

Hauora: Health and Physical Wellbeing

**E tipu ai te pakiaka tangata, me whakatō he purapura wairua.**

**Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.**

*For the roots of humanity to grow well, spiritual seeds must first be sown.*

*Irrigate with the enduring waters of life, and Hauora will result.*

**Ko te oranga te tino pūmanawa i homai ki a tāua ki te tangata.**

**Kei a tāua te tino kawenga ki te manaaki, ki te tiaki i tēnei taonga tuku iho.**

*The most precious gift we are given is life itself.*

*Our duty is to nurture and care for this precious inheritance.*

**Ko ā tātou tamariki ngā rangatira mō āpōpō.**

**Mā te tiaki, mā te ropiropi ka puta te oranga ki a tātou katoa.**

*Our children are the leaders of the future.*

*By caring for them and fostering their learning, we assure future life for all.*

**The Purpose of Learning about Hauora**

Hauora provides students with access to the world of health and wellbeing. Students will have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, extending to environmental health. They will develop understanding about total health and wellbeing by describing, explaining, trialling and evaluating the many facets of Hauora.

**The Structure of the Learning Area**

Strands help to organise key learning. There are four strands in this learning area:

1. Personal Health and Development (Waiora)

**Piki mai, kake mai. Hōmai te waiora ki ahau.**

*Come to me, join with me. Bring me the waters of life*

Students explore and learn about food, nutrition and sustenance, personal growth and development, safety and safe practices.

1. Movement Concepts and Motor Skills (Koiri)

**Ko te piko o te māhuri, tērā te tupu o te rākau.**

*As the sapling is bent, so the tree will grow*

Students develop and apply movement concepts and motor skills and have opportunities to participate in and enjoy physical activities.

1. Health and the Environment (Taiao)

**Hāhā te whenua, hāhā te tangata.**

*Desolate land, desolate people*

Students discuss and exchange ideas about the close and enduring relationship between people and the natural environment, exploring ways to lessen harmful environmental impacts.

1. People and Relationships (Tangata)

**He taura taonga e motu, he taura tangata e kore e motu.**

*A string of beads is easily broken, but human bonds can never be severed*

Students describe and analyse human relationships in a variety of contexts, both personal and those of others.

Each strand has specific themes to help describe and explain the key learning it contains. The achievement objectives derive from these themes. Although strands and themes are organised separately, each relates to the other and should be integrated in planning Hauora teaching and learning programmes.

**There are four encompassing aspects of Hauora, interwoven within all the strands:**

1. Wairua (which involves Māori perspectives on the fundamental nature of humanity);
2. Customs, Practices and Protocols;
3. Te Reo Māori;
4. Values and Attitudes.

The purpose of including these aspects is to provide guidance in teaching and learning Hauora in safe and positive ways, and to affirm and support unique Māori views of the world.

**The Structure of the Hauora Learning Area**

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|  | **Hauora** | | | |
| **Aspects integrat-ed**  **through all strands:** | Wairua | | | |
| Customs, Practices, Protocols | | | |
| Te Reo Māori | | | |
| Values and Attitudes | | | |
| **Strands:** | **Personal Health and Development** | **Movement Concepts and Motor Skills** | **Health and the Environment** | **People and Relationships** |
| **Themes:** | Food and nutrition  Growth and development  Safety | Physical education  Applying movement skills  Science and technology in movement | Relationships to/in natural environments  Relationships to other environments (man-made, created environments) | Personal relationships  Relationships with whānau, hapū, iwi and the wider world |

**Hauora: Health and Physical Wellbeing ~ Level 1 Achievement Objectives**

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| **Integrating**  **Aspects:** | **Wairua** | | |
| **CUSTOMS, PRACTICES, PROTOCOLS** | | |
| **tE rEO MĀORI** | | |
| **VALUES AND ATTITUDES** | | |
| **Personal health and development** | **Movement concepts and motor skills** | **Health and the environment** | **People and relationships** |
| **1. Growth and development**  Discuss and express feelings about their development such as food and nutrition, looking after themselves, and family routines.  **2. Safety**  Describe simple health and safety practices. | **1. Physical Education**  Develop a range of movements.  **2.** **Applying movement skills**  Participate in games and activities and identify the factors that make  participation enjoyable. | **1. Relationships to Earth and Sky**  **(natural environments)**  Investigate and describe relationships within the natural environment,  between people and the environment, and how it contributes to wellbeing.  **2. Relationships to other**  **Environments (man-made, created**  **environments)**  Discuss environments familiar to them (the student). | **1. Personal relationships**  Describe oneself in relation to his or her role in the family and in other contexts.  **2. Relationships with Whānau, Hapū,**  **Iwi and the Wider World**  Demonstrate care, respect and consideration with others so that shared  environments can be enjoyed by all. |

**Hauora: Health and Physical Wellbeing ~ Level 4 Achievement Objectives**

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| **Integrating**  **Aspects:** | **WAIRUA** | | |
| **CUSTOMS, PRACTICES, PROTOCOLS** | | |
| **tE rEO MĀORI** | | |
| **VALUES AND ATTITUDES** | | |
| **Personal health and development** | **Movement concepts and motor skills** | **Health and the environment** | **People and relationships** |
| **1. Food and Nutrition**  Discuss the types of food that contribute to physical, spiritual and intellectual wellbeing.  **2. Growth and Development**  i. Describe the characteristics of  puberty in positive ways in relation to themselves and others.  ii. Recognise and describe how social messages can effect feelings of self-worth.  **3. Safety**  Use information to make and action safe choices in a range of contexts. | **1. Physical Education**  i. Demonstrate consistency and control of movements in a range of contexts.  ii. Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.  **2. Applying Movement Skills**  Participate in and demonstrate an  understanding of how social and cultural practices are expressed through movement.  **3. Science and Technology (in movement)**  Investigate the effect of science and technology on the selection and use of equipment in different contexts. | **1. Relationships to Earth and Sky**  **(natural environments)**  Contrast lore, customs and practices of Māori and the effect of those actions on the environment.  **2. Relationships to other**  **Environments (man-made,**  **created environments)**  i. Investigate ways to improve aspects of a kura environment  and other environments.  ii. Investigate the effect of the wider community on the  student community. | **1. Personal Relationships**  Identify effects of changing situations on relationships and describe appropriate responses.  **2. Relationships with Whānau, Hapū, Iwi and the Wider World**  i. Describe and demonstrate a range  of assertive communication skills  that enable appropriate  interactions with others.  ii. Recognise instances of  discrimination and act responsibly to support their own rights and  feelings and those of others. |