

STRANDS, AIMS, OBJECTIVES - WHAT'S WHAT?

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Sometimes it's easy to get distracted by the context – the game, sport, rules or skills we are teaching, rather than focussing on the concept - our student's needs, interests and the curriculum.

In the Physical Education curriculum there are strands, achievement aims and achievement objectives which are designed to frame our learning. Strengthening our understanding of the role these aspects play in the curriculum in line with student needs, enables us to provide rich, varied and meaningful physical education learning experiences for our students.

How do they all fit together?

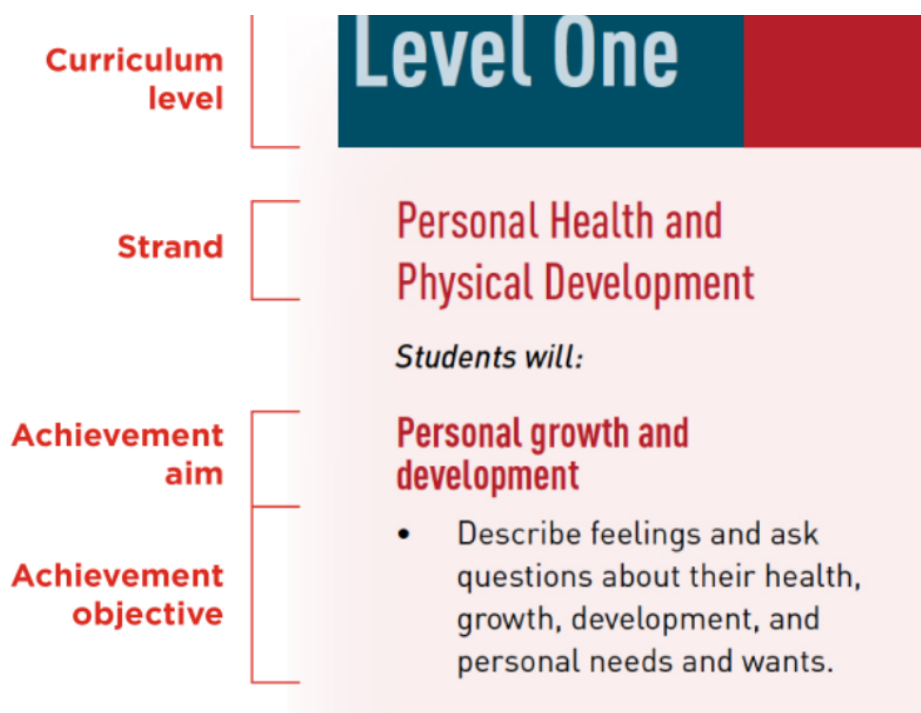


Image credit: hpe.tki.org.nz

Visit the updated TKI website for more information:

<https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/strands/>

Sussing out the strands

Strand	Focus
Strand A: Personal Health and Physical Development	Develop the knowledge and understandings, skills and attitudes they need in order to maintain and enhance their personal well-being and physical environment
Strand B: Movement Concepts and Motor Skills	Develop motor skills, knowledge and understandings about movement and positive attitudes towards physical activity
Strand C: Relationships with Other People	Develop understandings, skills and attitudes that enhance their interactions and relationships with others
Strand D: Healthy Communities and Environments	Contribute to healthy communities and environments by taking responsible and critical action

- There are four stands that support the framework for learning in Health and Physical Education.
- They are interdependent and work in partnership with each other.
- Learning activities arise from the integration of the strands with other aspects of the curriculum (underlying concepts, achievement objectives, key learning areas).
- Each strand focuses on developing specific knowledge.
- Strands are not separated into 'health strands' or 'PE strands'. All strands apply to learning in both Health and PE.
- Strands are not ranked nor do some strands have priority or importance over others.
- Each stand has several achievement objectives.

Taking aim at the Achievements Aims



Strand A: Personal Health and Physical Development

- A1 - Personal Growth and Physical Development
- A2 - Regular Physical Activity
- A3 - Safety management
- A4 - Personal identity



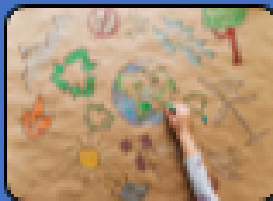
Strand B: Movement Concepts and Motor Skills

- B1 - Movement skills
- B2 - Positive attitudes
- B3 - Science and technology
- B4 - Challenges and social and cultural factors



Strand C: Relationships with Other People

- C1 - Relationships
- C2 - Identity, sensitivity and respect
- C3 - Interpersonal skills



Strand D: Healthy Communities and Environments

- D1 - Societal attitudes and values
- D2 - Community resources
- D3 - Rights, responsibilities, and laws
- D4 - People and the environment

- The achievement aims categorise the achievement objectives
- They are consistent across all levels of the curriculum.
- At some levels, achievement aims are combined to make one achievement object for example: Level 1 Movement skills; Science and technology
- They are numbered for reference.

What's the point of achievement objectives (AOs)

Level Two Health and Physical Education			
Personal Health and Physical Development <i>Students will:</i> Personal growth and development - Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. Regular physical activity - Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being. Safety management - Identify risk and use safe practices in a range of contexts. Personal identity - Identify personal qualities that contribute to a sense of self-worth.	Movement Concepts and Motor Skills <i>Students will:</i> Movement skills - Practise movement skills and demonstrate the ability to link them in order to perform movement sequences. Positive attitudes - Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others. Science and technology - Use modified equipment in a range of contexts and identify how this enhances movement experiences. Challenges and social and cultural factors - Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.	Relationships with Other People <i>Students will:</i> Relationships - Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. Identity, sensitivity, and respect - Describe how individuals and groups share characteristics and are also unique. Interpersonal skills - Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.	Healthy Communities and Environments <i>Students will:</i> Societal attitudes and values - Explore how people's attitudes, values, and actions contribute to healthy physical and social environments. Community resources - Identify and use local community resources and explain how these contribute to a healthy community. Rights, responsibilities, and laws; People and the environment - Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

- Each strand has several achievement objectives, and the number is not necessarily consistent across all strands or levels of the curriculum.
- Each achievement objective differs according to the learning needs at each level of the curriculum.
- They complement other achievement objectives from across different strands of the Health and Physical Education curriculum.
- They are flexible in their use.
- AOs are not separated into 'health AOs' or 'PE AOs'. All AOs apply to learning in both
- Health and PE, although it is acknowledged some are better suited to learning in health and some are better suited to learning in PE.
- AOs are not ranked nor do some AO's have priority or importance over others.
- Their detail gives guidance towards the teaching, learning and assessment.
- Each AO will contain at least one and up to three verbs outlining what we want to see from the students e.g. describe, participate, explore, express, demonstrate, identify.

Try this ..



1. Take a copy of the achievement objectives at your level.
2. Take three highlighters: green, orange, pink
3. Read each achievement objective and highlight it according to the learning experiences your students have accessed in your PE programme
 - Green – lots of opportunities for learning of this AO
 - Orange – some opportunities (not explicit learning or learning of the whole AO)
 - Pink – AO's our students have not had learning opportunities for
4. Use this reflection to think critically if your teaching programmes is creating opportunities for learning across all the curriculum. Be brave, allow one of the pink AO's to drive your learning for next term. Step out of your comfort zone and try something different!!

