** when we wouldn't be good at it. The boys would yell at us or make fun of us girls."*

% Extremely Dissatisfied & Dissatisfied



Satisfaction with physical activity at school is notably lower for female rangatahi in co-ed and single-sex schools than male rangatahi

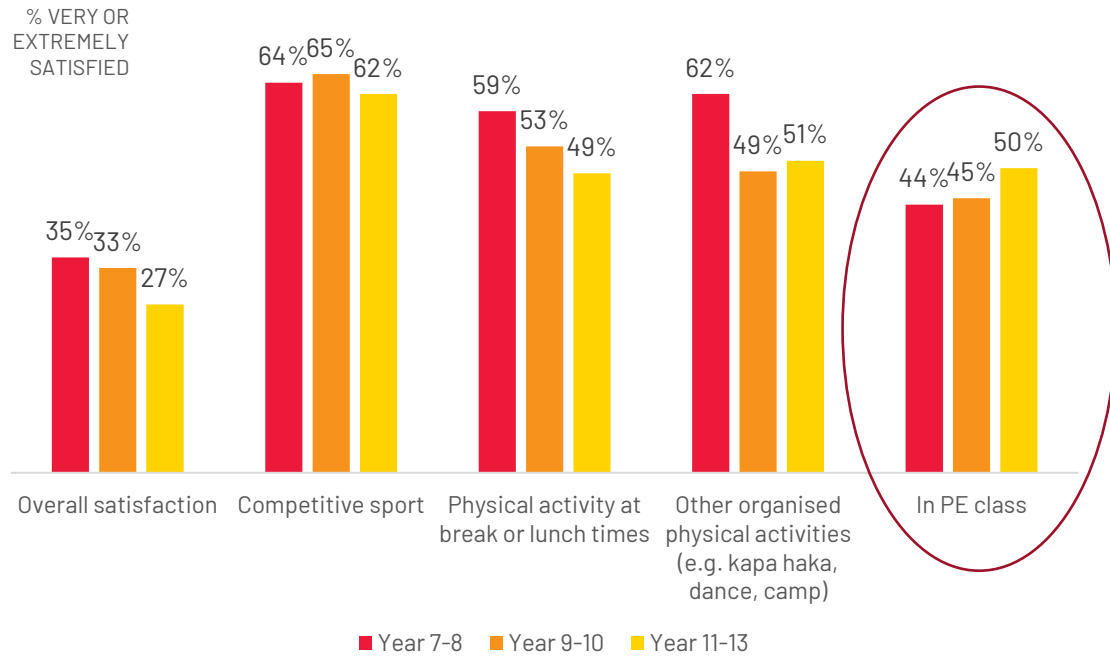
Co-ed vs Single-sex



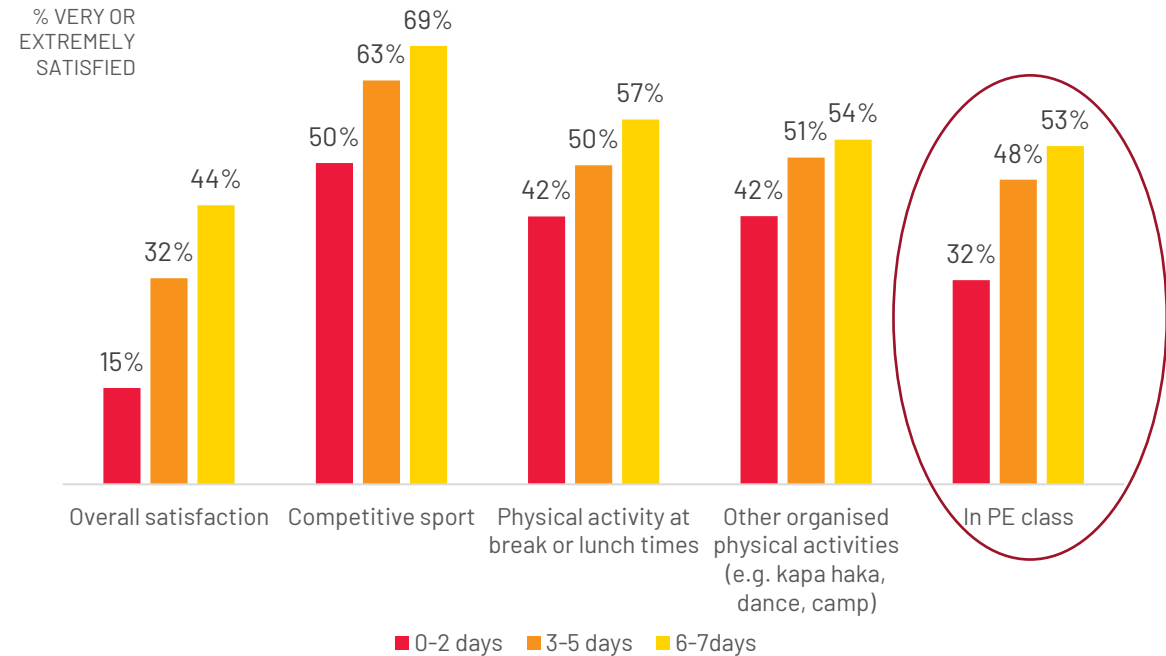
*“As a girl who attends a co-ed college, I find P.E a really **uncomfortable and intimidating** class.”*

