


Contents

Tuatua Akamataanga — Introduction	4
Pitoenua — Well-being	6
Health Promotion	8
Key Areas of Learning	10
Mental Health	12
Oraanga Tangata Sexuality Education	13
Food and Nutrition	14
Body Care and Physical Safety	15
Physical Activity	16
General Aims	18
Strands	20
The Curriculum Achievement Levels	21
Level One	22
Level Two	22
Level Three	26
Level Four	28
Level Five	30
Te Ngai no te Tamouanga e te Apianga — Learning and Teaching	33
Te Au Irinakianga e te Au Tu Tangata — Attitudes and Values	35
School Environment	36
Apii Taokotai — Inclusiveness	37
Kite Karape Puapinga — The Essential Skills	39



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Nicky Depree

Your wisdom, time and patience has enabled a dynamic and responsive curriculum to be developed. Meitaki maata.

Foreword

The *Cook Islands Curriculum Framework* (July 2002) establishes the policy for learning and assessment in all Cook Islands schools. The high importance that the Ministry of Education places on health, physical education and personal well-being is demonstrated by Health and Physical Well-being designated as one of the eight essential learning areas in the Curriculum Framework.

The new Health and Physical Well-being Curriculum exemplifies the four pillars of education - learning to know, learning to do, learning to be, and learning to live with others. The Curriculum not only aims for students to learn about health but also aims to develop the skills and attitudes that will result in students making informed decisions that will have positive results for their own well-being and the well-being of other people and society as a whole. Therefore it is crucial that the implementation of this curriculum be supported by complementary school wide health policies and practices and working partnerships with families, communities, and health and well-being individuals and agencies.

Pursuant to section 37 of the Education Act 1986/87 which delegates authority over the school curriculum to the Secretary of Education, I approve the Health and Physical Wellbeing Curriculum (September 2004) as an official draft curriculum for the purpose of trialing in Cook Islands schools.

I am appreciative of the work done to develop the Health and Physical Well-being Curriculum by a wide range of people including teachers, Curriculum Advisory Unit staff, curriculum panel members, community members, and health and well-being professionals. In particular I acknowledge the significant contribution made by the Health and Physical Well-being Adviser, Debbie Futter, who has led the curriculum development in this essential learning area.

K. S. Matheson

Ken Matheson

Secretary of Education

Tuatua Akamataanga — Introduction

Cook Islands society is experiencing change in all aspects including work and leisure activities, sports and physical activities, dietary patterns, family lifestyles, structures and roles, health care and health practices. All these either singularly or collectively impact on the health and physical well-being of young people. As society changes and becomes more complex, differences between generations are becoming more obvious. Students need the skills to be able to use their traditional knowledge, combining these ideas with present day understanding, to attain their full potential.

For students to be able to reach their full potential their Health and Physical Well being must be nurtured and enhanced. Well-being is a holistic concept. It has social, spiritual, mental and emotional, and physical dimensions that are influenced by family and other relationships, and the environment they are in. Attitudes and values are formed through exposure to different thoughts, ideas, experiences and practices. Through the learning done in the Health and Physical Well-being – Oraanga e te Tupuanga Meitaki - Curriculum students will develop the knowledge, skills, attitudes and motivation to make informed decisions to act in ways that contribute to their personal well-being, the well-being of other people and to that of society as a whole.

The successful delivery of the curriculum is reliant on teachers being aware of, and competent with some important concepts: Pitoenua (well-being), health promotion, the influences of society and environment on students and the importance of attitudes and values that promote Pitoenua.

The Health and Physical Well-being – Oraanga e te Tupuanga Meitaki – Curriculum establishes the direction for learning in Health Education, and Physical Education, through four general aims. These general aims become the four strands of the achievement objectives –

- ◆ Me;
- ◆ Me Being Physical
- ◆ Me with Other People; and
- ◆ Me in the Community;

The curriculum then sets out a clear and structured progression of achievement objectives.

Five key areas of learning reflect and address the current health and physical education needs of Cook Islands students. The key areas of learning are:

- ◆ Mental Health;
- ◆ Sexuality Education;
- ◆ Food and Nutrition;
- ◆ Physical Activity; and
- ◆ Body Care and Physical Safety.

This curriculum also contributes to the development of many of the essential skills described in the Cook Islands Curriculum Framework.

The weaving and structure of a moenga (mat) can be used to symbolise a Cook Island perspective on health and well-being or pito'enua.

The weaving of a moenga involves intellectual, traditional and spiritual knowledge as well as physical and creative skills. It takes time and patience, incorporating individual and co-operative work, as well as uanga, koputangata, and iti tangata traditions. The family plant and take care of the trees from which the moenga is woven, the family together cut and prepare the plant ready for weaving, and then traditional and modern skills are used to do the actual weaving.

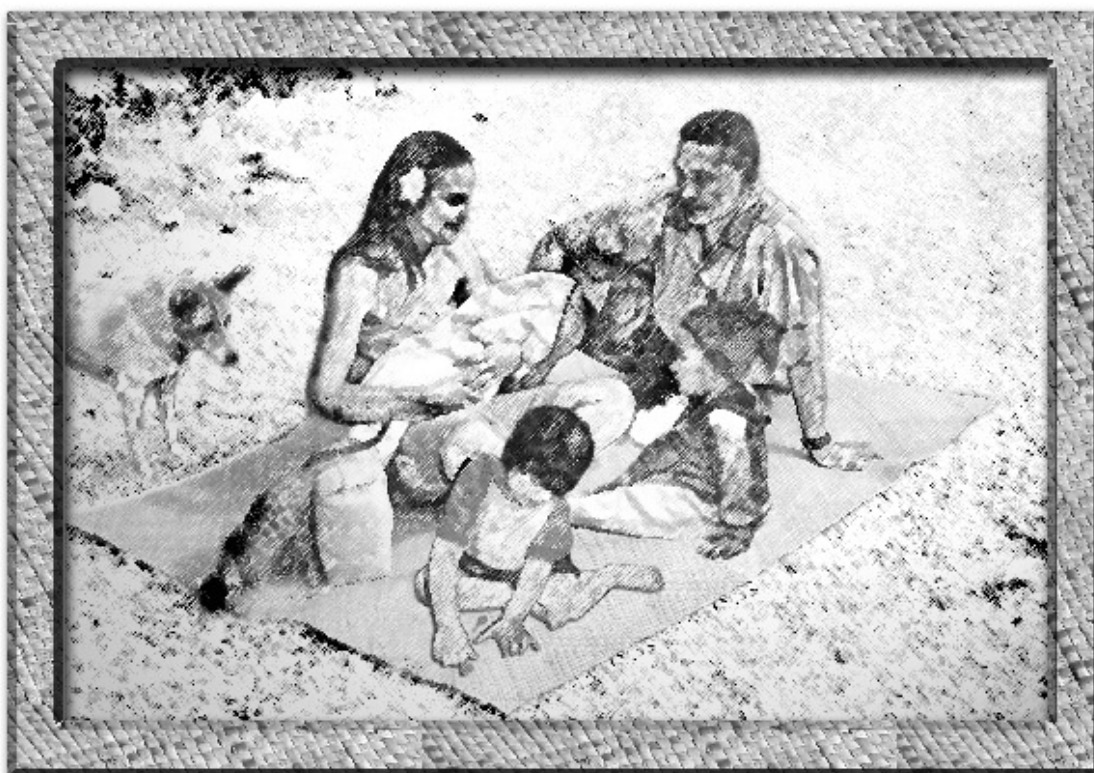
Using this analogy a child is developed in the same way.

Seen in relation to the health and physical education each person's symbolic moenga begins to take shape at conception. As the child grows so too does the moenga. It develops as parents and extended family lead and support the young child, who takes on an increasingly independent role with maturity. Teachers join with the family to weave the mat, using carefully selected materials: the knowledge, skills, attitudes, and values that our young people need for lifelong health and well-being.

During its creation the moenga gathers its own life force, derived from the many hands that contribute to it. The mat is unique – designed for the individual. It represents the identity, achievements, and mana of the owner as well as the special skills of all of the people involved in the creation of the mat.

In implementing this curriculum it is crucial that schools, families and communities work in partnership to ensure the strands of each students' mat (Moenga) is firm and secure, this can be enhanced by ensuring that the Cook Islands' unique culture is reflected in the teaching of this curriculum.

When the time comes young people will leave school to face the challenges ahead, knowing that they are equipped with links to the past, the present, and the future, using their moenga on their journey through life.



Pitoenua — Well-being

*Takai koe ki te papa enua,
'Akamou I te pitoenua.
Au I toou rangi.*

*You step on to solid land,
Affix the umbilical chord.
And carve out your world.*

Puati Mataiapo

Pitoenua, as referred to in this proverb, reflects the idea of being anchored to an environment to be able to live your life in the way you choose. In the mothers womb a child is fed from their environment by way of the pito. Outside the womb, people are nourished, influenced and developed – in other words “fed” - by the variety of environments they find themselves in, throughout their lifetime.

Our pito represents our centre of balance through which the physical, mental and emotional, social and spiritual dimensions of Well-being interconnect. We need to stay anchored, and balanced - our strength of body, mind and soul, along with the strength of the relationships we have and our spirituality, help us to be resilient.

