# **Health Studies Level 1 Course Outline 2: Hauora and wellbeing for rangatahi**

# 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 Matrix 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, 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. 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 assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| Explore hauora through Te Whare Tapa Whā and other holistic models of health and wellbeing, such as FonofaleExplore Māori and Pacific knowledge bases, values, and practices related to hauora and wellbeing | Introduction * This is me; this is how I’m connected – various activities (eg, name games, visual representations of what akōnga value, my mihi, pepeha – as appropriate).
* Negotiating and establishing class safety guidelines.
* Introduce a range of interactive activities to develop systems, processes, and capacities for working together and fostering whakawhanaungatanga and manaakitanga (eg, doughnut activities to share holiday experiences or what’s on top, getting to know you ‘games’, think/pair/share about topical stories, values continuums about what wellbeing issues are important now).
* Recap and reflection on Year 9 and 10 learning (collection of student voice to identify what has been learned, and how ākonga like to learn, to help shape the content and details of subsequent lessons and units).
* Overall shape of the year, assessment scheduling and planning – organising a learning and assessment diary.
* Setting up a learning portfolio/journal on the school’s digital platform for Health Studies learning.
* Identifying and bookmarking essential sites for the course (teacher directed), plus information and support sites students find useful (to add to this over time).
* Start a class Health Studies glossary – either digital on the class learning platform and/or as a changing wall display. Can include subject-specific language and with te reo Māori translations and, where possible, home languages of students in the class.
 | 3 weeks  |
| Explore hauora through Te Whare Tapa Whā and other holistic models of health and wellbeing, such as FonofaleExplore Māori and Pacific knowledge bases, values, and practices related to hauora and wellbeingLearn about a selection of Food and Nutrition, Relationships and Sexuality, and Mental Health contexts Learn about how kaitiakitanga, manaakitanga, and whanaungatanga contribute to the hauora of individuals, whanau, and communities  | Changes, changes, changes – teenage wellbeing * Ākonga revisit prior learning about Te Whare Tapa Whā through a series of activities that recall the dimensions and what aspects of wellbeing these refer to, and the need for balance (eg, Te Whare Tapa Whā chairs, Te Whare Tapa Whā knowledge race/card game, building a whare that stands up and supports itself from basic materials, such as newspaper, keeping a ball balanced on a blanket while walking around the school, reflecting on what the point is about the need for dimensions of hauora being in balance).
* Ākonga explore a range of other health and wellbeing models – other Māori models like Te Wheke, a range of Pacific models such as Fonofale, Fonua, Tivaevae, Te Vaka Atafaga, or other cultural models. Draw attention to the visual symbolism and the similarities and differences between the dimensions of these models.
* Ākonga develop their own model of wellbeing using imagery and ideas about wellbeing that are meaningful for them. These are shared with class and whānau. Reflection on these models identifies similarities and differences between what ākonga deem important for their wellbeing.
* Ākonga consider the place of identity (or rather identities) as a feature of wellbeing.
* Ākonga explore the concept of mana as a way to think about aspects of their wellbeing (*for example, see Mental Health Education and Hauora (2018) Fitzpatrick et al, NZCER activity #32:* [*https://healtheducation.org.nz/resources/mental-health-education/*](https://healtheducation.org.nz/resources/mental-health-education/) *and the Mental Health Education Guide, MoE, 2021 – in press*).
* Across a series of activities and using critical thinking approaches (eg, through mini-investigations, analysis of news items, surveys, presentations, video, Q&A with guest speakers - as applicable) ākonga explore how all dimensions of hauora, as framed by Te Whare Tapa Whā, feature in any Food and Nutrition situation related to being a teenager. *Select the focus for these activities in anticipation of future learning and what is topical for ākonga’s school, local community, and nationally (and, perhaps, internationally).*
* Ākonga consider how wellbeing changes in relation to a selection of situations. For example, when one dimension is affected or impacted by an event or situation and wellbeing gets ‘out of balance’ in response to this, and then the effect of this on ‘overall wellbeing’. Then, ākonga make some initial observations about the reasons for this and what causes changes to wellbeing (also signal the units to follow).
* Using a selection of these situations, develop ākonga ideas about the way the dimensions are interrelated and therefore why Te Whare Tapa Whā is considered to be a ‘holistic’ model of health and wellbeing. Re-emphasize the need for balance and collect initial ideas about what helps or hinders this balance between the dimensions (also signal that this is the next step for learning).
* Explain the requirements of the assessment task. Ākonga are supported to develop a learning artefact that demonstrates understanding of wellbeing in a Food and Nutrition situation of their choosing. Artefacts with a visual aspect to them are encouraged – video, posters, models, mixed media, etc.

