

## TESAC CONFERENCE APRIL 2024

Invitation by HETTANZ to NZHEA to present a Level 1 Health Studies workshop



## Learning area whakatauki

He oranga ngākau, He pikinga waiora  
*Positive feelings in your heart will raise your sense of self-worth*



Artist: Robyn Kahukiwa (Ministry of Health funded posters sent to schools in the 1990s)

## Leigh Morgan

### Kaikōtuitui Arataki Oranga

**Kaikōtuitui** = networking, building relationships

**Arataki** = to lead, guide towards achieving goals

**Oranga** = Te Whare Tapawhā

- Oranga Wairua – flourishing spirit
- Oranga Hinengaro – settled mind
- Oranga Tinana – healthy lifestyle
- Oranga Whānau – positive and sustainable relationships with others

## Acknowledgement

- In Health Education, everything is viewed through a **wellbeing lens**, including Food & Nutrition.
- The activities and reflections I will share today come from a Health Education perspective, but could be adapted.
- The activities included in this PowerPoint have been taken from the NZHEA **Learning Journal and Workbook**.


## Focus areas of level 1 health studies presentation

- Understanding and some practical application of the **underlying concepts** in relation to level 6 of the NZC.
- Understanding and some practical application of other **key health education concepts** with connections to the current level 1 health studies standards.
- Important **insights and considerations** with each of the **internal and external standards**, with links to planning and course design.
- Resources, FAQ's and discussion opportunity.





## Key areas of learning in the HPE curriculum

- The seven key areas of learning (KAL) are:
  1. **mental health (MHEd)**
  2. **sexuality education [often referred to as relationships and sexuality education RSE]**
  3. **food and nutrition (F&N)**
  4. body care and physical safety
  5. physical activity
  6. sport studies
  7. outdoor education
- The key areas of learning we cover in level 1 health studies are highlighted in **yellow**.

**Underlying concepts of the HPE curriculum** 

H.A.S.H  
 Hauora, Attitudes & Values, Socioecological perspective, Health Promotion




**Understanding of underlying concepts at Level 6 of NZC** 

Hauora

- An understanding of wellbeing that includes the dimensions of physical, social, spiritual and mental and emotional wellbeing.
- Other related words and terms include:  
 Health, Oranga, Wellbeing, Oranga mauri, Mauri, Mauri tau, Waiora


**Reflection ONE:**

- If someone asked you to describe or draw a picture of your **health or hauora** what would it include?
- If someone asked you to describe or draw a picture of your **wellbeing**, would it include anything different to your list above? If so what and why is this?

**Connections to the level 1 health studies standards** 

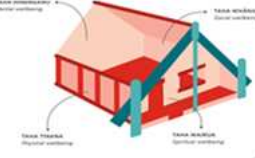
Hauora


- Although this concept has the most obvious links to **1.1** where students apply **holistic models** of health to a range of situations to develop understanding of **hauora**, it is also woven into the **1.2, 1.3** and **1.4** achievement standards. Therefore, it is important students have a thorough understanding of it.
- The term hauora is used in 11 of the 15 **Significant Learning** ideas.
- Hauora is often used interchangeably with the term **wellbeing**.
- Hauora links to the Health Studies **Big Idea: Hauora needs to be approached through a holistic understanding**

**Understanding of underlying concepts at Level 6 of NZC** 

Health & wellbeing models

- A model is a **framework** of ideas to give shape to or understand a situation.
- A model of health and wellbeing then is a **framework** that contains several aspects that make up an understanding of what health is e.g. **Te Whare Tapa Whā** is a health model that shows the physical, social, spiritual and mental and emotional aspects of health and wellbeing.




**Understanding of underlying concepts at Level 6 of NZC** 

Health & wellbeing models


- This approach to understand hauora and wellbeing, and the models of health that support these understandings are **holistic** (concerned with the whole of something, rather than individual parts).
- We need to understand how all the parts of the model **interconnect** to make up a state of health and wellbeing.
- Different aspects of wellbeing need to be in **balance**.

