



December 2018

He oranga ngākau
He pikinga waiora.

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

In this issue:

Pages 2-3
New resources

Page 4
Kaiārahi News

Page 5
Photos from 'Empowering
Health Education'

Pages 6-7
Chairperson's annual report

Page 8-9
(How) do I teach about
pornography?

Page 10
The last 12 days of term

Hauora Matters

Online magazine of the New Zealand Health Education Association

Kia ora , warm Pacific greetings, hello.

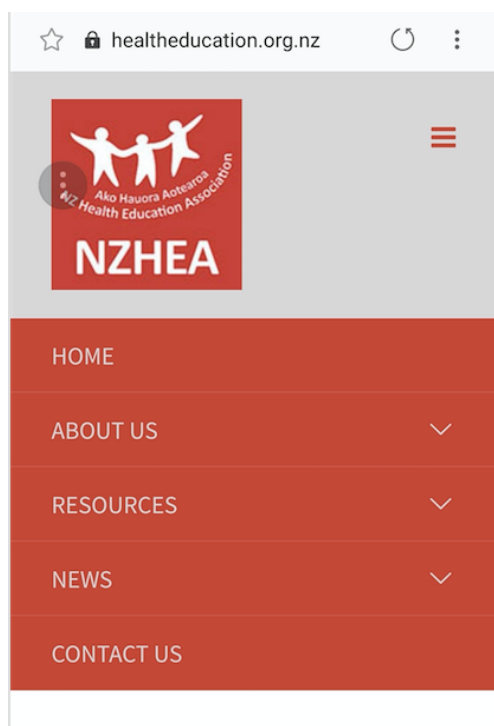
As I am sure you are too, we are nearing the end of a very busy year at NZHEA.

We are very pleased to have recently launched our new website - the same URL - but we have undertaken a complete re-design and made the site mobile-friendly. We hope that the page navigation is intuitive, and we will continue to add resources to the site as we develop them. Below is the mobile look for the site.

We are involved in the inaugural Primary Teachers' Conference, to take place in Wellington next April. For more information, check out the conference website at: <http://nzptc.com/>

We would like to take this opportunity to thank all of our members for nurturing a collaborative and supportive community for Health Education in Aotearoa. Also to Debbie Jones for the leadership, guidance and support she offers through her kaiārahi role, and Gina our administrator, who ensures a very smooth running of the organisation.

We hope that you have a restful, safe and enjoyable break over the summer. Meri Kirihimete,
Vicki and Rachael



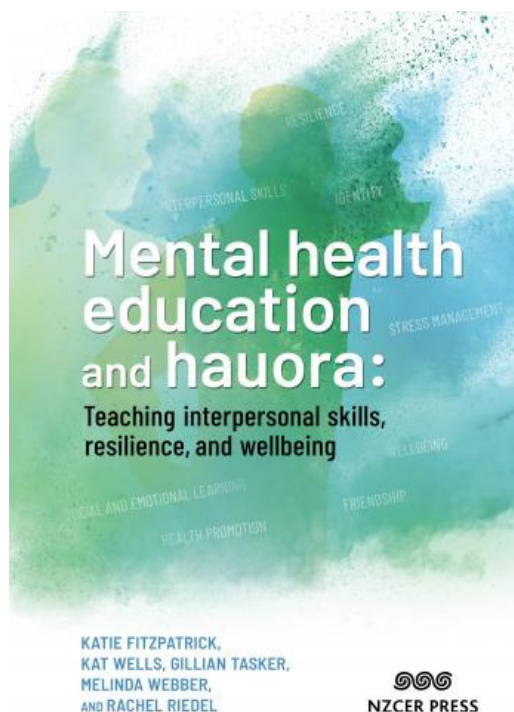
New Resources

Mental health education and hauora - an essential resource for year 7-11 covering a range of (mental) health education contexts. The 345 page resource is divided into five sections:

- Identity
- Wellbeing
- Interpersonal skills and communication
- Health promotion
- Warmup activities.