The artefact will need to show understanding of Te Whare Tapa Whā as a model of hauora (eg, of health and wellbeing), how the dimensions of hauora relate to a selected situation, how the dimensions are inter-related, what happens when something changes (eg, when one dimension is impacted in some way) and the need for balance between the dimensions. * Other (non-assessable) material may be provided, for example, ākonga reflection on why they selected this situation, what the learned from it, what they learned from discussing their artefacts with each other, and what they learned from whānau when it was shared with them (see below).
* Once developed, ākonga share their learning artefacts with peers and whānau (eg, at student-parent-teacher/ākonga-whānau-kaiako 3-way conferencing events or other form of whānau engagement at school).

***Opportunity for assessment of AS 1.1: Demonstrate understanding of the application of a model of health*** | 8 weeks  |
| Understand that hauora and wellbeing is more than a matter of personal choice and individual responsibilityExplore Māori and Pacific knowledge bases, values, and practices related to hauora and wellbeing | My kai, your kai – same, but different* Co-construct a series of questions under the title ‘Who do you think you are?’, which students can use to delve into their cultural origins and find out how these influence their current eating patterns, food practices, and wellbeing.
* My life in 10 foods. Select 10 dishes or recipes that are of personal significance and link to underlying personal attitudes, value, beliefs, and practices that impact on wellbeing. Explore how recipes/dishes have evolved or been lost over time.
* Explore how food can be used as an expression of manaakitanga, whanaungatanga, and tikanga to enhance mana and personal wellbeing.
* Explore an aspect of food culture in Aotearoa New Zealand that has significant cultural meaning and show understanding of its impacts on personal and family wellbeing.
* Research the origins of a cultural celebration, such as Matariki, Diwali, or Chinese New Year, and how it is celebrated today. Apply a wellbeing model to explore how celebrations enhance relationships and wellbeing.
* Reflect on these activities to consider how healthy (and perhaps less healthy) food choices are influenced by culture and other related factors.

**Your Food Landscape*** Ākonga survey and analyse class attitudes, values, beliefs, and practices related to healthy eating. For example, do people in the class follow the eating and activity guidelines recommended for young people their age? Why or why not? What helps or hinders this? And therefore, what influences whether young people meet the recommended nutritional guidelines?
* Ākonga explore the following statement ‘Is the recommended healthy eating pattern achievable for all families?’ Why or why not? What helps or hinders this? And therefore, what influences family eating patterns?
* We all need much the same nutrients for physical health wellbeing but why is the food we eat different? Why is it that some people’s nutrient intake meets requirements for health, while for others it does not?
* Using scenarios, health data or newspaper articles, apply models of health and wellbeing. Compare different eating patterns considering food choice, food quantity, social setting, timing, and frequency. Explore factors contributing to these differences.
* Present ākonga with a series of statements describing different attitudes, values, beliefs, food practices, and other factors related to the question, ‘Why is healthy eating so hard for some people?’ Ākonga place these on a continuum (strongly agree, agree, disagree, strongly disagree) justifying their stance with reference to the influencing factor.
* Influences and influencers. Explore the question ‘Whose nutritional advice can you trust?’ Have ākonga arrange photos of different influencers on a continuum of trust and discuss the motivations and intentions of each in terms of the impact on ākonga wellbeing.

With support, ākonga summarise all the learning from the unit to a graphic organiser or visual planner (such as a mind map). They identify all the factors that influence food choices and eating patterns for adolescents and families (or other groups if included in the learning), such as:* ‘personal’ influences, which are typically factors that operate at an individual level (eg, people’s tastes, their food preferences, any health conditions that require consideration of dietary choices, their values, and beliefs)
* ‘interpersonal’ influences, which typically include factors that operate through interactions with other people (eg, friends, family, peers)
* ‘community’ influences, which typically include factors that operate at local level and through the actions of people in their school or local community, or other setting like their marae
* ‘societal’ influences typically extend beyond the local community to a national (or international) focus and include factors like laws and policies, media, economic environment, culture (in the broadest sense), or social norms.

***Opportunity for assessment of AS 1.3: Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora*** | 8 weeks  |
| Learn about a selection of Food and Nutrition, Relationships and Sexuality, and Mental Health contextsLearn about how kaitiakitanga, manaakitanga, and whanaungatanga contribute to the hauora of individuals, whanau, and communities Understand personal and interpersonal skills that can enhance hauora | ChoicesAs appropriate to the class and context, activities might include:* Introduction to decision-making models.
* Class brainstorm – what kinds of health-related situations do teenagers find themselves in?
* Exploring relevant decisions and situations (eg, decisions around attending a party with drug use, decisions around getting in the car with a restricted licence driver).
* Exploring the factors that are involved in a decision (eg, time, money, relationships, etc).
* Modelling the use of a decision-making model with the whole class.
* Ākonga selecting their own model and situation and applying this.
* Ākonga reflecting on the effectiveness of the model.
* Ākonga drawing conclusions about the wider impacts of the decision.

