



Physical Education
New Zealand
Te Ao Kori Aotearoa

UNLOCKING NEEDS BASED PLANNING in Physical Education

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Introduction Tīmatanga Kōrero

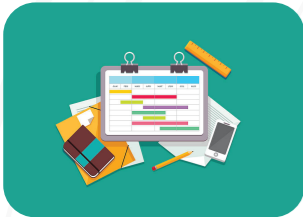
Quality physical education (PE) is essential for the holistic development of individuals, encompassing their physical, mental, spiritual and social well-being. It goes beyond mere instruction in physical skills, sports and exercises, focusing on the acquisition of knowledge, attitudes and all skills that promote a lifelong commitment to a healthy and active lifestyle.

A well-designed PE programme nurtures important life skills such as teamwork, leadership, and resilience. It provides opportunities for ākonga to explore a variety of physical activities, fostering a sense of enjoyment and mastery. Quality PE is inclusive, catering to diverse abilities and interests, promoting equity and accessibility.

Moreover, it emphasises the importance of the hauora or well-being of individuals and society, where ākonga feel they belong and have the drive to participate and contribute.

Quality Planning Mahere Kounga

PLANNING PROCESS

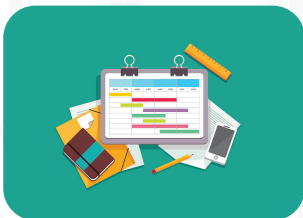


Quality planning in PE requires kaiako to understand PE as a learning area and to know the curriculum so they can use it to effect. A quality planning process is driven by ākonga needs, connected curriculum design, and effective assessment strategies where necessary.

By carefully considering these elements, kaiako can create a learning environment that contributes to the overall hauora or well-being of all ākonga, promotes a positive attitude towards physical activity and fosters the development of skills and capabilities.

About this Resource Mō Tēnei Rauemi

GUIDANCE



This resource is designed to support kaiako in creating exciting, bespoke, effective PE programmes for students in Years 0–8. This resource aims to provide the starting point of effective planning processes across a range of potential opportunities for ākonga learning, that kaiako can further develop and shape to meet the needs of their school communities.

It is not a complete planning resource, nor a 'paint by numbers'. It requires kaiako to know their ākonga so they can add, delete and improve on what is included. Kaiako should develop the specifics of what the learning looks like and how it evolves including the consideration of gathering evidence of learning from the ākonga.

Using this Resource Te Whakamahi i tēnei Rauemi

WHAT TO DO



This resource is designed to supplement the planning process. Kaiako should continue to seek to deepen their own knowledge of the curriculum and implement robust planning practices to ensure learning meets the needs of their ākonga.

WHEN USING THIS RESOURCE KAIAKO WILL:

- 1 - Identify the learning needs of their ākonga.
- 2 - Connect a theme in the resource to the identified area for learning.
- 3 - Use the prompts and information to begin framing out a learning plan.
- 4 - Connect the learning plan to school values, unique events, opportunities and key competencies that will be experienced by ākonga over the course of learning.
- 5 - Align learning plan with requirement of the NZ Curriculum and consider how it can support learning.
- 6 - Identify appropriate learning contexts for ākonga.
- 7 - Identify ways of gathering evidence of learning from ākonga.
- 8 - Get stuck in and have fun!

For additional support or resources visit www.penz.org.nz

Using this Resource Te Whakamahi i tēnei Rauemi

This resource includes 8 potential learning themes that kaiako may have identified as a priority for learning. These are not exhaustive or definitive and kaiako are encouraged to explore themes beyond those identified. There will be many other themes or needs, beyond those covered in this resource, that will be important for ākonga and that can support the delivery of quality learning experiences. The themes in this resource are:



Leadership
Hautūtanga



Respect
Whakaute



Movement Sequences
Nekeneke



Collaboration
Mahi Tahi



Challenge
Whakatara



Creativity
Auahatanga

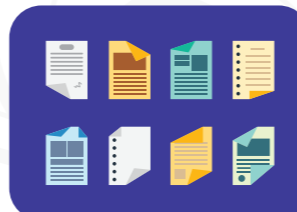


Guardianship
Kaitiakitanga



Strategic Play
Tākaro Rautaki

WHAT'S ON A PAGE?



EACH PAGE INCLUDES:

An identified theme, need or focus area for learning experiences.

