ZENITH EDUCATION, JAIPUR

Sports Officer Exam 2024 (Madhya Pradesh) — Second Paper: Physical Education

Unit I: Foundations, Teaching Methods, Organisation, Fields and Institutions

Syllabus Unit I: meaning, aims, teaching methods, lesson planning, tournaments, marking of tracks and fields, equipment, office management and budget, institutions (YMCA, LNIPE, NSNIS, HVPM, IOA, SAI), Olympic movement, Asian, Commonwealth and Khelo India Games

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1. Meaning, Definitions and Nature of Physical Education

Meaning

Physical education (PE) is the education of the whole person through physical activity. The word "physical" comes from the Greek physikos (of nature/the body) and "education" from the Latin educare (to bring up, to train) and educere (to lead out). Modern PE is therefore not only exercise of the body: it is a planned, school-based educational process that uses movement, games, sports, gymnastics, dance and yoga to develop the learner physically, mentally, emotionally and socially.

Standard definitions

Author / body	Definition (substance)
Charles A. Bucher	Physical education is an integral part of the total education process, a field of endeavour whose aim is the development of physically, mentally, emotionally and socially fit citizens through physical activities selected with a view to realising these outcomes.
Jay B. Nash	Physical education is that phase of the whole field of education that deals with big-muscle activities and their related responses.
Central Advisory Board of Physical Education and Recreation (India)	Physical education is education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit.
Rosalind Cassidy	Physical education is the sum of the changes in the individual caused by experiences centring in motor activity (as quoted in standard Indian textbooks).

Key phrase to remember: "education **through** the physical" (not "education **of** the physical"). All the definitions above stress that PE is education, that its medium is movement, and that its target is the whole person.

Nature of physical education

• **Educational:** it has educational aims and is part of the school curriculum; it is not mere recreation or training.
• **Holistic:** it addresses the physical, mental, emotional, social and moral aspects together (total personality).
• **Activity-based:** big-muscle (gross motor) activities such as games, sports, gymnastics, athletics, swimming, yoga and rhythmic activities are the tools.
• **Planned and progressive:** content is selected by age, sex, ability and need, and taught by trained teachers.
• **Scientific:** it draws on anatomy, physiology, psychology, sociology, biomechanics and philosophy.

Physical education and related terms

Term	Meaning	Key difference from PE
Physical activity	Any bodily movement produced by skeletal muscles that requires energy expenditure (WHO).	Includes work, travel and play; not necessarily planned or educational.
Exercise	Planned, structured and repetitive physical activity done to improve or maintain fitness.	A means used within PE; has no wider educational aim.
Sport	Organised, rule-governed, usually competitive physical activity.	Competition-oriented; PE uses sport as one medium for education.
Physical training (PT)	Systematic, drill-like exercise to build strength and discipline, often in a military or mass-drill form.	Narrow and teacher-directed; PE is broader and learner-centred.
Physical culture	Systematic care and development of the body (e.g., body-building, gymnastics).	Concerned with the body; PE with the whole person.
Physical fitness	The ability to carry out daily tasks with vigour and alertness, without undue fatigue, and with energy left for leisure and emergencies.	An outcome of PE, not PE itself.
Health education	Teaching knowledge, attitudes and habits for healthy living.	A related field; PE gives the practical, activity side of health.
Recreation	Voluntary, enjoyable leisure activity.	Chosen freely for pleasure; PE is planned for educational outcomes.

How the idea developed: from physical training to physical education

The name of the subject has changed with the way society understood the body. Each term in the table below reflects a different purpose, and examiners often ask which term belongs to which phase.

Term	Period and emphasis	Typical content
Physical training / drill	19th century; the systems of gymnastics (German, Swedish, Danish) and military drill	Formal exercises, marching, apparatus work; body-centred, teacher-commanded
Physical culture	Late 19th century onwards; care and development of the body for health and appearance	Calisthenics, body-building, hygiene, personal care
Physical education (the "new physical education")	Early 20th century; Thomas D. Wood and Rosalind Cassidy, The New Physical Education (1927); Hetherington; J. F. Williams	Games, sports, dance, natural activities; the child and the whole personality are the centre; education through the physical
Sports science / kinesiology	Later 20th century; university departments and research	Study of human movement: exercise physiology, biomechanics, motor learning, sport psychology and sociology

The shift can be summarised in one line: the old view trained the body as an end; the modern view educates the whole learner by means of the body. This is why the foundations of physical education (biological, psychological, sociological and philosophical) are studied: a programme that educates the whole person must be built on knowledge of the person, the learner's mind, the society and the values.

