



New Zealand Curriculum Connections Levels 3 & 4

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
 Acceptance / Tolerance
 Friendliness
 Compassion

Known as 'The Golden Rule', the Life Raft activities and games attached to 'Treat others as you would like them to treat you' develop ethical and respectful behaviour and provide context to the curriculum content below. Through activities that encourage students to look beyond themselves and consider the impact of their actions on others, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies, and the content from Health and Physical Education, Social Sciences and Learning Languages.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles

Treaty of Waitangi
 Cultural Diversity
 Inclusion

NZC Values

Diversity

- Students will be encouraged to value diversity, as found in our different cultures, languages and heritages.

Equity

- Students will be encouraged to value equity through fairness and social justice.

Integrity

- Students learn to be honest, responsible and accountable and to act ethically.

Respect

- Students learn to respect themselves, others and human rights.

NZC Key Competencies

Relating to Others

- Listening actively.
- Recognising different points of view.
- Negotiating and sharing ideas.

Participating and Contributing

- Create opportunities for others in the group.

NZC Learning Areas

Health and Physical Education

Challenges and Social and Cultural Factors

- Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Relationships

- 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.

Identity, Sensitivity, and Respect

- 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.

Interpersonal Skills

- 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.

Rights, Responsibilities, and Laws / People and the Environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Social Sciences

Social Studies

- Understand how cultural practices vary but reflect similar purposes.
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Learning Languages

Participating and Contributing in Communities

- Use cultural knowledge to participate appropriately.

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
Courage
Persistence / Resilience
Good Manners

Courage, persistence and resilience are the cornerstones of life and learning. The Life Raft activities and games attached to 'Be brave – participate to progress' provide context to the curriculum content below. Through activities that challenge students physically, mentally, emotionally and socially, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies, and the content from Health and Physical Education, Social Sciences and Learning Languages.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles

High Expectations
Learning to Learn

NZC Values

Excellence

- Students will be encouraged to value excellence by aiming high and by persevering in the face of difficulties.

Community and Participation

- Students will be encouraged to value community and participation for the common good.

Integrity

- Students learn to be honest, responsible and accountable and to act ethically.

Respect

- Students learn to respect themselves, others and human rights.

NZC Key Competencies

Managing Self

- Being self-motivated.
- Having a can-do attitude.
- Understanding yourself as a learner.

NZC Learning Areas

Health and Physical Education

Personal Growth and Development

- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
- Describe the characteristics of pubertal change and discuss positive adjustment strategies.

Regular Physical Activity

- Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

Positive Attitudes

- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Challenges and Social and Cultural Factors

- Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Community Resources

- Participate in communal events and describe how such events enhance the well-being of the community.

Social Sciences

Social Studies

- Understand how people participate individually and collectively in response to community challenges.

Learning Languages

Selecting and Using Language, Symbols and Text to Communicate

- Understand and produce information and ideas.

Managing Self and Relating to Others

- Express and respond to personal needs and interests.

Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
 Persistence / Resilience
 Friendliness
 Good Manners

Creating a climate where students focus on progress and development, rather than being better than others, transforms classrooms into communities of learners. The Life Raft activities and games attached to 'Pursue your personal best no matter who you work with' provide context to the curriculum content below.

Through activities that require students to work cooperatively and collaboratively with all members of their community, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies, and the content from Health and Physical Education, Social Sciences and Learning Languages.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles

High Expectations
 Treaty of Waitangi
 Cultural Diversity
 Inclusion

NZC Values

Diversity

- Students will be encouraged to value diversity, as found in our different cultures, languages and heritages.

Equity

- Students will be encouraged to value equity through fairness and social justice.

Integrity

- Students learn to be honest, responsible and accountable and to act ethically.

Community and Participation

- Students will be encouraged to value community and participation for the common good.

NZC Key Competencies

Relating to Others

- Listening actively.
- Recognising different points of view.
- Negotiating and sharing ideas.

Participating and Contributing

- Contributing in a group.
- Making connections with others.
- Creating opportunities for others in a group.

NZC Learning Areas

Health and Physical Education

Challenges and Social and Cultural Factors

- Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Relationships

- 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.

Identity, Sensitivity, and Respect

- 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.

Interpersonal Skills

- 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.

Rights, Responsibilities and Laws / People and the Environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Social Sciences

Social Studies

- Understand how cultural practices vary but reflect similar purposes.

Learning Languages

Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
 Acceptance / Tolerance
 Friendliness
 Compassion

Self-awareness is the stepping-stone towards self-management and, in turn rational and responsible behaviour. The Life Raft activities and games attached to 'Have reasons for the things you say and do' provide context to the curriculum content below.

Through activities that assist students to identify their feelings and understand how these influence their words and actions, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies and the content from Health and Physical Education, Social Sciences, Learning Languages and English.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles

Learning to Learn
 Community Engagement
 Future Focus

NZC Values

Integrity

- Students learn to be honest, responsible and accountable and to act ethically.

