

TE PAPA WHAKAAKO MŌ TE HAUORA

Taumata 6 Te Marautanga o Aotearoa

Ngā Ihirangi

He Kupu Whakataki

NGĀ KŌRERO WHĀNUI

- He aha tēnei mea te Hauora?
- Te wāhi nui ki te Hauora i tō tātou ao
- Ngā whāinga whānui o te Hauora

TE MARAUTANGA HAUORA

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TE WHAKAAKO I TE HAUORA

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- He mātāpono mō te aromatawai i te Hauora
- Ngā paerewa paetae – kaupae 1
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HE RĀRANGI KUPU

HE RĀRANGI RAUEMI TAUTOKO MŌ TE HAUORA

TE PAPA WHAKAAKO MŌ TE HAUORA

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‘E tipu ai te pakiaka tangata, me whakatō he purapura wairua. Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.

‘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.

‘Ko ā tātou tamariki ngā rangatira mō āpōpō. Mā te tiaki, mā te poipoi ka puta te oranga ki a tātou katoa.’¹

NGĀ KŌRERO WHĀNUI

He aha tēnei mea te Hauora?

Ko te Hauora tētahi wāhanga nui o tēnei mea te oranga whānui. Arā anō ngā wāhanga matua o te Hauora, ko te oranga tinana, te oranga hinengaro, te oranga wairua, te oranga whānau, te oranga hapori, tae atu ki te oranga o te taiao.

Ko tā tēnei wāhanga ako, he āwhina i ngā pouako me ngā whānau ki te ārahi i a tātou tamariki, kia whiwhi ai rātou i te mātauranga, ngā pūkenga me ngā waiaro e pā ana ki te Hauora me te noho ora, ā, eke noa ngā rā ki te tangata i tēnei ao.

Ko ētahi o ngā whāinga nui o te Hauora, kia mauritau te ākonga, kia mōhio ia ki a ia anō, ā, kia āhei anō ki te kōrero tahi ki ētahi atu, i te mea he tino āhuatanga ēnei e turakina ai ngā aukati ka whakauaua i tōna neke whakamua i te ao whānui.

Te wāhi nui ki te Hauora i tō tātou ao

*Ko te iho o te tangata ko te noho ora o tōna tinana, o tōna hinengaro, o tōna wairua. Koia nei tā He Pātaka Kupu i kī ai.*² Hei whakawhānui ake, ko te iho o te tangata ko te noho ora o tōna tinana, o tōna hinengaro, o tōna wairua me tana aro anō kia noho ora hoki tōna papa whenua, arā, a Papatūānuku. Ahakoa pēhea, kore rawa e tareka te wehewehe i te oranga tangata mai i te oranga whenua, kotahi tonu rāua.

Ngā whāinga whānui o te Hauora

Mā ēnei whāinga Hauora matua, ka mōhio te ākonga ki:

- te whakaaro nui ki a ia ake, ki tōna whānau, tōna hapū, tōna iwi
- te whakapakari i a ia ake kia puta ai ki a ia te oranga, ā-wairua, ā-hinengaro, ā-tinana, ā-whānau
- te whakatipu i ngā pūmanawa, ngā mōhiotanga, me ngā waiaro o te akoranga koiri
- te aro ki te hā o te tangata ahakoa ko wai, ahakoa kei hea, ahakoa pēhea rānei tōna āhua
- ngā take Hauora o tōna ao, me te ao whānui.

TE MARAUTANGA HAUORA

² He Pātaka Kupu, wh. 90.

Te wharanui Hauora

I mua he korowai te kaitohu i te marautanga Hauora, kei Te Marautanga o Aotearoa he wharanui te kaitohu i te marautanga Hauora. Ko te wharanui he whāriki hei nōhanga, hei moenga.³ Ka whārikihia te wharanui mō te iti, te tini, te rawakore, te rangatira, te pūhore, te momoho, te mūmū, te mōhio, te kūware, te kakama, te hūmārie, te hanariki, te toa me te rongonui. Koia ka rongō i te kōtuitui o te reo wairua, ka kite i te tūhononga i roto i te wharanui koia nā te maringanui.

Ngā aho

Ko te iho o te wharanui ko ōna aho kōtuitui haere kia pai ai te tūhura, te whakamātau, te whakatau me te whakamānawa i ngā kaupapa. Nō reira, i te wā kōtuitui haere ngā aho ka tūhono, ka taki, ka whakaū, ka whakakaha, ka whakatinana, ka whakaatu, ka whakatipu, ka whakarite, ka tautoko i tēnā, i tēnā, e whai ana i tōna tiketike Hauora. Ki te kore ngā aho tērā te maroke, te taretare noa ai o te wharanui. Kīhai he mutunga mai o te toro haere o ngā aho ina ka toro whakamua, ka toro whakamuri hei tūhono tonu i te ngākau ake o te ākonga ki ōna ake takenga. Kei te wharanui Hauora ka kitea ngā aho e whā.

Te Wairua

whāngaihia kia ora te tinana, kia ora te wairua

E ora pai ai te wairua me whai wāhi ngā kaupapa ki te ngākau. Ina he tuku iho te tangata mai i ngā kāwai maha, mai i te wāhi ngaro. Ka whāngaihia tana tinana, tana hinengaro ka ora tana wairua, kia puta ana ko te rangimārie, ko te whakaaro nui. Kaua rawa tētahi e wehea mai i tētahi. Nō reira kei ngā ringaringa o te hunga whāngai i ngā ākonga mā te hinengaro kia rere ai tōna wairua te mahi nui, te mahi motuhake ake.