**Reflection TWO:**


- Why do you think Health Education focuses on a holistic understanding of hauora and wellbeing, and not just one aspect like physical or mental health?

**Understanding of underlying concepts at Level 6 of NZC** 

Other health models



Fonofale, Te Huia and Fonua are other examples of models of health.


**Application** of underlying concepts at Level 6 of NZC 

Hauora: Food & Nutrition

**Activity ONE: Feeding communities**


Work in pairs or groups to:


1. Choose **ONE** of the ways communities can address food insecurity and answer the questions in the template.
2. Using that same **ONE** example, fill in the template explaining **HOW** this way of helping supports peoples wellbeing.

**Understanding** of underlying concepts at Level 6 of NZC 

Attitudes and values

- Understanding **attitudes and values** is an important part of understanding what affects hauora and wellbeing, and the actions we take to enhance wellbeing.
- In Health and Physical Education: "**Attitudes and values** are a positive, responsible attitude on the part of students to their own wellbeing; **respect, care, and concern** for other **people** and the **environment**; and a sense of **social justice**."




**Connections** to the level 1 health studies standards 

Attitudes and values

When we take action, there are value-based reasons as to why we do these things.

- When students show **HOW** to make a decision for **1.2**, they will find that many of the factors **influencing** decision making come from what we **value** and what we **believe** is important for our **wellbeing** and that of others.
- As part of the report for the **1.4** assessment, students need to explain reasons for the strategies to be used. One of the things students may be asked about is **HOW attitudes and values** come into **WHY** certain strategies are selected.
- Attitudes and Values** links to the Health Studies **Big Idea: Social justice principles of fairness, equity, and inclusivity are central to hauora.**


**Application** of underlying concepts at Level 6 of NZC 

Attitudes & Values:

**Activity TWO: Values clarification.**


**NOTE: Please prioritise the reflection task with the links to wellbeing.**


1. In your group complete the table preparation task.
2. Individually, work through the values item bank and complete the table and reflection.

**Understanding** of underlying concepts at Level 6 of NZC 

Socioecological perspective

- Personal (P), Interpersonal (IP), Societal (S).**
- Socio** = to do with people.
- Perspective** = a way of viewing things.
- The socioecological perspective is evident when ākonga:
  - can identify and reflect on the **factors** that **influence** people's choices and behaviours (including social, economic, environmental, cultural, and behavioural factors and their interactions).
  - recognise the need for mutual care and shared responsibility between **themselves, others, and society.**
  - actively **contribute** to their own wellbeing, as well as to that of other people, wider society, and to the health of the environment that they live in.




**Understanding** of other key health concepts 

Factors and Influences


- Factors** are things, aspects, considerations.
- Influences** are things that **cause, shape,** have an **effect on,** or **have implications** for something.
- What are factors that influence hauora and wellbeing?

In health education/studies we are interested in a wide range of **personal (P), interpersonal (IP)** and **societal (S)** influences on hauora and wellbeing.

**Connections to the level 1 health studies standards** 

Socioecological perspective

- In the **1.3** Demonstrate understanding of factors that influence hauora examination, students are required to show the marker they know what **personal (P), interpersonal (IP) and societal (S) influences** on hauora and wellbeing are, and how these factors **interrelate (connect, interact, combine)**.
- Students will do this by using the information in a **scenario** and the **resource material** provided in the exam.
- For the **1.2** and **1.4** standard students also need to understand how **personal (P), interpersonal (IP) and societal (S) factors impact hauora and inform decision making**.
- Socioecological perspective** links to the Health Studies **Big Idea: Understanding hauora requires consideration of the complex and interconnected nature of personal, interpersonal, and societal perspectives**

**Application of underlying concepts at Level 6 of NZC** 

Socioecological perspective: Food & Nutrition influences

Activity **THREE**: What factors influence children and teenagers' access to healthier food?