Traditional physical training compared with modern physical education

Feature	Traditional physical training	Modern physical education
Aim	Strong, disciplined body; military readiness	All-round development of personality: physical, mental, emotional, social, moral
Content	Drill, formal gymnastics, set exercises	Games, sports, athletics, gymnastics, dance, swimming, yoga, outdoor activity
Method	Command and imitation; same for all	Teaching-learning process; graded to age, sex, ability and interest
Learner	Passive follower	Active participant; individual differences respected
Teacher	Drill instructor	Educator, guide and organiser
Evaluation	Obedience and appearance	Skill, fitness, knowledge, attitudes and behaviour (tests, observation, records)

Principles on which a good physical education programme rests

• **Education through activity:** movement is the means; the educational result (health, skill, character, knowledge) is the end.
• **Need and interest:** activities are chosen according to the learner's age, sex, maturity, ability and interest; young children need play-like activity, adolescents need challenge and team games.
• **Progression:** content moves from simple to complex, from known to unknown and from easy to difficult.
• **Inclusion:** every learner takes part, including the weak, the shy, girls and learners with disabilities; PE is not only for the talented.
• **Safety and health:** safe grounds and equipment, medical screening, warm-up and cool-down, and suitable load.
• **Integration with general education:** PE connects with health education, science, social studies, art and music, and supports school discipline and values.
• **Continuous evaluation:** progress is checked by fitness tests, skill tests, observation and records, and the programme is revised accordingly.

How this topic is asked in RSSB papers
Questions on Chapter 1 are usually of three kinds: (1) author and statement (who defined PE as "an integral part of the total educational process": Bucher; who linked PE with "big-muscle activities": Nash); (2) meaning of the term (education through the physical, not of the physical; physical education is wider than exercise or sport); (3) distinguishing related terms (physical activity, exercise, sport, recreation, health education). Learn the definition table and the related-terms table above as pairs of "author, key phrase".

Physical education and its relatives: a map

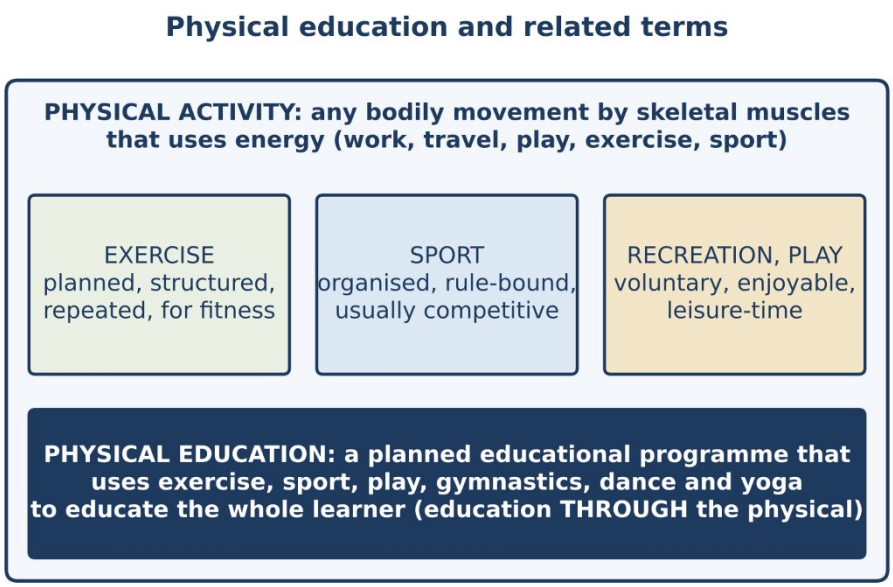


Figure I.1: Physical activity, exercise, sport and recreation as media; physical education as the educational programme that uses them

The map shows why the related terms are not interchangeable. **Physical activity** is the widest term and covers everything from household work to elite sport. **Exercise**, **sport** and **recreation or play** are different kinds of physical activity, distinguished by purpose and organisation. **Physical education** is not another kind of activity at all: it is an educational programme that borrows the other forms as its media. A school may run a sports day without any physical education taking place, and a good physical education lesson may contain no competition at all.

