

RESILIENCE
INTERPERSONAL SKILLS
IDENTITY
STRESS MANAGEMENT
WELLBEING
FRIENDSHIP
HEALTH PROMOTION
SOCIAL AND EMOTIONAL LEARNING

Mental health education and hauora:

Teaching interpersonal skills,
resilience, and wellbeing

KATIE FITZPATRICK,
KAT WELLS, GILLIAN TASKER,
MELINDA WEBBER,
AND RACHEL RIEDEL


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In addition to the applied aspect of her research, Rachel also contributes to the theoretical understanding of the impact that meaning and purpose have on adolescent and adult engagement in education.

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INTRODUCTION

E ngā kaiako o te motu, e ngā pou o te ako, e ngā pūtake o te mārama, e ngā mana o te iwi, tenei tā mātou mihi atu kia koutou. Ānei te kāhui kaituhi e whāriki atu nei i mua i te aroaro o te hunga mātauranga. Hopukina mai, wānangatia, kōrerotia, me whakamahingia. Nā reira, huri noa i te motu, tēnā koutou katoa.

To the teachers of this land, the pillars of learning and teaching, the initiators of understanding, the pride of the people—this is an acknowledgement of you. Here is our thinking laid out for all educators to use—seize it, learn it, discuss it, and use it as you see fit.

Aotearoa—many greetings to you all.

Background

The mental health of young people is important for the wellbeing of communities. In current times, however, some young people seem to be experiencing increased mental health issues as they grapple with ever more complex social, cultural, and environmental conditions (Bor, Dean, Najman, & Hayatbakhsh, 2014; Pashang, Khanlou, & Clarke, 2018). There is evidence that learning about mental health, and developing strategies for mental health, can have a positive protective impact on wellbeing (Taylor, Oberle, Durlak, & Weissberg, 2017).

There is provision for teaching about mental health within the *New Zealand Curriculum* (Ministry of Education, 2007) but anecdotal evidence and news reports suggest this is not currently being realised in programmes. Mental health is a key area of learning in the Health and Physical Education learning area of the *New Zealand Curriculum* and recent youth health research suggests that such learning is urgently needed (Clark et al., 2014). This is not to suggest that schools alone can “solve” mental health issues, but the schooling environment, and what young people learn, can make a big difference.

This resource is for use with all students in Years 7–11 in New Zealand schools. It may also be useful for senior students. It is a collaborative project, supported by NZCER and the New Zealand National Commission for UNESCO through a Beeby Fellowship. It aims to engage students in learning about mental health, and it links specifically with achievement objectives in health education (within the *New Zealand Curriculum*). Good teaching resources that align with the *New Zealand Curriculum* are vital, as are dedicated health education timetabling and educated teachers who are able to access ongoing and subject-specific professional learning and development.

International research shows that New Zealand has significantly higher rates of bullying behaviour and youth suicide than other countries (see, for example, Gluckman, 2017; Martin, Mullis, & Foy, 2008). In the most recent (2012) iteration of the Youth2000 survey series (a youth health survey of over 8,500 New Zealanders aged 13–18), mental health was a key concern (Clark et al., 2013). The survey reported that:

- 9% of boys and 16% of girls showed signs of depression
- 18% of boys and 29% of girls engaged in deliberate self-harm
- 10% of boys and 21% of girls admitted having suicidal thoughts.

The Youth2000 research findings identified that “bullying ... [and] significant depressive symptoms ... [are] significant problems for New Zealand youth” (Clark et al., 2013, p. 5). While it is not the express purpose of schools alone to address these societal health issues, learning in health education can help young people to develop the skills and knowledge to support themselves and others in developing knowledge about resilience, hauora, and positive emotional and mental wellbeing. Health education can enhance social connectedness at school (Bond et al., 2007) and is the only subject that explicitly addresses health and wellbeing. This resource provides a wide range of content and activities to enable teachers to implement meaningful, ongoing mental health education programmes with students in Years 7–11. Ideally, such programmes will be a part of health education and given dedicated time in the school timetable.

Research basis

While this resource has a strong focus on practical application, it is underpinned by research from the fields of health education, mental health, positive psychology, wellbeing education, and critical studies in education. This combination is important because mental health is not only an individual concern, but also a social and political concern. Issues such as bullying, for example, affect individuals but are also linked to wider cultures of exclusion such as sexism, racism, fatism, and homophobia. Helping an individual student develop skills (such as assertive communication) might help, but if the wider school environment is promoting discrimination, then wider cultures also need to be addressed. Thus this resource spans the field of mental health including learning and strategies for individuals, as well as interpersonal skills, group strategies, and community social action.

Learning in health education can help young people to develop the skills and knowledge to support themselves and others in developing resilience, interpersonal skills, and positive emotional and mental wellbeing.

It is important that mental health education is primarily educative. This means that the focus is on learning, rather than trying to “fix” specific health issues or behaviours. The reason for this focus is that health issues are always a complex combination of social, political, biological, and contextual factors (Marmot & Wilkinson, 2005). The key focus of health education should be *learning about health*, rather than education for health (Fitzpatrick & Tinning, 2014a). Learning about health can, of course, impact health outcomes, but learning is the central aim, and focus of assessment and evaluation.

Mental health education encompasses a wide range of content including learning about identity, wellbeing, interpersonal skills, social and emotional learning, resilience, mana, and understanding how social hierarchies and power relations impact individuals and communities. Topics such as mindfulness, positive psychology, and wellbeing education are also included, but placed within social and political contexts.

Debates in the field of health education

The field of health education internationally is somewhat divided over definitions of health education and health promotion, and these are frequently collapsed or confused (Fitzpatrick & Tinning, 2014a). Outside of the education sector, the term “health education” often refers to the kinds of communications practice medical professionals employ to “educate” patients and is thus often associated with biomedical approaches (Whitehead, 2003). In relation to schools, however, health education is a dedicated topic of study and is usually juxtaposed with health promotion as being concerned primarily with education and learning (rather than behaviour change). In New Zealand, health education in schools occurs in curriculum time, while health promotion tends to involve different approaches to community health issues (alcohol and drug use, mental health, driving behaviours, etc.). Health education is much broader and explicitly values learning about health in all its complexity. The purpose of health education is not to change behaviour but to engage young people in the study of health. This is an important distinction because it aligns with the key competencies and achievement objectives of the *New Zealand Curriculum*.

Health promotion is also a topic of study within health education, and young people can use and evaluate health promotion strategies within their schools and communities; young people may, for example, use health promotion processes for learning and aim to impact problematic cultures, policies,

and practices. New Zealand is uniquely placed internationally in that health education is named as a subject area in national curriculum documents, and is recognised as a credentialed subject in senior high school under the National Certificates of Educational Achievement (NCEA). The approach to health education in New Zealand has several defining features:

- a sociocultural foundation that takes into account the determinants of health and a holistic approach to wellbeing
- learning based on the concept of hauora, which incorporates a Māori view of holistic wellbeing
- an educative approach to health education that centralises learning; the right to knowledge of health contexts, issues, and theories is upheld
- a critical approach to health that questions moralism, power hierarchies, and health inequities
- a focus on studying a diverse range of health issues including mental health, sexuality education, drug and alcohol education, and food and nutrition.

This approach requires schools to have well-planned, long-term programmes in place that align with the *New Zealand Curriculum* and are scaffolded in terms of the learning at each year and level. Singular interventions and one-off programmes do not address the depth and breadth of learning required to address curriculum aims.

Social and emotional learning

Social and emotional learning is an area of research that explores how schools can help young people develop social and emotional competencies, and also address school-wide cultures (Frydenberg, Martin, & Collie, 2017). The overall aim of this work is “on short- and long-term student outcomes such as ... reduced emotional distress, increased academic performance, increased rates of high school completion, improved mental health, and more engaged citizenship” (p. 3). This area of research focuses on both classroom-level approaches as well as family, community, and school-wide environments (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). Space here doesn't allow us to go into detail about social and emotional learning but this resource certainly aligns with some of the work in that field. Health education, however, also goes beyond the learning of specific skills or behaviours, and incorporates reflection, critique, and the study of social and emotional contexts, and other health issues.

What about positive psychology and mindfulness?

Positive psychology is a strengths-based approach to mental health that shifts the focus from skill development to the growth of human capacity (Norrish & Vella-Brodrick, 2009). Mental health and wellbeing education that draws upon positive psychology aims to educate students on the skills associated with enabling factors of flourishing established by Seligman (2011). Teachers can use these factors in a variety of ways, including examining gratitude, positive emotion, and developing a growth mindset (Froh, Kashdan, Ozimkowski, & Miller, 2009; Froh, Sefick, & Emmons, 2008). While positive psychology and mindfulness strategies can be very useful, if these are implemented in isolation they ignore how wider social and political contexts impact health. We draw on such strategies in this resource in combination with addressing wider social contexts and more complex notions of identity.

Thinking about health equity

There is extensive international research in the area of health equity. As a field, this research explores why some populations and individuals are disproportionately healthier than others. Underpinning this research is an understanding that the interrelationships between individuals, cultures, and environments are imperative to any attempt to explain or impact health inequalities. Public health scholars have sought to understand health inequalities in many different ways. In order to get beyond the limits of individualistic analyses, the determinants of health—especially social determinants—have been widely explored (for example, Davidson, 2014; Marmot & Wilkinson, 2005; Solar & Irwin, 2010). Singh-Manoux and Marmot (2005) take this one step further, contending that “cultural, behavioural, structural and material explanations of social inequalities need to be integrated in order to understand the social determinants of health” (p. 2130). The issue in health equity is actually the fact that societies are unequal. Wilkinson and Marmot (2003, p. 10) note that: “People further down the social ladder usually run at least twice the risk of serious illness and premature death as those near the top.” They point out, however, that:

Nor are the effects confined to the poor: the social gradient in health runs right across society, so that even among middle-class office workers, lower ranking staff suffer much more disease and earlier death than higher ranking staff. (p. 10)

This means that how people fare in society in comparison to others matters. If everyone has similar resources and access to healthcare, then health outcomes are likely to be similar at a population level; however, if access is uneven and the society is highly stratified, then there will be unequal outcomes. This all makes good sense, but the key factor (and the interesting thing) here is that social hierarchies make a difference. Those with less status and less power are more likely to have worse health. This is the key reason we need an educative approach to mental health that takes on a critical perspective.

A critical approach to mental health education

A critical approach to mental health education includes attention to social issues such as gender and sexual inequalities, racism, ableism, discrimination, bullying, and so forth. Research suggests, for example, that young people who identify as lesbian, gay, bisexual, trans, queer, or intersex (LGBTQI) are more likely to experience bullying and discrimination at school (Clark et al., 2013). This, of course, impacts mental health. Critical approaches to mental health education include the study of, for example, gender inequalities, racism, homophobia, and sexism. These might begin by studying identities and discrimination. While positive psychology can be individually helpful, it does not address these wider social issues, nor does it enable students to act to contest cultures of exclusion in schools. We suggest that a truly educative approach to mental health education includes both a focus on individual health and wellbeing and the study of social inequalities. It also includes enabling students (and teachers) to take action against injustice.

Aims of the resource

This resource aims to enhance learning in four broad areas to enable students to develop knowledge, understandings, and skills in the areas of:

- personal identity and wellbeing
- communication and relationships with others
- social issues and social justice (especially against discrimination and exclusion)
- health promotion and action.

This book is designed to be used at multiple year and curriculum levels. We envisage it being most useful for students in Years 7–11 health education (but it can be used with students at higher levels as well). We have included some notes throughout about how you might extend activities for senior secondary students, or approaches you might use with students at lower levels. The knowledge and skills in this resource will, however, be useful for all students (and for adults too). It is up to individual teachers to decide how they might adapt, apply, and use the activities and ideas in this book. For this reason, we have not specified particular achievement objectives for each activity (links will depend on how you use the ideas and what topics you focus on). For planning purposes, we have provided a matrix showing links with the *New Zealand Curriculum* (in the section titled: Designing a mental health education programme: Achievement objectives from the *New Zealand Curriculum*, see page 17). We have also added specific achievement objectives at the beginning of each section.

The resource is most likely to be relevant for teaching the following health education topics:

- personal identity and enhancing self-worth
- stress management
- friendships, relationships, and communication
- effects of discrimination and stereotyping on mental health
- support of self and others during times of difficulty
- equity issues that support the mental health of others and society
- help-seeking
- drug education and alcohol education (for example, the content on assertive communication, decision making, personal values)
- leadership and effective communication.

This book is an excellent resource for teachers wanting to teach about resilience, mental health, interpersonal skills, and wellbeing. It does not, however, address all aspects of mental health education and other resources will be needed for comprehensive programmes (for example, additional learning in the area of grief, loss, and change may require further resources—see more suggested resources further below and throughout the book). This resource has a strong educational and pedagogical framing and is focused on learning. It may help students gain the skills to manage stress, communicate effectively, reflect on their needs and wellbeing, and develop resilience, stress management tools, and anti-bullying strategies.

It is our hope that this resource will enhance youth capabilities to understand different cultural perspectives and approaches to mental health, as well as specifically developing skills to enhance resilience, social cohesion, and social justice. The resource development has included consultation and trialling with teachers working with Pasifika, Māori, Asian, and Pākehā New Zealand youth (and those

from other ethnicities). As a result of this process, the resource aims to engage with the diversity of young people in New Zealand schools.

Defining mental health education

Mental health education is primarily about learning, rather than about “solving” mental health or public health issues. However, learning about mental health and developing skills for mental health will likely have positive effects for individuals. This resource aims to give students (and teachers) knowledge, skills, and strategies for their own mental health, but it also acknowledges that mental health is located in social, political, and historical contexts that are often completely out of the control of individuals. Issues such as gender and sexism, homophobia, racism, abuse, poverty, and social class status are inextricably intertwined with mental health (and health of all kinds). Nutbeam (2000, p. 260) notes that “Health status is influenced by individual characteristics and behavioural patterns (lifestyles) but continues to be significantly determined by the different social, economic and environmental circumstances of individuals and populations.”

This statement about mental health education, from the document *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999), is still relevant. It stated that, in mental health education:

students will have opportunities to explore the ways in which the physical, mental and emotional, social, and spiritual dimensions of hauora contribute to mental health. Students will examine social, cultural, economic, and environmental factors that influence people’s mental health, including the effects of media messages. Students will use critical-thinking and problem-solving skills to develop strategies and safety procedures for avoiding, minimising, or managing risk situations. (p. 36)

This resource is underpinned by the underlying concepts in the health and physical education learning area of the *New Zealand Curriculum* (Ministry of Education, 2007). These are:

- hauora
- a socio-ecological perspective
- attitudes and values
- health promotion.

A note on hauora

In the health and physical education learning area, the concept of hauora is represented by Mason Durie’s Te Whare Tapa Whā Model,¹ which incorporates taha tinana (physical), taha hinengaro (mental and emotional), taha wairua (spiritual), and taha whānau (social) aspects of wellbeing. This entire resource connects with the kaupapa of this articulation by enabling students and teachers to explore and learn about wellbeing in the context of mental health. The sections and activities in this resource

¹ <http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Well-being-hauora>

explore personal identity, social relationships, and interpersonal skills, and take a holistic approach to wellbeing. In this sense, the whole resource helps young people to explore hauora.

A note on the socio-ecological perspective

The socio-ecological perspective is an essential part of this curriculum. Using the socio-ecological perspective enables students to become aware of the interdependence and interrelationships that exist between themselves, others, and society. They are then able to understand how broader physical, social, political, economic, ethical, and cultural contexts and histories influence the ways in which they (and other people) make meaning out of their observations and experiences.

A socio-ecological perspective helps students to recognise that competing interests, power relationships, and access to resources may influence the ability of individuals, communities, and nations to achieve wellbeing. Studies that use this perspective can encourage self-reflection and critical thinking and can lead to positive action.

Protecting students' wellbeing and offering pastoral care

Health education should “do no harm”. Health education deals with sensitive topics. It is important for teachers to be prepared and consider how they might create safe classroom discussion spaces, or follow up with pathways for pastoral care in the event that topics trigger upsetting memories or a disclosure about mental health or abuse. Schools should have policies and processes in place to deal with disclosures and provide support for students who need it. It is strongly recommended that teachers connect with school counsellors and nurses when planning and teaching about mental health, and make links between classroom learning and health services. The Education Review Office (ERO) (2016) resource *Wellbeing for Success* will be useful in this regard: see <http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>

Online resources for schools are also listed on the ERO website here:

<http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/online-resources-for-schools/#guidelines-for-mentally-healthy-schools>

How to use this resource

There are many different ways to use this resource. We suggest the following contexts:

- **Mental health education as part of health education classes in Years 7–11:** At these levels, health education should ideally be timetabled at least two lessons per week (or per timetable cycle). This resource will also be useful for learning about communication, leadership, self-awareness, and identity, and for developing personal and interpersonal skills.
- **Student groups:** Student groups conducting leadership and activism in their schools (such as feminist groups, queer groups, peer sexuality support groups, equity groups, and peace groups) might also find the suggestions in the health promotion section useful.
- **NCEA health education:** Activities, content, and the Further resources sections will be helpful for students studying health education in NCEA at Levels 1, 2, 3 and content will also be useful for

students studying physical education and outdoor education (especially content on wellbeing and interpersonal skills).

- **Workshops with senior students:** Many schools provide mental health workshops for students in Years 12 and 13. The content in this book can be used for such workshops.
- **Workshops with staff:** It is easy to forget that teachers also need help developing positive mental health strategies. Activities and content in this resource can also be used with teachers.

How you employ the topics and activities in this resource will depend on your knowledge of community and student learning needs, consultation with students and community, what your learning aims are, what focus you are taking, and what curriculum areas you are drawing on. For this reason, we have made this resource as applied as possible, so that it can suit various units of work, inquiries, and projects.

Here are a few ideas of how to begin:

- **Begin with the curriculum learning areas:** This is useful if you're teaching health education and are looking for ideas about how to approach the Health and Physical Education learning area strand on Relationships with Other People and the key area of Learning in Mental Health.
- **Begin with the curriculum key competencies:** If you are planning to focus learning on managing self, relating to others, and participating and contributing then this resource has a lot of ideas and activities to help structure programmes.
- **Begin with a topic related to a current issue:** For example, you might notice that students you're working with are experiencing a lot of stress and you decide that mindfulness would be useful to study.
- **Inquiry learning and impact projects:** Students may have identified health issues in the school that they want to conduct an inquiry around. There are lots of ideas for processes and approaches in Section 4: Health promotion, and ideas throughout that will help students build knowledge and skills to conduct an inquiry (and/or an action).
- **Use the resource in the order it is presented:** This is useful if you are keen to work with your students in the area of mental health education (the key area of learning in the Health and Physical Education learning area) but you're not sure where to begin. Start by working through the opening sections of the resource on identity, then move to interpersonal skills and wellbeing. As a result of this learning, students might identify areas of the school, class, or community that they would like to impact. You can use ideas and processes from the Health promotion section to guide learning and action.

What order should I do the activities in?

- There is a logical sequence to how the resource is structured in terms of sections and topics. You can begin from any section, but some activities require prior learning (this is noted throughout).
- Take time to identify your students' learning needs carefully before selecting activities for your programme.
- It's important to note that the activities are not a definitive list. As needs change or new learning needs emerge, further activities or extensions of these activities can be built into your programme.

Getting the environment right

The most effective learning takes place in a positive learning environment. Dickinson, Neilson, and Agee (2004) note that:

Resiliency research has shown that protective factors such as caring relationships within the family and school, access to adults who care and are available, experiencing a sense of belonging and connectedness, being treated respectfully and fairly, being able to contribute and being needed, achieving at school and self-esteem can and do contribute to positive mental health outcomes. (p. 34)

New research shows that the classroom environment makes a big difference to how able students are to learn. The brain (and body) are alert to perceptions of threat, if students perceive the classroom as an unwelcoming or unsafe environment, then the “fight or flight” response can be triggered. This response also shuts down the parts of the brain that allow people to think clearly. If students feel uncomfortable or unsafe in the classroom, then they are less likely to be able to concentrate on tasks, to be open to new learning, or to achieve (Bowen & Watson, 2017). If students feel that they are listened to, respected, valued, and affirmed, then they will be more open and able to learn.

The physical environment should be considered and it can be helpful to have space for students to move around freely (for some activities, chairs and other furniture can be moved to create a clear space) and be as comfortable and private as possible. Large spaces with large numbers of students are not ideal. Students should feel safe to engage in small groups and have meaningful conversations, and physical environments should support this.

The whole school environment should also support and enhance the effectiveness of your programme. In discussing values, the *New Zealand Curriculum* states that:

Through their learning experiences, students will develop their ability to:

- express their own values
- explore, with empathy, the values of others
- critically analyse values and actions based on them
- discuss disagreements that arise from differences in values and negotiate solutions
- make ethical decisions and act on them. (Ministry of Education, 2007, p. 10)

Engaging young people in learning

Building self-worth and mana is about helping students to develop confidence and achieve their full potential. It is important that students are able to express their identities and have these affirmed. Since your attitudes and values (as the teacher) are continuously conveyed to students by your actions—particularly your interactions with others—the most powerful influence in your programme is probably your own attitude.

In a mental health education programme, effective teachers:

- are aware of school policies and processes for supporting themselves and students
- affirm students’ ethnicities, languages, and cultural backgrounds
- affirm students’ gender and sexual identities (including using their preferred names—with correct pronunciation—and pronouns), avoiding dividing groups by perceived gender etc.

- establish democratic classrooms and listen openly to young people's views
- are aware of their strengths and weaknesses and encourage students to develop their strengths and address their weaknesses, even if this involves taking personal risks
- confront sexist, racist, homophobic, transphobic, ableist, or other discriminatory attitudes in themselves, and also in students, the school, the media, and society
- express their own feelings honestly and openly, and acknowledge other people's feelings appropriately and sensitively
- behave assertively, and expect others to do the same
- help students to feel they are respected, cared for, and trusted
- discuss and negotiate class guidelines/tikanga and hold others accountable for these
- adapt teaching materials and approaches to better meet their students' needs
- believe what they are doing is worthwhile, and help students to believe this too
- involve students in setting achievable goals, and help them to monitor their progress
- have expectations that are hopeful, appropriate, and open to change
- challenge stigmas around mental health and difference.

Most significant of all is the learning environment in your classroom. Do all you can to encourage students to be fully aware of their own needs and feelings, and to interact with others openly and honestly. In particular, try to be reflective of actions and attitudes that could limit or restrict learning (a negative, or "hidden" curriculum, as well as unconscious bias). Try to ensure that all students receive equal amounts of your time, attention, and praise and ensure that homophobic, transphobic, fatphobic, sexist, and racist comments are not welcome (and are actively challenged).

Provide a suitable environment and establish clear parameters for your class by establishing guidelines/tikanga before you begin your programme (see below).

It can help to use warm-ups at the beginning of a session to help people to relax and feel less awkward with one another. Warm-ups are most effective when they are used to help access students' prior knowledge and create a relaxed and open atmosphere. Suggested warm-ups are included with some of the activities (and see Section 5).

Establishing guidelines/tikanga

The activities described in this book work best in a safe, supportive atmosphere where both the teacher and the students share the responsibility for the learning that occurs in the classroom. It is important to collaboratively set guidelines/tikanga for the classroom with the students (Pepler & Craig, 2014) at the start of the year so these can be built on as the year progresses. This is a group-building exercise where the teacher facilitates the students to decide what the guidelines/tikanga should be. There are many ways to do this. Two examples are described below.

1 Making a korowai

- Divide the class into groups, and ask each group to brainstorm ways in which people can help to create an environment where others feel safe emotionally and physically, and people can trust one another.
- Ask the groups to write each point on a separate piece of paper shaped like a feather.

- When everyone is ready, begin to collate the rules on to a large sheet of paper, woven flax, or fabric, shaped like a cloak headed “Our Korowai”. Discuss with the class that the korowai is generally woven or made from traditional materials such as flax and feathers. It is worn as a mantle of prestige and honour. State that the korowai is being used in this activity as a collective metaphor for safe, respectful, and inclusive agreement about the way we have collectively decided to work together.
- Have groups take turns to contribute a suggestion and explain why it is important. As it is presented, discuss each suggestion to clarify the idea further and develop class consensus. When everyone is in agreement, have the group attach its suggestion to the korowai (be prepared to adjust the wording if necessary for consensus).
- Repeat the process until all groups have had a turn, and all the suggestions are recorded or attached to the korowai. Emphasise that, through this activity, everyone (including the teacher) makes a commitment to abide by these.
- Display the korowai prominently and direct attention back to it from time to time to reinforce a sense of commitment to the guidelines/tikanga.

2 Using an inquiry approach with the class

Developing a vision

- What will make our class a positive place to learn? (physical and emotional safety)
- What kinds of things stop us from learning in our class? (barriers to learning)
- What kinds of behaviours need to happen in our classroom to make it the best learning place it can be? (enablers for learning)
- What would the classroom look like, feel like, and sound like if it met our vision?

Planning for action

- What actions do we need to take to make our vision happen?
- How can we ensure we maintain our vision? (Whose responsibility is it? How can we support each other?)

Taking action

- Putting our plan into action.

Reflecting

- Checking it out—how is it going?
- Are we achieving our vision?
- Do we need to make any changes?

Whatever strategy is used, discussion and consensus about how students will monitor the guidelines is important. Every so often the teacher should consult with the class about how their guidelines are going. Do they want to add any new ones or remove some of the existing ones? This review process is very important as there will be changes in relationships and classroom dynamics as the year progresses. Using “circle time” or “post box” may be a useful way of ensuring everyone has input into any changes.

This resource contains other ideas about establishing guidelines, as well as lesson resources for Years 9/10 teachers on hauora and feelings:

Mental Health Foundation of New Zealand. (2009). *Mental health matters: A health education resource for junior secondary school*. Wellington: Mental Health Foundation.

