



Health and Physical Education - 2 year Overview from 2016-2018

All Health and Physical Education planning and assessment integrates our School Values and the Key Competencies.

Manaakitanga Respect Whanaungatanga Relationships Wairuatanga Well-being Rangatiratanga Leadership

Achievement Objectives covered and learning opportunities from the NZCF over 2 years at Blockhouse Bay Intermediate School.		
WHAT THE NZ CURRICULUM REQUIRES Level 3 and 4		Learning Experiences
Personal Health and Physical Development	<p>Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</p> <p>Describe the characteristics of pubertal change and discuss positive adjustment strategies.</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p> <p>Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.</p> <p>Access and use information to make and action safe choices in a range of contexts.</p> <p>Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</p> <p>Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</p>	<p>Daily Fitness Sample (Term 1) Whanau Fitness Rotation</p> <p>Attitude Programme - Workshop Coverage The Attitude Programme - Workbook (sample)</p> <p>Body Image Integrated Health Unit 2017/2018</p> <p>Being a Tween in 2017</p> <p>The Best Version of Me 2018</p> <p>School Values - Manaakitanga, Whanaungatanga, Wairuatanga, Rangatiratanga. Goal Setting, Making Friends. Class Treaty.</p>

<p>Movement Concept and Motor Skills</p>	<p>Develop more complex movement sequences and strategies in a range of situations. Demonstrate consistency and control of movement in a range of situations. Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments. Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings. Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience. Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>New Start, New Beginnings Small Ball Skills - Batting, Throwing, Catching, Fielding</p> <p>Invasion Games Large Ball Skills - Dribbling, Shooting, Trapping, Kicking, Catching (Term 2) Net Games: Volleyball Set, Serve, Dig, Spike, Rules and Rotation (Term 3)</p> <p>Athletics - Run, Jump, Throw Athletics - Run, Jump, Throw (Term 4)</p> <p>Interclass Sport SPORT - Interclass Competition [sample]</p> <p>Badminton, KiwiSport</p>
<p>Relationships with other People</p>	<p>Identify and compare ways of establishing relationships and managing changing relationships. Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>Fair Play Contract</p> <p>Year 8 Making Healthy Choices Service Learning (to link with Inquiry through Social Science)</p> <p>Year 7 Puberty Service Learning (to link with Inquiry through Social Science) Inquiry - Relationships with other people (C2 Identity, sensitivity, and respect)</p>

<p>Healthy Communities and Environments .</p>	<p>Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand. Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members. Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p>	<p>Societal Attitudes & Beliefs Taught through Food Technology and Health Personal health care (eating regularly, varied diet) Community values (school wide) Environmental/seasonal factors...(what is in season, how to use it, organic??) Food influences that contribute to common health problems in NZ (diabetes, heart disease, obesity) How food choices can affect our Health and well being (mood, energy levels) Financial factors that affect food choices (cheap 'junk' Vs fresh & healthy) Consumer choices (organic, free farmed, imported...) Eating patterns - cultural, generational, stereotypical, media..</p>
<p>HEALTH</p>		
<p>Food and Nutrition</p>	<p>How food-related factors affect their well-being - making healthy choices developing skills to manage change, overcoming barriers with knowledge influences on food choices - cultural, home and school taking individual responsibility and collective action to bring about changes. Health and Safety procedures when preparing and cooking a meal.</p>	<p>In the context of food and nutrition students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviors, and use this knowledge to make informative decisions. Through the processes of preparing, selecting and cooking serving food students develop their creativity and experience a sense of accomplishment.</p> <p>Clean, Cook, Cover, Chill</p> <ul style="list-style-type: none"> • Chicken handling • Allergies and Cultural/Religious practices

