

## **Health and Physical Education – Hauroa**

### **Planning for Health and Physical Education**



# Hauora (Health & Physical Education) Learning Area

## Implementation Guidelines

The Hauora (Health & Physical Education) learning area is concerned with the total well-being of each child. "Students will have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, as well as environmental health." (*Te Marautanga o Aotearoa*)  
"In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts." (*The New Zealand Curriculum*)

These aspirations are consistent with the Otari School vision of *Inspiring a love of learning through an education that values the development of the whole child.*

The following Hauora yearly planning guide can be used and adapted by each of the three strands. At Otari School, teachers provide a balance within their Hauora programmes so that the children's spiritual, mental, physical and emotional wellbeing are all addressed.

Hauora education can be successfully integrated with other learning areas and other school programmes, such as:

- reading and listening to material relevant to Hauora
- motivating the children's own writing about their experiences
- drama and dance performance with a focus on 'Movement Concepts and Motor Skills'
- exploring mathematical concepts and their application within the Hauora learning area
- environmental education in regard to 'Healthy Communities and Environments'
- key competencies and their age-related development in relation to 'Personal Health and Physical Development'
- virtues education in relation to 'Relationships with other People'.

### Planning

Long-term and daily planning:

- reflects coverage of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*
- reflects children's interests
- is adapted to suit the children's learning needs and the range of ages and stages contained within each class
- can be adapted to relate to topical issues
- shows the Hauora learning goals
- highlights skills teaching and opportunities for developing and practising new learning.
- shows links to other Curriculum and /or Marautanga learning areas and their associated tasks
- provides evidence of consideration given to student goals,
- indicates ways in which teachers will engage and motivate the learners
- documents ways to scaffold children's learning
- records methods that will be used to monitor children's progress.

### Instructional Practice

Teachers will determine how best to ensure coverage of the Hauora Learning Area within their classrooms. The approaches may differ from strand to strand and class to class. For example,

Hauora learning may be implemented through units of a specific duration and/or via weekly focus lessons.

Hauora learning must include regular Physical Education lessons and physical activity at least 3 to 4 times per week.

Teachers use a range of approaches and strategies such as:

- questioning
- directing
- prompting
- explaining
- modelling
- scaffolding.

Teachers identify the teaching style they have chosen for a particular portion of their Hauora programme:

1. Command: All decisions are controlled by the teacher.
2. Practice: Students execute teacher-prescribed movement tasks on their own.
3. Reciprocal: Partner helps in some teaching/coaching prescribed by the teacher.
4. Self-check: Teacher plans and students monitor their own performance against criteria.
5. Inclusion: Planned by teacher, students monitor personal progress.
6. Guided discovery: Teacher provides clues to solving movement problems.
7. Problem-solving: Students find answers to problems set by the teacher.
8. Individual: Teacher sets content, student plans programme.
9. Learner-initiated: Student plans programme, submits evaluation to teacher.
10. Self-teaching: Student is teacher and learner, takes responsibility for own learning.

(Based on Mosston's spectrum of teaching styles <http://health.tki.org.nz/Key-collections/Sports-studies/Teaching-approaches>. This spectrum describes ten distinctive teaching styles based on the degree that the teacher and/or students assume responsibility for what occurs in the lesson.)

## Grouping

Teachers organise their classes using a range of groupings such as:

- whole class
- small co-operative groups
- pairs
- individuals
- mixed ability groups
- preassigned groups with group listings posted
- student choice within a time limit
- selection by objects (Luck of the Draw) e.g., cards (showing numbers, symbols, shapes, or pictures) or various coloured wrist bands, jerseys, or pinnies, deck of cards: 9s, 10s, jacks, queens, kings, and aces (24 cards and 24 students):
- **Random Characteristics** e.g., colour of hair or clothing, month of birth, number of siblings, zodiac sign) or group students based on the letter of their first or last names as indicated in the roll. (The roll method allows for the pre-screen of groups.)

## **- Team Captains**

Student captains pick their own teams privately with the teacher while the rest of the class is involved in an activity, pick names out of a hat or pick names alphabetically.

Whichever grouping methods are used, they are quick and effective and match the objectives of the lesson.