Health, wellness and fitness: three terms that are often confused

Term	Meaning	Source or note
Health	A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity	World Health Organization constitution, 1948
Wellness	An active, lifelong process of making choices towards a healthy, balanced life: physical, emotional, social, intellectual and spiritual	The idea of "high-level wellness" is associated with Halbert Dunn (1959)
Physical fitness	Ability to carry out daily tasks with vigour and alertness, without undue fatigue, with energy left for leisure	An outcome measured by tests; one aim of PE
Physical literacy	Having the movement skills, confidence, motivation and knowledge to be active for life	Term associated with Margaret Whitehead
Kinesiology	The scientific study of human movement	Academic field built on anatomy, physiology, biomechanics and psychology

Chapter 1 at a glance: revision chart

Topic	What to remember
Meaning	Education of the whole person through physical activity; "education through the physical", not "of the physical"
Word origin	physikos (Greek, of nature or the body); educare (to bring up, to train) and educere (to lead out) (Latin)
Bucher	Integral part of the total education process; physically, mentally, emotionally and socially fit citizens
Nash	That phase of education that deals with big-muscle activities and their related responses
Central Advisory Board (India)	Education through physical activities for the total personality of the child in body, mind and spirit
Cassidy	The sum of the changes in the individual caused by experiences centring in motor activity (as quoted in standard Indian textbooks)
Nature	Educational, holistic, activity-based, planned and progressive, scientific
Related terms	Physical activity (widest) > exercise, sport, recreation; PT is drill; physical culture is body-centred; fitness is an outcome
Historical phases	Physical training and drill > physical culture > (new) physical education > sports science and kinesiology
Principles	Education through activity; need and interest; progression; inclusion; safety; integration; continuous evaluation

Common errors in Chapter 1 and how examiners use them

Error candidates make	Why it is wrong	How the question is usually framed
"PE and sport are the same."	Sport is one medium; PE is an educational programme with educational aims	**Statement type**: "PE is wider than sport"; the correct option says sport is a means
"Education of the physical."	The phrase is education through the physical; the learner, not the body alone, is educated	Fill-in-the-blank on the key phrase
Giving Bucher's definition to Nash or the reverse	"Integral part of the total education process" is Bucher; "big-muscle activities" is Nash	Author-statement matching
Treating exercise and physical activity as synonyms	Exercise is a planned, structured, repetitive subset of physical activity	Definition pairs; "which is the broader term"
Calling physical fitness the aim itself	Fitness is one outcome (organic development); the aim is the all-round development of the person	Aim versus outcome questions
Calling physical training modern PE	Physical training is the drill-based, teacher-commanded earlier phase	Phase-matching tables

2. Aims and Objectives

Aim, objective and goal

Term	Meaning	Example
Aim	The broad, general, long-term end towards which education or PE moves; it gives direction.	Developing physically, mentally, emotionally and socially fit citizens.
Objective	A more specific, attainable and (often) measurable statement derived from the aim; it is the means of reaching the aim.	Improve the cardiorespiratory endurance of Class IX students.
Goal	A short-term, concrete target set for a unit, term or session.	Run 1.6 km in under 9 minutes by December.

