



## Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6



**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

##### *Personal Identity*

- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.
- Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.

##### *Relationships*

- Identify issues associated with relationships and describe options to achieve positive outcomes.
- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.

##### *Identity, Sensitivity, and Respect*

- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
- Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

##### *Interpersonal Skills*

- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.
- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

##### *People and the Environment*

- Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.

##### Social Sciences

##### *Social Studies*

- Understand how cultural interaction impacts on cultures and societies.
- Understand how people define and seek human rights.
- Understand how individuals, groups, and institutions work to promote social justice and human rights.

##### Learning Languages

##### *Managing Self and Relating to Others*

- Express and respond to personal ideas and opinions.

## Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6



**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

##### *Regular Physical Activity*

- Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.
- Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation.

##### *Positive Attitudes*

- Develop skills and responsible attitudes in challenging physical situations.
- Demonstrate and examine responsible attitudes in challenging physical situations.

##### *Challenges and Social and Cultural Factors*

- Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

##### *Interpersonal Skills*

- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

##### *Community Resources*

- Investigate community services that support and promote people's wellbeing and take action to promote personal and group involvement.
- Advocate for the development of services and facilities to meet identified needs in the school and the community.

##### Social Sciences

##### *Social Studies*

- Understand how cultural interaction impacts on cultures and societies.
- Understand how people define and seek human rights.
- Understand how individuals, groups, and institutions work to promote social justice and human rights.

##### Learning Languages

##### *Managing Self and Relating to Others*

- Express and respond to personal ideas and opinions.

##### *Participating and contributing in communities*

- Communicate appropriately in different situations.

## Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6



**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

##### *Personal Identity*

- Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.

##### *Challenges and Social and Cultural Factors*

- Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.
- Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities.

##### *Relationships*

- Identify issues associated with relationships and describe options to achieve positive outcomes.
- Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.

##### *Identity, Sensitivity, and Respect*

- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
- Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

##### *Interpersonal Skills*

- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.
- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

##### Social Sciences

##### *Social Studies*

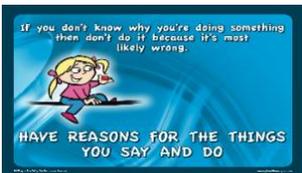
- Understand how individuals, groups, and institutions work to promote social justice and human rights.

##### Learning Languages

##### *Participating and contributing in communities*

- Communicate appropriately in different situations.

**Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6**



**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 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 Growth and Development**

- Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.
- Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.

**Personal Identity**

- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

**Positive Attitudes**

- Develop skills and responsible attitudes in challenging physical situations.
- Demonstrate and examine responsible attitudes in challenging physical situations.

**Interpersonal Skills**

- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.
- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

**Societal Attitudes and Values**

- Investigate societal influences on the well-being of student communities.

**Social Sciences**

**Social Studies**

- Understand how cultural interaction impacts on cultures and societies.
- Understand how cultures adapt and change and that this has consequences for society.

**English**

**Speaking**

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

## Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6



**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*

- Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.
- Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.

##### *Safety Management*

- Investigate and practise safety procedures and strategies to manage risk situations.
- Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.

##### *Positive Attitudes*

- Develop skills and responsible attitudes in challenging physical situations.
- Demonstrate and examine responsible attitudes in challenging physical situations.

##### *Identity, Sensitivity, and Respect*

- Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.
- Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

##### *Interpersonal Skills*

- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.
- Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

##### Social Sciences

##### *Social Studies*

- Understand how cultural interaction impacts on cultures and societies.

##### Learning Languages

##### *Managing Self and Relating to Others*

- Express and respond to personal ideas and opinions.

##### *Participating and contributing in communities*

- Communicate appropriately in different situations.

**Play Is The Way New Zealand Curriculum Connections: Levels 5 & 6**



**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, Learning Languages and English.*

**NZC Vision**

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

NZC Principles	NZC Learning Areas
<b>High Expectations</b> <b>Learning to Learn</b> <b>Community Engagement</b> <b>Coherence</b>	<b><u>Health and Physical Education</u></b>
<b>NZC Values</b>	<b><i>Personal Growth and Development</i></b>
<p><b><i>Excellence</i></b></p> <ul style="list-style-type: none"> <li>Students will be encouraged to value excellence by aiming high and by persevering in the face of difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</li> <li>Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.</li> </ul>
<p><b><i>Integrity</i></b></p> <ul style="list-style-type: none"> <li>Students learn to be honest, responsible and accountable and to act ethically.</li> </ul>	<p><b><i>Personal Identity</i></b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</li> </ul>
<p><b><i>Respect</i></b></p> <ul style="list-style-type: none"> <li>Students learn to respect themselves, others and human rights.</li> </ul>	<p><b><i>Relationships</i></b></p> <ul style="list-style-type: none"> <li>Identify issues associated with relationships and describe options to achieve positive outcomes.</li> <li>Demonstrate an understanding of how individuals and groups affect relationships by influencing people’s behaviour, beliefs, decisions, and sense of self-worth.</li> </ul>
<b>NZC Key Competencies</b>	<p><b><i>Identity, Sensitivity, and Respect</i></b></p> <ul style="list-style-type: none"> <li>Plan and evaluate strategies recognising their own and other people’s rights and responsibilities to avoid or minimise risks in social situations.</li> </ul>
<p><b><i>Relating to Others</i></b></p> <ul style="list-style-type: none"> <li>Listening actively.</li> <li>Recognising different points of view.</li> <li>Negotiating and sharing ideas.</li> </ul>	<p><b><i>Interpersonal Skills</i></b></p> <ul style="list-style-type: none"> <li>Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.</li> <li>Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.</li> </ul>
<p><b><i>Managing Self</i></b></p> <ul style="list-style-type: none"> <li>Being self-motivated.</li> <li>Having a can-do attitude.</li> <li>Understanding yourself as a learner.</li> </ul>	<b><u>Learning Languages</u></b>
<p><b><i>Thinking</i></b></p> <ul style="list-style-type: none"> <li>Being creative, critical and reflective.</li> </ul>	<p><b><i>Managing Self and Relating to Others</i></b></p> <ul style="list-style-type: none"> <li>Express and respond to personal ideas and opinions.</li> </ul>
	<p><b><i>Participating and contributing in communities</i></b></p> <ul style="list-style-type: none"> <li>Communicate appropriately in different situations.</li> </ul>
	<b><u>English</u></b>
	<p><b><i>Speaking</i></b></p> <ul style="list-style-type: none"> <li>Show an understanding of ideas within, across, and beyond texts.</li> </ul>