***Opportunity for assessment of AS 1.2: Demonstrate understanding of a decision-making process in a health-related situation*** | 6 weeks |
| Learn about a selection of Food and Nutrition, Relationships and Sexuality, and Mental Health contextsUnderstand that a variety of health-promotion actions are needed at personal, interpersonal, and societal levels to enhance hauoraUnderstand diverse ways to manage change situations that impact hauora and wellbeingUnderstand that hauora and wellbeing is more than a matter of personal choice and individual responsibilityLearn about how principles of fairness and inclusiveness can be applied to hauora and wellbeing approaches Explore how mana and identity are connected to a sense of self-worthUnderstand personal and interpersonal skills that can enhance hauoraLearn about how kaitiakitanga, manaakitanga and whanaungatanga contribute to the hauora of individuals, whānau and communities Explore Māori and Pacific knowledge bases, values, and practices related to hauora and wellbeing | Making the healthy choice the easy choice* Ākonga engage in some brief activities to recall prior learning about healthy eating from intermediate school and years 9 and 10 - what are their lasting memories? What was useful to learn, what wasn’t? What got left out? What would they like to learn now?
* Pose the scenario that, as a class, students have been selected to prepare a range of support materials and practical food experiences for a new website that contains a wide range of strategies that help young people to develop a positive attitude towards healthy eating (and individual ākonga reports will be a summary of some of these ideas).
* Ākonga engage in a selection of activities – some as a whole class and some as ‘specialist groups’ (the results of which are shared with peers) and use a wide range of resources, including a wide range of practical food experiences, to develop understanding of strategies that can address Food and Nutrition issues such as:
	+ Making healthy food decisions.
	+ Understanding and applying different food promotion models to the selection of healthy food.
	+ Using nutritional information to think critically about different food products or popular food trends and eating patterns.
	+ Being inclusive of a diversity of other people’s food and nutrient needs.
	+ Learning knowledge of different cultural perspectives in relation to food (eg, Māori and Pacific) to understand the different perspectives and the significance food has within those cultures.
	+ Thinking critically about unhelpful media messages or cultural norms related to food and eating patterns.
	+ Advocating for changes to policies for example changes to food policies to improve; foods safety or the quality and quantity of food they and their whānau have access to, and how culturally acceptable it is (eg, advocating for a school food and nutrition policy) or polices to improve transparency in the food system (such as systems of food labelling). Examples of a food and nutrition policy: <https://www.cph.co.nz/your-health/love-kai/> and <https://www.cph.co.nz/wp-content/uploads/LoveKaiPamphlet.pdf>
* As ākonga debrief after learning about the various strategies and their application, their discussion includes consideration of why these strategies need to be used. The focus is especially on what values are being shown when these strategies are used (for instance, showing respect, showing care and concern, being fair, and being inclusive, and why these are important for promoting wellbeing).
* Also, as ākonga debrief after learning about the various strategies and their application, discussion includes consideration of how some of these ideas may relate to whanaungatanga, manaakitanga, and kaitiakitanga (or similar Pacific values and practices) and feature among these strategies. They may also identify other approaches (tikanga and protocols) that may be needed to promote a positive attitude in the promotion of healthy eating in cultural contexts.
* Provide opportunity for ākonga to make connections with prior learning about the influences on wellbeing and how the use of these strategies in turn becomes an influence of/in themselves.
* Ākonga are supported to identify whether the strategies they have learnt about are:
	+ ‘personal’ strategies, which typically include skills or actions used by an individual to benefit their own wellbeing
	+ ‘interpersonal’ strategies, which typically include skills or actions used by people to benefit their relationships with other people (eg, friends, family, intimate partners)
	+ ‘community’ strategies, which typically include skills or actions used by people to benefit a range of people in their school or local community, or other setting such as their marae, whereas
	+ ‘societal’ strategies, which typically extend beyond the local community to a national (or international) focus and include skills or actions used by people to contribute to a greater social good, or advocate for change at policy level, for example.
* Akōnga select a focus for their report from within the broad framing for this unit and select one strategy to illustrate for their report related to this focus. Using prior skill learning (as above), and new skill learning if required, ākonga produce an artefact showing how this strategy is used in context.
* Ākonga compile a curated selection of material about strategies into their report in preparation for submission.
* [Extra] As opportunity allows, have ākonga design a class website for their peers containing examples of some of these strategies. Share the link among their peers at school. Kaiako will need to monitor this for suitability and check with leadership for any ethical issues.

***Opportunity for assessment of AS 1.4: Demonstrate understanding of strategies that enhance hauora*** | 7 weeks  |