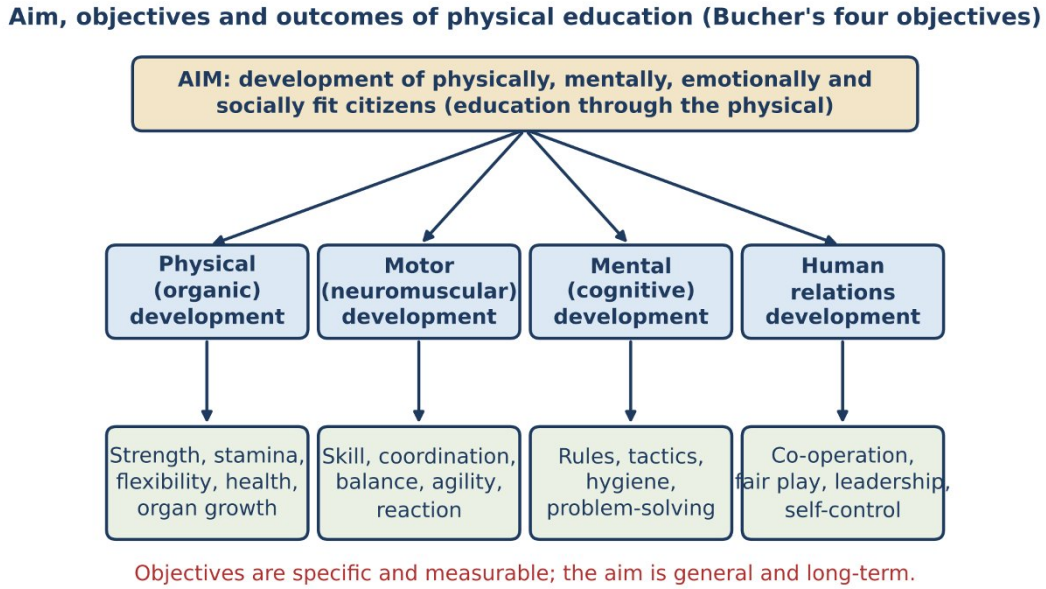


Figure I.2: From aim to objectives to outcomes — Bucher's four objectives of physical education

Objectives proposed by leading authors

Author	Objectives
Jay B. Nash	Organic development; neuromuscular development; interpretive (cognitive) development; emotional (impulse) development.
Clark W. Hetherington (1910)	**Four objectives**: organic, psychomotor (neuromuscular), character and intellectual development (as reported by Siedentop, 1990; some textbooks print different labels for his four).
Charles A. Bucher	Physical development; motor (neuromuscular) development; mental development; human-relations (social) development.
Central Advisory Board of Physical Education and Recreation (India)	Development of the total personality of the child: body, mind and spirit.

Meaning of each objective

Objective	What it develops	Typical outcomes
Organic (physical) development	Efficient working of the heart, lungs, muscles and other body systems; good growth, posture and health.	Strength, endurance, flexibility, resistance to disease.
Neuromuscular (motor) development	Coordination between the nervous system and muscles; skill learning.	Balance, agility, reaction time, skill in games.

Objective	What it develops	Typical outcomes
Interpretive (mental) development	Knowledge, understanding, judgement and decision-making in activity.	Knowing rules and tactics, hygiene knowledge, problem-solving.
Emotional development	Control of impulses and healthy expression of emotion.	Self-control, confidence, ability to accept victory or defeat.
Social (human-relations) development	Living and working with others; leadership and followership.	Co-operation, sportsmanship, fair play, discipline, respect.

Further objectives often listed in Indian textbooks: health, recreation and leisure-time use, character building, leadership, national integration and development of values. These are outcomes of the four main objectives rather than separate authors' lists.

Aims of education and the aims of physical education

The aim of physical education cannot be separate from the aim of education. A national system of education sets the broad aims (development of the individual, the citizen and the nation); physical education serves them by the particular means it has. Indian education policy documents have repeatedly placed physical education inside the learning process: the National Policy on Education 1986 describes sports and physical education as an integral part of the learning process, and the National Education Policy 2020 calls for sports-integrated learning and the regular practice of physical activity in schools.

The general aims commonly listed for physical education in Indian textbooks are: (1) the healthy growth and development of the body; (2) skill and coordination in a variety of activities; (3) mental alertness and the habit of thinking; (4) emotional stability; (5) social adjustment, co-operation and citizenship; (6) moral and character values; (7) the wise use of leisure; and (8) preparation for a healthy, productive adult life.

