



NZHEA

March 2019

.....

He oranga ngākau
He pikinga waiora.

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

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Hauora Matters

Online magazine of the New Zealand Health Education Association

Dear members

Kia ora. In this newsletter you will find several opportunities for NZHEA members. The first of these is **nominations for our new executive committee**. In line with the NZHEA constitution, every two years, we seek nominations for a new executive committee. The new executive will have the term July 2019 – July 2021 and we are looking for up to three representatives from the South Island and up to five from the North Island.

Nominations for the NZHEA executive are now open. We are looking for people with time, energy and ideas to contribute to our association. If you have any questions about what is involved, please email us at admin@healtheducation.org.nz.

The nomination form can be found at: <https://tinyurl.com/NZHEA2019> and nominations close 12 April, 2019. We will only hold an election if more nominations are received than places are available.

Thank you to all NZHEA members who continue to be involved in, and contribute to, our Health Education community. As wellbeing issues seem to be gaining prominence at the political level, it will be interesting to see what opportunities (and challenges) arise for us as a teaching community. Many of our 2018 members have already renewed for 2019. If you have not received an invoice for this year's membership, please get in touch. Please pass this newsletter on to others in your school or organisation who might be interested in NZHEA updates.

Our thoughts are with you all, especially our Muslim members of the NZHEA whānau and those members in Christchurch who are looking out for the wellbeing of not only themselves and their families, but the children they teach. The attitudes and values we explore in our subject, and the kindness we exhibit in our mahi are so important in times like these.

Kind regards,
Rachael and Vicki

2019 Emerging Leader in Health Education

Criteria for the award:

- This award is for a teacher in primary, secondary or tertiary settings who is an 'emerging leader' in the Health Education community and a current NZHEA member
- This award will be presented to up to one teacher in any year
- Another NZHEA member who has knowledge of the teacher's contribution needs to nominate the teacher
- The recipient will have made a notable contribution to the Health Education of young people within NZ. This contribution may include one or more of the following:
 - Supporting other teachers of Health Education within or outside of their school/setting
 - Developing a culture supportive of Health Education in their school/setting
 - Using innovative pedagogies to enhance learning for their students
 - Incorporating responsive learning contexts to their Health Education programmes
 - Developing and sharing creative teaching resources and/or assessment tasks
 - Advocacy activities within Health Education.

The awardee will receive:

- A certificate and NZHEA badge
- A \$500 grant for attending a PLD opportunity of their choice that relates to leadership or Health Education.

Nomination Process:

- The person nominating the teacher will fill out a nomination form found here: [NZHEA emerging leader nomination form 2019](#)
- Nominations will be open until the 12th of April. Evidence for the award will be submitted within the form, in response to the following questions:
 - Description of how the nominated teacher has made a notable contribution to Health Education
 - Description of the impact of the nominated teacher's practice on others and/or the Health Education profession (within or outside their school/setting)
 - 2-3 examples of the nominated teacher's practice to support the two points above (for example student/whānau/teacher voice, examples of planning, resources, departmental leadership, teaching as inquiry, published work).
- The teacher being nominated may assist with the preparation of the nomination form, however this is not a self-nominated award – another NZHEA member must nominate the teacher.
- A panel within the NZHEA executive will consider all applications and make the final decision.

July conference: Funding available for health education teachers to attend

NZHEA is working with PENZ and EONZ for the shared conference in Wellington, July 8-10, 2019. We are organising a range of health education relevant speakers, and we hope to have a strong presence from health education teachers - whether this be in a presenting and/or attending role.

With the support of funding from the Health Promotion Agency, NZHEA is able to fund or partially fund a number of health education teachers to attend. We will consider funding NZHEA member teachers' registration fees and/or travel: up to \$1,000 per teacher. We have the following priorities for allocating the funding, this being some of:

- teaching health education in a primary or secondary school outside the main city centres
- teaching health education at a lower decile school
- being a first time attendee at the HPE conference
- submitting an abstract in anticipation of presenting.