Kei tēnā kura, tēnā kura ā iwi, tēnā rōpū anō te tāpiri i ā rātau ake aho ka hāngai ki tō rātau ake motuhaketanga.

Ngā Tikanga

kia mau ki ō tikanga hei tūāpapa mōhou

Me tīmata ki āna ake tikanga, arā i tā te whānau, i tā te hapū, i tā te kura hei aru atu ki ngā tikanga o te ao whānui. Kia aro ki āna ake karakia me tāna e whakaponono ana. Kia tautoko i tāna ake whakaatu i tōna ake tanga kia puta ana tōna ake motuhaketanga. Kia puta tōna ake auahatanga me tāna e kaingākau ana. Koia nei āna kai tūturu hei papa mō ngā mātauranga o te ao hurihuri.

Te Reo

he ora kei te kōrero

Ko te mana motuhake ko te mana whakaheke, arā, mā ngā reo huhua e kawē, e tūhono, e whakamārama te iho, te oranga o te tangata.⁴ E ai hoki ki te mōteatea ka mōhiotia koe i āu mahi ake, arā mā tōu reo ka mōhiotia koe. He aha atu hoki hei whakaputa i te wairua o te tangata, inā, ko ana kōrero whakawhitiwhiti, kōrero whakatau, kōrero whakangahau, kōrero tohutohu, kōrero haehae, kōrero whakaū, kōrero ā-tinana. Kia rere tonu tōna reo ki tōna ikeike, ki tōna whānui, ki tōna mutunga kore.

Ngā Uara me Ngā Waiaro

inā te hira o te tangata

³ He Pātaka Kupu, wh. 1158.

⁴ Te Reo o Te Kāuta i roto i te Marautanga a Tūhoe, 2007, whārangi 12, Tūhoe Education Authority, Whakatāne Print Ltd

Ko te ākonga me tōna pūtake ake koia nei hei papa mō ngā uara me ngā waiaro, arā, kia aronui tonu ki:

- tōna ake oranga, oranga tangata, oranga wairua, oranga whenua
- ngā reo katoa, reo tangata, reo o te wāhi ngaro, reo o te taiao, reo o te ao hurihuri
- ngā rongo ā-ngākau katoa, rongo ā-tinana, rongo ā-wairua: pēnei i te aroha, te kiriweti, te mamae, te atawhai, arā atu, arā atu ngā mātauranga katoa hei kīnaki i te mātauranga motuhake.

Ngā whenu

Ko ngā whenu kei te wharanui ngā hononga mai i te papa whenua au atu ana ki te rangi, otirā ki **tōna ake tiketike hauora**. Ki te kore tētahi o ngā whenu ka hapa tētahi wāhanga o te oranga. Kei te wharanui Hauora, ka kitea ngā whenu e whā.

Waiora

Koia nei ngā mātauranga hāpai i te hauora o te ākonga, tana noho ki tōna kāinga, i tōna hapori, i tōna oranga hinengaro, ōna māuiui, me te tiaki tika i ōna āhuatanga ira tangata.

Koiri

Koia nei ngā mātauranga mō te ora o te tinana ā-koiritanga, whakatau ā-wairua me te hononga ki tōna taiao.

Taiao

Koia nei ngā mātauranga hāpai i te hononga o te ākonga ki tōna taiao me ngā mōhiotanga katoa e pā ana ki tōna taiao, tae noa ki te ao whānui.

Tangata

Koia nei ngā mātauranga hāpai i te ira ake o te ākonga me tana aro ā-wairua, ā-hinengaro, ā-whānau ki a ia, ki tētahi atu, ki ngā tāngata kei roto i tōna ao, tae atu hoki ki ngā tāngata o te ao whānui.

Ngā whāinga paetae

Kei ia whenu ōna kaupapa hei whakaahua, hei whakamārama i ngā tino āhuatanga o aua whenu. Ko ngā whāinga paetae i takea mai i ēnei kaupapa. Ka tohua e ngā whāinga paetae ngā mātauranga me ngā pūkenga kia whanake ā-mōhio, whanake ā-wheako te ākonga. Ko te maringanui ko te hononga o ngā kaupapa i tēnā taumata, i tēnā taumata.

TE WHAKAAKO I TE HAUORA

Te āhua o te ākonga Hauora

Hei āwhina i te kura ki te whakarite i te hōtaka whakaako mō te Hauora, ka tika me mōhio e ngā kaiako ki ngā hiahia o ngā mātua mō ā rātou tamariki. He aha ō rātou wawata, ō rātou tūmanako mō ā rātou tamariki me te hauora? He aha rā ngā mōhiotanga, ngā pūkenga, ngā uara me ngā waiaro e hiahiatia ana mō ā tātou tamariki kia hauora ai rātou hei ngā tau kei te heke?