For the purposes of this curriculum the philosophy of Pitoenua represents Well-being. The concept of Pitoenua or Well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health, also recognizing the influence the environment has on individuals. This concept of Well-being is recognised by World Health Organisation.

Each of the dimensions of Pitoenua influences and supports all of the others. All five dimensions are necessary for balance and strength.

Kopapa
Physical well-being

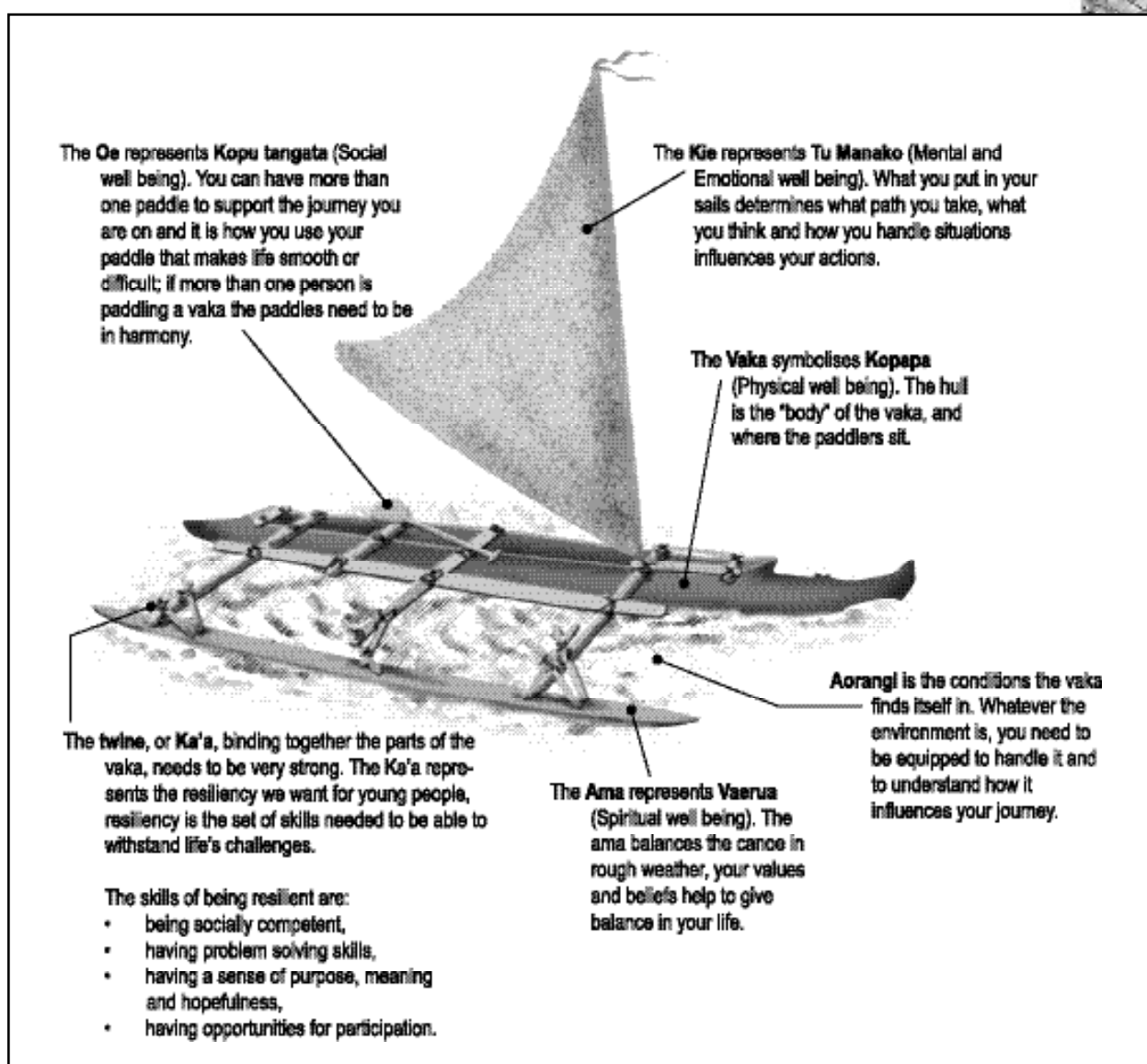
The physical body, its growth, development, and ability to move, and the ways of caring for it.

Tu Manako
Mental and emotional well-being

Well thought out thinking processes, acknowledging and expressing thoughts and feelings, and being able to respond appropriately.

Vaerua Spiritual well-being	The values and beliefs that determine the way people live, the search for meaning and purpose in life, personal identity and self-awareness. (For some individuals and communities, spiritual well-being is linked to a particular religion; for others it is not).
Kopu tangata Social well-being	Family relationships, friendships, and other interpersonal relationships; feelings of belonging from the urupu they belong too, compassion, caring and social support.
Aorangi Total Environment	How society influences you; The way individuals are shaped by their environment e.g. the media, church, village, family, peers, school, surroundings, island; Their kapuanga; the interconnect-edness a person has with the enua, the rangi and the moana.

The vaka ama below compares Pitoenua to a vaka.



Health Promotion

Health promotion is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and society.

The health promotion process requires the involvement and collective action of all members of the wider school community – students, staff, parents & extended family, and other community members.

By engaging in health promotion, students and teachers can:

- ◆ come to understand how the environments in which they live, learn, work, and play affect their personal well-being and that of society;
- ◆ develop the personal skills that empower them to take action to improve their own well-being and that of their environments;
- ◆ help to develop supportive links between the school and the wider community;
- ◆ help to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school community.

Health promotion encourages students to make a positive contribution to their own well-being and that of their communities and environments.

The health promotion process described in this curriculum is derived from the World Health Organisation's Ottawa Charter.

People can take part in the health promotion process effectively only when they have a clear view of the social and environmental factors that affect health and well-being.

Through learning experiences that reflect on how society effects us (the socio-ecological perspective), students can seek to remove barriers to making healthy choices. They can help to create the conditions that promote their own well-being and that of other people and society as a whole. Through this perspective, students will also come to a better appreciation of how and why individuals differ.

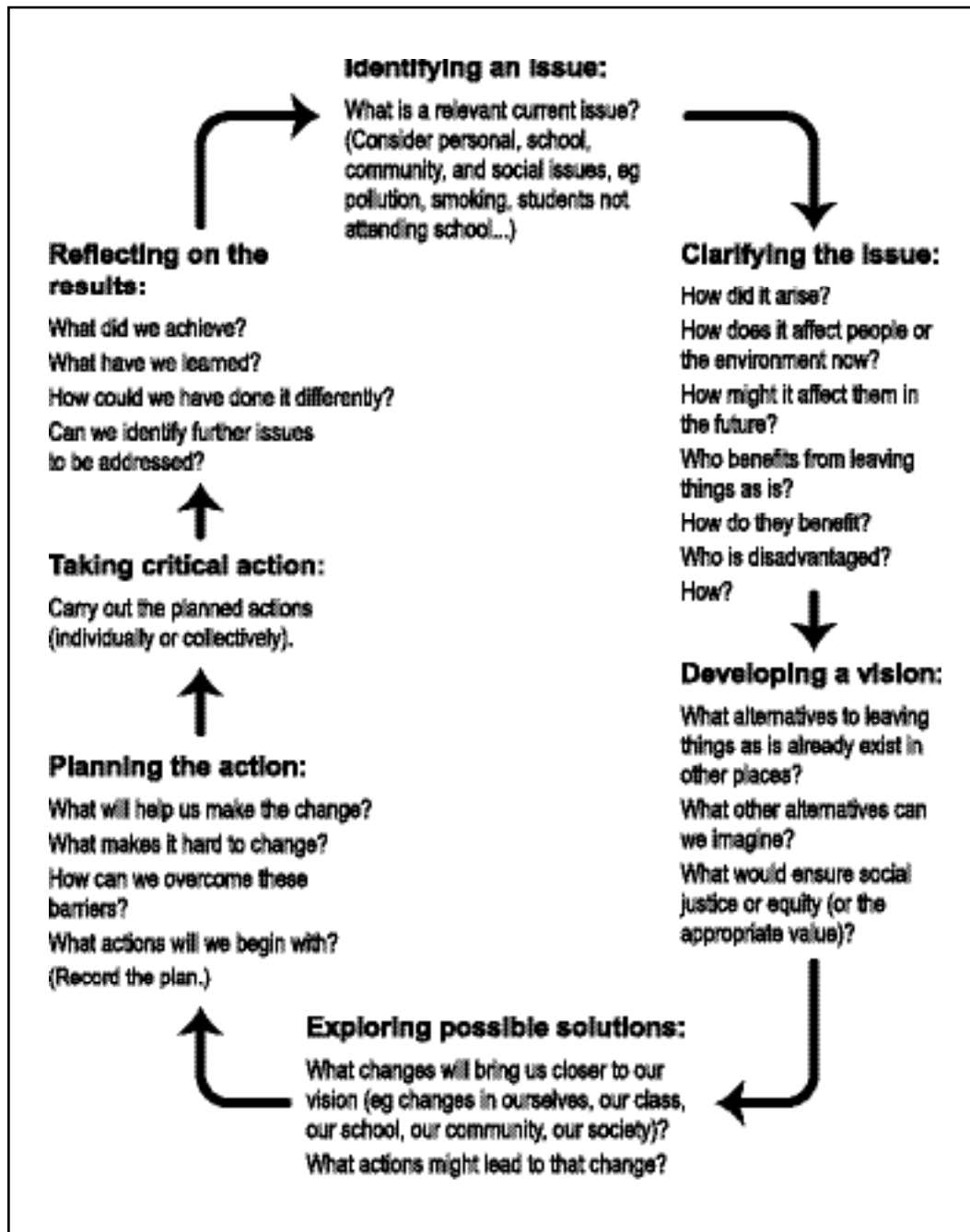
The socio-ecological perspective will be evident when students:

- ◆ identify and reflect on factors that influence people's choices and behaviours relating to health and physical activity (including social, economic, environmental, cultural, and behavioural factors and their interactions);
- ◆ recognise the need for mutual care and shared responsibility between themselves, other people, and society;
- ◆ actively contribute to their own well-being, to that of other people and society, and to the health of the environment that they live in.

