

Physical Education and Health

Te Kauwhata College

The Junior Physical Education Program

GROW	RESPECT	OWNERSHIP	WHANAUNGATANGA
<i>Engaging in Learning</i>	<i>Treat self, others, whaanau and the environment with dignity</i>	<i>Take opportunities and own actions</i>	<i>Be part of and have pride in your school and community</i>
Thinking Managing self Using language, symbols and text Participating and contributing Relating to others	Thinking Managing self Using language, symbols and text Participating and contributing Relating to others	Thinking Managing self Using language, symbols and text Participating and contributing Relating to others	Thinking Managing self Using language, symbols and text Participating and contributing Relating to others
Upskill Me Whakatupu	Skilful Movement Ngaa puukenga nekehanga	Body Works Whakapakari tinana	Connecting Te Herenga
In this unit students will develop their basic skills at all levels. Fine and gross motor skills and interpersonal skills.	In this unit students will look to put the learnt skills into movement and team play.	In this unit students will add understanding of the how and why the skills learnt help develop movement with the human body.	In this unit students will understand how to connect everything together from the first three terms. Understanding that one's own development is a part of the collective moving forward.

Junior Health Program

Year 7 and 8	Year 9	Year 10
Underlying concepts Being a good friend My body is mine My body my choice Let's be resilient Food is fuel Healthy focus	Underlying concepts Mental health matters Drug awareness Sexuality and relationships	Underlying concepts Goal setting and nutrition Positive decisions when partying Sexuality

Outcomes In Physical Education and Health relating to our GROW values and the Key Competencies

GROW	RESPECT	OWNERSHIP	WHANAUNGATANGA
Growth for our akonga will look different for each and everyone. But there are aspects of our Grow value that our department would like to see each akonga leave with. We want them to grow their confidence in their own abilities. Grow their understanding of their bodies and how they work. Grow their curiosity and creativity. Grow their passion for physical exercise and learn how it is an integral	Being respected by important people in our lives growing up teaches us how to be respectful toward others. Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. Respect builds feelings of trust, safety, and wellbeing. Respect for our environment is also important for our akonga. In our department we want each akonga to	Taking Ownership of something is to be accountable for your words and actions. It is our akonga taking responsibility for their own learning and making a commitment to do their best. In our department we want each akonga to leave with the ability to take ownership of their learning. We want them to learn how their words and actions can affect others, so to take ownership of their decisions. We want	Whanaungatanga is about relationship, kinship and a sense of family connection. It is created through shared experiences and working together and provides people with a sense of belonging. It comes with rights and obligations, which serve to strengthen each member of that whānau or group. When our akonga leave our department each year we want them to have a sense of belonging. An

part of their Hauora.	leave with respect for themselves first and foremost. Respect for diversity in people, their decisions and their actions. Respect for their kura and the people within it. Respect for the equipment they use and respect for their own and other people's cultures.	them to build confidence in themselves by being	understanding that being connected is grounding and helps build relationships. We want our akonga to use their interpersonal skills to work well in teams and group situations. To build confidence to work with all students to work to a common end.
Thinking	Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences and ideas. These processes can be applied to purpose such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.		
Managing Self	This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient.		
Participating and Contributing	This competency is about being actively involved in communities. Communities include whaanau, family and school and those based, for example, on a common interest or culture. Students who participate and contribute in communities have a sense of belonging and the confidence to participate with new contexts.		
Using Language Symbols and Text	Using language, symbols and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. Students who are competent users of language, symbols, and texts can interpret and use words, numbers, images, movement, metaphor, and technologies, in a range of contexts.		
Relating to Others	Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They know how words and actions affect others.		

Senior Physical Education and Health

	Level 1	Level 2	Level 3
Physical Education	<p>Demonstrate understanding of the functions of the body as it relates to performance of physical activity</p> <p>Participate in a variety of activities and explain factors that influence own participation</p> <p>Demonstrate quality movement in the performance of a physical activity</p> <p>Demonstrate interpersonal skills in a group and explain how these skills impact others</p> <p>Take purposeful action to assist other to participate in physical education</p>	<p>Demonstrate understanding of the application of biophysical principles to training for physical activity</p> <p>Consistently demonstrate social responsibility through applying a social responsibility model in physical Activity</p> <p>Explain the implementation and outcomes of a physical event or opportunity</p> <p>Performance of a physical activity in an applied setting</p>	<p>Demonstrate quality performance of a physical activity in an applied setting</p> <p>Analyse issues in safety management for outdoor activity to devise safety management strategies</p> <p>Evaluate the effectiveness of a performance improvement programme</p> <p>Examine contemporary leadership principles applied in physical activity context</p>
Human Performance	<p>Demonstrate quality movement in the performance of a physical activity</p> <p>Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities</p>	<p>Consistently demonstrate social responsibility through applying a social responsibility model in physical activity</p> <p>Performance of a physical activity in an applied setting</p>	

	<p>Participate in a variety of activities and explain factors that influence own participation</p> <p>Demonstrate Interpersonal skills and describe their effects on a function of a group or team</p>	<p>Analyse the application of risk management strategies to a challenging outdoor activity</p> <p>Analyse group processes in physical activity</p> <p>Examine the significance for self, others and society of a sporting event, a physical activity, or a festival</p>	
Health	<p>Take action to enhance an aspect of personal well-being</p> <p>Demonstrating understanding of ways in which well-being can change and strategies to support well-being</p> <p>Demonstrate understanding of strategies to promote positive sexuality</p> <p>Take purposeful action to assist other to participate in physical education</p> <p>Demonstrate understanding of issues to make health enhancing decisions in drug-related situations</p>	<p>Analyse issue related to sexuality and gender to develop strategies for addressing the issue</p> <p>Take action to enhance an aspect of peoples well-being within the school or wider community</p> <p>Evaluate factors that influence people's abilities to manage change</p> <p>Analyse an adolescent health issue</p> <p>Analyse interpersonal issues that places personal safety at risk</p>	<p>Analyse a New Zealand Health Issue</p> <p>Analyse a contemporary ethical issue in relation to well-being</p> <p>Evaluate Health Practices currently used in New Zealand</p> <p>Analyse an international health issue</p> <p>Evaluate models for Health promotion</p>