

Level 4	What does this mean?	Tick/date when completed
<b>Personal Health and Physical Development</b>		
<p>A1. Describe the characteristics of pubertal change and discuss positive adjustment strategies.</p>	<p>Recognise how feelings of lack of confidence, self consciousness and embarrassment typical during pubertal change present during activity. Discuss ways of moving, playing and responding to feelings in game and activity situations.</p>	
<p>A2. Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle and enhance well-being.</p>	<p>Choose daily, weekly physical activity Prioritise active choices when possible Manage own workload, schedule and belongings to support an active schedule. Explain how this enhances their well being</p>	
<p>A3. Access and use information to make safe choices in a range of contexts.</p>	<p>Find out about safe ways to perform movements. Find out about appropriate places to be active. Use this information when creating movement sequences. Use this information when preparing events.</p>	
<p>A4. Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</p>	<p>Identify stereotypes present in sport. Describe social messages present in sports, sports marketing, event management and reporting.</p>	

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Movement Concepts and Motor Skills		
B1. Demonstrate consistency and control of movement in a range of settings.	Can perform movement with as planned. Can repeat movements. Can demonstrate the ability to control variables when performing movements.	
B2. Demonstrate willingness to accept challenges	Accept challenges with confidence and purpose	
B2. Learn new skills and strategies, and extend their abilities in movement related activities.	Learn new skills Learn new strategies Get better at activities.	
B3. Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.	Demonstrate cause and effect of shape, surface, speed, materials in different activities. Play games and sports that have included technology in their development. Compare versions of games from past and present.	
B4. Participate in and demonstrate an understanding of how social and cultural practises are expressed through movement.	Participate and reflect different etiquette of sport, dance and movement. Identify when some practises are unique to certain cultural groups. Recognise when movements reflect a certain cultural group or sporting code.	

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### Relationships With Other People

C1. Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.	Try different roles within games, sports or the school environment eg.coach, captain, team member, referee, monitor,organiser Discuss how other people reacted when you were in each role. Describe ways of acting in order to be successful and effective in each role.	
C2. Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people	Notice when gender, personality types or other groups being left out or disadvantaged. Assert their own ideas, needs and feelings to resolve this. Support others to voice their ideas, needs and feelings.	
C3. Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.	Identify and use positive and encouraging "team talk" Demonstrate ways of giving constructive advise to a team or individual about their performance. Acknowledge the success of others during and after and activity. Lead or teach an activity with confidence and purpose.	

### Healthy Communities and Environments.

D1. Identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses	Reflect on the relationships experienced. Compare the tone, effectiveness and feelings associated with these relationships during different parts of the activity or practise. Eg. When giving feedback, when following a leader Describe ways of talking and acting in each situation.	
D2. Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.	Identify lifestyle factors and media influence that relate to the activity. Say how lifestyle factors and media influences effect our choices of activity. Explain how these influence on the health of the community as a whole.	
D3. Specify individual responsibilities and take collective action for the care and safety of other people in their school (and the wider community)	Give people jobs to do within the group Work together to ensure that games and activities are safe for all participants Work together to ensure that games and activities are safe for all people in the area.	