Through the socio-ecological perspective, students will learn to take into account the considerations that affect society as a whole as well as individual considerations and will discover the need to integrate these.

Critical thinking and critical action are key skills when getting students to reflect on how their environment and society influences them. The flow chart on the next page is a critical thinking and action process that may be helpful for teachers to work from when helping their students to implement critical action.

Critical Thinking and Action Model



Key Areas of Learning

The key areas of learning reflect and address the current health and physical education needs of Cook Islands students. The spiral nature of learning in health education and physical education means that key areas of learning will need to be re-visited at different levels and in different learning contexts. These key areas of learning are required to be incorporated in programmes for all students at both primary and secondary levels to the end of year 10.

The key areas of learning are:

- ◆ Mental Health
- ◆ Sexuality Education
- ◆ Food and Nutrition
- ◆ Body Care & Physical Safety
- ◆ Physical Activity

For each key area of learning, there is a general statement and a list of learning opportunities, which include some examples.



Mental Health

Mental health is a broad area, influenced by many different factors.

When considering mental health at the personal level, mental health refers to the quality of a person's thinking, and their actions; their overall psychological state. It is the way they interact socially, and the way they behave in everyday situations. Mental Health is a state of emotional and social well-being in which the individual realises their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community. Good mental health is required if students are to reach their highest academic, physical, and social potential.

In the Mental Health area of learning, students will have opportunities to explore the ways in which the physical, mental and emotional, social, spiritual and environmental dimensions of Pitoenua contribute to mental health.

Students will examine social, cultural, economic, and environmental factors that influence people's mental health, including the effects of media messages. Students will use critical-thinking, decision making and problem-solving skills to develop strategies and safety procedures for avoiding, minimising, or managing any situations that might put a person at risk.

A supportive classroom environment is necessary for quality learning in mental health. In supportive classroom situations, students can acknowledge diverse points of view, accept a range of abilities, and show concern for one another. Teachers are expected to use a range of teaching and learning strategies that encourage students to participate fully in the programme.

School-wide policies and practices that promote equality, equity, fairness, and nonviolence will support classroom programmes and help to develop a school environment that enhances students' mental health.

The implementation of programmes in this area of learning will contribute to the development of a safe emotional environment in classrooms, and the wider school, as required by the Cook Islands Administration Guideline 5(i).

Students require a range of learning opportunities in mental health. These include opportunities to develop:

◆ **Knowledge, understandings, and skills to strengthen personal identity and enhance a sense of self-worth**

For example, through learning about self-awareness, self-reflection, self-appraisal, and self-advocacy, and about personal characteristics, the value of being a Cook Islander, relationships, and contexts that contribute to a sense of identity;

◆ **Knowledge, understandings, and skills to examine discrimination and stereotyping, and to evaluate their impact on people's mental health**

For example, when recognising instances of discrimination and stereotyping, acknowledging individual differences, respecting the rights of other people, and knowing how to respond to discriminatory practices and behaviours so that change will happen;

continued

◆ **Understandings and personal and interpersonal skills to enhance relationships**

For example, through learning about the range and nature of relationships and the factors that influence them, learning to use a range of communication skills effectively, working co-operatively to achieve common goals in a range of setting, and examining options, consequences, and positive responses to challenges and changes in relationships;

◆ **Knowledge, understandings, and skills to support themselves and other people during times of stress, disappointment, and loss**

For example, when expressing their own ideas and feelings and listening to those of other people, managing change. Implementing practical strategies for supporting themselves and other people, accessing support, and understanding cultural differences associated with change loss and grief;

◆ **Knowledge, understandings, and skills to make informed, health-enhancing decisions in' relation to drug use and misuse**

For example, through learning about the effects of drugs on all dimensions of pitouenua, becoming aware of choices and consequences, using communication and problem solving skills effectively, developing strategies for protecting themselves and other people, examining their own rights and responsibilities and those of other people and society, accessing support in problem situations, learning about policies and laws, and critically analysing ways in which society influences people in relation to drugs and the impacts that drug use and misuse have on society;

◆ **Knowledge, understandings, and skills to recognise and respond to situations of abuse and harassment**

For example, through learning about causes and effects, learning about their own rights and responsibilities and those of other people, using communication skills effectively, identifying and using strategies and safety procedures, and becoming aware of policies and laws;

◆ **Knowledge and understanding of the benefits of physical activity, relaxation, and recreation in relation to mental health;**

◆ **Values and attitudes that support the enhancement of mental health for the students themselves, other people, and society**

Such as a positive and responsible attitude to their own well-being, respect for the rights of other people, care and concern for other people, and a sense of social justice.

Apiianga Tupuanga Kopapa — Sexuality Education

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image and gender roles. Thus a child's education in sexuality starts from the time they are born, as they begin to learn what it means to be a person in the world. Our sexuality is a basic part of who we are, and includes our values, attitudes, and behaviour. This gathering of knowledge is a lifelong process.

Sexuality education aims to help students understand their sexual development, learn about their sexual and reproductive health, and enhance their relationships with others, including friendships and family relationships.

Through sexuality education students are provided with knowledge, understanding and skills to:

- ◆ Enhance their interpersonal relationships,
- ◆ Develop positive attitudes towards sexuality, and
- ◆ Take care of their sexual health.

Sexuality is more than (the physical act of) sex. The term “sex education” refers only to the physical aspect of development and reproduction.

Students require a range of developmentally appropriate learning opportunities in sexuality education. These include opportunities to develop:

- ◆ **Knowledge, understandings and skills relating to sexual development;**
For example, knowledge about their own bodies and the changes that happen to bodies at various stages of life
- ◆ **Knowledge, understandings and skills to enhance their sexual and reproductive health**
For example, knowledge about the process of conception and the skills to make decisions that maintain and enhance their sexual health;
- ◆ **Personal and interpersonal skills including**
 - ◆ the skills needed to examine people's attitudes, values and beliefs and their rights and responsibilities
 - ◆ attitudes of respect for themselves and other people
 - ◆ attitudes of care and concern for themselves and other people
 - ◆ effective communication skills
 - ◆ problem solving and decision making skills;
- ◆ **Understandings and skills to enhance relationships**
For example in relation to friendship, love, families, and parenting.

Food and Nutrition

Within the Cook Islands food is an integral part of everyday life. The Cook Islands view of food and nutrition have been influenced by traditional customs and ceremonies, by what is locally available (or grown), as well as by western influences e.g. the availability of imported food.

The concepts of **aroa** - the act of giving and sharing, and **akonokono** - the act of looking and taking care of others, are integral when looking at the area of food and nutrition. Aroa underpins the aspect of providing food for cultural activities/visitors. When working within the cultural boundaries of aroa, akonokono is shown in the way that you are looking after others by providing the best possible or healthiest option of food.

The food choices made by individuals and families affect all aspects of their health. Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own well-being and that of other people. The **attitudes and values** about, and around, food and nutrition that are developed in young people will have life long impact – either positively – or negatively.

In this area of learning, students will have opportunities to examine the influence of food and nutrition in relation to the physical, social, mental and emotional, and spiritual dimensions of health. **A school environment that encourages and supports healthy eating, promotes safe food handling and makes use of community support reinforces the messages taught in effective food and nutrition education.**

It is expected that by the end of grade eight, all students will be able to demonstrate basic cooking techniques.

Students require learning opportunities in food and nutrition education that will enable them to develop:

- ◆ **Knowledge and understanding of the nutrition people across all age groups require for healthy growth and development;**
- ◆ **Understanding of how nutrition, physical activity and well-being are related;**
- ◆ **Knowledge and understanding of the cultural significance of food and of rituals/beliefs associated with food and nutrition;**
- ◆ **Knowledge, understanding and skills for selecting, preparing and preserving food that reflect health-enhancing attitudes towards nutrition and emphasises traditional/local foods or dishes;**
- ◆ **Knowledge of the costs associated with buying and preparing food and the skills necessary to meet nutrition needs on a limited budget;**
- ◆ **The knowledge and skills needed to prepare food successfully and safely at a personal level and as a shared responsibility;**
- ◆ **Knowledge and understanding of healthy eating patterns and the factors that influence food choices and food preparation methods, e.g. advertising.**

This key area of learning links with the Maori, Social Science, Science and Agriculture Curriculum.