Organic, neuromuscular, interpretive and emotional development (Nash)

Because Nash's four objectives are the most frequently tested set, each is explained here with what it means in the class and playground.

Objective	What it develops	Examples in practice
Organic development	Health and efficiency of the organic systems: heart, lungs, circulation, muscles, digestion, excretion and the body's resistance to disease	Regular endurance running and games improve cardiorespiratory endurance; resistance exercise builds muscle strength; good posture and healthy habits
Neuromuscular development	Skilful, coordinated and economical use of the muscles under control of the nervous system	Learning to dribble, pass, throw, jump and swim; balance on a beam; agility drills; rhythm in dance
Interpretive development	Knowledge, understanding and the power of thought and judgement in activity	Knowing the rules, tactics, health facts and the reasons for training; analysing a game; planning a warm-up; scientific attitude
Emotional development	Control and healthy expression of emotions; attitudes and appreciation	Accepting defeat, controlling anger, enjoyment of movement, courage, self-confidence, appreciation of skill and beauty in sport

A fifth term often appears in Indian textbooks: social development (co-operation, leadership, fair play, respect for rules and opponents). In Nash's scheme it is usually treated within emotional (personal-social) development; Bucher lists it separately as "human relations".

Bucher's objectives in detail

Objective	Meaning	Outcome in the learner
Physical development	Development of the organic power of the body: fitness of the heart, lungs and muscles	Strength, endurance, flexibility, healthy body composition
Motor development	Development of fundamental and sport skills, efficiency of movement	Coordination, balance, agility, accuracy, skilful performance
Mental development	Acquisition of knowledge and the power to think, reason and solve problems in movement situations	Knowledge of rules, health and training; decision-making; creativity
Human-relations (social) development	Ability to get on with others in a group	Co-operation, leadership, sportsmanship, respect, good citizenship

Physical fitness: the component list behind the organic objective

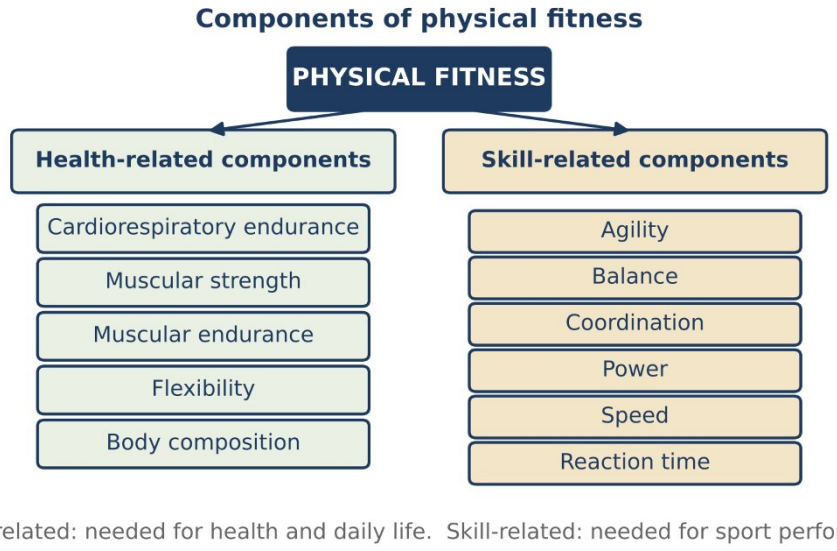


Figure I.3: Health-related and skill-related components of physical fitness

Component	Meaning	Typical school test
Cardiorespiratory endurance	Ability of the heart, blood vessels and lungs to supply oxygen to working muscles over a long time	Distance run/walk (e.g., 1 mile or 9-minute run), shuttle-run based tests
Muscular strength	Maximum force a muscle or group can exert once	Hand-grip dynamometer, one-repetition maximum
Muscular endurance	Ability to repeat a contraction or hold it for a long time	Sit-ups, push-ups, flexed-arm hang
Flexibility	Range of movement at a joint	Sit-and-reach test
Body composition	Proportion of fat to lean tissue	Skinfold measurement, body mass index (BMI)
Agility	Ability to change direction quickly with control	Shuttle run, zig-zag run
Balance	Ability to maintain equilibrium, static or dynamic	Stork stand, beam walk
Coordination	Smooth working together of senses and muscles	Ball-throw and catch tests
Power	Rate of doing work: strength combined with speed	Standing broad jump, vertical jump
Speed	Ability to cover a distance in the shortest time	30 m or 50 m dash
Reaction time	Time between the stimulus and the start of the response	Ruler-drop test