You do not have to meet all of these criteria, and we reserve the right to make decisions based on the extent to which you do meet the criteria.

If you are interested in applying for funding, please fill out the form at: <http://tinyurl.com/conferencefunding> and we will be in touch.

Please get your applications in as soon as possible, so that we meet earlybird registration and abstract submission deadlines, and so travel and other planning can be arranged well in advance of the conference.



Samoa Senior Health Trip GGHS 2018 Shelley Hunt & students

In the July, 2018 break, six students, along with Mrs Hannah and Mrs Hunt travelled from the Gisborne Girls' High Year 12 Health class. They ventured abroad to Samoa to research first hand the high rates of Type Two Diabetes. The trip was a huge success academically and as a life experience.

We gained so much more insight into the cultural and environmental influences that have resulted into high rates of type 2 diabetes. The people who spoke to us certainly challenged assumptions we had made as to what are the most critical influences. The students became really engrossed when they realised a country quite close to us lived with very different values, especially around family rights and responsibility.

Being from an area with horticulture as a main contributor to the local economy they could understand how the Taro Leaf Blight of 1993-4 caused a cultural shift in diet to include white rice and a greater reliance on fresh baked bread and doughnuts as staple carbohydrate.

We really enjoyed and felt valued when at each meeting were greeted as mature and serious students and meetings were held in the organisations board rooms (luckily with air con). We gained so much knowledge from Dr Robert Thompson from the MOH, Kolisi Apelu Viki from the WHO and a team of five from the NZ High Commission. One of our students said "we were so pleased we had decided to take our school uniforms as they saw we respected their organisation when we were in uniform".

Being in the community also gave us insight into what is happening in Samoa for example how NZ and Australia continue to export huge quantities of mutton flaps to Pacific Islands as there is little to no market for this cut of meat in NZ. This continues even when the move to leaner cuts of meats is advocated and cardiovascular disease is a problem in NZ. We learned that the World Trade Organisation can override a country's decision to tax nutrient poor foods. This makes us wary of free trade agreements our country has made and proposed.



Samoa Senior Health Trip GGHS 2018 Continued....

We shopped at local supermarkets, markets and bakeries; finding that fruit and vegetables are not cheap as we had thought they may be (another assumption we had made prior to traveling). Also that local bread with peanut butter and banana is our Samoan favourite food. We found that 'making a sale to tourists' can override customer consideration when we discussed with the stall holders the best bananas to purchase and they suggested the orange bananas suitable only for cooking and then we ate them in front of the sellers. Be wary of orange bananas, they were so astringent we had dry mouths for ages. We found that local plumbing is certainly not as good as in NZ and our students needed to adapt to this.

As well as this study the students had so much fun exploring Samoa. Highlights described by the girls; were swimming with the turtles on Savaii, swimming in the The To Sua Trench. The blow holes near Lalomanu and sharing the experience with other girls. We learned why there are so many Fales in front of the houses and how to sniff a pineapple to see if it is perfectly ripe.

Such a fun adventure and nice to escape winter for 10 days in July. It was a fabulous trip and so worth it plus students were very happy with their exam results. We are planning on travelling again this July.

Please feel free to contact me if you have any questions about taking field trips.
shelley.hunt@gghs.school.nz



New Resources

A new unit – **Health, Driving and Substance Impairment** – can be freely downloaded from the NZ Transport Agency Education Portal.

Students analyse how medication can impair driving. This is a sizeable and serious problem in New Zealand, affecting drivers of all ages.

This is a NCEA Level 3 resource which covers determinants of health, implications for the wellbeing of people and society, and recommending health-enhancing strategies. High quality data plus resources designed using SOLO Taxonomy. Thanks to teacher Haley Charles, Upper Hutt College, for developing this resource.

The resource supports assessment for Achievement Standard 91461: Analyse a New Zealand health issue.