Body Care and Physical Safety

Learning to take care of your body is one of the most fundamental health enhancing skills we can teach young people. The main focus in this key area of learning is the physical body, however this does not mean that body care and physical safety does not relate to the other dimensions of **pitoenua**, as mental and emotional, social and spiritual dimensions also relate to how well we look after our bodies, and the environment can effect our physical safety. It is important to remember while teaching from this key area of learning that for some people living in the Cook Islands illness may sometimes be thought to have an underlying spiritual cause and that some families may take a more traditional approach to wellness/illness than others.

This area of learning provides opportunities for students to make informed decisions about body care, to recognise hazards in the environment and to adopt safe behaviours in relation to these.

Students will examine how society influences them to make decisions. Through looking at societal influences students will examine the social, cultural, and economic attitudes, beliefs, and practices that influence environmental safety and personal body care. Students will be encouraged to use problem solving and decision making skills when working in this area.

To provide an effective environment for promoting personal body care and physical safety, schools need to develop supportive school-wide policies and practices to ensure that what is taught in the classroom is also reflected in the school environment.

Students require a range of learning opportunities, which include opportunities to:

- ◆ **Develop knowledge, understandings and skills for personal body care**
For example, in relation to hygiene, the management of medication, immunisation, Maori or traditional medicine, warming up and cooling down, stretching, regular physical activity, sleep and rest, relaxation, posture, lifting and carrying, caring for teeth, skin, hair, ears and eyes;
- ◆ **Develop attitudes and values that encourage them to take responsibility for their own physical well-being and that of other people;**
- ◆ **Develop knowledge and skills for the prevention of illness, injury, infection, disease and common lifestyle disorders;**
- ◆ **Develop knowledge and understanding of practical ways of caring for themselves and other people during times of illness, injury or accident, and rehabilitation;**
- ◆ **Develop the ability to identify and manage environmental hazards**
Such as hazards at school, home or community and other outdoor environment, risks relating to sun, water, poisons, passive smoking and fire;
- ◆ **Practice strategies to avoid or minimise harm to themselves and others and learn emergency procedures for managing risk situations**
For example during natural disasters such as cyclones.

Physical Activity

Encouraging children to be physically active is essential for the health of the young people of the Cook Islands. **The impact of experiencing the enjoyment of being physically active has lifelong health enhancing effects.** The skills, attitudes, and values that students learn through the enjoyment of movement impacts on their physical, emotional and mental, social and spiritual health.

The Cook Islands has dynamic and diverse cultural influences that impact on this area of the curriculum. The activities of tarekarekapeu Maori demand physical and mental fitness, coordination, as well as social skills, while at the same time fostering knowledge of customs and traditions from days past. When looking at the types of physical activities offered in school we should ensure traditional activities are included.

A quality exercise programme can have a positive effect on:

- ◆ **Health related fitness** e.g. cardiovascular, muscular endurance, muscular strength, flexibility and body composition;
- ◆ **Skills related fitness** e.g. coordination, balance, power, speed, agility and reaction time;
- ◆ **Motor skills** e.g. run, gallop, hop, leap, jump, skip and slide
- ◆ **Object control skills** e.g. strike, bounce, catch, kick, and throw
- ◆ **Reducing the risk of Heart Disease, Obesity and Diabetes**
- ◆ **Social skills** e.g. cooperation, communication, tolerance, leadership etc
- ◆ **Self esteem and confidence**

Activities that are participated in for pleasure or satisfaction develop the important mindset of, and the improved likeliness of, **being active for life**. If students experience success at the physical activity planned by the teacher then they are more likely to want to continue with being active.

The use of the physical environment of the Cook Islands will play an important factor in the type of physical activities chosen. Many schools are located next to a lagoon; hence aquatics and other water activity programmes are expected to play a part in the school programme, at all levels.

Outdoor education and adventure based learning activities foster students' personal and social well-being through experiences that involve cooperation, leadership, trust, problem solving, decision making, goal setting, communication, responsibility and reflection. Outdoor activities may include bush walking, bush craft, vaka ama, camping, sailing, and canoeing/kayaking. When using the outdoors, schools should ensure that appropriate activities, safe practices and the most suitable community resources are selected, used and evaluated.

The learning programmes that are taught in schools should present challenge, be sequenced throughout the levels of the school, be safe and involve all students. If competitive activities are incorporated into the school programme then students should be:

- ◆ encouraged to strive for enjoyment of personal and group achievements,
- ◆ demonstrate the principles of fair play, and
- ◆ accept their personal and social responsibilities.

Students require a range of learning opportunities in physical activity. These include

opportunities to develop:

◆ **Movement skills for physical competence, enjoyment, a sense of self-worth and an active lifestyle**

For example games, aquatics, athletics, dance, ball activities, fitness, recreational activities, play ,tarekarekapeu Maori, water safety skills, outdoor pursuits, and outdoor recreational activities;

◆ **Personal and interpersonal skills to strengthen their awareness of personal identity and to enhance their sense of self worth and their relationships with other people**

Skills relating to leadership, cooperation, goal setting, fair play, communication, personal and social responsibility, achievement, ethical decision making and problem solving;

◆ **Knowledge and understanding of the importance of cultural practices in physical activities;**

◆ **Knowledge and understanding of the significance of social influences on physical activity**

For example in relation to body image, gender, the media, competition, family, friendships, church, group identity, stereotyping and discrimination, peer pressure, and use of recreational drugs;

◆ **Their own values, attitudes, behaviours, and actions in physical activity settings**

For example attitudes and values such as respect for other people, acceptance of diversity, care for the environment, a sense of fair play, and a willingness to become involved.

Korongā Tumu — General Aims

The aims of the health and physical well-being curriculum are for students to:

General Aims	
A Develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development	B Develop positive attitudes towards physical activity, acquire knowledge and understandings about movement, and develop motor skills through movement
Strands	
A Me — Ko au	B Me being physical — Toku tupuanga
Achievement Aims - Students will:	
A1 Personal growth & development Gain understandings and skills to manage and adjust to the processes of growth and maturation	B1 Movement skills Develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence
A2 Regular physical activity Understand and appreciate as a result of experience, the contribution of physical activity to personal well-being	B2 Positive attitudes and challenge Develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences
A3 Safety and risk management Meet and manage challenges and risks in positive, health-enhancing ways	B3 Social and cultural factors Develop and apply knowledge and understanding of the social and cultural factors that influence peoples' involvement in physical activity
A4 Personal identity and self-worth Analyse attitudes and values and take actions that contribute to their personal identity and their self-esteem, self confidence and self concept	

C Develop understandings, skills, and attitudes that enhance interactions and relationships with other people	D Participate in creating healthy communities and environments by taking responsible and critical actions
C Me with other people — Ko au e tetai ua atu tangata	D Me in the Community and the Environment — Ko au e te oire tangata, ko au e te toku Aorangi
C1 Relationships Come to understand the nature of relationships	D1 Societal attitudes & beliefs Find out how societal attitudes, values, beliefs, and practices affect well-being
C2 Identity, sensitivity, and respect Increase their understanding of personal identity and develop sensitivity to, and respect for, other people	D2 Community resources Identify the functions of resources and services that support well-being, find out about their availability
C3 Interpersonal skills Use interpersonal skills effectively to enhance relationships and identify the roles of individuals and groups that contribute to them	D3 Rights, responsibilities, and laws Understand the rights and responsibilities, laws, policies, and practices that relate to people's well-being
	D4 People and the environment Understand the interdependence between people and their surroundings and use this understanding to help create healthy environments

Strands

Strand A: Ko au — Me

Learning in this strand focuses on the **personal health and physical development** of students and includes understandings about personal identity and self-worth. Students develop the knowledge, understandings, skills, and attitudes to meet their health and physical activity needs, both now and in the future. They learn about influences on their well-being and develop self-management skills that enhance their health. Students are encouraged to take increasing responsibility for the changing patterns of their life, work, relaxation, and recreation.

Strand B: Toku tupuanga — Me being physical

Learning in this strand focuses on the personal **movement skills** that students develop in a range of situations and environments. Learning by participating in spontaneous play, informal games, cultural activities, creative movement, dance, sport, and other forms of activity enables students to strengthen their awareness of their personal identity, to experience the **pleasure of physical activity**, and to develop their awareness and appreciation of the diverse nature of movement.

Learning physical skills helps students to develop understandings about how they move and about how to care for themselves, manage competition, and make informed choices in relation to play, recreation, and work.

Strand C: Ko au e tetai ua atu tangata — Me with other people

Learning in this strand focuses on students and their **relationships with other people**. Students examine effective relationships in classrooms, schools, koputangata, and the wider community. Students consider how they influence the well-being of other people and how the attitudes, values, actions, and needs of other people influence them.