Instructional objectives: the three domains and Bloom's taxonomy

Besides these "developmental" objectives, a teacher writes instructional objectives for each lesson. Educational objectives fall into three domains: **cognitive** (knowing and thinking; Benjamin Bloom and colleagues, 1956), **affective** (feelings, attitudes and values; Krathwohl, Bloom and Masia, 1964) and **psychomotor** (physical skills; several authors, including Simpson, 1972; Dave, 1970; Harrow, 1972). Bloom's original cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation) were revised by Anderson and Krathwohl (2001) into **remember, understand, apply, analyse, evaluate, create**.

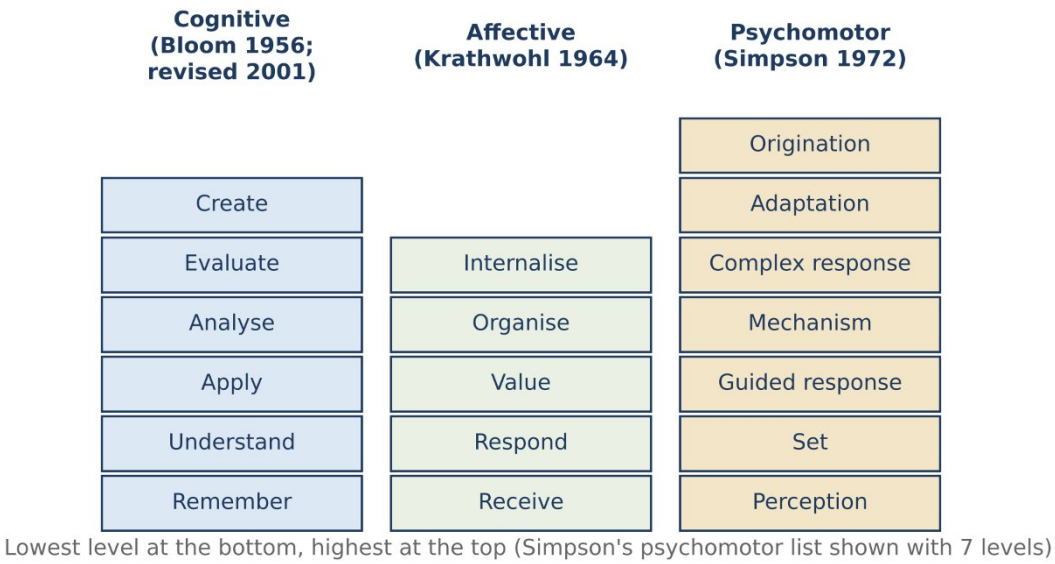


Figure I.4: The three domains of educational objectives and their levels (lowest at the bottom)

Domain	Example objective in PE	Action verbs
Cognitive	The learner will name the five components of health-related fitness	name, list, explain, compare, plan, evaluate
Affective	The learner will accept the referee's decision without protest	accept, respect, value, volunteer, co-operate
Psychomotor	The learner will perform a forward roll with correct form	perform, demonstrate, throw, dribble, balance

A well-written objective states **who** will do **what**, under **what condition** and to **what standard**, and can be observed or measured (the SMART idea: specific, measurable, achievable, relevant, time-bound). Example: "By the end of the unit, each Class 8 learner will perform ten correct chest passes in 30 seconds."

Worked example: from aim to lesson objective
Aim (long-term): to develop physically fit, socially responsible citizens.
Objective (medium-term): organic development; improve cardiorespiratory endurance of Class 9 learners this term.
Goal (short-term, measurable): every learner reduces the time for the 800 m run by at least 10 per cent by the end of 12 weeks.
Lesson objective: in today's 40-minute lesson, learners will jog continuously for 8 minutes at a pace at which they can still talk. The aim is broad and may never be fully "finished"; the goal is measurable and has a date.