Groups are kept small so that students have more opportunity to be involved.

Grouping strategies are varied to avoid monotony for students.

(See <http://www.humankinetics.com/excerpts/excerpts/effective-strategies-to-group-students-in-physical-education-classes>)

## **Sharing goals and giving feedback during Hauora sessions**

- Learning goals are shared with children to ensure that they are clear about what they are learning to do and why.
- Criteria for success are clear to the children.
- Children are prompted to consider and explore new challenges because teachers have carefully considered the chosen activities.
- Specific timely feedback is given to children during their Hauora sessions.

## **Strand Priorities**

Each strand may incorporate strand-specific features within their Hauora programmes. For example, some studies and activities will:

- focus particularly on developing a deeper knowledge and understanding of Māori culture, provide further opportunity for the development of te reo Māori and effectively contribute toward achieving the goals expressed in the Māori Immersion Graduate Profile.
- Be implemented in a way that fosters the Montessori approach to learning, reinforces the concepts taught through "The Great Lessons" and supports the Montessori Strand's aspirations as expressed in *The Journey to Excellence* document.

## **Engaging Learners**

Hauora is effectively promoted at Otari School. In order to engage their students, teachers:

- select topics and activities that reflect the interests and experiences of their students
- provide a range of varied learning experiences for children, in terms of process and content
- make links between Hauora and other learning areas in the Curriculum and the Marautanga
- use Inquiry methodology to help inspire students
- encourage children to develop their thinking through careful questioning, use of thinking organisers, developing research skills and presenting ideas
- provide opportunities for children to participate in both non-competitive and competitive situations
- provide opportunities for students to lead and to be led
- provide experiences that affirm individual identity and student background
- involve children directly in the creation and application of their learning experiences.

## **Establishing an environment that is conducive to Hauora**

Teachers establish environments that support the teaching of Hauora by:

- ensuring appropriate resources are available and stored in accessible places
- providing visible cues about the need to respect and consider our own needs and those around us

- recording and/or displaying images that capture the nature of the class' current activities, messages about the learning aims and content of Hauora in a range of forms, such as the children's fitness goals and their ongoing achievement and reflections on their physical learning.

### **Selection of Achievement Objectives**

As all classes at Otari School are multi-levelled, teachers are selective in their choice of achievement objectives from *Te Marautanga* and *The New Zealand Curriculum*. They choose a range of objectives to suit the age and ability range within their classes.

### **Assessment**

The purpose of assessment is to gather information about skill development and student understanding of concepts. Teachers use a range of assessment tools to inform their judgements about student progress and achievement. Assessment of learning in Hauora includes the following:

- teacher-directed formative and/or summative assessment (e.g., rubrics, exemplars, fitness tests)
- self and peer assessment through rubrics, discussion and reflection
- informal observation during instructional learning or during independent activities
- students' books, displays, interviews and conversations.

### **Underlying concepts that are included in the assessment of Hauora outcomes**

Assessment in Hauora is based on the four underlying and interdependent concepts, which are at the heart of the learning area as outlined in *The New Zealand Curriculum*:

- 1. Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- 2. Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- 3. The socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- 4. Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Assessment therefore takes account of the inter-related nature of Hauora, which is based on Mason Durie's Te Whare Tapa Whā model (Durie, 1994) and encompasses four aspects:

- i. taha wairua which relates to spiritual well-being
- ii. taha hinengaro which relates to mental and emotional well-being
- iii. taha tinana which relates to physical well-being
- iv. taha whānau which relates to social well-being.

# Hauora

## Health & Physical Education

The following chart provides suggestions for topics and learning experiences within Health & Physical Education. It covers two of the Learning Area's three different but related subjects:

1. Health Education
2. Physical Education
3. Home Economics.

There are four encompassing aspects of Hauora in *Te Marautanga o Aotearoa* that are interwoven within all the strands. 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. (*Te Marautanga o Aotearoa*):

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.

Teachers can use the following suggestions to help develop their own classroom curricula and programmes and ensure full coverage. In the main, the suggestions are derived from school-wide areas of focus and the Physical Education topics are primarily aligned with the annual sports calendar. The relevant strands are identified by number:

- (1) Waiora – Personal Health and Physical Development
- (2) Koiri – Movement Concepts and Motor Skills
- (3) Tangata – Relationships with other People
- (4) Taiao – Healthy Communities and Environments.