1. Select **ONE** of the photo essay books.
2. Read the scenario.
3. Answer questions 1-5.
4. Using the table of personal, interpersonal and societal factors that influence wellbeing worksheet to assist you, fill in the influences and reflection table.

**Understanding of underlying concepts at Level 6 of NZC** 

Health Promotion

- Health promotion is a process for developing and maintaining **supportive physical and emotional environments**. Through health promotion, ākongā learn the value of **personal and collective action**. Ākongā also learn to make a positive **contribution** to their own **wellbeing** and that of their communities and environments.



**Connections to the level 1 health studies standards** 

Health Promotion


In short, Health Promotion is about "improving health" and requires the use of **skills** and **strategies**.

- A **strategy** is an approach or way of going about something to achieve a desired outcome.
- A **skill** refers to named actions that need to be taken to improve or enhance hauora.

The use of **skills** and **strategies** are most clearly linked to achievement standards **1.2** and **1.4**.

We think of skills as strategies once they are selected to be used in a specific situation to **promote** or **enhance** hauora and wellbeing in a particular way.


**Health Promotion** links to the Health Studies **Big Idea: Tiakitanga, manaakitanga, and whanaungatanga are vital to enhance the hauora of individuals, whānau, and communities.**

**Application of underlying concepts at Level 6 of NZC** 

Health Promotion: Food & Nutrition

Activity **FOUR**: Skills for making food choices with friends or family.

1. Choose a resource from the articles provided and read the scenario.
2. Use the sheet "Skills commonly used in Health Education", and refer to the resource article and scenario to help answer the table of questions.

**Application of underlying concepts at Level 6 of NZC** 

Decision making: Food & Nutrition

Activity **FIVE**: Using a decision making template

1. Choose **ONE** of the Food and Nutrition decision making contexts from the list.
2. Fill in the decision making template to work through what a preparation task for the 1.2 assessment could look like.

## Thinking critically



### Critical thinking

1. **HPE curriculum understanding of critical thinking:** Includes **examining, questioning, evaluating,** and **challenging** taken-for-granted assumptions about issues and practices.
2. **Critical thinking as a skill:** It is used to generate innovative solutions to wellbeing situations, plan and think strategically, and use reasoning skills to analyse and evaluate.
3. **Critical thinking and Significant Learning for level 1 health studies:**
  - › investigate and **critique** a variety of health-promotion actions that enhance hauora at personal, interpersonal, and societal levels.
  - › use **critical thinking** in relation to values, attitudes, and beliefs that inform approaches to hauora.
  - › use **critical thinking** in relation to social constructs, power imbalances, biases, and assumptions that impact hauora.

## Application of critical thinking skills



Activity **SIX:** Questions for critical thinking.

Choose **ONE** of the following: caffeinated energy drinks, food advertising, access to healthy foods or another suitable Food & Nutrition topic.

1. Find a variety of information sources about your topic (newspapers, websites, research etc).
2. Using the information collected, answer as many of the critical thinking questions as possible.

### Insights and considerations: Internal standards 1.1



A few **observations** I have made working with teachers this term:

- If students participated in activities and/or experiences it created a more **authentic** assessment. The flipside is it was often more work for teachers.
- Some students had difficulty **linking** the impacts on each dimension to the context e.g. in a Mental Health context some students commented on what happened during the yoga session, rather than explaining HOW and WHY it linked to managing and reducing stress.
- There was some confusion about **health models** that reflect an understanding of hauora (Te Whare Tapa Whā, Te Huia and Fonofale) and **health promotion/taking action models** (Te Pae Mahutonga, 5 ways to wellbeing, Mana model). It is fine for students to learn about health promotion models, but for assessment purposes, the model used needs to have distinct dimensions that relate closely to hauora.