How this topic is asked in RSSB papers
Expect: (1) who proposed which set of objectives (Nash: organic, neuromuscular, interpretive, emotional; Bucher: physical, motor, mental, human relations; Hetherington: organic, psychomotor, character, intellectual); (2) which objective a given activity serves (balance beam: neuromuscular; rules and tactics: interpretive; accepting defeat: emotional); (3) aim, objective and goal in order of breadth; (4) domains of learning (cognitive, affective, psychomotor). Textbooks differ slightly on Hetherington's wording, so learn the Nash and Bucher sets precisely and the Hetherington set as a "four-fold organic–psychomotor–character–intellectual" list.

The three sets of objectives side by side

Three classic sets of objectives side by side

Area developed	Nash	Bucher	Hetherington (1910)
Body	Organic	Physical	Organic
Movement skill	Neuromuscular	Motor	Psychomotor
Thinking	Interpretive	Mental	Intellectual
Feelings, values, relations	Emotional	Human relations	Character

Rows are approximate parallels, not identical definitions.
Social development is a separate heading only in Bucher's list.

Figure I.5: Nash, Bucher and Hetherington objectives arranged by the area of development they address

The grid aligns the lists by the area of the learner they address. It is a memory aid, not a claim that the authors meant identical things. For Hetherington the labels organic, psychomotor, character and intellectual are given as reported by Siedentop (1990); some Indian textbooks print slightly different labels for Hetherington, so the Nash and Bucher sets should be learned first.

From aim to lesson: the hierarchy of educational purposes

Level	Question it answers	Example in physical education	Time span
General aim	Why is PE in the school at all?	Fit, healthy, socially responsible citizens	Whole school career
Programme objective	Which area of development is served?	Organic development (Nash); physical development (Bucher)	Year or stage
Unit goal	What will this unit achieve?	Improve the cardiorespiratory endurance of Class 9	Term
Lesson objective	What will the learner do today?	Jog continuously for 8 minutes at a talking pace	One period
Learning outcome	What can the learner now do, know or feel?	Runs 1.6 km without stopping; explains why warm-up is needed	After the unit

Writing a good objective: the ABCD rule and the SMART test

Robert Mager (1962) popularised the idea that a useful instructional objective names the **A**udience (who), the **B**ehaviour (what the learner will do, in observable words), the **C**ondition (under what circumstances) and the **D**egree (how well). The SMART test (specific, measurable, achievable, relevant, time-bound) checks the same qualities from another side. The table converts vague wishes into testable objectives.

Vague statement	Problem	Rewritten objective
Improve fitness	No audience, behaviour, standard or time	Class 9 girls will increase their sit-and-reach score by at least 3 cm in 8 weeks
Understand football rules	"Understand" cannot be observed	Each learner will list five fouls and state the restart for each, without notes
Be a good sport	Not measurable	In the inter-house match each learner will shake hands with opponents and accept the referee's decisions without protest (observed with a checklist)
Learn the basketball pass	No degree or condition	Each learner will complete 8 of 10 chest passes to a partner 4 m away in 30 seconds

Worked exercise: classify the objective by domain and by developmental objective

1. "The learner will draw the formation of a 4-4-2 team on a diagram." Domain: cognitive (and psychomotor in the drawing); developmental objective: interpretive or mental.

2. "The learner will perform a cartwheel with straight legs and a controlled landing." Domain: psychomotor; developmental objective: neuromuscular or motor.

3. "The learner will volunteer to referee a junior match." Domain: affective (valuing and responding); developmental objective: emotional and social.

4. "The learner's resting pulse will fall after 12 weeks of endurance training." Domain: not a learner behaviour but a physiological outcome; developmental objective: organic or physical.

Rule of thumb: ask what the learner must do. Know or explain: cognitive. Feel, value or choose: affective. Perform a movement: psychomotor. The developmental objective (organic, neuromuscular, interpretive, emotional) names the area of the person that grows; the domain names the kind of learning.