## Suggestions for Topics and Learning experiences within Hauora and Health & Physical Education

	Term 1	Term 2	Term 3	Term 4
<b>DAILY FITNESS PROGRAMMES THROUGHOUT YEAR</b>				
<b>Primary focus:</b>  <b>Physical Education</b>  <b>Strands:</b> (1) Waioara – Personal Health and Physical Development (2) Koiri – Movement Concepts and Motor Skills (3) Tangata – Relationships with other People (4) Taiao – Healthy Communities and Environments	(2) School athletics - run, jump, leap, throw (2) Swimming (Juniors Years 1-3 only) (1-4) Camp – every two years Context for physical activity - abseiling - swimming - kayaking - horse riding - confidence course - Gladiator activity on high beam (2) ASB Sports Centre activities for middle and junior children, while seniors at Camp - a range of sports skills and gymnastics	(1, 2) Cross country training (2) Soccer skills ready for soccer tournament (2) Large ball skills - kicking - catching - throwing - passing (2) Sports Education (2) Hockey Tournament (1, 2) Possible visit to ASB Sports Centre (1, 2) Move and Improve programme, Years 1-3 (2) Netball – focus on skills	(1, 2) Skipping programme (2) Striking, kicking, batting (2) Netball tournament (2) Folk dancing (integrated with The Arts) (2) Volleyball	(2) Athletics skills (2) Western Zone Athletics for selected students (finalists) (2) Small ball skills - throwing - batting - hitting - catching - striking (1, 4) Water safety (1, 2) Walking for health (2) Cricket (1-3) Orienteering



	Term 1	Term 2	Term 3	Term 4
<b>Primary focus:</b> <b>Health Education</b> <b>Strands:</b> <ul style="list-style-type: none"> <li>(1) Waiora – Personal Health and Physical Development</li> <li>(2) Koiri – Movement Concepts and Motor Skills</li> <li>(3) Tangata – Relationships with other People</li> <li>(4) Taiao – Healthy Communities and Environments</li> </ul>	(3, 4) Teaching of - Anti-bullying (i.e., promoting successful relationships, co-operative skills, while explicitly addressing bullying issues (3, 4) Making friends (4) Our Graduate Profile (4) Te Tiriti o Waitangi (4) Our Class Treaty (3, 4) Classroom relationships (4) Our Community (3) Camp – co-operation and friendships (1) Sun Smart focus (1-4) School Picnic (3) Relationships - Making and developing relationships - Interpersonal skills - Developing self-esteem and confidence in group situations - Personal and social challenges (e.g., feeling shy, falling out) [suggested by a parent during community consultation]	(1, 3, 4) The following Wellbeing and Sexuality programmes occur each odd year (2015, 2017): i Keeping Safe programme (Years 1-4) ii Everybody Belongs programme (Years 5-6) iii Pubertal Change & Sexuality Education programme (Years 7-8) <hr/> (1, 3, 4) Kia Kaha programme every even year (2016, 2018) – for whole School <hr/> (1, 4) Winter Health, an integrated unit covering such topics as hand washing, healthy eating in Winter, keeping warm, and protection from flu and colds.	(4) Maintaining friendships (3) Conflict resolution (3, 4) Montessori Peace programme (4) Safety Focus <ul style="list-style-type: none"> <li>- Civil Defence</li> <li>- Fire prevention</li> </ul> (1) Life Education, which provides children with the knowledge to make informed choices about their health, respect others and learn to appreciate their uniqueness. Teachers select from a range of topics covering personal health choices, safety, nutritional and drug awareness.	(1) Food and Nutrition <hr/> (3, 4) Strand outings and trips (1-4) Scooter/ bike day (1) Sun Smart focus (1) Basic anatomy linked to nutrition, non-smoking, fitness (understanding mechanisms of the body as part of insight into healthy behavioural choices). [suggested by a parent during community consultation]
(1-4) Co-operative Games (focus on wellbeing) throughout year				
(3, 4) Virtues Education, which was identified by some parents during community consultation as an important part of the Health and Wellbeing programmes)				