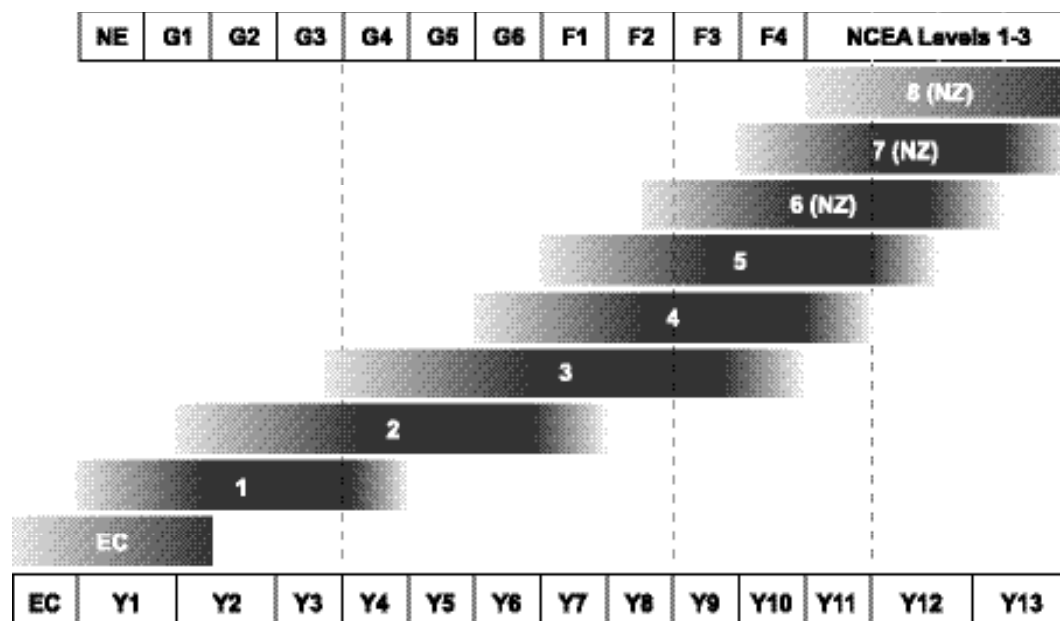
Students also develop the knowledge and interpersonal skills to enable them to interact sensitively with other people. They learn to evaluate the impacts that social and cultural factors have on relationships, in particular, the impacts of stereotyping and of discrimination against individuals on the basis of their gender, ethnicity, age, economic background, sexual orientation, cultural beliefs, or differing abilities.

Strand D: Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment

Learning in this strand focuses on the **interdependence of students, their communities, society, and the environment**. Students identify physical and social influences in the classroom, the school, the family, and society that promote individual, group, and community well-being. They develop understanding of their responsibilities to their communities and come to recognise the benefits that they can experience from participating actively as community members. Students are encouraged to identify inequities, make changes, and contribute positively, through individual and collective action, to the development of healthy communities and environments.

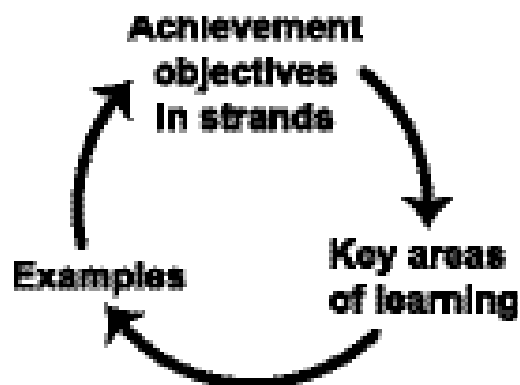
The Curriculum Achievement Levels

The achievement levels are expressed at five progressive levels (if students are doing NCEA levels 1–3 in Health or Physical Education, the New Zealand Health and Physical Education Curriculum would be followed). The objectives at each level are appropriate to students' development and maturity at successive stages as they move from the infant classes to secondary school. Students learn at different rates, and therefore, at any time, individual students or groups of students of the same age could be working towards achieving objectives at different levels within and across the strands.



Relating the Achievement Objectives and examples to the Key Areas of Learning

The achievement objectives and their examples (*in italics*) include links to the key areas of learning. Some examples link with more than one key area of learning, emphasising the interrelated nature of these areas.



The examples (*in italics*) associated with the achievement objectives suggest appropriate content at specific levels. **The examples are suggestions only.** In order to meet the learning needs of students, teachers may choose other examples to supplement or replace those suggested here.

Level One

Strand Ko au — Me A	Strand Ko au e toku tupuanga/ Kopapa matutu e te oraora — Me being physical B
<p>1. Personal Growth and Development Students will describe feelings and ask questions about health, growth, development, and personal needs, for example, when discussing changes in people’s growth patterns from birth onwards, exercise, rest, food, shelter, love, care and protection, what it means to be healthy, and the names of parts of the body, including sexual parts.</p> <p>2. Regular Physical Activity Students will use regular, enjoyable physical activity for self-care and personal well-being, for example, when they are involved in creative activities, daily exercise, play, games, and relaxation.</p> <p>3. Safety and Risk Management Students will describe and demonstrate simple health care and safety procedures, for example, simple hygiene practices, procedures that relate to fire, roads, sun, and water (including procedures for entering and leaving water), procedures to follow during illness, and procedures for addressing physical challenges, activating emergency systems, playing games, preparing snack foods, and responding to unwanted touching.</p> <p>4. Personal Identity and Self-worth Students will describe themselves in relation to a range of contexts, for example, in relation to their class, classmates, community, friends, anau, play preferences, and school and when discussing their feelings about themselves in relation to gender, culture, or abilities.</p> <p>1. Movement Skills Students will develop a wide range of</p>	<p>movement skills, for example, walking, running, hopping, skipping, leaping, striking, catching, throwing, stretching, climbing, dancing, balancing, twisting, turning, tarekareka peu Maori activities, and movements in and through water.</p> <p>2. Positive Attitudes and Challenge Students will participate in a range of physical activities and identify the factors that make the experience personally enjoyable, for example, when they take part in play activities, co-operative games, social activities, and social games and when they experience taking turns, success, and achievement.</p> <p>3. Social and Cultural Factors Students will participate in games and activities and identify environments where children can play safely, for example, through using playground facilities and beaches and discussing ways of avoiding physical harm and maintaining personal safety.</p> <p>1. Relationships Students will explore and share ideas about relationships with other people, for</p>

Strand C Ko au e tetai ua atu tangata — Me with other people	Strand D Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment
<p>example, with friends, classmates, people from different cultures, younger and older children, grandparents, kopu tangata, and students with specific needs and when discussing the comfortable and uncomfortable feelings they experience when interacting with other people.</p> <p>2. Identity, Sensitivity, and Respect Students will demonstrate sharing and co-operative skills in groups, for example, during physical activities, on outings, at home, in the classroom, and in the playground.</p> <p>3. Interpersonal Skills Students will express their own ideas, needs, and feelings effectively and listen to those of other people, for example, by learning to speak confidently, respond positively, use “I” statements, use movement to express ideas, and describe situations where they feel safe and unsafe.</p> <p>1. Societal Attitudes and Beliefs –Rights, Responsibilities, and Laws Students will take individual and collective action to contribute to safe environments</p>	<p>that can be enjoyed by all, for example, by addressing teasing and bullying, meeting specific needs, setting classroom rules, picking teams, taking turns, and accommodating culturally different behaviours.</p> <p>2. Community Resources Students will identify people who can help with health care, for example, family, school or medical personnel, elders, coaches, and community or religious leaders.</p> <p>3. Societal Attitudes and Beliefs – Rights, Responsibilities, and Laws As for point 1.</p> <p>4. People and the Environment Students will identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices, for example, in relation to fires, water, passive smoking, household chemicals, pools, drains, streams, and the need to wear protective clothing in certain situations.</p> <h2 style="text-align: center;">Level Two</h2> <p>1. Personal Growth and Development Students will describe their stages of growth</p>

and their development needs and demonstrate increasing responsibility for self-care, for example, in relation to their exercise needs, learning needs, nutritional needs, and social needs, the preparation of food, appropriate clothing, digestion, expressing their feelings, hygiene, personal medication, and relaxation.

Strand Ko au — Me A	Strand Ko au e toku tupuanga/ Kopapa matutu e te oraora — Me being physical B
<p>2. Regular Physical Activity Students will experience and describe the benefits of regular physical activity, for example, in relation to appropriate daily exercise programmes, a positive body image, relaxation, feeling good, identified food needs, having fun, and goal setting.</p> <p>3. Safety and Risk Management Students will identify and use safe practices and basic risk-management strategies, for example, in relation to road, water, or food safety, outdoor activities, simple first aid, evacuation drills, phoning for assistance, passive smoking, speaking out, and managing success, disappointments, shyness, and embarrassment.</p> <p>4. Personal Identity and Self-worth Students will identify personal strengths that contribute to a sense of self-worth, for example, strengths relating to their personal recreations and physical activities, their gender, their culture, their achievements, their ability to make positive contributions as a group member, and their ability to take a leadership role.</p> <p>1. Movement Skills Students will practice movement skills and demonstrate the ability to link them in order to perform movement sequences, for example, in tarekareka peu Maori activities, simple structured and expressive dance routines, two swimming strokes, weight transfer activities, ball activities and games.</p> <p>2. Positive Attitudes and Challenge Students will participate in physical activity and express the satisfaction that this can</p>	<p>bring to them and to other people, for example, when they express enjoyment, adopt positive attitudes, accept diversity, achieve success, and reach personal goals.</p> <p>3. Social and Cultural Factors Students will apply rules in selected games and activities and demonstrate safe and fair play practices during participation, for example, by following the rules, respecting other people, co-operating with other people, and accepting decisions.</p> <p>1. Relationships Students will demonstrate ways of maintaining and enhancing relationships between individuals and within groups, for example, through cooperative activities and games, through sharing food, within families, classrooms, clubs, and cultural groups, and by analysing how their actions influence other people and how other people’s actions influence them.</p> <p>2. Identity, Sensitivity, and Respect Students will describe how individuals and groups share characteristics and are also</p>

