

Senior Secondary Teaching and Learning Guide – Health and physical education

<Section 1>

Health and Physical Education

What is it about?

Health and Physical Education is about taking action.

It is an exciting, energizing and engaging learning journey. Learning in Health and Physical Education encourages young people to live full, active and satisfying lives. It gives them confidence to be who they are.

Students learn to think critically and make meaning of the world around them by exploring health-related and movement contexts.

The learning area of health and physical education encompasses three different but interrelated subjects, health education, physical education and home economics. These subjects share a conceptual framework and achievement objectives to develop knowledge and skills that inspire and challenge learners to contribute positively to local, national and global communities.

<Section 2>

Why study this Learning Area

Learning in Health and Physical Education is about making meaning, ...and making a difference. Students use their new knowledge and skills to understand and make a difference for themselves and the world around them.

Students will learn through practical activities that draw on their own experiences and needs. As they actively explore challenging situations, students develop understandings about themselves, others and society.

They learn to:

- think critically to make informed decisions. They develop skills to take action to promote positive wellbeing for self, others and society. Students think creatively to develop constructive solutions.
- develop confidence, and competence, to enhance wellbeing. This relates to the dimensions of hauora: taha wairua, taha hinengaro, taha whanau, and taha tinana.
- minimise risk and develop protective factors to become more resilient. They develop meaningful ways of coping with adversity and to bounce back. They can access support for themselves and use strategies to support others.
- explore attitudes and values. They model behaviours that encourage equity, respect, care and concern for others and social justice.

Audio/visual example

<Section 2a>

Why study Senior Health Education

In Health Education, students think critically about influences on wellbeing, analyse the effects of these influences and plan and take collective action to improve wellbeing. <[LINK TO SEP P 39 JENNY DRAFT](#)>

Health Education explores topics that are current and relevant to adolescents such as sexuality and relationships, drug and alcohol use, building resilience to manage change and stress, and healthy eating.

Students develop a range of skills that they can use to:

- help them manage their own well-being eg how to make health-enhancing choices, and plan and action goals
- support the well-being of others eg how to communicate effectively and see issues from different perspectives
- contribute meaningfully and responsibly to the well-being of communities eg how to look critically at well-being issues affecting communities, and to plan and take collective action.

[Video clip of students demonstrating each bullet point or student comments](#)

Learning in senior Health Education provides the foundation for pathways to the social and health sciences (education, psychology, sociology, philosophy, politics, law, economics, medicine, health, justice, and social services) .

<Section 2b>

Why Study Senior Home Economics

Home economics is relevant, challenging, enjoyable, interesting, and useful. It provides meaningful and real-life learning contexts for students to make connections between their daily lives and their future world, and develop competencies to live well and experience success. These contexts enable students to have ownership of their learning process.

Home economics is about developing understandings about the food choices that affect personal, family and community well-being in New Zealand. Students learn about the issues that influence, and the actions necessary to improve, the well-being of individuals, whanau, families, communities and their environments.

Video link to kids at years 11-13 talking about what they learn about in home economics.

Through purposeful study of home economics students learn to:

- generate, clarify, critically analyse and apply their own ideas
- make their own decisions
- reflect on their learning
- develop and use research tools and strategies
- broaden their view of the world
- increasing their understandings of social issues
- engage in discussion, and team work

Home economics **is academic** in its approach, so students learn how to do research and write essays related to nutrition and ethical food issues, multi-national food production and health enhancing nutritional innovations. They learn how to evaluate evidence using data, surveys and statistics. They develop health promotion strategies, give presentations, and contribute to debates.

Home economics **is practical** in its approach. Food preparation knowledge and cooking skills underpin theoretical understandings. Real-life contexts provide springboards for learning. Students demonstrate and visualize the knowledge they have acquired about such things as food safety practices and preservation, catering for people with different dietary needs.

Home economics provides vocational and learning **pathways** for nutritionists, home economics teachers, dieticians, medical professionals, caterers, hospitality industry workers, early childhood educators, food technologists, food writers, food stylists, demonstrators, baristas, bar tenders, restaurant managers.

<Section 2c>

Why study Senior Physical Education

Senior Physical Education promotes wellbeing.

Students are empowered to participate in physical activity and understand how this influences their wellbeing and that of others. They develop self-knowledge, inter- and intra-personal skills and positive attitudes and values.

