



Burnside High School
Te Kura o Waimairi-iri

Starting from scratch

Planning a new course or curriculum

Designing a new course or curriculum

- Align with the NZC
- 'Understand, Know, Do' Framework
- Big Ideas and Significant learning of new NCEA change programme
- Topics/Contexts/Themes/Key areas of learning
- Learning Activities
- Assessment Tasks



A cake for a 4 year old

The cake 'brief' given to me by my 4 year old daughter was:

- A chocolate cake
- Rainbow pink
- Unicorn theme
- Sprinkles
- Lollies in the Middle
- Be super yummy





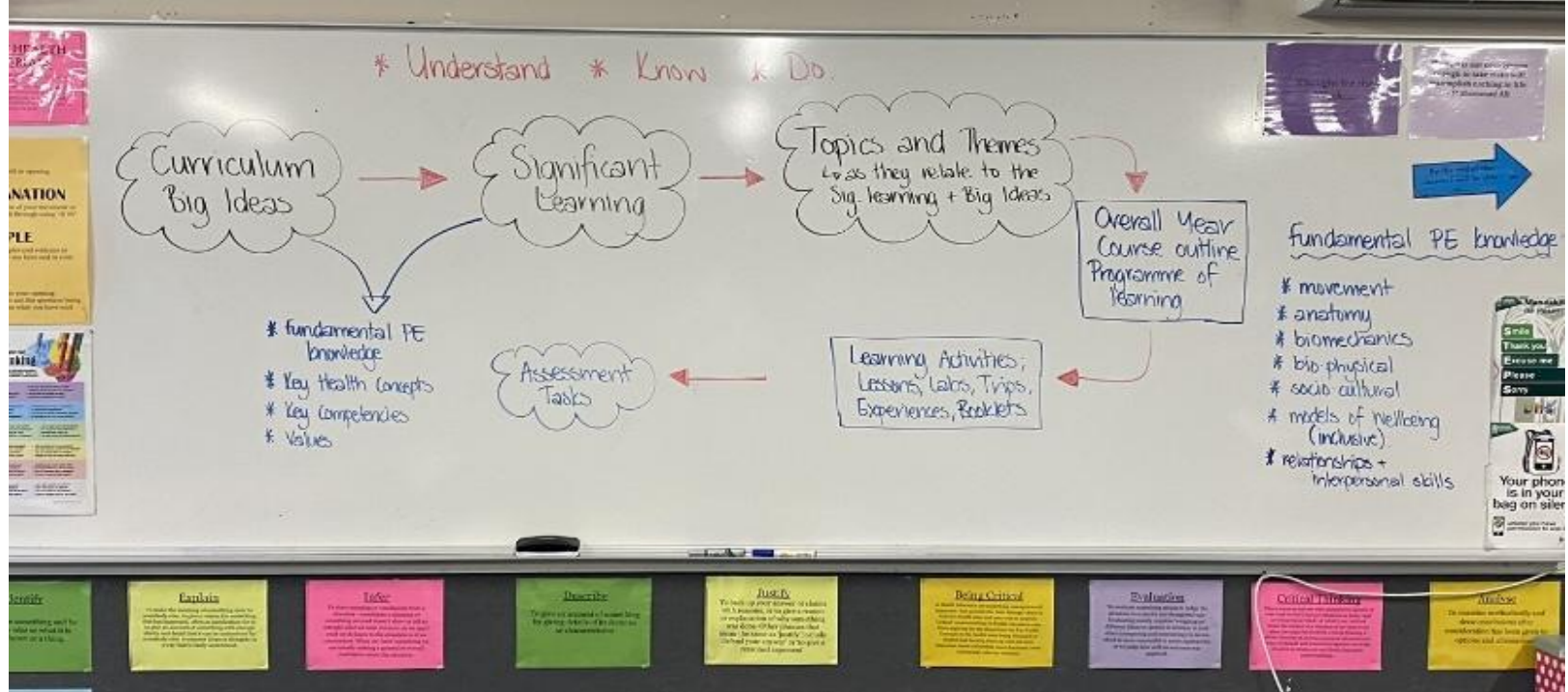
Burnside High School
Te Kura o Waimairi-iri

Planning Phase

Cake Design



Planning Phase - Cake Design



Planning Phase - Cake Design

SENIOR HEALTH TUTORIALS

POINT
The main point of the lesson

EXPLANATION
The explanation of the point

EXAMPLE
An example of the point

LINK
A link to the point

Critical Thinking

LI Health 2024
* Themes + mini units' approach.

