

# Health Hauora

Food is the fuel that keeps up healthy and active.  
Are our food choices providing us with the best outcomes?

## Focus

The focus of this context is the four dimensions of hauora:

- Taha Tinana (physical)
- Taha Hinengaro (mental and emotional)
- Taha Whānau (social)
- Taha Wairua (spiritual)

Ākonga can consider how food choices, safe environments, and physical exercise impact on the health and well-being of our youth.

## Horopaki Learning contexts

Choose a learning context:

### Design a poster

Too many children in Aotearoa have poor eating habits and suffer serious health conditions as a result. Your principal wants to run a healthy eating campaign at school and you have been asked to help.

### Design a video

Keeping people safe is one of a school's key responsibilities and covers such areas as health and well-being, transport to and from school, accident prevention, emergencies, supervision and bullying.

### Design a brochure

Exercise is important for a healthy lifestyle. But what does it mean to be 'fit'? What types of activities assist with fitness for people at different ages?

### Growing your own

With the potential of pandemics to disrupt our food supplies, it is timely to think about how we can grow our own vegetables and look at sustainable ways of living.

## Links

[Technology in the New Zealand curriculum](#)  
[Glossary of technological terms](#)

Elderly Kaumātua	Electric vehicles Waka hiko	Feed the team Whangāia
Health Hauora	Identity Tuakiri	Plastic Kirihiou
Rubbish overload Tūwhiti rāpihi	Shelter Tāwharau	Transportation Waka
	Water Wai	

### Keen to find more resources?

Go to the authentic curriculum resources on the Grow Waitaha website and select the Year 7/8 technology resources filter.

[#growrealllearning](#)

[#growcollaboration](#)



**The Context/Horopaki:** Too many tamariki (children) in Aotearoa New Zealand have poor eating habits and suffer serious health conditions as a result. Your tumuaki (principal) wants to run a healthy eating campaign at school and you have been asked to help.

**The Brief 1:** You are to explore a snack you often eat in your home and create a healthier version of it.

**The Brief 2:** You are to design and construct a healthy eating poster that promotes healthy kai (food) choices.

**(WALT) We are learning to:**

- make wise kai (food) choices and explore healthier alternatives to our favourite kai.
- summarise key healthy eating messages and promote them visually.



### Activity 1 Healthier choices

1. Write down three snacks you often eat at home.
2. Choose one of the snacks and identify some of the key ingredients.
3. Research a healthier alternative. For example, if you often have potato chips, search 'healthy chip alternative'. If you can't find a recipe, try one of the options in the digital resources 1 and 2.
4. Create your own healthier snack—experiment with flavours.
5. Share your new snack with your whānau (family) and get feedback.
6. Try making the snack again taking into account your whānau feedback.
7. Take a picture.
8. Share your recipe, a photo and an explanation of why it is a 'healthier choice' with your kaiako (teacher).

### Activity 2 Healthy eating poster

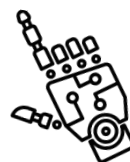
1. Open digital resource #3 below. Read and make notes.
2. Summarise the key points in two sentences.
3. Decide on a focus for your poster.
4. Create a poster that promotes healthy eating. Draw it by hand or use a tool like [Canva](#) or [Adobe Spark](#).
5. Send your poster to your kaiako (teacher). Take a photo if it is hand drawn. The most effective posters will be printed and displayed at school.

### Material resources/Rauemi

Ingredients for the snack challenge  
Paper and pens (if drawing poster by hand)  
Computer or device for online design and research.

### Digital resources/Rauemi

- 1 Eat well baking  
<https://www.eatwell.co.nz/collections/1276/Healthy-baking/>
- 2 Nadia Lim baking  
<https://nadialim.com/recipe-category/healthy-baking/>
- 3 Healthy eating  
<https://www.health.govt.nz/system/files/documents/pages/healthy-eating-for-teenagers-jan17.pdf>





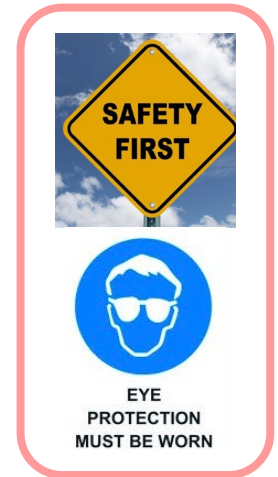
**The Context/Horopaki:** Keeping people safe is one of a school's key responsibilities and covers such areas as health and well-being, transport to and from school, accident prevention, emergencies, supervision and bullying.

**The Brief 1:** You are to make a safety video for your kura (school) website that highlights a potential health and safety issue and what your kura could do to improve the situation.

**The Brief 2:** Keeping to the same theme as Brief 1, you are to look at the features of a good sign and develop two new safety signs for your kura (school).

**(WALT) We are learning to:**

- use research skills to identify and evaluate a current health and safety issue.
- communicate information clearly and graphically.



### Activity 1 Make a safety video

1. Watch videos 1 and 2 below to learn effective research skills.
2. Complete the research stages shown in video 2 – *Explore, Identify, Gather, Create, Share, Reflect*.
3. Begin by 'Exploring' to help you choose a health and safety issue at your kura (school), for example: cyber safety, food hygiene, rubbish disposal, transport, emergency procedures, sports safety.
4. Identify your specific topic and make notes as you gather more information.
5. Create a 30-second video to share your research. You could record this as a speech or try something like the 'Explainer' templates at [animoto.com](https://animoto.com) (see video #3 below).
6. Share your research with your kaiako (teacher) and the rest of the class.

