

Curriculum & EOTC Information Pack

For School Planning and Approval Purposes

1. Purpose of This Document

This information pack is provided to support schools when considering approval of an **Education Outside the Classroom (EOTC)** activity at Mega Air.

It outlines:

- Educational rationale and curriculum alignment
- Programme structure and supervision
- Risk management approach
- Duty of care responsibilities
- Suitability for underage school groups

The intent is to assist schools in meeting their planning, governance, and documentation requirements.

2. Venue Overview

Mega Air is an indoor activity and event venue that provides **structured, supervised programmes for school groups** during approved daytime and underage-use periods.

School programmes may include:

- Supervised movement activities (bouncing)
- Team-based activities (e.g. Gellyball)
- Structured social or cohort events
- Assemblies, prizegivings, and school showcases
- Combined activity + social event formats

All school use occurs within **pre-booked, underage-only sessions**.

3. Legislative & Policy Context (New Zealand)

Education Outside the Classroom activities are guided by Ministry of Education expectations that off-site learning experiences must:

- Have a clear **educational purpose**
- Be **planned and supervised**
- Align with the **New Zealand Curriculum**
- Include **reasonable and proportionate risk management**
- Support student **wellbeing and development**

Mega Air school programmes are designed to operate within this framework.

4. Curriculum Alignment – New Zealand Curriculum (NZC)

Health & Physical Education

The New Zealand Curriculum identifies Health & Physical Education as a learning area that supports:

- Movement competence and physical participation
- Interpersonal skills and social interaction
- Self-management and resilience
- Safety awareness and responsibility
- Student wellbeing (hauora)

Mega Air movement and team-based activities are structured to contribute to these outcomes.

Key Competencies (NZC)

Across Mega Air school programmes, students may develop:

- **Managing Self** – self-control, resilience, responsibility
- **Relating to Others** – cooperation, empathy, communication
- **Participating & Contributing** – teamwork, leadership, inclusion
- **Thinking** – planning, strategy, reflection
- **Using Language, Symbols & Texts** – instructions, rules, visual cues

5. Educational Rationale – Activity Programmes

Movement-Based Activities (Bouncing)

Delivered as **guided, supervised movement sessions**, these programmes support:

- Balance, coordination, and spatial awareness
- Confidence in physical movement
- Sustained participation in physical activity
- Understanding and following safety rules

Sessions are structured and not delivered as unregulated free play.

Team-Based Activities (e.g. Gellyball)

Team-based activities are delivered as **rule-based scenarios** that emphasise:

- Communication and cooperation
- Strategic decision-making
- Leadership and role responsibility
- Emotional regulation and respect for others

Activities are managed within defined boundaries and clear expectations.

6. Educational Rationale – Social & Event Programmes

Mega Air also supports **structured school events**, including:

- Prizegivings and assemblies
- School plays and student showcases
- Leavers' and transition events
- Underage social events

These events are designed to provide a **rewarding and engaging experience** while maintaining appropriate supervision, structure, and behaviour expectations.

7. Programme Structure & Flow

All school programmes follow a **defined structure**, which may include:

- Arrival and briefing
- Safety and behaviour expectations
- Timed activity or event sessions
- Controlled transitions between spaces
- Clear finish and departure process

Where combined programmes are used (e.g. activity followed by social event), activity areas are **closed once sessions conclude**, supporting safety and behaviour management.

8. Supervision & Duty of Care

- Schools retain **overall duty of care** for students at all times
- Teachers and accompanying adults are responsible for supervision and behaviour management
- Mega Air staff provide **operational support**, activity oversight, and venue coordination
- Supervision ratios are determined by the school in line with its own policies

9. Risk Management Approach

Mega Air supports school RAMS processes by providing:

- Structured activities with clear rules
- Defined activity zones and capacity management
- Safety briefings prior to participation
- Staff presence during all sessions
- Indoor, weather-independent conditions

A separate **RAMS Copy & Paste Safety Notes** document is available to assist schools with documentation.

10. Inclusion & Accessibility

School programmes are designed to be inclusive and adaptable.

Options include:

- Adjusted activity intensity
- Alternative non-physical roles
- Structured breaks
- Teacher-led decisions based on student needs

Specific requirements can be discussed during planning.

11. Facilities & Event Spaces (School Use)

School programmes may access:

- Large indoor activity spaces
- A dedicated function room with stage and seating for up to 200
- Professional sound system, lighting, and visual screens
- Outdoor BBQ and courtyard areas

Layouts and equipment use are confirmed in advance.

12. Behaviour Expectations

- Clear behaviour expectations are established before participation
- Teachers remain responsible for behaviour management
- Activities may be paused or students removed if expectations are not met

This approach supports positive participation and safety.

13. Supporting Documentation Available

To support planning and approval, the following documents are available:

- Curriculum & EOTC Information Pack (this document)
- RAMS Copy & Paste Safety Notes
- Parent / Caregiver Permission Template
- Student “What to Expect” Information Sheet

14. Summary

Mega Air school programmes are designed to provide **structured, curriculum-aligned EOTC experiences** that support physical activity, social learning, wellbeing, and student engagement.

They are delivered within a **supervised, underage-appropriate environment** and supported by documentation to assist schools with planning and approval.