Intro to KHICs
→ Booklet to go through + refer to throughout year.
→ Inths of Big Ideas
→ Inths of 3 Key Contexts

What is the Issue? 4,2,3,1
→ Explore range of current + relevant health issues
AS 1.3 / AS 1.1
→ Mental Health
→ RSE
→ Drugs

Models of Wellbeing 1,2,4
→ Explore issues + apply to diff. models of WB
→ Practical Experience needed.
AS 1.1/AS 1.2
→ Mental Health
→ RSE

Relationships 3,2,1
→ importance of relationships
→ Escape Room trip
AS 1.3 / AS 1.4
→ RSE
→ Mental Health

Changes 1,3,2
→ concept of change + wellbeing
→ Guest speaker opp?
AS 1.3 / AS 1.2 / AS 1.4
→ Mental Health
→ RSE

Decision making 1,3
→ DM models
AS 1.2 / AS 1.3
→ Drugs
→ Mental Health
→ RSE.
play your best card

Thought for the Week...

Behav

Identity
The personal characteristics that define an individual and distinguish them from others.

Explain
To give an account or explanation of something by giving details of its structure or characteristics.

Infer
To deduce or conclude information from evidence that is not explicitly stated or is only partially stated.

Describe
To give an account or explanation of something by giving details of its structure or characteristics.

Justify
To show that your opinion or claims are reasonable, or to give a reason why you think something is true or false. Other phrases that mean the same as 'justify' include 'defend your opinion' or 'to give a reasoned argument'.

Being Critical
To evaluate something by looking for its strengths and weaknesses, and to make a judgement about its value. Other phrases that mean the same as 'being critical' include 'to analyse something' or 'to look at something from a different perspective'.

Evaluation
To evaluate something by looking for its strengths and weaknesses, and to make a judgement about its value. Other phrases that mean the same as 'evaluation' include 'to assess something' or 'to look at something from a different perspective'.

Critical Thinking
The process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from a variety of sources, using critical thinking skills to separate the relevant from the irrelevant, to identify the central ideas and issues, to analyze the arguments and the conclusions, and to assess the credibility of the sources of information.

Socioecological Perspective

Socio-ecological perspective

Personal
The individual's personal characteristics and experiences.

Interpersonal
The relationships between the individual and others.

Societal
The culture, beliefs, and values of the society in which the individual lives.

Attitudes and Values

Attitudes
A particular opinion or a feeling about a particular person, object, or situation.

Belief
A feeling that something is true.

Moral
Related to what is right or wrong.

Behaviour
The way someone acts or behaves.





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Development Phase

Ingredients and Recipe



Development Phase - Recipe and Ingredients

Ingredients:

- Big Ideas
- Significant Learning
- Achievement Standards Information
- Explanatory Notes
- Assessment Tasks
- Assessment Specifications
- Key Areas of Learning
- Teaching and Learning activities

Recipe (templates):

- [Course Overview or Outline](#)
- [Schemes of work/Unit Plan](#)
- [Lesson Plans](#)





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Implementation Phase

Cake Decoration

Implementation Phase - Cake Decoration

Think Sprinkles and Candles.....

- Resources
- 'Go to' lessons and activities
- Trips or practical learning experiences
- Universal Design for Learning - UDL





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Evaluation Phase

Taste Test and Consumer Feedback



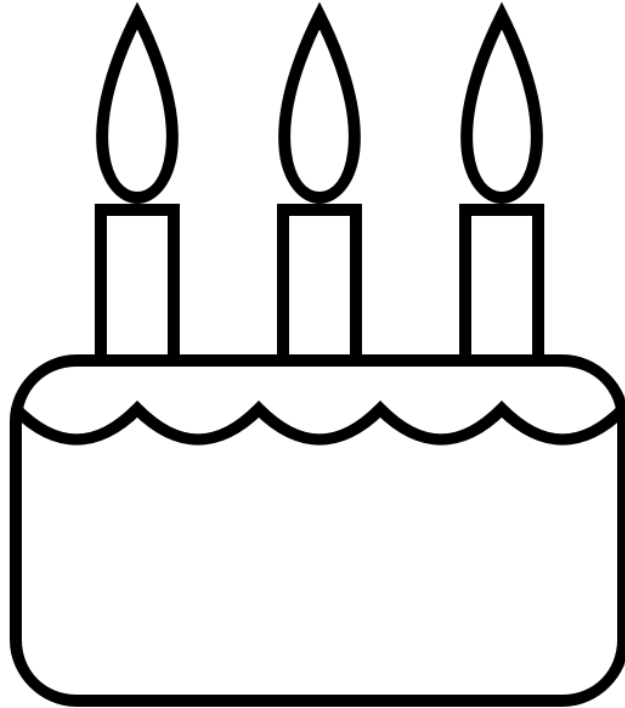
Evaluation Phase - Taste Test



“I only ate the icing” - Molly,
age 4.



How are you going to design your cake?





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Thank You!
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