Designing a health education programme: Community consultation and needs assessment

Community consultation on each school's health curriculum is required every 2 years.

The Ministry of Education document *Sexuality education: A guide for principals, boards of trustees and teachers* (2015) provides useful guidance on consultation, specifically (taken from p. 34):

Consultation:

- has no universal requirements as to form or duration (the Education Act 1989 [as amended in 2001])
- allows the board of trustees to adopt any method of consultation that it considers will best achieve the purposes outlined in Section 60B of the Act
- involves providing a draft statement so that those being consulted know what is being proposed
- must provide a reasonable period of time for people to respond
- requires that the process is seen to be undertaken in good faith, with a genuine willingness to take account of feedback received
- does not necessarily involve negotiation
- does not require that there be agreement
- requires more than just a notification of what is to happen.

Parent–teacher associations, college associations, whānau, hapū, iwi, and aiga support groups, church groups, home and school committees, and parent/caregiver groups at local early childhood centres are some important sources of community opinion.

In any consultation it is important to not assume that the school is the best venue to hold the meeting.

Students should be consulted as part of the formal process.

Programmes in action: Pedagogies for mental health education

Quality pedagogy for mental health education

Quality pedagogy for mental health education is at the heart of achieving quality education. It is about the teaching and learning processes needed to bring about improvement in student achievement. While social, cultural, structural, and political factors can influence opportunities to learn, research has identified factors fundamental to the learning process that are consistent across all ages and cultures.

Pedagogies that foster inclusion, agency, and social connection can also contribute to mental wellbeing.

Core quality pedagogy factors include:

1 Culturally responsive pedagogies and teaching for social justice and inclusion

Research suggests that many young people in New Zealand schools experience exclusion, marginalisation, and unconscious bias. This is especially the case for Māori (Bishop & Berryman, 2006; Bishop, Shields, & Mazawi, 2005), Pasifika, and young people who identify as lesbian, gay, bisexual, trans, queer, or intersex (LGBTQI) (Clark et al., 2014; Quinlivan, 2015). Employing culturally responsive approaches, making meaningful connections, and listening to students are all important strategies. Teachers also need to work to identify their own unconscious bias and challenge cultures of exclusion (including policies and practices). Resources that can support this work include:

- Sexuality Education: A Guide for Principals, Boards of Trustees and Teachers (Ministry of Education, 2015)
- Te Kotahitanga project: <http://tekotahitanga.tki.org.nz/>
- Ka Hikitia: <https://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/>

2 Learning is a social process

Evidence over many decades has shown that one way knowledge is created is by participating in learning situations with people who can share expertise and build knowledge and skills together. A social constructivist approach suggests learning is actively constructed through social negotiation with others and is shaped by the context in which it is situated. Learning and teaching approaches built on this understanding will enhance student achievement and provide opportunities to promote positive mental health. Talking about ideas and sharing ideas with others is an essential part of building understandings.

Research has also identified that teacher–student and student–student relations are much more influential in learning than has traditionally been acknowledged (Hattie, 2003). Effective teachers “know” their students (their backgrounds and culture, their strengths, their challenges, and their interests) and have the skills to create a positive classroom environment. Teachers engage in an ongoing process of maintaining relationships in a classroom learning community by:

- encouraging a culture of listening critically to one another, responding positively and constructively, asking questions, and appreciating the different strengths, experiences, and skills of their peers
- setting up opportunities for pair-sharing and group work that support students to also learn effective ways of listening and relating to others, and working with a range of peers
- encouraging students to take risks and understand that wrong answers can assist learning just as effectively as right answers
- providing opportunities for students to be leaders in the classroom and to take responsibility for their choices
- encouraging students to be creative and curious about the subject matter
- building moments of fun and excitement into lessons.

(See the exercise “Groups and group building—co-operative learning” on page 20)

3 The importance of prior knowledge

Prior knowledge can also be called “existing ideas”. Learners bring with them attitudes, values, beliefs, and knowledge from what they have experienced so far in their lives. Each learner has a different set of life experiences, which means that learning is a very personal process. As they engage with new ideas and experiences, their learning is influenced both by their prior knowledge and by their classroom experiences. Effective teachers understand that it is a student's prior knowledge that has the most powerful influence on what they learn (Nuthall, 2007). This is because students need to be able to link or integrate new learning with what they already understand if it is to make sense and be retained in the long-term memory. In the linking process, prior knowledge may be reinforced, changed, or replaced.

The *New Zealand Curriculum* acknowledges that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship (Ministry of Education, 2007, p. 34).

4 Learning intentions

Learning intentions are statements that describe what learners will know or be able to do as a result of a learning activity. Learning intentions are ideally shared with students and broken down into success criteria that help them know exactly what is expected of them. Achievement should be measured against learning intentions using success criteria as indicators for self, peer, and teacher assessment. Students can be active participants in co-constructing learning intentions and success criteria.

5 Time and opportunity to revisit information

Research shows that students need time and varied opportunities to encounter and process new information (Nuthall, 2007). Opportunities to interact with the material can be generated by the teacher, or occur through interactions with their peers, or by the student themselves through reading, researching, and trying out something new.

6 Students learn what they do

If all students do in the classroom is rote learn or look up information online, then their approach to learning will be limited. Learning how to think critically and creatively, how to co-operate, and how to build relationships with others enables the development of autonomous, independent learners who become capable citizens able to relate to those around them, and adjust to a constantly changing world.

7 Relevant and meaningful

Research also suggests that for learning/change to be meaningful it must be set in situations and cultural contexts that make sense to the learner (Bishop, 2011). Learning about skills and processes is a poor substitute for learning to do in real contexts. Knowledge and skills acquired

during relevant tasks in social and cultural contexts provide experiences to link new learning to, and are much more likely to result in lasting understandings.

8 Assessment for learning

As well as providing information about student achievement, the main purpose of assessment is to improve student learning (Black & Wiliam, 1999). Assessment can be formative or summative and involve individuals and groups. Formative assessment is ongoing throughout a unit of work and may occur several times within a lesson. This is called *assessment for learning*. Summative assessment is done at the end of the unit of work or the end of a term or year. This is called *assessment of learning*. Ongoing formative assessment improves student motivation through providing feedback for the students about their progress to date, and also feed-forward that helps them with next steps for learning (Clarke, 2003). Students can be actively engaged in assessing their own and others' work. Formative assessment also helps the teacher make decisions about their next steps in teaching. The frequent giving of quality feedback and feed-forward to students has been identified as being the most important factor in improving student achievement (Hattie, 2008). While good assessment information allows for targeted teaching, it can only serve this purpose if teachers are focused on the teaching–learning relationship and how to improve it; without this focus, assessment becomes a tool for labelling.

9 Student reflection on their learning

Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively (Alton-Lee, 2003). Reflection can be considered a form of self-assessment. It helps learning through providing time for students to process what they have been engaged in, to relate it to what they already know, and to internalise new information and skills. Reflection helps build independent learning skills by developing the ability to think critically about information and ideas, and metacognition.

10 All children and young people can learn

The “ability” of a child is not an explanation for whether or not they learn concepts in class. All students are able to learn when they are given sufficient opportunities to interact meaningfully with their school work. This has implications for teacher expectations of their learners.

The *New Zealand Curriculum* (see the section on Effective pedagogy, p. 34); can be used as a framework for planning either a unit of work, sequence of lessons, or an individual lesson (See also Table 1 on p. 23 of this resource.).

Groups and group building—co-operative learning

Co-operative learning has been shown in many reviews to improve both social and academic outcomes for students of different ages, ability levels, and in a range of subject areas (Slavin, 2010). It involves students working together in small groups to accomplish shared goals. Two key elements required for its effectiveness are group goals and individual accountability. It is also more effective and engaging when tasks are interesting and relevant to student learning and when students clearly understand how they are expected to operate. There is an expectation of a clearly defined outcome, and assessment can be of the work of the whole group as well as of an individual member's contribution.

Group work:

- encourages participation through active involvement
- can foster self-worth when everyone is able to contribute and feel valued
- improves the outcome by encouraging people to learn from each other through sharing their ideas and experiences (the sum is greater than the parts)
- helps students to work co-operatively and develop social skills to apply in other contexts
- gives students an understanding of other people's ideas and needs, especially where these are different from their own
- takes the pressure off individuals, as the group can share the responsibility for answers.

Groups are also fun. Pairs are the most non-threatening and are quick to establish. Threes create interesting dynamics, but you may need to assign roles to ensure no-one is left out. Four is a very suitable size for most group work. Larger groups are difficult to manage and some people can feel excluded in a larger group. Be aware of the dynamics of groups (there are power relations in all groups and bullying behaviours or exclusion of individuals can make group work toxic). Be aware of how things are going and address issues sensitively as they arise (there may be dynamics outside of class and in online environments that you are not aware of). Make sure you are allowing students to work in groups at times, and individually at other times. Be open for how things are going in groups and be alert for groups that are not working. You may have to work with groups for a while to figure out what is going wrong, or change groups around so that students learn to work with a range of peers. Be aware that relationships outside the classroom (including online) might affect how students act towards others in class.

Assigning groups

Assigning students to groups using a random method has several advantages:

- no-one feels “not chosen”, with consequent damage to their self-esteem
- students work with a greater variety of other people in the class
- students practise their social skills as often they work with people they would not otherwise choose.

Some ways of establishing random groups are described below. In some cases, however, you might want to assign students directly. It is often appropriate to let students choose their own groups so that they feel comfortable. (When assigning groups yourself, be aware of class dynamics and power relations between students; some groupings might not be positive or supportive.)

There are lots of ways to assign groups (for example, give students each a colour and get into colour groups; number the class off and cluster each number together; use a pack of cards or Post-it notes; or assign by birthdays). Avoid assigning groups by gender (as this reinforces binaries and typically excludes students who are nonbinary, trans, or gender diverse).

Assigning roles

It helps students to work more effectively if you assign roles within the class or within groups. This gives less confident people a chance to practise leadership skills, and also keeps individuals “on task”. Useful roles might include (you can add your own or get students to identify roles):

- | | |
|-------------------|--|
| Researcher: | looks for extra materials online and useful websites |
| Resource manager: | gathers and returns materials for the group (paper, iPads, etc.) |

Note taker:	records and lists/summarises key points
Designer:	chooses the reporting method/app and designs the presentation
Reporter:	reports back to the class
Questioner:	asks key questions, keeps people on task, makes sure no-one dominates
Timekeeper:	ensures the group keeps to time
Coach:	observes and gives feedback to other group members practising a skill

Some students might need multiple roles (as some of these don't require much engagement with the learning).

Monitoring groups

Groups are working effectively when:

- people understand the task and its aims
- people are communicating freely, and discussing their own ideas, feelings, and attitudes
- all contributions are valued, and viewpoints are listened to, before decisions are made
- people are reviewing their own work objectively, and overcoming the problems they experience in working together
- people's energy and emotions are being channelled into productive group work.

If group work is new to students then there will be a period of adjustment. Working in groups is a skill that everyone needs to learn and which develops over time. If your class is struggling, then begin with groups of two, allow time for reflection and feedback on the group process, and build from there (teaching the communication skills in Section 3 will also help).

Practising skills: Role play

Students need opportunities to apply the interpersonal skills they are learning to the world beyond the classroom. Role play (or behaviour rehearsal) can be a useful vehicle if it is structured and carefully planned. Try to avoid giving students a scenario to role play in front of the class (this is considered a poor drama strategy which creates discomfort and can be a means for students to target others in the class with put-downs). It also seldom results in real skills practice because many students are too self-conscious about their "performance" to pay attention to the skills.

There are many better ways to help students practise interpersonal and communication skills. Use pairs or groups of three and get students to rehearse situations (for example, when assertiveness might be required). Value the language and contexts students themselves create, as these are more likely to be authentic. Use apps to help students build cartoons or comic strips of conversations and scenarios that they then read out. Have students write a short script (and then perform it for another group). Students can develop and extend their skills, and try out ways of interacting with others in a controlled, safe environment. Also, you can give feedback, or coach students where necessary, which builds confidence and facilitates positive interactions with other people.

Through scripting and role play, students become more aware of their own feelings, and also learn more about other people's feelings. As well, they can explore a greater range of choices available to them in particular contexts, thus improving their decision-making and problem-solving skills.

Role play fosters a constructive climate in the class and assists with group building. However, it is important to avoid students practising negative behaviours in a role play (for example, bullying behaviour).

Table 1: A Quality Pedagogy Framework: Planning for learning (adapted from Tasker, 2010)

For teachers	For students
Prior knowledge How can I find out what my students already know about this context? <i>Finding out students' existing ideas/prior knowledge.</i> How can I design activities that link to the cultural knowledge of my students? Have I asked students what contexts they are most interested in?	What do I already know?
Learning outcomes What do I want my students to learn (i.e., to know and be able to do)? <i>Sharing intended learning outcomes with students is essential.</i>	What am I going to learn in this lesson/unit?
Success criteria What will show the students they have learnt what I intended them to learn? <i>Co-constructing success criteria with the students. What will they know and be able to do?</i>	How will I know I have learnt? What will I know and be able to do?
A variety of activities What activities will help the students most to learn what I intended? <i>Selecting a variety of teaching and learning activities including interactive processes.</i> Have I asked students what learning activities they are most interested in? How can I design activities that differentiate activities to better reflect the needs of all students? Do I need to make adaptations for students with disabilities?	What are the different activities we going to do in this unit/lesson?
Formative assessment How can I help improve their learning throughout the lesson? <i>Using formative assessment by giving feedback and feed-forward throughout the lesson.</i> How can I set up opportunities for students to support the learning of their peers and give them feedback?	How can I find out how well I am going? What are my next steps for learning?
Reflection How can I find out what they have learnt? <i>Using strategies to enable students to reflect on their learning. Assisting with forward planning.</i>	What have I learnt? What are my next steps for learning?

Designing a programme: *New Zealand Curriculum* achievement objectives and assessment

The following tables show suggested learning intentions for mental health education—what students should know or be able to do at each curriculum level. These may assist schools to design mental health education units as a part of health education. The tables unpack the Health and Physical Education achievement objectives with a mental health focus. The letter and number at the start of each indicator references the relevant strand and achievement objectives. Teachers should refer to the *New Zealand Curriculum* (2007) Health and Physical Education Achievement Objective chart, to become familiar with achievement objectives at each level.

Table 2: Health and physical education in *The New Zealand Curriculum*—suggested learning intentions for mental health education: Level 3

Level 3			
Knowledge, understandings, and skills for personal identity and wellbeing	Knowledge, understandings, and skills to enhance communication and relationships with others	Knowledge, understandings, and skills to examine social issues and work against discrimination and exclusion	Knowledge, understandings, and skills for health promotion and action
<p>A4: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth and wider mental health.</p> <p>A1: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</p>	<p>C1: Identify and compare ways of establishing relationships and managing changing relationships.</p> <p>C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</p>	<p>C2: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p> <p>D1: Identify how health care and physical activity practices are influenced by community and environmental factors.</p>	<p>D3: Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</p> <p>D4: Plan and implement a programme to enhance mental health in the classroom or school environment.</p>

Table 3: Health and physical education in *The New Zealand Curriculum*—suggested learning intentions for mental health education: Level 4

Level 4			
Knowledge, understandings, and skills for personal identity and wellbeing	Knowledge, understandings, and skills to enhance communication and relationships with others	Knowledge, understandings, and skills to examine social issues and work against discrimination and exclusion	Knowledge, understandings, and skills for health promotion and action
A2: Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance wellbeing.	<p>C1: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</p> <p>C3: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>A4: Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</p> <p>C2: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p>	<p>D1: Investigate and describe lifestyle factors and media influences that contribute to the wellbeing of people in New Zealand.</p> <p>D2: Investigate and/or access a range of community resources that support wellbeing and evaluate the contribution made by each to the wellbeing of community members.</p> <p>D3: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p>

Table 4: Health and physical education in *The New Zealand Curriculum*—suggested learning intentions for mental health education: Level 5

Level 5			
Knowledge, understandings, and skills for personal identity and wellbeing	Knowledge, understandings, and skills to enhance communication and relationships with others	Knowledge, understandings, and skills to examine social issues and work against discrimination and exclusion	Knowledge, understandings, and skills for health promotion and action
<p>A1: Describe physical, social, emotional, and intellectual aspects of positive mental health and development of effective self-management strategies.</p> <p>A3: Investigate and practise safety procedures and strategies to manage risk in relation to mental health.</p> <p>A4: Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p>	<p>C: Identify mental health issues associated with relationships and describe options to achieve positive outcomes.</p> <p>C3: Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.</p>	<p>C2: Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</p>	<p>D1: Investigate societal influences on the mental health and wellbeing of student communities.</p> <p>D2: Investigate community services that support and promote mental health and take action to promote personal and group involvement.</p> <p>D4: Investigate and evaluate aspects of the school environment that affect mental health and take action to enhance these aspects.</p>

Evaluation and reflection

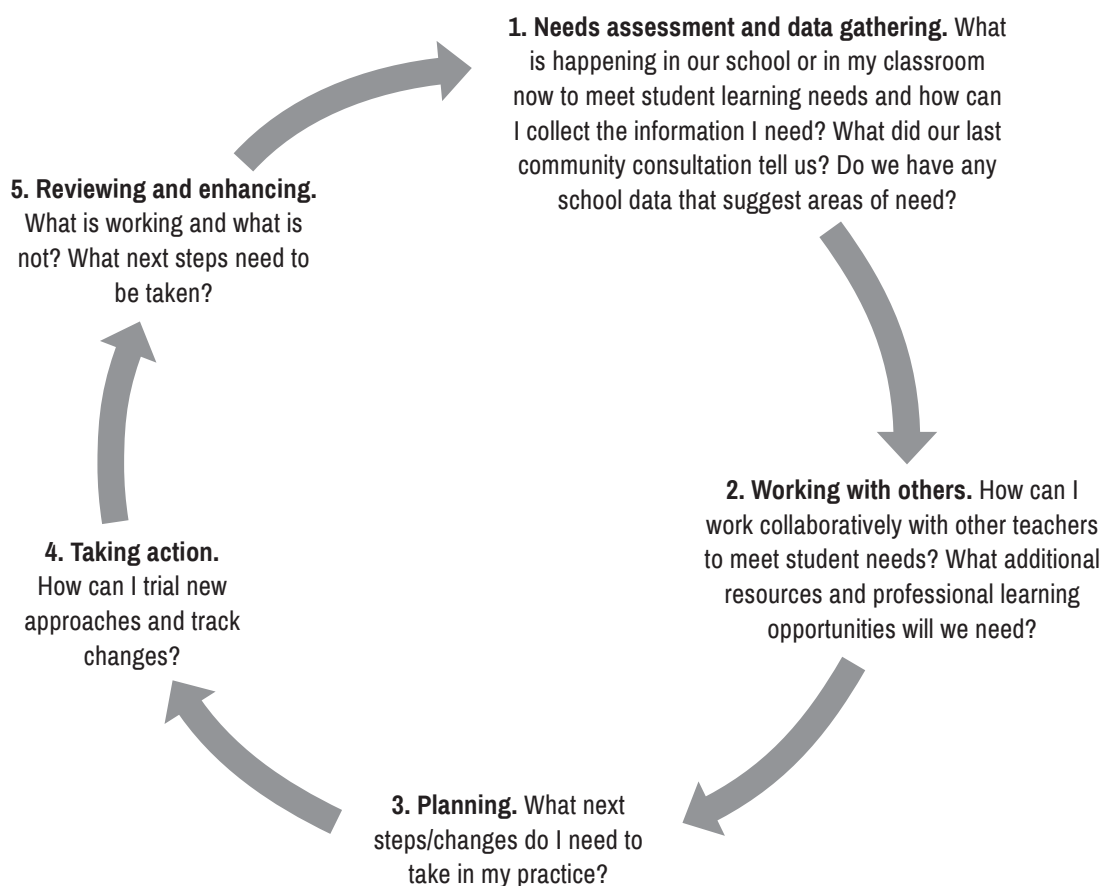
Teacher evaluation and reflection—teaching as inquiry

Evaluation and reflection is based on the needs you identified for the programme and the intended learning outcomes for the activities you selected. It might also be focused on what happened in class and allow you to think about how you will do things differently next time, as well as what went well.

Your classroom programme may also be related to wider school needs that are identified via data that your school has collected via initiatives (for example, PB4L or using tools such as the Wellbeing@School surveys). Use existing school data and comments from students, parents, whānau (and community consultations), other staff, or any resource people involved to add to your own observations. You may find it helpful to keep a journal and note down what went well each session, and why. In particular, note any improvements you want to make the next time you take a similar session. Above all, be ready to reflect on your own attitudes and actions, make any necessary changes to meet your students' needs and expectations. Take into account the world they live in, their relationships with others, and current youth issues.

Ideally, reflecting on your practice will be an ongoing habit. Consider using the suggestions for reflection at the end of many of the activities. They provide a useful check before the next section, and they identify particular needs you may want to return to later.

Figure 1: A teacher inquiry process to assist in meeting student needs in Mental Health education



Source: Adapted from NZCER, 2012, Wellbeing@School overview paper, p. 52

Student reflection and self-assessment

Some ideas for student reflection might include Learning Journals (we refer to these throughout the resource). You might use Learning Journals for the programme and give students a few minutes at the end of each lesson to record their thoughts and feelings about the lesson, as well as the key ideas. Refer back to the learning outcome(s) and success criteria and ask questions such as:

- How well do you feel you met the success criteria?
- What skills needed most practice?
- Were others in the class helpful? How?
- What questions do you have?

Continuums, interviews, posters, a post-box exercise, group brainstorms on main points from today's lesson or the last lesson, or questionnaires based on these or similar questions can also be useful ways of obtaining student feedback as well as a way of identifying needs.




Peer evaluation and assessment

The approval or disapproval of peers is highly influential in determining behaviour. Therefore, giving and receiving feedback about progress is an important part of learning development. Because peer evaluation is dependent on students communicating openly, clearly, and accurately when giving feedback to one another, it introduces further opportunities for them to practise listening and speaking skills. It also allows students to identify the feedback they want on particular aspects of skill development.

Peer evaluation can take a wide variety of forms. Students can exchange assignments and comment on perceived strengths and weaknesses, or give each other feedback about individual contributions to a group discussion or to a particular task. Students should provide constructive observations, rather than opinions, and the exchange of information should focus on the use of specific skills, or the contribution made to group tasks or interactions.

Group evaluation

Groups can usefully make a collective appraisal of their own work. A suitable format for this is illustrated here.

Group evaluation		
	A little	A lot
We checked with group members to be sure they understood the task.		
We listened to others and tried to use everyone's ideas in our final conclusions.		
We worked to create a clear presentation.		
Our group was particularly effective in		
If we worked together again, we would concentrate on improving ...		

Wider school issues

Health education classes cover sensitive topics that require skill, patience, and openness on the part of schools and teachers. Young people in New Zealand have a right to information under the Education Act, but they also have a right to experience safe emotional and physical environments. It is important that schools have supportive structures and processes in place, and consider the needs of students and teachers with respect to health education. It is absolutely crucial that health education teachers have experience, support, and ongoing professional learning and development (PLD) in the area. It is highly recommended that school health services (counsellors, nurses, doctors, and social workers) are connected in with health education programmes so that, if students request referrals, these can easily be accommodated.

Suicide and self-harm

This whole resource has the aim of being health-enhancing and helping students and teachers to focus on their mental health and wellbeing. Activities in this resource aim to be supportive of good mental health. A positive and supportive approach to mental health focuses on strategies for wellbeing, recognising and acknowledging feelings, and help-seeking. All of these can help prevent suicide and self-harm (Juhnke, Granello, & Granello, 2010).

Teaching about methods of suicide and raising awareness of suicide is considered to have a detrimental effect on those who are considering suicide and thus it increases risk (Beautrais et al., 2007). For this reason, we advise teachers not to study suicide as a topic or allow students to focus on suicide as an inquiry. However, it is also important not to shut down or deny conversations about suicide (Juhnke, Granello & Granello, 2010).

New Zealand has the highest youth suicide rate in the OECD and this is cause for great concern. Young people do talk about this issue in their peer groups. If the topic of suicide comes up in class, then you can discuss it with care. Some acknowledgement of depression as a common precursor to suicide can shift the focus away from the act, to the underlying causes and onto support processes and structures for self and others (refer to Section 2 of this resource for suggested learning activities).

If you feel uncomfortable discussing suicide then lead the conversation away from the topic in that lesson and then have a conversation with one of your school counsellors. The counsellor could then join you in the next lesson to open a structured conversation with the class about this issue. This could include, for example, asking for students to raise their hands if they know someone who has attempted suicide, asking how it makes others feel when this happens and signalling where to get help (school counsellors, Youthline, Lifeline).

Also see the activities in this resource on Help seeking (Lesson 53). It is important that you highlight help-seeking in your teaching so that students know where to go for help and support. The school counsellors are an excellent resource in this regard for you and your students. See also:

Preventing and responding to suicide: Resource kit for schools (Ministry of Education, 2013) <https://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/SuicidePreventionOCT2013.pdf>

Ministry of health information: <https://www.health.govt.nz/your-health/conditions-and-treatments/mental-health/talking-about-suicide>

Signs of suicidality

As a teacher, you will notice when your students are going through ups and downs and you, no doubt, inquire about their feelings and if they are OK from time to time. There are certain signs of suicidality that should not be ignored. These include:

- drawing or writing about death and/or suicide in class
- talking about suicide
- withdrawal from relationships
- changes in mood
- changes in academic performance
- high-risk behaviours.

What should I do if I think a student is distressed or needs help, or a student discloses?

Teachers can be pivotal in recognising and responding to students who are in distress. Students may also choose to confide in their teachers. This may include a disclosure about a suicide attempt, thoughts of dying, and/or self-harm. Teachers have a duty of care to students, and all suicide disclosures must be responded to through immediate communication and referral to a counsellor.