Strand C Ko au e tetai ua atu tangata — Me with other people	Strand D Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment
<p>unique, for example, when they talk about anau, people of different ages or cultures, and people’s abilities, appearance, or gender and when they discuss common games.</p> <p>3. Interpersonal Skills Students will express their ideas, needs, and feelings confidently and listen sensitively to other people and affirm them, for example, during unsafe situations, when giving and receiving compliments, by expressing angry feelings appropriately, through peer mediation, and by using basic assertiveness skills.</p> <p>1. Societal Attitudes and Beliefs Students will examine how people’s attitudes, values, and actions contribute to healthy physical and social environments, for example, by considering the effects of such values as responsibility, aroa, sharing, respect, fair play, imaginativeness, and concern for the future.</p> <p>2. Community Resources Students will identify and use local community resources and explain how these contribute to a healthy community, for example, in relation to such resources as, schools, beaches, playgrounds, sports fields,</p>	<p>conservation reserves, community halls, clubs, and health services.</p> <p>3. Rights, Responsibilities, and Laws Students will use simple guidelines and practices that contribute to physically and socially healthy classrooms, schools, and local environments, for example, when using class and playground rules, rules for games, guidelines for first aid, and rules for safety when in the sun, cycling, emergency situations and taking part in water and other outdoor activities.</p> <h2 style="text-align: center;">Level Three</h2> <p>1. Personal Growth and Development Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes, for example, such factors as food and nutrition, puberty, illness, injury, posture, physical activity, disappointment, loss, and individual differences and skills for making friends, increasing independence, and achieving success.</p> <p>2. Regular Physical Activity</p>



Students will maintain regular, enjoyable physical activity with an increasing understanding of its role in self-care and well-being, for example, by taking daily exercise, learning how fitness and

Strand Ko au — Me A	Strand Ko au e toku tupuanga/ Kopapa matutu e te oraora — Me being physical B
<p>health are related, setting goals, meeting their own nutritional needs, planning for regular physical activity, relaxation, and recreation, and developing a positive body image and positive attitudes towards physical activity.</p> <p>3. Safety and Risk Management Students will identify and use safe practices and basic risk-management strategies, for example, strategies for emergencies, natural disasters, and abusive situations and practices for safety during physical activities (including aquatic activities) and first aid (including rescue breathing) and food safety practices.</p> <p>4. Personal Identity and Self-worth Students will describe how their own feelings, beliefs, and actions and those of other people contribute to their personal sense of self-worth, for example, when discussing fairness, sensitivity towards others, acceptance, bullying, abuse, equity issues (including gender issues and culture issues), leadership, success, and disappointments.</p> <p>1. Movement Skills Students will develop more complex movement sequences in a range of situations, for example, by taking part in terekareka peu Maori activities, modified sports, athletic activities, dance, orienteering, adventure activities, outdoor pursuits and by learning three swimming strokes.</p> <p>2. Positive Attitudes and Challenge Students will develop movement skills and demonstrate confidence in challenging situations, for example, when leading others, when learning how to swim/snorkel/dive in deep water, when using basic offensive and defensive game strategies, and when taking part in co-operative activities and games, adventure activities, and outdoor pursuits.</p> <p>3. Social and Cultural Factors</p>	<p>Students will participate in competitive activities and describe how competition can affect people's behaviour, for example, by describing concepts like co-operation, motivation, mana, teamwork, success, achievement, and disappointment and behaviours like opting in or out, aggressiveness, and cheating.</p> <p>1. Relationships Students will identify and compare ways of establishing relationships and managing changing relationships, for example, when making friends, supporting others during illness, playing games, taking on new roles in the family, changing schools, and joining or leaving groups.</p> <p>2. Identity, Sensitivity, and Respect Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in relation to bullying, gender stereotyping, students with specific needs, messages about body image, island or cultural differences, fair play, and inclusiveness during work, play, and games.</p> <p>3. Interpersonal Skills Students will identify the pressures that can</p>

Strand C Ko au e tetai ua atu tangata — Me with other people	Strand D Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment
<p>influence interactions with other people and demonstrate basic assertiveness strategies to manage these, for example, in relation to pressure from peers, a student’s own feelings or physical limits, other people’s attitudes and behaviours, kopu tangata, the media, fellow team members, a cultural group, a gender group, or a group of people with specific needs.</p> <p>1. Societal Attitudes and Beliefs Students will identify how health care and physical activity practices are influenced by community and environmental factors, for example, in relation to classroom, school, kopu tangata, and culture and by identifying factors such as consumer interests, media messages, uses of music, recreational needs, and sporting opportunities and facilities.</p> <p>2. Community Resources Students will participate in communal events and describe how such events enhance the well-being of the community, for example, in relation to events such as cultural festivals, church services, family celebrations, sporting events, and school productions.</p> <p>3. Rights, Responsibilities, and Laws Students will research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness, for example, in relation</p>	<p>to food, evacuation, harassment, appropriate clothing, smoke-free environments, first-aid procedures, and sports safety procedures.</p> <p>4. People and the Environment Students will plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment, for example, a programme for recycling, creating shade and shelter, providing recreational or sporting opportunities, peer mediation, reducing bullying, or making activities inclusive.</p> <h2 style="text-align: center;">Level Four</h2> <p>1. Personal Growth and Development Students will describe the characteristics of pubertal change and discuss positive ways to handle puberty for example, in relation to fluctuating moods, acceptance of themselves and other people, exercise patterns, sleep, posture, relaxation, goal setting, hygiene, meeting nutritional needs, coping with illness, family support, cultural differences, tapu situations, and differences in gender and in sexual orientation.</p> <p>2. Regular Physical Activity Students will demonstrate an increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being, for example, in relation to daily exercise, health-related and skill-related fitness, the development of specific skills, relaxation, stress management, and goal setting.</p> <p>3. Safety and Risk Management Students will access and use information to</p>

make and action safe choices in a range of contexts, for example, when dealing with harassment or abuse or when making choices about food and nutrition, smoking, alcohol, outdoor activities, sports practice, uipaanga, first aid, civil defence, caring for siblings, or safety in the sun, on the road, and near

Strand Ko au — Me A	Strand Ko au e toku tupuanga/ Kopapa matutu e te oraora — Me being physical B
<p>water.</p> <p>4. Personal Identity and Self-worth Students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth, for example, in relation to body image, gender roles, sexuality, ageing, cultural differences, ways of coping with prejudice, different abilities, mental illness, choice of physical activity, and sports choices and opportunities.</p> <p>1. Movement Skills Students will demonstrate consistency and control of movement in a range of situations, for example, when participating in modified and specific sports, water safety activities, gymnastics, creative and cultural dance, outdoor pursuits, and co-operative activities.</p> <p>2. Positive Attitudes and Challenge Students will demonstrate willingness to accept challenges, learn new skills, and extend their abilities in movement-related activities, for example, creative dance, diving, adventure activities, team games, and outdoor pursuits.</p> <p>3. Social and Cultural Factors Students will experience ways in which cultural and social practices are expressed through the ritual of movement, demonstrate understanding of this, and learn skills associated with a range of cultural activities, for example, creative and ethnic dance, individual pursuits, gymnastics, traditional and other games.</p> <p>1. Relationships Students will identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses, for example, when discussing pubertal change, a period of illness, friendship,</p>	<p>caring for siblings, leadership roles, changing family structures, sporting interests, or cultural expectations.</p> <p>2. Identity, Sensitivity, and Respect Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in cases of harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play, or discrimination on the basis of chronic illness, mental illness, disabilities or cultural difference.</p> <p>3. Interpersonal Skills Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people, for example, through assertiveness, negotiation, mediation, conflict resolution, constructive anger management, making positive decisions, and finding support for other people.</p>

Strand C Ko au e tetai ua atu tangata — Me with other people	Strand D Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment
<p>1. Societal Attitudes and Beliefs Students will investigate and describe lifestyle factors and media influences that contribute to common health problems across the lifespan of people in the Cook Islands, for example, in relation to smoking, alcohol, body image, gender roles and stereotyping, depression, attitudes to physical and recreational activities, food choices, and financial resources.</p> <p>2. Community Resources Students will access a range of health care agencies, recreational resources, and sporting resources and evaluate the contribution made by each to the well-being of community members, for example, by comparing similar facilities, discussing health and safety considerations, and considering the opportunities provided for people to take part in physical activity.</p> <p>3. and 4. Rights, Responsibilities, and Laws – People and the Environment Students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community, for example, by removing a local environmental hazard, writing a health-related school policy or crisis plan, reducing vandalism, introducing a recreational facility, meeting people’s specific needs, developing inclusive sports programmes, or implementing a peer mediation programme.</p>	<p style="text-align: center;">Level Five</p>



Strand **Ko au —
Me**

A

1. Personal Growth and Development

Students will describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies, for example, when learning about sexual maturation and attractions, muscular co-ordination, mood swings, depression, increasing independence, pregnancy, the need for a balanced lifestyle, and the importance of skin care, good posture, a healthy diet, and regular exercise.

2. Regular Physical Activity

Students will participate in regular physical activity and describe how this contributes to a balanced lifestyle, for example, in relation to individual physical and emotional needs, daily exercise, the benefits of an active lifestyle, health-related and skill-related fitness concepts, and recreational and sporting opportunities.