Order your copy from:

<https://www.nzcer.org.nz/nzcerpress/mental-health-education>

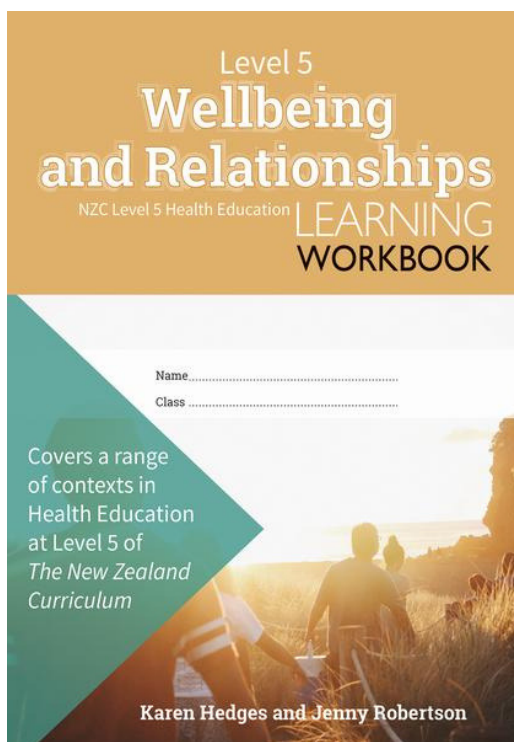


Workbooks for students at level 5 of the curriculum.

Three current titles, with one to be published early in 2019.

- Alcohol and other drugs
- Sexuality and gender
- Wellbeing and relationships
- Food, nutrition and wellbeing.

See: <https://esa.co.nz/>



New or updated NZHEA resources:

- Sexuality education position statement updated in September
- External providers position statement updated in August
- Policy considerations for T&L about pornography (October).

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

Look out in 2019 for a range of new resources to meet our members' needs.

New Resources Continued...

Tūturu - from the NZ Drug Foundation

At our TRCC course, we were very lucky to have Ben Birks Ang to present this project and give us a guided tour of the new website to support schools in taking a whole school approach to wellbeing with a focus on alcohol and drugs. The website is:
<https://www.tuturu.org.nz/>

As part of the resource hub, materials have been developed for curriculum use - English, Geography, Mathematics and Health. This could provide some valuable ideas for integration of learning. The health education resource is called 'marketing energy drinks' and could also be used in Physical Education or Home Economics learning.



Ministry of Education

Two new 'Curriculum in Action' titles for sexuality education in years 1-4:
<http://health.tki.org.nz/Key-collections/Curriculum-in-action/Sexuality-education-for-curriculum-levels-1-4>

The HPE progressions (food and nutrition context):
<http://hpeprogressions.education.govt.nz/>

Updated content on the Bullying Free NZ website:
<https://www.bullyingfree.nz/>

Kaiārahi News

Wow! First of all what a start to the October holidays NZHEA members and teachers across the nation had with three full days of connecting, listening, sharing and problem solving! The empowering Health Education Conference held in Auckland during the first week of the term three holidays was truly amazing. It was so lovely to meet new teachers, listen to the diverse range of learning and teaching going on and actually meet face to face teachers whom I have supported through the “Kaiārahi Help desk role”.

The student panel on the last day really helped us to confirm what it is we do that is so important for our tamariki. Three year 13 Health Education students from Auckland and two former students answered honestly questions about their experience in Health Education. Their answers full of positive experiences cements what the intention of our curriculum area and subject intends to achieve.

This is a reminder that gathering student voice and evaluations are important not only for our own progress as teachers to see what we can improve or change, but also when consulting with our community, or having to advocate for our learning area. We are the only learning area that has to consult with our community every two years. It is therefore really important that we go about this in a positive way. So why not then use our students voice that is so important? Why use a letter or email when we can proudly stand up and “Show and tell?” As we know relationships are key to success in the classroom, surely then extending these into our communities must be too. Remember if you need further help with consultation check out the NZHEA 'consulting with the community' document on our website (in the resources section).

It saddened me to hear that so many of our teachers are still fighting for time and equality considering the rise in some health issues within our communities and young people. Is this a reflection maybe? Have we moved too quickly with BYOD or digital approaches? Is that another reason? Is your best practice still around the cooperative learning techniques that Health Education lends itself to so well? Maybe it's time to take stock, so to speak and evaluate our teaching practices to ensure we are using blended approaches as much as we can.