It is important to recognise that teachers are not counsellors. Teachers must recognise and respond to students who are at risk through questioning and referral. Teachers are not responsible for discerning the degree of risk, nor are they responsible for deciding the level of intervention required (Ministry of Education, 2013, pp. 31-32)..

If you suspect that a student is distressed or if someone discloses, then you can use this process:

- Ask the student to stay after class or approach them somewhere that is private (where others cannot hear the conversation).
- Tell the student what you have noticed and ask if they are OK.
- Ask them if something or someone is bothering them.
- Explicitly state the concerns you have about the student, and state that you can help them find the appropriate resources of support.
- It is important that, as a teacher, you also keep yourself safe. You might mention to a colleague that you are meeting with a distressed student, or find an excuse to seek support (excusing yourself to get a cup of tea or water for the student). Make sure you have your phone with you or that a colleague knows you might need support.

Please note that it is important to refer on to the counsellor, even if you are uncertain about the level of risk. Students sometimes ask adults to promise not to tell. You have a responsibility to tell a senior member of the school and/or school counsellor (immediately) if you suspect that the student is in danger.

For further help and resources, see *Preventing and responding to suicide: Resource kit for schools* (in particular “Responding to imminent threat of suicide”, p. 32). www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/SuicidePreventionOCT2013.pdf

Bullying

Student bullying behaviour is a major concern in New Zealand schools. International studies consistently report we have high rates compared with other countries (for example, TIMSS, and PISA).

In the past, bullying was thought to be the result of individual behaviours (aggression, power, control, and dominance). Within this thinking, victims were positioned as weak and passive and bullies as lacking empathy and favouring aggression. The problem with this approach is that it ignores the role of social relations of power, cultures of exclusion and inclusion, and how context is important. In more recent research, experts have begun to see bullying as a social dynamic. In this way of thinking, bullying can be viewed as a result of the dynamic between people, and the complex effects of these in different contexts (Schott & Søndergaard, 2014).

When bullying is understood as a social (rather than individual) process then relations of power and social norms become the focus. This approach helps us to focus on how issues such as gender norms, racism, classism, and able-ism work to exclude some people. It also explains why people can have quite different social positions (and exercise power differently) in different contexts.

Schott and Søndergaard (2014, pp. 16–17) offer the following new definition of bullying:

Bullying is an intensification of the processes of marginalisation that occur in the context of dynamics of inclusion/exclusion, which shape groups. Bullying happens when physical, social or symbolic exclusion becomes extreme, regardless of whether such exclusion is experienced and/or intended. One of the central mechanisms of bullying is social exclusion anxiety, which may be alleviated by the production of contempt. This contempt for someone or something may be expressed by behaviour that, for example, humiliates, trivialises or makes a person feel invisible, involves harm to person or property, abuses social-media profiles or disseminates humiliating messages via technological communication. Although some members of the social group may experience these marginalising processes as positive, robbing an individual(s) of the social recognition that is necessary for dignity can be a form of psychic torture for those who are targeted.

Bullying is one form of aggressive behaviour. Definitions of bullying behaviour emphasise four common elements: (1) intentional; (2) harmful/perceived as harmful; (3) repeated (or threatens to be repeated); and (4) involves a power imbalance.

Bullying then is best addressed using a whole-school approach that addresses cultures of exclusion and relations of power through targeting three broad dimensions of school life:

- 1 school organisation, culture, and environment
- 2 curriculum, teaching, and learning
- 3 community connections, partnerships, and services.

For more information on utilising this approach to address bullying behaviour, visit: <https://www.wellbeingatschool.org.nz/sites/default/files/W@S-A-whole-school-approach-research-brief.pdf>

Issues of bullying need to be addressed at a school-wide level through policies and practice. Anti-bullying can be taught within the class and it can be studied as an issue. In order to understand bullying, teachers and students need to understand that bullying in schools is a group behaviour that involves relations of power and how bullying behaviours often reinforce racism, sexism, homophobia, transphobia, and other forms of discrimination (see <http://njbullying.org/documents/bullyingandpeergrgroup.pdf>)

This book on bullying in schools might be useful: *Safe and Peaceful Schools: Addressing conflict and eliminating violence* by John Winslade and Michael Williams (Corwin). Other useful resources are:

- Bullying Free NZ website: <https://www.bullyingfree.nz/>
- *Bullying Prevention and Response: A guide for schools* (Ministry of Education, 2015)
- *Background material on the Wellbeing@School website:*
<http://www.nzcer.org.nz/system/files/wellbeing-at-school-booklet.pdf>
<https://www.wellbeingatschool.org.nz/other-ws-resources>
- *Aggression and violent behaviour*, an article by Christina Salmivalli (<http://njbullying.org/documents/bullyingandpeergrroup.pdf>)

School policies and support services for students

Mental health education should be an integral part of all school health education programmes. The health policy for your school should state the broad aims of a programme, and how programmes will be monitored and reviewed. The policy should also allocate sufficient time and funds for effective teacher development, as PLD is essential. Work in this resource should be supported by school-wide policies (for example, harassment policy, health centre policy, anti-discrimination policies, and so forth). If these policies are not in place, then students and teachers can advocate for these. (See ideas in Section 4 for how to go about this.)

Good-quality health services are important for student wellbeing. From the Youth2012 survey, Denny et al. (2014) found that

... there was significantly less depression and suicide risk where the school health services had health professionals on site; where the hours of health professional time per week per 100 students was higher; where the health professionals were trained in youth health and well supported through professional peer review; and where the health professionals were well integrated with the school and with the local community. (p. 4)

Whole school environment

All teachers are essentially role models for mental wellbeing. They need to recognise the importance of this, and do all they can to ensure their influence is positive. When all teachers respond sensitively to students' needs, and recognise and value the unique contribution of their cultural background and experience, a consistent and supportive message is conveyed throughout the school. This can only happen when teachers feel valued themselves, and feel they are part of a co-operative team of people who support one another and share responsibility for the effective functioning of the school.

One way of achieving such an environment is to use activities in this guide in staff training sessions to build teachers' sense of self and mana, and to enhance interactions between staff. Teachers' contributions are likely to be of greater benefit if their input is recognised and valued by other people. Sharing these training experiences clarifies the underlying values of the school, and makes messages more consistent.

Teacher professional development

Consider what help you might need to extend your own knowledge and skills. Probably others on your staff can help you—the head of health education, a guidance counsellor, or a drama specialist—or there could be professional learning opportunities at conferences. The New Zealand Health Education Association (NZHEA) has excellent resources, courses, and online support available (see <https://healtheducation.org.nz/>). People who have themselves already benefited by extending their own knowledge, skills, and experience in these or similar courses make the best teachers of mental health education, and of health education more generally.

When considering PLD courses, the following factors should be taken into consideration:

- Does the programme align with New Zealand values, including the Treaty of Waitangi, tikanga, and Māori culture?
- Is the programme culturally responsive to Māori, Pasifika, Asian, and Pākehā cultures?
- What training or credentials does the person have?
- Do these people have a background in education?
- What is the likely cost, and is this value for money?
- How much can your needs and experience be a starting point for the programme, or does the content determine the programme?
- Who could give you some independent advice about the suitability of available programmes?
- Who is backing/funding this programme (is there an agenda you don't know about)?

Link to other resources:

- Ministry of Education guidelines provide ideas for schools about professional learning for staff in relation to dealing with and preventing suicide, and ideas for teachers about how to respond to the issue of suicide if it arises (Ministry of Education, 2013).
- Ministry of Education. (2013). *Preventing and responding to suicide: Resource kit for schools*. Wellington: Ministry of Education.

Place in the curriculum

Health education should be timetabled as a separate subject and be given adequate time and space. At least two lessons per week for the whole school year is ideal. Health education should not be combined with physical education, as each subject has its own needs and content.

To ensure that learning programmes are integrated, comprehensive, sequential, and meet identified needs, the planning of health education programmes should be a joint exercise that involves as many staff as possible. Joint planning reduces needless repetition, encourages greater diversity in the teaching approaches used, and ensures more consistent reinforcement because the aims and objectives for each year level are more widely recognised.

Further resources

This resource is designed to support and enhance a range of different programmes (for example, peer support, drug education, and sexuality education programmes). There are, of course, many other useful mental health resources that are complementary. See these links for other ideas:

ERO wellbeing resources: <http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/online-resources-for-schools/>

Books for children: <http://www.feelbrave.com/>

Links with whānau, hapū, parents, and community

Since skills for mental health need frequent and consistent reinforcement, consider the value of keeping parents and whānau closely in touch with your programme. Schools are required to consult with communities. Look for innovative ways of involving families—their participation could also be a way of improving communication and relationships. Provided parents and whānau are well briefed beforehand about the aims and objectives of your programme, they can give students useful feedback, and further reinforce what you are trying to achieve. Many schools use activities such as those described in this resource as a way of getting to know parents and whānau, and actively involving them in programmes.

SECTION 1: IDENTITY

Overview of this section

Purpose, underlying concepts, and strands

This section focuses on enabling students to explore and understand their identity. Identity is not a singular concept but rather relates to the multiple contexts we inhabit, as well as the people we connect with. Identity can be both internally and externally ascribed. Exploring diverse identities requires exploration of the attitudes, values, and beliefs of individuals and communities. If young people develop awareness about their identity, they will better understand their own values and beliefs, as well as those of others.

With a focus on developing the understanding, skills, and knowledge to maintain and enhance wellbeing through learning about identity, this section is closely linked to Strand A of the Health and Physical Education learning area of *The New Zealand Curriculum—Personal Health and Physical Development*. Knowledge of identity, especially how one's own identity connects with and affects relationships with others, also relates to learning in Strand C of the curriculum—*Relationships with Other People*.

Although each section in this resource is separate, many of the concepts and skills are interconnected. It is important to consider prior learning and what skills and knowledge from other sections might inform learning from this section.

Planning and assessment

Refer to the pages on Designing a programme: the *New Zealand Curriculum* achievement objectives and assessment on pages 24–26 for ideas on formative and summative assessment. Taking time to develop the ideas within this rubric to make them relevant to the year group, ability, curriculum level, and local context is important.

Possible links with other curriculum areas and pathways

Aspects of this section could link easily with other learning areas. For example, the learning on world religions will connect with the Social Studies learning area. Identity is also an important feature within Visual Art and may be a connecting concept for projects. Collaborative projects with teachers in the Arts could extend student learning and understanding. It may be useful to explore the diversity of identities within your school's wider community and to draw on members of the community.

Lesson

1

Who am I? Thinking about names and labels

“Be yourself, everyone else is already taken.” —*Oscar Wilde*

Intended learning outcomes / Ngā koronga ako

Students will identify key aspects of their own identity.

Students will reflect on personal experiences and talk about these with others.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Sheets of paper for drawing (one per person)
- Sentence starters for each student (on paper or electronically)
- List of labels (on PowerPoint or handouts)

Background information and definitions / He whakamāramatanga

The purpose of this activity is for students to begin naming aspects of their own identity in order to acknowledge that we each have different identities connected to: background, genealogy, location, family, friends, and interests.

This activity could be completed near the start of the year to support students to get to know each other and for the teacher to find out about students' backgrounds and interests to inform other learning experiences.

Activity / Te ngohe

Explain to students that you want them to think about past aspects of their lives, and depict these using pictures or symbols to build up a “descriptive map”; that is, a pictorial representation of their journey through life so far. They may wish to indicate important events or milestones, key people, other key influences, emotional highs and lows, and changes of direction. They can choose to share their work with others if they wish, but this is not compulsory.

1 Ask students to complete the following sentences:

- (a) I like to spend time doing ...
- (b) My favourite time of day is ...
- (c) I like it when people ...
- (d) One thing I like about myself is ...
- (e) One thing others like about me is ...
- (f) One thing I do well is ...
- (g) A recent problem I have handled well is ...
- (h) My best school subject is ...
- (i) Something I am handling better this year than last year is ...

- (j) One goal I have set myself is ...
 - (k) A value that I try hard to keep to is ...
 - (l) I would like to change ...
 - (m) If I could change one thing about me it would be ...
 - (n) My hope for the future is ...
 - (o) If only ...
- 2 When they have finished, ask them to find someone else who has finished, and share some of their sentences (only ones they want to share).
 - 3 Now ask students to complete these sentences (on their own, they do not have to share answers):
 - (a) My nationality is ... (what country(s) I am a national of)
 - (b) My ethnicity is ... (that is, what ethnicities I identify with, such as Māori, Pākehā, Samoan, Indian ...)
 - (c) My gender is ...
 - (d) Sometimes I feel confused about ...
 - 4 Put this list of labels up and get students to identify the labels they connect with themselves. This activity does not have to be shared (more about the problems with labels in Lesson 10 below):
 - Māori, Pākehā, European, Samoan, Indigenous, Cook Islander, Fijian, Niuean, French, Irish, Indian, Chinese, South African, Kiwi ...
 - Male, female, undecided, it's complicated ...
 - Gay, straight, bisexual, queer, lesbian, asexual, pan sexual, not saying ...
 - Sister, brother, cousin, niece, nephew, step sister, step brother ...
 - A thinker, a doer, a procrastinator ...
 - Outgoing, shy, extrovert, introvert, confident, quiet ...
 - Feminine, masculine, androgynous, a mix, gender queer, non-binary ...
 - Poor, working class, middle class, wealthy ...
 - Emotional, spiritual, physical, intellectual, social ...
 - Monolingual, bilingual, multilingual ...
 - Tall, short, average, I haven't noticed ...
 - Christian, Catholic, Buddhist, Muslim, atheist, Hindu, Jewish, agnostic, secular, none ...
 - Long haired, short haired ...
 - Born in New Zealand, born overseas ...
 - 5 Either in class discussions or in personal journals, ask students: How hard is it to give ourselves these labels? Why can it be unsafe to admit to certain labels? Reinforce the class guidelines that no-one should give labels to others. What risks are involved with labels? Reflect on the labels you give yourself and the labels your friends might use: Is there a narrow or wide range of identities? Is it important to have a wide range of identities within your social circle?

Teacher reflection

The lesson can be tricky because labels can hurt others. What did you do to ensure the safety of all students within the class? What points of discussion were raised in class by the students?

Lesson

2

Rangatiratanga—self-determination: Who am I and what do I stand for?

Whakataukī

He toka tu moana, ara he toa rongonui

Your strength is like a rock, standing in the raging waters

Such a rock, buffeted by the stormy seas, is used as a metaphor for a resolute and determined person. This proverb urges people to stand firm in their beliefs and values.

Intended learning outcome / Te koronga ako

Students will define the concept of Rangatiratanga (self-determination) and reflect on what this means in their own life.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Paper
- Scenarios (printed out or electronically)

Background information and definitions / He whakamāramatanga

The purpose of this activity is to help students understand the concept of rangatiratanga in order for them to identify that they are in control of their own actions.

Rangatiratanga is the principle of autonomy, leadership, or self-empowerment—where the goal is to exercise self-advocacy and control over one's own life, health, and cultural wellbeing. It can also refer to a person's stoic determination to stay true to their cultural values, beliefs, practices, and goals. People need to be active, self-motivated, and engaged to exercise rangatiratanga.

The *Māori Dictionary* (www.maoridictionary.co.nz) offers a number of other words that relate to rangatiratanga, including: self-determination, self-management, right to exercise authority, ownership, and leadership of a social group.

What is self-determination?

- Ward (1988) defines self-determination as attitudes that lead people to define goals for themselves and their ability to achieve those goals.
- Field and Hoffman (1994) define self-determination as the ability to define and achieve goals based on a foundation of knowing and valuing oneself.

Activity / Te ngohe

- 1 Ask students: "Who has heard the term 'rangatiratanga' before?"
Get students to guess or explain what it means. Ask: "What is the English translation?" (self-determination).

- 2 With the class, watch the short YouTube video (1.38 minutes) titled “*What is Self Determination Theory?*” www.youtube.com/watch?v=3sRBBNkSXpY

Key points to reinforce

People who are self-determined make or cause things to happen in their lives. However, self-determination can be achieved collectively too. Good examples of this include community fundraising initiatives, national protests (for example, the 2004 Foreshore and Seabed March or the 2017 Women’s March), or a community effort to build a new marae or community centre.

- 3 Answer the following questions individually (in Learning Journals):
 - (a) What does rangatiratanga mean to you?
 - (b) In what ways do you exercise rangatiratanga in your life? This might include control over day-to-day decisions such as: what to wear; what to eat; what activities to participate in; who to be friends with; and how to spend your spare time. List all the ones you can think of.
 - (c) In what ways do you exercise rangatiratanga with a group? This might include: Being part of a student leader group; working on projects like building a garden or fundraising; taking part in protests. List all the ones you can think of.
 - (d) Now list aspects of your life you have less control of (for example, attending school, what is for dinner, buying things you want, where you live, access to resources).
 - (e) Circle aspects from this list that are difficult for you (for example, you might want to learn piano but your family can’t afford lessons, you might wish to eat vegetarian food but your family always eat meat).
 - (f) Reflect on how you can get your needs met while respecting the rights, values, and beliefs of others.
 - (g) Share one or two key points with a pair.
 - (h) Reflect on how you can get your needs met as a group while respecting the rights, values, and beliefs of others.
 - (i) Share one or two key points with a pair.
- 4 Form groups of three or four and ask students to brainstorm. What kinds of attributes do we need to develop to exercise our rangatiratanga or become self-determining? Some examples include: self-acceptance; self-management; personal control; effective communication; decision-making skills; problem solving; conflict resolution; knowledge of rights and responsibilities; knowledge of resources; the ability to advocate within the system; self-advocacy; and leadership. Ask each group to share one or two to write up on the board.
- 5 Ask each group to choose one of the scenarios below (or make up their own):
 - A teen wants to choose a career or study path that their parents disagree with.
 - A teen wants to follow a different eating pattern from their family (for example, parents are vegan but the teen wants to eat meat).
 - A teen wants to go camping with their friends but the parents think they are too young.
 - A teen wants to dress a certain way, which their parents and family are not happy with.
 - An 18-year-old wants to move to a different city to go to university but their parents do not want them to move away.

- 6** In the centre of a sheet of paper, use your imagination to write in more details of this person's life and what is happening. Imagine as many details as you can. On the left side of the sheet, write the wishes of the person: Why do they want to make this choice? Why is this important? Write how they are feeling. On the right side, add the feelings and wishes of the family: Why do the family disagree? What are they concerned about? What is important to them?
- 7** At the bottom of the sheet, explain how the teenager can use rangatiratanga while also respecting the wishes of their family. Share scenarios and solutions.
- 8** Finish the lesson by asking students to reflect on the following questions:
 - (a)** When is it difficult for me to be self-determining?
 - (b)** What personal attributes do I need?
 - (c)** What would the cost be if I always got what I wanted (how might this affect others)?

Lesson

3

Thinking about identity as fluid and multiple

Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.

—Dr Seuss

Intended learning outcomes / Ngā koronga ako

Students will name aspects of their identities, and link identity to context.

Students will explore how identities are fluid.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Fluidity story (see link below)
- Post-it notes (five per student)

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students understand that identity is neither fixed nor singular. Our identities can shift in different contexts (in certain places and with people) and over time.

One way to think about identity is as fluid (that is, changing and movable). This does not mean that your identity can be anything (we are partly defined by our ancestry, place of birth, whānau, ethnicity, sex, and location, among other things), but identity can change over time, and can be different in different contexts. We have multiple identities.

Activity / Te ngohe

- 1 Ask students: "What words do we associate with the term fluid?" Have them write all the answers on the board (for example, water, flowing, river, moving, liquid).
- 2 Say to students, "If I said that your identity was fluid, what do you think I mean?" Get students to "think, pair, share" (think about the answer yourself first, then talk with the person next to you, share your answer with the class).
- 3 Read out (or get students to read individually) a story about fluid identity. There is a good example on this blog: <https://johncopenhaver.wordpress.com/2011/01/30/representing-identity-as-fluid/>

Other examples are here: <http://pasifika.tki.org.nz/Media-gallery/Engaging-with-families>

After reading the story, give students these instructions:

- (a) On a blank piece of paper, draw a symbol or picture in the middle of the page that represents you.
- (b) Around that symbol, write words or draw pictures or symbols that represent different aspects of your identity (for example, if you play soccer, you might draw a soccer ball or write "soccer player"; you can add your ethnicity, family name/history, iwi, religion, hobbies, aspects of

your personality, subjects you like or are good at). Reassure students that they do not have to share this with anyone.

- (c) Hand out students five Post-it notes each. Ask them to write five key aspects of their identity from their paper onto each Post-it note (one per note). If they have more than five then ask them to choose their favourites.
- (d) Call out different scenarios and ask students to bring their most important identity to the surface. For example:
 - at school (share with a peer which one is at the top)
 - at home, with extended family or whānau
 - during sport or PE
 - with friends
 - at a family, cultural, or community event (such as a wedding, family BBQ, family meal, church event).
- (e) Add to each Post-it note the most important contexts (times and places) for each part of their identity (for example, speaking Samoan is most important at home, at church, and with Grandma; playing netball is most important with my friends after school, at practice, and with my team on Saturday).
- (f) Discuss in pairs what aspects of identity you are most proud of.
- (g) Ask the class to share their thoughts: Was it difficult choosing one identity in each context? Why/why not? When we shuffle one identity to the top, what happens to the others? (Highlight that other identities don't disappear, they just get shuffled back.)
- (h) Now return to the sheet with all your identities on it. Around the outside edge of the page, add key times and places (contexts) when these identities are important.
- (i) Ask the class: "What if we have some identities we are worried about or afraid to share?" "What about if identities clash?" "What can we do?" "How can we support others' identities?" (Possible answers include: accepting others for who they represent as; not assuming someone identifies a certain way; asking others how they identify.)
- (j) As a final reflection question, ask: "How are our identities fluid?" (that is, shifting, flowing, changing like a river). You might get students to answer in pairs, write in their books, or answer aloud.

Lesson

4

Preferences and patterns

My guitar is not a thing. It is an extension of myself. It is who I am. —Joan Jett

Intended learning outcome / Te koronga ako

Identify and describe personal interests and preferences.

Key competencies / Ngā pūkenga matua

Relating to others

Participating and contributing

Materials / Ngā rauemi

- Personal interest chart
- Whiteboard, whiteboard markers, paper, pens

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students reflect on their personal interests and how these are different from/the same as others. Interests are a reflection and expression of identity, as well as cultural context.

Activity / Te ngohe

- 1 Discuss with the class the statement, “People show who they are by the interests and preferences they have.” Use examples such as food, music, crafts, sports, authors, colours, and people.
- 2 Ask students to draw up a personal interest chart, based on the model provided, and name a favourite item for each category.

Food	
Sport	
People	
Clothes	
Leisure activity	
Colour	
Author	
Singer	
Subject	
Music	
TV programme	
Movie	

- 3 In groups of four or five, ask students to discuss their charts and identify the similarities and differences.
- 4 Now ask each group to prepare an interest chart showing common group interests. Students should fill in the names of group members along the sides of a 5x5 grid, or use numbers and provide a key.
- 5 Group interest chart

	1	2	3	4	5
1					
2					
3					
4					
5					

- 6 Ask each person in the group to find an interest they have in common with every other member in the group and write these in the grid. Grids can be displayed with the shared preferences written in the spaces.

Teacher reflection

This activity serves as a good way to learn more about the hobbies and interests of your students, so these interests can be drawn on for future learning experiences.

Lesson

5

Gender, sexuality, and identity

It is time that we all see gender as a spectrum instead of two sets of opposing ideals. —Emma Watson

Intended learning outcomes / Ngā koronga ako

Explain the differences between gender and sexuality.

List the different terms people use for gender and sexual identities.

Identify that gender and sexual identities can change.

Key competencies / Ngā pūkenga matua

Relating to others

Using language, symbols and texts

Materials / Ngā rauemi

- Devices/laptops (at least one per group of three or four)
- Paper

Background information and definitions / He whakamāramatanga

The purpose of these activities is to open up discussions about gender and sexuality, and think about the diversity of possible identities.

While many people assume that gender is fixed or stable, it is actually a social construct.

The World Health Organisation (WHO) defines gender as follows:

Gender refers to the socially constructed characteristics of women and men—such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours—including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not ‘fit’ established gender norms they often face stigma, discriminatory practices or social exclusion—all of which adversely affect health. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories.

Gender norms, roles and relations influence people’s susceptibility to different health conditions and diseases and affect their enjoyment of good mental, physical health and wellbeing. They also have a bearing on people’s access to and uptake of health services and on the health outcomes they experience throughout the life-course.

www.who.int/gender-equity-rights/understanding/gender-definition/en/

Gender is different from sexuality and from biological sex. Rainbow Youth NZ (www.ry.org.nz/gender-identity/) states that:

Gender refers to the gender that someone identifies with, while sex usually refers to the sex someone is assigned at birth. It can be helpful to think of it as: sex is between your legs and gender is in your head/heart.

The following definitions of relevant terms are amalgamated from Rainbow Youth NZ (www.ry.org.nz) and Family Planning NZ (www.familyplanning.org.nz).

Sex

Assigned sex is a label that you're given at birth based on medical factors, including your hormones, chromosomes, and genitals. Most people are assigned male or female. When someone's sexual and reproductive anatomy doesn't seem to fit the typical definitions of female or male, they may be described as intersex.

Some people call the sex we're assigned at birth "biological sex". But this term doesn't fully capture the complex biological, anatomical, and chromosomal variations that can occur. Having only two options (biological male or biological female) might not describe what's going on inside a person's body.

Instead of saying "biological sex", some people use the phrase "assigned male at birth" or "assigned female at birth". This acknowledges that someone (often a doctor) is making a decision for someone else. The assignment of a biological sex may or may not align with what's going on with a person's body, how they feel, or how they identify.