Tirohia te hoahoa *Te āhua o te ākonga Hauora* e whai ake nei:

Te āhua o te ākonga Hauora – *heī tauira*



He horopaki mō te whakaako i te Hauora

He mea mutunga kore ngā horopaki o te Hauora e taea ana i roto i te ao ake o te ākonga, pēnā i ngā horopaki kāinga, kura, marae, tae atu ki ngā kaupapa ā-hapū, ā-iwi, waihoki, ki ngā kaupapa o te ao whānui. Kia whanake tonu te hiahia me te aronui o te ākonga, tuatahi, ki tōna oranga me tērā o te tangata. Tuarua, ki te oranga o tōna papa kāinga me tērā o te oranga whenua, otirā, te oranga o te matua whaea o Papatūānuku. He mea nui hoki kia rongo, kia kite, kia rāwekeweke te ākonga i ngā wāhanga hauoratanga ka ako ia. Koia nei te whaitakenga o te whakamahinga i te Hauora.

Te whakamahere akoranga Hauora

Ina whakatakoto akoranga ana te pouako, me whai whakaaro ki:

- ngā hiahia o ngā ākonga
- ngā whāinga paetae me ngā whenu e hāngai ana, arā:
 - ko te whāinga / whenu matua hei arotahi mō te kaupapa e whakaritea ana
 - ko ngā whāinga / whenu hei tautoko i te arotahi
- ngā wāhi ako mātāmua
- te whakahau kia whakauruhia haerehia te taha wairua, te taha hinengaro me ngā āhuatanga haumaruru ki roto i ngā akoranga.

Ko te tūtohi e whai ake nei, he rauemi hei āwhina i te kaiako ki te whakamahere kaupapa Hauora mō te taumata 6. Kua rārangihia:

- ētahi horopaki e taea ana
- ētahi kaupapa e hāngai ana
- ngā whāinga paetae me ētahi whāinga whāiti e hāngai ana.

Ehara i te mea kua rārangihia katoahia ngā horopaki, ngā kaupapa me ngā whāinga whāiti e taea ana. He nui noa atu ērā. Ko ngā mea kua rārangihia nei, he tīmatanga noa. Kua tāpirihia he mahere hei tauira kia kite ai he pēhea te kaiako e whakamahi ai i tēnei anga.

WAIORA			
WHĀINGA PAETAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Waioara</p> <p>Kai</p> <p>1. Ka tūhura, ka whakamārama i te pānga mai o ngā take kai e pāpā ana ki te hauora o te whānau, kōhungahunga mai, taiohi mai pakeke.</p>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> • demonstrate the relationship(s) of manaakitanga through kai • explain the cultural, environmental and societal influences affecting the well-being of teenagers, related to food choices • plan, prepare and serve meals that demonstrate knowledge and understanding of nutritionally sound food choices for a variety of individuals, e.g., active/sedentary teenagers or elite sports people • explain nutrient needs for optimum teenage health • demonstrate how to safely prepare and serve food • identify and explain the consequences of poor personal hygiene and unsafe food safety practices • explain how nutrition information and food packaging can inform or misinform food choices and affect well-being • describe the need for sustainable food practices and demonstrate ways in which greater sustainability could be achieved 	<ul style="list-style-type: none"> • he whakataetae Masterchef • marae kai masters • te wero kai ā-marae • ka pēwhea te whakatau i te manuhiri • ka pēwhea te whakamihi i ngā ringa wera • karakia e pā ana ki te kai • te tūhura kai nō te hau kāinga • Te Koroneihana • poukai • he pakanga tunu keke iti (cupcake wars) • māra kai • ngā tikanga iho matua: <ul style="list-style-type: none"> – whakarite kai/tiki, kōhi, hopu, mau kai/tunu kai • manaaki pack (te whakamahere i te rautaki kaioara) • ngā whakataetae • whakapakari tinana: <ul style="list-style-type: none"> – IronMāori – breakfast in a cup • whakataetae hamupaka • te whakangau poaka me te hī ika 	<p>Kai</p> <ul style="list-style-type: none"> • kai ā-hinengaro, kai ā-tinana, kai ā-wairua, kai ā-whanau • te kai <ul style="list-style-type: none"> – <i>te mana o te kai, eating of kai, disposing of kai</i> • celebrations <ul style="list-style-type: none"> – <i>individual, whānau, hāpu, iwi, mātāwaka</i> • traditional and contemporary kai rituals • nutrition, types of food, growth and nutritional needs • sporting activities • attitudes and behaviours towards food • dietary needs, i.e., gluten free, diabetes, obesity, body image • what influences food choices • healthy snacks

WAIORA			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Waiora</p> <p>Tupuranga</p> <p>2. Ka tautohu, ka tūhura i ngā kōwhiringa e pā ana ki te whanaketanga o te taiohi, me te arotake i ngā hua ka puta ake i aua kōwhiringa.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the interrelationship between the dimensions of Hauora in a range of health related contexts, e.g., drug education, relationships, nutrition, diversity • evaluate the personal, interpersonal and societal factors affecting well-being • apply skills such as decision making, goal setting, effective listening and conflict resolution, e.g., choices related to decision making in movement contexts, food choices, relationships, career aspirations • demonstrate understanding of and respect for self, others and wider society • demonstrate understanding of diversity • evaluate health promoting strategies that enhance well-being • identify attitudes and values that promote personal hauora • identify strategies for managing states of health and well-being, for self, others and society • demonstrate the use of nutrition for growth and development during adolescence • understand how perception of our bodies is conditioned by 	<ul style="list-style-type: none"> • gender and identity • celebrating diversity • friendships and relationships • 'let's talk about sex' • Ranginui and Papatūānuku • body image • Te Whare Tapawhā (Hauora) • Te Wheke • caring for self and others • goal setting • drug education • change, loss and grief • decision making 	<p>Tupuranga</p> <ul style="list-style-type: none"> • Ngā tikanga e pā ana ki te tiakitanga: <ul style="list-style-type: none"> – <i>i a koe, i ētahi atu, i te tinana, i te hinengaro, i te wairua, i te manawa, i te whānau, i te aha, i te aha</i> • uara, waiaro, whakapono • problem solving • gender • identity – whakapapa • sex and relationships • sexual reproduction • celebrating diversity • creation • resiliency • managing states of health • manaakitanga, tiakitanga <ul style="list-style-type: none"> – <i>caring for self and others</i> – <i>interpersonal skills</i> – <i>te whakarite whāinga</i> – <i>te whakawhanaketanga, te whakapakari o te hinengaro, o te tirohanga ki te ao, o te whakaaro nui</i>