In most cases, satisfaction decreases as rangatahi progress through school, but is much higher for more active students

Year group



Physical activity level



So, what do they want?

- To have a say and to shape their own PE experiences
- Encouraging, empowering teachers that create a positive environment
- Less male dominance in group settings
- Flattering uniforms or the ability to wear whatever they feel comfortable in
- Less sport-based activities, more fitness – dance, boxing, yoga

*"I actually got to wear a **uniform** designed and fitted for females and it made me so much more comfortable and happier to play."*

*"As someone who is very self-conscious, I would love to be involved in a group that heavily involves everyone and is **judgement free.**"*

*"By empowering young women and growing their confidence in their abilities, they will be more likely to **reach out of their comfort zone** and try out new things."*

Here's what they told us

About physical activity at high school

"Most girls at school feel **embarrassed, judged, ashamed**, because they feel they aren't the best at sports, and it will give them a bad reputation."

"My school **offers no other clubs** other than the traditional sports teams. I know so many young women who want to participate in physical activities that don't enjoy playing sports."

"I always hated **getting dressed around others** and never wore tight clothing. When my friends stopped swimming at 15, I did too."

"Everyone remembers in primary school when the teacher would ask for some **'strong boys to help carry some stuff'**. You grow up with the idea that women are not as physically capable as men."

"I gave up football because it was **too competitive**, and I was always letting my team down."

So, what do they want?

- The ability to shape their experiences and give feedback
- Better systems in place to support schoolwork, social life, and sport balance
- Opportunities to bring a friend(s)
- A focus on holistic wellbeing over skill or results
- 'Have a go' sessions
- Adequate changing facilities with privacy
- Fitness-based, less structured activities
- Dedicated times and spaces