(www.plannedparenthood.org)

Gender

Gender is about identity and how people identify. It can include whether a person dresses, acts and feels more feminine or masculine (or somewhere in between). (www.refinery29.com/lgbtq-definitions-gender-sexuality-terms/. Family Planning and www.takatapui.nz)

Sexuality

A central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality involves the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious, and spiritual factors. (World Health Organization, 2006). Everyone has sexuality regardless of whether they are sexually active. Sexuality can be thought of as how you enjoy having sex, which often encompasses sexual behaviour and sexual orientation.

Sexual orientation

Sexual orientation is about attraction. It can be fluid and change over time. Some people are attracted to males, some to females, some people are attracted to neither, in between, or both. Sexual orientation is about who you're attracted to and who you feel drawn to romantically, emotionally, and sexually. Sexual orientation can be described with terms like: heteroromantic, homoromantic, bi-romantic, panromantic, and aromantic. Using labels to define sexual orientation can both enable and disable discussions, and empower, disempower, or restrict people. Sexual orientation encompasses sexual behaviour, in that people generally are sexually attracted to the people they are romantically attracted to (this is not always the case). The term "straight" implies heteroromanticism and heterosexuality, while gay/lesbian implies the opposite (homoromanticism and homosexuality). Language and labels can get confusing as "bisexual" means bi-romantic and bisexual to varying degrees, or when asexual or aromantic labels are

included within the spectrum. People may choose to define their own sexual orientations as queer or non-hetero, which are umbrella terms that allow fluidity. Others may not know their sexual orientation.

Sexual behaviour

Sexual behaviour is different from attraction and identity. Behaviour is about actions.

Activity / Te ngohe

- 1 Ask students to name all the words associated with gender identity and make a list on the board (for example, boy, girl, fa'afafine, takataapui, queer, transgender, androgenous, non-binary). You can see a list here (or search online for "gender lists": <http://itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/#sthash.KB03YNDn.dpbs>)
- 2 In groups, pairs, or alone, get students to go to the Rainbow Youth website and look at the list of "useful words" explaining and defining gender and sexuality: <https://www.ry.org.nz/friends-whanau/useful-words/>
Ask students to make a list of which words are new or unfamiliar and choose one to explain to their group. Ask each group to share one word with the class.
- 3 Download the pamphlet explaining sexual and gender identity on the Rainbow Youth website: <http://www.imlocal.co.nz/#freestuff>
In groups, on a big piece of paper, answer the following questions:
 - (a) What is sexual orientation? How does it differ from sexual identity?
 - (b) What is gender identity?
 - (c) What is gender expression?
 - (d) Draw the gender identity continuum and write all the words from the "useful words" list (see link above) onto the continuum.
- 4 Get students to add another continuum to their sheet of paper—sexual orientation:
 Homosexual _____ Bisexual _____
 Heterosexual/Straight _____ Gay/Lesbian _____
 Discuss the fluidity of sexual orientation (so who anyone is attracted to is not in a box, but can shift and change over time). Highlight that this is a continuum (not three boxes), so people can be placed anywhere along the continuum (and so, for example, feel mostly heterosexual but have some attractions to the same sex).
- 5 Each group will choose a video clip on the Inside out resource page (<https://insideout.ry.org.nz/>). Ask each group to report back on what the key messages of the clip were and why they are important.
- 6 Ask students to define heteronormativity (the assumption that everyone is straight) and homophobia (fear and hate speech/exclusion of non-straight people).
- 7 Finish the class with a discussion of what actions are happening in the school and community currently to ensure inclusion and prevent homophobia/heteronormativity.
- 8 These activities could lead into a student-planned anti-discrimination health promotion initiative in the school (see the ideas in Section 4: Health promotion).
- 9 Ask students to reflect on the following statements in their Learning Journals:

“Gender and sexual identity is complex and fluid. It’s OK to be who you are and to feel a mix of things. Identity can change over time.”

Extension

Students explore the findings from the Youth2000 project (see full reference below):

<https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/Youth'12%20Young%20People%20Attracted%20to%20the%20Same%20or%20Both%20Sexes%20Report.pdf>

Reflection questions for teachers

- Did you make sure a range of gender and sexual identities were affirmed in the class?
- Think about the resources you use in class and the posters on the wall. Are they heteronormative (that is, only showing straight people and heterosexual relationships)? This could be a good time to make the resources more inclusive. How can your students get involved in creating a more inclusive classroom?
- How often do you hear the words “that’s so gay”, and how often do you confront this?

Further resources—gender, sexuality, and identity

Birkenhead, A., & Rands, D. (2012). *Let’s talk about sex ... (sexuality and gender): Improving mental health and addiction services for rainbow communities*. Auckland: Auckland District Health Board.

Boundless website: <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/gender-and-sexuality-15/introduction-to-gender-and-sexuality-75/defining-sex-gender-and-sexuality-294-12829/>

Ministry of Education. (2015). *Sexuality education: A guide for principals, boards of trustees and teachers*. Wellington: Author.

Queer and trans “I’m local” project: Cartoon downloadable from Rainbow Youth: <http://www.imlocal.co.nz/#freestuff>

Rainbow youth website: <http://insideout.ry.org.nz/>

Takataapui website/mental health resource: <https://www.mentalhealth.org.nz/assets/ResourceFinder/takatapui.pdf>

Youth2000 survey report:

Lucassen, M. F. G., Clark, T. C., Moselen, E., Robinson, E. M., & The Adolescent Health Research Group. (2014). *Youth’12 The health and wellbeing of secondary school students in New Zealand: Results for young people attracted to the same sex or both sexes*. Auckland: The University of Auckland.

Lesson

6

Gender, sexuality, feminism

The woman who does not require validation from anyone is the most feared individual on the planet.

—Mohadesa Najumi

Intended learning outcome / Te koronga ako

Identify gender stereotypes and how these are represented in popular media.

Key competency / He pūkenga matua

Thinking

Materials / Ngā rauemi

- A3 paper
- Devices for viewing video (in groups or as a whole class)
- Question sheets (printed out or available electronically)

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students understand what feminism is, and how it challenges stereotypes that impact everyone.

Feminism is a social movement that began with women around the world fighting for the right to vote in the late 19th century. It has continued over the past 100+ years with second-wave feminism in the 1960s, third-wave feminism in the early 1990s, merging into the fourth-wave feminism of today. These waves were all influenced by society at their respective times and included activism for women's rights around sexual and reproductive health (especially in relation to access to the Pill and abortion) and to support in the workplace, access to childcare, equal pay, and a range of other equity issues. Feminism in contemporary times is seen as important for both men and women to be involved with, as it concerns gender equity and the rights of all people to self-determine, be treated with respect, and without violence or oppression. For more information, see: <http://feminist.com/> and www.rosie.org.au

Activity / Te ngohe

Note for teachers

The Robyn Thicke video suggested in this activity is from 2015—you could choose a more recent music video to critique. As the class progresses, students might suggest/call out comments that reinforce sexism. Be sure to take comments and suggestions seriously but to also challenge sexist comments and explain why sexism is a problem for both men and women.

- 1 Write up the word “feminism” on the board and brainstorm all the terms that students associate with it (accept positive as well as negative terms if there are any).
- 2 In collaboration with the class, circle all the terms that are negative (and discuss why some terms could be read as negative or positive), and ask: “Why do some people see feminism as a problem?” Explain that feminism was viewed by some people as a threat in the past (either because they didn't know what it was, or because there was an assumption that feminists hated

men). Wipe off all the negative terms on the board and circle the words equity/equality. Explain that feminism is a movement about equal rights for everyone. It acknowledges the social history of women not being treated fairly and contests this. It also acknowledges that there are often narrow and unfair expectations on men (for example, men were expected historically to be the sole income earners, to dress in a certain way, to be strong, etc.). Get students to think back to the previous lesson on gender. Add that feminism also acknowledges the rights of people who do not identify as male or female. Ask what other genders might be included here (fa'afafine, gender queer, non-binary, androgenous, takataapui, etc.).

- 3 Ask students to get into pairs. In pairs, draw a chart with "women" on one side and "men" on the other. Underneath each one, write all the words that signify how women and men are stereotyped. (Stereotypes about women might include having long hair, being gentle and soft, caring, PMS. Stereotypes about men might include being strong, making decisions, being tough, and not showing emotions.)
- 4 On the board, brainstorm the consequences of these stereotypes (for example, men feel they have to be dominant, women have to fight to get heard in the workplace, men may miss out on being the primary childcarer).
- 5 In the same pairs, look again at the stereotype chart. Underneath the charts, write all the reasons that these stereotypes are wrong and are a problem. Get each pair to share one reason with the class.
- 6 Explain that feminism works to challenge these stereotypes so that men and women have more options and are more equal across contexts (work, home, in families, in sport, etc.).
- 7 Choose a music video that shows gender stereotypes. There are a lot you could choose from but one example is "Blurred Lines" by Robyn Thicke and the counter-video made by The University of Auckland law students.
- 8 Watch these two clips below. In groups of two or three, answer the questions on the worksheet below.
Robyn Thicke video: www.youtube.com/watch?v=yyDUC1LUXSU&oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DyyDUC1LUXSU&has_verified=1
University students video: www.youtube.com/watch?v=s2M6JUFCSSA
- 9 Have the students share their answers with another group, then discuss key points with the class.
- 10 End the lesson by asking students to find online or talk about music videos or other media clips that challenge gender stereotypes.
- 11 Questions for reflection (students can add these to their Learning Journal):
 - (a) How do these media messages affect me and my friends?
 - (b) Why are some media messages about gender a problem?
 - (c) Has this activity made me think differently about how music videos represent gender?

Further resources

There are further discussions of the Robyn Thicke video here:

www.theguardian.com/music/2013/nov/13/blurred-lines-most-controversial-song-decade

WORKSHEET

Robyn Thicke: Blurred lines

- 1 What do you notice about the **men** on this music video. Circle all the terms that apply.

strong	making fun of women
sexy	making fun of men
masculine	in charge
feminine	submissive
lots of clothes	thin
hardly any clothes	hairless
powerful	fake
dominant	beautiful
harassing others	creepy

- 2 What do you notice about the **women** on this music video. Circle all the terms that apply.

strong	making fun of women
sexy	making fun of men
masculine	in charge
feminine	submissive
lots of clothes	thin
hardly any clothes	hairless
powerful	fake
dominant	beautiful
harassing others	creepy

- 3 What messages does this video give about how men should behave towards women?
- 4 What messages does this give about how women should be with men?
- 5 Is this heteronormative? Why or why not?
- 6 What messages does this video give about how people should look?
- 7 What messages does this video give about sex and sexuality?
- 8 How might this affect how people see their bodies and sexuality?
- 9 Now watch the video BLURRED LINES made by The University of Auckland law students as a critique of the Robyn Thicke video. Answer the same questions as above in a different coloured pen (or on a different sheet).

Lesson

7

Body image and values

Seek respect, not attention. It lasts longer. —*Ziad Abdelnour*

Intended learning outcomes / Ngā koronga ako

Reflect on the impact of body image.

Express values related to body image.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

- Large sheets of paper
- Body image continuum statements (see below) printed out and cut up per group (or you could use an app for this task)
- “Agree” and “disagree” cards (one per group)

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students critique how beauty and body are represented in the media.

The Psychology Today website gives the following definition of body image:

What do you think you look like? Body image is the mental representation one creates, but it may or may not bear close relation to how others actually see you. Body image is subject to all kinds of distortion from internal elements like our emotions, moods, early experiences, attitudes of our parents, and much more.

(<https://www.psychologytoday.com/basics/body-image>)

Many young people (and people in general) struggle to have a positive conception of their own body. This is partly because the fashion, beauty, and fitness industries continually promote particular bodies as desirable, fashionable, and beautiful. These images become a “norm” against which people compare themselves. The norms tend to be thin, tanned, young, tall, and muscular. Smooth skin is highly valued. Models and celebrities also tend to be young, white, and straight. There are, of course, exceptions to this but celebrities who are older, non-white, fat, gay, and short are the exception, and their “difference” is often the focus of discussions about them. Rather than being seen as “normal” they are viewed as exceptional or rare. This is a problem because it reinforces the idea that they are not normal (or beautiful, or valuable). It can make everyone feel inadequate because they do not fit the beauty norms.

Remember: It is important to reinforce a diversity of beautiful bodies. Young people often feel extremely unhappy with their bodies and nervous about what others think. These activities can help them to think about what is driving these feelings and how the media promote a narrow range of bodies as desirable and acceptable.

Activity / Te ngohe

- 1 Write the words “body image” on the board and ask students for words they think of when they hear that term (write up words and phrases). Introduce the lesson and remind students about the class korowai/guidelines.
- 2 Watch the YouTube clip: TEEN TRUTH: BODY IMAGE Trailer.
<https://www.youtube.com/watch?v=PpFBKcuKf7M>
- 3 In groups of two to four answer the following questions on a large sheet of paper:
 - (a) What do the teenagers in the clip say about their bodies?
 - (b) Why do they think these messages are a problem?
 - (c) Where do the messages come from?
 - (d) One teen says: “It’s all about making money.” What does she mean by this?
 - (e) The same teen says: “The world is so shallow that it’s taught me that my body is who I am, my appearance is who I am. But I don’t like the me inside.” Write this statement on a corner of your sheet. Discuss this statement in your group: Do you agree with this? Why are people given this message? What is the problem with this?
- 4 Within the same groups, ask students to arrange the body image continuum statements (see below) on to a continuum from “agree” to “disagree” (instructions below). Demonstrate on the whiteboard, by drawing a continuum and labelling the ends, “agree” and “disagree”. Pick a statement and say where on the continuum you would place it, and give reasons why. Instruct students to take turns putting each statement on the continuum. Tell the group why you are placing the statement in that place (for example, I am putting this statement at the “agree” end because I believe that ...). Tell students that when it comes to their turn, they can place the statement and move one other statement to another place. They have to give a reason for moving it. Highlight the importance of taking turns and listening to others. It’s OK to not agree but do not attack or put down others; respect a diversity of views.
- 5 Now ask students individually to choose one statement from the continuum and draw a T chart on paper or device. Make a list of debate points for that statement: “for” and “against”. For example:

<i>“Looking good is important”</i>	
FOR	AGAINST
<ul style="list-style-type: none"> Some jobs require people to dress professionally. People will judge the way you look. 	<ul style="list-style-type: none"> People should have the freedom to dress the way they want to. Clothes are about personality so “looking good” means different things to different people. People’s judgements shouldn’t worry you; it’s more important to be yourself.

If students are struggling to think of points, then get them to swap with a partner and add statements to each other’s T chart, and then swap back.

- 6 Look at the range of “for” and “against” statements in your chart. Decide what you are the most convinced by. Circle the statements that make the most sense to you. Write a summary statement explaining your final view about this statement. Share this with your group and explain why.
- 7 There are several options you could follow up this activity with:
 - (a) Share final statements within your groups (some students might want to share theirs with the class).
 - (b) Choose one of the statements (or a new statement) and set up an actual debate in the class (you can do this in several groups or as a whole class).
 - (c) Write a statement outlining your opinion and drawing on the points in your table. You could make a blog and students could post their statements.
- 8 Ask students to reflect on or respond to this statement in their Learning Journals:

There is a range of beautiful bodies and people in the world (including you). The media represent particular bodies and beauty norms to make us feel insecure (usually to sell us something). We are all affected by these norms but we can all question them.
- 9 End the lesson by going to the website www.thebodypositive.org
Play one of the stories from the “Stories” tab.

Further resources

www.thebodypositive.org

For high school students, you might look at hashtags on instagram that are body positive (make sure you check them out beforehand).

Teacher reflections

- 1 What difficult issues came up?
- 2 How were students’ concerns discussed in this lesson?
- 3 Did I affirm a range of body types?

BODY IMAGE CONTINUUM STATEMENTS

Print these out and give one sheet to each group of two or three students. The group members then cut out the statements and the “agree” and “disagree” cards. Group members take turns to place a statement on the continuum between “agree” and “disagree”. Each group member must give a reason for their statement. When it comes to your turn, you can also move one other statement to a different place on the continuum (and give a reason). There are no right or wrong answers.

Looking good is important	Personality is the most important, it is what shines through the most when you meet someone	The media promote certain body types (tall, thin, muscular, and young) because they are trying to sell products
The body and mind are separate	The purpose of the body is to house the soul	Thin is beautiful
The body is sacred and should be treated with respect	There are lots of different beautiful body shapes and sizes	Fat is beautiful
Many people are tired of only seeing thin female models and muscular male models; we want to see more diverse bodies in fashion photos	You are in charge of your own body	School uniforms should give students more choice of what to wear
It's difficult to feel positive about your own body	Friends can really help each other to have positive feelings about their bodies	Make up is unnecessary

Print these out for each group, or give students a printout and scissors to cut them out. Alternatively, you may wish to use a suitable app.

AGREE	DISAGREE
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Lesson

8

Body image and diversity

People will forget what you said, people will forget what you did, but people will never forget how you made them feel. —*Maya Angelou*

Intended learning outcome / Te koronga ako

Explore images and people who challenge body and beauty norms and reflect on the impact of these.

Key competencies / Ngā pūkenga matua

Thinking

Using language, symbols and texts

Materials / Ngā rauemi

- Paper
- Devices (one per group)

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students value diversity of body and beauty representations. This helps connect students with representations that are different from the mainstream media. Diversity is the key in these activities: students might find other websites than those listed below.

The concept of social norms is important to understand here: social norms are expectations or standards about what is considered normal or usual. Norms are often actually unrealistic for most people (for example, beauty norms) but people often compare themselves to these standards. A lot of (most) media images are altered (airbrushed, clipped, lighting changes, enhancements, etc.) so they do not represent real life. It is easy to forget this.

Activity / Te ngohe

- 1 Two quick questions. Ask students to each get a piece of paper and pen out and record their answers to the following: “What is body image?” “How do you think media images affect how people feel about their bodies?” Have them share answers with a partner.
- 2 Explain that in this lesson the focus will be on challenging body and beauty images in the media. In order to do this, we need to understand what social norms are. (Share the definitions in the information section with students.)
- 3 Brainstorm on the board what the media portray as norms for famous people (for example, sexy, young, slim, usually white, heterosexual, tall, muscular). It might help to show some magazine covers or celebrity websites. Explain that this does not mean that everyone (even celebrities) fits these norms, but that those who are the closest to these tend to be considered more beautiful, successful, or desirable. Most people, however, do NOT fit these norms and so comparing ourselves to them can be problematic. There are many famous people who do not conform to these norms and actively resist them.

- 4 Show some clips/photos from the body positive website (<http://thisisbeauty.org/>) and discuss how it's possible to think differently about these norms, then structure some questions around this. For example, you might play the clip about Jessica Diaz (who talks about loving her body despite it not fitting norms) and structure some questions around it. Questions might include:
 - (a) What was the point of this clip?
 - (b) What are the messages s/he is giving?
 - (c) How does this clip/person challenge the norms we have been discussing?
 - (d) Why is this important?
 - (e) What do you think about the message this person is giving?
- 5 Divide the class into groups and get students to look at the website <http://thisisbeauty.org/> on devices (or show it to the whole class if you only have one screen). In groups, answer these questions:
 - (a) What is the purpose of this website?
 - (b) Why are these images beautiful?
 - (c) What messages are these people giving?
 - (d) Why is this important?
 - (e) Choose an image from this website that you think is beautiful and explain why.
- 6 In groups, construct a presentation (either on devices or on paper) that answers the question "What is beauty?" Each group will present their ideas back to the class and field one or two questions from others.
- 7 In groups, brainstorm celebrities and other famous people who do not meet or who actively resist or critique beauty norms: for example, Rebel Wilson, Amy Schumer, James Cordon, Lena Durham, Oprah Winfrey, David Fane, Judi Dench, Ellen DeGeneres, Ed Sheeran, Tiki Taane, Tame Iti, Adele, Che Fu (ask students for their lists). In pairs (or groups depending on how many devices you have), research one of these people, using these questions as a guide:
 - (a) What makes this person different from the norm?
 - (b) What positive messages do they promote about body?
 - (c) What are their achievements?
 - (d) Can you find any information about how they resist the pressures?
 - (e) What do you admire about this person?
- 8 Look for websites and other sites that promote difference. Search for sites promoting these kinds of attitudes: fat positive, queer positive, curvy bodies. You might need to search some yourself before class and present them to the class as examples of people who are speaking back to the media norms. Get students to choose a site that can be shown to the class. Discuss how the messages in the site challenge social norms.
- 9 Watch some clips from the Dove campaign listed below and structure questions around them. Students could look at the campaigns as a class, in groups, or individually and answer the following questions:
 - (a) Why did Dove make these ads?
 - (b) What is positive about these ads?
 - (c) What is negative about these ads?
 - (d) What difference do you think these ads make?

- 10** In groups, make a short body positive ad of your own. (You will need to plan this over several lessons and discuss editing, filming, storyboards, etc.). There are many websites and apps that can help with this task. See, for example: <https://biteable.com/advertising/>; www.powtoon.com; <http://toonator.com/>

Further resources

There are lots of great websites and YouTube clips promoting positive body image and diversity. See, for example:

- Dove film on beauty pressure: <http://www.youtube.com/watch?v=Ei6JvK0W60I>
- Dove evolution commercial (shows airbrushing etc. of commercials): <http://www.youtube.com/watch?v=hibyAJOSW8U>
- Dove campaign for men: http://www.youtube.com/watch?v=-_l17cK1ltY
- Wellcast clip on body image: <https://www.youtube.com/watch?v=lgqMqtnTJeE>

Teacher reflection

Did anything unintended arise? How did you and/or the members of the class deal with that?

Lesson

9

Body image: Thinking critically about fatness and body weight

I'm short, fat and proud of that! —*Winnie the Pooh*

Intended learning outcome / Te koronga ako

Critically reflect on stereotypes about fatness and body

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- Whole-class big screen for viewing movie
- Devices (one per group)
- Question sheets (printed or electronic)

Background information and definitions / He whakamāramatanga

The purpose of these activities is to challenge stereotypes about fatness and to challenge fat phobia and body discrimination.

These activities might be more suited to secondary school students, especially the content in the movie, but it depends on your class. Ideally, complete the other lessons on body image before completing this lesson (see previous tasks on body image).

Remember: It is important that teachers are nonjudgemental about body size. People who are perceived as “obese” experience humiliation, shame, and social exclusion in many contexts. It is important to speak back to this rather than reinforce it.

Remind your students that there is a range of body types and that fat people are routinely discriminated against and this is not OK. You might want to remind them that fat does not equal unhealthy and that we cannot tell how healthy someone is by looking at their body size or shape.

Activity / Te ngohe

- 1 Ask students: “What is fat phobia?” (It is fear of fat and discrimination against fatness.) Ask students: “Given the previous activities on body image, why is fat phobia a problem?” Accept all answers but affirm that everyone has body fat and we all need it to live. Bodies come in different shapes and sizes.
- 2 Watch the movie: *Being Big: The Movie*
www.beingbigmovie.com
 Or you can find it at: <https://www.youtube.com/watch?v=SKX3BgszOXY>
 Or search for *Being Big: The Movie* on YouTube.
- 3 Complete the questions and activities below (see next sheet) and discuss answers with the class.

- 4 Read this blog from a medical student and answer these questions in pairs or individually:
<https://raspberrystethoscope.tumblr.com/post/160114789020/on-being-a-fat-medical-student-at-the-start-of>
- (a) How did this make you feel?
 - (b) Why?
 - (c) What points does this medical student make about the medical profession discriminating?
 - (d) What other ways are fat people discriminated against?
 - (e) What messages in society make people feel bad about their bodies?
 - (f) Who is advantaged by societal messages that “fat is bad” (for example, the fitness industry, the beauty industry, people with average to low body fat percentage ...)?
 - (g) Who is disadvantaged by societal messages that “fat is bad” (for example, people with eating disorders, people who are not thin, most people who worry about their body and body size)?
 - (h) How can we make our school more body positive (brainstorm ideas in groups)?
 - (i) In groups, choose one of the ideas to make a health promotion campaign on positive body image (see ideas for processes in the Health promotion section).
- 5 Ask students to reflect in their Learning Journals:
- (a) What was important about these activities?
 - (b) How does fat phobia affect me and my friends?
 - (c) Did anything in the movies or the blog make me think differently? Explain.

Extension

See www.bodypositive.org.

Watch Rachel Wiley—The Fat joke: www.youtube.com/watch?v=mFQ7zqn6j18 and Blythe Baird—“When the Fat Girl gets Skinny”: www.youtube.com/watch?v=16Tb_bZZDv

Consider creating lyric sheets to these speeches, and handing out copies to students. Create student group or class discussions surrounding the themes that students find within the speeches and quotes that they find resonating with their thoughts.

Further resources

This website is a great source of fat-positive messages:

<https://fatheffalump.wordpress.com/category/cat-pause/>

Campos, P. (2005). *The diet myth: Why America's obsession with weight is hazardous to your health*. New York: Gotham Books.

Gard, M. (2010). *The end of the obesity epidemic*. London: Routledge.

Gard, M., & Wright, J. (2005). *The obesity epidemic: Science, morality and ideology*. London: Routledge.

QUESTION SHEET

Being Big: The Movie

www.beingbigmovie.com

These are some of the quotations from the movie:

- "Fat people are not attractive."
- "Fat people have no self-control."
- "Fat people are fat by their choice and actions."
- "Fat people are usually lazy."

- 1 Why are these messages prominent/familiar?
- 2 Whose interests does it serve (who is advantaged) if these messages are believed?
- 3 Explain to the class that when particular messages are promoted, there are always people who are advantaged or disadvantaged by these messages. Make a list of who is advantaged and disadvantaged by these messages.

Who is advantaged?	Who is disadvantaged?

The movie tells the story of Linnea's decision to have a stomach operation.

- 4 Why did she do this?
- 5 What happened?
- 6 What did her son say/think?
- 7 What happened in the end?