		<ul style="list-style-type: none"> • Equipment handling, uses and care • Safety gear within the Kitchen • Making healthy, positive choices about food & nutrition (buying own lunch, after school snacks etc) • Comparing Takeaways nutritional value (what makes them an unhealthy option? How can I avoid that?) • Making quick, healthier alternatives to Takeaways • Specific procedures for Food Preparation (storage, handling, cooking, serving) • Creating a Healthy eating weekly plan for themselves and/or whanau (food diary) • Understanding the Health impact of poor food choices (we are what we eat!)
<p>Body Care and Physical Safety</p>	<p>develop knowledge, understandings, and skills for personal body care for example, in relation to hygiene, the management of sleep and rest, relaxation, posture, lifting and carrying, warming up, stretching, regular physical activity, and the care of eyes, ears, teeth, and skin</p> <p>develop knowledge and skills for the prevention of illness, injury, infection, disease, and common lifestyle disorders</p> <p>develop knowledge and understanding of practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation</p> <p>develop the ability to identify environmental hazards such as hazards in the home, near roads, in playgrounds, and in bush and other outdoor environments and risks relating to fire, sun, water, poisons, and passive smoking, including the harmful consequences of drug and alcohol abuse</p> <p>practise strategies to avoid or minimise harm from environmental hazards and learn emergency procedures for managing risk situations</p>	<p>Kids Health - Useful Resource</p> <p>Road Signs NZ - English (VL)</p> <p>Year 8 Camp - EOTC Safety in the bush, sun, water, first aid</p> <p>Year 7 -Safety in the Outdoors Surf Life saving (PIHA), Arataki bush safety and first aid</p> <p>Road safety - Bike Safety Training BBL - Auckland City Council</p> <p>Sun Smart</p>

	<p>develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people and to care for the environment.</p>	
<p>Mental Health</p>	<p>knowledge, understandings, and skills to strengthen personal identity and enhance a sense of self-worth for example, through learning about self-awareness, self-reflection, self-appraisal, and self-advocacy, and about personal characteristics, relationships, and contexts that contribute to a sense of identity</p> <p>values and attitudes that support the enhancement of mental health for the students themselves, other people, and society such as a positive and responsible attitude to their own well-being, respect for the rights of other people, care and concern for other people, and a sense of social justice.</p> <p>knowledge, understandings, and skills to support themselves and other people during times of stress, disappointment, and loss for example, when expressing their own ideas and feelings and listening to those of other people, managing change, implementing practical strategies for supporting themselves and other people, accessing support, and understanding cultural differences associated with loss and grief</p>	<p>Skills for Adolescence [Programme Description]</p> <p>Year 7 Entering the Teen Years Unit 1</p> <p>Building Self Confidence and Communication Skills Unit 2</p> <p>Improving Peer Relationships Unit 4 Optional Lessons for Year 7's</p> <p>Year 8 Managing Emotions in Positive Ways Unit 3 Improving Peer Relationships Unit 4</p> <p>What do we want our students to know and understand about Hauora? (big understandings/specific learning outcomes)</p> <ul style="list-style-type: none"> • To know, understand and explain the four aspects of Hauora and Whare Tapawha • Empower and strengthen their skills and strategies to problem solve issues around being a tween/teen in 2017. • Grow our understanding of how different groups value Hauora (Social Sciences) <p>Mental Health Matters –Mental Health Matters - Resource</p>

Sexuality Education	Risks and Issues that can arise online and when using social media Puberty Body development and Image Human Reproduction	SOCIAL MEDIA - Taught through integration of the curriculum BBI Cyber Agreement , Cyber Safety - Social Media , Cyber Bullying Discussions , Bully Free NZ [Resource] , Living Life Online PUBERTY The Attitude Programme Puberty, Tackling Technology and Who Am I? Through: Student Assemblies, In class workshops, Child and Parent Evenings and student workbooks. BBI PUBERTY Unit - Puberty Year 7 Unit I am Changing Resources BODY DEVELOPMENT AND IMAGE (Taught through Physical Education)
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At Blockhouse Bay Intermediate we continue to identify and describe specific, culturally responsive aspects of learning that apply to our students and their families that are in addition to the requirements of the NZ Curriculum.

