

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated Course Outlines for **Physical Education Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Physical Education Level 1

Product	What's changed?
Course Outline 1	Updated to align with changes to AS1.2
Course Outline 2	Updated to align with changes to AS1.2
Course Outline 3	Updated to align with changes to AS1.2

Physical Education NCEA NZC Level 1 Course Outline 1

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Make meaning from how movement may influence hauora • Apply an understanding of tikanga • Understand that sociocultural factors influence the moving body • Develop movement skills and strategies that are responsive to external cues • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Movement and hauora</p> <p>Duration — 10 weeks</p> <p>This block of learning establishes the importance of participation in practical movement, while also focusing on hauora, te ao Māori, and sociocultural factors.</p> <p>Activities:</p> <p>Whakawhanaungatanga — introduce ice breakers, problem solving, or adventure-based learning activities to develop interpersonal connections and an understanding of each other's capabilities. As an introduction to kotahitanga, make use of teachable moments and reflective questioning to guide ākonga in their exploration of how groups function best together.</p> <p>Practical experience #1 — it is expected that ākonga will participate in a range of movement contexts throughout the year, which reflect Aotearoa New Zealand's unique identity. Through this block of learning, ākonga will explore at least 2 movement contexts in depth.</p> <p>Examples of movement contexts include:</p> <ul style="list-style-type: none"> • local place-based environments (sea, lake, mountain, park) • Māori activities (Kapa Haka, Kī-o-rahi) • Pacific activities (Kilikiti, Polyfest) • competitive and social activities (badminton ladder, four-way badminton) • individual or team sports (tennis, football) • mindfulness activities (yoga, tai chi) • fitness activities (high intensity interval training, circuit classes). <p>Hauora discovery — ākonga explore the meaning of hauora. Here, they may use Te Whare Tapa Whā as well as other cultural wellbeing models such as the Fonofale Model of Health to consider how relevant dimensions of wellbeing influence, and are influenced by, movement.</p> <p>Personal wellbeing — ākonga assess their own needs throughout participation in a range of movement contexts, taking into consideration what factors influence their own participation. This could include consideration of personal (motivation, confidence), interpersonal (friends, peers), and societal (media, youth culture) influences on participation in movement.</p> <p>Ongoing reflection — as an individual, pair, and/or group, ākonga should regularly consider their participation and involvement in movement, and how this impacts wellbeing through the lens of Te Whare Tapa Whā (taha tinana, taha whānau, taha wairua, taha hinengaro) or other cultural models.</p> <p>They might also consider the ways in which this relationship is:</p> <ul style="list-style-type: none"> • reciprocal • impacted by many factors

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> connected to their wider community. <p>Investigate te ao Māori — ākonga should consider movement from a Māori worldview. This could include an exploration of pūrākau and tikanga, through kaiako and ākonga conversations with whānau, or local hapū and iwi. This investigation should focus on the influences on movement and activities.</p> <p>Sociocultural factors — consider extrinsic influences and unpack how they impact on participation in movement:</p> <ul style="list-style-type: none"> Investigate perspectives, such as those derived from Pacific knowledges and practices, and take into consideration cultural values and beliefs that influence movement. These may include social status, gender roles/role expectations, socio-economic influences, values, body shape, and environmental influences. Recognise harmful values, perceptions, and beliefs associated with accessibility, gender, and racism and their impact on participation in movement, and physical activities. Conduct a “media watch” activity where ākonga note ways in which representation is/is not inclusive of all who make up our society. Note: this activity needs to be conducted in a way that is safe for all participants. Explore the value of movement to individuals, groups, and communities. For example, encourage ākonga to think about why we move, what motivates us, and different cultural perspectives on these matters. Conduct a second media watch and investigate how media influences ideas about movement. For example, ākonga could conduct a survey on the portrayal of physical activity on social media and use this to identify enablers and barriers to movement. <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92017 (1.2) Demonstrate understanding of the application of strategies in group movement.</p> <p>Learning covered supports development of skills and knowledge towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p>
<ul style="list-style-type: none"> Recognise that the body holds unique significance and tapu, and must be protected and nurtured through movement Develop movement skills and strategies that are responsive to external cues Understand a range of biophysical principles Understand te ao Māori influences on the moving body Explore the pieces of Significant Learning through participation in diverse movement contexts 	<h3>Understanding our bodies — the body is made for moving</h3> <p>Duration — 9 weeks</p> <p>This block of learning builds on knowledge of hauora, te ao Māori, and sociocultural factors, which were introduced in the previous block of learning. Each of these concepts should be taken into consideration here, along with biophysical factors.</p> <p>Activities:</p> <p>Practical experience #2 — ākonga continue to participate in a range of movement contexts. However, as evidence for assessment, they should explore at least 2 movement contexts in depth.</p> <p>Biophysical knowledge — through a range of movement contexts, ākonga should develop an understanding of the relationship between movement and:</p> <ul style="list-style-type: none"> functional anatomy biomechanics exercise physiology sports psychology skill acquisition nutrition.

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Possible options for exploring biophysical aspects include:</p> <ul style="list-style-type: none"> • movement sessions based on a single movement. For example, hitting a hockey ball, or shooting a basketball. Ākonga should film themselves and then apply biomechanical principles to analyse their movement. • following a programme that applies biophysical knowledge to explore movement skills • developing a movement sequence and identifying muscles used in three parts of the sequence • identifying energy systems used in a range of familiar and unfamiliar movements • exploring what activities are offered and what skill learning is taking place at a local community recreation facility • designing a short movement programme for the class (in groups) and then reflecting on the role of motivation • participating in a series of movement sequences over time and exploring how goal setting can improve performance in these • engaging with a series of fitness apps, then doing a self-analysis on the effectiveness of the programmes offered by these apps • exploring movement through the lens of various atua in te ao Māori to develop movement patterns and increasing physical capability, such as by using the Māori Movement website • exploring the whakapapa of movement through the Atua Matua Health Framework. <p>Reflection and evidence — throughout the above learning activities, ākonga should be encouraged to reflect on, and explain how and why, factors affect movement. They should provide specific examples or evidence from applied settings.</p> <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting.</p> <p>Learning covered supports development of skills and knowledge towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p>
<ul style="list-style-type: none"> • Develop capabilities and explore strategies to promote kotahitanga • Manage self in challenging movement contexts • Apply an understanding of tikanga • Develop movement skills and strategies that are responsive to external cues • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Everyone's contribution matters — leadership takes many forms</p> <p>Duration — 9 weeks</p> <p>This block of learning further develops understanding of kotahitanga in movement contexts.</p> <p>Activities:</p> <p>Practical experience #3 — ākonga continue to participate in a range of movement contexts. They should explore at least 2 movement contexts in depth.</p> <p>Kotahitanga strategies — engage in a range of movement contexts to implement strategies to promote kotahitanga.</p> <p>These strategies may be developed through:</p> <ul style="list-style-type: none"> • manaakitanga • self-esteem • interpersonal skills • social responsibility • communication • support

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	<ul style="list-style-type: none">• co-operation• respect• problem solving• goal setting• leadership. <p>Activities through which to explore and implement these strategies could include:</p> <ul style="list-style-type: none">• choosing a strategy (for example, defence) and applying it in a range of games (tapu ae, netball)• working in group or team situations as both leader and follower, whether in applied or role play movement situations. This could take the form of challenge activities, where different ākonga are tasked with not contributing, contributing fully, or only contributing someone else’s ideas to the group.• exploring leadership models or styles, such as tuākana/tēina, ako, or aro, and how these impact kotahitanga. Ākonga could, for example, analyse 2 different styles of leadership.• exploring personal strengths and weaknesses, and considering how these contribute to group dynamics• exploring the value of kotahitanga in solving problems, developing responsibility, and achieving group objectives• developing strategies as a group over time to enhance kotahitanga• completing self and peer assessments of capabilities through group activities. A specific example of this could look like:<ul style="list-style-type: none">◦ small groups developing a movement sequence and presenting it to other ākonga◦ the group reflecting on:<ul style="list-style-type: none">◦ how they worked together and what it means to be in a group◦ the challenges that were experienced and the solutions used◦ the personal qualities developed by the individuals.◦ groups peer reviewing one another by giving feedback on observed capabilities and strategies. <p>Reflection and evidence — throughout the above learning activities, ākonga should be encouraged to reflect on and gather evidence of the capabilities they have developed and the impact that these have had on kotahitanga, such as with a log, blog, or vlog.</p> <p>Teacher observations — capture evidence of ākonga in action demonstrating capabilities throughout the learning sequence, such as by using a tracking spreadsheet.</p> <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92017 (1.2) Demonstrate understanding of the application of strategies in group movement.</p> <p>Learning covered supports development of skills and knowledge towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora.</p>
<ul style="list-style-type: none">• Make meaning from how movement may influence hauora• Reflect on how places and spaces influence movement with reference to te taiao• Understand te ao Māori influences on the moving body	<p>Movement takes many forms, and all forms of movement matter</p> <p>Duration — 4 weeks</p> <p>This block of learning focuses on evaluating the involvement of ākonga in movement throughout the year and considering the importance of lifelong involvement in movement.</p> <p>Movement evaluation — based on their own learning and on previously collected reflections and evidence, ākonga should form</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>judgements about the relationship between movement and wellbeing.</p> <p>Ākonga should also identify strategies to promote wellbeing in relation to movement, through considering:</p> <ul style="list-style-type: none">• their learning in movement contexts, their learning in relation to physical experiences within movement contexts, and their learning about movement contexts through te ao Māori, sociocultural, and biophysical influences• the range of movement experiences they have engaged in, and how they have developed through these• factors that have affected their own and others’ attitudes to and participation in movement• what movement means to them, and the future influence or importance movement might have for them. <p>Learning covered will provide opportunities to collect evidence towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora.</p>

Physical Education NCEA NZC Level 1 Course Outline 2

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Context: This Course Outline is based in Outdoor Education settings and has a mātauranga Māori focus.

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Apply an understanding of tikanga • Make meaning from how movement may influence hauora • Understand that sociocultural factors influence the moving body • Reflect on how places and spaces influence movement with reference to te taiao • Develop movement skills and strategies that are responsive to external cues • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Hononga — identifying connections and links</p> <p>Duration — 6 weeks</p> <p>Participate in a range of outdoor activities. These activities should be varied and reflect a range of environments:</p> <ul style="list-style-type: none"> • some should include a degree of perceived risk (such as rock climbing, mountain-biking, high ropes) • others should incorporate low risk or slower-paced activities (such as pest control, weeding, orienteering, or tree planting). <p>Use experiences from these activities to develop these movement skills in preparation for demonstrating movements in contexts.</p> <p>Explore a personal understanding of wellbeing in the outdoors, using a range of contexts, and collect evidence through maintaining a photographic diary, vlog, blog, or outdoor activity journal. This could be investigated through applying a variety of models such as Te Whare Tapa Whā and the Fonofale Model of Health.</p> <p>Using the Atua Matua Health Framework, explore how atuaanga can connect participants with outdoor environments, and how this could influence hauora:</p> <ul style="list-style-type: none"> • Tangaroa, Hine-moana, and Parawhenuamea — atua of oceans and water, fish, and creatures of the sea. • Tane — atua of forests, birds, knowledge, and learning. • Tāwhiri-mātea — atua of the air, wind, and weather — closely associated with Ranginui. • Tū-mata-uenga — atua of war, mankind. • Rongo — atua of peace, cultivation, and agriculture. • Rūaumoko — unborn child of Papatūānuku and Ranginui, atua of earthquakes and volcanic action. <p>Relate personal experiences in the outdoors to the domains of the atua via an atuaanga diary, blog, or vlog.</p> <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora.</p>
<ul style="list-style-type: none"> • Apply an understanding of tikanga 	<p>Manaakitanga — looking after te taiao</p> <p>Duration — 4 weeks</p> <p>Develop an understanding of manaakitanga and sustainability in relation to outdoor environments by undertaking conservation action. This could include pest control, weeding, tree planting, track maintenance, or any other locally significant</p>

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<ul style="list-style-type: none"> • Make meaning from how movement may influence hauora • Understand that sociocultural factors influence the moving body • Reflect on how places and spaces influence movement with reference to te taiao • Develop movement skills and strategies that are responsive to external cues • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>action to promote healthy outdoor environments.</p> <p>Ākonga can then undertake any of the following:</p> <ul style="list-style-type: none"> • Research a locally significant species and ways in which this species requires protection and care. • Research a locally significant pest and steps required to control this species. • Research local pūrākau and its connection to local landmarks, then plan actions to help with the conservation of history. • Take action to maintain or develop the biodiversity and environmental health of an outdoor site/venue/location. <p>Develop and refine a personal understanding of te taiao and the tikanga of mana whenua, such as manaakitanga in outdoor environments.</p> <p>Compile a photographic diary, blog, or vlog into a personal reflection on “The outdoors and I”. Explore the relationship of outdoor experiences with hauora through Te Whare Tapa Whā and introduce other models of wellbeing such as Fonofale, Te Wheke, or use a local iwi-based model of wellbeing.</p> <p>Use evidence of participation in outdoor environments and movement skills to develop movements in contexts.</p> <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting.</p> <p>Learning covered supports development of skills and knowledge towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p>
<ul style="list-style-type: none"> • Develop movement skills and strategies that are responsive to external cues • Develop capabilities and explore strategies to promote kotahitanga • Manage self in challenging movement contexts • Understand that sociocultural factors influence the moving body • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Mahi ā-rōpū — working together</p> <p>Duration — 9 weeks</p> <p>Participate in group learning activities in a range of contexts to explore strategies that enhance kotahitanga.</p> <ul style="list-style-type: none"> • Group learning contexts could include Adventure Based Learning Activities, challenge courses, Waka Ama or dragon-boating, group expeditions, problem-solving tasks, or team inquiry tasks. <p>Explore whakawhanaungatanga, manaakitanga, mahi tahi, and mana whakatipu in outdoor contexts.</p> <ul style="list-style-type: none"> • Use peer and group reflection processes to unpack concepts and link these to movement experiences. <p>Explore group learning — how to function in groups and the nature of leadership as a strategy through which kotahitanga can be promoted:</p> <ul style="list-style-type: none"> • Ako — learning from each other in a reciprocal exchange. • Tuakana-teina — taking a lead or a learner role. • Aro — reflection and consideration. • Taura — role modelling and learning from example. <p>Explore role-taking using Wayfinding Leadership and the waka hourua (double-hulled ocean waka) model to understand the multiple roles, skills, capabilities, and attitudes required for a group to achieve together and promote a sense of kotahitanga.</p> <p>Explore how to build better relationships and use these relationship strategies to achieve success in outdoor tasks.</p> <p>Develop a range of interpersonal skills including:</p> <ul style="list-style-type: none"> • communication skills (talking and listening, reflecting, re-phrasing) • mutual support (encouragement, taking turns to speak, democratic processes)

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> planning (brainstorming, reviewing, adapting). <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92017 (1.2) Demonstrate understanding of the application of strategies in group movement.</p> <p>Learning covered supports development of skills and knowledge towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora.</p>
<ul style="list-style-type: none"> Manage self in challenging movement contexts Recognise that the body holds unique significance and tapu, and must be protected and nurtured through movement Reflect on how places and spaces influence movement with reference to te taiao Make meaning from how movement may influence hauora Understand a range of biophysical principles Develop movement skills and strategies that are responsive to external cues Understand te ao Māori influences on the moving body Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Haumaru: Haumarutanga au-anō me ā-rōpū — Safety in our group</p> <p>Duration — 9 weeks</p> <p>Reflect on personal wellbeing through participating in movement contexts.</p> <p>The intention is for ākonga to reflect on their wellbeing using a variety of models, they will then participate in a learning programme around safety in the outdoors. Finally, ākonga will put this knowledge into action by heading into the outdoors and then reflecting upon how the experience has had an impact on their wellbeing.</p> <p>Step 1: Forming an understanding of hauora</p> <ul style="list-style-type: none"> Complete a personal profile identifying capabilities, capacities, knowledge, and experience. Discuss this with others in the rōpū. Explore the ways in which sociocultural aspects (eg, social, political, cultural, historical) have an impact on our experiences. <p>Step 2: Explore concepts of tikanga Māori when engaging with te taiao and mana whenua.</p> <p>Tapu:</p> <ul style="list-style-type: none"> Explore the tikanga of tapu. Explore the whakapapa of the location through mana whenua. Explore wāhi tapu and its relationship with ākonga. Recognise and explore rāhui — how and why it comes about. <p>Mauri:</p> <ul style="list-style-type: none"> Explore the tikanga of mauri. Talk with mana whenua on the mauri of the location. <p>Utu:</p> <ul style="list-style-type: none"> Explore the tikanga of utu and how it connects ākonga to te taiao. Explore the relationship between utu and mauri, the act of balancing or restoring mauri. <p>This is not an exhaustive list of tikanga Māori to be discussed. This is a starting point for teachers to expand and develop ākonga understanding and engagement with te ao Māori. Some other examples of tikanga that can be explored include whanaungatanga or mana.</p> <p>Step 3: Explore concepts of safety and responsible behaviour during outdoor activities</p> <ul style="list-style-type: none"> Understand safety in terms of holistic wellbeing through the concept of hauora. Investigate various models of wellbeing and apply these, such as the dimensions of Te Whare Tapa Whā and how these dimensions are interrelated and intertwined. Explore ways sociocultural aspects impact on our safety and access to outdoor activities. Engage ākonga with a range of resources around safety in the outdoors. Present a variety of sources for ākonga to critique

Significant Learning	Learning Activities and Assessment Opportunities
	<p>(see EOTC Guidelines, Get Outdoors with MSC etc). Use these sources to brainstorm potential steps they need to take in the planning process to minimise risks (cultural, spiritual, emotional, and physical safety).</p> <p>Step 4: Explore ways to keep the rōpū safe in outdoor activities, which includes a safety plan, where:</p> <ul style="list-style-type: none"> • tikanga of the whenua has been discussed, and ways of maintaining the spiritual and cultural safety of the rōpū have also been considered • hazards are identified • there are safe procedures and risk management strategies to manage hazards, as well as recognition of the cultural and emotional safety of the rōpū • group and trip information is compiled and prepared • necessary skills are identified to ensure the safety of the whole group. <p>Learning covered will provide opportunities to collect evidence towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p>
<ul style="list-style-type: none"> • Develop movement skills and strategies that are responsive to external cues • Develop capabilities and explore strategies to promote kotahitanga • Manage self in challenging movement contexts • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Bringing it together</p> <p>Duration — 4 weeks</p> <p>Ākonga will combine and apply previous learning by:</p> <ul style="list-style-type: none"> • exploring some novel outdoor activities or environments in their local area. This may include conservation and manaakitanga, haerenga ā rōpū (group journeys), or exploring tahu ā taiao (natural features of significance in the area). • exploring the connection between perspectives or dimensions of wellbeing through taking action and being immersed in outdoor environments. They may vlog, blog, or diary experiences that have involved contributing to the holistic wellbeing of te taiao or the local community. • participating and performing skilful actions in outdoor activities. Choose activities that allow ākonga to celebrate success and capability. These can be drawn from activities experienced throughout the year. • employing safe practices in outdoor activities. Implement a safety management plan in chosen outdoor activities. <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p>

Physical Education NCEA NZC Level 1 Course Outline 3

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none">• Understand that sociocultural factors influence the moving body• Understand a range of biophysical principles• Apply an understanding of tikanga• Manage self in challenging movement contexts• Explore the pieces of Significant Learning through participation in diverse movement contexts	<p>“Challenge stereotypes, embrace difference”</p> <p>Duration — 10 weeks</p> <p>Introductory Activity</p> <p>Ākonga will:</p> <ul style="list-style-type: none">• complete a diagnostic activity to gauge their prior knowledge on the themes of stereotypes and diversity• engage with and discuss a variety of teacher-selected short video clips that may highlight stereotypes, nature vs nurture biology, genetics and sport, ethnicity and sport, sociolinguistics, gender, socioeconomics, fitness, and methods of training. They should identify inclusionary practices that can be included in other class activities.• take part in various sporting activities over two sessions. They can complete a Y-chart to think about how these activities look, feel, and sound. <p>Gender and movement</p> <p>Please note: Before undertaking any activities that highlight and discuss gender, it is important that you do not position gender as binary, as this could be harmful to many people, possibly including ākonga, who do not identify with a binary gender identity. All people have the same rights and freedoms regardless of their sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). SOGIESC is an umbrella term like Rainbow, LGBTIQA+, and MVPFAFF. It includes people who are takatāpui, lesbian, gay, bisexual, queer, intersex, transgender, transsexual, whakawāhine, and tangata ira tāne (Human Rights Commission).</p> <p>Ākonga will:</p> <ul style="list-style-type: none">• take part in a wide variety of physical activities over 2 sessions• think about gendered expectations and assumptions, relating to these activities<ul style="list-style-type: none">○ For example, if you are participating in dance/rugby/netball, do you feel pressure to perform in a certain way, or to take on a particular role, based on others’ assumptions about your gender?○ In activities, consider: who is advantaged or disadvantaged?○ How do we as a class consider inclusion for all?○ Tikanga around mana tō te tangata — which teaches our ākonga about the importance of gender equity.○ If te ao Māori contexts are to be used, ensure that consultation has occurred with the local iwi or hapū within the rohe (ie with the kaumatua working with the school) that tikanga is observed, particularly around gender roles. It is important to also be mindful of the diverse gender identities of ākonga when preparing activities or contexts and keep in mind their wellbeing and safety.• discuss as a group, taking care to listen to others’ experiences, and not expecting people to share if they would prefer not to.

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Fitness and movement</p> <p>Ākonga:</p> <ul style="list-style-type: none"> • take part in practical fitness sessions • think about what fitness means to them, how it is defined in their peer group, family, and wider society, and how these definitions intersect with disability, gender, class, and race • deepen understanding of the holistic nature of hauora by applying, then comparing and contrasting, various models such as Te Whare Tapa Whā and the Fonofale Model of Health • may choose to take part in a variety of skill- and health-related fitness tests. However, they should not feel pressure to share their results with others. • will devise their own models of wellbeing based on their increased understanding of hauora and use this to evaluate their wellbeing, with performance indicators. <p>Equity and movement</p> <p>Ākonga:</p> <ul style="list-style-type: none"> • consider and reflect on short, provocative clips showing inequity in sport around the world • rotate through the different experiences involved in sport inequity. Different groups in the class might be given different access to sports equipment and create games using that equipment. • experience other unfair situations, ensuring they are involved in the full spectrum of experiences of inequity throughout the activity. For example, by creating target games where some ākonga are further away or have fewer turns. • debrief to give their reflections and thoughts on fairness. They might consider who or what has influenced their ideas, other viewpoints, and the disadvantages and advantages experienced during the activities. <p>Age and movement</p> <p>Ākonga will consider how the activities that people take part in can evolve over the course of their lives. This could involve different groups leading class activities that are linked to various stages of life. Ākonga will also explore how people challenge societal assumptions about physical activity in different stages of life.</p> <p>Biophysical factors and movement</p> <p>Ākonga explore, with a focus on practical work, biophysical aspects such as anatomy, exercise physiology, principles of training (POTs), and methods of training (MOTs). They will collate activities and what they have learnt in a form of their choice. If they wish, they may attach photos of themselves working through each activity. Alternatively, they could include examples and definitions.</p> <p>Media portrayals of movement</p> <p>Ākonga explore how sports media portrays gender identity, ethnicity, age, or ability. This might involve examining news articles or television advertisements and engaging with people who are challenging stereotypes.</p> <p>Culture and movement</p> <p>Ākonga take part in 2 Mau Rākau and two kī-o-rahi sessions, exploring the tikanga associated with them. In groups, ākonga will learn new activities and then lead the class in them.</p> <p>Final reflection</p> <p>Ask ākonga to complete a final reflection in a form of their choice that shows the shifts in their learning. Consider their own beliefs about stereotypes and diversity in movement contexts. Consider gender, age, and ethnicity. Focus on Māori movement, media portrayals, POTs, MOTs, fitness components, and socioeconomics in their reflection. Consider their own barriers and enablers to physical activity and those for others. In their conclusion, write about ways they might want to take action to challenge the status quo in society around movement and assumptions made about movement.</p>

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Make meaning from how movement may influence hauora • Manage self in challenging movement contexts • Apply an understanding of tikanga • Recognise that the body holds unique significance and tapu, and must be protected and nurtured through movement • Reflect on how places and spaces influence movement with reference to te taiao • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora AND AS 92019 (1.4) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.</p> <p>Nohopuku — sitting with our emotions Duration — 9 weeks</p> <p>This module integrates theory and practice, so that ākonga are participating in and reflecting on movement in a continuous way.</p> <p>Activities Ākonga will participate in activities in a variety of contexts across this module. These activities are intended to help ākonga reflect on their experience and its impact on hauora.</p> <p>This reflective process can be performed with a variety of cultural models of wellbeing, such as Te Whare Tapa Whā, Fonofale Model of Health, Te Wheke, or iwi-based models. If using the Te Whare Tapa Whā model, ākonga will consider each of the dimensions separately before, during, and after the activities:</p> <p>Taha hinengaro Thoughts and feelings. This is often represented in te ao Māori through ngākau and whakaaro.</p> <ul style="list-style-type: none"> • Taha hinengaro often comes through in the way ākonga express their thoughts, feelings, and emotions. This can then be reflected through actions which are influencing other dimensions but are first felt within taha hinengaro. It is also about listening to and understanding the cues and signs their body is sending them throughout the learning process. This could look like posing questions over whether they felt included or lonely, if they carried mamae, or if they felt awahi. It could include questions provoking thoughts of whether they think they're valued or important. For example, if ākonga were picked last in organising teams, how did that make them feel? What thoughts or feelings arose from that experience? Did those feelings change throughout the activity, or were they reinforced in other experiences? • Consider taha hinengaro before, during, and after the activity. Have ākonga reflect on their thoughts and feelings from the activity and any changes or developments that impacted taha hinengaro. <p>Taha whānau Whanaungatanga and social interactions. This could be with classmates, friends, whānau, or a wider community.</p> <ul style="list-style-type: none"> • Taha whānau could look like being mindful of how you were communicated to and how you communicated with others, the way in which you acted with teammates and the way in which teammates acted towards you. Other relationships to consider are those of the facilitator, the referee, and the other team. Further considerations can centre on ideas of inclusion, support, or protection. These interactions form the relationships in the movement context. • Consider taha whānau before, during, and after the activity. Have ākonga reflect on the social interactions and relationships from the activity and any changes or developments that impacted taha whānau. <p>Taha wairua Mana and whakapapa. This is about the sense of self-worth and identity of ākonga. Everyone is born with mana. They are born worthy and have their tūpuna with them.</p> <ul style="list-style-type: none"> • Did you feel a connection to rangatira, tōhunga, kaumātua, or leaders who had paved a pathway before you? How was your identity challenged or reinforced in the activity that you did? For example, ākonga might have exercised an opportunity to lead. For ākonga Māori, this opportunity to lead can serve as a reminder of their tūpuna or atua. For some it can be remembering that they come from Rangiatea and all the rangatira that made that journey. This affirms their identity that like those rangatira, they too are also born to be leaders and chiefs. For LGBTIQ+ ākonga, the concept of leadership

Significant Learning	Learning Activities and Assessment Opportunities
	<p>can relate to historic LGBTIQ+ leaders and activists who fought for their rights. They can be reminded that like them, they too have the potential within them to be great and are reminded of that through the activity. Remember that taha wairua is not the concept of leadership, but rather the relationship that is strengthened by ākonga connecting to their tūpuna or history and the mana that they have, which can be realised through leadership (or any other concept).</p> <ul style="list-style-type: none"> Consider taha wairua before, during, and after the activity. Have ākonga reflect on their mana and whakapapa from the activity and any changes or developments that impacted taha wairua. <p>Taha tinana</p> <p>Biophysical and physiological. This is about being aware of your body and understanding your body's messages.</p> <ul style="list-style-type: none"> How did you perform in the activity? Physically, was your body challenged? Could you have put in more effort, or have you over-worked your body, and how can you tell? What are the limitations of your physical activity? What message is the body telling you — are you feeling pumped, full of endorphins, sore, or sick? What are the possibilities that can be achieved through continuous physical activity? Did you use a range of movement skills and strategies? Consider taha tinana before, during, and after the activity. Have ākonga reflect on the physical responses and any changes or developments that impacted taha tinana. <p>Please note: This activity can have ākonga reflecting on how the activity positively impacted hauora. For some ākonga, it may have a negative impact. When going through this activity, be mindful of these ākonga whose experiences may not have been positive or uplifting and may need extra support and guidance. This activity could be confronting and uncomfortable, and the wellbeing of ākonga should be more important than the activity.</p> <p>Other perspectives</p> <p>In considering these aspects of their participation, ākonga will construct their own personal interpretation of movement.</p> <p>Co-construct with ākonga what they are going to consider in their ongoing reflections, and what they value and why. Use this to inform assessment of movement in a variety of contexts. The focus is not only on performance, but also participation, challenge, choice, enjoyment, influence on hauora, and the importance of space and place. Encourage the use of Ako and Tuākana-Tēina modelling.</p> <p>Movement contexts could include:</p> <ul style="list-style-type: none"> Adventure Based Learning Activities outdoor education activities, such as rock climbing, waka ama, tramping, mountain biking, kayaking, or adventure racing activities that link to significant sites for mana whenua, whenua-based projects, or localised spaces and places challenge-based activities, such as low ropes, high ropes, orienteering, or tree adventures te ao kori activities, such as Manu Wāhine, Kuku Momo, Pātiki, Honga, Tama Taiki, Tauronaronā, Kī-o-rahi, Mau Rākau, Kapa Haka, or Waka Ama teaching games for understanding (TGfU), such as invasion games or target games gym and fitness activities, such as circuit training or bootcamps aquatic activities, such as swimming, water polo, canoe polo, or diving dance. <p>Ākonga should debrief by reflecting on their experience of the activities. They could consider their own and others' enjoyment, the level of challenge, and what they would change in the future.</p> <p>Ākonga will collate evidence of their learning in either a scrapbook, blog, vlog, or journal.</p> <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on</p>

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Develop capabilities and explore strategies to promote kotahitanga • Manage self in challenging movement contexts • Make meaning from how movement may influence hauora • Understand te ao Māori influences on the moving body • Explore the pieces of Significant Learning through participation in diverse movement contexts 	<p data-bbox="1299 222 1397 249">hauora.</p> <h3 data-bbox="1255 285 1457 321">Kotahitanga</h3> <p data-bbox="1255 338 1501 365">Duration — 9 weeks</p> <p data-bbox="1255 401 2733 493">This module fosters kotahitanga within the classroom and beyond with the aim of making a positive impact on self, others, and society. In the second half of the module, the focus will be on ākonga leadership, using aspects of kotahitanga to encourage and enhance the participation of their peers and classmates.</p> <h4 data-bbox="1255 510 1377 537">Activities</h4> <p data-bbox="1255 554 2763 617">Begin by unpacking “kotahitanga”. Then, with ākonga input, co-construct a spectrum of applications of strategies to enhance kotahitanga, from effective through to ineffective.</p> <p data-bbox="1255 634 2763 758">Get ākonga to come up with criteria that will be used to assess whether the use of strategies to enhance kotahitanga has been effective. These criteria can be used in ongoing reflections over the module, including for self and peer assessment. This tool could take the form of a continuum, a “looks like, feels like, sounds like” Y-chart or a brainstorm. In addition, ākonga will again gather a portfolio of evidence that can be used towards assessment.</p> <p data-bbox="1255 774 2457 802">Throughout this module, ākonga will consider aspects that enhance kotahitanga and unity, such as:</p> <ul style="list-style-type: none"> • effective listening • whanaungatanga • assertiveness • manaakitanga • showing empathy • negotiation • compromise • mediation • giving and receiving feedback. <p data-bbox="1255 1257 2733 1411">They will experience, and then reflect on, the ways in which they relate to others. This will help ākonga to understand the implications of these interactions and enable them to participate more effectively in movement contexts, offering them opportunities to explore distinct roles within a group, to collaborate towards achieving shared goals, and to manage challenging situations. Ākonga should include examples, photos, or videos to substantiate their knowledge and practice of kotahitanga.</p> <p data-bbox="1255 1428 2783 1648">Activities for this module need to involve group or team situations, as these are where kotahitanga will most enhance performance, collaboration, and positive group outcomes. The entire module is an integration of theory and practice, where ākonga are participating and reflecting in an ongoing way. To start with, the class need to experience some of these activities themselves. Then, ākonga could be encouraged to lead, using aspects of kotahitanga to encourage and uplift others. Activities for sessions could involve Ako and Tuākana-Tēina models, and there should be space in all sessions for all ākonga to have an opportunity to lead. Some examples for ideas of groups to lead and take action with are supported-learning units in a kura, local kaumātua, primary school ākonga, etc.</p> <h4 data-bbox="1255 1665 1825 1692">Suggested activities for these sessions are:</h4> <ul style="list-style-type: none"> • ABL activities (Adventure Based Learning) • Te Ao Kori activities such as Ki-o-rahi, Mau Rākau, Kapa Haka, Waka Ama, Ti Rākau, Ngā Mahi Poi, Ngā Mahi a te Rēhia, and Whai • use of traditional Māori equipment such as Honga, Tama Taiki, Manu Wāhine, Kuku Momo, Pātiki, Tauronarona

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> • connecting with whenua, through mana whenua, and localising the curriculum (hikoi in groups, with respect for the tikanga of the significant sites for mana whenua) • TGfU, such as invasion games, target games, net/wall, striking/fielding • aquatic activities, such as waterpolo, canoe polo • playgrounds and parks, childhood games, skateboarding, innovative games (created by ākonga), multisport • dance, such as breakdance, hip hop, freestyle, modern, interpretive, or group choreography • team-based games • Outdoor Education contexts where groups are involved (waka ama, rafting, ABL activities, team adventure races) • challenge-based activities, such as low ropes, high ropes, orienteering, tree adventures. <p>In preparation for sessions, ākonga may choose to focus on:</p> <ul style="list-style-type: none"> • exploring their needs and strategies for working with others • exploring passions and interests of ākonga • exploring inclusion as an issue in society • exploring “modification for success” for ākonga with diverse learning needs. <p>Learning covered will provide opportunities to collect evidence towards AS 92016 (1.1) Apply movement strategies in an applied setting AND AS 92017 (1.2) Demonstrate understanding of the application of strategies in group movement.</p>
<ul style="list-style-type: none"> • Develop movement skills and strategies that are responsive to external cues • Make meaning from how movement may influence hauora • Reflect on how places and spaces influence movement with reference to te taiao • Understand te ao Māori influences on the moving body 	<p>Hauora for life</p> <p>Duration — 4 weeks</p> <p>Activities</p> <ul style="list-style-type: none"> • Ākonga will look across their learning portfolios, which they have gathered throughout the course. It is expected that they will have a large range of experiences to draw from by this time and should refine these down to only the most significant examples. • Based on the content of these portfolios, ākonga will synthesise their own personal interpretation of the impact(s) of movement on wellbeing. It is important that their final outcome portfolio considers “learning in, through, and about movement”. Ākonga evidence should show an integration of theory and practice and could include consideration of the Big Ideas of Physical Education, which are found in the Learning Matrix. <p>Learning covered will provide opportunities to collect evidence towards AS 92018 (1.3) Demonstrate understanding of the influence of personal movement experiences on hauora.</p>