Connections to the MoveWell resource and other contexts to support the learning experience.

A definition of the theme. This may be used with ākonga and may need modification.

Connections to New Zealand Curriculum Achievement Objectives relevant to the learning.

Possible 'Big Ideas' for development with ākonga over the course of the learning experience.

Connections to New Zealand Curriculum Key Competencies with some examples.

Theme

Strategic Play Tākaro Rautaki

Definition

Strategic play is the ability to read and understand how a game is being played by others (individuals or teams) so that decisions about skills or processes can be made to achieve in-game goals and outcomes.

Big Ideas

Possible Big Ideas Ngā Whakaaro

- PLANNING** using a strategy provides a plan for 'play'
- STRATEGY** different strategies are suited to different situations
- IMPACT** many elements can impact strategic decision making

Curriculum Connections Hononga Marautanga

L3 MOVEMENT SKILLS

Develop more complex movement sequences and strategies in a range of situations.

L3 INTERPERSONAL SKILLS

Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

L4 POSITIVE ATTITUDES

Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

Key Competency Connections Ngā Pūkenga Matua

- RELATING TO OTHERS**
 - Fostering empathy and understanding.
 - Encouraging teamwork.
- Encouraging collaboration.
- Enhancing interpersonal communication skills.
- PARTICIPATING & CONTRIBUTING**
 - Promoting active participation in group activities.
- Working towards a collective goal.
- Supporting involvement in school and community projects.

Possible Learning Contexts Ngā Horopaki Ako

MOVEWELL CONTEXTS	MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
	Invasion Games	Aotearoa Tchoukball (1.13)	Attack and defence strategies.
	Cooperative Games	Clock Dribble (2.6)	Strategies for keeping in time.
	Net/Wall Games	Bench Ball (3.3)	Tactical play.
	Striking & Fielding	Long Ball (4.6)	Strategic fielding.
	Target Games	Bowls (5.2)	Applying different strategies to different pieces of equipment.
Challenge Games	Cour Circle Ball (6.5)	Strategies and tactics to advance to the highest circle.	

OTHER CONTEXTS

CONTEXTS	LINKS TO LEARNING
Chess	Movements of pieces and strategic play.
Card/Board Games	Strategies to win.
Invasion Games	Play strategies - attack, defence, tactics etc...
Modified Sports (e.g. 4 goal soccer)	Play strategies - attack, defence, tactics etc...

MoveWell Contexts
Other Contexts

Key Competency Connections

Leadership Hautūtanga



Leadership is the ability of a person to inspire, motivate and influence others. Effective leaders take responsibility while working collaboratively to achieve a goal or solve a problem. Leaders are courageous and acknowledge challenges. The role of a leader is to serve others and their communities.

Possible Big Ideas Ngā Whakaaro

INCLUSIVITY helping everyone feel like they belong

COMMUNICATION effectively sharing your ideas and listening to others

CHALLENGES making decisions, problem solving, strategising

Curriculum Connections Hononga Marautanga

L2 INTERPERSONAL SKILLS

Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

L3 IDENTITY, SENSITIVITY, & RESPECT

Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

L4 RELATIONSHIPS

Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Key Competency Connections Ngā Pūkenga Matua

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

Possible Learning Contexts Ngā Horopaki Ako

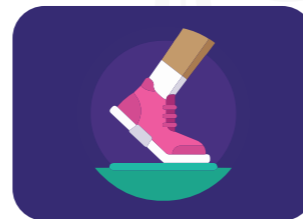
MOVEWELL CONTEXTS



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MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Team Corner Ball (1.3)	Leading inclusive play amongst teams.
Cooperative Games	Team Build (2.2)	Taking roles – difference between being a leader and being a team member.
Net/Wall Games	Bombardment (3.5)	Collective effort to 'outdo' the other team.
Striking & Fielding	Mirror Ball (4.5)	Problem solving.
Target Games	Noughts & Crosses (5.1)	Using a strategy as a team.
Challenge Games	Traffic Jam (6.4)	Logic and sequencing, leading and listening.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Adventure Based Learning (ABL) activities.	Leading others while problem solving.
EOTC / Camp activities.	Leading others in challenging situations.
Preparing and teaching younger students.	Leading groups of younger students. Tuakana Teina
Team sports with leaders/captains.	Leading peers with the aim to win.

