# **Health Studies Level 1 Course Outline 3: Hā ki roto, Hā ki waho**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

## Context

This teaching and learning programme is based around local, and culturally-relevant, identified wellbeing issues. This enables teachers and ākonga to co-design a programme of learning that connects to the realities of their lives and of those around them. This will enable teachers to build understanding of the HPE underlying concepts and subject knowledge using real world application in everyday settings. **“Wellbeing” issues can connect to the Key Areas of Learning: food and nutrition, mental health, relationships and sexuality education.**

Diverse identities, cultures, languages, aspirations, pathways and local contexts are foregrounded in this teaching and learning programme outline. It is anticipated that learners’ ways of being in the world are harnessed to shape teaching, learning and assessment. This means that a wide range of cultural knowledges will be drawn upon, including te ao Māori and Pacific. In turn, the learning programme is more likely to be accessible to diverse learners, and connect to the range of knowledge, skills, and competencies for a wide range of possible pathways.

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year, there are ample opportunities for significant learning to take place through rich experiences. Assessment activities should naturally fall out of these rich experiences. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| * Explore Māori and Pacific knowledge bases, values and practices related to hauora and wellbeing
* Explore hauora through Te Whare Tapa Whā and other holistic models of health and wellbeing, such as Fonofale
* Learn about how kaitiakitanga, manaakitanga and whanaungatanga contribute to the hauora of individuals, whānau, and communities
 | **WHAKAPAPA IN RELATION TO UNDERSTANDING TE WHARE TAPA WHĀ***This introductory unit sets the scene for the Level 1 course, including safety guidelines relevant to the class. Ākonga will explore the significance of whakapapa in relation to understanding Te Whare Tapa Whā for M*ā*ori.* * Whanaungatanga - in the first week to cover safety guidelines, expectations, relationship building with students and whānau.
* Whakapapa and its significance to Māori, eg Māori are able to whakapapa their bloodlines back to Ranginui and Papatūānuku and/or Io. [Ngā atua](https://teara.govt.nz/en/traditional-maori-religion-nga-karakia-a-te-maori/page-1); [Tohunga](https://teara.govt.nz/en/traditional-maori-religion-nga-karakia-a-te-maori/page-2); [Spiritual Concepts](https://teara.govt.nz/en/traditional-maori-religion-nga-karakia-a-te-maori/page-3); [Karakia](https://teara.govt.nz/en/traditional-maori-religion-nga-karakia-a-te-maori/page-4).
* The connections made to the seen and unseen through whakapapa and how this can be used to describe how Māori view and apply the dimension of Taha Wairua.
* In acknowledging the importance of whakapapa to Māori it is important to acknowledge the whakapapa of Te Whare Tapa Whā and how it came about through [Māori women’s health activism](https://teara.govt.nz/en/womens-health/page-9). Step back before stepping forward.
* Learn about Te Whare Tapa Whā and the dimensions from a Māori viewpoint.
* Explore Māori values (for instance Kaitiakitanga, Manaakitanga, Kotahitanga, Rangatiratanga and Whanaungatanga) and how these values connect to Te Whare Tapa Whā and Māori wellbeing.
* Explore contemporary understandings and applications of Te Whare Tapa Whā in Māori contexts.
 | 3 weeks  |
| * Explore Māori and Pacific knowledge bases, values and practices related to hauora and wellbeing.
* Understand that hauora and wellbeing is more than a matter of personal choice and individual responsibility
* Learn about how kaitiakitanga, manaakitanga and whanaungatanga contribute to the hauora of individuals, whānau and communities
* Explore how mana and identity are connected with a sense of self-worth
 | **UNDERLYING CONCEPTS** *This unit aims to deepen ākonga understanding of the four underlying concepts of Health in relation to a M*āori context *in order to develop the conceptual understanding that is needed for meaningful learning within this course and beyond (Level 2 and 3).* * Explore Underlying Concepts through topics related to food and nutrition, relationships and sexuality, and/or mental health contexts. Whakataukī could be used to explore each of these concepts too.
	+ The Underlying Concepts:
1. Hauora, wellbeing (refer to Whakapapa in relation to understanding Te Whare Tapa Whā section).
2. The socio-ecological perspective
3. Attitudes and values (including Social Justice)
4. Health promotion
* Use a range of activities to develop understanding of the concepts, for instance Whakataukī, Māori legends, Māori contexts etc.
* Resources for this: [Explore your way to Wellbeing](https://mhaw.nz/assets/MHAW-2019/schools-and-kura-explore-pack.pdf)

