

# 6 Healthy Communities and Environments



The focus in this fourth strand of the health and physical education curriculum is on the interdependence of students, their communities and the environment. The stated aim is for students to participate in creating healthy communities and environments by taking responsible and critical action.

This is not an easy area in which to create assessment tasks that can stand by themselves, separate from class programmes and activities and children's life experiences. Six tasks were used in 2006. All of these were identical for year 4 and year 8 students. Three are trend tasks (fully described with data for both 2002 and 2006) and three are link tasks (to be used again in 2010, so only partially described here). The tasks are presented in two sections: trend tasks and then link tasks.

Averaged across 66 task components administered to both year 4 and year 8 students, seven percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 77 percent of the components.

Trend analyses showed no meaningful change since 2002 for either year 4 or year 8 students. Averaged across 22 task components attempted by year 4 students in both years, one percent more students succeeded in 2006 than in 2002. Gains occurred on 12 components and losses on 8 components, with no change on two components. At year 8 level, with the same 22 task components included in the analysis, one percent more students on average succeeded with the task components in 2006 than in 2002. Gains occurred on 11 components, with losses on 10 components and no change on one component.

Approach: One to one  
 Focus: Caring for other people  
 Resources: Picture

Year: 4 & 8

Questions / instructions:

In this activity you will be thinking about what it means to be a good neighbour.

Show picture.

This is Mrs Jackson. She's 82 years old. Mrs Jackson has just moved into a new neighbourhood. She is hoping that she will have good neighbours because she lives on her own.



1. What kinds of help might Mrs Jackson need so that she is happy living in her neighbourhood?

Practical help:

	% response 2006 ('02)	
	year 4	year 8
helping her move in and around house	19 (20)	14 (20)
helping move property into/around house	8 (3)	8 (8)
transport to shops/events	10 (19)	11 (10)
doing shopping/other errands for her	17 (19)	23 (29)
cooking	22 (28)	20 (26)
cleaning/washing	14 (20)	17 (19)
gardening/mowing etc.	16 (12)	28 (27)
carpentry/painting etc.	2 (1)	1 (2)
help with personal hygiene, health problems, fitness issues	18 (20)	17 (18)

Social help:

people visiting her, listening to her, having fun with her etc.	56 (49)	59 (68)
people helping her to join other social groups	2 (0)	4 (3)
people welcoming her into their homes and their activities (e.g. watching TV together, walking together, playing games)	15 (14)	15 (17)
people becoming close friends	23 (22)	15 (13)

2. If you lived next to Mrs Jackson, what could you do to be a good neighbour? See if you can think of **three** things.

Categories included:

Practical help –

	% response 2006 ('02)	
	year 4	year 8
helping her move in and around house	22 (12)	19 (19)
helping move property into/around house	3 (1)	4 (3)
transport to shops/events	8 (9)	8 (6)
doing shopping/other errands for her	23 (26)	36 (32)
cooking	27 (26)	22 (27)
cleaning/washing	16 (24)	17 (19)
gardening/mowing/home maintenance/carpentry	19 (19)	36 (37)
help with personal hygiene, health problems, fitness issues	8 (6)	4 (1)

Social help –

people visiting her, listening to her, having fun with her	48 (39)	56 (56)
people helping her to join other social groups	2 (2)	1 (0)
people welcoming her into their homes and their activities	13 (10)	12 (8)
people becoming close friends	6 (10)	6 (3)
presents/gifts/flowers	18 (11)	8 (13)

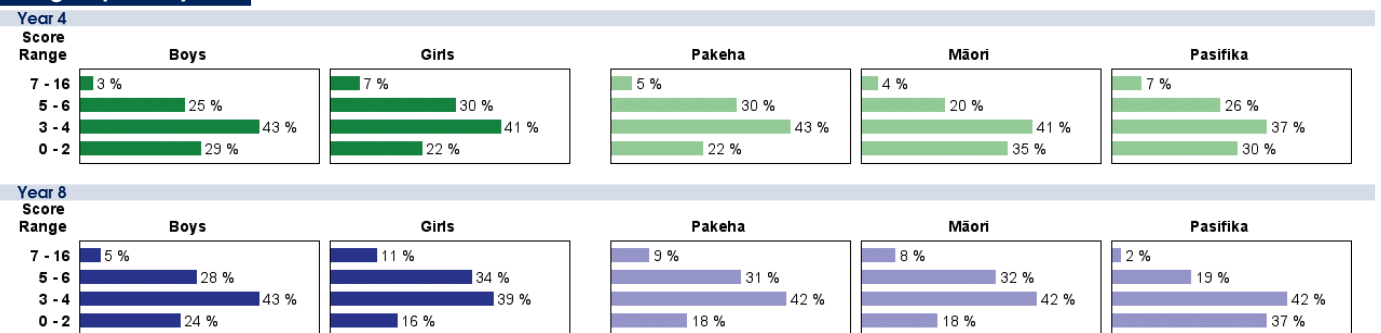
Overall rating:

(understanding of needs and ways to help)

excellent/very good	12 (8)	14 (18)
good	38 (28)	44 (49)
moderately good	39 (45)	32 (26)
poor	11 (19)	10 (7)

<b>Total score:</b>	<b>7–16</b>	5 (6)	8 (9)
	<b>5–6</b>	28 (21)	30 (39)
	<b>3–4</b>	42 (46)	42 (43)
	<b>0–2</b>	25 (27)	20 (9)

Subgroup Analyses:



Commentary:

There were only minor differences between year 4 and year 8 students on this task. Year 8 Pasifika students scored distinctly lower than the other groups. There was little change at either year level between 2002 and 2006.

Approach: Station  
 Focus: Community rules  
 Resources: Picture

**Questions / instructions:**



The picture shows a school playground.

The school wants some rules for the playground.

It is important that the rules help to make the playground a safe and happy place.

Write **four** playground rules on the noticeboard.

**Playground Rules**

**How many of the rules focused predominantly on social/emotional well-being, rather than physical well-being?**

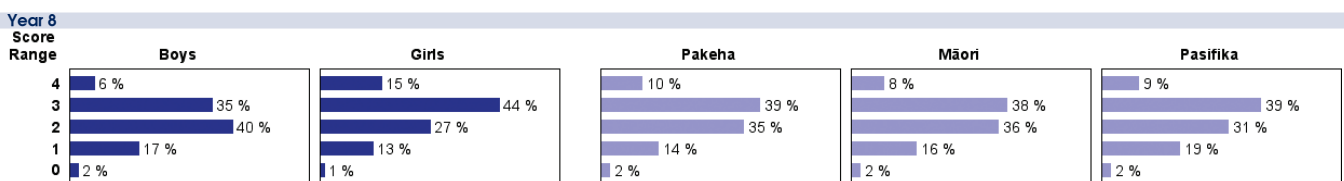
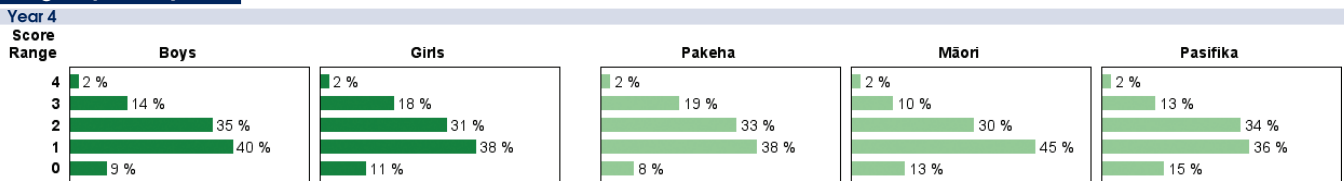
	% response 2006 ('02)	
	year 4	year 8
4	0 (0)	0 (0)
3	1 (2)	2 (1)
2	9 (7)	13 (15)
1	25 (35)	30 (25)
0	65 (56)	55 (59)

**Overall merit of the set of rules for making the playground a safe and happy place:**

excellent ( <i>four strong rules</i> )	2 (5)	10 (3)
very good	16 (8)	38 (20)
good	33 (34)	35 (31)
fair	39 (38)	15 (38)
poor	10 (15)	2 (8)

<b>Total score:</b>	4	2 (5)	10 (3)
	3	16 (8)	38 (20)
	2	33 (34)	35 (31)
	1	39 (38)	15 (38)
	0	10 (15)	2 (8)

**Subgroup Analyses:**



**Commentary:**

Most of the rules at both year levels focused on physical well-being, rather than social and emotional well-being. Year 8 students averaged substantially higher than year 4 students.