These are some of the things Linnea said in the movie:

- You see people walking around defeated.
- This can happen to you.
- I didn't realise how much I relied on my physical presence to garner respect, attention, all kinds privilege actually. People talk about white privilege, I had thin privilege.
- What is it about thin folks that never evokes question of health or questions of beauty or questions of validity?
- The world wants me fat so it can sell me stuff.
- It's a new kind of hate speech.
- I've been addicted to food.
- I hated myself.
- This is not about my health any more, this is about the fetish of being thin and belonging to an exclusive world where the rich and beautiful and talented congregate.

- We want to have our careers and children and be sexy and the media tells us that we can and should and that anything else is failure.
 - No-one should have to do this to feel the way I feel.
- 8** Choose three of these statements and explain why each is powerful or caught your interest.
 - 9** There were a number of people in the movie who had alternative perspectives and contrasting ideas. Who were these people and what did they think/say? (Choose three.)
 - 10** There were others in the movie who embraced their body size/shape. Why is this so important?
 - 11** What was the significance of Random Acts of Irreverent Dance (RAID) and other positive messages/sites for including a range of body types?

Lesson

10

Understanding discrimination (revisiting labels)

No-one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite. —*Nelson Mandela*

Intended learning outcomes / Ngā koronga ako

Students are able to define discrimination.

Students are able to explain how labels can be a form of discrimination.

Key competency / He pūkenga matua

Relating to others

Materials / Ngā rauemi

- List of labels to display (PowerPoint or printed out)
- “Black Toes” story for reading out (see below) and list of questions

Background and definitions / He whakamāramatanga

The purpose of this activity is to understand what discrimination is and how it can work by means of labelling.

While we all give ourselves and others labels, some labels are a result of incorrect assumptions and stereotypes about others. We have a right to give ourselves labels but we don’t have the right to label others. Each of us identifies as many different things (we have diverse identities).

What is discrimination? Discrimination is defined by the Citizens Advice Bureau NZ as:

Discrimination occurs when a person is treated unfairly or less favourably than another person in the same or similar circumstances, for example on the grounds of race, sex, sexual orientation, religious belief, age, body size, marital status, country of origin or disability. Discrimination can be direct (eg an employer pays one employee less than another employee when both employees do the same work with the same level of skill and experience) or indirect (eg the only entrance to a shop is by climbing stairs, which indirectly discriminates against someone who uses a wheelchair). Examples of discrimination are: sexism, chauvinism, misogyny, racism, racialism, anti-Semitism, heterosexism, ageism, classism.

This definition is based on the Human Rights Act (1993). For more information, see: <http://www.legislation.govt.nz/act/public/1993/0082/latest/DLM304475.html>

Activity / Te ngohe

- 1 Brainstorm in groups everything you know about the word “discrimination”. Ask each group to share two or three ideas with the class. Students should not go online for answers.
- 2 Put up the above definition of discrimination and get students to compare what they have on their sheets with the definition.

- 3 Explain that part of how people practise discrimination is by labelling others (often against their will). Explain that we all have labels; some labels we give ourselves and some are given to us by others. Some of these labels reflect who we are and some do not. Some labels that others give us can reflect discrimination, and incorrect assumptions about us. Some are used to hurt, others can be powerful and empowering. You are in control of the labels you want to accept about yourself.
- 4 Ask students to remember the list of labels they chose in Lesson 1. Explain that we are going to think about those and other labels. Put up a list of labels like the one below. (Make these relevant to your class and the place you live but ensure there is a wide range.) It's important to highlight the korowai/class guidelines. (No-one should give others labels or call out put-downs.)
- 5 Read through these labels and explain the meanings of any that are unclear. Ask students to read through these and *in their heads* identify the labels they identify with (that is, the ones they willingly give themselves). Now read through again and (silently) identify the labels they would not want others to give them. (Note that, depending on the class, it's important to not make students state their labels as this can create opportunities for mocking and labelling others out loud, which can reinforce discrimination.)
 - Māori, Pākehā, European, Samoan, Australian, Indigenous, Cook Islander, Fijian, Niuean, French, Irish, Indian, Chinese, South African, Kiwi, Aucklander, Mainlander, Cantabrian, South Aucklander, Pacific Islander ...
 - Student, worker, unemployed ...
 - Brown, white, nonwhite, black, mixed ...
 - Male, female, nonbinary, girl, boy, feminine, masculine intersex, gender queer, androgenous, undecided ...
 - Gay, straight, bisexual, queer, lesbian, asexual, pansexual ...
 - Sister, brother, cousin, niece, nephew, step sister, step brother ...
 - A thinker, a doer, a procrastinator ...
 - Outgoing, shy, extrovert, introvert, confident, quiet, talkative, funny ...
 - Poor, working class, middle class, wealthy ...
 - Emotional, spiritual, physical, intellectual, social ...
 - Monolingual, bilingual, multilingual ...
 - Swimmer, non-swimmer, I don't go near water ...
 - Tall, short, average, I haven't noticed ...
 - Christian, Catholic, Buddhist, Muslim, atheist, Hindu, Jewish, agnostic, secular ...
 - Young, old, middle aged ...
 - Long haired, short haired, bald ...
 - Born in New Zealand, born in another country ...
 - Able bodied, disabled, fat, thin, muscular ...
- 6 Ask students to share two or three of the labels you identify with, with the person next to you.
- 7 Now ask students to individually make a list of four or five labels they like. (Some of these might be different from the ones on the list.) Beside each one, make a list of places that these labels apply most for you (or the people with whom these labels apply). For example, if you're

a swimmer, this might be most relevant at the beach. You are a cousin when you're with family. A person might be OK identifying as gender queer around their friends, but be more feminine at home. You might, for example, feel most Tongan with your family and at church, or with your friends at school. The key thing to remember is that we have multiple identities in different times and places.

- 8 Explain to students that the point here is to recognise that parts of our identities might be more visible or relevant in different places, and that's OK.
- 9 Brainstorm on the board: How does it feel when others give us labels we don't want (hurtful, embarrassing, angry, etc.). Ask the students: "Is this a form of discrimination?" (See the definition above.)
- 10 Read the story "Black Toes" by Fiona Sussman to the class or play the podcast, which is available on the Radio New Zealand website: <http://www.radionz.co.nz/national/programmes/thereading/audio/2564680/black-toes-by-fiona-s-sussman>
- 11 Ask students for their thoughts on what the story is about. Summarise for the class the main points/story line. (You might want to record key things on the board.)
In groups, or individually, answer the following questions:
 - (a) What labels are given to Mr Raboud by others?
 - (b) What labels does he give himself?
 - (c) Why does Mr Raboud feel bad about being in hospital?
 - (d) Why is the story called "Black Toes"?
 - (e) How do the doctors make Mr Raboud feel? Explain.
 - (f) Why does Mr Raboud get upset about how the doctors talk about his mother?
 - (g) How is Mr Raboud discriminated against?
 - (h) How did Mr Raboud stand up to the doctors?
 - (i) What else could he have said or done?
- 12 Ask students to individually think about a time that they were discriminated against or treated unfairly. Have them write a short paragraph (like a mini-story) describing what happened. If students feel comfortable, they can share their story with their group or in pairs. Ask students to discuss what is similar and different about the stories of others in your group (make a list of similarities). Ask groups to report back similarities and list the common features of stories on the board.
- 13 Instruct students to think about their own story again. Ask students: "What did you do at the time? What could you have done differently?"
- 14 Ask students, in groups, to choose one of the stories and make a plan for what that person could have done about the discrimination and how others could have supported them. Think about:
 - (a) who they could have asked for help
 - (b) how they could have communicated the problem
 - (c) what actions could make sure it didn't happen again
 - (d) what others could do.

Also discuss what stops people from speaking up against discrimination and unfair treatment.

Lesson

11

Working against racism

We must learn to live together as brothers or perish together as fools. —*Dr Martin Luther King Jr.*

Intended learning outcome / Te koronga ako

Identify different kinds of racism and plan actions to challenge racism at school.

Key competency / He pūkenga matua

Relating to others

Materials / Ngā rauemi

- Racism scenarios resource sheet (one per group)
- Cards/copies with the different types of racism on them

Background information and definitions / He whakamāramatanga

The purpose of these activities is to explore the many different forms that racism takes. This is often unconscious and institutionalised. Schools can either reinforce or challenge racism.

The terms “race” and “ethnicity” have different meanings. While “racism” does exist, the idea that there are distinct “races” in the world (biologically) is a myth. The word “race” does, however, have social meaning and some people use it to talk about their identity. “Ethnicity” is a slightly broader term that refers to a person’s heritage. It can include whakapapa, cultural group, heredity. While people from some ethnicities may share particular characteristics (such as skin colour), there is also a great deal of diversity and mixture when it comes to ethnic affiliations. For more discussion, see the book:

Rocha, Z. L., & Webber, M. (Eds.). (2018). *Mana Tangatarua: Mixed heritages, ethnic identity and biculturalism in Aotearoa New Zealand*. New York: Routledge.

What is racism?

Dictionary.com defines racism as:

- 1 a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one’s own race is superior and has the right to rule others.
- 2 a policy, system of government, etc., based upon or fostering such a doctrine: discrimination
- 3 hatred or intolerance of another race or other races.

Jones (2000) provides a theoretical framework consisting of three types of racism.

Personally-mediated (interpersonal) racism: Racist attitudes and lower expectations from one person to another, racist comments, accusations, and similar behaviours. Prejudice in this manner is defined as differential assumptions about abilities, motives, and intentions based on notions of race and racism. Discrimination is defined as differential actions towards others of a different ethnicity or cultural/religious background.

Interpersonal racism is what most people think of when they consider what racism is. Examples of personally-mediated racism include: racial stereotyping (both positive and negative), a lack of respect, suspicion (in shops, for example), avoidance, protection of personal items, distancing in public spaces (such as public transport). Personally-mediated racism can be both intentional and unintentional through acts of commission or omission, consequently maintaining structural barriers and acceptance through societal norms. These types of racist behaviours are also often described as racist “microaggressions”, most often towards those who are not white, which are often experienced on a daily basis.

Institutionalised racism: Racism as a result of institutional processes such as access to healthcare, education, goods, services, and employment opportunities. This form of racism is often seen as societal norms and often “codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator” (Jones, 2000, p. 1212). Institutionalised racism manifests through structural barriers, societal inaction in the face of need, societal norms, biological determinism, and unearned privilege. Examples of institutionalised racism in education might include the disproportionate numbers of Māori male students who are suspended/excluded from New Zealand schools, or, where schools still stream, the often-higher proportions of non-Pākehā students in lower streamed classes.

Internalised racism: Acceptance and justification about negative messages about one’s own/others’ worth; explaining away differences according to personal traits. Internalised racism involves believing or accepting the racist/negative views that others have of you. This might include accepting perceived academic limitations, lowering one’s dreams and goals, reducing acts of self-expression. It can often be seen as comparing oneself unfavourably to whiteness, including rejection of other people of colour, self-devaluation such as accepting slurs as nicknames or rejection of one’s ancestry, resignation and helplessness such as not voting, dropping out of school, or engaging in potentially unhealthy practices (smoking, unprotected sex). Internalised racism therefore reflects and reinforces existing systems of privilege, societal values, undermines collective action, and diminishes an individual’s sense of value.

The notion of unconscious bias is also relevant here.

Unconscious bias, sometimes referred to as implicit bias or implicit cognition, has been recognised in cognitive science and social psychology for decades. Unconscious bias is an automatic tendency for humans to perceive people, situations and events in stereotypical ways. These attitudes and stereotypes, in turn, affect our understandings, actions and decisions unconsciously. (Blank, Houkamau, & Kingi, 2016)

See the report:

Blank, A., Houkamau, C., & Kingi, H. (2016). *Unconscious bias and education: A comparative study of Māori and African American students. Oranui*. This report can be found at: <http://hautahi.com/static/docs/BlankHoukamouKingi.pdf>

Activity / Te ngohe

Note that you may want to provide access to the above information (on racism and unconscious bias), either online (if your school uses online education tools such as Google Classroom), as a PowerPoint or as handouts. The detailed definitions above might be useful for some students, while others will prefer the simpler definitions in the boxes further below.

- 1 Discuss definitions and content above with the class and explain what racism is.

- 2 In groups, look at the different scenarios below and the three types of racism described. Arrange each scenario under the type of racism you think it is (see scenarios and types below). Provide students with Post-it notes so that they can create their own examples if they want.
- 3 Discuss with the class (or each group in turn) each situation and clarify why each one is an example of racism. Point out that often these things are not a person's direct fault; they are often about incorrect assumptions and stereotypes. The key thing is to be aware and challenge them when you see them. Ask for scenarios they thought fell into more than one type.
- 4 In groups, choose one of the scenarios below that happens at some schools. Explain why it is a problem. What could you do? What could teachers do? What could students do? Outline a plan your school could carry out to challenge this kind of racism.

Extension

The following websites offer good narratives about the experience of racism:

"I too am Auckland" (The University of Auckland student initiative to explore experiences of racism and exclusion): <https://www.youtube.com/watch?v=4iKLJTbN7uc>

"Growing up Māori in New Zealand": <http://www.thatsus.co.nz/my-daily-experience-of-racism>

"My experience of racism as a child, a CEO and as a mum": http://www.thatsus.co.nz/my_experience_of_racism_as_a_child_a_ceo_and_as_a_mum

"Growing up Samoan in New Zealand and the racist microaggressions I've faced along the way": <http://www.thatsus.co.nz/christine-robertson>

"Does NZ have a problem with anti-Māori racism" (Checkpoint with John Campbell, May 2016): <https://www.youtube.com/watch?v=Kh1nyb7UKRM&pbjreload=10>

More information and resources on unconscious bias:

<https://www.radionz.co.nz/news/te-manu-korihi/356470/ministry-targets-unconscious-bias-against-maori-students>

Houkamau, C. A. (2016). What you can't see can hurt you: How do stereotyping, implicit bias and stereotype affect Maori health? *MAI Journal*, 5(2), 124–136.

Peterson, E. R., Rubie-Davies, C., Osbourne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. *Learning and Instruction*, 42, 123–14

Unconscious bias in education failing Māori students—report (Te Karere, July 2016): https://www.youtube.com/watch?v=_iXT9Kbw_XE

RESOURCE SHEET

Racism scenarios

(Copy the page then cut these out and give out to groups, or use online.)

\$5 goes missing in class and the teacher accuses a Māori student of stealing it.	Service stations insisting that people with brown skin prepay for petrol.	Disproportionate numbers of Pākehā students gain entry to university.
Assuming a person dressed in a hoodie is threatening or dangerous.	A teacher comments: "Yes, the Pacific Island students are just naturally talented at sport."	You notice in your school that the top-streamed Years 9 and 10 classes are all Pākehā and Asian students while the Māori and Pacific Island students are all in the bottom-streamed classes.
In 2012, 51% of prisoners were Māori (compared with 15% of the total population).	A student in your class comments: "Well I'm pretty much just good at PE and not at anything else. It's because I'm a practical kind of person."	People assuming South Auckland is a dangerous place.
People label schools in wealthy areas as "good" schools and those in poor areas as "bad".	A rugby journalist argues that a Pacific Island player should not captain the All Blacks because Islanders have flair but no discipline.	A teacher comments: "Yes, well, all the Asian students are good at Maths and playing musical instruments."
A teacher comments: "All those refugee students just keep to themselves, they don't mix with others."	A teacher comments: "Now we Pacific Islanders, we are not good at writing so we have to work harder at it."	A student in your class mocks a Chinese student when his last name is read out in assembly to collect a prize.
A teacher sees a Māori student getting a sports prize and comments afterwards: "You shouldn't look so proud, all you can do is sports, you should work harder in real classes."	A Tongan student is told that she shouldn't take chemistry for NCEA Level 2 but should do PE instead.	The school principal convinces five Māori students to repeat Year 13 so they can keep playing for the First XV.

Three types of racism (definitions for students):

Interpersonal racism: Racism and lower expectations from one person to another, racist comments, accusations, etc.	Institutionalised racism: Racism as a result of institutional processes. Often can be seen in differential access to education, health, the courts, and other due processes.	Internalised racism: Acceptance and justification about negative messages about one's own or others' worth. Explaining away differences according to personal traits (for example, all white people are like that, all Samoans are good at sport).
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Lesson 12

Meaning in life

The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well. —*Ralph Waldo Emerson*

Intended learning outcomes / Ngā koronga ako

Identify role models.

Define meaning in life.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Meaning in life statements for display
- Devices (one per group) if you want students to record interviews

Background information and definitions / He whakamāramatanga

The purpose of these activities is to identify why meaning in life matters and how people attribute meaning.

Useful definitions

Meaning in life: The perceived significance of one's life, often described as a sense of “mattering” (Steger, 2012).

Purpose in life: The ongoing intention to “accomplish something that is at the same time meaningful to the self, and consequential to the world beyond the self” (Damon, 2008, p. 59).

Meaning in life and purpose in life are related. A sense of purpose is derived from overarching life goals or missions (Damon, 2008). If those life goals or missions align with an individual's authentic self, and the individual can see how the pursuit of their overarching life goals contributes to society, the individual will experience a strong sense of meaning (Damon, 2008). So, people who have meaning are more likely to feel that they matter, and that what they do matters. Meaning and purpose in life are related to a person's sense of identity, including their understanding of self, their beliefs, and values (Keyes, 2011). There are multiple sources of meaning including volunteering, religion, spirituality, relationships with others, education, and work. Hardship, challenges, and stressors can help create a sense of meaning in life (Prager, 1996).

Other key points

- 1 Meaning in life is a sense of mattering—you serve a purpose beyond yourself.
- 2 Developing a sense of meaning and purpose requires ongoing reflection on who you are (your identity) and what you would like to do with your life. While some people find it easy to engage with this reflection, others find it challenging. It can be difficult to develop a sense of meaning and purpose when you are still developing your sense of self (Hill, Burrow, O'Dell & Thornton, 2010; Steger, Oishi & Kashdan, 2009).

- 3 Developing a sense of meaning and purpose occurs across a lifetime (Hill et al., 2010; Steger et al., 2009).

Activities / Ngā ngohe

- 1 Think, pair, share. Ask students to think about who or which groups they matter to, and why they think they matter to the identified people/communities. Share with a partner.
- 2 Ask students to write what matters most to them in life about their communities (make a list of your top five things). Now rank those things from 1 to 5 and write a reason why those are the most important in life for you. (Highlight to students that there will be a wide range of different answers and everyone's will be unique to them.)
- 3 Show students the list of statements about meaning in life (see background information box). Ask students to choose one statement that resonates with them. Underneath the statement, explain how this links (or does not link) to their life. Share with the partner.
- 4 **Role model interview.** Ask students to identify a role model in their lives who they think lives a meaningful life. (The students do not need to know their role model personally.) Ask students to imagine that they are a journalist and their assignment is to interview their role model. The topic of their interview is "living a meaningful life". The students must create a script of questions and responses.
- 5 **Role play/video film.** In pairs, students act out their interviews. One student will be the interviewer, and the other the interviewee. If resources allow, students could record their interview, and edit into a "Seven Sharp" type news clip.
- 6 In groups of three or four, compare the interviews and identify common features. Make a list of 10 things that the group believe contribute to a meaningful life.
- 7 Reflection questions (this could be a discussion or an individual response in Learning Journals):
 - (a) What can you learn from the meaningful lives your role models live?
 - (b) How does your purpose relate to your sense of meaning?
 - (c) How can personal struggle create meaningful experiences?

Extension

- 1 Students identify a personal struggle and discuss the meaning generated from the struggle.
- 2 Students debate the following: "A meaningful life is a happy life."

Lesson

13

Purpose in life

Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them. —*The Dalai Lama*

Intended learning outcome / Te koronga ako

Identify what “purpose” is and make links to purpose in their own life.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

A3 paper (1 per student) or devices

Background information and definitions / He whakamāramatanga

Key points

- Purpose in life: overarching life goals or life missions that are authentic to the individual. These goals must be significant to the world beyond the individual. They must have perceived impact on others and society. These life goals are enduring—they can begin in childhood and last until we pass on (Damon, 2008).
- Overarching life goals or life missions are often confused with specific achievement goals, such as obtaining a certain grade, winning a competition, or going to university. Goals that relate to purpose in life are broader than any specific achievement.
- It is normal for people to search for their purpose. A key time for searching for purpose is during adolescence and young adulthood. As people get older they tend to have a stronger sense of purpose (Hill et al., 2010; Steger et al., 2009).
- Educationalist William Damon describes purpose in life as a “spark”. It is something that lights you up, and when you do “that something” you feel excited, engaged, and energised. To begin to develop a sense of purpose, it is important to discover/reflect on moments in life where you’ve felt that way and use those experiences as a basis for the development of your overarching life goals.

Activity / Te ngohe

- 1 Ask students to think back to the last lesson on meaning and recall something they identified as meaningful in their life.
- 2 Ask students what they think the difference is between “meaning” and “purpose”. Students can discuss with a partner and then offer answers to the class.
- 3 **Life road map.** Give each student a piece of A3 paper (or this could be done electronically). Ask students to draw a road map of their life from 0 years old to now on half of the paper. On the timeline, add key events, birthdays, important milestones (starting school, moving house,

etc.). Each person will identify their own key moments (these can be represented as symbols, drawings, or words).

- 4 Now think about the future and draw the next part of the road map. Think ahead to the immediate future first. Ask students to add things to the road map that they hope will be part of their life in the next few weeks and months. In the next section, think ahead to the next 1–2 years. Have them think about when they leave school: “What might be part of your road map then?” (Many will not be sure about this. Give students the option of drawing several different possible pathways going in different directions with different possible goals.) Highlight that this is about imagination as we cannot know what is ahead.
- 5 Ask students to share some key aspects of their road map with another person. (Some might want to share with the class but don’t require this as these maps are very personal.)
- 6 In their Learning Journals, have students reflect on the following questions:
 - (a) What is meant by “purpose in life”?
 - (b) Why is purpose important?
 - (c) What purpose do I have now in my life? What purpose might my life have in the future?

Extension

- 1 Watch or read philosopher Alan Watts’ thoughts on money: What if money was no object? <https://vimeo.com/63961985>

Excerpt

“What do you desire? What makes you itch? What sort of a situation would you like?”

Let’s suppose, I do this often in vocational guidance of students, they come to me and say, well, we’re getting out of college and we haven’t the faintest idea what we want to do. So I always ask the question, what would you like to do if money were no object? How would you really enjoy spending your life?

Well, it’s so amazing as a result of our kind of educational system, crowds of students say well, we’d like to be painters, we’d like to be poets, we’d like to be writers, but as everybody knows you can’t earn any money that way. Or another person says well, I’d like to live an out-of-doors life and ride horses. I said you want to teach in a riding school? Let’s go through with it. What do you want to do?

When we finally got down to something, which the individual says he really wants to do, I will say to him, you do that and forget the money, because, if you say that getting the money is the most important thing, you will spend your life completely wasting your time. You’ll be doing things you don’t like doing in order to go on living, that is to go on doing things you don’t like doing, which is stupid. Better to have a short life that is full of what you like doing than a long life spent in a miserable way.

And after all, if you do really like what you’re doing, it doesn’t matter what it is, you can eventually turn it—you could eventually become a master of it. It’s the only way to become a master of something, to be really with it. And then you’ll be able to get a good fee for whatever it is. So don’t worry too much. That’s everybody is—somebody is interested in everything, anything you can be interested in, you will find others will. But it’s absolutely stupid to spend

your time doing things you don't like, in order to go on spending things you don't like, doing things you don't like and to teach our children to follow in the same track.

See what we are doing, is we're bringing up children and educating them to live the same sort of lives we are living. In order that they may justify themselves and find satisfaction in life by bringing up their children to bring up their children to do the same thing, so it's allretch, and no vomit it never gets there. And so, therefore, it's so important to consider this question, What do I desire?

Small to large discussion (groups of three or four then whole class):

- 1 What were the key points Alan Watts raised?
- 2 Do you agree or disagree with his point of view? Why/why not?
- 3 Identify one of your life goals.
- 4 Look back at your life map. How did you develop your life goal?
- 5 After watching the video/reading the excerpt, would you change anything on your map? Why/why not?

“Spark” written/image/video journal

- 1 Ask students to begin to document life moments where they have felt a spark (feeling engaged and energised). Often this occurs when they are using some of their personal strengths.
- 2 Some examples of life moments are: playing sport, playing an instrument, drawing, writing, being with family, learning a certain topic in school, baking, public speaking, helping others. Under each moment, ask students to complete the following reflection:
 - (a) Why did you choose this moment?
 - (b) How did this moment make you feel?
 - (c) What personal strengths are you using in this moment?
 - (d) How can you begin to try to create a future life that has more moments like this?
 - (e) How could this moment relate to the development of your life goals/life missions?

Further resource

Damon, W. (2008). *A path to purpose: Helping our children find their calling in life*. New York: Free Press.

Lesson

14

Understanding world religions

There should be no discrimination against languages people speak, skin colour, or religion.—*Malala Yousafzai*

Intended learning outcomes / Ngā koronga ako

Explain the key aspects of the four major world religions and Māori spirituality.

Reflect on the values in their own lives.

Materials / Ngā rauemi

- Group worksheets (1 per student). In each group of five, four students will have a sheet on the world religions and one student will have Māori spirituality.
- Printed out “mix and match” cards
- Devices for searching (or you could prepare materials in advance)

Background information and definitions / He whakamāramatanga

The purpose of these activities is for students to understand the key tenets of the four major world religions and of Māori spirituality. This learning can be linked to achievement objectives in the learning area Social Studies in the *New Zealand Curriculum*.

It is important to see these activities as a topic of study, NOT a chance to promote one religion over the others. It is important to disrupt the idea that all Muslims or Christians etc. are the same or even believe the same things. Studying world religions is very different from religious instruction or observance. As an area of study it is aligned with and permissible within the curriculum. (For more information, see the report of the Human Rights Commission on religion in schools: <https://www.hrc.co.nz/files/9414/2387/8011/HRC-Religion-in-NZ-Schools-for-web.pdf>.)

Why learn about world religions?