Through some of the seminars cooperative techniques were very evident. Here are some of the faithfuls teachers were using in their classrooms as either starter activities, to close a session, to find out student success, language building and or to catch up students who had been absent from class: Doughnuts, headbands, snowball, speed dating, 3-2-1, think-pair-share, bus stops, exit passes, charades, silent conversation, using mini whiteboards to brainstorm.

I look forward to working with you next year,
Debbie.



Photos from 'Empowering Health Education'



NZHEA chairperson's annual report September 2018

2017-2018 has been a busy time for NZHEA. As an organisation, we have continued a number of initiatives from previous years, and we have embarked on some new ones. 2019 is an election year for the NZHEA executive. We look forward to maintaining some stability of members on the executive, but also welcoming new members to the executive – look out early next year for details.

Health and wellbeing of young people in New Zealand is on the agenda of many people, often with viewpoints that do not completely align with those held by the education sector. NZHEA continues to advocate for health education and health teachers if and when issues arise (for example in the media, within the education sector, or across agencies). We are proud of the connections we have established within and outside of education. NZHEA is often called upon to provide media comment, curriculum/assessment expertise or meet with a range of groups/people. We see this as vital to ensuring that consistent, accurate and affirming messages about health education are ‘put out there’.

A summary of our main activities since last year is as follows:

- We have 180 paid members (individuals, schools and other organisations), which is commensurate with last year’s number of members. We have moved our financial systems to Xero, which facilitates online invoicing and tracking of payments, and affords us a more robust financial management system.
- We continued the ‘emerging leader award’ in 2018. We received three nominations for this award. This year, the awardee is Aimee Snelgrove, from Alfriston College. NZHEA congratulates Aimee for her commitment to her learners and to health education.
- We completed our three-way (with EONZ and HETTANZ) funding agreement with the MoE - a pilot Networks of Expertise project. While we were disappointed with the extent to which we were able to engage with primary level health teachers, overall project highlights for NZHEA were:
 - The establishment of the kaiārahi role and Debbie Jones’ excellent work in the role;
 - Publication of a comprehensive teaching and learning resource for mental health and resilience in years 12-13;
 - The ability to fund three executive members and Debbie to attend the Critical Health Education Studies conference in Queenstown, May 2018, where three executive members also presented;
 - Some under-spend on the project, which will be used for resource development and/or future Networks of Expertise work.

NZHEA chairperson's annual report September 2018

Continued...

- We have signed a new funding agreement with the Ministry of Education under the Networks of Expertise. This provides funding for 2018 – mid 2020, with the main activities likely to be:
 - Continuation of Debbie's kaiārahi role;
 - A number of initiatives for supporting teachers (in clusters or one-on-one in schools);
 - Continue to grow membership, social media and online presence;
 - Resource development as resourcing areas of need are identified;
 - Growing capability in the primary teaching levels;
 - Connecting with a range of stakeholders to work on shared interests and advocate for health education and health teachers in New Zealand schools.
- We are running a three-day health education conference in October, through the TRCC. NZHEA would like to thank the TRCC for their support, as well as Jess Lythe and Kata O'Donnell, who joined Rachael Dixon, Jenny Robertson and Kathryn Wells on the planning committee. We would also like to thank all those teachers who agreed to present, and those who are registered to attend (approximately 120 teachers and health educators).
- Our social media engagement has increased in the past year. We have over 600 'likes' on our NZHEA Facebook page and over 600 members in our NZHEA Secondary Facebook Group (an increase of 400 since 2017). We have 378 followers on Twitter. The Secondary Facebook group continues to be a very active and supportive community, with many different members asking questions and offering advice to each other. We are currently updating our website with a re-design and a more mobile-friendly interface.

Rachael Dixon and Vicki Nicolson.

(How) do I teach pornography?