Aims of education and physical education: Indian reference points

Document	Year	What it adds for physical education
Secondary Education Commission (Mudaliar Commission)	1952–53	Treated health and physical education as part of the secondary school curriculum
Education Commission (Kothari Commission), Education and National Development	1964–66	Gave physical education and games a place in the school day as part of the whole-child view of education
National Policy on Education	1986	Sports and physical education an integral part of the learning process and of evaluation
National Education Policy	2020	Sports-integrated learning; regular physical activity in the school day

Chapter 2 at a glance: revision chart

Topic	What to remember
Aim, objective, goal	Broad and long-term; specific and attainable; short-term and measurable
Nash	Organic, neuromuscular, interpretive, emotional
Bucher	Physical, motor, mental, human relations (social)
Hetherington (1910)	Organic, psychomotor, character, intellectual (as reported by Siedentop, 1990)
Fitness components	**Health-related**: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition. Skill-related: agility, balance, coordination, power, speed, reaction time
Domains	Cognitive (Bloom 1956), affective (Krathwohl, Bloom and Masia 1964), psychomotor (Dave 1970; Simpson 1972; Harrow 1972)
Revised Bloom (2001)	Remember, understand, apply, analyse, evaluate, create (Anderson and Krathwohl)
Good objective	Audience, behaviour, condition, degree (Mager); SMART

Common errors in Chapter 2 and how examiners use them

Error	Correction	Typical framing
Listing "social development" as one of Nash's four	Nash's fourth is emotional; social development is a separate item only in Bucher's list	Which is not an objective according to Nash
Putting agility or power under health-related fitness	Agility, balance, coordination, power, speed and reaction time are skill-related; body composition is health-related	Classification of components
Mixing domains with objectives	Domains (cognitive, affective, psychomotor) describe kinds of learning; objectives (organic and so on) describe areas of development	Matching the two lists
Using the original and revised Bloom lists together	The original has knowledge and synthesis; the 2001 revision has remember and create, and puts create at the top	Order of levels
Calling a goal long-term	Aim is long-term; goal is the short-term, measurable target	Aim–objective–goal ordering

3. Scope, Importance and Misconceptions

Scope of physical education

- **Teaching programme:** the regular PE class (games, gymnastics, athletics, aquatics, yoga, rhythmic activities).
- **Intramural and extramural competition:** inter-house tournaments, inter-school and higher-level meets.
- **Health education and school health services:** hygiene, nutrition, health appraisal and first aid.
- **Physical fitness and testing:** fitness development and assessment of learners.
- **Recreation and camping:** leisure, outdoor and adventure activities.
- **Adapted (special) physical education:** programmes for learners with disabilities.
- **Allied fields:** safety education, sports medicine, sports science, sports management and sports journalism.

Importance of physical education

Domain	Contribution
Individual — physical	Healthy growth, better fitness, posture, resistance to lifestyle disease, longer healthy life.
Individual — mental	Alertness, concentration, memory and academic readiness; reduces stress and anxiety.
Individual — emotional	Confidence, self-esteem, emotional control, joy.
Individual — social and moral	Co-operation, discipline, leadership, fair play, respect for rules.
Society and nation	Healthy, productive citizens; national integration and unity through team play; wise use of leisure; productive use of youth energy.

Common misconceptions about physical education

Misconception	Correct position
PE is only drill or physical training.	PE is a broad educational programme; drill is only one method.
PE is only games and sports.	Games are one medium; PE also includes gymnastics, yoga, health education, recreation and fitness.
PE is a waste of time that reduces study time.	Regular activity improves attention, mood and academic readiness; it supports learning.
PE is only for talented athletes.	It is meant for every learner; sports coaching is for talented players.
PE only develops the body.	It is aimed at the total personality: physical, mental, emotional, social.
PE is only for boys.	Every child, irrespective of gender, ability or background, has the right to PE.
PE is just recreation or free play.	PE is planned, graded and goal-directed; recreation is voluntary and unstructured.
The PE teacher is only a game supervisor.	The PE teacher is a trained educator who plans, teaches and evaluates.