Download here: www.education.nzta.govt.nz/health-ncea-l3



After two successful years supporting New Zealand teachers and students through NCEA (including winning Best Secondary Digital Resource at the 2018 Copyright Licensing Awards), **My Study Series** is excited to announce Level 1 Health Education with access to over 100 videos and quizzes!

My Study Series is an online learning platform born out of a desire to see quality learning through a flipped or blended approach to enhance student outcomes within NCEA. Flipped learning occurs when direct instruction moves from the group space to the individual space and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides students as they apply concepts and creatively engage in the subject matter. My Study Series achieves this by providing targeted video content for a range of achievement standards for NCEA PE, Mathematics and Health, then pairs this with automated, self-grading quizzes.

Trial our Health Education content now by visiting: <https://www.mystudyseries.co.nz/trial-my-study-series/>

Kaiarahi News - Term 1 - 2019

Well, where has the first term gone! It is flying by! A special welcome to our new members and well done to all of who have managed to start up new Health Education programmes in your schools this year. I hope you are all having a productive term to date and are feeling as though you are “on top” of things, so to speak.

As the term heats up, I would like to remind you all of the importance of having a buddy or someone with whom you can share daily reflections. This doesn't have to be someone in the same department or school, but someone who you can relate to.

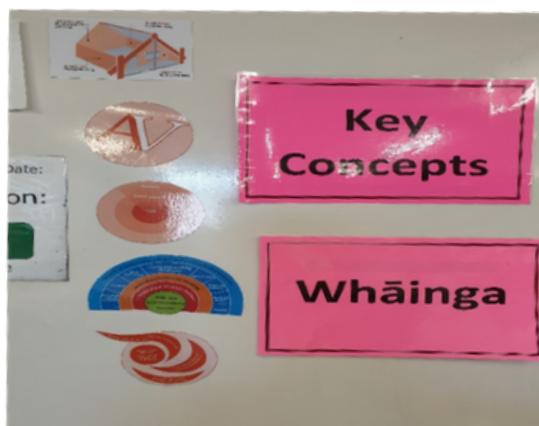
The importance of being able to share workplace wins, work ons, experiences or workload issues for example is key to having success in and out of the classroom. If we don't reflect, it can prevent in growth, enjoyment and purpose of what and why we are doing things the way we are. Hearing someone else's story often helps as the answer is sometimes an easy one, but in the angst of a busy day it can seem blurred, and possibly turn into something bigger than it needs to. Therefore, it is important for us as teachers to model negotiating, wellbeing, communication skills, and to draw from our wellbeing kete knowledge to keep balanced and to have the ability to flourish.

Teaching Spaces

Last year we had a classroom challenge where I asked teachers to show and tell about their teaching spaces. The aim behind this was to make our key concepts more visual for our students and for us, a reminder to use Health Education terminology more and make connections between underlying concepts (for example).

This year at Lincoln High School the department have tidied and added again. Along with the classroom walls displaying the underlying concepts, the whiteboard now has clear visuals of the concepts so we can give greater clarity to students what we are exploring. It is deliberately placed there so when working towards these during class time it is visual alongside the aim of the lesson.

Please get in touch and let us know what is happening in your classroom space!



Kaiarahi News - Term 1 - 2019 Continued....

Pornography with Maree Crabbe - "It's time we talked"

In November 2018, I attended a workshop around Pornography – "Its time we talked". In March 2019, a cluster of secondary schools organised for the same workshop to take place in Christchurch (St Andrew's College, Rangi Ruru Girls' School, St Margaret's College and Christ's College). After discussion with a representative from this group NZHEA managed to secure five seats for NZHEA members to attend. NZHEA and the teachers who went very much appreciated the opportunity.

The aim of the workshop was to give those attending a better understanding of pornography's prevalence and nature, analyse pornography's influence, and to explore ways to address pornography and the effects on our young people.

Considerations arising from the workshop:

Whose role in the school is it to inform or involve the community around this topic? Does this lie within Health Education, or pastoral care?