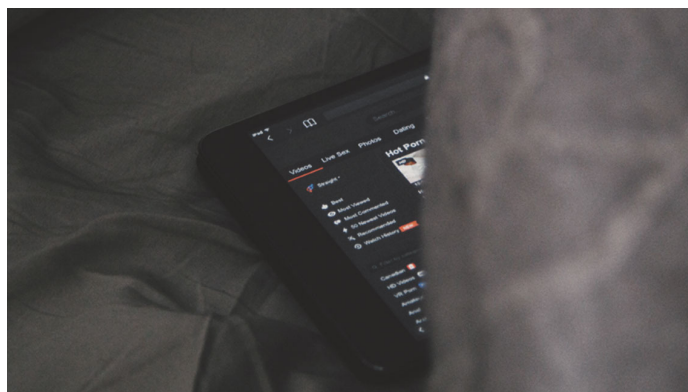
Upon the release of the Education Review Office report Promoting wellbeing through sexuality education in September this year, the aspect of the document that appeared to gain a disproportionate amount of media attention was teaching about the issue of pornography, even though this is only one of many aspects of sexuality mentioned in the report.

Since this time, there have been many discussions about how and why, and if or when to incorporate teaching about pornography into health education learning programmes. For some teachers, including consideration of the way viewing pornography impacts attitudes, values and behaviours about sex and relationships is nothing new with the Social and Ethical Issues in Sexuality Education resource from 2004 (developed by Gillian Tasker and others) dedicating a whole section to this topic.

However, increased use of personal devices by children and young people has made access to online pornography unlimited and uncensored indicating that it is no longer just a topic for senior courses. Internationally, research findings are repeatedly raising concerns about the impact of pornography on young people's perceptions of healthy sexual relationships. In early December, the Office of Film and Literature Classification will release the results of a New Zealand survey:

"This is a ground breaking and internationally significant study, surveying more than 2,000 New Zealand teens aged 14-17 about their exposure to online pornography."
(David Shanks, chief censor).

We look forward to reading this locally relevant data to help us make recommendations about the type of activities that may be suited across the year levels and consider the resourcing that will best support this.



(How) do I teach pornography? continued...

In the meantime, a number of resources are available to NZ teachers:

NZHEA has two documents, one around education and other policy considerations when teaching about pornography and one that frames up some suggested activities:
https://nzhea.files.wordpress.com/2018/10/nzhea_policy-considerations-for-teaching-and-learning-about-pornography-in-the-nzc_oct_2018.pdf

<https://nzhea.files.wordpress.com/2016/07/nzhea-seg-activities-for-exploring-the-issue-of-pornography-20161.pdf>

Netsafe has a number of links including the recently added online porn section
<https://www.netsafe.org.nz/online-porn/>

The **Office of Film and Literature Classification** has up to date news and information for parents: <https://www.classificationoffice.govt.nz/news/latest-news/evidence-coming-on-impacts-of-pornography-on-young-new-zealanders/>

<https://www.classificationoffice.govt.nz/assets/PDFs/Parents-Guide.pdf>

The **NZ Light Project** contains a range of links to useful sites.

<https://thelightproject.co.nz/>

And the (free) **Family Planning** resource “What’s in a story?” is suitable for junior secondary students. <http://shop.familyplanning.org.nz/whats-in-a-story>



The last 12 days of term

At this busy time of year it is important to stay focused on individual wellbeing as well as all the important stuff that needs to be finalised before the end of term.

*Below are some helpful tips to help yourself get through the crazy time.
Tick off the tips as you work through them.*

Day 1



Write a list
Prioritise what needs
completed
immediately,
tomorrow, next week,
the week after

Day 2



Take Breaks
away from desk
Tackle one thing
at a time
Tick off when
complete

Day 3



At the end of the
day unplug from
technology
Go for a walk, work
in the garden or just
get outside

Day 4



Eat real food,
organise your fuel for
the next day and
plan when you are
going to eat it, give
yourself at least
20mins to sit down
and eat

Day 5



Go to bed earlier
and read a book

Day 6



Drink plenty of
water

Day 7



Get up 15mins
earlier and enjoy
that cuppa

Day 8



Wear something
nice and
comfortable that
you feel good in

Day 9



Bake something
and take it in to
your department,
sharing is caring

Day 10



Connect with
someone in the
workplace that
you haven't quite
spent time with
yet

Day 11



Write down 3
things that have
worked well this
year

Day 12



Write down some
clear goals for
next year