	<p>culture and society and the many ways the active body is portrayed in the media</p> <ul style="list-style-type: none"> identify the impact that physical activity has on hauora 		
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WAIORA			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI
<p>Waiora</p> <p>Haumarutanga</p> <p>3. Ka whakarite i ngā rautaki haumarū hei tiaki i ngā motika a te ākonga me ētahi atu i roto i ngā horopaki.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> identify strategies that enhance personal safety and well-being for self, others and society apply decision making skills to manage states of health and well-being, e.g., planning to go to parties where alcohol is present. <i>How would you keep yourself and your friends safe?</i> demonstrate how to safely prepare and serve food identify and explain the consequences of unsafe food safety practices identify strategies for managing differing states of health and well-being, i.e., stress, depression, change, loss, grief act responsibly to manage risks identify safety and risk management for participating in physical activity 	<ul style="list-style-type: none"> speaking out drug use food choices drinking and driving safe sex teen pregnancy keeping ourselves safe injury prevention food safety and hygiene peer pressure cyber bullying managing states of health 	<p>Haumarutanga</p> <ul style="list-style-type: none"> ngā tikanga valuing the well-being of others, e.g., sticking up for others physical, mental, emotional safety, e.g., bullying, intimidation, confrontation values and beliefs morals and ethics, e.g., drink driving, cheating in exams, narking rules, laws and regulations rights and responsibilities safety in the kitchen, e.g., equipment, electricity, heat etc. safety with food, e.g., hygiene, food preparation, cooking, serving, storage and preservation personal safety peer pressure making safe choices

KOIRI			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Koiri</p> <p>Akoranga Koiri</p> <p>1. Ka whakamahi i ngā mātāpono koiri hei whakapai ake i ngā ariā pūkenga koiri whāiti.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> perform and develop motor skills, e.g., individual/team sports games and activities demonstrate motor-skill learning in a dance performance, e.g., kapa haka, hip-hop, cha-cha, jive etc. demonstrate application of anatomy and biomechanical principles to physical activity describe the effects of training on well-being apply methods/principles of training and components of fitness develop goals to achieve enhanced physical well-being use knowledge and resources to improve performance apply tactical decision making to practical games demonstrate responsible attitudes while participating in physical activity 	<ul style="list-style-type: none"> body for life Cross-fit Games Tri-Māori IronMāori let's dance te ao kori kapa haka school inter-house competition and challenges getting your head around swimming kī-o-rahi tapuwae kayaking abseiling wharekura games pā wars marae wars tournaments athletics tuakana/teina ngā mahi a rēhia 	<p>Akoranga Koiri</p> <ul style="list-style-type: none"> motor-skill learning movement skills and concepts anatomy biomechanics physiology principles of training components of fitness methods of training sports psychology goal setting game skills fitness testing participation in physical activity
<p>Koiri</p> <p>Akoranga Koiri</p> <p>2. Ka whakaatu i ngā āheinga koiri, me ngā whakaaro tōtika i ngā horopaki mātātaki.</p>			

KOIRI			
HOROPAKI	NGĀ KAUPAPA O TE WĀ	WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI
Koiri Whakamahinga Pūkenga Koiri 3. Ka whakaatu i tōna mārama, i tōna tautoko i te whānuitanga o ngā hiahia me ngā tikanga a ētahi atu (ā-iwi, ā-hapori) i a ia e mahi koiri ana.	<i>Students will be able to:</i> <ul style="list-style-type: none"> understand how the active body and sport is portrayed in the media apply tactical decision making to games demonstrate games sense demonstrate inclusivity in physical activities apply social responsibility to physical activity create and innovate on games and physical activities demonstrate knowledge and understanding of international games participate actively in a team 	<ul style="list-style-type: none"> just do it! teaching games for understanding (TGfU) social responsibility model te ao kori international games game innovation inter-house competitions let's get the best out of our team! celebrating diversity 	Whakamahinga Pūkenga Koiri <ul style="list-style-type: none"> being physically active games sense traditional and contemporary games history of games e.g., different cultures cultural needs and practices e.g., competition, diverse games, inclusive games, appropriate clothing competition apply skill learning to physical activity
Koiri Whakamahinga Pūkenga Koiri 4. Ka whiriwhiri, ka ū tonu ki ngā mahi koiri me te tātari i ngā āhuatanga e pāpā ana ki te whai wāhitanga ki aua mahi koiri.			
Koiri Mātauranga Pūtaiao, Hangarau, Taiao me te Koiri 5. Ka whakamahi i te mātauranga taiao, pūtaiao me te hangarau kia pakari ai ngā āheinga koiri i ngā horopaki maha.	<i>Students will be able to:</i> <ul style="list-style-type: none"> demonstrate knowledge of anatomy and biomechanical principles use equipment to enhance sports performance apply sports nutrition to a personal exercise programme investigate the effects of sports performance drugs, supplements and nutritional aids investigate the use of technology to improve performance 	<ul style="list-style-type: none"> hydro-foiling – go team nz! sports performance drugs sports medicine getting the best out of our boat waka ama sports nutrition <ul style="list-style-type: none"> manaaki packs fitness testing dressing to win! 	Mātauranga Pūtaiao, Hangarau, Taiao me te Koiri <ul style="list-style-type: none"> the use of science and technology to improve performance, e.g., fluid mechanics/Newton's laws anatomy use of equipment to enhance performance, e.g., body suits specialised equipment sports nutrition high performance sports

