

<b>Title:</b> The Finish Line	<b>Catchphrase:</b> Break it down - Whakaiti ngā poutama	<b>Value:</b> Finishing
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<b>Health &amp; PE</b>	
<p>PERSONAL HEALTH &amp; PHYSICAL DEVELOPMENT</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• L3: <i>Personal growth and development</i>: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. (Specifically in relation to finishing an overwhelming task).</li> </ul> <p>MOVEMENT CONCEPTS &amp; MOTOR SKILLS</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• L4: <i>Positive attitudes</i>: Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in (movement-related activities) an individual specific goal.</li> </ul>	

<p><b>Values:</b> Students will be encouraged to value...</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Excellence</li> <li><input checked="" type="checkbox"/> Innovation, inquiry, and curiosity</li> <li><input type="checkbox"/> Diversity</li> <li><input type="checkbox"/> Equity</li> <li><input type="checkbox"/> Community and participation</li> <li><input type="checkbox"/> Ecological sustainability</li> <li><input checked="" type="checkbox"/> Integrity</li> <li><input type="checkbox"/> Respect</li> </ul>	<p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using Language, Symbols and Text</li> <li><input checked="" type="checkbox"/> Thinking</li> <li><input type="checkbox"/> Participating and Contributing</li> <li><input type="checkbox"/> Relating to others</li> <li><input checked="" type="checkbox"/> Managing Self</li> </ul>	<p><b>To take it further</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Boy on a Bike - School Journal article</a></li> <li>• <a href="#">Boy on a Bike - Teacher Support Material</a></li> </ul>
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	<b>Mashy GFX</b>	<b>Catchphrase</b>	<b>3MD</b>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Finish the picture</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Colouring page</li> <li>• Goal setting including the break down</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Chalkboard</li> </ul>

## Activity Breakdown

These activities are grouped with the relevant videos, however they could be used at anytime.

### **Mashy GFX**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - a)

- Finish the picture: *We are learning that there's more than one way to finish things.*

Students will add to the squiggle and complete a picture showing their interpretation of what the squiggle is a part of. (See attached worksheet - b).

### **Catchphrase**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - c)

- Colouring Page: *We are learning to promote the value of finishing something by breaking it down into smaller chunks.*

Students use the colouring page to create a poster which promotes finishing (See attached sheet - d)

- I have a goal...: *We are learning to make SMART goals and break them down into easier to manage and achievable steps.*

Students use the worksheet to create a SMART goal. Once they have broken it down into easier to manage and achievable steps students can encourage, help, and celebrate with each other on their individual journeys to become finishers! (See attached sheet - f)

### **3MD**

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - g)

- Chalkboard: *We are learning to make a chalkboard for a 'To Do List'.*

Students use simple items to make a chalkboard. (See attached worksheet - h)