3. Safety and Risk Management

Students will investigate and practice safety procedures and strategies to minimise risk and to manage risk situations, for example, procedures for food preparation, treating sports injuries, outdoor activities, beach safety, first aid, and CPR (cardiopulmonary resuscitation), strategies for managing the risks of sexual decisions, drug use, and participation in sport, and strategies to use when responding to peer pressure or at risk of physical threat, rape, or harassment.

4. Personal Identity and Self-worth

Students will investigate and describe the ways in which people define their own identity and sense of self-worth and the ways they describe other people, for example, in relation to mana, people's impact on other people, body image, sexual attractiveness and orientation, culture, gender, abilities, changing health states, kopu tangata, friends, and choices of physical activities.

1. Movement Skills

Students will acquire and apply complex

Strand **Ko au e toku tupuanga/
Kopapa matutu e te oraora
— Me being physical**

B

motor skills by using basic principles of motor learning, for example, when taking part in dance routines, tarekareka peu Maori activities, cricket, basketball, gymnastics, juggling, and adventure activities.

2. Positive Attitudes and Challenge

Students will develop skills, and responsible attitudes about safety, in challenging physical situations, for example, when involved in gymnastics, diving, outdoor pursuits, sporting programmes, personal recreation, and planning for the unexpected.

3. Social and Cultural Factors

Students will investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors, for example, in relation to special abilities, clothing & equipment, selection of activities, gender, competition, and cultural practice.

Strand C Ko au e tetai ua atu tangata — Me with other people	Strand D Ko au e te oire tangata, ko au e te toku aorangi — Me in the community and the environment
<p>1. Relationships Students will identify issues associated with relationships and describe options to achieve positive outcomes, for example, in relation to making and losing friends, sexual attractions, conflict, power, and trust, their own perceptions and actions and those of other people, the separation of family members, rights and responsibilities, choices about smoking, food choices, teamwork, and competition.</p> <p>2. Identity, Sensitivity, and Respect Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people, for example, through considering bullying, harassment, racism, sexism, homophobia, and rape and in relation to physical activity and sports choices.</p> <p>3. Interpersonal Skills Students will demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings, for example, when solving problems, negotiating, and showing assertiveness in physical activity, sports, and outdoor education activities, and in promoting sexual health, supporting other people, and making decisions about drug use or nutrition.</p> <p>1. Societal Attitudes and Beliefs Students will investigate societal influences on the well-being of student communities,</p>	<p>for example, in relation to music, cultural preferences, the media, economic forces, consumer choices, eating patterns, drinking and driving, prejudice, tolerance, hobbies, recreation, sports teams, and rules.</p> <p>2. Community Resources Students will investigate community services that support and promote people's well-being and take action to promote personal and group involvement, for example, in relation to recreational opportunities, mental health services, health clinics, civil defence organisations, and helping agencies.</p> <p>3. Rights, Responsibilities, and Laws Students will identify the rights and responsibilities of consumers and use information to evaluate health and recreational services and products in the community, for example, when investigating sports equipment, fitness centres, diet food and supplements, or food services and products.</p> <p>4. People and the Environment Students will investigate and evaluate features of the school environment that affect people's well-being and take action to enhance these, for example, such features as classroom climate, tuck-shop policy, student support services, recreational facilities, and support for students with specific needs, and cultural practices.</p>



Kimi Kite Marama e te Apiianga — Learning and Teaching

Paranianga e te Vaitoanga Kite — Planning and Assessment

Planning

Schools and teachers need to develop health education and physical education units that reflect the ideas of both contemporary and traditional Cook Islands society. This will include Cook Islands cultural traditions, spiritual beliefs, histories and events that should be explored within any relevant units of work.

The needs of learners should be considered within the areas of:

- ◆ their current physical, social, intellectual and emotional development;
- ◆ the classroom and school environment;
- ◆ the special nature of their communities;
- ◆ a wider knowledge about the health status, needs, and physical activity patterns of children, adolescents and adults within Cook Islands society.

The people who determine what the students learning needs are, should talk to the students themselves, other staff members, parents, caregivers and subject professionals. When planning programmes, teachers should also consider:

- ◆ the learning needs of their students;
- ◆ the achievement objectives and associated examples for the strands;
- ◆ the key areas of learning;
- ◆ the essential skills.

When planning for this curriculum area over a year, teachers should include achievement objectives from all four strands in their class programmes. Teachers are encouraged to include achievement objectives from at least two different strands within a particular learning unit. The students' learning needs will suggest the relative emphasis for each strand in any given unit of work.

Assessment

Assessment is an integral and ongoing part of an effective learning programme. In these essential learning areas, the most valid assessment information will be obtained from actual learning experiences. Students should not be assessed on the values they hold. When evaluating the programme, in particular, the development of students' attitudes will be an important factor to consider.

Teachers will need to develop specific learning outcomes from the achievement objectives to enable effective assessment. A specific learning outcome is the expected learning that occurs as a result of a particular learning activity. For example, to meet the first objective at level one for strand D, “Students will develop a wide range of movement skills”, one appropriate learning outcome for an aquatics activity might be “The students will submerge their bodies completely and exhale under the water”.

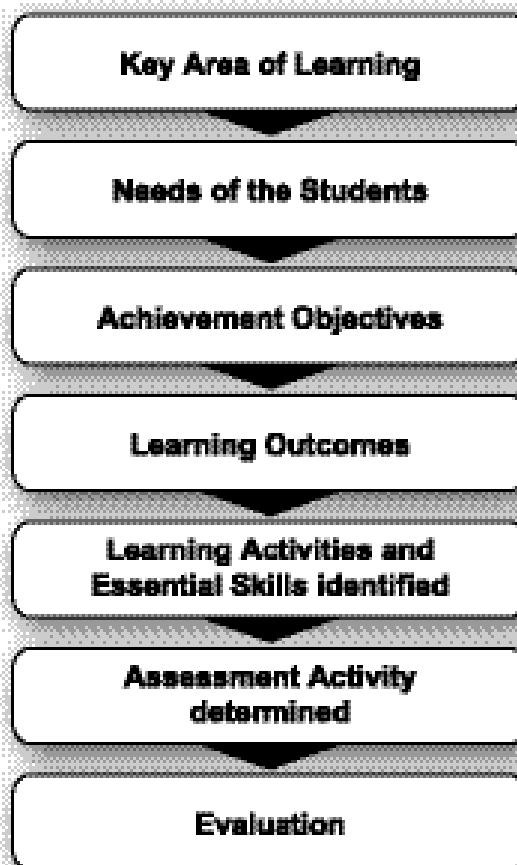
It will take a period of time for students to meet the achievement objectives in full. For some achievement objectives, such as “develop movement skills and demonstrate confidence in challenging situations”, information about students in a range of activities will need to be collected to ensure a valid assessment.

Assessment needs to:

- ◆ be guided by the achievement objectives
- ◆ be part of the teaching and learning activities
- ◆ be related to student needs and learning styles
- ◆ use a range of strategies and situations
- ◆ provide specific information about student progress
- ◆ be used formatively

Over assessment leads to “surface learning”. It is not necessary to assess every achievement objective in a unit of work.

Flow chart of planning sequence



Te Au Irinakianga e te Au Tu Tangata — Attitudes and values

Programmes in health and physical education contribute to the well-being of individuals and society by promoting the attributes and values listed below:

- ◆ Through their learning in health and physical education students will develop a **positive and responsible attitude to their own physical, mental and emotional, social and spiritual well-being** that includes:
 - ◆ valuing themselves and others;
 - ◆ a willingness to reflect on beliefs;
 - ◆ the strengthening of integrity, commitment, perseverance and courage.

- ◆ They will develop **respect for the rights of other people**, for example, through:
 - ◆ acceptance of a range of abilities;
 - ◆ acknowledgement of diverse viewpoints;
 - ◆ tolerance, akakoromaki and open-mindedness.

- ◆ They will develop **care and concern for other people in their community and for the environment** through:
 - ◆ co-operation and tauturu;
 - ◆ applying aroa, akonoanga, care, compassion;
 - ◆ constructive challenge and competition;
 - ◆ positive involvement and participation.

- ◆ They will develop a **sense of social justice** and will demonstrate:
 - ◆ fairness;
 - ◆ inclusiveness and non-discriminatory practices.

School Environment

The philosophy of Health and Physical Well-being Curriculum extends beyond the classroom into the wider school environment. The knowledge, understandings, skills, attitudes, and values that students develop in class programmes should be reinforced by school policies and procedures, and also by the actions of the people within the school and the community.

Adults as role models

All adult members of the school community should recognise the powerful influence they have as role models since their attitudes and values are continuously demonstrated to students by their actions. The whole-school environment should support and enhance learning in health education and physical education.

When the school environment complements positive class learning environments, students can see that the health-enhancing values they learn about in class are reflected in the school's culture.

Positive learning environment

Schools should develop policies and practices that create a positive learning environment by supporting physical activity, promoting healthy eating, promoting emotional and physical safety, encouraging the acceptance of diversity, and providing equitable access to opportunities.