	<ul style="list-style-type: none"> design and innovate on technology to improve physical activity and performance. 		
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TAIAO			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Taiao</p> <p>Hononga ki a Ranginui rāua ko Papatūānuku</p> <p>1. Ka arotake i te whaihua o ngā mahi me ngā tikanga a tētahi rōpū kaitiaki taiao.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> explore concepts of mauri and its relationship with sustaining the hauora of Papatūānuku, Ranginui, self, others and society, e.g., student carbon footprints and their influence on the environment demonstrate rights and responsibilities to Papatūānuku and Ranginui (self and collective) demonstrate understanding of tikanga and whakapapa, e.g., maintaining your pā harakeke, awa, moana explore concepts of healthy living and the sustainability of hauora identify sustainable practices to enhance hauora taiao 	<ul style="list-style-type: none"> kaitiakitanga <ul style="list-style-type: none"> <i>sustainability, caring and nurturing relationships with Papatūānuku and Ranginui</i> health promotion hunting and fishing protecting our waterways 	<p>Hononga ki a Ranginui rāua ko Papatūānuku:</p> <ul style="list-style-type: none"> whakapapa ngā momo kaupapa hangarua ngā momo kaupapa tiaki taiao ngā tikanga tiaki taiao: <ul style="list-style-type: none"> <i>rāhui, mauri, karakia</i> te whakatairanga hauora ngā āheinga me ngā kawenga te tiaki i ngā puna ora te noho i rō ngahere, i tātahi rongoā Māori ngā momo mahi tū-ā-nuku: <ul style="list-style-type: none"> <i>te whakangau poaka, te hī ika, te mau paihamu, te ruku kai, te aha, te aha</i>

TAIAO			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Taiao</p> <p>Hononga ki ētahi atu Taiao</p> <p>1. Ka tūhura i te mahi me ngā tikanga whaihua o te rohe, o te motu hei whakatairanga i te noho ora o te tangata me te noho haumaruru i roto i ngā taiao.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> demonstrate rights and responsibilities of local and national resources investigate health practices that impact on the environment, e.g., rongoā Māori, sustainable fishing practices etc. develop a student-led environmental initiative that enhances hauora demonstrate knowledge and understanding of conservation principles and their effect on well-being evaluate school and community initiatives that promote well-being investigate the roles and the effectiveness of local, national and international organisations that promote well-being and environmental safety 	<ul style="list-style-type: none"> rights and responsibilities of using and looking after local and national resources kaitiakitanga <ul style="list-style-type: none"> <i>sustainability, caring and nurturing local and other national environments</i> health promotion our people and our environment manaakitanga taiao sun safety EOTC ruku kaimoana gone fishing recycling eco-friendly 	<p>Hononga ki ētahi atu taiao:</p> <ul style="list-style-type: none"> student-led initiatives, e.g., skate parks/BMX tracks/walking tracks/māra kai conservation, e.g., pest control, clean waterways recycling shade and shelter homework centre student leisure centre <ul style="list-style-type: none"> <i>student common room</i> <i>lunchtime activities</i> caring for the environment kōwhiringa (electives) student health centre noho ki rō puni, noho ki wāhi kē relationships with organisations, e.g., Te Papa Atawhai, kaunihera, iwi/hapū/marae-led environmental health initiatives social services, e.g., family planning, budgeting services, counselling te kanorau (cultural diversity)
<p>Taiao</p> <p>Hononga ki ētahi atu Taiao</p> <p>2. Ka tātari i ngā kaupapa a te kura me te hāpori e whakatairanga ana i te noho ora me te noho haumaruru a te hunga taiohi.</p>			

