

Active participation: Participating with others

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.22–23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
7K9 Interpersonal skills and dynamics (e.g. communication, negotiation, roles, leadership, problem-solving) are important to group sports, games, and activities.	8K8 Physical activity leaders and coaches coordinate and adapt the actions of others in response to changing tasks and contextual demands.
7K10 Safe participation in group activities involves an assessment of and response to potential hazards (e.g. environmental variability, group capability, activities).	8K9 Performance in cooperative and competitive group/team activities and sports are influenced by tactical awareness and inclusive leadership strategies.
	8K10 Personal risk can be managed in new or challenging experiences by selecting appropriate and safe challenges that recognise and test personal limits (e.g. perceptions, emotions, knowledge) and abilities (e.g. physical competence, injuries, impairments).
Practices The skills, strategies, and applications to teach	
7P8 Define and participate in a range of roles required for different group sports, games, and activities and compare the impact different roles had on contribution and participation (e.g. captain, attack, or defence in a small-sided invasion game, or leader, equipment manager, recorder).	8P8 Design and lead physical activities while modelling strategies to support and motivate others (e.g. become an expert in a game and teach it to a small group of peers to reflect on management strategies used, teach a simple game to younger students and reflect on adaptations to encourage participation).
7P9 Participate in group activities to use interpersonal skills and discuss how they affect the experience and overall outcome (e.g. land skis where the group must move together from point A to B, small groups designing a new game to play).	8P9 Apply tactics and strategies in group activities to develop team performance over time.
7P10 Identify potential hazards prior to or during activities to action safe responses (e.g. identifying unstable ground in the nature trail that could impact footing and rerouting or noticing that the field size is too small for the number of players and increasing size/reducing players).	8P10 Select levels of challenge appropriate to personal limits in new or challenging physical contexts (e.g. pickleball, boccia, gaga ball).

Unpacking

What does this mean for teaching and learning in our context?

PHASE 3 BIG IDEA

Experiences are shaped by roles, leadership, interpersonal skills, and the ability to adapt and cooperate in changing situations.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences
Which learning experiences build this in, through and about movement?

In movement
Varied, increasingly complex contexts.

Through movement
Leadership, manaakitanga, feedback.

About movement
Science, culture, mātauranga Māori, technology.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

Connections and progression

Which practices consolidate which knowledge? What needs explicit teaching? How does Year 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Progress content is due in 2027; use existing practice until then.

Capabilities

Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori

Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations

How many hours, and what must be planned for before teaching?

Hours Year 7 Year 8

Think about: Rotating leadership and roles. Fair play, conflict and inclusion. Group challenges and cooperative games. Managing mixed-ability groups.