Learn more

http://www.tki.org.nz/r/health/curriculum/statement/page31_e.php

Physical Education is fun, meaningful and relevant.

Physical education engages students because it provides authentic contexts in which to learn, (e.g. using outdoor environments, **playing games**) **is there another way to say this or can we get rid of the eg altogether???** .

It helps students

- **develop movement competence and confidence in diverse physical activity, recreation, sport, recreation and outdoor contexts.**
 - E.g. learning skills for physical activity, improving performance, developing knowledge of strategy and tactics, transferring knowledge from one context to another

- **develop teamwork, leadership and interpersonal skills**
 - Physical education explicitly teaches and provides learning opportunities to develop knowledge and skills used when working with and relating to others. It enables the development of leadership and teamwork skills and encourages students to transfer knowledge to other learning areas, e.g supporting students to work cooperatively in other subjects, or when working with groups in a leadership role in a school in the school setting e.g sports council, school leaders and to their lives outside of school e.g sports clubs or community groups (Kids line ???)

- **meet challenges and manage risk**
 - Physical Education provides a range of opportunities for students to challenge and extend themselves in an environment of managed risk. This includes both physical and emotional safety. Students step outside their comfort zone and take on new social, physical, emotional challenges. Taking on challenges and assessing risk requires the exploration and development of decision-making skills.

- **engage in lifelong learning in movement contexts**
 - Every opportunity that students have to participate in movement contexts enables the development of competence, confidence and attitudes and values to actively seek future opportunities for participation in physical activity. It also encourages them to take up roles that encourage others to participate e.g organising, coaching, officiating.

- **understand the role of physical in society**
 - Physical education teaches students to critically inquire into the social and cultural significance of movement, so that they can better understand what influences people to engage and participate in physical activity. They also learn how participation in movement influences society e.g. why do people enjoy watching big events events e.g World cup football or rugby, Tour de France

- **take action to create change**
 - Physical Education teaches students to think critically about movement and movement contexts, (eg. considering the issues from a range of points of view and being able to identify and explain the influences and impact of the influences on the issue). This encourages them to participate in social action for a fairer, more equitable and more just society e.g. reducing barriers to participation

- **focus on the future**

- Physical education equips students with the knowledge, skills, and attitudes to contribute responsibly and positively to their own and others futures. It enables students to work with others, and participate in their communities and society (forging future career pathways).

Physical education provides a solid foundation for further studies that relate to movement and the body, including the social and health sciences, recreation, tourism and careers (in any field where they work with people. such as education, health, justice, and social services.

<Section 3>

Key concepts

These are the ideas and understandings that the teacher hopes will remain with students long after they have left school and much of the detail has been forgotten. Key concepts sit above context but find their way into every context. Students need time and opportunity to explore these concepts, to appreciate the breadth, depth, and subtlety of meaning that attaches to them, to learn that different people view them from different perspectives, and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

The key concepts or big ideas in Senior PE

At the heart of every subject are certain concepts or big ideas. These are the ideas and understandings that the teacher hopes will remain with students long after they have left school and much of the detail has been forgotten. Key concepts sit above context but find their way into every context.

Students need time and opportunity to explore these concepts, to appreciate the breadth, depth, and subtlety of meaning that attaches to them, to learn that different people view them from different perspectives, and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

Movement and Hauora

Physically educated students will:

- Understand how movement contributes to their hauora
- Understand how movement contributes to healthy communities eg how sports clubs contribute to community cohesion
- Take action to enhance their own and others hauora. e.g. organise a walking group
- Understand the benefits of life-long participation in movement so that students feel confident and competent enough to be able to choose to be involved in physical activity throughout their lives.

Understand the body

Physically educated students will:

- Understand how to learn physical skills and apply this knowledge to new contexts and environments.
- Use biophysical knowledge to understand how our bodies move e.g anatomy, biomechanics, exercise physiology, sports psychology, nutrition.
- Understand how perceptions of our bodies are conditioned by culture and society, investigating the many and varied ways that the active body is portrayed in the media
- Consider both biophysical and socio-cultural knowledge to think critically and holistically about the place of the body in society. (e.g. critically analyse the fitness industry's impact on an individuals hauora)
- Develop the ability to think, in action and reflect on action e.g. apply tactical decision making to games

The joy of movement

Physically educated students will:

- Derive joy and pleasure from moving in a range of contexts
- Understand that there is intrinsic value in participating in movement (Arnold, P. (1979). Education, Movement and the Curriculum. In Meaning in Movement, Sport and Physical Education. Fakenheim Press.) E.g. play games for inherent fun of playing.
- Actively enjoy participating in activities that involve challenge and extend them by exploring and testing their spiritual, physical, mental and emotional limits both individually and in groups.
- Understand the concept of being the best they can be. E.g. the thrill of excelling (reference *Making meaning making a difference*, Culpan's article).

