**Supported Learning Assessment Support Material**

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| **Unit standard** | 29300 | | | | |
| **Title** | Maintain hauora - personal health and well-being | | | | |
| **Level** | 1 | **Credits** | 6 | **Version** | 3 |



# Ākonga/learner Guidelines

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| **ĀKONGA/LEARNER’S INFORMATION** | |
| First and last name |  |
| NSN number |  |
| Date |  |

# Maintain hauora – personal health and well-being

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| **Instructions for the ākonga/learner** |

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| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

Conditions of Assessment

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|  | * You will complete Part One of the assessment (with support if required). * You will demonstrate skills and your assessor will record observations and verify your achievement in Part Two of the assessment. * The assessment will take place over a timeframe set by the assessor. * The assessment must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Maintain hauora – personal health and well-being**



Assessment Task

This assessment task has two parts. You will be asked to:

Assessment – Part 1

Good health and wellbeing are directly related to our happiness, so it is very important to establish healthy habits and to maintain our hauora. ‘Hauora’ refers to the Māori philosophy of health and is expressed in models such as Te Whare Tapa Wha, which comprises taha tinana (physical well-being), taha hinengaro (mental and emotional well-being), taha whānau (social well-being), taha wairua (spiritual well-being).

**1a.** Choose one or more of these activities to complete as you explore the meaning of ‘hauora’.

* Carry out some research into what ‘te whare tapa whā’ is and make notes about what you have found out.
* Find a picture of **te whare tapa whā** and add notes that help you to understand it.
* Draw te whare tapa whā and include pictures to show what each part means.
* Write out longer definitions for the four dimensions of hauora - taha tinana (physical wellbeing), taha wairua (spiritual wellbeing), taha hinengaro (mental and emotional wellbeing), and taha whānau (family and social support and connections)

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Below are examples of **strategies** (ways of working) you can use to improve or maintain hauora:

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| ***A group of fruits on a table  Description automatically generatedc*** | ***A group of people riding bikes on a dirt road  Description automatically generated*** | ***A silhouette of a person doing yoga  Description automatically generated*** |
| ***A group of children in wet suits running into the water  Description automatically generated with low confidence*** | ***A person brushing her teeth  Description automatically generated*** | ***Graphical user interface, application  Description automatically generated*** |

**1b.** Use words and/or pictures to identify ways that you can improve or maintain hauora:

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**1c.** The diagram below shows some of the different dimensions of hauora. At the bottom of the page, list different situations where different aspects of hauora are important.

Examples of different situations you might be in where these aspects of hauora are important:

* *Fitness is important if your job involves a lot of walking.*
* *Good personal hygiene is important when you are making sandwiches.*
* *Self-regulation is important if you want something but things are not going the way you like.*
* *Beliefs and values are important if you are trying to figure out what the right thing to do is.*
* *Connection with whenua (land) is important for a sense of belonging and identity.*
* *Personal presentation is important if you are being interviewed for a job.*
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**1d.** There might be a number of different situations that you would find easier or better if you improved some aspect of your hauora. Take time now to korero (discuss) what those dimensions might be and add any ideas you have to the brainstorm below.

Think of personal situations you would like to improve outcomes for. Make a list of these and which dimensions of hauora would you want to focus on to try and improve.

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| **SITUATION** | **DIMENSION OF HAUORA** |
| ***For example****: I get anxious when I am in places that I am not familiar with.* | *To reduce my anxiety, I need to focus on* ***relaxation****, and* ***self-regulation****.* |
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**Now, highlight the four situations you want to improve your hauora in** (from above):

**1e.** Now that you have selected the four dimension of hauora and the different situations improved hauora would be helpful for, it’s time to plan strategies (ways of working) you can use to improve and maintain your hauora.

The strategies you came up with in **1b.** might be helpful, but you need to select strategies that are realistic for you and appropriate to the situation.