Respect Whakaute



Respect is interacting with yourself, others and the environment in a way that shows you care about how your words and actions may impact them. You can have respect for others and environment, and you can show respect to yourself, others and the environment.

Possible Big Ideas Ngā Whakaaro

RESPECT acknowledging respect for self, others, and our environment

FAIR PLAY understanding the difference between equity & equality

EMPATHY considering others, their thought, similarities & differences

Curriculum Connections Hononga Marautanga

L1 IDENTITY, SENSITIVITY, & RESPECT

Demonstrate respect through sharing and co-operation in groups.

L2 CHALLENGES & SOCIAL & CULTURAL FACTORS

Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

L3 RELATIONSHIPS

Identify and compare ways of establishing relationships and managing changing relationships.

Key Competency Connections Ngā Pūkenga Matua

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

Possible Learning Contexts Ngā Horopaki Ako

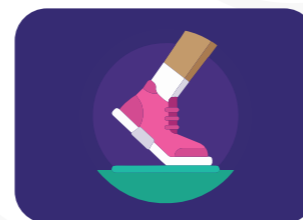
MOVEWELL CONTEXTS



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MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Kī-o-Rahi (1.15)	Solving conflict respectfully.
Cooperative Games	Zoom (2.8)	Respecting other as they take turns to talk.
	Shark Territory (2.1)	Respecting equipment, each other, rules of the game.
Net/Wall Games	Around the World (3.9)	Respecting team-mates when the rally breaks down.
Striking & Fielding	Cricket Rounders (4.7)	Respect for the changing rules. Follow rules.
Target Games	Noughts & Crosses (5.1)	Respect turn taking, win & lose gracefully.
Challenge Games	Push 'n' Pull (6.2)	Mutual respect & partner responsibility.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Playground / Sandpit Use	Respect for sharing space and equipment
Aquatics	Respect for rules and the environment
Team Sports	Respect for team mates and members of other teams

Movement Sequences Nekeneke



Movement sequences are a range of movements performed in a specific pattern to achieve a particular outcome. For example, this could include things such as sitting down in a chair or striking a ball with a bat.

Possible Big Ideas Ngā Whakaaro

SKILLS DEVELOP movement sequences are skills performed in a progression

PARTICIPATION movement sequences support participation in physical activities

AWARENESS every situation will use particular movement sequences

Curriculum Connections Hononga Marautanga

L2 MOVEMENT SKILLS

Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

L3 MOVEMENT SKILLS

Develop more complex movement sequences and strategies in a range of situations.

L4 MOVEMENT SKILLS

Demonstrate consistency and control of movement in a range of situations.

Key Competency Connections Ngā Pūkenga Matua

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

USING LANGUAGE, SYMBOLS, AND TEXTS

Developing effective communication skills.

Enhance movement skills.

Understanding & using various forms of representation and expression.

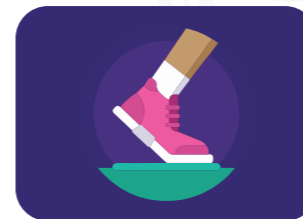
Possible Learning Contexts Ngā Horopaki Ako

MOVEWELL CONTEXTS



Supporting children's learning and enjoyment of movement
These learning activities require you to access a copy of the MoveWell resource. The MoveWell resource can be accessed at <https://penz.org.nz/movewell/>

OTHER CONTEXTS



MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Outlet Pass (1.9)	Coordinated patterns of attack and defence to knock over cones.
Cooperative Games	P-S-R Battle (2.3)	Moving forward, stepping into hoop, PSR concept as a sequence.
Net/Wall Games	Continuous Rally (3.1)	Working through the sequence of striking balls successfully with a partner.
Striking & Fielding	Cone Ball/Tee Ball (4.2)	Sequence of striking, leaving bat and running.
Target Games	Patternball (5.4)	Throwing/catching, pattern sequence, simple to more progressed.
Challenge Games	Whano Whano (6.9)	Fast decision making on sequence to beat your partner.

CONTEXTS	LINKS TO LEARNING
Gymnastics Athletics	Sequence of floor, beam, bar routines. Sequence of skills for long and high jump.
Aquatics	Sequence of skills for swimming.
Dance	Sequence of movements for routines.
Circus Skills (e.g. Juggling)	Sequence for juggling.
Haka / Sasa	Sequences of movement to tell stories.
Ngā Taonga Tākaro (e.g. Hei Tama Tu Tama)	Speed of sequences.

Collaboration Mahi Tahī



Collaboration is the process of people working together. It involves working together effectively to achieve common goals, enhance learning or participation experiences, and develop key social and physical skills. Mahi tahi embodies the principles of cooperation, partnership, and collective effort towards a common goal.

Possible Big Ideas Ngā Whakaaro

NEGOTIATION negotiating and compromise, trial and error

INCLUSION working with everyone in a group

CONFLICT dealing with disagreements, conflict resolution

Curriculum Connections Hononga Marautanga

L1 RELATIONSHIPS

Explore and share ideas about relationships with other people.

L2 RELATIONSHIPS

Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

L3 IDENTITY, SENSITIVITY, & RESPECT

Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Key Competency Connections Ngā Pūkenga Matua

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

PARTICIPATING & CONTRIBUTING

Promoting active participation in group activities.

Working towards a collective goal.

Supporting involvement in school and community projects.

Possible Learning Contexts Ngā Horopaki Ako

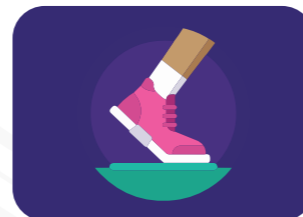
MOVEWELL CONTEXTS



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MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Over Half (1.11) Aotearoa Tchoukball (1.13)	Playing as a tactical unit. Working together to score points.
Cooperative Games	Inchworm (2.1) Save the Kiwi (2.5)	Working together to achieve a goal / protect the kiwi.
	Hot Potato (2.4)	Working together to move an object, no right answer, test solutions together, co-op skills (decision making, conflict resolution).
	Night Train (2.9)	Trusting partners, working together without visual communication.
Net/Wall Games	Live (3.4)	Looking at the difference between co-operative games & competitive games.
Striking & Fielding	Wicket Cricket (2.4)(4.3)	Working together to score runs.
Target Games	Rebounder Ball (5.5)	Work together to catch ball off target to score.
Challenge Games	Pass the Pulse (6.1)	Work together to pass the pulse around the group.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Adventure Based Learning (ABL) activities.	Working together to solve problems.
EOTC / Camp activities.	Working together to try new things.
Cultural Games	Working together to learn new team games.
Team sports with leaders/captains.	Working as a team to score points.
'Minute to Win it' Games	Working as a team to score points, beat clock/teams.

Challenge Whakatarara



A challenge is a situation or problem that needs mental and/or physical effort to be achieved. Challenges are essential for personal growth and development. They push individuals out of their comfort zones, help them discover their potential, and equip them with skills that are valuable both within and outside of physical activity.

Possible Big Ideas Ngā Whakaaro

PERSEVERANCE sustained effort & determination to overcome challenges

RESILIENCE navigate ups & downs / social, emotional & mental skills

RISK TAKING developing the confidence to take risks

Curriculum Connections Hononga Marautanga

L3 POSITIVE ATTITUDES

Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

L3 CHALLENGES, & SOCIAL & CULTURAL FACTORS

Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.

L4 POSITIVE ATTITUDES

Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Key Competency Connections Ngā Pūkenga Matua

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

Possible Learning Contexts Ngā Horopaki Ako

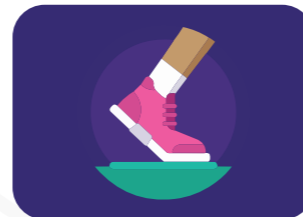
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MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Castles (1.4)	Challenge of defending and zone defence.
Cooperative Games	Team Build (2.2)	Working together for a collective build.
	Satellites (2.7)	Working together to protect satellites.
	Shark Territory (2.1)	Exploring a range of solutions.
Net/Wall Games	Kick It (3.7)	Challenge by choice - ability to find a form of the game at their level.
Striking & Fielding	My Ball (4.4)	Challenge of catching a high ball, serving a high ball.
Target Games	Frisbee Golf (5.3)	How to get the least number of shots.
Challenge Games	Traffic Jam (6.4)	Logic and sequencing, resilience to keep trying, specific pattern to be successful.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Cross Country	Improving on your best.
Circus Skills	Learning complex skills.
Skateboarding Surfing	Trying something with complex skills. Learning something new in a challenging environment.
Games (Human Battleships)	Working as a team.
Adventure Based Learning (ABL) Activities	Challenges of problem solving.