### Material resources/Rauemi

Drawing paper and pens



### Activity 2 Signs

1. Watch video 4 on safety signage and write down four key points.
2. Decide what signs could be used to help with the health issue you researched in Activity 1.
3. Sketch some design ideas.
4. Create digital versions of two signs. If you are adventurous, try [Inkscape](https://inkscape.org/) to create a fully scalable vector drawing. Find out more [here](#). Another option is this [online signmaker](#).
5. Send the signs to your kaiako (teacher) and they will choose which ones to print.

### Digital resources/Rauemi

1 Search engine tricks

<https://www.youtube.com/watch?v=LTJygQwYV84>

2 What is research?

<https://www.youtube.com/watch?v=EEuul8hBip8>

3 Creating an Animoto advert

<https://youtu.be/za9bAEBkYfw>

4 Signs

<https://www.youtube.com/watch?v=iWITomsem7k>

5 Online sign maker

[http://www.online-sign.com/build\\_sign.php?pic=52](http://www.online-sign.com/build_sign.php?pic=52)





**The Context/Horopaki:** Exercise is important for a healthy lifestyle. But what does it mean to be 'fit'? What types of activities assist with fitness for people at different ages?

**The Brief 1:** Design a fitness workout for a specific person. You should consider a variety of activities including cardio fitness, balance and muscle strength.

**The Brief 2:** Investigate a new physical fitness activity and create a short skills teaching video.

**(WALT) We are learning to:**

- investigate different types of exercise and the effects they have on physical and mental well-being
- identify the needs of a specific stakeholder.



### Activity 1 Brochure design

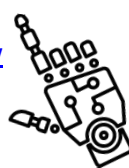
1. Choose a stakeholder who would enjoy some variety in their exercise.
2. Talk to them about their fitness and any limitations they may have (e.g. a sore knee).
3. Research some different activities your stakeholder could do.
4. Evaluate some of the different activities with your stakeholder to make sure they are suitable.
5. Select a range of exercises and activities that work different muscles throughout the body.
6. Develop or find images for each exercise. You could do them yourself and get someone to take photos.
7. Present your recommendations as a brochure or a bookmark for your stakeholder.
8. Email a copy/picture of your brochure to your kaiako (teacher).

### Activity 2 Skills video

1. Research a range of different fitness activities such as:
  - [Zumba](#)
  - [Pilates](#)
  - [Yoga](#)
  - [Barre](#)
  - [Bokwa](#)
  - [Jazzercise](#)
  - [Piloxing](#)
  - [Yoga Dance](#)
2. Select one fitness activity and practice it yourself.
3. Create a short 'how to' video for the exercise or class.
4. Share your exercise video with your Kaiako (teacher) and class.

### Digital resources/Rauemi

- 1 Go for Life (exercise for elderly)  
<https://www.youtube.com/watch?v=Ev6yE55kYGw>



### Material resources/Rauemi

Paper and coloured pencils **OR** a computer/device and printer to make a brochure





**The Context/Horopaki:** With the potential of pandemics to disrupt our food supplies, it is timely to think about how we can grow our own vegetables and look at sustainable ways of living.

**The Brief 1:** You are to choose a part of your section where you could build a new vegetable garden, and draw a plan view showing how it will fit. You are to select vegetables for your garden and schedule their planting and harvest.

**The Brief 2:** You are to plan four meals that you could produce using the vegetables/fruits from your planned garden. Choose one meal and do a trial cook.



**(WALT) We are learning to:**

- grow our own vegetables
- plan meals made mostly from vegetables.



### Activity 1 Design your garden

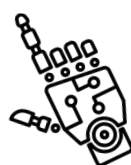
1. Measure an area on your property where you could start a vegetable garden.
2. Draw a plan view of that part of your section to show where your garden could go in relation to the house and fences. You may like to use the [Gardena Garden Planner](#) to sketch your section with the new garden.
3. Research which plants grow well in your region and how long different vegetables take to grow.
4. Research common vegetable garden pests and what you can do to deter them. Try to find a chemical-free method.
5. Choose eight vegetables to plant in your garden—a mix of summer and winter plants.
6. Create a timeline showing when you would plant each vegetable and when they would be ready to harvest. For help, use the [Tui Garden Calendar](#).
7. Send a copy of your garden plan and calendar to your teacher.

### Activity 2 Design a healthy meal

1. Find four recipes that use the vegetables in your planned garden. Over half of each meal should be made up of your chosen vegetables.
2. Select one of the recipes to cook. Make a shopping list of the ingredients.
3. Use [Countdown online](#) to check prices for all the ingredients including the vegetables.
4. Work out how much you would save by growing the vegetables yourself. This [spreadsheet](#) may help. Calculate the whole cost of the recipe then remove the vegetables you would grow to find out the difference in cost.
5. If you are able to get the ingredients, cook the meal for your family and get them to evaluate it.
6. Send a photo of your meal (or a drawing if you didn't cook it) and a copy of your cost analysis to your teacher.

### Material resources/Rauemi

Tape measure—to measure the garden  
Paper and pens—to sketch garden designs



### Digital resources/Rauemi

1. Gardena garden planner  
<https://www.gardena.com/int/garden-life/garden-planner/>
2. Tui garden planter calendar  
<https://tuigarden.co.nz/planting-calendar/>

