**Recommending, explaining and justifying strategies across L1 – L3 NCEA Health**

The following information provides some guidance and ideas to help students explore the ‘strategies’ part of the learning and assessment across the Level 1 - 3 Health Education Achievement Standards.

* An action = the act of doing something that makes a positive difference for people’s well-being (doing something that is intended to have health-enhancing outcomes).
* A strategy = A plan, approach, tactic, a way to go about doing something to achieve an intended (health-enhancing) outcome. A strategy may be made up of a number of actions.
* “Well-being” relates to the four inter-related dimensions of hauora. While in Level 1 Health the dimensions are often separated out (and students explain how their proposed actions can enhance specific aspects of well-being), the concept is dealt with more implicitly at Level 2 and Level 3 (students’ justification for the strategy of how well-being can be enhanced (for people and society) is unlikely to specifically refer to the dimension(s) of hauora).

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| **Level one** | **Level 2** | **Level 3** |
| Identify an action (P, IP or S)  Describe what this action involves  Explain/justify how/why this action would enhance well-being (as specific to the context). This could relate to short-term (ST) and/or long-term outcomes (LT) - well-being is enhanced now and in the future. | Identify an action that links back to the factor(s) influencing the issue (P. IP or S)  Describe in detail what this action involves  Explain/justify how/why this action would enhance well-being in the ST and/or LT (as specific to the context) and address the influencing factor(s).  NB: Inter-relationships between strategies may also be needed (how do the combination of P, IP and S actions work to have a greater positive effect than if only actions at one level were considered?) | Recommend a strategy that links back to the determinant(s) influencing the issue  Describe in detail what this action involves  Justify how/why this action:   * addresses the determinant(s) * was chosen (has it been   used successfully elsewhere?  Has it been recommended by  someone (eg an organisation)?  Does it link to national/ international priorities? (eg Sustainable Development Goals))   * links with effective health promotion (models) * leads to equitable health outcomes. |
| **1.1: Actions in my goal-setting plan**  *The actions here are linked to possible barriers and enablers in the action plan – ie what actions do I need to take to work towards achieving my goal that will overcome potential barriers and make use of potential enablers?*  *The justification here is in the evaluation of the goal process. To what extent did my working towards my SMART goal (and taking the specific actions I did) enhance my well-being?* | **2.1: Address an adolescent health issue**  *The actions here relate to addressing the influences on an adolescent health issue at P, IP and S levels.*   * *What action can be taken that relates to the influencing factor(s)?* * *What, who does this action involve?* * *How would this address the influence(s) on the issue and enhance well-being – now and in the future?* | **3.1 and 3.2: Recommend strategies to address a (NZ or international) health issue**  *The actions here are tightly linked to the major determinants of health influencing the issue (as explained by the student). Ie, it is important that the recommended strategies seek to address the factors that contributed to the issue in the first place.*   * *What action can be taken that relates specifically to the major determinant(s) already explained?* * *What, who does this action involve?* * *What links can be made to health promotion models?* * *Why was this action chosen – has it been successfully used, or recommended by someone, or link to known policies/priorities? (support with evidence)* * *How will this action address the contributing factor(s)?* * *How will this action lead to more equitable outcomes (unpack the values of social justice)?* * *How will this action enhance the well-being of communities and society? Individuals? (Now and in the future).* |
| **1.2: Health-enhancing recommendations (food)**  *The actions here relate to addressing the influences on eating patterns at P, IP and S levels.*   * *What action can be taken that relates to the influencing factor?* * *What, who does this action involve? This may require breaking down an advocacy task/creating an action plan – as guided by the question.* * *How would this address the influence on eating patterns and enhance overall well-being?* | **2.2: Strategies for managing change**  *The actions here relate to addressing the risk and protective factors at P, IP and S levels.*   * *What action can be taken that relates specifically to the change situation in the scenario and the risk/protective factors already explained?* * *What, who does this action involve?* * *How would this minimize the risk factor or make use of the protective factor, help the person in the scenario manage change and enhance well-being (or bigger picture – be used for others experiencing change and enhance the well-being of communities)?* |
| **1.3: Strategies for managing change**  *The actions here relate to addressing the change situation at P, IP and S levels.*   * *What action can be taken that relates specifically to the change situation in the scenario?* * *What, who does this action involve?* * *How would this help the person in the scenario manage change and enhance well-being (or bigger picture – be used for others experiencing change and enhance the well-being of communities)?* | **2.3: Health promotion actions**  *The actions here are linked to possible barriers and enablers that have been described in the action plan – ie what actions do I/we need to take to reach our goal that will lead towards the SMART goal and overcome potential barriers and make use of potential enablers?*  *The justification here is in the evaluation of the goal process. To what extent did working towards our SMART goal (and taking the specific actions we did) promote and enhance people’s well-being?* |  |
| **1.4: Interpersonal skills used to enhance relationships**  *The actions here focus on interpersonal skills – the actions and techniques used when interacting with others.*   * *What skill can be used in this situation (as guided by the question/appropriate to the scenario)?* * *What does using this skill involve?* * *How can use of this skill in this situation enhance this relationship, social well-being and overall well-being – now and in the future?* | **2.4: Strategies to manage potentially unsafe situations**  *The actions here relate to addressing the potentially unsafe situation at P, IP and S levels.*   * *What action can be taken that relates specifically to the situation in the scenario?* * *What, who does this action involve?* * *How would this manage the situation and enhance well-being for individuals and for communities?* |  |
| **1.5: Strategies for promoting positive sexuality**  *The actions here focus on a mixture of interpersonal skills and strategies for promoting positive sexuality (including enhancing romantic/sexual relationships). P, IP and S levels are covered, usually with reference to scenarios.*   * *What skill/action can be used in this situation (as guided by the question/appropriate to the scenario)?* * *What, who does using this skill/action involve?* * *How can use of this skill/action in this situation promote positive sexuality and enhance overall well-being – now and in the future?* | **2.5: Strategies for social justice**  *The actions here relate to addressing the gender/sexuality issues raised by the influences at P, IP and S levels.*   * *What action can be taken that relates specifically to the issue/inequality caused by the factor(s) already explained?* * *What, who does this action involve?* * *How would this promote the values of social justice – be fair, inclusive and non-discriminatory (and therefore address the influencing factor and lead to enhanced well-being at P, IP and S levels).* | **3.5: Health promotion strategies**  *The focus here is on how aspects of models for health promotion are incorporated (or not) into health promotion campaign(s) as presented in the examination, and the likely effectiveness of the models in enhancing well-being of people and communities. This is consideration of ‘strategies’ and ‘actions’ as part of the conceptual framework of health promotion.*  *Something to think about…*  *For example, consider the three key tasks and the five action areas of the Ottawa Charter (or the features of Te Pae Mahuntonga; or collective action etc). What actions and strategies could link to each of these?* |
| **1.6: Decision-making in drug-related situations**  *The actions here focus on the use of the decision-making process (what choices could be made in this situation, and choose and justify the most health-enhancing decision).*   * *What are the possible choices that could be made in this situation?* * *Evaluate (‘weigh up’) the choices by considering feelings involves and possible consequences (as guided by the questions)* * *Select the most health-enhancing choice, based on the ‘weighing up’* * *Justify why this was the most health-enhancing choice, using references to aspects of well-being (now and in the future).* |  |  |