Creativity Auahatanga



Creativity is a process to think of, create, experiment, design, produce and/or solve problems in imaginative, new or different ways. It involves the exploration and expression of new ideas, approaches, and techniques to improve physical performance, promote engagement, and foster positive and inclusive experiences.

Possible Big Ideas Ngā Whakaaro

SUCCESS there are many different ways to achieve an outcome

IMAGINATION using imagination helps to create new ideas

FAIRNESS creativity can help make games & activities more fair, challenging, simpler, more exciting, etc...

Curriculum Connections Hononga Marautanga

L1 REGULAR PHYSICAL ACTIVITY

Participate in creative and regular physical activities and identify enjoyable experiences.

L2 CHALLENGE & SOCIAL & CULTURAL FACTORS

Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

L3 PEOPLE & THE ENVIRONMENT

Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Key Competency Connections Ngā Pūkenga Matua

THINKING

Encouraging critical and creative thinking.

Foster decision-making skills.

Fostering problem-solving skills.

Promoting reflection on personal learning and growth.

PARTICIPATING & CONTRIBUTING

Promoting active participation in group activities.

Working towards a collective goal.

Supporting involvement in school and community projects.

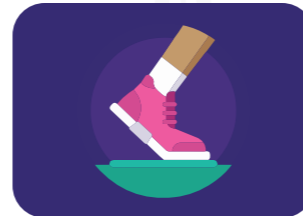
Possible Learning Contexts Ngā Horopaki Ako

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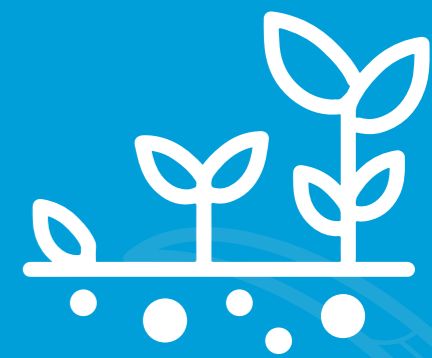
OTHER CONTEXTS



MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Team Tail Tag (1.2)	Having students come up with creative ideas for collecting tails.
Cooperative Games	Hot Potato (2.4) Shark Territory (2.1)	Looking at other equipment, or alternative rules you can bring into play. Creating a variety of ways to solve a problem.
Net/Wall Games	Staircase Badminton (3.6)	Variety of ways of striking from different positions. How could this 'staircase' be transferred into other sports?
Striking & Fielding	Scatterball (4.9)	What happens when we play this game with a variety of equipment? What could you use?
Target Games	Frisbee Golf (5.3)	Allowing the kids to create their own holes/courses to play.
Challenge Games	Parkour Pairs (6.6)	Allowing for creativity of movement in how they interact with it. Learning different way of interacting creatively with familiar spaces.

CONTEXTS	LINKS TO LEARNING
Picture Books	Creating games based on stories.
Creating games to teach others	Games to teach peers or younger students
Creating games with specific requirements	Such as games with no equipment, games for 2, etc...
Re-imagining traditional games	Such as cricket, football, tennis, dodgeball, etc...

Guardianship Kaitiakitanga



Guardianship or kaitiakitanga involves understanding and embracing the responsibility of taking care of the environment, respecting cultural values, and engaging in sustainable practices while participating in physical activities. This means taking care of, guarding and protecting the mana, tapu and mauri of the environment.

Possible Big Ideas Ngā Whakaaro

CONNECTION connecting with others and the natural world

PROTECTION we all have a role to care for and protect for our future & beyond

CHANGE making changes design for a better future

Curriculum Connections Hononga Marautanga

L2 SOCIAL ATTITUDES & VALUES

Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

L3 COMMUNITY RESOURCES

Participate in communal events and describe how such events enhance the well-being of the community.

L4 RIGHTS, RESPONSIBILITIES & LAWS; PEOPLE & THE ENVIRONMENT

Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Key Competency Connections Ngā Pūkenga Matua

RELATING TO OTHERS

Fostering empathy and understanding.

Encouraging teamwork.

Encouraging collaboration.

Enhancing interpersonal communication skills.

PARTICIPATING & CONTRIBUTING

Promoting active participation in group activities.

Working towards a collective goal.

Supporting involvement in school and community projects.