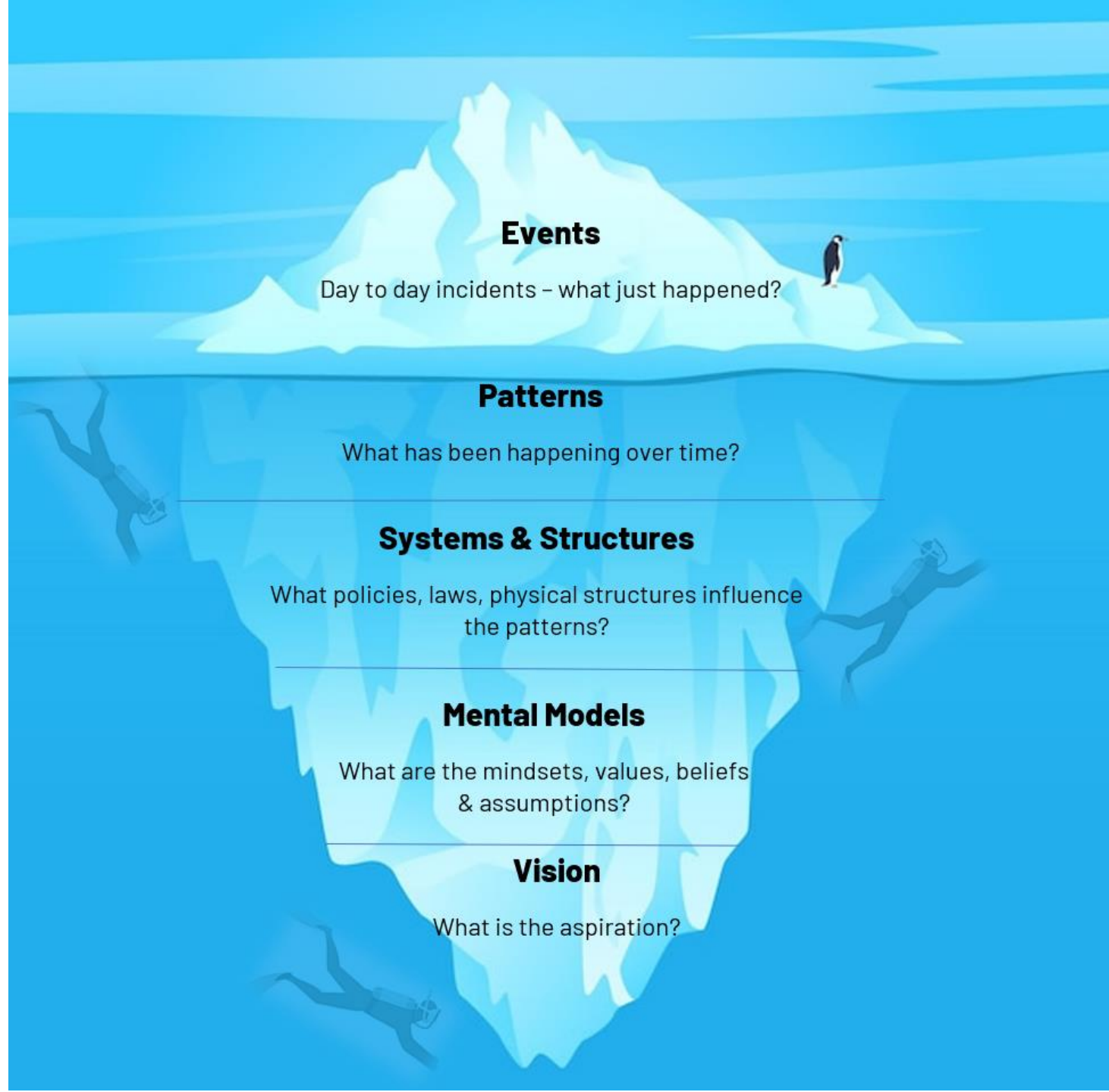
*"Run **"learn to" classes** for young women who are thinking about joining a sport. They can have a taste of how to play, the rules, and can tag along with friends without having to commit to the actual team right away."*

*"Physical activity is fun when you can get involved with your friends, **celebrate our healthy bodies** and appreciate what they can do for us."*