Allocating time

It is important that schools allocate adequate time for teaching and learning programmes that can meet the needs of students. Quality programmes in this curriculum will:

- ◆ have continuity;
- ◆ enable relevant, meaningful learning;
- ◆ enable students to achieve the intended outcomes.
- ◆ include teaching from all Key Areas of Learning bi-annually.

To implement a *comprehensive* Health and Physical Education programme time-tabling will need to be considered. At least three sessions of *physical activity* per week is required along with one Health topic per term.

School Organisation

This Curriculum has been designed to ensure that there is a balance between the subjects of health education and physical education. Health education and physical education will not necessarily be taught by the same teacher at the secondary school level. However, teachers of health education and physical education are encouraged to plan collaboratively to enhance and enrich student learning.

Apii Taokotai — Inclusiveness

Meeting the needs of students with special needs and abilities

The school curriculum will provide learning opportunities and programmes to enable all students to achieve the learning objectives to the best of their ability.

The Cook Islands Curriculum Framework, page 5

Students who have exceptional ability in health education and physical education, along with students who have a temporary or permanent disability (whether sensory, physical, social or intellectual), require programmes that extend them, challenge them and broaden their abilities. These groups of student's need programmes adapted and organized to provide access to relevant opportunities, meet their individual needs, and contribute to the development of their awareness of their personal identity and their sense of self-worth.

Cultural Inclusiveness

Cook Islands cultural heritage is unique and is important to all Cook Islanders.

Schools and teachers need to:

- ◆ ensure that the concept of pitoenua is reflected in students' learning experiences in health education and physical education at all levels of schooling;
- ◆ develop health education and physical education concepts within Maori and other cultural contexts that are relevant to students, for example, in the context of terekareka e te au taito. Terekareka e te au taito encourages the exploration of Maori language, concepts, and values. It promotes the development of physical skills, self-awareness, and confidence.

When the school health and physical education programme is developed;


- ◆ ensure that the teaching practices, the language, and the resource materials used in the school environment are non-racist and culturally inclusive.

Gender Inclusiveness

The Health and Physical Well-being – Oraanga e te Tupuanga Meitaki - Curriculum provides many opportunities for teachers and schools to address issues that specifically affect the learning experiences of girls or boys and to select learning outcomes that are equitable, regardless of gender, across all essential learning areas.

Health education and physical education programmes that are gender inclusive will:

- ◆ incorporate a range of experiences that are relevant to the knowledge, skills, and aspirations of both boys and girls, using gender inclusive language, resource materials, and illustrative examples;
- ◆ ensure that both girls and boys take active leadership roles in health education and physical education settings;

- 
- ◆ provide opportunities for students to critically analyse the ways in which some existing concepts of masculinity and femininity may have a detrimental effect on the health and the physical activity patterns of boys and girls, men and women;
 - ◆ provide opportunities for boys and girls to develop knowledge, understandings, skills, and behaviours that will enable them to achieve relationships characterised by equality and mutual respect;
 - ◆ provide role models, for both girls and boys, of men and women who are encouraging, sensitive, tolerant, assertive, and physically active;
 - ◆ encourage girls and boys to participate in all aspects of health education and physical education in an atmosphere that challenges gender stereotyping and discrimination;
 - ◆ ensure that boys and girls have equitable access to resources, including teacher time, learning assistance, and technologies, across all learning activities.

Kite Karape Puapinga — The Essential Skills

The Health and Physical Well-being Curriculum makes a unique and significant contribution to the development of the essential skills described in The Cook Islands National Curriculum Framework.

Physical Skills

Students can develop the essential physical skills necessary for daily living when they have opportunities to:

- ◆ use fundamental movement skills,
- ◆ use physical skills to develop and extend their personal capabilities;
- ◆ use physical skills for personal expression;
- ◆ use physical skills in play, games, formal exercise, dance, and daily life;
- ◆ demonstrate physical skills for personal safety and first aid;
- ◆ demonstrate physical skills in relaxation;
- ◆ use physical skills in competitive situations;
- ◆ apply specialist skills in areas of interest, including recreation, sport, and work.

Self-management and Competitive Skills

Students can develop the skills and processes required for self-management, change, and competition when they have opportunities to:

- ◆ demonstrate a sense of self-worth and personal identity;
- ◆ show initiative, integrity, commitment, perseverance, courage, tolerance, and adaptability;
- ◆ demonstrate the skills of self-appraisal and self-advocacy;
- ◆ set, evaluate, and achieve realistic goals;
- ◆ manage time and other resources effectively;
- ◆ approach challenge, change, stress, conflict, competition, and feelings of success and failure in constructive ways;
- ◆ exercise self-discipline and take responsibility for their own actions and decisions;
- ◆ take responsibility for their own health, physical activity, and safety, using appropriate skills to protect their bodies from harm and abuse.

Communication Skills

Students can develop the skills to communicate beliefs, ideas, understanding, options, choices, consequences, decisions, and solutions in a range of contexts, using oral, written, and visual language skills, when they have opportunities to:

- ◆ express their needs and feelings clearly and confidently;
- ◆ respond sensitively to the needs and feelings of other people;
- ◆ listen;
- ◆ assert themselves;
- ◆ advocate;
- ◆ mediate and negotiate;
- ◆ demonstrate skills of discrimination and critical analysis, particularly in relation to information provided by the media;
- ◆ present a case clearly, logically, and convincingly;
- ◆ use up-to-date information and communication technologies.

Problem-solving Skills

Students can develop problem-solving skills in contexts that are directly relevant to their lives through learning experiences that provide opportunities to:

- ◆ think critically, creatively, reflectively, and logically;
- ◆ exercise imagination, initiative, and flexibility;
- ◆ identify, describe, and redefine problems and analyse them from a variety of perspectives;
- ◆ make connections and establish relationships;
- ◆ enquire, research, and explore options and consequences;
- ◆ make informed choices;
- ◆ implement decisions;
- ◆ evaluate processes, decisions, actions, and outcomes.

Social and Co-operative Skills

An essential component of this curriculum is the provision of learning experiences through which students can develop and practise the social and co-operative skills they need to enhance their relationships with other people in a wide range of social and working contexts. Opportunities should be provided for students to:

- ◆ demonstrate effective relationships with other people and work in co-operative ways to achieve common goals;
- ◆ accept various roles and take responsibility, as a member of a group, for jointly decided actions and decisions;
- ◆ participate appropriately in a range of social, cultural, and physical settings;
- ◆ demonstrate the principles of fair play in situations where people are involved in physical activities;
- ◆ exercise leadership skills;
- ◆ recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- ◆ acknowledge individual differences and demonstrate respect for the rights of all people;
- ◆ demonstrate consideration for other people and show such qualities as integrity, reliability, trustworthiness, aroa, fairness, diligence, and tolerance,
- ◆ demonstrate a sense of responsibility for the well-being of other people and for the environment;
- ◆ participate effectively as responsible citizens in a democratic society;
- ◆ use negotiation and conflict resolution skills to find positive solutions or to help a group reach consensus.

Information Skills, Numeracy Skills, and Work and Study Skills

As students develop knowledge and understanding in health education and physical education, the importance of information skills, work and study skills, and numeracy skills increases. Students will be required to collect, retrieve, process, and interpret data and to use appropriate technologies to present it. Health education and physical education encourage students to develop sound working habits, to work independently as well as in groups, and to take increasing responsibility for their own learning.

Health and Physical Well-being

Level One <i>Students can:</i>	
A: Me	
Personal Growth and Development	<ul style="list-style-type: none"> ◆ describe own feelings ◆ ask questions about health, growth and development ◆ describe personal needs
Regular physical activity	<ul style="list-style-type: none"> ◆ participate in regular, enjoyable (daily) physical activity ◆ say how it helps self-care and physical wellbeing
Safety and Risk Management	<ul style="list-style-type: none"> ◆ show ways to look after themselves in specific contexts ◆ show some simple personal safety procedures
Personal Identity and Self-worth	<ul style="list-style-type: none"> ◆ describe themselves in relation to others in a range of contexts ◆ say how they feel about themselves in relation to gender, culture or abilities
B: Me being physical	
Movement skills	<ul style="list-style-type: none"> ◆ develop a wide range of movement skills
Positive attitudes and Challenge	<ul style="list-style-type: none"> ◆ participate in a range of activities ◆ say why they are personally enjoyable
Social and Cultural factors	<ul style="list-style-type: none"> ◆ participate in games and activities ◆ identify safe play environments
C: Me with other people	
Relationships	<ul style="list-style-type: none"> ◆ explore ideas about relationships ◆ share these ideas with others
Identity, sensitivity and respect	<ul style="list-style-type: none"> ◆ demonstrate sharing in groups ◆ demonstrate co-operative skills in groups
Interpersonal skills	<ul style="list-style-type: none"> ◆ express own ideas, needs and feelings ◆ listen to others' expression of these
D: Me in the community & the environment	
Societal attitudes, and Beliefs	<ul style="list-style-type: none"> ◆ take individual actions to make a specific context safe ◆ take action as a member of a group which contributes making a specific context safe
Community Resources	<ul style="list-style-type: none"> ◆ identify people who can help with health care in a range of situations
Rights, Responsibilities and Laws	<ul style="list-style-type: none"> ◆ understand rules and responsibilities for being in a group
People and the Environment	<ul style="list-style-type: none"> ◆ identify obvious hazards in the home, school and local environment ◆ follow simple safety practices