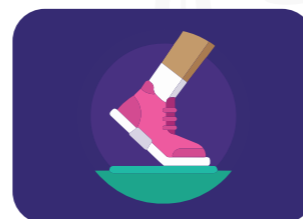
Possible Learning Contexts Ngā Horopaki Ako

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OTHER CONTEXTS



MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Touch & Tag (1.5)	Guarding possession of the ball within your team.
Cooperative Games	Shark Territory (2.1)	Protecting the group and keeping everyone safe from the sharks.
Net/Wall Games	Continuous Rally (3.1)	Protecting the rally and keeping it going for as long as possible.
Striking & Fielding	Move 'n' Catch (4.1)	Guarding/taking care of the ball/bean bag.
Target Games	Pattern Ball (5.4)	Guarding/taking care of the balls/equipment being used.
Challenge Games	Michael's vs Magic's (6.8)	Guarding the basketball.

CONTEXTS	LINKS TO LEARNING
Ki-o-Rahi	Connecting to the natural world.
Pukao	Creating and protecting your poi-toa.
Capture the Flag	Protecting your flag, whilst invading others. How does that all play out?
Rob the Nest	Protecting your nest, whilst invading others. How does that all play out?
Ngā Taonga Tākaro (e.g. Whanaako)	Protecting multiple flags at once.

Strategic Play Tākaro Rautaki



Strategic play is the ability to read and understand how a game is being played by others (individuals or teams) so that decisions about skills or processes can be made to achieve in-game goals and outcomes.

Possible Big Ideas Ngā Whakaaro

PLANNING using a strategy provides a plan for 'play'

STRATEGY different strategies are suited to different situations

IMPACT many elements can impact strategic decision making

Curriculum Connections Hononga Marautanga

L3 MOVEMENT SKILLS

Develop more complex movement sequences and strategies in a range of situations.

L3 INTERPERSONAL SKILLS

Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

L4 POSITIVE ATTITUDES

Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Key Competency Connections Ngā Pūkenga Matua

THINKING

Encouraging critical and creative thinking.

Foster decision-making skills.

Fostering problem-solving skills.

Promoting reflection on personal learning and growth.

MANAGING SELF

Building self-discipline & self-motivation.

Developing time management skills.

Setting personal goals and working towards them.

Developing time organisational skills.

Possible Learning Contexts Ngā Horopaki Ako

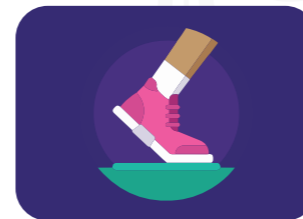
MOVEWELL CONTEXTS



These learning activities require you to access a copy of the MoveWell resource. The MoveWell resource can be accessed at <https://penz.org.nz/movewell/>

MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING
Invasion Games	Aotearoa Tchoukball (1.13)	Attack and defence strategies.
Cooperative Games	Clock Dribble (2.6)	Strategies for keeping in time.
Net/Wall Games	Bench Ball (3.3)	Tactical play.
Striking & Fielding	Long Ball (4.6)	Strategic fielding.
Target Games	Bowls (5.2)	Applying different strategies to different pieces of equipment.
Challenge Games	Cour Circle Ball (6.5)	Strategies and tactics to advance to the highest circle.

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING
Chess	Movements of pieces and strategic play.
Card/Board Games	Strategies to win.
Invasion Games	Play strategies - attack, defence, tactics etc...
Modified Sports (e.g. 4 goal soccer)	Play strategies - attack, defence, tactics etc...

Plan Whakamahere



Possible Big Ideas Ngā Whakaaro

Three horizontal grey bars for writing possible big ideas.

Curriculum Connections Hononga Marautanga

Three boxes labeled L1, L2, and L3 for curriculum connections.

Key Competency Connections Ngā Pūkenga Matua

Five rows for key competency connections, each with a label (THINKING, RELATING TO OTHERS, USING LANGUAGE, SYMBOLS, AND TEXTS, MANAGING SELF, PARTICIPATING & CONTRIBUTING) and a grey bar for notes.

Possible Learning Contexts Ngā Horopaki Ako

MOVEWELL CONTEXTS



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MOVEWELL CONTEXTS	GAME (NUMBER)	LINKS TO LEARNING

OTHER CONTEXTS



CONTEXTS	LINKS TO LEARNING

Physical Education
New Zealand
Te Ao Kori Aotearoa