It doesn't just have to lie with Health Education although we can see the connections clearly. I guess the answer to this is to 'be clear', around what and why you are consulting. Whoever and wherever the responsibility lies within your school make sure the communication is expressed clearly and well done. If you need further help with consultation with your community or looking to involve pornography into your programmes then the following documents available on our website might help guide you:

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

Can pornography sit in pockets across the school curriculum? Where would it best fit for my school community, where does the conversation start? Which Health Education levels? Who? How?

It is important that teachers are planned and as with any programme students have the "heads up" about what the future teaching is going to involve. Embarking on a conversation around pornography could be started under several topics. For example: Body image, sexual health, pleasure, gender, relationships and negotiating consent.

Important positive messages to advocate through our programmes could be:

- To remember when teaching, be inclusive to all sexualities and to the point that everyone likes different things.
- Healthy relationships regardless of orientation should be based on qualities of trust, respect, honesty etc and when compared to porn relationships (based more on power imbalances) they are not based around these signs of a healthy relationship.
- Negotiating consent regardless of orientation – that it is not sexy to be doing something that you know your partner is not really into.

Kaiarahi News - Term 1 - 2019 Continued...

The most surprising fact that teachers took away from the workshops is how prevalent porn is. For example, 71% of students are viewing porn unintentionally, initially; 1 in 10 New Zealanders become regular porn viewers by the age of 14, and porn is being viewed by 1 in 4 before the age of 12.

From this we can see that that it is important for the conversation to be had. Not only in a safe environment of a classroom but also from home, and in family relationships. Health Education naturally supports our tamariki and rangitahi in navigating around problems. Since porn seems to be highly available or visual then it is important that we integrate this into our programmes. Raising the awareness of it, and the impacts it can have could help change the negative and stereotypical ideas that our youth are building around sexuality and sex.

Maybe pose the question to your school: "Are we giving time to important issues that need to be tackled?" Having a school-wide approach on education for these issues, not isolating it to just the 'Health Education' department may help. How can we all work together (school, whānau, community) to address the arising issues? How do schools help support or educate home to broach the topic with their children?

Shared Google Drive

The Team Drive that Vanessa Taylor from Palmerston North Girls' High School set up is proving quite popular. To help keep this orderly can we ensure that we all remind ourselves of the usage guidelines. As membership of the group grows towards its limit, it would be useful if you have a department Gmail account, rather than each department member having individual access. Please let us know if we can consolidate members in this way.

I have been trying to keep a database of all the great supporting documents, clips, posters etc that are posted on the NZHEA Secondary Facebook group. My intention is to format a 2019 running record so we can go back and reflect and build on resources.

This will be stored under the tab Kaiārahi in the Team Drive. There is a 2018 document and now a 2019 which I will continue to update throughout the year. I have had lots of comments about how positive our Facebook group is and how lucky we are to have a supportive community. So thank you to each and everyone who posts.

Contact me if you need to have a korero, have a question or need confirmation.

kaiarahi@healtheducation.org.nz

Debbie Jones

InsideOUT

KŌARO – TATŪ KI ROTO, TATŪ KI WAHO

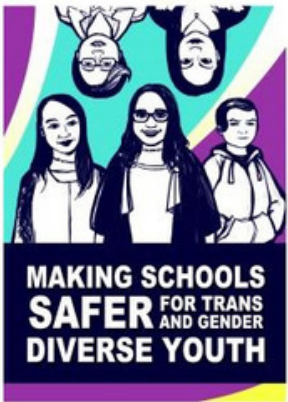
InsideOUT are a national charity with the vision for all young people of minority sexualities, genders and sex characteristics to have a sense of safety and belonging in their schools and communities. They can provide resources, advice and staff training for schools around rainbow/LGBTQIA+ issues. Contact them at: hello@insideout.org.nz or 0273314507



Starting and Strengthening Rainbow Diversity Groups

<http://insideout.org.nz/starting-and-strengthening-rainbow-diversity-groups/>

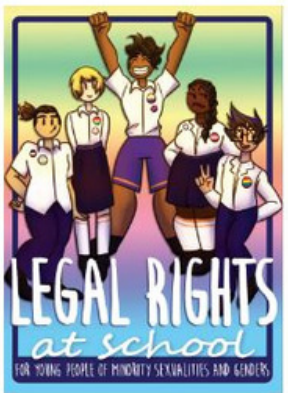
This resource is aimed at students who have or would like to start a rainbow diversity group or queer straight alliance in their school. The resource contains information such as how to start a group, what to do in your group, facilitation tips, information for staff, examples of other groups and lots more.