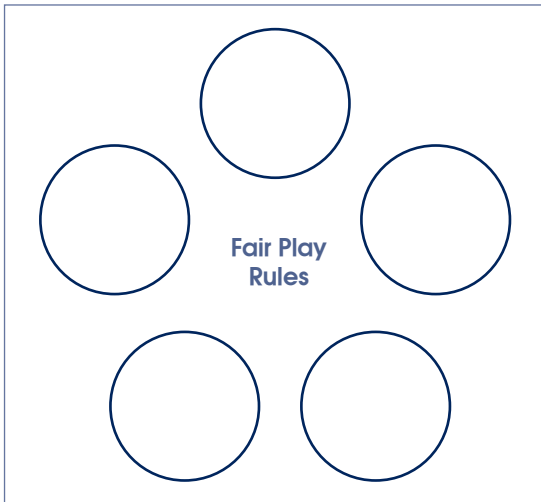
Approach: Station  
 Focus: Relationships  
 Resources: Highlighter pen

Year: 4 & 8

Questions / instructions:

We should all try to show fair play when we are playing games.

In each circle below write a **rule** for fair play in games.



Using the highlighter pen, **highlight** the things that you think you do really well.

Rules included:

	% response 2006 ('02)	
	year 4	year 8
obeying rules/don't cheat	43 (43)	56 (49)
respecting officials/coaches/listening	9 (9)	19 (17)
helping/encouraging/being kind/cooperate	62 (60)	67 (60)
not being physically/verbally rude/nasty to opponents	53 (56)	55 (64)
accepting outcome appropriately	15 (22)	27 (20)
giving everyone a chance	43 (31)	33 (29)

Overall strength of set of rules:

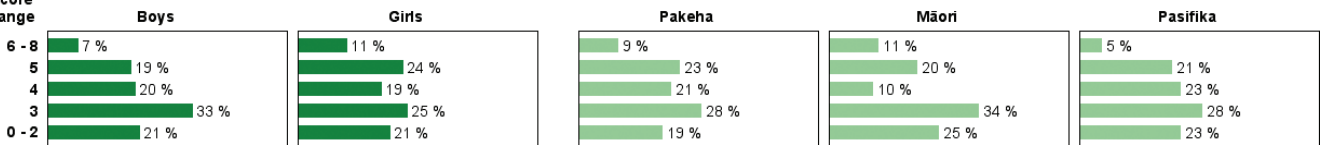
	% response 2006 ('02)	
	year 4	year 8
very strong (5 different rules)	2 (0)	3 (5)
quite strong (3-4 different rules)	37 (38)	49 (39)
fairly weak (1-2 different rules)	52 (52)	44 (49)
little or no understanding shown	9 (10)	4 (7)

Total score:	% response 2006 ('02)	
	year 4	year 8
6-8	9 (9)	14 (14)
5	22 (21)	35 (23)
4	19 (15)	10 (15)
3	29 (31)	28 (29)
0-2	21 (24)	13 (19)

Subgroup Analyses:

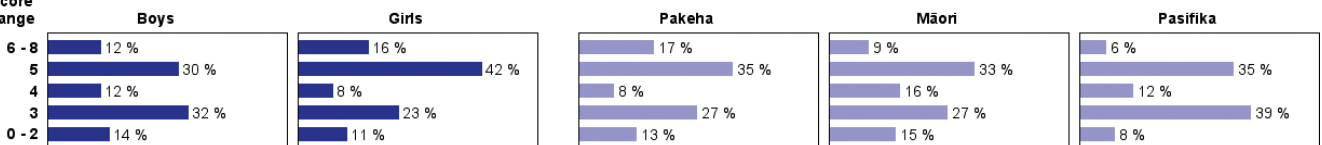
Year 4

Score Range



Year 8

Score Range



Commentary:

About half of the year 8 students and 40 percent of the year 4 students generated three or more rules judged to be good and different. There were only minor differences between the subgroups and little change between 2002 and 2006.

## Link Tasks 26 – 28

% responses  
y4 y8

### LINK TASK: 26

Approach: One to one

Year: 4 & 8

Focus: Impact of health issues on the community

<b>Total score:</b>	9-31	3	22
	7-8	12	27
	5-6	27	28
	3-4	35	18
	0-2	23	5

### LINK TASK: 27

Approach: Stations

Year: 4 & 8

Focus: Writing a sign to inform swimmers of pool rules

<b>Total score:</b>	6-9	5	15
	5	12	24
	4	31	32
	3	32	21
	0-2	20	8

### LINK TASK: 28

Approach: Team

Year: 4 & 8

Focus: Internet and cellphone safety

<b>Total score:</b>	5-24	1	12
	4	6	15
	3	21	34
	2	45	29
	0-1	27	10