Human history has been strongly influenced by the faith and belief systems of people throughout the world. A trip to any art history museum will show that the belief systems of people throughout history have been expressed through painting, sculpture, and other art forms. Understanding how your own beliefs have been influenced by religious practices and beliefs (even if you are not religious) will help you to understand yourself and your family history better. Learning about world religions helps us to understand what underpins people's beliefs and practices internationally and gives us insight into history, cultures, and diverse values.

There are four major world religions (defined by the numbers of people who identify with those religions), and many more smaller religions. According to the Worldometers statistics website, the four major religions are:

- Christianity—about 2.1 billion followers
- Islam—about 1.6 billion followers (people who follow Islam call themselves Muslims)
- Hinduism—about 1.0 billion followers
- Buddhism—about 488 million followers.

Judaism is also often considered a significant world religion because of its history and influence. Followers number about 13.8 million.

Note that 1.1 billion people do not have an identified religion.

Each of these religions has diverse sub-groups and followers have a range of beliefs. (This is important to remember: not all Christians hold the same beliefs and not all Muslims hold the same beliefs.) In Christianity, for example, there are different churches such as Catholic, Anglican, Methodist, Presbyterian, and so forth. Each of these churches has their own history and different beliefs, but their common belief is that a man named Jesus Christ, who died in about 34 AD, was the son of God.

The sheet “Nine dimensions of religion” (see below) might also be helpful.

There are also a lot of other religions (with fewer followers worldwide). These include Judaism, Sikhism, and indigenous religions. In New Zealand, there are specific Māori religious traditions including Ratana and Ringatū (these are both combinations of traditional Māori beliefs and Christianity). Before colonisation, however, Māori had (and continue to have) a strong spiritual belief system. Many Māori trace their ancestry from atua in their whakapapa, and they are regarded as ancestors with influence over particular domains. Normally invisible, atua have many visible representations in the natural world. For Māori (and many other indigenous peoples worldwide), spirituality is central to systems of beliefs and way of living.

Remember

People who are religious are just as diverse as any other group. It is good to learn about other religions whether you belong to a religion or not (because the history of religions continues to impact how people live and what people value today). Learning about religious traditions helps us understand diverse cultures.

Activities / Ngā ngohe

- 1 *Jigsaw*. Divide the class into groups of five. This is their home group. Each group member is given a worksheet (paper or electronically) on one of the major world religions to research (four students) (Hinduism, Christianity, Buddhism, Islam) or Māori spirituality (one student). Students can use their own devices or you can use materials downloaded from these sites to give out to groups:

<https://sites.google.com/site/worldreligionsforkids>

<https://www.teara.govt.nz/en/traditional-maori-religion-nga-karakia-a-te-maori>

This activity works as a jigsaw. Once students have been given a religion to study, they group with all others in the class who have the same category (so all the students looking at and researching Māori spirituality get together, all the students researching Islam get together, etc.). Once they have the information needed and recorded on the handout (this might take a while) they then return to their original group and present the information on that religion back to their home group of five. You might encourage students to find a creative way to present this back to their home group, rather than just reading the answers. They might put together a short presentation, make a poster, or design a flowchart or a diagram.

2 *Mix and match*

- (a) Divide home groups into a group of two and a group of three. Give each group a set of statements and the labels of the religions. (This could be done by printing out the sheets below and cutting them out, or organising the statements digitally.)
- (b) Ask students: “What is missing so far in the discussion of world religions?” List on the board all the religions not covered so far (Hare Krishna, Taoism, Jainism, Falun Gong, Bahá’í faith, Shinto, etc.). Students may also name religions that are part of Christianity (Russian Orthodox, Seventh Day Adventist, Mormon, etc.).
- (c) Make sure you add that some people do not have any religion. This group includes atheists (not believe in any God) and agnostics (believe that it’s not possible to know whether God exists or not). There are also people who believe in syncretism (the ability to believe in several different, sometimes contradictory, spiritual beliefs).

3 Divide the board into two sections (positives and negatives). Brainstorm on the board: “What are the positives for mental health of having a strong belief system connected to a religion? What could be the negatives?”

Value students’ ideas but be careful not to encourage stereotypes by questioning any that arise.

The list could look something like this:

Positives

- Sense of belonging
- Feeling a connection with the spiritual world
- Belief in protection
- Support of a community

Negatives

- Feeling stuck with others’ ideas of right and wrong
- Exclusion by some religions of LGBTQ people and women
- Some religious people misusing their power (abuse, control)
- Only learning about one belief system and not others

- 4 Have students individually write a reflection about what belief systems have influenced their values. (These could be connected to the religion and culture of their family or ancestors, or to other aspects of their life, their own beliefs, the place they come from, etc.). This could be written as a narrative or as a diagram.
- 5 Discuss what other aspects of life influence values and beliefs (for example, belief in human rights, care for the environment, care for others, self-interest, wealth, power). In groups, add to this list.

Extension

Students choose a religion they are not familiar with to do an inquiry into (research various aspects of that religion).

Students undertake a diversity health promotion task (see ideas in Section 4: Health promotion).

Further resources

<http://www.bbc.co.uk/religion/religions/>

<http://www.worldometers.info/world-population/#religions>

<https://www.uri.org/kids/world-religions>

<https://www.bloomsbury.com/us/series/studying-world-religions/>

<http://www.maori.org.nz>

<http://maoridictionary.co.nz/>

New Zealand policy on religion in schools

Human Rights Commission report:

<https://www.hrc.co.nz/files/9414/2387/8011/HRC-Religion-in-NZ-Schools-for-web.pdf>

INFORMATION SHEET

Nine dimensions of religion

There are many ways of studying the various religions. One approach is to analyse the religions in terms of the following aspects:

Sacred texts

The sacred texts of a religion are its holy writings. While the major world religions have holy books, indigenous religions that pass on their traditional knowledge and wisdom orally regard carvings and other works of art as sacred texts.

Central beliefs

The central beliefs of a religious group are the important understandings upon which the religion is based and the key themes that are emphasised.

Sacred stories

A religion's sacred stories are told and retold by its members because they explain important aspects of the religion's identity and give meaning to people's lives.

Important symbols

A religion's sacred symbols are the objects, places, and, sometimes, people, that have a special meaning and are considered holy by the religion's members.

Sacred rituals

Sacred rituals are the various religious rites, ceremonies, prayers, and practices through which a religion's members worship and celebrate.

Moral and ethical teachings

A religion's moral and ethical teachings guide people to act correctly and lead lives that are good.

Social structure

A religion's social structure or organisation determines the roles that various individuals and groups of believers have within it and the ways they relate to each other.

Religious experience

A person's religious experience includes those attitudes, emotions, commitments, and responses that shape their life as a believer.

Religious history

A religion's history is the story of its development over time, including the ways in which individuals, movements, and events have shaped its identity.

WORKSHEET

Four world religions

Name of religion	
How old is this religion and where did it originate?	
How many followers does this religion have?	
What do people in this religion believe about God? (For example, is there one God or several Gods?)	
According to this religion, what happens when people die?	
What are the most sacred things for people in this religion? Explain why for each one.	
Name and explain key concepts or ideas in this religion.	
What key holidays (holy days), festivals, times, or occasions are important for followers?	
What kind of building do followers meet and worship in (for example, church, mosque, etc.)?	
Keep in mind that people who follow a religion are very diverse and do so in different ways. What could this mean for young people in New Zealand now who follow this religion?	
Other important information	

WORKSHEET

Ngā atua me ona tikanga Māori—traditional Māori spirituality

Ngā atua: The “Gods” or original ancestors. List four or five atua in Māori culture. (Also describe what each atua is associated with.)	
What are some Māori creation traditions? (These may be different for different iwi.)	
What is tapu and noa?	
What is mauri?	
What are the most sacred things for Māori? Explain why each one is sacred.	
What is a tohunga?	
What key holidays or times are important for followers?	
What kind of building do followers meet and worship in?	
According to Te Ao Māori (the Māori world), what happens when people die?	
Other important information	






WORKSHEET

Mix and match—world religions and Te Ao Māori

Copy the sheet below, cut out the four categories and cards and mix them up. In groups of two or three, organise the descriptors below under the correct heading.

Islam	Christianity	Hinduism	Buddhism	Te Ao Māori
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Followers are called Muslims	Followers are called Christians	Followers are called Hindus	Followers are called Buddhists	
There is only one God and his name is Allah. This religion was founded by the prophet Muhammed in about 500 CE.	There is one God and Jesus Christ is his son. Jesus lived between about 1 and 33 CE.	There are many Gods including Vishnu, Shiva, Ganesh, and Krishna.	There is a powerful spirit force in all things, but there is no belief in a personal God.	There are many Atua including Tāne Mahuta, Rūaumoko, Tangaroa, and Hine-nui-te-pō.
When people die their spirits live on and go to heaven or hell depending on their actions on earth.	When people die their spirits live on and go to heaven or hell. (There are different views on why.)	When people die they are reincarnated. (This means that their spirit lives on and they come back as a different person or as an animal or insect.)	When people die they are reincarnated many times until they reach Nirvana.	When people die their spirit returns to Hawaiki.
Ramadan is a key time in the calendar every year. Believers go without food or drink every day between dawn and dusk during the month of Ramadan.	Easter is the most important time in the calendar year. This celebrates the death and resurrection of Jesus Christ. Jesus was killed by the Romans and Christians believe that he came back to life on the third day before ascending to heaven.	The concept of Karma is important: it means that what you do in life determines what happens in the future. For example, if people are kind then it will help them in the future, including in future lives.	Meditation is central to this religion. Followers meditate to get closer to enlightenment (which is the discovery of the true meaning of life).	Matariki—the new year—is a key time for celebration and reflection.

Followers are expected to travel to Mecca (a sacred city in Saudi Arabia where Muhammed was born) at least once in their lifetime.	The Holy Spirit is also a part of God.	Water and cows are viewed as sacred.	All life is to be respected. Followers of this religion believe in nonviolence and kindness.	The concepts of tapu (sacred) and noa (everyday) are central.
Followers pray five times a day.	The world's biggest religion (with the most followers).	This is the oldest of the five religions.	This religion was founded by Siddhārtha Gautama (also called the Buddha) in about 500 BCE. The Buddha was born a Hindu.	The concept of mauri (life force) is important.
The key text is The Koran (or Qur'an).	The key text is the Bible.	The key texts are the Vedas (ancient holy books) and the Upanishads.	The key texts are the Sutras (written by the Buddha).	Key texts include carvings and kowhaiwhai in and around the wharenui of different marae.
Believers worship in a mosque.	Believers worship in churches including the Catholic church, Anglican church, Baptist church, and many others.	Believers worship in Temples.	Believers meditate anywhere.	The marae and wharenui are places for meeting, tangi (funerals), and other key events.
Jesus, Abraham, and Moses are all prophets in this religion.	Jesus was killed because his teachings were seen as a challenge by the religious authorities.	God is in all things.	The spirit is in all things. The ultimate goal is to reach a state of Nirvana. This is when all desire, heartache, and sorrow are gone.	Wairua (spirit) is in all things including people and the natural environment.
Symbols include the star and crescent moon, and the word Allah (God) written in Arabic. 	Symbols include the crucifix (cross) and the fish. 	Symbols include "Om" which represents the universe. 	Symbols include the Lotus Flower which represents purity and beauty. 	There are many important symbols including the koru and the matau (fish hook). 

Lesson 15

Ethics

Well, I believe in the idea of “normal” in the way that I believe in the idea of logic. Or the idea of character. All of these ethical constructs are just that: constructs. —*Richard Ford*

Intended learning outcome / Te koronga ako

Apply different ethical approaches to a range of scenarios.

Key competencies / Ngā pūkenga matua

Relating to others

Managing self

Thinking

Materials / Ngā rauemi

Ethical approaches and scenarios for each group (printed or available electronically)

Background information and definitions / He whakamāramatanga

There is not always a simple answer to ethical dilemmas and questions, and the best option may differ depending on the way that you look at a situation.

More information: www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions

Activity / Te ngohe

- 1 Ask students: “What is ethics?” and “What does the word ethical mean?” Write up all the responses/definitions on the board. (Answers may include: to do what is right, the ethical action does the least harm, what is good and right ...)
- 2 Ask students to write down why ethical choices should be considered, then share with a partner.
- 3 Explain that deciding what is ethical can be approached from different viewpoints, and that today the class will look at three.
- 4 Divide the class into groups and give out one of the following ethical approaches to each group:
 - The Utilitarian Approach: The best option is the one that provides the greatest good for the greatest number of people.
 - The Rights Approach: The idea that people should be able to choose freely what they do with their lives, and to have these choices respected.
 - The Fairness or Justice Approach: The basic moral question in this approach is: How fair is an action? Does it treat everyone in the same way, or does it show favouritism and discrimination?

(See Shaw, 2009; Sher, 2012 in Bibliography.)

For more information, also see: <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/>

- 5 Give out **four** of the following scenarios to each group (randomly choose four for each group):
 - Last weekend my friends were drinking alcohol. When their taxi didn't turn up, I drove them home instead. However, I am only on my restricted licence.
 - When we have a big family dinner I rush to the table first and grab the biggest portions because I am always really hungry.
 - Yesterday I left my wet umbrella at the entrance of the public library. When I was ready to go, my umbrella was gone so I took one of the ones that was still there that looked a bit like mine.
 - I forgot to complete my maths assignment but a friend said she would share her work with me on Google Drive and that I could copy and paste her work and submit it as my own.
 - You have already said yes to going to the school ball (or dance) with someone. Then a person you really like asks if you want to go with them.
 - A friend confides in you that, at a party during the weekend, they kissed someone. You know that the person they kissed is going out with someone else.
 - You are home alone at 11pm. Your grandmother calls and says she needs you to come around. She has fallen and needs help and there is no-one else available. You know where the car keys are but you have a restricted license and can't legally drive alone after 10pm.
- 6 Ask students to examine each scenario from the ethical approach that they have been given and explain the answer that they decide upon. Discuss the approaches with each group to ensure that the students understand the viewpoint they are working on.
- 7 Ask each group to explain which ethical approach they were working with and to share their thoughts with the rest of the class about how their approach would view the situation.
- 8 Now swap approaches and apply them to the scenarios again (until each group has done all the approaches).
- 9 Ask: "Which approach do you think is the most useful for each scenario? Is there one ethical approach that you are personally more drawn or committed to? What does this say about your own values?"
- 10 Individually, think about an ethical issue in your own life or in your school.
If you can't think of one then here are some examples:
 - The school is thinking about cancelling the school fees donation.
 - The school roll is quite full and so the school management are considering not accepting any more refugee students.
 - Your school decides not to allow students to be vaccinated at school (for diseases like rubella or HPV).
- 11 Individually reflect on the following:
 - Which of these scenarios was interesting/important to you? Why?
 - Did the ethical approaches make you think differently? If so, how?
 - What is missing from the approaches? What else might be considered?

Extension

For senior secondary students, more ethical approaches and a full explanation of each ethical approach could be used.

Lesson 16

WHO do you want to be versus WHAT do you want to do?

Wanting to be someone else is a waste of the person you are. —Kurt Cobain

Intended learning outcome / Te koronga ako

Reflect on assumptions about the connections between career and personal values.

Key competency / He pūkenga matua

Thinking

Materials / Ngā rauemi

Post-it notes or squares of paper (two per student)

Background information and definitions / He whakamāramatanga

Often young people confuse their career goals with their self-concept and who they want to be as a person.

Activity / Te ngohe

- 1 Have students sit in groups of three or four.
- 2 Give each student two small pieces of paper. Ask them write the name of a job on one piece of paper (for example, builder, nurse, marine biologist).
- 3 Ask them to write a description of a person/value on the other piece of paper (for example, cares for the environment, spends time with their family, leader in the community).
- 4 Gather up all of the pieces of paper from each group into a container and redistribute them to another group.
- 5 Ask the students to look at all of the pieces of paper in the container they have been given:
 - (a) Which of the jobs do they think fit best with the values?
 - (b) What assumptions have they made about the types of people and jobs on their table?
 - (c) Where have these assumptions come from?
- 6 Now ask students to work individually and answer the following questions about themselves (this could be done in Learning Journals):
 - (a) What values are important to me?
 - (b) What sort of person do I want to be?
 - (c) How might I contribute to my community in the future?
 - (d) What job/jobs do I want to have in the future? Why?
 - (e) A homework/reflection task: Share your career ideas with a family member and discuss your future plans. Ask them for feedback (what do they think?) and write about this discussion in your journal.

Lesson

17

What is success?

Put your heart, mind, and soul into even your smallest acts. This is the secret of success. — *Swami Sivananda*

Intended learning outcome / Te koronga ako

Reflect on personal definitions of success.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Continuum “agree” and “disagree” cards
- Quotations (multiple copies, enough for small groups)
- Post-it notes (just in case)

Background information and definitions / He whakamāramatanga

The purpose of this activity is to help students articulate their personal definition of success and to help establish a sense of community within a group of learners as they explore others’ definitions of success. Success means different things to different people and different communities.

Activity / Te ngohe

- 1 Ask students: “What is success?” Accept all answers and make links with previous lessons on purpose and meaning. (You might discuss the differences between purpose, meaning, and success.)
- 2 Move the chairs to the side and set up a continuum (an imaginary line in the classroom from “STRONGLY AGREE” at one end to “STRONGLY DISAGREE” at the other). Ask students to stand anywhere on the line depending on how they feel about the following statements. They can stand in the middle if they are not sure/undecided/on the fence. (NOTE: There are no right or wrong answers to these statements. People will have different opinions. All opinions are acceptable.)
 - Success is having more than 200 people “like” a social media post.
 - Success is being rich.
 - Success is being seen as a good person.
 - Success is getting a university degree.
 - Success is caring for your family.
 - Success is doing well in an exam.
 - Success is achieving a goal.
 - Sometimes success can be the same as failing.

After each statement, give students time to move to their spot. You can ask them to share their reasons for standing there with someone next to them first (then ask for those who want to share with the class). (Note: Try not to share your own opinion on each statement as students might interpret this as the “right” answer.)

- 3 In individual Learning Journals, choose two of the statements from the continuum and explain whether you agree/disagree with the statement and why.
- 4 In groups of three or four, give out the quotations below (cut up). Tell students to spread the quotations out on the table and to move them around and read each one. They may want to write down key words that strike them as important to defining success. If you find a quote that speaks to you in a powerful way, write down/remember that quote.
- 5 Now ask students to line up two or three quotations most meaningful to them in front of them, using the quotations set provided for the group. If multiple students within the group want to use the same quotation, provide Post-it notes so that students can quickly write out their desired quote. As a group, share your favourites and explain why and then make a list of the key words from the quotes that they identify with success.
- 6 Each group writes five key words on the board.
- 7 Circle words on the board with positive connotations (such as “persistence”, “hard work”, “choice”) and underline words with negative connotations (such as “failure”, “obstacle”, “mistake”). Ask them why words with negative connotations would be included in a definition of success and ask them how the positive words connect to the negative ones (for example, “It takes hard work to overcome an obstacle”).
- 8 Now ask each group to decide on their favourite quotation. This will require some negotiation and compromise (and may take some time). Have students explain why they chose a quotation as a favourite.
- 9 Ask students now to individually reflect in Learning Journals:
 - How do you think your whānau/aiga/family define success?
 - What influences their beliefs—social class/status, religion, gender, culture etc.?
 - Name someone in your whānau who exemplifies “success”. What is it about them that makes them successful?
- 10 Post the following prompt on the board or display digitally, and invite them to respond in their writing to the statement:

“Many students come to school to be a ‘success’ ... Yet few have given great thought to what they mean by the term. In a message written to the others in this room, offer your personal definition of success.”

Encourage them to include not only their overall personal or whānau definition of success, but also at least one specific way they wish to experience success as a student. For inspiration, they may choose to use some of their favourite key terms that were recorded on the board.
- 11 Pair students and have them share and discuss their definitions with a partner.
- 12 Ask the whole group: “What common themes of success did you find when sharing your definitions with your partner? What specific successes do you want to experience as a student?” End by asking the students to list two personal goals they would like to set to actualise their own success.

Further resources

https://www.brainyquote.com/quotes/topics/topic_success.html <http://www.positivityblog.com/success-quotes/>

RESOURCE SHEET

Possible quotations to use

<p>Put your heart, mind, and soul into even your smallest acts. This is the secret of success.</p> <p><i>Swami Sivananda</i></p>	<p>He toka tu moana, ara he toa rongonui Your strength is like a rock, standing in the raging waters</p> <p><i>Māori proverb</i></p>
<p>Risk, Risk anything! Care no more for the opinion of others ... Do the hardest thing on earth for you. Act for yourself. Face the truth.</p> <p><i>Katherine Mansfield</i></p>	<p>Be yourself, everyone else is already taken.</p> <p><i>Oscar Wilde</i></p>
<p>The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well.</p> <p><i>Ralph Waldo Emerson</i></p>	<p>There are no secrets to success. It is the result of preparation, hard work, and learning from failure.</p> <p><i>Colin Powell</i></p>
<p>Looking back, my whole life seems so surreal. I didn't just turn up on the doorstep playing rugby; I had to go through a whole lot of things to get there.</p> <p><i>Jonah Lomu</i></p>	<p>We learned about honesty and integrity—that the truth matters ... that you don't take shortcuts or play by your own set of rules ... and success doesn't count unless you earn it fair and square.</p> <p><i>Michelle Obama</i></p>
<p>Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them.</p> <p><i>The Dalai Lama</i></p>	<p>The purpose of our lives is to be happy.</p> <p><i>The Dalai Lama</i></p>
<p>The purpose of human life is to serve, and to show compassion and the will to help others.</p> <p><i>Albert Schweitzer</i></p>	<p>Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.</p> <p><i>Pele</i></p>
<p>Success is not final, failure is not fatal: it is the courage to continue that counts.</p> <p><i>Winston Churchill</i></p>	<p>Coming together is a beginning; keeping together is progress; working together is success.</p> <p><i>Henry Ford</i></p>
<p>Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it.</p> <p><i>Bruce Lee</i></p>	<p>Success is where preparation and opportunity meet.</p> <p><i>Bobby Unser</i></p>

<p>Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.</p> <p><i>Helen Keller</i></p>	<p>Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come.</p> <p><i>Dwayne Johnson</i></p>
<p>Survival was my only hope, success my only revenge.</p> <p><i>Patricia Cornwell</i></p>	<p>I know of no single formula for success. But over the years I have observed that some attributes of leadership are universal and are often about finding ways of encouraging people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together.</p> <p><i>Queen Elizabeth II</i></p>
<p>Success does not consist in never making mistakes but in never making the same one a second time.</p> <p><i>George Bernard Shaw</i></p>	<p>You only live once, but if you do it right, once is enough.</p> <p><i>Mae West</i></p>
<p>Passion is energy. Feel the power that comes from focusing on what excites you.</p> <p><i>Oprah Winfrey</i></p>	<p>I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.</p> <p><i>Maya Angelou</i></p>
<p>When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.</p> <p><i>Helen Keller</i></p>	<p>Whāia te iti kahurangi ki te tūohu koe me he maunga teitei Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain!</p> <p><i>Māori proverb</i></p>
<p>I don't believe in guilt, I believe in living on impulse as long as you never intentionally hurt another person, and don't judge people in your life. I think you should live completely free.</p> <p><i>Angelina Jolie</i></p>	<p>Do one thing every day that scares you.</p> <p><i>Eleanor Roosevelt</i></p>
<p>Not all of us can do great things. But we can do small things with great love.</p> <p><i>Mother Teresa</i></p>	<p>It is our choices that show what we truly are, far more than our abilities.</p> <p><i>J.K. Rowling</i></p>
<p>For me to get through the toughest periods in my life, I had to look within to find the energy to do it. I don't give up. Never have. Never will.</p> <p><i>Jonah Lomu</i></p>	<p>It's tough but it's sport. Sometimes you take one on the chin.</p> <p><i>Valerie Adams</i></p>

Lesson

18

Would you rather? Making choices

Risk, Risk anything! Care no more for the opinions of others ... Do the hardest thing on earth for you. Act for yourself. Face the truth. —*Katherine Mansfield*

Intended learning outcome / Te koronga ako

Reflect on how you make decisions about identity.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Background information and definitions / He whakamāramatanga

The purpose of this activity is to think about choices and decisions in life and how these link to values and beliefs.

Values are stable long-lasting **beliefs** about what is important to a person. They become standards by which people order their lives and make their choices. A **belief** will develop into a **value** when the person's commitment to it grows and they see it as being important.

Activity / Te ngohe

- 1 Designate each end of the room as A and B.
- 2 Read out the following “Would you rather” options and, for each one, get students to move to the end of the room that aligns with their choice:
 - You have a spare evening:
 - (a) Read a book
 - (b) Watch Netflix
 - It's your birthday:
 - (c) Big party with loads of people
 - (d) Hang out with a small group of close friends
 - You are going on holiday:
 - (e) Visit a big city
 - (f) Camping at a quiet beach
 - You want to do something active:
 - (g) Competitive sport
 - (h) Tramping in a national park
 - You have some money to give to charity:
 - (i) Environmental charity
 - (j) Children's charity
 - You invent a time machine:
 - (k) Go back in time to meet your ancestors

- (l) Go forward in time to meet your great-grandchildren
- You get to choose a superpower:
 - (m) Fly
 - (n) Read minds
- You have incredible language skills:
 - (o) Be able to talk to animals
 - (p) Be able to speak all the languages in the world
- On your cell phone
 - (q) Only texts
 - (r) Only calls
- At school you are:
 - (s) The cleverest student in your school
 - (t) The captain of one of the sport teams

Discussion questions for students to work on in small groups:

- 1 Was there a lot of difference in people's choices in this activity?
- 2 Why do you think that is?
- 3 How do we develop our self-identity?
- 4 What factors influence our self-identity?
- 5 Do you think there is an age where people know who they are or does self-identity develop throughout a person's life?
- 6 Why is self-identity important for wellbeing?