TANGATA			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Tangata</p> <p>Whanaungatanga</p> <p>1. Ka tūhura me pēhea ngā whanonga, nga uara me ngā waiaro o te tangata takitahi, o te rōpū hoki e pāpā ana ki te mauritau o tētahi atu.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • evaluate the personal, interpersonal, and societal factors affecting well-being • show understanding of the ways in which people are unique • demonstrate how diversity and well-being can be supported in groups and communities • apply skills, i.e., decision making, personal action planning, goal setting, effective listening, assertiveness, negotiation, and conflict resolution, to enhance well-being • evaluate health promotion strategies that enhance the well-being of individuals • describe the impact of physical activity on society • demonstrate responsible attitudes while participating in physical activity 	<ul style="list-style-type: none"> • let's get the best out of our team • sports leadership • taking action for better hauora in our kura • friendships and relationships • change, loss and grief • dealing with peer pressure 	<p>Whanaungatanga:</p> <ul style="list-style-type: none"> • whakapapa • ngā whakapono, uara, waiaro, whanonga • mauritau, rata ki a ia anō • ngā momo pūkenga whakawhitiwhiti, pāhekoheko • changes in relationships, e.g., grief and loss • managing change, e.g., coping with success/failure, disappointment, stress, te ngākaukore (depression) • different types of relationships • resiliency • leadership • takahoatanga • ngā āheinga me ngā kawenga • decision making • resolutions and moving forward • reciprocity (te tauutuutu)

TANGATA			
WHĀINGA PAETAE	NGĀ WHĀINGA WHĀITI	HOROPAKI	NGĀ KAUPAPA O TE WĀ
<p>Tangata</p> <p>Huatau o te Whanaungatanga</p> <p>2. Ka whakarite rautaki me te whakaatu i ngā pūmanawa mahi e taea ai te aro ki ngā horopaki mātātaki i runga i te wairua tōtika.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> demonstrate inclusion (physical/ cultural/social) in a physical activity demonstrate and develop interpersonal skills in a team environment use knowledge and resources to improve performance evaluate the personal, interpersonal and societal factors that affect well-being take action to promote well-being in the community 	<ul style="list-style-type: none"> friendships and relationships dealing with peer pressure dealing with conflict career pathways celebrating diversity working as a TEAM – being inclusive taking action in the community 	<p>Huatau o te Whanaungatanga:</p> <ul style="list-style-type: none"> peer pressure power imbalance relationships with others interpersonal skills diversity popular culture dealing with conflict manaakitanga, tiakitanga, rangatiratanga career pathways te kanorau (cultural diversity) te mahi ngātahi matatika pāpori (social justice) whānau/religious groups the effects of media and advertising fellowship, teamwork health promotion in the community
<p>Tangata</p> <p>Whanaungatanga</p> <p>1. Ka whakaatu i tōna mārama ki ngā āhuatanga e puta ai te tuakiri whaiaro o te tangata, kia taea ai te whakanui i tōna tū motuhake me te tiaki i tōna oranga wairua, oranga hinengaro, oranga tinana.</p>			

HOROPAKI: Waka Ama	
WHĀINGA PAETAE: Koiri Akoranga Koiri 1. Ka whakamahi i ngā mātāpono koiri hei whakapai ake i ngā ariā pūkenga koiri whāiti. 2. Ka whakaatu i ngā āheinga koiri, me ngā whakaaro tōtika i ngā horopaki mātātaki. Tangata Whanaungatanga 3. Ka whakaatu i tōna mārama ki ngā āhuatanga e puta ai te tuakiri whaiaro o te tangata, kia taea ai te whakanui i tōna tū motuhake me te tiaki i tōna oranga wairua, oranga hinengaro, oranga tinana.	
WHĀINGA WHĀITI: <ul style="list-style-type: none"> • Ka taea e te ākonga te whakamārama mai i ngā pānga papai me ngā pānga kikino o te whakaharatau ki tōna oranga. • Ka whakamahia e te ākonga ngā ture mō te whakaharatau. • Ka taea e te ākonga ōna akoranga waka ama te whakawhanake me te whakatinana. • Ka whakatinanatia e te ākonga ngā tikanga tuku iho e hāngai ana ki ngā horopaki o te wā. 	
KAUPAPA O TE WĀ: <ul style="list-style-type: none"> • motor-skill learning • physiology • components of fitness • fitness testing • participation in physical activity • karakia 	
PAEREWĀ PAETAE: AS91688 Hauora 1.5 Te whakaatu māramatanga ki te ao kori mā te whai wāhi atu ā-roto: 3 whiwhinga	NGOHE AROMATAWAI MŌ TĒNEI PAEREWĀ <i>Te Mahi Tahi</i> http://tmoa.tki.org.nz/content/download/1889/14924/file/HAU_1%205A%20v1.doc

AROMATAWAI Reflective journal Observation Peer and self-assessment	HE WHAKARAUPAPA AKORANGA <ol style="list-style-type: none"> 1. Intro: Ohia manomano <i>tikanga</i> and <i>waka ama</i> to learn of students prior knowledge. 2. Set learning intentions/key words/phrases/expected learning outcomes. 3. Discussions of experiences in and around water/waka/tikanga. 4. Discussions on safety in and around water/waka/tikanga. 5. Discussion on Hauora. Revisit Te Whare Tapawhā. How can waka ama enhance your hauora? 6. Discussions on what it may have felt like for our tūpuna when they prepared themselves to travel from Hawaiki to NZ? (ā-tinana, ā-wairua, ā-hinengaro, ā-whānau, ā-tikanga tuku iho). 7. Identify the components of fitness, and select two to three relevant to waka ama. Look online and discuss what this may look like. 8. Identify what types of fitness testing and practical application we should have for our six to eight week training programme in relation to waka ama. 9. Identify what method of training will be used throughout the unit of work. 10. Invite a guest speaker. Listen to their experiences of waka ama as a child, teenager, pakeke, tohunga. Ask questions: <i>What are the protocol and customs encompassing waka ama? What are the techniques, nutrition, routines etc.? What are the roles of each seat in the waka? What kawa and tikanga are involved with waka ama?</i> 11. Students to plan and participate in a six to eight week training programme for waka ama. 12. Students to enter in the annual national secondary waka ama competition. 	RAUEMI: <ul style="list-style-type: none"> • ESA study guides level one • Hoturoa Kerr (hītori/tikanga) • components of fitness graph • W6 (six-person waka ama) • OC1 • safety boat • kettlebell • strength training programme etc.
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TE AROMATAWAI

