



Requirements for the teaching of Health at Otumoetai Intermediate

In health education, students develop their understanding of the factors that influence the health of individuals, groups and society.

They will:

- *Develop competencies for mental wellness and safety management.*
- *Develop understandings of nutritional needs (to be delivered through Food Technology).*
- *Build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making.*
- *Learn to demonstrate empathy and develop skills that will enhance relationships.*

Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.

(New Zealand Curriculum, page 23)

Remembering that coverage is the enemy of learning, it is not expected that teachers will cover all of the curriculum objectives. An integrated/inquiry approach will result in better connections being made to student's lives, experiences that are aligned to the important outcomes, will interest the students and result in the development of a strong learning community (see overview of findings pages 54 - 55).

Each year there will be one major big idea which has health at its core. Health also needs to be integrated into other curriculum areas such as Social Sciences and Technology. Integrated/inquiry units will result in better opportunities for engagement and creativity.

What is a Social Inquiry approach?

Social Inquiry is an integrated process for examining social issues, ideas, and themes.

Using a social inquiry approach, students:

- Ask questions, gather information, and background ideas, and examine relevant current issues.
- Explore and analyse people's values and perspectives
- Consider the ways in which people make decisions and participate in social action
- Reflect on and evaluate the understandings they have developed and the responses that may be required.

New Zealand Curriculum, page 30

Digital Technology

Teachers will generally try to take a cross-curricular approach to technology, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum areas. They will be developing the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum.

Technology Curriculum, page 3



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| Year 7 (Level 3-4) | Year 8 (Level 4-5) |
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| <p>Students will:</p> <ul style="list-style-type: none">• Describe the characteristics of pubertal change and discuss positive adjustment strategies.• Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.• Understand and describe constructive use of the internet and mobile technologies.• Understand and discuss the potential impact of cyberbullying and online activities, thus preventing them from becoming victims or perpetrators.• Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people• Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members• Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community (link to Communities – Social Sciences) | <p>Students will:</p> <ul style="list-style-type: none">• Access and use information to make and action safe choices in the context of personal safety involving drugs, sexual safety and social interactions.• Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.• Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.• Understand and describe constructive use of the internet and mobile technologies.• Understand and discuss the potential impact of cyberbullying and online activities, thus preventing them from becoming victims or perpetrators.• Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people• Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people (link to Human Rights – Social Sciences). |

Conceptual Understandings & Resource Links

- **Pubertal Changes**
Sexuality Education Levels 1-4 (pg 10-11) & Positive Puberty
- **Cyberbullying**
www.netsafe.org.nz DVD's - At a Distance, Lets Fight It Together
www.digizen.org/cyberbullying/fullguidance
- **Keeping Ourselves Safe** (module 1 and 2 only)

Conceptual understandings & Resource Links

- **Keeping Ourselves Safe** (modules 3, 4, 5 and 6)
- **Cyberbullying**
John Parsons workshop (for both Year 7 & 8)
www.mylgp.org.nz
- **Drug and Alcohol Education**
amped4life – Pat Buckley
- **Human Rights** (integrate with Social Sciences)
- **Nutrition** (integrate into food technology programme)



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