Pedagogical tips

If students feel comfortable, some can explain the reasons “why” for their choices during the “Would you rather” activity. This could facilitate discussion around different values and beliefs in the room and about what is important to students and why.

Extension

This activity could be used to start discussions around ethics. Simple ethical dilemmas could be used as extra options, such as, free university study versus study fees for university etc. At Level 3 of the NCEA, this could link with Health Education Achievement Standard 3.4 (91464): Analyse a contemporary ethical issue.

Lesson

19

Creating a positive online identity

You are what you share. —Charles W. Leadbeater

Intended learning outcome / Te koronga ako

Reflect on how we make decisions about identity.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

One device per group for viewing website (or this could be done as a whole class)

Background information and definitions / He whakamāramatanga

The purpose of this activity is to consider online representations and how they reflect identity.

Managing an online identity can be a very stressful aspect of a teenager's life. The website Schoolleaver.nz is a great resource for students nearing the end of their school career and looking towards life beyond school. They have the following to say about online identities: *"Nowadays we have two identities, our actual personality and our online identity. Both are real and both are extremely valuable to you to your future."*

There are many important things that students can do (and not do) to create a really positive identity online and this website has lots of tips and ideas.

Activity / Te ngohe

- 1 Ask students: "What are the key sites and apps that young people / teenagers use to share information about themselves?" Write up a list on the board.
- 2 Ask students to discuss in pairs: "Why is online identity important?" Have them share ideas with the class.
- 3 Ask the class: "How do people decide what to post about themselves? Is this always planned?"
- 4 Divide the class into groups of three or four to brainstorm: "Why is online identity important?" Brainstorm all the reasons this matters for teenagers and young people. Ask each group to share three or four main points with the class.
- 5 Ask them to imagine that a friend, cousin, or younger sibling (someone younger than them) comes to them to ask advice about their profile (this could be on Facebook, Instagram, or any social media site). They have to give advice about what to do and what to think about when they make their profile. In groups, make a list of their top five tips for online profiles.
- 6 Now ask groups to look at the School Leaver website to see their seven steps for enhancing online identity: <http://schoolleaver.nz/about-you/protecting-your-online-identity>
Have them compare their list to the School Leaver list and make changes to their list if they want to.

- 7 Ask them to reflect: “Who do you think made this list on the website? What was the purpose? Does this align with your own reasons for having a social media profile?”
- 8 Ask each group to choose their four favourite steps of the seven listed and create an information graphic infographic that they can give out to students at their school. (The following websites have free, easy to use, information graphic creators: pictochart.com, easel.ly, vizualize.me, canva.com) It may take two lessons for students to complete their information graphics. Once completed, they can be shared with other students in the school. This could be at assemblies, form classes, through the school website/intranet, at student services, or students could set up a stall at lunchtime to share what they have learnt with interested students.

Further resources

<https://www.netsafe.org.nz/>

SECTION 2: WELLBEING

Overview of this section

In this section, students will consider what wellbeing is and explore different models of wellbeing. They will also develop knowledge about mental health issues that affect wellbeing (such as depression and anxiety) and how to seek help and give support.

Purpose, underlying concepts, and strands

Wellbeing and hauora are important concepts in Health Education. According to WHO, the concept of health and wellbeing encompasses mental and emotional, social, and physical aspects, and not merely the absence of disease (www.who.int/about/mission/en/). Although this is holistic, it is also a Western view of health and wellbeing. In New Zealand, health/wellbeing is also understood in relation to hauora. The concept of hauora is a Māori philosophy of health and encompasses taha hinengaro (mental and emotional), taha whānau (family/community), taha tinana (physical), and taha wairua (spiritual). Taha wairua is often described as the dimension that underpins the rest. Exploring other models of wellbeing such as Te Wheke and Fonofale will help to extend students' understandings of diverse views and definitions of wellbeing. Learning opportunities in this section will also enable students to study the wellbeing of society and the relationship between social contexts and wellbeing.

Through learning about the wellbeing of individuals and communities, students are able to understand their own lives, the lives of others, and the communities they belong to (such as their school, local area, church groups, and so forth). This section is closely linked to Strand A of the Health and Physical Education learning area of the *New Zealand Curriculum—Personal Health and Physical Development*. The wellbeing of communities also relates to Strand D of the curriculum—*Healthy Communities and Environments*.

Although each section in this resource is separate, many of the concepts and skills are interconnected. It is important to consider prior learning and what skills and knowledge from other sections inform learning.

This section is divided into seven broad areas:

- exploring wellbeing
- expressing feelings
- developing resilience
- stress and relaxation
- mindfulness
- caring for others' wellbeing
- goal setting and time management.

Planning and assessment

Please refer to the pages on Designing a programme: The *New Zealand Curriculum* achievement objectives and assessment on pages 24–26 for ideas on formative and summative assessment. Taking time to develop the ideas within this rubric to make them relevant to the year group, ability, curriculum level, and local context is important.

Possible links with other curriculum areas and pathways

These ideas and concepts link clearly to the Health promotion section (Section 4) of this resource and issues identified could be used as a student-led, school, or community health promotion project. Using wellbeing as a concept when studying major events in Social Studies or History can be useful.

2.1 Exploring wellbeing

The purpose of this section is for students to understand wellbeing and different ways to define and express wellbeing. This includes learning about current health issues (such as anxiety and depression) as well as models of health.

Lesson

20

Strengthening wellbeing?

Whakataukī

He oranga ngākau, He pikinga waiora.

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

Intended learning outcome / Te koronga ako

Understand different ways in which the wellbeing of individuals, families, and communities can be strengthened.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- Paper and pens for brainstorming
- Internet access

Background information and definitions / He whakamāramatanga

The Mental Health Foundation of New Zealand suggests five main strategies to strengthen the wellbeing of individuals, families, communities, and organisations. These are:

- Connect—me whakawhanaunga
- Give—tukua
- Take notice—me aro tonu
- Keep learning—me ako tonu
- Be active—me kori tonu.

It is important to emphasise during this activity that wellbeing is something that is as relevant to communities and families as it is to individuals.

Resource: www.mentalhealth.org.nz

Activity / Te ngohe

- 1 Divide the class into groups of three or four students.
- 2 Ask students to look at the Mental Health Foundation website and download the Five Ways to Wellbeing Best Practice Guide: www.mentalhealth.org.nz/assets/Five-Ways-downloads/mentalhealth-5waysBP-web-single-2015.pdf
- 3 Ask each group of students to focus on one of **individuals** or **families** or **communities** or **organisations**.
- 4 Each group now brainstorms what each of the Five Ways to Wellbeing might look like for their chosen person/people.
- 5 Each group reports their ideas to the rest of the class.

- 6** Learning Journal entry: Students can reflect on how the Five Ways to Wellbeing might relate to their own lives.

Extension

This activity could be used by students in Years 7–10 as a project looking at the wellbeing of their school and could lead to taking action as a whole-school approach.

For senior secondary students, the Five Ways to Wellbeing could be useful when looking at strategies for building resilience for 'AS91236 Evaluate factors that influence people's ability to manage change'.

Further resources

www.mentalhealth.org.nz/home/ways-to-wellbeing/

<https://www.health.govt.nz/your-health/conditions-and-treatments/mental-health>

<http://www.commonground.org.nz/> (this is great for students)

<http://mherc.org.nz/> (if you want to seek professional development)

See the Skylight website for useful resources and links for coping with problems and change (including breakups and grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

Lesson

21

Models of wellbeing

Whakatauki

Ahako te momo mate, whakanuia tangata.

Regardless of illness or disease, people deserve dignity and respect and the opportunity to become well again.

Intended learning outcomes / Ngā koronga ako

Understand that wellbeing as a concept may look different according to different cultures.

Identify what values are important to students.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Pictures of the different models of wellbeing or internet access.
- Paper or craft materials (paper, felt pens, plasticine, pipe cleaners, etc.)

Background information and definitions / He whakamāramatanga

There are many ways in which people describe wellbeing. The “Te Whare Tapa Wha” model of wellbeing developed by Professor Mason Durie is one that students are probably most familiar with. In this activity, students will consider other models of wellbeing and how they relate to their own attitudes and values.

As wellbeing is a complex topic, this activity has two parts that could be used as two consecutive lessons.

Activities / Ngā ngohe

- 1 Divide the class into groups of three or four students.
- 2 Ask students to discuss in small groups what they know about the “Te Whare Tapa Wha” model of wellbeing.
- 3 Feedback and recap what they know to the class and explain that this is just one way of describing wellbeing. Revisit how WHO defines health and wellbeing. (Remember, this is a blanket approach to health that ignores unique cultures and perspectives on health.)
- 4 Ask each group to research one of the following models of wellbeing and to draw it on a large piece of paper. If students know an alternative model, allow those students to draw and research for their class presentations later:
 - (a) Te Wheke
 - (b) Te Vaka Atafaga
 - (c) Tivaevae model
 - (d) Kakala model

- (e) Fa'afaletui model
 - (f) Fonua model
 - (g) Fonofale model
 - (h) Yin/Yang
 - (i) Ojibwe medicine wheel.
- 5 Ask the students to answer the following questions about the model that they are researching:
 - (a) Where does this model originate?
 - (b) How many aspects does it include?
 - (c) Is there an underlying idea that underpins the others or are they all considered equal?
 - (d) What values are shown to be important?
 - 6 Ask each group to present what they have learnt to the rest of the class. If two or more groups have researched the same model, they could present their findings together.
 - 7 Ask students to work individually and to create their own model of wellbeing that best fits with the values that are important to them. Depending on the class and time available, this activity could be done straight after the research or as the next lesson or for homework. Students could create 2-D or 3-D models depending on their preference. You could bring materials to class (paper, felt pens, plasticine, pipe cleaners, etc.) and get students to build their model, or they could draw it or build it in a virtual space.

Extension/other ideas

Students could be given two or three models as pictures to look at and compare as a simpler activity. Te Wheke, Fonofale, and Te Vaka Atafaga are models that would work in this situation as they are very visual.

This activity could be used as a project where students spend longer researching models from around the world and interviewing people about what is important to them.

This activity could link in with 'AS91463 Evaluate health practices currently used in New Zealand' as a way of understanding the basis of some traditional approaches to medicine and wellbeing.

Lesson

22

Understanding depression

The best thing to hold onto in life is each other. —Audrey Hepburn

Intended learning outcomes / Ngā koronga ako

Identify some of the commonly held myths and stigmas around depression.

Understand a range of strategies and support systems that can be used for depression.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Internet access
- Paper and pens or devices for answering questions

Background information and definitions / He whakamāramatanga

Depression and anxiety are sensitive topics. It's important that you reinforce the class guidelines (see notes in the introduction on "Establishing guidelines / tikanga" on p. 7) and have a few ground rules:

- 1 Don't ask students to disclose mental health issues to others—either their own or those of family/friends.
- 2 Don't ask individual students direct questions during class (ask for volunteers to speak and share).
- 3 Make sure you reinforce the support systems that are available: the school counsellors, school nurse, Youthline, The Lowdown (www.thelowdown.co.nz).

Remember that all mental health disorders are individual and different for everyone. It's important to stay open to students' views and to be nonjudgemental. Make sure you present this information and discuss these as "topics".

Activity / Te ngohe

- 1 Brainstorm on the board. Ask: "What is depression?" Answers may include: "feeling down", "feeling bad", "a mental health problem", "an illness", etc.
Ask students to put their hand up if they know someone who has been diagnosed with depression. (Ask for hands so it's clear to see how many people know someone: this normalises it and shows that it is common.) Do not ask students to say names or admit to having depression themselves.
- 2 Read out the following statement to students:
"Everyone goes through ups and downs in their life. This is a normal part of being human. Life involves pain, heartache, change, joy, uncertainty, worry and lots of other emotions." (You might make links here or refer to the lessons on expressing feelings from Section 2.2.)
"It is normal to feel down at times and you may not always know why.
Depression is a little different from life's normal ups and downs. It can be defined like this."

Put the following definitions on the board, on a PowerPoint, or hand them out to students in groups:

“If the main problem is feeling down and miserable, or that there is no interest or pleasure in things, we call it depression. If the main problem is having times of panic, or always being on edge and worrying, we call it anxiety. It’s quite common to experience a bit of both.”

depression.org.nz

“Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness, and poor concentration. Depression can be long-lasting or recurrent, substantially impairing an individual’s ability to function at work or school or cope with daily life.”

World Health Organisation

“You’ve probably heard people use the word ‘depression’ when they’re talking about a time where they felt sad or down. When life gets full on and you’re dealing with stress, disappointments or grief, it’s common and normal to go through a rough patch. But what doctors call ‘major depressive disorder’ or ‘clinical depression’ doesn’t work like that—it’s when the feelings last for a really long time and get in the way of everyday life.”

thelowdown.co.nz

- 3 Ask your class: “How does depression differ from feeling down?”
Answers may include: “depression is more serious”, “depression requires help from outside”, “depression is when bad feelings don’t go away”.
- 4 Go to the WHO website (www.who.int) and find the depression videos for young people.
Search on YouTube for the video “I had a black dog, his name was depression.”
In groups, answer the following questions. (You might need to play the clip more than once.)
 - (a) The black dog is a metaphor for depression. What is a metaphor?
 - (b) Why do you think the man uses the metaphor of a black dog for depression?
 - (c) What does the man experience as a result of depression? (List three or four things that happen to him.)
 - (d) What is useful about thinking of depression as a black dog?
 - (e) What might be some problems with thinking of depression as a black dog?
 - (f) What strategies does the man use for dealing with depression?
 - (g) What is the most important choice he makes?
 - (h) How does he make friends with the black dog?
 - (i) What do you think the main point of this video clip is?
- 5 Go to the website: thelowdown.co.nz
Play one of the video clips from the website and discuss with the class:
 - (a) What was the main message this video gives?
 - (b) Is the information helpful?
 - (c) What questions do you have?

Students can then choose from the following tasks:

- (a) Watch more of the clips from the site.
- (b) Read the signs and symptoms page.
- (c) Explore the different topics in the menu on the website.
- (d) Explore links in Further resources (below).

Ask students to report on at least one thing they found interesting.

While The Lowdown website is aimed at young people, it has information that may be triggering for students, so it is beneficial if students have their own devices to explore the website at their own pace.

If students want to do the depression or anxiety self-test, make sure they are aware that the school counsellors are available to follow up with them.

- 6 Final questions to check learning:
- (a) How is depression different from feeling down or sad?
 - (b) What are some of the symptoms of depression?
 - (c) What should someone do if they are worried that they might be depressed?
 - (d) What can you do if you think someone you know might be depressed?
 - (e) What supports are available at school (for example, school counsellor)?

Extension activities for senior high school students

- 1 Go to the site depression.org.nz (you can do this in front of the class or get students to use their own devices to search). Get students to explore the site.
- 2 View YouTube video: “Living with the black dog” (links also available on the WHO website).
- 3 Inquiry: What resources and support systems are available for teenagers with depression in New Zealand? What influences the provision of resources in different communities?

Further resources

<https://depression.org.nz>

<https://thelowdown.co.nz>

Adolescent Health Research Group: Youth2000 data on young people and depression:

<https://www.fmhs.auckland.ac.nz/en/faculty/adolescent-health-research-group.html>

See the Skylight website for useful resources and links for coping with problems and change (including breakups and grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

Teacher reflections

- 1 How did it feel in the classroom during this lesson?
- 2 Were students engaged with the content?
- 3 Was the classroom a safe space?
- 4 What is your school's policy if students disclose anxiety or depression?

Lesson

23

What is anxiety?

Whakataukī

Hokia ōu maunga kiapurea koe e ngā hau o Tāwhirimātea.

Return to those places that are special to you, to feel the breezes and be cleansed by familiar winds.

Intended learning outcomes / Ngā koronga ako

Identify some of the commonly held myths and stigmas around anxiety.

Understand a range of strategies and support systems that can be used for anxiety.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Internet access
- Paper and pens or devices for answering questions

Background information and definitions / He whakamāramatanga

Depression and anxiety are sensitive topics. It's important that you reinforce the class guidelines (see notes in the introduction on "Establishing guidelines / tikanga" on p. 15) and have a few ground rules:

- 1 Don't ask students to disclose mental health issues to others—either their own or those of family/friends.
- 2 Don't ask individual students direct questions during class (ask for volunteers to speak and share).
- 3 Make sure you reinforce the support systems that are available: the school counsellors, school nurse, Youthline, The Lowdown (www.thelowdown.co.nz)

Remember that all mental health disorders are individual and different for everyone. It's important to stay open to students' views and to be nonjudgemental. Make sure you present this information and discuss these as "topics".

Activity / Te ngohe

Introduce the topic and explain that anxiety and depression (see previous lesson on Depression) are different things but can also be related.

- 1 Ask for comments on what anxiety is (accept all answers that students give).
- 2 Put up the following definitions (write up on the whiteboard, put on a PowerPoint, or give out definitions to the class):

"Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat."

American Psychological Association (www.apa.org/topics/anxiety/)

In stressful situations we all get anxious, and that's completely normal. If we have money worries or a sick loved one we feel stressed and worried. If we see an item on TV that is disturbing, such as a terror attack, we feel horror, temporary distress and dismay, yet we continue with our activities and can put it out of our minds. However, some people may see the same item on TV and suffer considerably more distress and worry. They may be up all night worrying about what to do if such an attack came to their town, and this worry can go on for days. This type of ongoing, all-over anxiety is called generalised anxiety disorder (GAD).

Mental Health Foundation, NZ: <https://www.mentalhealth.org.nz/get-help/a-z/resource/5/anxiety>

- 3 Have your students answer these questions in groups:
 - (a) How is clinical anxiety (GAD) different from feeling anxious or nervous?
 - (b) How can anxiety affect someone's life?
 - (c) What should someone do if they think they have anxiety?
 - 4 Ask them to make up a persona of an imaginary teenager (decide age, gender, interests, etc.). Draw an outline of your teenager and imagine this person as anxiety. Around the person add symbols and words to show the symptoms of anxiety.
 - 5 Now have them add the possible supports this person could draw on (family, friends, help lines, the school counsellor, coaches, etc.).
 - 6 At the bottom of the page, have them add some tips for this teen's friends on how they might support them.
- End the class by asking students to reflect in their Learning Journals on the following questions:
- (a) How are usual feelings of nervousness different from anxiety?
 - (b) Where can teens get help if they think they have anxiety?
 - (c) How can friends support each other?

Further resources

<https://depression.org.nz>

<https://thelowdown.co.nz>

Adolescent Health Research Group: Youth2000 data on young people and depression:

<https://www.fmhs.auckland.ac.nz/en/faculty/adolescent-health-research-group.html>

See the Skylight website for useful resources and links for coping with problems and change (including breakups and grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

Lesson
24

SPARX online programme: Developing skills for feeling down, depressed, or stressed

Whakataukī

Ahakoā he iti, he pounamu.

Despite being small, you are of great value.

Intended learning outcome / Te koronga ako

Identify help-seeking strategies.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Internet access
- Each student needs access to a device, ideally a tablet or computer

Background information and definitions / He whakamāramatanga

The content in this lesson requires knowledge from previous lessons involving depression. SPARX is a free online e-therapy tool provided by The University of Auckland as an initiative of the Prime Minister's Youth Mental Health Project. SPARX uses a game format to help young people learn skills to deal with feeling down, depressed, or stressed. It is helpful for all teenagers (not only those who are depressed) as it teaches skills to manage negative thoughts, seek enjoyment and gain a sense of achievement. The SPARX website is: www.sparx.org.nz

Activity / Te ngohe

- 1 Write the word “depression” on the board and ask students to share answers from the previous activity about what they can remember about depression. Highlight that all people sometimes feel down and that this is normal. Depression is when feeling down gets more extreme and lasts a long time. Symptoms can include loss of appetite, loss of sleep, being unable to concentrate, and withdrawing from others. There are lots of tools that can help. Some of these tools also help people who are not depressed. We are going to explore one of these tools today, which is in the form of a game.
- 2 Show students the website www.sparx.org.nz. This is a website to help support teenagers with mild to moderate depression. Play the video “About SPARX”: <https://sparx.org.nz/about>
- 3 Make sure each student has a device or computer. Get students to sign up and complete the first level, which takes 20–30 minutes. It includes the quiz about feelings.
- 4 After completing level 1, ask students to discuss the following questions in small groups:
 - (a) What did you like about the game?
 - (b) What do you think the key skill from level 1 was?
 - (c) Why is this skill useful?

- (d) Why was level 1 about hope? Why is hope important?
- (e) What does the guide say about CBT? What is CBT and how does it work?
- (f) What are the three thinking skills and three doing skills that SPARX teaches?

You could dedicate the next few timetabled classes spending time on the SPARX quiz and addressing each level as students complete them. Design your own framing questions relevant to your class.

Extension

Ask students to search for other websites that can offer mental health help and advice for young people. Analyse the pros and cons of these sites in a compare/contrast format.

This activity could spark a school-wide health promotion project that students could undertake in groups as part of a whole-class goal.

2.2 Expressing feelings

Background information / He whakamāramatanga

How we think about ourselves, and how we communicate with others are both connected to our feelings and emotions. Many people use the terms “feelings”, “emotions”, and “moods” interchangeably but others argue that these are different things. The term “affect” is often used to refer to the study of feelings and emotions.

Different researchers and practitioners offer different definitions. The following ones might be useful: Guerrero, Andersen, and Trost (1998, p. 5) explain that:

“**emotion** refers to specific types or clusters of feelings that occur in response to particular events”

“**moods** refer to relatively enduring and global states of pleasant or unpleasant feelings”.

The definitions below from the emotional intelligence network are also useful:

<https://www.6seconds.org/2017/05/14/emotion-feeling-mood/>

Emotions are chemicals released in response to our interpretation of a specific trigger. It takes our brains about 1/4 second to identify the trigger, and about another 1/4 second to produce the chemicals. By the way, emotion chemicals are released throughout our bodies, not just in our brains, and they form a kind of feedback loop between our brains & bodies. They last for about six seconds—hence the name of our organization.

Feelings happen as we begin to integrate the emotion, to think about it, to “let it soak in”. In English, we use “feel” for both physical and emotional sensation—we can say we physically feel cold, but we can also emotionally feel cold. This is a clue to the meaning of “feeling”, it’s something we sense. Feelings are more “cognitively saturated” as the emotion chemicals are processed in our brains & bodies. Feelings are often fueled by a mix of emotions, and last for longer than emotions.

Moods are more generalised. They’re not tied to a specific incident, but a collection of inputs. Mood is heavily influenced by several factors: the environment (weather, lighting, people around us), physiology (what we’ve been eating, how we’ve been exercising, how healthy we are), and finally our mental state (where we’re focusing attention and our current emotions). Moods can last minutes, hours, probably even days.

Further resources

Goleman, D. (1997). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Guerrero, L., Andersen, P., & Trost, M. (1996). Communication and emotion: Basic concepts and approaches. In P. Andersen & L. Guerrero (Eds.), *Handbook of communication and emotion: Research, theory, application, contexts*. San Diego: Academic Press.

Watt Smith, T. (2015). *The book of human emotions: An encyclopedia of feeling from anger to wanderlust*. London: Profile Books.

Lesson

25

Feelings

Never be ashamed of what you feel. —Demi Lovato

Intended learning outcome / Te koronga ako

Identify a range of feelings.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

- Large sheets of paper
- felt pens

Background information and definitions / He whakamāramatanga

Thinking and feeling

Thinking statements are generally assertive, rational, may involve logic, and make connections between cause and effect. Words are required to communicate thoughts. However, feeling statements are generally internal, immediate, can be nonrational, and they draw on emotions. Words are not necessarily required to express feelings.

Ways of dealing with feelings

Dealing with feelings can sometimes depend on the meanings attached to certain feelings. Some people might mock others for crying (even though crying is a normal human response to feeling sad, hurt, or frustrated).

In order to deal with feelings, it is important to acknowledge our own feelings, while also acknowledging the feelings of others.

It is also important to express our feelings with others in an appropriate manner. For example, if a person is angry and does not want to talk to anyone, saying “I am angry at the moment, I will talk to you later when I have calmed down” is a better way of dealing with anger than slamming the door in their face. It’s not always easy to find the right words when you are feeling strongly. Like anything, recognising feelings and having the ability to name them takes practice.

Activity / Te ngohe

- 1 When students enter the room, have a range of feelings cards (or pictures/emojis) printed out and cut up. Ask students to choose an emotion that represents how they are feeling at that moment. Get students to pair up and explain: Why did you choose this card? What other words do you associate with this feeling?

- 2 Ask the pairs to combine into groups of four. Ask each group to brainstorm all the feelings words they can think of and to write them on large sheets of paper.
- 3 Now ask students to label their feelings words as positive, negative, or neutral.
- 4 Emphasise that, however people label them, all feelings are a valid and normal part of human experience. Even so-called negative feelings can be expressed in socially appropriate ways.
- 5 Divide the class into groups of three or four. Suggest each group member chooses a feeling and identifies the physical signs/effects of that feeling. Ask students to consider the question: "How do you know when you feel strongly about something, or when you have strong feelings?"
- 6 Discuss the physical expressions of feelings, and explain that sometimes feelings conflict with rational thoughts. It is important to acknowledge feelings and remember that, although people cannot be held responsible for their feelings, they can take charge of how and when they act on their feelings.
- 7 In groups, ask students to identify feelings that are easy to express and others that are harder to express or describe to others (each person could be asked to suggest two or three in each category). Gather feedback from each group, particularly about the feelings people find it hard to express.
- 8 If it seems appropriate, discuss how socialisation influences the way people express their feelings. For example, anger and empathy are two feelings that may be affected by socialisation. Ask your students: "Is either feeling more socially acceptable for boys, girls, or other genders? For adults or young people? When you're with friends or family? At home or at school?" Alternatively, consider the significant cultural differences in the way people express their grief (for example, at a tangi, falelauasiga, or funeral).
- 9 In Learning Journals, record as many feelings words as you can. Aim for more than 10.