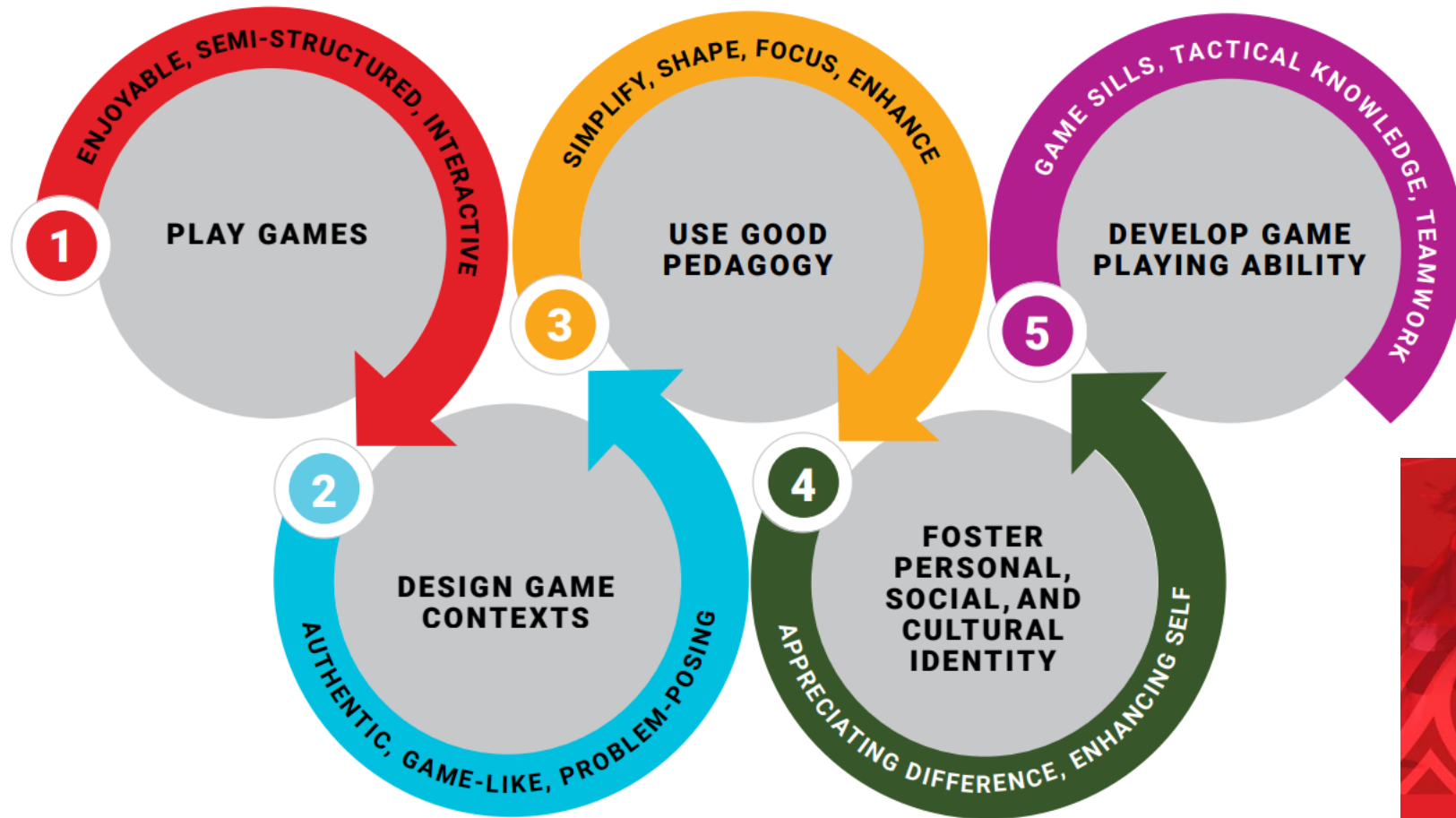
How has Sport NZ responded to these insights?

Systems Thinking Model

Concept based on Daniel Kim's Levels of Perspective and