



# NZHEA

## April 2020

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He oranga ngākau  
He pikinga waiora.

Positive feelings in your  
heart will raise your  
sense of self-worth.

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### In this issue:

**Pages 2-5:**  
New Resources

**Page 6:**  
AS91462 (3.2 International  
health issue) update

# Hauora Matters

## Online magazine for New Zealand Health Education Association

Kia ora NZHEA members

As we all 'head back to school' for term 2 the opportunities and challenges we are facing are many and varied, and a reflection of our school and personal life contexts. To that end, this edition of our subject association newsletter may seem more perfunctory rather than anything seeking to look ahead to new professional learning in response to new developments in education – which, needless to say, are all on hold for the moment.

From our subject association perspective we believe that, at this time, it is most important that teachers adhere to the expectations set out by their school leadership and follow protocols and systems being established at school level. This is to ensure that students on the receiving end of online teaching experience a consistent approach and the same messages from all of their teachers. Although sharing of activity ideas across schools is still encouraged, please be mindful of the huge variation of circumstances, as well as the diversity of learners, in Aotearoa.

Please see your health education teaching in context of the bigger picture of your students' overall educational experiences at this time, and make sure you contribute to the approach being taken by your school community.

The support for schools indicated by the Minister of Education rolled out week one of term 2. Please check with your school how you are expected to respond to this guidance and resourcing. See:

[Ministry of Education](#) and [Learning from Home](#)

Finally, we acknowledge that the imminent shift to level 3 in the Covid-19 alert levels will bring with it new challenges for us all. Debbie continues to work part-time to support teachers. Get in touch with her by email: [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz)

Take care, kia kaha,  
NZHEA executive.

## New Resources

### Tūturu

A suite of Health Education Community Consultation materials (handbook, delivery statement builder and video) were made available online in March. These resources were created with the New Zealand Health Education Association.

<https://www.tuturu.org.nz/healthconsultation/>

“They help you to prepare, consult, and review your statement on how you deliver health education. Use them to develop an approach that will work for your school community.”

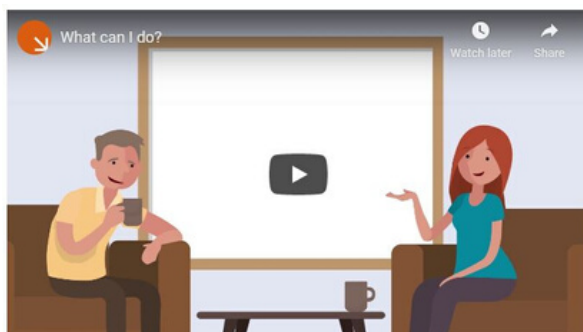
Kata O'Donnell from Tamaki College features in the video that can be used as part of the community consultation process. If your school is planning for your biennial health education community consultation, consider how the online environment maybe used for this as an alternative to face-to-face consultation meetings.



A range of other Tūturu materials for a whole school approach, including new teaching and learning resources are at <https://www.tuturu.org.nz/resource-hub/> - these include:

1. Thinking critically about the marketing of energy drinks and/or vaping products
2. Thinking critically about cannabis
3. Teaching activity - Reflecting on wellbeing. This helps students reflect on their wellbeing, identify learning needs, and create change goals. It is aligned with the support plan template.
4. Teaching activity - Thinking critically about wellbeing and support. This helps students to think about health promoting actions and what support a person could access. It is aligned with the support plan template.
5. Teaching activity - Health and social services in our community. This helps students to explore what service are available in their area and what they offer to young people.
6. You can also use the animated videos and posters from the 'Did You Know' series:

[www.drugfoundation.org.nz/didyouknow](http://www.drugfoundation.org.nz/didyouknow)



## New Resources continued...

- **HPE Scholarship** – the NZHEA handbook for students has been revised in consideration of the changes to the assessment specifications. Note that this does not include consideration of the 2019 assessors report published April 2020 (see below).
- We have also updated the **AS91462 (3.2 International Health Issues) planning framework** in response to clarifications provided by NZQA (see below).

We have other resource material in development and will notify you of these as they become available.



## NZQA (April 2020)

HPE Scholarship assessors reports can now be accessed at:

<https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/scholarship-health-and-physical-education-report/>

2019 external assessment schedules for the health assessments can be found at:

<https://www.nzqa.govt.nz/ncea/subjects/health/levels/> - see 'Assessment Schedules' for each level.

## Youth 2019

The first reports from the Youth 19 study are emerging. These first two reports are quick-read fact sheets suitable for use by students.

Vaping <https://www.youth19.ac.nz/publications/2020/3/27/vaping-fact-sheet>

Period poverty <https://www.youth19.ac.nz/publications/2020/2/19/period-poverty-fact-sheet>

## Youth19 – Vaping Fact Sheet

### What is vaping?

Vapes or electronic-cigarettes (e-cigs) are battery-powered devices that heat e-liquid and create a vapour that users breathe in. There is evidence that switching from smoking to vaping can reduce harm and help smokers to quit.<sup>1</sup>



### How common is vaping in high school students?

Overall, 38% of students in the Northland, Auckland and Waikato regions reported they had tried vaping, 10% vaped regularly (monthly or more often) and 6% vaped weekly or more often.

Vaping varies by school, so particular schools may have more or less vaping than the averages above. Regular vaping is more common in boys, older students, and in both European and Māori students compared with other ethnicities.