He mātāpono mō te aromatawai i te Hauora

Ko te aromatawai tētahi tino wāhanga o ngā akoranga. Ki te tika ngā wā e whakahaeretia ai ngā aromatawai, ki te whaitake anō ngā kōrero ka hua ake i ngā aromatawai, ka āwhina ēnei kōrero i te pouako me te ākonga, kia mōhio rāua tahi me pēhea te whakarerekē i ā rāua mahi e kaha ake ai te whaihua o ngā akoranga.

Me whai whakaaro anō te pouako ki ngā mahi aromatawai i a ia e whakatakoto ana i āna kaupapa ako, i te mea mā te aromatawai ka mārama pai ia ki te neke whakamua a tēnā ākonga, a tēnā ākonga i roto i te wā, tae atu ki te tutuki pai o ngā whāinga paetae.

Ko ngā kōrero aromatawai tino whaitake, ko ērā ka puta ake i ngā wheako tūturu. Kāore e tika ana kia aromatawaihia ngā whakapono, ngā uara rānei o te ākonga, engari ka taea te aromatawai i ōna whakaaro e pai ake ai tana hauora, te hauora rānei o tētahi atu, ā, he tino huarahi hoki tēnei hei arotake i te whaihua o ngā akoranga.

Ngā paerewa paetae – kaupae 1

Ko ngā paerewa paetae i hangaia ai mō te Hauora, he kohinga paerewa anō hei tipako mā te kaiako. Kua noho motuhake ēnei paerewa ki ērā i takea mai i te *New Zealand Curriculum*.

Kāore i whakawhenuhia ngā paerewa paetae kia noho motuhake pēnei i ngā kohinga paerewa paetae mō *Physical Education*, mō *Health* me te *Home Economics*. Kotahi te kaupapa, kotahi anō hoki te mahere mō Hauora.

He roa te kaupapa *Physical Education* e rere haere ana i roto i ngā kura, ā, he nui hoki ngā kūaha ka huakina mai mā ā tātou tamariki e whai ana i te kaupapa nei. Kua waia haere ngā kaiako ki ngā hiahia o ngā paerewa paetae mō *Physical Education*, ā, he māia hoki te whakamahi o ngā rauemi ako. Koia nei ngā take kāore i hangaia he paerewa paetae hou mō Koiri, ā, kāore hoki i rawekehia ngā paerewa paetae mō *Physical Education* kia Māori te āhua.

Te mahere paerewa paetae mō te Hauora

E ono ngā paerewa paetae mō te Hauora kei te kaupae 1 o te tohu Taumata Mātauranga Ā-Motu Kua Taea. Mō tēnā paerewa paetae, mō tēnā paerewa paetae, kua tohua he whāinga paetae hei whāinga matua, ā, kua tohua anō hoki ētahi whāinga paetae hei tautoko i te arotahi o te paerewa paetae.

He aromatawai ā-roto ngā paerewa katoa kei tēnei kaupae.

Hei āwhina i te kaiako me ngā ākonga kia mārama ai ki ngā hiahia o ngā paerewa, kua hangaia hoki he ngohe aromatawai hei tauira.

Paerewa Paetae	Whenu / WP Matua	Whenu / WP tautoko	Ngohe aromatawai
Hauora 1.1 AS91684 <i>Te whakamārama i te whakatau kōwhiringa hei oranga mō te tangata</i> Ā-roto: 4 whiwhinga	Waiora 2	Koiri 3, 4 Tangata 3	<i>Ko tēhea huarahi me whai ahau</i>
Hauora 1.2 AS91685 <i>Te whakaatu i ngā tikanga tuku iho o te kai taketake</i> Ā-roto: 4 whiwhinga	Waiora 1	Tangata 3	<i>I takea mai i hea?</i>
Hauora 1.3 AS91686 <i>Te whakamārama i te pānga mai o ngā take kai ki te oranga o te tangata</i> Ā-roto: 4 whiwhinga	Waiora 1	Tangata 1	<i>He mana tō te kai</i>
Hauora 1.4 AS91687 <i>Te whakaahua i te pānga o te whakamahi hangarau ki te hauora o te tangata</i> Ā-roto: 4 whiwhinga	Waiora 3	Koiri 4 Taiao 3 Tangata 1	<i>Te rā whānau</i>
Hauora 1.5 AS91688 <i>Te whakaatu māramatanga ki te ao kori mā te whai wāhi atu</i> Ā-roto: 3 whiwhinga	Koiri 1	Koiri 3, 4 Tangata 3	<i>Te mahi tahi</i>

Paerewa Paetae	Whenu / WP Matua	Whenu / WP tautoko	Ngohe aromatawai
Hauora 1.6 AS91689 <i>Te whakamārama i te pānga mai o tētahi kaupapa tiaki taiao o te wā ki te hauora o te tangata</i> Ā-roto: 4 whiwiringa	Taiao 1	Taiao 2, 3 Tangata 3	<i>Te ara hīkoi</i>

