

How does Natterhub fit with Health and Physical Education?

The Natterhub lessons and features cover many aspects of the New Zealand Curriculum. Listed below are the Health and Physical Education targets met.

Natterhub Badges

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Level 1									
Personal Health and Physical Development									
✓ Describe feelings and ask questions about their health, growth, development, and personal needs and wants.					✓				✓
✓ Participate in creative and regular physical activities and identify enjoyable experiences.			✓	✓					
✓ Describe and use safe practices in a range of contexts and identify people who can help.							✓	✓	
✓ Describe themselves in relation to a range of contexts.	✓		✓		✓				
Relationships With Other People									
✓ Explore and share ideas about relationships with other people.					✓	✓	✓	✓	
✓ Demonstrate respect through sharing and co-operation in groups.	✓	✓					✓		
✓ Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.	✓	✓			✓		✓		✓
Healthy Communities and Environments									
✓ Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.						✓		✓	
✓ Take individual and collective action to contribute to environments that can be enjoyed by all.	✓	✓	✓		✓		✓	✓	
Level 2									
Personal Health and Physical Development									
✓ Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.			✓		✓				✓
✓ Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.		✓	✓		✓				
✓ Identify risk and use safe practices in a range of contexts.						✓		✓	
✓ Identify personal qualities that contribute to a sense of self-worth.		✓	✓		✓		✓		
Relationships With Other People									
✓ Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.	✓	✓			✓		✓		
✓ Describe how individuals and groups share characteristics and are also unique.		✓					✓		
✓ Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.	✓	✓	✓		✓		✓		✓
Healthy Communities and Environments									
✓ Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.		✓	✓		✓		✓		
✓ Identify and use local community resources and explain how these contribute to a healthy community.			✓		✓		✓		
✓ Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.	✓	✓	✓		✓	✓	✓	✓	
Level 3									
Personal Health and Physical Development									
✓ Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.		✓	✓		✓				✓
✓ Identify risks and their causes and describe safe practices to manage these.			✓		✓				
✓ Investigate community resources and ways to seek help about health, safety and wellbeing						✓		✓	
✓ Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.		✓			✓				
Relationships With Other People									
✓ Identify and compare ways of establishing relationships and managing changing relationships.	✓				✓		✓		✓
✓ Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.	✓	✓				✓	✓		
✓ Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.			✓			✓	✓	✓	
Healthy Communities and Environments									
✓ Identify how health care and physical activity practices are influenced by community and environmental factors.			✓			✓			
✓ Participate in communal events and describe how such events enhance the wellbeing of the community.		✓	✓		✓				
✓ Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.					✓		✓		
Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.									
Level 4									
Personal Health and Physical Development									
✓ Describe the characteristics of pubertal change and discuss positive adjustment strategies.									✓
✓ Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.			✓						✓
✓ Access and use information to make and action safe choices in a range of contexts.		✓		✓		✓		✓	
✓ Describe how social messages and stereotypes, including those in the media, can affect feelings of selfworth.		✓			✓	✓	✓		
Relationships With Other People									
✓ Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.	✓	✓			✓		✓		
✓ Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.		✓			✓	✓	✓		
✓ Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.	✓	✓							
Healthy Communities and Environments									
Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.									
✓ Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.		✓			✓				
✓ Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.					✓		✓		

Level 5									
Personal Health and Physical Development									
✓	Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective selfmanagement strategies.								✓
✓	Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect wellbeing and lifestyle balance.			✓		✓			✓
✓	Investigate and practise safety procedures and strategies to manage risk situations.					✓			✓
✓	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.	✓	✓			✓			
Relationships With Other People									
✓	Identify issues associated with relationships and describe options to achieve positive outcomes.		✓	✓		✓	✓		
✓	Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.	✓	✓					✓	
✓	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.	✓	✓			✓	✓	✓	✓
Healthy Communities and Environments									
✓	Investigate societal influences on the well-being of student communities.		✓			✓		✓	
✓	Investigate community services that support and promote people's wellbeing and take action to promote personal and group involvement.			✓					
	Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.								
	Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.								

How does Natterhub fit with Social Sciences?

The Natterhub lessons and features cover many aspects of the New Zealand Curriculum. Listed below are the Social Sciences targets met.

Natterhub Badges

Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
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Level 1

Students will gain knowledge, skills, and experience to:

<input checked="" type="checkbox"/>	Understand how belonging to groups is important for people.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
<input checked="" type="checkbox"/>	Understand that people have different roles and responsibilities as part of their participation in groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
	Understand how the past is important to people.							
<input checked="" type="checkbox"/>	Describe themselves in relation to a range of contexts.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
	Understand how the cultures of people in New Zealand are expressed in their daily lives.							

Level 2

Students will gain knowledge, skills, and experience to:

<input checked="" type="checkbox"/>	Understand that people have social, cultural, and economic roles, rights, and responsibilities	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	Understand how people make choices to meet their needs and wants.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	Understand how cultural practices reflect and express people's customs, traditions, and values.							<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Understand how time and change affect people's lives.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
	Understand how places influence people and people influence places.							
	Understand how people make significant contributions to New Zealand's society.							
	Understand how the status of Ma-ori as tangata whenua is significant for communities in New Zealand.							

Level 3

Students will gain knowledge, skills, and experience to:

<input checked="" type="checkbox"/>	Understand how groups make and implement rules and laws	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	Understand how cultural practices vary but reflect similar purposes.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	Understand how people view and use places differently.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	Understand how people make decisions about access to and use of resources		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
<input checked="" type="checkbox"/>	Understand how people remember and record the past in different ways.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
	Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.							
	Understand how the movement of people affects cultural diversity and interaction in New Zealand.							

Level 4

Students will gain knowledge, skills, and experience to:

<input checked="" type="checkbox"/>	Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people							
<input checked="" type="checkbox"/>	Understand how exploration and innovation create opportunities and challenges for people, places, and environments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	Understand that events have causes and effects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Understand how producers and consumers exercise their rights and meet their responsibilities.							
	Understand how formal and informal groups make decisions that impact on communities.							
	Understand how people participate individually and collectively in response to community challenges.							

Level 5

Students will gain knowledge, skills, and experience to:

	Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.							
	Understand how the Treaty of Waitangi is responded to differently by people in different times and places							
	Understand how cultural interaction impacts on cultures and societies.							
	Understand that people move between places and how this has consequences for the people and the places.							
	Understand how economic decisions impact on people, communities, and nations.							
<input checked="" type="checkbox"/>	Understand how people's management of resources impacts on environmental and social sustainability.							
	Understand how the ideas and actions of people in the past have had a significant impact on people's lives	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Understand how people seek and have sought economic growth through business, enterprise, and innovation.							
<input checked="" type="checkbox"/>	Understand how people define and seek human rights.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

How does Natterhub fit with Key Competencies?		Natterhub Badges								
The Natterhub lessons and features cover many aspects of the New Zealand Curriculum.		Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Thinking										
✓	Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.		✓		✓		✓	✓		
	Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.									
Using language, symbols and texts										
✓	Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.	✓			✓			✓		
	Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.									
Managing Self										
✓	This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.		✓	✓	✓	✓		✓		✓
	Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.									
Relating to Others										
✓	Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.	✓	✓	✓		✓		✓		✓
	Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.									
Participating and Contributing										
✓	This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.		✓	✓		✓		✓		
	Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.									