Respect

- Students learn to respect themselves, others and human rights.

Innovation, Inquiry and Curiosity

- Students learn to think creatively, critically and reflectively.

Community and Participation

- Students will be encouraged to value community and participation for the common good.

NZC Key Competencies

Managing Self

- Being self-motivated.
- Having a can-do attitude.
- Understanding yourself as a learner.

Thinking

- Being creative, critical and reflective.

NZC Learning Areas

Health and Physical Education

Personal Identity

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.
- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Challenges and Social and Cultural Factors

- Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Interpersonal Skills

- 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.

Social Sciences

Social Studies

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Learning Languages

Managing Self and Relating to Others

- Express and respond to personal needs and interests.

English

Speaking

- Show a developing understanding of how to shape texts for different purposes and audiences.

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
Courage
Acceptance / Tolerance
Good Manners

As with physical strength, social, emotional and moral strength develops with training and practise over time. The Life Raft activities and games attached to 'It takes great strength to be sensible' provide context to the curriculum content below. Through activities that assist students to practise self-management and self-control, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies, and the content from Health and Physical Education, Social Sciences and Learning Languages.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles

High Expectations
 Learning to Learn
 Community Engagement

NZC Values

Equity

- Students will be encouraged to value equity through fairness and social justice.

Integrity

- Students learn to be honest, responsible and accountable and to act ethically.

Respect

- Students learn to respect themselves, others and human rights.

NZC Key Competencies

Managing Self

- Being self-motivated.
- Having a can-do attitude.
- Understanding yourself as a learner.

Thinking

- Being creative, critical and reflective.

NZC Learning Areas

Health and Physical Education

Personal Growth and Development

- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
- Describe the characteristics of pubertal change and discuss positive adjustment strategies.

Safety Management

- Identify risks and their causes and describe safe practices to manage these.
- Access and use information to make and action safe choices in a range of contexts.

Personal Identity

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

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.

Identity, Sensitivity, and Respect

- 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.

Interpersonal Skills

- 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.

Social Sciences

Social Studies

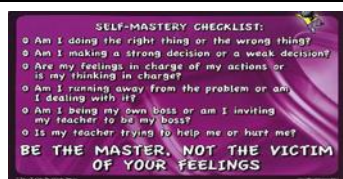
- Understand how formal and informal groups make decisions that impact on communities.

Learning Languages

Participating and Contributing in Communities

- Use cultural knowledge to communicate appropriately.

Play Is The Way New Zealand Curriculum Connections: Levels 3 & 4



Key Virtues
Courage
Persistence / Resilience
Compassion
Empathy

Self-evaluation and positive, calming self-talk are the tools of resilience and self-mastery. The Self-mastery Checklist provides context to the curriculum content below.
Through generating opportunities for students to check, adjust and reflect on their own behaviour, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of the NZC principles, values, key competencies, and the content from Health and Physical Education, Social Sciences and Learning Languages.

NZC Vision

Young people who will be confident, connected, actively involved lifelong learners.

NZC Principles	NZC Learning Areas
<p>High Expectations</p> <p>Learning to Learn</p> <p>Community Engagement</p> <p>Coherence</p>	<p style="background-color: #4a4a8a; color: white; padding: 2px;">Health and Physical Education</p> <p style="text-align: center;">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. Describe the characteristics of pubertal change and discuss positive adjustment strategies. <p style="text-align: center;">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. Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">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. Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.
NZC Values	Social Sciences
<p style="text-align: center;">Excellence</p> <ul style="list-style-type: none"> Students will be encouraged to value excellence by aiming high and by persevering in the face of difficulties. <p style="text-align: center;">Integrity</p> <ul style="list-style-type: none"> Students learn to be honest, responsible and accountable and to act ethically. <p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> Students learn to respect themselves, others and human rights. 	<p style="background-color: #4a4a8a; color: white; padding: 2px;">Social Studies</p> <ul style="list-style-type: none"> Understand how groups make and implement rules and laws. Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
NZC Key Competencies	Learning Languages
<p style="text-align: center;">Relating to Others</p> <ul style="list-style-type: none"> Listening actively. Recognising different points of view. Negotiating and sharing ideas. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> Being self-motivated. Having a can-do attitude. Understanding yourself as a learner. <p style="text-align: center;">Thinking</p> <ul style="list-style-type: none"> Being creative, critical and reflective. 	<p style="background-color: #4a4a8a; color: white; padding: 2px;">Learning Languages</p> <p style="text-align: center;">Selecting and Using Language, Symbols and Text to Communicate</p> <ul style="list-style-type: none"> Understand and produce information and ideas. <p style="text-align: center;">Managing Self and Relating to Others</p> <ul style="list-style-type: none"> Express and respond to personal needs and interests. <p style="text-align: center;">Participating and contributing in communities</p> <ul style="list-style-type: none"> Use cultural knowledge to communicate appropriately.