The role of movement in society

Physically educated students will:

Understand that movement contexts and activities have a social and cultural heritage which can both contribute positively to society (e.g. bringing people together to celebrate) and also play a role in maintaining taken-for-granted assumptions (e.g. fit and healthy = skinny

http://www.tki.org.nz/r/health/cia/make_meaning/learn_expphy_invexc_e

[.php#activity1](#)

Take action to improve outcomes for participants. This may be in response to clearly identified needs and/or where inequity is an issue e.g challenge discriminatory language.

http://www.tki.org.nz/r/health/cia/make_meaning/learn_expphy_takeact_e.php

Team work and leadership

Physically educated students will:

- Understand and apply leadership, teamwork and interpersonal skills necessary to contribute positively to communities
- Understand how to balance rights, roles and personal and social responsibility; (Laker, 2000, Hellison).

Progressions

Students demonstrate their knowledge and understanding of physical education by

Reflecting on and understanding their movement identity ie. stereotypes of masculinity and femininity. They will know how they position themselves within the movement culture (eg. competition and challenge), how they relate to others and the nature of their performance. They will consider how they behave and will be able to explain their role in creative, social, competitive and recreational movement contexts.

Students learning in senior PE develop critical evaluation and critical reflection skills.

This allows them to further understand the complexity of the movement culture and consider taken for granted assumptions surrounding the role of movement in relation to self, others and wider society. This ability to critically analyse and evaluate complicated movement situations will enable them to suggest possible actions that could contribute positively to their own and others lives.

At level 6 students can:

- Reflect on and understand their movement identity
- Identify using the concept of hauora, how they position themselves within the movement culture
- Consider how they related to others and how they behave in creative, social, competitive and recreational movement contexts
- Describe the nature of their performance
- Accurately describe and explain their role in movement contexts
- Make informed decisions about managing risk

- Perform motor skills in physical activity including recreational and sporting contexts

Indicators

Indicators are examples of the behaviours and capabilities that a teacher might expect to observe in a student who is achieving at the appropriate level. Teachers and students can add further examples of their own.

- Evaluates choices related to decision making in movement contexts (A1, 1., 1.4)
- Participates in regular activity (A2 1.1)
- Acts responsibly to manage risks (A3 1.7, 1.9, 1.3)
- Describes the impact of physical activity on society and vice versa (1.4 D1)
- Performs and develops motor skills (B1 1.3, 1.6)
- Demonstrates responsible attitudes while participating in physical activity (B2 1.1, 1.5, 1.9)
- Demonstrates the principle of inclusion in physical activity context (B4 1.1, 1.8, 1.4, 1.9)
- Demonstrates and develops interpersonal skills (C3 1.5, 1.8, 1.7)
- Uses knowledge and resources to improve performance (B3 1.3, 1.6, 1.2)
- Identifies the impact that physical activity has on hauora (A1 1.1, 1.4)

Possible context elaborations

- Use digital recording device (eg. flip camera) for self and peer assessment of motor skills
- Use of Siedentop's Sports Education model to run year level event, ie. ki -o-rahi tournament
- Movement related contexts, ie invasion games, Te Ao Kori
- Using Adventure Based Learning (ABL) activities for decision making
- Using Teaching Games for Understanding (TGfU) for problem solving and decision making
- Participating in activities such as European and Pasifika games, circus skills, skateboarding, Zumba, highland games, Top Team, frisbee golf, synchronised swimming, futsal, floorball
- Managing risks within kayaking, ABL, orienteering, rock-climbing etc
- Analyse the influence of gym culture on adolescents identities
- Take on roles to organise a tabloid sports afternoon for year 9 form classes

- Using Mosston's (date?) spectrum to encourage students to independently provide physical activity for others

At level 7 students can:

- Understand and be able to describe the complexity of the movement culture
- Apply knowledge and understandings of the social and cultural factors that influence the ways in which individuals and groups are involved in physical activity
- Demonstrate physical skills that will help develop understandings about how they move, manage competition and make informed choices in relation to play, recreation and work
- Demonstrate an understanding of movement through performance.
- Analyse the intricate nature of movement and their own and others movement identities.
- Understand group processes and the contribution leadership can make to these.
- Perform motor skills in physical activity including sporting and recreational contexts

Indicators

Indicators are examples of the behaviours and capabilities that a teacher might expect to observe in a student who is achieving at the appropriate level. Teachers may wish to add further examples of their own.