Making Schools Safer for Trans and Gender Diverse Students

<http://insideout.org.nz/trans-resource/>

This resource is aimed at providing tools and information to schools to create safer and more inclusive environments for their trans and gender diverse students. While aimed at schools, we believe the resource will be useful for anyone working with trans and gender diverse young people.



Legal Rights at School: For Young People of Minority Sexualities and Genders

<http://insideout.org.nz/legal-rights-at-school/>

Young people of sexual and gender minorities often experience discrimination at school, which can take many different forms. This resource aims to give you an overview of your legal rights at school, covering both issues that might affect an individual, and a queer straight alliance/rainbow diversity group.



More Than Four

<http://insideout.org.nz/more-than-four/>

More Than Four is a video resource from InsideOUT, exploring the identities and experiences of and beyond 'LGBT' identities. We interviewed over 30 members of the rainbow community to create a series of short videos speaking explore the experiences of people who are asexual, aromantic, intersex, non-binary, bisexual, pansexual, transgender, takatāpui, fa'afafine, akava'ine, queer parents and people who identify as both Māori, Pasifika or Asian and queer.

More Than Four has been created as a free resource to be used in a range of ways. This could include holding a screening event, using the videos in sexuality and gender diversity training, using them in classrooms, using them in queer straight alliance/rainbow diversity group meetings, sharing on social media and much more!

More Than Four can be viewed via our Youtube Playlist (https://www.youtube.com/playlist?list=PL4lyxUW1_5XNS-3tgA3dw3LpYNUzxTmvk) or you can find each individual video on our Youtube and Facebook pages.

Supporting LGBTQIA+ students

<https://www.inclusive.tki.org.nz/guides/supporting-lgbtiqa-students/>

A guide created by the Ministry of Education which provides strategies and suggestions for supporting the inclusion and wellbeing of students who identify as sex, gender, or sexuality diverse. The strategies in this guide encompass a variety of initiatives, from school policies and guidelines, to learning experiences that acknowledge, value, and respect the diversity that exists within the school community.

Inside Out Video Resource

<https://insideout.ry.org.nz/>

Inside Out is a set of freely available video-based teaching resources which meet key NZ Curriculum and Health Curriculum objectives, including positive relating to others, fostering healthy communities, critical thinking, participating and contributing, sexual health and development, interpersonal skills and attitudes, stereotypes and managing self.

SPARK CRITICAL CONVERSATIONS WITH YOUNG PEOPLE

**PY
BC**

**PLAY YOUR
BEST CARD**

***Play Your Best Card* is for teachers and youth facilitators who want to inspire teens' critical thinking and encourage them to have conversations about challenges that are going on for them right now, or that they might encounter in the future.**

This novel team-based card game supports young people to discuss challenges and what to do in a range of different scenarios, and raises awareness of youth organisations that they can contact when they need help.

After playing the game, ask your students to complete the survey at <http://bit.ly/PlayYourBestCard>. We want to know what they think of the resource, whether or not it has enabled them to have conversations, solve problems, or know (more) about the services they can reach out to. And we want to hear their suggestions for changes to the cards.

Find out what *Play Your Best Card* is all about at hpa.org.nz/pybc



This year New Zealand registered teachers of health education, who are employed in a New Zealand secondary school, are eligible to order their own copy of *Play Your Best Card* through their Head of Department Health Education (or equivalent). See the ordering details at hpa.org.nz/pybc