**THE FUTURE OF PHYSICAL AND HEALTH EDUCATION IN A SUSTAINABLE WORLD**

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**Abstract**

*This paper examines the future of Physical and Health Education (PHE) in the context of a sustainable world. It highlights the importance of Physical and Health Education in addressing global challenges and promoting sustainable development. The paper discusses the objectives, acknowledges the transformative potentials of technological advancements in enhancing educational experiences and promoting sustainable practices. However, its also acknowledges the negative impacts of science and technologies on the future of Physical and Health Education in a sustainable world. In light of the identified points, the paper provides recommendations to guide the integration of science and technologies into Physical and Health Education programmes, ensuring a balanced and sustainable approach. By understanding the vital role of Physical and Health Education in shaping a sustainable future, policymakers, educators, and stakeholders can effectively integrate it into educational systems and contribute to well-being of individuals and the planet.*

**Keywords:**  Education, Health, physical, Nation & Sustainable

**Introduction**

According to Ontario’s curriculum grades 1-8 Physical and Health Education (2019), it is an academic discipline that focuses on promoting physical activity, healthy lifestyle choices, and overall well-being. Physical and Health Education involves a wide range of topics, including physical fitness, sports and games, nutrition, mental health, personal hygiene and safety education. It added that the goal of Physical and Health Education is to provide students with knowledge, skills, and attitude necessary to lead an active and healthy lifestyle throughout their lives.

Physical and Health Education (PHE) is crucial in influencing the future in a time of environmental deterioration, public health issues, and the pressing need for sustainable development. Physical and Health Education gives people the knowledge, abilities, and attitudes they need to embrace healthy lifestyles, comprehend how human well-being and the environment are interdependent, and participate in the creation of a sustainable world.

Despite potential obstacles brought on by the detrimental effects of science and technology, this study examines the changing landscape of Physical and Health Education and its potential to empower people to make decisions that support sustainability. The field of Physical and Health Education could undergo a revolution thanks to the quick development of science and technology, which would also help create a more sustainable world. As a result, this essay discusses both the advantages and disadvantages that science and technology will have for physical education in the future.

**Objectives:**

1. To draw attention to the role that physical education and health education play in promoting sustainable development and addressing issues like climate change, biodiversity loss, and public health crises.

2. To list the primary goals of Physical and Health Education in a sustainable society, such as fostering civic responsibility, environmental awareness, as well as physical and mental well-being.

3. To investigate how Physical and Health Education might help students acquire abilities and traits like critical thinking, problem-solving, capacity for independent judgement, and collaboration, which might help with sustainable practises.

4. To investigate the part that Physical and Health Education plays in promoting social justice and ensuring that everyone has access to high-quality instruction, physical activity opportunities, and health care services, regardless of socioeconomic status or geography.

5. To talk about how science and technology have positively transformed Physical and Health Education programmes’ delivery, and

6. To look at how science and technology have negatively impacted on how properly professionals implement Physical and Health Education.

**Significance of Physical and Health Education in the World**

1. Physical and Health Education incorporates sustainability concepts into the curricula, encouraging the students to engage in sustainable behaviours and increasing environmental literacy.

2. Physical and Health Education encourages people to live healthy, active lifestyles, which lowers the burden of diseases that can be prevented and enhances the general wellbeing of the populace.

3. The development of values like empathy, social responsibility, and global citizenship through Physical and Health Education promotes a sense of shared responsibility for the environment and the next generation.

4. Physical and Health Education encourages the development of analytical and problem- solving abilities, empowering the students to evaluate and address the challenging environmental and health issues.

5. By providing opportunities for experiential learning, outdoor recreation, and community involvement, Physical and Health Education fosters closer links between the people and their local communities.

**Limitations Physical and Health Education in the World**

1. The implementation of appropriate Physical and Health Education activities may be hampered by a lack of finance and resources, particularly in underprivileged communities.

2. The successful delivery of sustainable education may also be hampered by the educators' lack of opportunity for professional development and training in Physical and Health Education.

3. The compelling educational priorities and cultural and societal norms provide obstacles to the inclusion of Physical and Health Education in the curriculum.

4. The rapid advancement of technology and digital distractions could lower levels of physical activity and provide a challenge to the conventional Physical and Health Education methods.