In Te Whanau o Tupuranga, Health Education is about; the holistic well-being of the students themselves, of other people, and of society, using the concepts of Te Whare Tapawha (Durie, 1994).

In Fanau Pasifika, relevant Pasifika Health models include; the Fonofale model (Pulotu-Endemann, 2002) which rests on the family as a foundation. The pillars represent spiritual, physical, mental and other dimensions of health, while culture serves as an umbrella encompassing the various components; the Fonua model (Tu''itahi, 2007) - the well being of the whole person: that is his/her spiritual, mental and physical well being, which refers not just to individuals but also to communities, the environment in which they live, and the relationship that binds them together; the Niu model (MidCentral Pasifika Health Development Group, 2009) representing life, wellbeing, resource, usefulness and regeneration – integrating the past, present and future.

Within these models, culturally appropriate practice will be observed in the structure and organisation of classes and/or groups e.g. single gender classes where this is cultural expectation.

Sport and Opportunities at Blockhouse Bay Intermediate School

- NZ AIMS GAMES <http://www.nzaimsgames.co.nz/>
- SPORTS CAMP <https://www.totarasprings.org.nz/page/youth-sports/>
- YEAR 8 EOTC CAMP MOTUTAPU <http://www.motutapucamp.org.nz/>
- Police Fitness Challenge
- Waitakere Zones and Auckland Champs
- Athletics
- Soccer
- Hockey
- Netball <http://www.netballwaitakere.co.nz/competitions/intermediate-school>
- Futsal
- Kiwi Tag
- Rugby
- Rugby League
- Rugby Sevens
- Touch Rugby
- Swimming - competitive and non-competitive
- Orienteering
- Softball
- Cricket
- Gymnastics
- Water Polo
- Volleyball
- Cross Country
- Basketball
- Badminton
- Table Tennis
- Tennis
- Chess
- Beep Test
- Interclass and Whanau Sport

Enrichment Programmes (2 terms per year)

- Soccer Boys Elite
- Rugby League (Girls)
- Stompesque
- Trilogy of Sport
- Ultimate Frisbee
- Yoga
- Move and Groove
- Court Ball Skills
- Crossfit
- Garden to Plate
- Getting into Sport
- Golf
- Hip Hop
- Bollywood
- Let's Dance
- Turbo Touch
- Tough guy & girl challenge

Cultural Opportunities

- Cook Island Drumming
- Kapa Haka
- Pasifika Beats
- International Cultural Exchange - China, Korea and Japan
- The Tongariro Crossing and Adventures EOTC

Leadership Opportunities

- Sports captains
- Class Sport Captains
- Team Captains/Cultural Leaders

Initiatives:

Blockhouse Bay Intermediate is into its third year working with Play.Sport, which is a Ministry of Education and NZ Sport initiative to support teachers.

Play.sport is a national approach, delivered at local level, to improve the teaching and provision of quality physical activity, sport and PE in our schools and communities.

The key aim of Play.sport is to build a sustainable system that ensures that every child and young person in the community has quality, fun, challenging and inspiring physical activity, sport and PE experiences that support them to be active, engaged, learning and succeeding.

Our Focus has been to:

- Improve teacher confidence and competence in the delivery of the PE Curriculum;
- Improve planning and management in respect of delivering the PE Curriculum;
- Improve connection to Co-Curricular and Extra-Curricular sporting opportunities;
- Increase the quality of PE delivery

Blockhouse Bay Intermediate School has committed to providing a full time Sport and Physical Education Coordinator. This role supports the development of our Sports Academy and the organisation of all sports training and teams across the school including Education Outside of the Classroom, the schools major sporting events and sports camps.

At Blockhouse Bay Intermediate School, stars are awarded to validate students' achievement, commitment and excellence, citizenship and service to the community.

Within our star system, we have our Kauri awards, which further recognise the all-round student. Blue Stars typically relate to aspects within the health and PE curriculum.

