# **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 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, 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, and Relationships and Sexuality.** 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.

|  |  |  |
| --- | --- | --- |
| **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 (eg, 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, whanau, 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 Māori 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).   ***Opportunity for assessment of AS 1.1: Demonstrate understanding of the application of a model of health*** | 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, whanau, 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 and involve an acknowledgement of each other’s 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 and poroporoaki)   + the role of manaaki in relationships - reciprocity and taha whānau   + could use concepts of ‘pou whero’ versus ‘pou kākāriki’. * Explore Māori attitudes, values and 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, and 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:**   * [Indigenous (Māori) sexual health psychologies in New Zealand: Delivering culturally congruent sexuality education](https://www.semanticscholar.org/paper/Indigenous-(M%C4%81ori)-sexual-health-psychologies-in-Grice-Braun/aec5a5fe40b7b05b3dbf59fa988f1a543d6d8e8f/figure/0) * [Reclaiming the past to Inform the Future: Contemporary Views of Māori Sexuality](https://www.jstor.org/stable/20460942) * [Hōkakatanga – Māori sexualities](https://teara.govt.nz/en/hokakatanga-maori-sexualities/print) * [Explore Māori and Pasifika understandings about sex characteristics, gender, and sexuality diversity](https://www.inclusive.tki.org.nz/guides/supporting-lgbtiqa-students/explore-maori-and-pasifika-understandings-about-sex-characteristics-gender-and-sexuality-diversity)   ***Opportunity for assessment of AS 1.1: Demonstrate understanding of the application of a model of health*** | 8 weeks |
| Learn 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  Understand personal and interpersonal skills that can enhance hauora | Decision-making *This unit involves ākonga learning about different decision-making models and putting these into practice.*  As appropriate to the class and context, activities might include:   * Introduction to decision-making models. * 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. * Students selecting their own model and situation and applying this. * Students reflecting on the effectiveness of the model. * Students drawing conclusion 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 |
| 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 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, etc. * 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: [100 Māori Leaders](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, etc. * 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, Aotearoa New Zealand government initiatives that support Māori, etc.   **Possible resource:**   * [Whakaoranga Whānau: A Whānau Resilience Framework](https://mro.massey.ac.nz/bitstream/handle/10179/7406/02_whole.pdf?sequence=3&isAllowed=y)   ***Opportunity for assessment of AS 1.4: Demonstrate understanding of strategies that enhance 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, whanau, and communities | Tikanga  *This unit can be approached from a range of contexts, including Mental Health (eg, resilience in change situations), Relationships and Sexuality (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.   ***Opportunity for assessment of AS 1.3: Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora*** | 4 weeks |