CIMMYT's Iceberg Model



Inclusive Practices - MoveWell



MoveWell

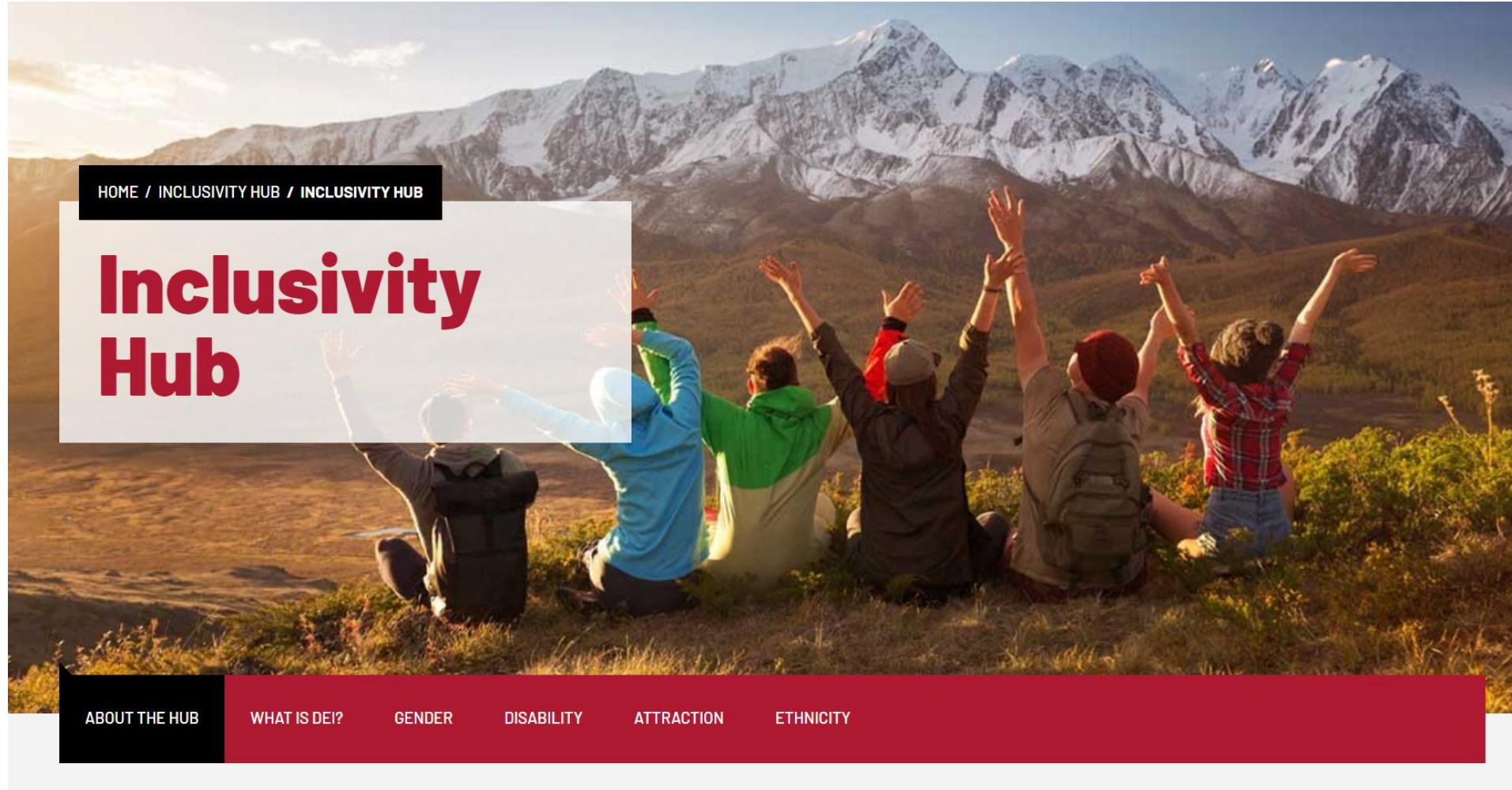
Supporting children's learning and enjoyment of movement

