

MMS Health and PE Objectives

Health and PE

Level One

Personal Health and Physical Development	Movement Concepts and Motor Skills	Relationships with Other People	Healthy Communities and Environments
<p>Personal Growth and Development</p> <ul style="list-style-type: none"> - Describe feelings and ask questions about their health, growth, development, and personal needs and wants. 	<p>Movement Skills; Science and Technology</p> <ul style="list-style-type: none"> - Develop a wide range of movement skills, using a variety of equipment and play environments. 	<p>Relationships</p> <ul style="list-style-type: none"> - Explore and share ideas about relationships with other people. 	<p>Community Resources</p> <ul style="list-style-type: none"> - Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices.
<p>Regular Physical Activity</p> <ul style="list-style-type: none"> - Participate in creative and regular physical activities and identify enjoyable experiences. 	<p>Positive Attitudes; Challenges, Social and Cultural Factors</p> <ul style="list-style-type: none"> - Participate in a range of games and activities and identify the factors that make participation safe and enjoyable. 	<p>Identity, Sensitivity and Respect</p> <ul style="list-style-type: none"> - Demonstrate respect through sharing and co-operation in groups. 	<p>Rights, Responsibilities and Laws; People and the Environment</p> <ul style="list-style-type: none"> - Take individual and collective action to contribute to environments that can be enjoyed by all.
<p>Safety Management</p> <ul style="list-style-type: none"> - Describe and use safe practices in a range of contexts and identify people who can help. 		<p>Interpersonal Skills</p> <ul style="list-style-type: none"> - Express their own ideas, needs, wants and feelings clearly and listen to those of other people. 	
<p>Personal Identity</p> <ul style="list-style-type: none"> - Describe themselves in relation to a range of contexts. 			

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<p>Personal Growth and Development</p> <ul style="list-style-type: none"> - Describe their stages of growth and their development needs, and demonstrate increasing responsibility for self-care. 	<p>Movement Skills;</p> <ul style="list-style-type: none"> - Practise movement skills and demonstrate the ability to link them in order to perform movement sequences. 	<p>Relationships</p> <ul style="list-style-type: none"> - Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. 	<p>Societal Attitudes and Values</p> <ul style="list-style-type: none"> - Explore how people's attitudes, values and actions contribute to healthy physical and social environments.
<p>Regular Physical Activity</p> <ul style="list-style-type: none"> - Experience creative, regular and enjoyable physical activities and describe the benefits to wellbeing. 	<p>Positive Attitudes</p> <ul style="list-style-type: none"> - Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others. 	<p>Identity, Sensitivity and Respect</p> <ul style="list-style-type: none"> - Describe how individuals and groups share characteristics and are also unique. 	<p>Community Resources</p> <ul style="list-style-type: none"> - Identify and use local community resources and explain how these contribute to a healthy community.
<p>Safety Management</p> <ul style="list-style-type: none"> - Identify risk and use safe practices in a range of contexts. 	<p>Science and Technology</p> <ul style="list-style-type: none"> - Use modified equipment in a range of contexts and identify how this enhances movement experiences. 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> - Express their ideas, needs, wants and feelings appropriately and listen sensitively to other people and affirm them. 	<p>Rights, Responsibilities and Laws; People and the Environment</p> <ul style="list-style-type: none"> - Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments.
<p>Personal Identity</p> <ul style="list-style-type: none"> - Identify personal qualities that contribute to a sense of self-worth. 	<p>Challenges and Social and Cultural Factors</p> <ul style="list-style-type: none"> - Develop and apply rules and practices in games and activities to promote fair, safe and culturally appropriate participation for all. 		

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Level Three

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<p>Personal Growth and Development</p> <ul style="list-style-type: none"> - Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes. 	<p>Movement Skills;</p> <ul style="list-style-type: none"> - Develop more complex movement sequences and strategies in a range of situations. 	<p>Relationships</p> <ul style="list-style-type: none"> - Identify and compare ways of establishing relationships and managing changing relationships. 	<p>Societal Attitudes and Values</p> <ul style="list-style-type: none"> - Identify how health care and physical activity practices are influenced by community and environmental factors.
<p>Regular Physical Activity - Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.</p>	<p>Positive Attitudes</p> <ul style="list-style-type: none"> - Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. 	<p>Identity, Sensitivity and Respect</p> <ul style="list-style-type: none"> - Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. 	<p>Community Resources</p> <ul style="list-style-type: none"> - Participate in communal events and describe how such events enhance the wellbeing of the community.
<p>Safety Management</p> <ul style="list-style-type: none"> - Identify risks and their causes and describe safe practices to manage these. 	<p>Science and Technology</p> <ul style="list-style-type: none"> - Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments. 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> - Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. 	<p>Rights, Responsibilities and Laws</p> <ul style="list-style-type: none"> - Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments.
<p>Personal Identity</p> <ul style="list-style-type: none"> - Describe how their own feelings, beliefs and actions, and those of other people, contribute to their personal sense of self-worth. 	<p>Challenges and Social and Cultural Factors</p> <ul style="list-style-type: none"> - 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. 		<p>People and the Environment</p> <ul style="list-style-type: none"> - Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

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Level Four

Personal Health and Physical Development	Movement Concepts and Motor Skills	Relationships with Other People	Healthy Communities and Environments
<p>Personal Growth and Development</p> <ul style="list-style-type: none"> - Describe the characteristics of pubertal change and discuss positive adjustment strategies. 	<p>Movement Skills;</p> <ul style="list-style-type: none"> - Demonstrate consistency and control of movement in a range of situations. 	<p>Relationships</p> <ul style="list-style-type: none"> - Identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses. 	<p>Societal Attitudes and Values</p> <ul style="list-style-type: none"> - Investigate and describe lifestyle factors and media influences that contribute to the wellbeing of people in New Zealand.
<p>Regular Physical Activity</p> <ul style="list-style-type: none"> - Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance wellbeing. 	<p>Positive Attitudes</p> <ul style="list-style-type: none"> - Demonstrate willingness to accept challenges, learn new skills and strategies and extend their abilities in movement-related activities. 	<p>Identity, Sensitivity and Respect</p> <ul style="list-style-type: none"> - Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. 	<p>Community Resources</p> <ul style="list-style-type: none"> - Investigate and/or access a range of community resources that support wellbeing and evaluate the contribution made by each to the wellbeing of community members.
<p>Safety Management</p> <ul style="list-style-type: none"> - Access and use information to make safe choices in a range of contexts. 	<p>Science and Technology</p> <ul style="list-style-type: none"> - Experience and demonstrate how science, technology and the environment influence the selection and use of equipment in a variety of settings. 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> - Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. 	<p>Rights, Responsibilities and Laws; People and the Environment</p> <ul style="list-style-type: none"> - Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.
<p>Personal Identity</p> <ul style="list-style-type: none"> - Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. 	<p>Challenges and Social and Cultural Factors</p> <ul style="list-style-type: none"> - Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement. 		