**Science and Technology**

The breakthroughs in science and technology, according to Suh, Kim, and Oh (2019), have undoubtedly resulted in enormous inventions that raise the standard of living in our communities, education, notably in the area of Physical and Health Education, and ensure a sustainable future. However, there are some drawbacks as well. He proposed the following advantages of science and technology as follows:

**Positive impacts of Science and Technology on Physical and Health Education**

1. **Improved educational opportunities**: Recent technological advancements like virtual reality, wearable technology, and interactive applications can offer immersive and interesting educational opportunities. According to Suh, Kim, and Oh (2019), they help learners gain a deeper understanding of health, physical activity, and sustainability by giving them access to a variety of locations, simulating real-life circumstances, and personalising their learning.
2. **Accessible and Inclusive Learning**: Gusmerotti and Branch (2017) asserted that technology-based platforms improve distance learning, making Physical and Health Education easily accessible to people regardless of their geographic regions or physical ability. Online resources, mobile apps, and digital platforms offer inclusive learning opportunities that enable greater audience outreach and the promotion of fair access to education.
3. **Data-driven, individualised strategies**:- developments in the gathering and processing of data for individualised approaches to Physical and Health Education. The effectiveness and relevance of Physical and Health Education programmes can be improved by monitoring and assessing individuals' health indicators, fitness levels, and preferences in order to deliver personalised programmes and suggestions (Gao, Lee, McDonough; Elfred, 2019).

**Negative Impacts of Science and Technology on Physical and Health Education**

1. **Sedentary Lifestyles and Screen Dependency** - The widespread use of technology may encourage sedentary behaviour and screen dependence, which lowers levels of physical activity and raises health risks. The promotion of active lifestyles is hampered by excessive screen time and decreased physical activity participation, which may necessitate counterbalancing techniques (Marques, Sarmrento, Martins, 2019).
2. **Technological Divide and Inequities** - According to Czerniewicz and Trotter (2019), there may be discrepancies in access to high-quality Physical and Health Education materials and opportunities due to the digital divide and limited access to technology and internet facilities. Aside from further marginalising disadvantaged groups and preventing their engagement in sustainable Physical and Health Education practises, socioeconomic and geographical variables also contribute to disparities.
3. **Privacy and Ethical Issues**:- The gathering and use of information about an individual's fitness and health raises questions about privacy and morality. For the sake of sustaining trust and fostering responsible use of technology in Physical and Health Education, it is crucial to protect individual data, ensure informed permission, and uphold ethical practises in data analysis and utilisation (Lupton; Williamson, 2017).

**Conclusion**

The future of Physical and Health Education's future depends on its capacity to change to meet the demands of a sustainable world. That is to say, Physical and Health Education can enable people to become agents of positive change by prioritising the integration of sustainability principles, creating environmental consciousness, and encouraging healthy lifestyles.

In order to ensure equal access to high-quality education and to promote a sustainable and resilient future for everyone, policymakers, educators, communities, and stakeholders must work together to overcome the restrictions and difficulties related to Physical and Health Education.

Additionally, it is important to take caution while addressing the difficulties that come with the breakthroughs that science and technology have brought us. Physical and Health Education will take advantage of the transformative power of science and technologies to promote sustainable practises, improve educational experiences, and equip people to lead healthy and sustainable lives by taking a balanced and responsible approach to technology integration, encouraging digital inclusion, and upholding ethical practises.

**Recommendations**

Policymakers, educators, and stakeholders may successfully integrate Physical and Health Education into the educational systems and contribute to the wellbeing of people and the environment by understanding the critical role that it plays in fostering a sustainable future.

Programmes for Physical and Health Education should embrace technology integration while maintaining a healthy balance such that it supports rather than replaces physical activity. To encourage overall development and long-lasting practises, it is essential to connect the use of technologies with outdoor activities, social contacts, and real-world experiences.

To close the digital divide, more efforts should be made, improving digital literacy and granting equal access to technology and internet infrastructure. Programmes for inclusive, sustainable Physical and Health Education must be developed in order to guarantee that all the people, regardless of their socioeconomic status, have the necessary knowledge and resources to use technology.

The privacy of individuals, informed permission, and ethical data practises should be given top priority in Physical and Health Education activities. In reality, educators and legislators should develop precise rules and procedures to safeguard personal information, uphold openness, and encourage the ethical use of technology-driven data in Physical and Health Education programmes.

Finally, it is important to promote interdisciplinary cooperation. By doing this, policymakers, technologists, environmental specialists, and professionals in Physical and Health Education can work together to drive innovation and ensure that sustainable Physical and Health Education programmes take a comprehensive approach. The collaboration should work to include social justice, environmental preservation, and sustainability ideals into the Physical and Health Education practices and curricula.

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