SPORT NEW ZEALAND IHI AOTEAROA ACC SportSmart PHYSICAL EDUCATION NEW ZEALAND TE AO KORI MOTEAAROA THE UNIVERSITY OF AUCKLAND AUCKLAND UNIVERSITY OF EDUCATION HIAWAIKI HIAWAIKI TE TĀHURU O TE HĀTAURANGA

Inclusive Practices – Halberg STEP model

SPACE	Change the area available to make the game more or less difficult. Have two or three different areas with different space options to cater for differing skill development levels.
TASK	Change the demands of the task in response to skill development levels. Modify the rules – be flexible; different children can have different tasks within a game. Change direction, pathways, time length, and other task components.
EQUIPMENT	Modify the size, shape, weight, colour, or arrangement of equipment to alter skill level required or inclusion level of the game.
PEOPLE	Change the number of players involved. Utilise different groupings based on skills development level – not all the class needs to have the same grouping arrangement.

Inclusivity Hub (Sport NZ)



Active As

Enhance the wellbeing of rangatahi through physical activity

Increase the physical activity levels of rangatahi, particularly those that are less active

Demonstrate the value of physical activity to educational priorities





Mana College



Key insights from observing Year 9 and 10 PE classes

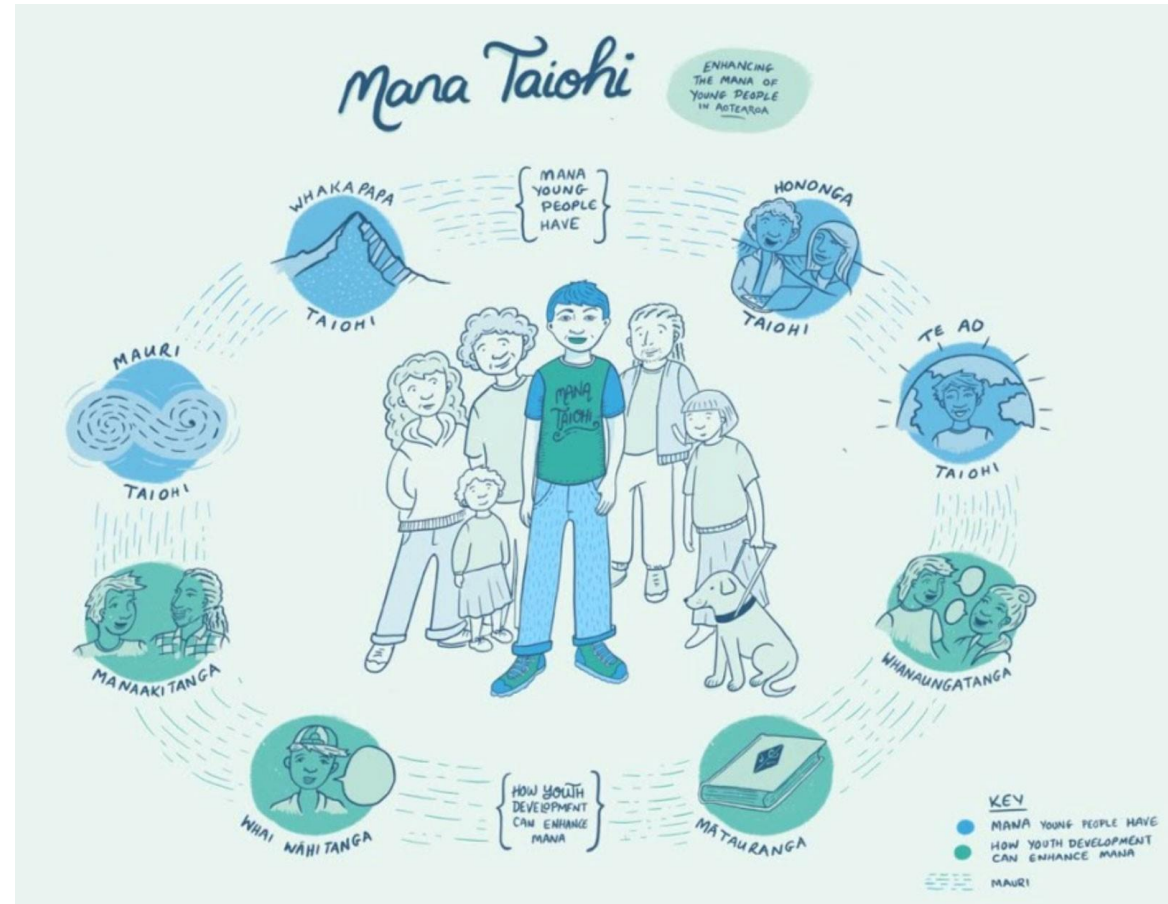
- Girls grouping - they liked to stay together in small groups of 2 or 3 rather than participate as an individual
- Girls enjoy coordination/structure, boys enjoy running around
- Girls participated when they had better understanding
- Boys were more focused on hands-on activities
- Boys and girls didn't enjoy working together, boys didn't seem to care / girls didn't want to
- Boys participate in a large group with each other. If the majority don't want to get involved most won't
- Boys weren't passing to girls during games
- Non-participants - Girls didn't want to participate, and boys couldn't participate due to injury or sickness
- Overall, girls had much lower participation compared to boys

Considerations for co-design

Mana Taiohi – whai wāhitanga

Acknowledging mana, whai wāhitanga recognises young people as valued contributors to society, giving them space to participate, assume agency and take responsibility

*Youth Development Reflection Tool



Takeaway messages

Access and unpack your school 2023 Voice of Rangatahi data (if completed); advocate in your school for maximum participation in VoR

Engage with the Youth Development Reflection Tool (previous slide) to work towards embedding mana enhancing youth engagement principles to create better outcomes for rangatahi (this might require further learning about Mana Taiohi).

Consider the systems thinking model as it applies to your school or kura – what are the attitudes and beliefs, systems and structures, that lead to negative experiences for tamariki and rangatahi? What is your level of influence? Where and how can you make change or advocate for change?

References and resources:

- [Voice of Rangatahi 2023 | Sport New Zealand - Ihi Aotearoa \(sportnz.org.nz\)](#)
- Girl Boss
- [Active NZ: Changes in Participation 2022 | Sport New Zealand - Ihi Aotearoa \(sportnz.org.nz\)](#)
- Mana College insights
- Voice of Tamariki (Sport Waikato)
- [Healthy Active Learning Evaluation](#)
- <https://gazette.education.govt.nz/articles/1H9csk-no-exceptions-no-problem/>
- <https://sportnz.org.nz/movewell/>
- <https://arataiohi.org.nz/mana-taiohi-principle/whai-wahitanga/>
- [What is DEI? | Inclusivity Hub | Sport New Zealand - Ihi Aotearoa \(sportnz.org.nz\)](#)