### Insights and considerations: Internal standards 1.2



• Many teachers are opting to **write** their own scenario. It is essential that students can clearly identify at least **ONE** personal, **ONE** interpersonal **AND ONE** societal influence in the scenario (even if only two of these influences are discussed in their answers). For example, in relation to Food & Nutrition: **Personal** = lack of knowledge about food choices, **Interpersonal** = peer pressure to buy junk food after school and **Societal** = fast food advertising on social media. This allows for more depth when explaining the Merit and Excellence answers.

• Because students need to understand influences to complete the 1.2 assessment, it is a good **opportunity** to **link** the teaching and learning with the 1.3 standard.

### Insights and considerations: External standards 1.3



- It is important that students understand that the topic matter they study in class is not specifically what the exam will cover.
- What is **MOST** important is that students are learning how to **interpret** a wide range of scenarios and/or resources to identify and explain **personal (P), interpersonal (IP)** and **societal (S) influences** on a variety of health and wellbeing situations. They then need to learn how to **transfer** these **P-IP-S** ideas to the context provided in the examination. This requires **practice**.
- Many teachers have decided to enter students into the 1.3 standard for examination practice.

### Insights and considerations: External standards 1.4



- The most important consideration for teachers, in collaboration with the principal's nominee (PN,) is ensuring the **conditions of assessment** for the **digital report** are met. Unfortunately, there is no single answer, and it will vary from school to school.
- Students cannot have access to the internet or any additional material/resources during the assessment period.
- If you haven't done so already, we recommend meeting with your PN as soon as possible to plan what this looks like for your class(es). Teachers are **responsible** for keeping assessment materials and candidates' work **secure**.
- Schools, teachers, and students are **not permitted** to share the assessment or their **assessment response** with any other schools, teachers, or students.

## Resources



- NZHEA shared **Google folder**  
[https://drive.google.com/drive/folders/12eZFbO50UaeLqPFzYrYz2HtNQVrAmjuj?usp=drive\\_link](https://drive.google.com/drive/folders/12eZFbO50UaeLqPFzYrYz2HtNQVrAmjuj?usp=drive_link)
  - One of the best resources is other **local teachers**. Creating a shared folder on a suitable platform to house **resources** and upload assessments for **moderation** is something we are encouraging.
  - If required, I am available to complement the work Nicola Potts has done in her role with HETTANZ.
- Leigh Morgan [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz)

## Frequently Asked Questions (FAQ's)



- 1.1 Question:** Do I have to give students a choice of **models** they could use in the assessment?
- Answer:** No, you can specify which model of health students use (they may have learnt about other models in class but they don't have to be referred to in their assessment)
- 1.1 Question:** What if students don't stick to the **800 word** limit?
- Answer:** Technically you cannot penalise a student for going over the word limit. However, when marking remember that an Excellence can also be completed in 800 words.
- 1.2 Question:** Do I have to use a decision making template?
- Answer:** No, and of itself is insufficient evidence for the assessment. The template is a useful preparatory task to prompt students and help them organise ideas for the assessment.

## Frequently Asked Questions (FAQ's)



- 1.1 & 1.2 Question:** Can students **practice** the assessment questions and how much **support** can I give?
- Answer:** The answer for this question varies for each standard. For 1.1 the reflection of the activity/experience that forms the focus for assessment must **authentically** be the students own work and not a reproduction of the learning preceding the assessment i.e. students should not have **explicitly linked** the dimensions to the activity before the assessment takes place. If a scenario and/or video is used for 1.1, students could practice using a **DIFFERENT** scenario/video first. The same applies for 1.2: students could practice decision making in a different context to the assessment before it takes place. As per the conditions of assessment, teachers can provide **limited feedback** or suggest work that would benefit from further development.

## Discussion opportunity – anything on top?



### Pātai (questions)?



## Close



Mā te kimi ka kite. Mā te kite ka mōhio. Mā te mōhio ka mārama.  
*Seek and discover. Discover and know.  
Know and become enlightened.*

Source: <https://www.waitaki.govt.nz/Libraries/Home/Slider/Whakatauk%C4%AB>