**Work completed in this unit will contribute formative and summative assessment for AS 1.1: Demonstrate understanding of Te Whare Tapa Whā in relation to an activity.** | 5 weeks  |
| * Explore how mana and identity are connected with a sense of self-worth
* Explore Māori and Pacific knowledge bases, values and practices related to hauora and wellbeing
* Learn about how kaitiakitanga, manaakitanga and whanaungatanga contribute to the hauora of individuals, whānau and communities
* Understand personal and interpersonal skills that can enhance hauora
* Understand that a variety of health-promotion actions are needed at personal, interpersonal, and societal levels to enhance hauora
 | **WHANAUNGATANGA** *This unit focuses on the importance of relationships. Across various learning contexts ākonga will explore and practise a range of traditional and contemporary personal and interpersonal skills used by Māori to uphold meaningful relationships.* * Explore taha whānau through whanaungatanga and a deepened understanding of the importance of connectedness to the seen and unseen (relationships are multi-dimensional + involve an acknowledgement of each others sacredness (tapu)
* Unpack what mana-enhancing relationships are using:
	+ Manaakitanga
	+ the importance of mana - mutual, given and received (rights and responsibilities - could use practical examples such as ghosting vs kanohi-ki-te-kanohi & poroporoaki)
	+ the role of Manaaki in relationships - reciprocity + taha whānau
	+ could use concepts of ‘pou whero’ versus ‘pou kākāriki’
* Explore Māori attitudes, values & beliefs towards sexuality - past and present
* Engage in a variety of ways one can support themselves and support others in relation to safer sex practices
* Explore societal norms, expectations, consent, power and other issues
* Unpack whakataukī that reflect people’s relationship to self, hapu, iwi & environment
* Compare various interpersonal skills (eg, listening, assertiveness) in Te Ao Pakeha with Te Ao Māori
* Compare assertiveness in Te Ao Pakeha with Te Ao Māori
* Engage in various opportunities that allow the development of Interpersonal skills, for example:
	+ Engage in kōrero/waiata in small and large groups learning & using te reo Māori. Reflect upon how te reo and waiata are active expressions of cultural identity that when shared can also be used as a tool to develop positive meaningful relationships.
	+ Engage in the process of hui by exploring the concepts of mihi and kaupapa and how these could be applied in interpersonal relationships - possible resource: [Māori Centred Model of Relational Health](https://onlinelibrary.wiley.com/doi/full/10.1111/jocn.15859)
	+ Through wānanga with the class on marae - many opportunities that require teamwork, listening, assertiveness, negotiation and shared problem-solving.

Possible resources:* [https://www.semanticscholar.org/paper/Indigenous-(M%C4%81ori)-sexual-health-psychologies-in-Grice-Braun/aec5a5fe40b7b05b3dbf59fa988f1a543d6d8e8f/figure/0](https://www.semanticscholar.org/paper/Indigenous-%28M%C4%81ori%29-sexual-health-psychologies-in-Grice-Braun/aec5a5fe40b7b05b3dbf59fa988f1a543d6d8e8f/figure/0)
* <https://www.jstor.org/stable/20460942>
* <https://teara.govt.nz/en/hokakatanga-maori-sexualities/print>
* <https://www.inclusive.tki.org.nz/guides/supporting-lgbtiqa-students/explore-maori-and-pasifika-understandings-about-sex-characteristics-gender-and-sexuality-diversity>
 | 8 weeks  |
|  | **A WAY OF BEING** *This unit involves ākonga identifying personal or interpersonal wellbeing needs after drawing inspiration from their experiences and examining their current wellbeing. They will then plan, implement actions they take to enhance wellbeing and reflect on the capabilities they develop in taking these actions.* Introduce the steps in the [action competence learning process (ACLP)](https://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-approaches/Action-competence-learning-process) to create a plan for the project. Brainstorm personal and interpersonal capabilities and select one of each to focus on throughout the actions.Actions could relate to a number of situations that could boost mental health and impact hauora:* Management – for example, try a range of different stress-management techniques
* Awareness – for example, increase awareness about mental health by creating an informative poster
* Discussion – for example, engage in conversations about mental health with your whānau
* Event – for example, organise or attend a community event about mental health

