

# View Curriculum & EOTC Information

## Educational Rationale for School Programmes at Mega Air

This information outlines how Mega Air's **Bouncing** and **Gellyball** school programmes align with the **New Zealand Curriculum** and **Education Outside the Classroom (EOTC)** guidance, to assist schools when considering approval of an off-site learning experience.

## Purpose of This Information

Schools are required to ensure that any off-site activity:

- Has a clear **educational purpose**
- Aligns with the **New Zealand Curriculum**
- Is **appropriately planned and risk-managed**
- Supports **student wellbeing and development**

The programmes offered at Mega Air are designed to meet these expectations by delivering **structured, supervised learning experiences through physical activity**.

## Legislative and Policy Context (New Zealand)

Education Outside the Classroom is guided by the **Ministry of Education**. Ministry guidance states that EOTC experiences should:

- Be intentionally linked to curriculum learning
- Occur within a planned and supervised environment
- Have clearly identified risks and controls
- Provide learning value beyond the classroom setting

Mega Air school programmes operate within this framework.

# Curriculum Alignment – New Zealand Curriculum (NZC)

## Health & Physical Education

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

- Development of movement skills and physical competence
- Interpersonal skills and social interaction
- Self-management and resilience
- Positive attitudes towards physical activity
- Student wellbeing (hauora)

Both Bouncing and Gellyball programmes are structured to contribute to these learning outcomes.

## Educational Rationale: Bouncing (Movement-Based Learning)

Bouncing sessions are delivered as **guided movement experiences** within a supervised environment.

Educational outcomes may include:

- Development of balance, coordination, agility, and spatial awareness
- Improved confidence and control in physical movement
- Engagement in sustained physical activity
- Practising self-management through pacing, turn-taking, and following instructions
- Understanding and applying safety rules in a physical setting

These outcomes align with curriculum expectations for students to participate confidently and competently in physical activity.

# **Educational Rationale: Gellyball (Team-Based Strategy & Social Learning)**

Gellyball sessions are delivered as **rule-based, team activities** that emphasise cooperation and decision-making rather than competition alone.

Educational outcomes may include:

- Communication and teamwork under structured conditions
- Strategic thinking and problem-solving
- Leadership and shared responsibility within groups
- Emotional regulation and respect for others
- Adherence to rules and agreed boundaries

This aligns with curriculum expectations relating to social interaction, leadership, and participation in cooperative and competitive activities.

## **Key Competencies Supported (NZC)**

Across both programmes, students may develop:

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

## **EOTC Planning, Supervision, and Risk Management**

### **Duty of Care**

- Schools retain overall duty of care for students
- Teachers and accompanying adults remain responsible for supervision and behaviour management
- Mega Air staff provide activity oversight and safety support

## **Risk Management Approach**

- Indoor, weather-independent environment
- Clearly defined activity zones and rules
- Structured sessions and group rotations
- Safety briefings prior to participation
- Documentation available to support school RAMS processes

## **Wellbeing and Engagement Considerations**

The Ministry of Education recognises wellbeing as a key factor in student engagement and learning. Movement-based EOTC experiences can contribute to:

- Physical wellbeing through active participation
- Social wellbeing through teamwork and inclusion
- Emotional wellbeing through confidence-building and stress release
- Positive behaviour through clear expectations and structure

## **Supporting Documentation**

To support school planning and approval processes, the following documentation is available:

- Curriculum & EOTC Information Pack
- RAMS copy-and-paste safety notes
- Parent permission template
- Student “What to Expect” briefing sheet

## **Summary**

Mega Air school programmes are designed as **structured, curriculum-aligned learning experiences** that can support schools in meeting EOTC requirements.

They provide opportunities for movement, social learning, and wellbeing within a managed and supervised environment.