### Do non-smokers vape?

## New Resources continued...

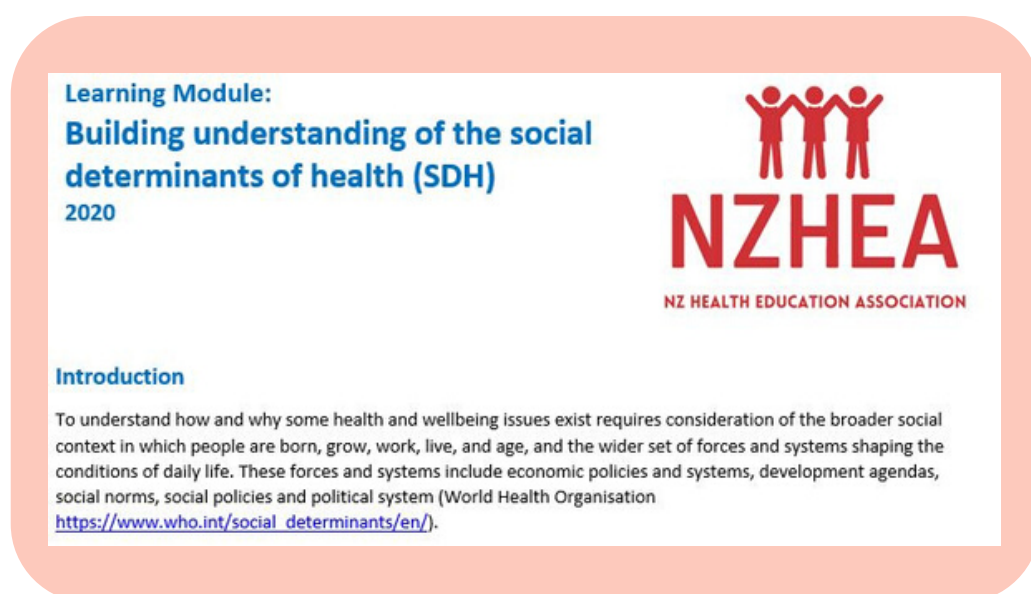
### Revising our use of the 'social determinants of health'

It has been signalled in a number of our recent Facebook posts that we need to revise the way we use ideas related to the 'social determinants of health' (SDH) in health education. The ideas that we are currently using are based on a document that is now over 20 years old - and it's out of date.

To that end we're developing a small suite of resources for use by students and teachers. The first of these is a 'learning module' (in consideration of the current online, at home learning environment for senior students, and no face to face PLD for teachers).

You will find the resource here (first item on the page):

<https://healtheducation.org.nz/resources/>



The SDH represents one of the 'content knowledge' aspects of learning in senior health education, especially at year 13, so it lent itself to an independent learning task for students (and for teacher PLD). We've provided it as a simple Word doc with a view that you can adapt it as you see fit (e.g. break it into separate activities, or incorporate some of your own materials), make it available through your school's digital learning platform, and provide added teacher support as required.

## New Resources continued...

The resource contains the following activities and we have designed it to be about the equivalent of 5-6 lessons in total (although you may only select some activities and substitute some of these with your own).

1. Social determinants of health language & Comprehension questions about the SDH Revision:
2. Socio-ecological model activity
3. [MAIN ACTIVITY – 2-3 'lessons'] Creating your own social determinants of health 'storyboard'
4. The SDHs in context
5. Photo essays showing social and economic inequities

To introduce learning about poverty leading to this year's 3.2 internal health issue assessment we have also included a series of activities to link the SDH with the issue of poverty and health. However, these activities are not exclusive to assessment with this achievement standard. The activities in this section require prior or concurrent learning about a poverty related health issue:

6. The SDH, poverty and health; Making connections: Linking Poverty with Social Determinants of Health with a selected health topic; & an investigation summary sheet for a poverty-related topic.

The module requires students to be able to access a YouTube video and to be able to cut and paste images from online sources so we recognise this module will be problematic for students in homes where there is no computer or reliable internet connectivity.

Support resources still in development (and available soon) include:

- A discussion document for teachers to expand the reasons why these changes need to be made and what we are saying needs to change in our teaching and learning programmes.
- A PowerPoint for teacher training and PLD purposes.

## AS91462 (3.2 International health issue) update

In response to a number of queries from NZHEA about the intentions of the assessment specifications for this standard, NZQA have provided clarification. The specification published at the end of 2019 stated:

“Candidates should be familiar with health issues related to poverty. These will be derived from: disease, life expectancy, sexual and reproductive health.”

In clarifying this statement NZQA have advised us that “in 2020, candidates are expected to study the context of poverty, with particular emphasis placed on disease, life expectancy and sexual and reproductive health. A class programme would be expected to cover, at the very least, all three of these issues, so that candidates can apply their learning and understanding to the question asked in the examination. We expect that candidates at Level 3 are able to apply the learning they have acquired over a year to a specific, unfamiliar question.”

The following statement will be officially notified through NZQA communications in the next month, but we have been told we can let the community know of this now.

“The sources will relate to TWO significant determinants of health and TWO strategies being implemented and/or proposed within this country to help to address the issue. One significant determinant that will be explored in the examination is economic; however, candidates will be expected to use other determinants in their responses to support their analyses.

Candidates will apply their knowledge and understanding of health concepts to an unfamiliar scenario, although all of the evidence required by candidates to respond to the questions is provided in the sources.”

### **Note that:**

- The Level 3 Planning framework has been slightly revised in consideration of this statement (see members' only resources).
- The NZHEA practice exams (examination and resource booklet) have been developed in consideration of this additional guidance - one practice exam has been developed for each context listed in the specifications, in relation to the overall topic of 'poverty'.

We are planning an additional resource that both updates our understanding of the social determinants of health, AND pays attention to how the SDH are integral to understanding poverty and health.