- Identifies their personal health and physical activity needs (A1, 2.1)
- Develops strategies to maintain well-being (A1, 2.1)
- Manages responsible actions in risk situations (A3 2.7, 2.8)
- Plans for and implements physical activity programmes (A4, 2.2, 2.3, 2.4, 2.6)
- Appraises and develops strategies to improve performance (B1, 2.2, 2.3, 2.4)
- Performs and develops motor skills to national set standards(B2, 2.4)
- Applies theory (eg. principles and methods of training) to improve performance (B3, 2.4, 2.3)
- Demonstrates and develops effective leadership strategies within a physical activity (C3 2.6, 2.9, 2.8)
- Analyses the impact of physical activity on self, others and society (D1, 2.5, 2.9)

Possible context elaborations

- Become your own personal trainer to develop and maintain an

active and healthy lifestyle

- Apply risk management strategies in an outdoor setting, eg. 3-day tramp in the Tararua Ranges, Burma trail, low ropes course
- Plan and run an sports club for athletes with disabilities
- Use multimedia (eg. electronic portfolio) to record and monitor performance. For example in a college football team, motor skills development programme, hip hop routine, pre-season fitness programme
- Demonstrate leadership strategies to choreograph an aerobics or dance routine
- Create and introduce a modified game to a year group and analyse the effect on the school community, ie. Quidditch
- Present a seminar about the impact of fashion on sporting attire
- Survey their peers about the importance of physical activity on their well-being
- Apply and explain biomechanical principles to improve a rhythmic gymnastics routine

At level 8 students can:

- Understand and be able to describe the complexity of the movement culture and increase own awareness and appreciation of the diverse nature of movement.
- Develop understandings of the taken for granted assumptions surrounding the role of movement in relation to self, others and wider society. Suggest possible health promoting action as solutions.
- Analyse the intricate nature of movement and their own and others movement performance.
- Evaluate complex movement situations
- Analyse impact of social and cultural factors on relationships in movement settings
- Take increasing responsibility for the changing patterns of their life, work, relaxation and recreation
- Use informed decision making when analysing risk and considering own and others safety
- Take critical action to contribute positively to their own and other lives in respect to being engaged in active lifestyles
- Perform motor skills in physical activity including sporting and recreational contexts

Indicators

Indicators are examples of the behaviours and capabilities that a teacher

might expect to observe in a student who is achieving at the appropriate level. Teachers may wish to add further examples of their own.

- Evaluates data and takes action to meet the needs of a selected group (A1, 3.6, 3.8)
- Critically examines the relationship between physical activity and socio-cultural (eg. societal, cultural, political, environmental, ethical, economic and historical) aspects (A4, 3.5)
- Uses theory to design, implement and evaluate a personal physical activity programme (B1, 3.1, 3.2, 3.3)
- Uses bio-physical concepts (ie. Newton's Laws) to improve motor skill performance (B1, B3, 3.2, 3.3)
- Design considered and inclusive physical activity programmes for health promotion (B4, 3.6)
- Demonstrates leadership skills that enable others to participate actively (C3, 3.6, 3.8)
- Challenges assumptions related and attitudes toward physical activity (D1, 3.5, 3.6)
- Analyses risk and makes considered decisions in challenging situations (D1, 3.7, 3.4)

Possible context elaborations

- Critically analyse the effectiveness of physical activity initiatives (eg. Push Play) and suggest future implementations
- Analyse the impact of the Rugby World Cup on New Zealand's society
- Plan, promote, lead and evaluate the impact of a school swimming sports event
- Using a biomechanical analysis programme (eg. Silicon Coach) appraise performance
- Create and compete in an "amazing race"
- Run a school-wide physical activity week to promote a healthy and active lifestyle
- Critically evaluate the impact of the Relay for Life on society
- Compete in a local multi-sport event
- Use performance improvement techniques to master the levels of rakau
- Assist a junior basketball team as a specialist technique coach by applying bio-physical knowledge
- Formally prepare for and debate the moot "practice makes perfect"