Whāia te hononga ipurangi i raro nei kia tirohia ngā paerewa me ngā aromatawai:
<http://tmoa.tki.org.nz/Taumata-Matauranga-a-Motu-Ka-Taea/Hauora>

HE KUPU ĀWHINA⁵

akoranga tū-ā-nuku

te ahurea o te marea

ngā ākinga a ngā hoa

ara hākinakina

aro haehae

aukati tangata

aupēhi

te awhe ararau

awhikiri

te haere kōtui me te mātauranga whaiaroaro

te hunga pāoho

te kaha o te whairawa

te kai i ngā auahi o te hunga kaipaipa

ngā kawenga

ngā kaupapa whakangungu

kōiriiri

koiri uaiti

koiri uanui

te korikori tinana

ngā korokētanga

te mahi tahi a te hinengaro me ngā uaua

te mātai hinengaro i roto i te ao hākinakina

te mātauranga whaiaroaro

ngā mate tau

ngā mate tūpono

mauritau

outdoor education

popular culture

peer pressure

circuit training

appraise

discrimination, discriminatory

pressure (e.g., peer pressure etc)

orienteeing

self-defence

exercise physiology

media

socio-economic factors

passive smoking

responsibilities

training programmes

physical activity

fine motor movements

gross motor movements

exercise

being different

physical co-ordination

sports psychology

physiology

real risks

perceived risks

self-esteem

⁵ Hauora i roto i Te Marautanga o Aotearoa – He Tauira, whārangi 81-91, Ministry of Education (2000)

pōkaikaha

pūkenga koiri

rāwakiwaki

ngā taputapu whakamahinga whāiti

te tāre me te huamo o te wairua, te ngākaurua

ngā taura hono tangata

ngā tikanga whakawātea

totaka

tuakiri

uruwehi

te whakapaunga kaha

whakatakoto whāinga

whakatīwheta

whakawhena

confusion

movement skills

unresolved grief

specialised equipment

fluctuating moods

human relationships

evacuation drills

stereotyping

identity

phobia

energy expenditure

set goals

harassment

assertive

HE RĀRANGI RAUEMI TAUTOKO MŌ TE HAUORA

Te Marautanga o Aotearoa <http://tmoa.tki.org.nz/>

Te Marautanga o Aotearoa – Hauora

<http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Nga-Wahanga-Ako/Hauora>

TKI Hauora Support Materials

<http://mataurangamaori.tki.org.nz/Support-materials/Hauora>

TKI – Kohinga Rauemi Hauora

<http://kohingarauemi.tki.org.nz/content/search?SearchText=Hauora>

He Reo Tupu, He Reo Ora <http://hereoora.tki.org.nz/>

TKI – Health and Physical Education Online <http://health.tki.org.nz/>

Kura Auahi Kore – Smokefree Schools <http://kuraauahikore.org.nz/>

Health Promoting Schools <http://hps.tki.org.nz/>

Promoting Healthy Lifestyles <http://healthylifestyles.tki.org.nz/>

Kimi Mahi <http://www.careers.govt.nz/tools/kimi-mahi/>

Vocational Pathways <http://youthguarantee.net.nz/vocational-pathways/>

Foundation for Youth Development <http://www.fyd.org.nz/>

Ako Panuku Resources <http://akopanuku.tki.org.nz/resources-2/>

Mental Health Foundation www.mentalhealth.org.nz/

The Lowdown – Helping Youth with Depression <http://www.thelowdown.co.nz/>

He Kāhui Kaiako Hauora ā-Motu

Physical Education NZ <http://www.penz.org.nz/>

Education Outdoors NZ <http://www.eonz.org.nz/>

NZ Health Education Association <http://healtheducation.org.nz/>

Home Economics and Technology Teachers' Association of NZ <http://www.hettanz.org.nz/>

The Australian Council for Health, Physical Education and Recreation

<http://www.achper.org.au/>

He rauemi aromatawai

TKI – Assessment Online <http://assessment.tki.org.nz/>

Health Achievement Standards

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/health/levels/>

NCEA on TKI – Health Education Achievement Standard Resources

<http://ncea.tki.org.nz/Resources-for-aligned-standards/Health-and-physical-education/Health-education>

Physical Education Achievement Standards

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/physical-education/levels/>

NCEA on TKI – Physical Education Achievement Standard Resources

<http://ncea.tki.org.nz/Resources-for-aligned-standards/Health-and-physical-education/Physical-education>

Home Economics Achievement Standards

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/home-economics/levels/>

NCEA on TKI – Home Economics Achievement Standard Resources

<http://ncea.tki.org.nz/Resources-for-aligned-standards/Health-and-physical-education/Home-economics>

Ētahi atu wāhi ipurangi

<http://www.esa.co.nz/?type=standard&page=78>

<http://www.wakaama.co.nz/stories/read/1003006>

<http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models>

<http://www.pamf.org/teen/health/nutrition/sportnutrition.html>

http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html

<http://www.heartfoundation.org.nz/healthy-living/losing-weight/bmi-calculator>

<http://healthylifestyles.tki.org.nz/National-nutrition-resource-list/Food-and-nutrition-for-healthy-confident-kids>

<http://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>