**Work completed in this unit will contribute formative and summative assessment for AS 1.2: Demonstrate understanding of the use of personal and interpersonal capabilities in situations that impact hauora.**  | 6 weeks  |
| * Explore hauora through Te Whare Tapa Whā and other holistic models of health and wellbeing, such as Fonofale
* Explore how mana and identity are connected with a sense of self-worth
* Explore Māori and Pacific knowledge bases, values and practices related to hauora and wellbeing
* Learn about how principles of fairness and inclusiveness can be applied to hauora and wellbeing approaches
* Learn about how kaitiakitanga, manaakitanga and whanaungatanga contribute to the hauora of individuals, whānau and communities
* Explore how mana and identity are connected with a sense of self-worth
* Understand diverse ways to manage change situations that impact hauora and wellbeing
* Understand personal and interpersonal skills that can enhance hauora
* Understand that a variety of health-promotion actions are needed at personal, interpersonal, and societal levels to enhance hauora
 | **TIKANGA** *This unit can be approached from a range of contexts, including mental health (eg resilience in change situations), relationships and sexuality education (eg changes as we develop, changes to relationships) and food and nutrition (eg changing eating patterns and food practices in Aotearoa New Zealand). This unit explores different ways of making sense of wellbeing. Across a range of identified health issues, and across different cultural perspectives, ākonga will make sense of how different people and groups come to understand wellbeing.** Explore tikanga and the basic whakapapa of tikanga connecting back to the whakapapa unit - values, culture, protocols, customs, ethics, etiquette, sustainability and law.
* Explore how tikanga supports wairuatanga (spiritual), whenua (connection to the land), tupuna (ancestry), and tangata (people).
* Explore how tikanga can influence hauora, mana and identity.

**Work completed in this unit will contribute formative and summative assessment for AS 1.3: Demonstrate understanding of factors that influence hauora. This is assessed as a common assessment activity.** **TIKANGA AS AN APPROACH TO COPING WITH CHANGE (STRATEGIES/AWHI)** *This unit involves looking at tikanga through the lens of helping ākonga navigate the changes they face. Various awhi can be explored to show how wellbeing can be enhanced through connection to cultural identity.* * Explore various Māori tikanga in relation to change experiences, eg, tangihanga, tapu and noa, mauri
* Explore various tikanga from te ao Pākeha & other cultures in relation to change experiences
* Explore various awhi/strategies from te ao Māori that can be used to enhance hauora for self, hapu, iwi in change situations
* Explore various awhi/strategies from te ao Pākeha that can be used to enhance hauora for self, hapu, iwi in change situations
* Ākonga can hui/talanoa with elders/respected adults in their home/school life - What have they experienced? How did they overcome/navigate difficult haerenga? How did these changes affect their identity, attitudes, values and beliefs?
* Explore concepts of navigation & resiliency through research of Māori within Aotearoa New Zealand- could be historically or currently. Possible resource: [100maorileaders](https://100maorileaders.com/)
* Explore various awhi - ways of support/strategies - personal (self), interpersonal (whānau, whanaunga, hāpu) eg. learning of te reo, joining a Kapa Haka rōpū, practising waiata, drawing strengths from ngā Atua, mindfulness from a Māori perspective
* Explore various awhi - societal (iwi, kura, Aotearoa, te ao) eg). Marae rōpū working with communities, Youth Wananga building capabilities within community, Kapa Haka/te reo opportunities, NZ government initiatives that support Māori

Possible resource:* <https://mro.massey.ac.nz/bitstream/handle/10179/7406/02_whole.pdf?sequence=3&isAllowed=y>

**Work completed in this unit will contribute formative and summative assessment for AS 1.4: Demonstrate understanding of strategies that enhance hauora. This is assessed as a structured report.**  | 4 weeks 6 weeks  |