Level 2 *Students can:*	Level 3 *Students can:*	Level 4 *Students can:*	Level 5 *Students can:*
◆ describe their stages of growth ◆ say what they need in order to develop ◆ demonstrate responsibility for simple self-care	◆ identify factors that affect physical, social and emotional well-being ◆ show skills for managing personal changes	◆ identify a range of personal changes to hauroa at puberty ◆ discuss some positive adjustment strategies to meet personal needs during these changes	◆ describe social, physical and intellectual processes of growth ◆ relate these to features of adolescent development ◆ provide effective self management strategies
◆ participate in regular enjoyable (daily) physical activity ◆ describe personal benefits	◆ plan and maintain regular enjoyable physical activity ◆ explain how activity self-care and wellbeing are related	◆ demonstrate increased responsibility to be able to participate in regular, enjoyable physical activity	◆ maintain regular enjoyable physical activity ◆ describe what this means in relation to a balanced lifestyle
◆ identify and use safe practices ◆ use basic risk management strategies	◆ identify and plan basic safety management strategies ◆ use basic safety management strategies	◆ access information required to make safe choices in a range of contexts ◆ describe the use of these choices in context	◆ investigate safety procedures ◆ practice risk management strategies to minimise and manage risk
◆ identify personal strengths ◆ identity how these contribute to a sense of self-worth	◆ describe how their own feelings, beliefs and actions contribute to their sense of self-worth ◆ describe how other people's feelings, beliefs and actions impact on their sense of self worth	◆ identity social messages and stereotyping ◆ describe effects on self-worth	◆ investigate and describe the ways people define their identity and sense of self-worth ◆ describe the links this has to the ways they see others
◆ participate in physical activity ◆ say why it is enjoyable for themselves and others	◆ develop more complex movement sequences	◆ demonstrate consistency and control of movement	◆ acquire and apply complex motors skills by using basic principles of motor learning
◆ participate in physical activity ◆ say why it is enjoyable for themselves and others	◆ develop movement skills ◆ demonstrate confidence in challenging situations	◆ demonstrate willingness to accept challenges ◆ demonstrate willingness to learn new skills ◆ extend their abilities in movement related activities	◆ develop and demonstrate responsible attitudes about safety in challenging situations
◆ apply rules in games and activities ◆ demonstrate safe and fair play	◆ participate in competitive activities ◆ describe how competition can affect peoples' behaviour	◆ earn new skills associated with a range of cultural activities ◆ demonstrate understanding of cultural and social movement practices	◆ investigate and experience the ways physical competence and participation are influenced by social and cultural factors
◆ show ways of maintaining and enhancing relationships ◆ show ways of maintaining and enhancing relationships within a group	◆ identify and compare ways of establishing relationships ◆ identify and compare ways of managing changing relationships	◆ identify the effects of changing situations on relationships ◆ describe appropriate responses in relation to roles and responsibilities	◆ identify issues associated with relationship in context ◆ describe options to achieve positive outcomes
◆ describe how individuals and groups are alike ◆ describe how individuals and groups are unique	◆ recognise ways people can discriminate against each other ◆ identify ways to act responsibly to support themselves and others	◆ recognise instances of discrimination ◆ act responsibly to support themselves and others	◆ describe the ways values and attitudes relating to difference can influence their own safety ◆ relate this understanding to the safety of others
◆ express their ideas, needs and feeling with confidence ◆ listen sensitively to their people and affirm them.	◆ identify the pressures that can influence interactions with other people ◆ demonstrate basic strategies to manage these	◆ describe situations where assertive communication is appropriate ◆ act responsibly to support themselves and other	◆ demonstrate a range of interpersonal skills and processes to assist safe choices ◆ relate these appropriate to more than one context for themselves and others
◆ examine how people's attitudes, values and actions contribute to healthy physical and social environment	◆ identify how health care is influenced by community and environmental factors ◆ identify how physical activity practices are influenced by community and environmental factors	◆ investigate and describe common health problems across the life span ◆ relate these to lifestyle factors and media influences	◆ investigate and discuss the ways societal influences have an impact on the wellbeing of students communities
◆ identify people in their community who can help ◆ explain how they can contribute to a healthy community	◆ participate in a communal event ◆ describe how participation in communal events enhances wellbeing of the community	◆ investigate a range of community resources ◆ evaluate the contribution of each to wellbeing of the community	◆ investigate community services that promote and support people's wellbeing ◆ take action to promote personal and group involvement in a specific context
◆ use simple guidelines and practices to contribute to a safe and happy environment	◆ research and describe current health and safety guidelines in a specific context ◆ take action to enhance their effectiveness	◆ identify specific individual responsibilities for the care and safety of self and others ◆ take collective action in a wider community context	◆ identify rights and responsibilities of consumers ◆ use this information to evaluate specific health related products and services
◆ share ideas and beliefs about the ways the environment contributes to well-being ◆ work with other people to make improvement	◆ apply rules in games and activities ◆ demonstrate safe and fair play	◆ create an action plan which specifies individual responsibilities for the care and safety of others in context ◆ take collective action to implement this	◆ investigate and evaluate features of a specific environment that affects people's wellbeing ◆ take action on their findings to enhance wellbeing