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| **SITUATION** | **DIMENSION OF HAUORA** | **STRATEGIES** |
| ***For example****: I want to keep my teeth strong and healthy, so I don’t get rotten teeth.* | *To keep my teeth strong and healthy I need to focus on* ***oral hygiene****.* | *To keep my teeth strong and healthy, I need to:*   * *Clean teeth twice a day* * *Visit the dentist regularly* * *Avoid sugary drinks* |
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Assessment – Part 2

For this part of the assessment you need to:

Apply one strategy for each of the four situations that you have identified.

Evaluate the strategies (at least two) in terms of their effectiveness to meet your needs.

There are different ways you could record your efforts applying these strategies e.g.

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| **A hand holding a phone  Description automatically generated with medium confidenceKeeping notes on your device** | **A person writing on a piece of paper  Description automatically generatedKeep a journal or diary** |
| **A person writing on a paper  Description automatically generated with low confidenceRegular reporting to your teacher** | **Photo or video evidence** |

**2a**. Plan how you will record your progress, so you have evidence of your achievements*.*

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| ***Plan for recording evidence for Situation 1*** |
| ***Plan for recording evidence for Situation 2:*** |
| ***Plan for recording evidence for Situation 3:*** |
| ***Plan for recording evidence for Situation 4:*** |

2b. Once you have applied each of the strategies, you need to reflect on whether they were effective in improving your hauora and meeting your personal needs.

You need to think about whether there have been any changes in the way things turned out. Perhaps you were able to do things that you couldn’t do before. You might find that you usually get a different result in these situations, but that after applying these strategies the outcomes are different.

Maybe the strategies you tried were not as effective as you had hoped. Maybe you ended up trying something else, or maybe you have realised what you need to do differently next time. Whatever the outcome was, you need to reflect on and evaluate the effectiveness of at least two of the strategies you used.

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| ***How effective were the strategies you used to improve your hauora in Situation 1?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 2?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 3?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 4?*** |

2c. This part of the assessment needs to be completed by your assessor:

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| **SITUATION** | **DIMENSION OF HAUORA** | **STRATEGIES DEMONSTRATED** | **VERIFICATION** | **NOTES** |
| ***For example****: Hone wanted to keep his teeth strong and healthy, so that he didn’t get rotten teeth.* | *To keep his teeth strong and healthy Hone focused on* ***oral hygiene****.* | **Appropriate strategies demonstrated?**  *Yes. To keep his teeth healthy, Hone went to see a dentist and booked a follow-up appointment for 6 months’ time.* | **Evidence:**  *-Confirmation of visit by teacher aide.*  *-Next appointment card.*  **Verified by:**  *Nikki Thompson*  *(Learning Support Co-ordinator)*  **Date:** *05.11.23* | *Hone visited a local dentist with a teacher aide and together they made the appointment. He then brought the appointment card as evidence.*  *Hone made a follow-up appointment for 6 months’ time****.*** |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1: Maintain hauora – personal health and well-being.**  **Performance Criteria**  **1.1: Strategies are identified to maintain hauora.**  **Range**: situations may include but are not limited to - fitness, nutrition, personal conduct, personal presentation, hygiene, sleep, puberty/sexual health, sexuality, relaxation, self-regulation, counselling, beliefs, or connections with land, people or nature. **Evidence of at least one strategy for each of four situations.**  **1.2:** Strategies identified for hauora are maintained as appropriate to the situation and the ākonga/learner’s personal needs.  **Range: Evidence of one strategy applied to each of the four situations.**  **1.3:** Two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners.  **ĀKONGA/LEARNER EVIDENCE** - Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | * 1. **Strategies identified.**   Evidence of at least one strategy identified for each of four situations. | * 1. **Strategies applied.**   Evidence of one strategy applied to each of the four situations | **1.3 Strategies evaluated.**  Two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners*.* | | Achieved  Not Achieved | Achieved  Not Achieved | Achieved  Not Achieved | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| **Assessor’s Attestation:**  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance. * the assessment complied with relevant health and safety practices. * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |