



PRIMARY & INTERMEDIATE

CLASS SCENARIO RESOURCE

CLASSROOM SCENARIO



CLASS DESCRIPTION

CLASS OF 32 YEAR 5 & 6 STUDENTS
CO-ED/MIXED GENDER
8 DIFFERENT ETHNICITIES

KNOWING YOUR AKŌNGA

YOU NOTICE:

- You have three main groups of friends in the class. A group of 6, a group of 4, and a group of 5.
- These groups are often dominating group work situations.
- They work together with the same people all the time.
- When asked to work with someone different, they can become uncooperative and unproductive.
- You have had a few akōnga speak to you about feeling left out, and you have observed this for yourself when it comes to group activities.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CLASS OF 35 YEAR 4 STUDENTS
CO-ED/MIXED GENDER
5 DIFFERENT ETHNICITIES**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- Over half of your akōnga are struggling to identify and use strategies to help them solve problems or overcome challenges.
- This is evident in their numeracy when solving 2- and 3-digit problems, in literacy when they are reading or writing unfamiliar words, and in PE when playing games.
- They are very reliant on teacher/adult support to identify the strategies and struggle to make decisions about the best strategy for the situation.
- Some akōnga shut down from the learning when they are left to problem solve independently.
- Some seek the support of their peers.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**SMALL COUNTRY/AREA SCHOOL
CLASS OF 15 STUDENTS
RANGING FROM YEAR 4 TO YEAR 8**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- Over half of your akōnga are confident and competent sports players, who belong to a range of local clubs and play sport outside school hours.
- PE lessons are a challenge.
- You feel the responsibility to extend and grow your skilled students in sports and skills you have little knowledge of.
- You are aware of your other akōnga who need a lot of skill development just to be able to keep up.
- PE is becoming a time for your skilled akōnga to muck around, and for your unskilled akōnga be coached by you.
- You are finding it hard, and PE is not enjoyable for most.



CLASSROOM SCENARIO



CLASS DESCRIPTION

INNER CITY SCHOOL
CLASS OF 25 MALE YEAR 8 STUDENTS
4 DIFFERENT ETHNICITIES

KNOWING YOUR AKŌNGA

YOU NOTICE:

- It is halfway through Term 3 and you have had nothing but rain for the last two weeks.
- This has impacted the akōnga opportunities to be outside for PE lessons, sports sessions, and break times.
- You have noticed the boys are suffering from cabin fever and are quick to argue with each other in class and in the playground.
- They don't listen well to each other, and small situations often escalate.
- You are spending a lot of time helping to diffuse and unpack situations with them daily.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CLASS OF 21 NEW ENTRANTS
(YEAR 0 STUDENTS)
SUBURBAN CATHOLIC SCHOOL
CO-ED WITH 15 DIFFERENT ETHNICITIES**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- It is the beginning of the year.
- Your akōnga have come from a wide range of early childhood centres and kindergartens in your local area.
- Not many of your akōnga know each other.
- They are new to school and each other.
- The akōnga aren't familiar with many games.
- They are still working on learning routines and what life is like at school.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CENTRAL CITY INTERMEDIATE SCHOOL
CO-ED CLASSES
COMPOSITE YEAR 7 AND 8**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- You have a sport heavy class of akōnga who know lots of games and play competitively.
- They generally play well together, and all students will get involved.
- You have noticed that they always ask for the same rotation of games and activities in which their game plans and strategies are well practiced.
- Their games no longer challenge them in the ways they used to.
- Not to mention the fact that you are getting bored of the same old games all the time.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**KURA KAUPAPA MĀORI
TUAKANA/TEINA
YEAR 3&4 CLASS WITH Y7&8 BUDDIES**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- It is coming to the end of the year.
- Your akōnga have developed strong bonds within their tuakana/teina relationships.
- The learning for the term is focused on 'Hononga ki te Whenua' (Connection to the Land).
- You are wanting to encourage akōnga to utilise the natural environment and local resources.
- You have identified that learning in physical education often stands alone.
- This term you want to make connections between PE and their wider learning.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CLASS OF 27 YEAR 2'S
SUBURBAN
PRIVATE, ALL-GIRLS SCHOOL**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- You were excited for a well-planned PE unit over the next 4 weeks based on movement skills in different contexts.
- You were all organised and the gear was set up in several stations for your akōnga to rotate through.
- Now it is time to go, and it has started raining.
- Your school hall is occupied by music classes all day, and the gym is occupied by senior classes.
- You are committed to this PE session, and you are determined to come up with something achievable that still supports your learning outcomes.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CLASS OF 20 YEAR 5/6 STUDENTS
CO-ED RURAL SCHOOL
(ON THE CITY FRINGE)**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- Your school values have little impact on your akōnga behaviour.
- Your staff acknowledge that they don't really use them in their classrooms.
- A parent survey showed that they could only name one or two out of four.
- The SLT have decided on a focus on school values over the year.
- Each term will focus one of your 4 school values: integrity, respect, courage, and service.
- You are responsible for planning what it will look like in PE.



CLASSROOM SCENARIO



CLASS DESCRIPTION

**CLASS OF PREDOMINANTLY ENGLISH AS
SECOND/OTHER LANGUAGE STUDENTS
CO-ED, 28 YEAR 3'S**

KNOWING YOUR AKŌNGA

YOU NOTICE:

- It is term one. Swimming term.
- You have access to a school pool and take your akōnga in their allocated time slot once a week.
- Your akōnga are just beginning to get to know each other as a new class group.
- Your term concept/inquiry learning is "Who am I?".
- You are focused on knowing who I am and what I have to offer, along with encouraging kotahitanga and bonding of your class.
- You are thinking about how you can integrate "Who am I?" with your pool sessions.



Physical Education
New Zealand
Te Ao Kori Aotearoa