BLUE STARS

Step up sports star	Participating, trying their best & demonstrating good sportsmanship in all three of school swimming sports, cross country & athletics sports, as well as consistently positive participation in all fitness activities throughout the year. In addition, students must participate at least once in three different sports for interclass sport.
Sportsmanship star	1 star per class, up to 3 times per term at school assembly.
Class Term award	1 star per class per term, awarded at end of term whanau assembly.

Sports Academy - Year 8 - Year 7	1 star for commitment and participation to the programme (at TIC's discretion).
Sporting Enrichment	1 star awarded to two students ONLY. Whether a group is a 'Sporting Enrichment' is stipulated in our GnT/Enrichment documents.
Sports Camp	1 Blue star for selection and participation in Sports Camp 1 Blue star for EACH 1st placing in team and/or individual events/cups.
AIMs	1 Blue star for selection as per AIMs selection criteria. 1 Blue star for EACH placing in top 10 of team and/or individual events.

Sport	School	Zone	Interzone
Athletics	Top 3 competitors OVERALL in each age group get a star. (1 extra star (only) awarded for breaking 1 or more records).	Top 3 competitors OVERALL in each age group get a star. (1 extra star (only) awarded for breaking 1 or more records).	Top 5 placings in (EACH) individual or team event (1 extra star (only) awarded for breaking 1 or more records).
Badminton	N/A	Top 3 placings in (EACH) singles or doubles event.	Top 3 placings in (EACH) singles or doubles event.
Basketball	N/A	Top 3 placing	Top 3 placing
Chess	N/A	Top 3 placing	Top 3 placing
Cricket	N/A	Top 3 placing	Top 3 placing
Cross-Country	Top 3 finishers in each age group get a star. (1 extra star for breaking school record)	Top 3 finishers in each age group get a star. (1 extra star for breaking zone record)	Top 5 finishers in each age group get a star. (1 extra star for breaking interzone record)

Golf	N/A	Top 3 placing	Top 3 placing
Gymnastics	N/A	Top 3 placings in (EACH) singles or team event.	Top 3 placings in (EACH) singles or team event.
Hockey	N/A	Top 3 placing	Top 3 placing
Netball	Top 3 placing in any division when representing in a BBI school team.	Top 3 placing	Top 3 placing
Rugby	N/A	Top 3 placing	Top 3 placing
Rugby League	N/A	Top 3 placing	Top 3 placing
KiwiTag	N/A	Top 3 placing	Top 3 placing
Rugby Sevens	N/A	Top 3 placing	Top 3 placing
Touch Rugby	N/A	Top 3 placing	Top 3 placing
Turbo Touch	N/A	Top 3 placing	Top 3 placing
Orienteering	N/A	Top 3 competitors individual and/or team. First place for individual and/or team on a course.	Top 3 competitors individual and/or team. First place for individual and/or team on a course.
Police fitness challenge	N/A	N/A	Top 3 placing
Soccer	N/A	Top 3 placing	Top 3 placing
Softball	N/A	Top 3 placing	Top 3 placing
Swimming	Top 3 competitors OVERALL in each age group get a star. (1 extra star (only) awarded for breaking 1 or more records).	Top 3 placing in each individual event. (1 extra star (only) awarded for breaking 1 or more records).	Top 5 placing in each individual event. (1 extra star (only) awarded for breaking 1 or more records).

Table tennis	N/A	Top 3 placings in (EACH) singles or doubles event.	Top 3 placings in (EACH) singles or doubles event.
Tennis	N/A	Top 3 placings in (EACH) singles or doubles event.	Top 3 placings in (EACH) singles or doubles event.
Tough guy & girl challenge	N/A	Top 3 placing	Top 3 placing
Volleyball	N/A	Top 3 placing	Top 3 placing
Waterpolo	Top 3 placing in any division when representing in a BBI school team.	Top 3 placing	Top 3 placing