Lesson

26

Links between feelings

Whakatauki

Aroha mai, aroha atu.

Love is given to us, love is returned.

Intended learning outcome / Te koronga ako

Identify and understand how feelings can be linked.

Key competency / He pūkenga matua

Thinking

Materials / Ngā rauemi

Paper and pens or devices

Background information and definitions / He whakamāramatanga

Some psychologists argue that there are nine basic emotions (joy, anger, fear, shock, love, disgust, sadness, guilt, and curiosity). These can be thought of as general categories of feelings. This task explores how the feelings words discussed in the last lessons can be linked and categorised under these headings. Note that many people use the words “feeling” and “emotion” as the same thing.

Activity / Te ngohe

Give students the following instructions:

- 1 Some psychologists argue that we have nine basic emotions: joy, anger, fear, shock, love, disgust, sadness, guilt, and curiosity.
- 2 Write each of these on a page (on paper or on a device) with a circle around it.
Recall the feelings words discussed in the last activities. (You might want to brainstorm these on the board again or get students to look in their Learning Journals as a reminder.) In each emotion circle, write the names of feelings that can be linked with or similar to that word. For example, in the “JOY” circle, you might also write: happy, pleased, glad, contented ...
- 3 Look at your list (hopefully you’ve got seven to eight words in each of the emotion circles). Are there any missing? Where would you place these feelings: nervous, excited, grateful, surprised, worried, tired, exhausted, irritated?
If you think of an emotion that you don’t think fits in any circle, begin a new circle and then list words that are similar in that new circle. Share with the person next to you how many circles you have and explain your decision to add new circles (if you did). Discuss any words you had trouble deciding about.
- 4 Now draw lines between the circles you think are linked. For example, for most people, anger is not a feeling that exists by itself. It is usually a result of fear, anxiety, humiliation, or embarrassment.

- 5 Now choose six of the words (from anywhere on the page) that connect the most to you right now (these might be feelings you have regularly or strong feelings you are aware of). Complete the following sentence with the six words you have chosen:

I feel _____ when _____

For example: "I feel nervous when we have a class test."

- 6 Feelings can be felt in the body and this is different for everyone. Some people feel specific emotions in specific parts of the body.
Draw an outline of a body. Write these emotions on the body in places you think people might feel them: anger, fear, worry, anxiety, happiness, shock, heartache, grief, and guilt.
- 7 Compare your diagram with someone else sitting near you. Choose three and write a sentence or a list of words describing how that emotion actually feels in the body. Using metaphors can help.
For example: For some people, feeling nervous is like having butterflies in your tummy. Shock can feel like your body is numb. Heartache can feel like a knife in your chest.
- 8 Using the metaphors you have written to describe emotions, write a poem about one of these.
Begin your poem with the feeling word.
- 9 Represent your poem visually on a page (you might do this using colours, pictures, designs).

Further resources

See the Skylight website for useful resources and links for coping with problems and change (including grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

Lesson

27

Empathy box

The greatest gift of human beings is that we have the power of empathy.

—Meryl Streep

Intended learning outcomes / Ngā koronga ako

Recognise the feelings behind other people's words.

Develop personal statements and understanding of feelings. Understand the effects of expressing and repressing feelings.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

- Post-it notes or small pieces of paper for each student
- Ice-cream container or box for papers
- Paper or online document for recording expressing/repressing feelings

Activity / Te ngohe

- 1 Begin this session by brainstorming as many feelings words as possible on the board (from the last lesson). Discuss/explain the meaning of any words that are new or unusual (or ask students to identify any unknown words). Explain that today's activities are about empathy and ask students if they know what that word means. Explain that empathy is about considering the feelings of others or putting yourself in someone else's shoes.
- 2 Ask each student to take a piece of paper and describe anonymously, and without talking to anyone else, either:
 - (a) something they would like to be better at, or
 - (b) a situation they did not handle as well as they would have liked.

If they don't want to explain a personal situation then they could make one up or describe a situation they have seen on TV or in a movie. Explain that if they think this activity might be too personal then they can make up statements.

At this stage, they should just describe the situation; they shouldn't explain their feelings or try to solve the problem.
- 3 Ask students to fold their papers in half, and have someone collect the papers in the container.
- 4 Sit with the students in a circle (or they could divide into groups). Explain that one person at a time will draw a piece of paper from the container. (If the paper is their own, they should return it and take another.) The person then reads what is written as if the statement were their own.

- 5 Ask students to follow this statement with “I feel ...” statements in which they try to describe the possible feelings a person in this situation might have (they can use the feelings words on the board or other feelings). It doesn’t matter that some feelings described will be accurate for the person who wrote the statement, and others will not.
- 6 The point of the activity is to identify a full range of possible relevant feelings. Once the student drawing the paper has suggested some feelings, others in the class can add “I feel ...” statements.
- 7 You may need to use prompts by asking: “What other feelings could there be? Who can think of another?”
- 8 Once everyone has read a statement, gather up the papers and destroy them so that individual statements are not recognised.
- 9 Now discuss the exercise by asking the students (this could be a discussion or recorded in Learning Journals):
 - (a) How did you feel when your own statement was read out?
 - (b) What was it like when someone else identified your feelings?
 - (c) Did you feel strongly or sympathetically about any other people’s statements?
 - (d) What did that feel like?
- 10 Emphasise the importance of listening for the feelings behind what people say. This will be returned to later when working on listening skills. Also discuss why people use anger to cover up other feelings they find hard to express.
- 11 This activity can stir strong feelings and it can be a negative experience for some students. At this point it may be useful to do a short, enjoyable, lively activity to move the class forward again. (You might prefer to use a mindfulness activity; see Section 2.5.)
- 12 Ask students to work in groups of three or four to complete a recording sheet on expressing/ repressing feelings. Groups can work together to brainstorm their ideas. Later, they can talk about some of these with the class.

Expressing feelings		Keeping feelings hidden	
Advantages	Disadvantages	Advantages	Disadvantages

- 13 Complete the activity by drawing up a class chart and discussing the points identified as advantages and/or disadvantages.

Lesson

28

Monitoring feelings

If it is not right, do not do it, if it is not true, do not say it. —*Marcus Aurelius*

Intended learning outcome / Te koronga ako

Express feelings and reflect on the effects of doing so.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Participating and contributing

Materials / Ngā rauemi

Personal checklist grid, either as a digital document or on paper

Activity / Te ngohe

- 1 Explain that the students start this activity on their own, and then move into groups of three or four later (so they need to choose at least one feeling in the next activity that they are willing to share):
 - (a) Hand out (or share digitally) the personal checklist grid (below), and ask students to write, in the first column, three feelings they still find difficult to express.
 - (b) Alongside these feelings, ask them to write, in the second column, some of the times/places/people that give rise to these difficulties. Give people time to think about their responses here.
 - (c) Then ask students to write, in the third column, something they could do themselves to help them express each of the feelings they have listed (line up responses with the appropriate feeling).
 - (d) In the final column, have students write something they want other people to do to help them express each of these feelings (again matching the responses to the feeling and their time/place/person comment).
- 2 Now ask students to move into groups of three or four. Ask each group to choose three or four feelings to discuss. Emphasise that no-one should feel pressured to read out what they have written, but simply to select a feeling and talk about it with their group. (For example: Is it easier to express feelings to family or to friends? Why? Are there times when they cannot express their feelings?)
- 3 Next, ask the group to brainstorm what might help them to express their feelings more easily at home. At school. With friends. In teams, cultural groups, at church or other activities.
- 4 Finally, ask the group to brainstorm changes other people can make to help young people to express their feelings more confidently.
- 5 Have groups summarise their thoughts and feed back their ideas to the rest of the class.
- 6 Emphasise, though, that being self-aware (reflecting on your own feelings and how you express them) is the key to gaining confidence in expressing feelings. People are the most aware of their own feelings, unless they deliberately override them for a time.

WORKSHEET
Student checklist

Feelings still hard to express	Times/places/people associated with these feelings	Something I could do myself	Changes I want other people to make

Lesson

29

Dealing with fear

I've learned over the years that when one's mind is made up, this diminishes fears. Knowing what must be done does away with fear. —*Rosa Parks*

Intended learning outcome / Te koronga ako

Students to identify fears in their lives and look at ways to overcome these fears.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

Paper and pens

Background information and definitions / He whakamāramatanga

You might consider sharing this information with students at the beginning of the lesson:

We are all afraid of some things. Whether you're afraid of being alone, afraid of the dark, or afraid of speaking in front of others, you'll feel that fear in your body. It is tempting to deal with the fear by avoiding the activity or situation that makes you fearful. The problem with this approach is that you miss out on parts of life that might be interesting, engaging, would help your learning, or would enable your achievement. For example, if you're afraid of the dark, you might avoid going on school camp in case there are nighttime activities. In choosing to not go on camp, however, you're missing out on so many opportunities for friendship, learning, and fun. So, how do we deal with our fears in a way that helps? Naming what we're afraid of can really help to get the fears out of our head and see them for what they are. Then we can 'flip the narrative'.

It helps to do this activity yourself at the same time as students. Remember that fears are real and can be intense. Be aware of how students are feeling during this activity. Make sure they are able to draw symbols or pictures of their fears (some students may not feel OK about writing down specific words in case others see these and mock them). This could actually be another fear to discuss.

Also note that this could be a time when students disclose. They could be fearful of neglect or abuse. Be aware of the issues this raises for students. You might want to invite the school counsellor in for this session so that students can follow up if they need more support. Also see the information in the introduction section of the resource on "What should I do if I think a student is distressed or needs help, or a student discloses?" (p. 30).

Activity / Te ngohe

Give students the following instructions:

- 1 Take a piece of paper and write the word "FEAR" in the middle. Around the word, list all the things you're afraid of. These can be big things, such as someone you love dying, or could be small things, like spiders. If you don't want to write actual words, you can add symbols or pictures

that represent the things you fear. Write down as many things you can think of that make you feel afraid or worried. You do not have to share your list with anyone.

- 2 As you write things you're afraid of, add words about how that makes you feel. Some examples might be words like "isolated", "hopeless", "unmotivated", "indecisive", "sad". Again, use emojis or symbols if that's better for you. Keep adding things that you're scared of. They might be things like: asking out the person you like, talking to someone you haven't met before, bungee jumping, catching the bus by yourself, being honest with your friend.
- 3 Choose one of these fears (ideally, one that you think stops you doing things you'd actually like to do). Write down a sentence or list of words that evoke that fear. When does it happen? What are you afraid of? What's the worst thing that could happen if that fear came true? Ask yourself: If that thing actually happened, would it be that bad? Would you survive? Can you see a future? In many circumstances, even if our worst fears were realised, things would eventually be OK.
- 4 Now turn the paper over and write the word "TRUST" in the middle. Now consider what your life would look like and feel like if you weren't afraid. Write all the things you'd do if you weren't afraid. What would you try out if you weren't afraid of being rejected or failing or looking stupid? What would you try if you were not worried about what others think? Write all the things you might do (again, you can use pictures or symbols if that works better for you).
- 5 Now add all the feelings you associate with living your life without fear. These might be words like "freedom", "excitement", "happiness", "openness", or "relaxing".
- 6 Choose one of the things you would like to do and put a circle around that thing. Tell yourself that you can do it.
- 7 Now look at your piece of paper: on one side you have all the fears and the bad feelings; on the other, you have trust and adventure. Remember that next time you are struggling with feelings of fear: you can turn the paper over and switch FEAR to TRUST. Trusting doesn't mean that everything will always turn out the way we want it to. But it's refusing to be ruled by fear. End the lesson by acknowledging that we all feel scared some of the time. Feeling afraid sometimes keeps us safe (for example, feeling afraid looking down from a great height, on the edge of a cliff). A lot of our fears are irrational. The only way to move past fear is to face it rather than run away from it.

Further resources

Ciarrochi, J., Hayes, L., Bailey, A., & Hayes, S. (2012). *Get out of your mind and into your life for teens*. Oakland, CA: Instant Help Books. This book has lots of good activities and scenarios about feelings and making decisions. It uses the stories of two teens, Jess and Sam, to explore how mindfulness can help teenagers to face feelings and live more freely and confidently.

Walt Disney. (2015). *Inside out*. Explore how emotions are represented in the movie.

2.3 Developing resilience

In this section, students will develop knowledge and resilience skills to care for their own wellbeing, such as learning from failure, resisting the urge to give up, bouncing back from loss, and dealing with confronting ideas and beliefs. Although there are many different definitions, The American Psychological Association defines resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress—such as family and relationship problems, serious health problems or workplace and financial stressors. It means ‘bouncing back’ from difficult experiences.”

<http://www.apa.org/helpcenter/road-resilience.aspx>

Lesson 30

Developing resilience and grit

I have not failed, I've just found 10,000 ways that don't work. —*Thomas Edison*

Intended learning outcome / Te koronga ako

Identify factors that help someone to become resilient and barriers that can undermine resiliency.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

Paper and pens for brainstorm

Background information and definitions / He whakamāramatanga

Being resilient, being able to persevere, and having grit are similar skills that can be developed over time. Resilience is more about being able to bounce back after difficult situations and overcome obstacles, whereas persevering and having grit are more connected to being able to strive towards longer term goals.

Activity / Te ngohe

- 1 Divide the class into groups and give one of the following scenarios to each group:
 - (a) Tama is 14 and he and his family have recently moved house from a small town in the country into central Wellington.
 - (b) Wiki is 15 and knows that at the end of Year 13 she wants to go to Vet school in Palmerston North. However, it is very hard to get accepted as there aren't many spaces available.
 - (c) Sam broke his leg last week when he fell off his bike riding to school and has to stay at home in a cast for the next 6 weeks.
 - (d) Pretesh wants to study fashion at UNITEC but he is worried that his family will think that it's not a good career choice.
 - (e) Jane is 17 and wants to buy a car as she lives out of town and the bus service isn't very regular.
 - (f) John is 18 and has recently started a course at a local college. Last night his boyfriend broke up with him and he is very upset.
- 2 Ask each group to brainstorm the issues and obstacles that their character might struggle with in the short term or the long term.
- 3 Ask each group to choose three issues/obstacles that they think are the most important to have to deal with.

- 4 For each issue/obstacle, decide on a strategy that their character could use to overcome it. Ask students to think about things the characters can do for themselves and also things that they can ask others to help them with. (Students might draw on their learning from the SPARX game; see Lesson 24.)
- 5 How would using these strategies help the character in your scenario to develop resilience or grit?
- 6 Students can present their scenario and strategies back to the class at the end of the lesson.

Further questioning

Are the strategies you have suggested things that most people would be able to do and have access to? If not, how could you make these options suitable for everyone?

Extension

This activity could be linked to “AS91236 Evaluate factors that influence people’s ability to manage change”.

Further resources

Youth Pathways and Transitions have conducted lots of research around resilience: www.youthsay.co.nz

Angela Duckworth from the University of Pennsylvania has conducted many studies on grit and how it impacts on people’s ability to strive towards long-term goals. Angela has a TED talk: www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

Lesson 31

Flexible optimism

As you think, so shall you become. —Bruce Lee

Intended learning outcomes / Ngā koronga ako

Be able to define the difference between optimism and pessimism.

Be able to identify ways in which optimism can be used for positive outcomes.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- Internet access
- Paper or devices for questions

Background information and definitions / He whakamāramatanga

- Optimism: positive thoughts and emotions about the future.
- Pessimism: negative thoughts and emotions about the future.
- Maintaining optimism can be difficult and can be tested in specific events.
- However, optimism is a skill that can be learnt. An optimistic person explains events that occur in a certain way. This is known as explanatory style (Seligman, 2006).
- How do we reflect and explain events to ourselves? Explanatory styles can range from optimistic to pessimistic.
- Generally, an optimistic explanatory style influences the level of hopelessness/helplessness we feel in certain situations. People with an optimistic explanatory style tend to persevere in difficult situations and remain hopeful for the future (Seligman, 2006).
- Two areas of explanatory style are permanence and pervasiveness (Seligman, 2006).

(a) *Permanence*

Pessimistic—the bad event that is happening will happen forever.

Pessimistic—the good events that are happening are only happening because of temporary causes.

Optimistic—the bad event that is happening is temporary (moods and effort).

Optimistic—the good events that are happening have permanent causes (traits and abilities) (Seligman, 2006).

(b) *Pervasiveness*

Pessimistic—a person creates universal explanations for failures.

Pessimistic—good events are caused by specific factors, and will not enhance other areas of life.

Optimistic—a person creates specific explanations for failures.

Optimistic—good events will enhance all other aspects of life (Seligman, 2006).

- Sometimes it is helpful to understand the possible negative outcomes of a difficult situation; however, if we focus on the negative outcomes and emotions, we can get stuck. This is particularly true if we spend a lot of time worrying about things that may never happen. This is known as catastrophising.
- Flexible optimism is an approach to optimism that acknowledges risk and the thoughts associated with negative outcomes. Optimism is a skill that can be applied in appropriate contexts/situations. Catastrophising is an appropriate context in which to apply the principles of optimism (Seligman, 2006).
- When facing adversity, it is common for individuals to catastrophise. Catastrophising is a process where we experience a series of automatic negative thoughts, do not consider alternatives, and focus on the worst possible outcome (even if it has not happened) (Seligman, 2006). When faced with adversity, learn to challenge your automatic negative thoughts with logic and reason (Seligman, 2006).
- It is important to acknowledge that automatic negative thoughts are normal, and it is important to be able to perceive and respond to risk and adversity. These thoughts only become problematic when an individual catastrophises (Seligman, 2006).

Remember

- Optimism is more than positive thinking.
- Optimism is linked to your explanatory style—the ways in which you explain events/situations to yourself.
- Optimism is a skill that can be applied to appropriate situations, such as when a person is catastrophising, but should not be a “blanket” approach to life.
- Perceiving, recognising, and responding to risk / potential negative outcomes are valuable skills. Issues arise when an individual generates a skewed viewpoint, and can only see risk/negative outcomes.

Activity / Te ngohe

- 1 Write up the word “Optimism” on the board and ask students what this means (or they could “think, pair, share”).
- 2 In groups of two or three, have students use a device to find optimistic images or quotes online. Go around groups and ask:
 - (a) Is optimism more than positive thinking?
 - (b) Is optimism always helpful?
 - (c) In what situations could optimism be harmful?
- 3 Repeat the above for “Pessimism”.
- 4 Discuss with the class: “How do optimistic and pessimistic thoughts affect us?” (You might refer back to the SPARX game in Lesson 24.)
- 5 How can we change our thinking? (Referring to SPARX will be useful here too.)

- 6 Using the scenarios from the last activity (Lesson 30: Developing resilience and grit) get each group to write an optimistic reaction for each one, and pessimistic reaction for each one.
- 7 Now each group chooses a scenario to write a short comic or dialogue showing the person's thinking (optimistic and pessimistic). Explain how each one might affect feelings and actions of the character.
- 8 Finish the lesson by getting students to reflect in their Learning Journals:
 - (a) Recall a time you have felt pessimistic. What caused this?
 - (b) How would things be different if you were pessimistic?
 - (c) Is pessimism sometimes useful? Why?

Extension

Students create scripts or comics that illustrate the potential impact of applying the principle of optimism to an appropriate context (for example, fear of failing a test) versus applying the principle to an inappropriate context (for example, assessment of a physically risky situation).

Reference

Seligman, M. (2006). *Learned optimism: How to change your mind and your life* (2nd ed.). New York: Random House.

Lesson

32

Mana

Whakatauki

Kāore te kumara e kōrero mō tōna ake reka.

The kumara does not talk about its own sweetness.

Waiho ma te tangata e mihi.

Leave your praises for someone else.

Intended learning outcome / Te koronga ako

Understand what mana is and how it can help to develop self-identity.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Using language, symbols and text

Materials / Ngā rauemi

- Internet access
- Paper or devices to answer questions

Background information and definitions / He whakamāramatanga

Mana can be defined in English as a person's *authority, control, influence, prestige, self-concept, or power*. It is also about honour, integrity, and social standing. It can be a source of both personal and collective strength, pride, and identity. There are two things that we can be certain of mana: (1) it is something that can be felt when you're in the presence of it, and (2) it goes hand in hand with respect and honour.

The best way to think of mana is to think of a person who has that air of *importance* about them. When that person walks into a room, speaks, or starts to do "their thing", even if you have never met the person before, you will instantly be alert to their presence.

Traditionally, there are three kinds of mana.

1 Mana whakaheke—The mana a person is born with

This mana comes from the whakapapa, or the genealogy, of the person. This could be the status/reputation of the parents, grandparents, great-grandparents right back to the people who came across on the waka (canoes), or those who descend from royalty or well-known families. There is also mana from being descendants of tūpuna (ancestors) who are well known for their deeds.

Some whānau (families) are known for certain skills, traits, and abilities which come from their tūpuna. This is similar to how there are families today who are known for their sporting, business, musical, or political skills.

2 *Mana tuku—The mana that the people give you*

This is the recognition that people give for your deeds and actions. Just because a person is born from a great descent line, it does not necessarily mean that they will have great mana amongst other people. The mana a person is born with sets them off, but the way they conduct themselves throughout life will either strengthen their own personal mana—and by association the mana of their tūpuna—or weaken their own personal mana.

Humility is a very highly valued trait in the Māori world. Many great leaders are very humble people, which is part of why they are revered. Other people sing their praises, thereby heightening their mana. From a Māori worldview, great leaders never sing their own praises. It is not that they are trying to be humble, it is that they just are. Mana is attributed to someone by others—not by themselves. It is not appropriate to seek mana by telling people about how important you think you are. There are two well-known whakataukī or proverbs that speak to the importance of humility:

Kāore te kumara e kōrero mō tōna ake reka.

The kumara does not talk about its own sweetness.

Waiho ma te tangata e mihi.

Leave your praises for someone else.

3 *Mana ā-rōpu—group mana*

This is the mana that a group has; for example, the mana of a marae, church, or group (for example, the kapa haka teams that win Te Matatini each year).

This is often enhanced by mana tuku. When people stay on a marae, and are well looked after and are given great food, those manuhiri when they leave will tell everyone about the great experience, how well they were looked after, and the great food, which builds the mana of that marae and of the tangata whenua there. On the other hand, if the manuhiri were not looked after well, they would be fast to tell everyone about that also, hence weakening the mana of the particular marae involved and the tangata whenua there. Other forms of mana ā-rōpu are the mana of a whānau, a hapū, and an iwi. Perhaps the nearest some people come to this is in our understanding of how a “team” works—we know that an All Black, or a Team New Zealand sailor, no matter how inspired, can never win a match or race by themselves.

Activity / Te ngohe

- 1 Read Chris Winitana's description of mana at: <https://www.nzgeo.com/stories/the-meaning-of-mana/>

Or watch Mana: The power in knowing who you are | Tame Iti | TEDxAuckland ...:

<https://www.youtube.com/watch?v=qeK3SkxrZRI>

Explain that the key point about mana is: We all have mana. We inherit it. We earn it. Others bestow it upon us.

Give students the following instructions:

Think of someone in your whakapapa, family, or local community who you admire because they have mana. Record and then discuss the following questions in a small group.

Mana whakaheke

- (a) What does this person do that causes you to admire him/her?
- (b) How do their behaviours/actions benefit others?
- (c) If you could describe this person in five words, what would they be?
- (d) Do you have any of these same qualities?

Mana tuku

- (a) Why are the qualities/skills described above important or useful?
- (b) How might these qualities help people to be successful in life?
- (c) How might *you* develop these qualities/skills?

Mana ā-rōpu

- (a) How do qualities like this help you to build and sustain relationships with others?
- (b) How might these qualities/skills be used to help/be of service to your whānau/community?
- (c) Collate all of the qualities identified by members of your group and consider which of these qualities you possess. In what contexts/places do you get a chance to practise/show them?
How do they help you in life?

- 2 Mahi ā-Tuhituhi: Prepare a one-page nomination of the person you have described above, or another person of your choice, for a “National Mana Award”.

Consider the following questions for your nomination:

- (a) Who would you like to nominate for a “mana award”?
- (b) Why does this person deserve a “mana award”?
- (c) How does this person benefit others?
- (d) What should we all learn from this person?

Extension

Manaakitanga is a commonly used word in schools in Aotearoa. It is usually used to refer to the importance of “hospitality” and/or caring for others. However, the word manaaki is made up of two words: “mana” (pride/positive self-concept) and “aki” (to cherish or nurture). Therefore, to manaaki others is to do things that **cherish their mana**. We might manaaki our grandmother by doing chores for her, or manaaki our best friend by helping them prepare for an important social event. The point is that we do these things because we want to show them that we care and affirm their importance in our life.

How do you manaaki those around you? To what effect?

How do others manaaki you? What does this mean to you?

Lesson

33

Resilience: Dealing with change

Rock bottom became the solid foundation on which I rebuilt my life. —J. K. Rowling

Intended learning outcome / Te koronga ako

Understand factors that strengthen resilience and barriers that can undermine resilience.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- *We Bought A Zoo* (movie)
- Paper or devices for questions

Background information and definitions / He whakāmaramatanga

This activity involves watching the movie *We Bought A Zoo* and using it to develop a deeper understanding of resilience. In the movie, a single dad and his two children move house and buy a zoo. The story shows the ways in which they were able to overcome difficulties and be resilient through this change situation.

Activity / Te ngohe

This activity may take two to three lessons to complete to allow time to watch the movie *We Bought A Zoo*.

- 1 Ask the students to look up the term “resilience” and then decide on a definition as a class.
- 2 Ask students to consider the following questions:
 - (a) What does it mean to be resilient?
 - (b) What things can help a person to be resilient?
 - (c) What things can undermine a person’s ability to be resilient?
- 3 Watch the movie *We Bought A Zoo*. While students are watching the movie they need to return to the three questions above and re-evaluate their answers.
- 4 After watching the movie, students can complete the table (see below) either on large paper in groups or individually, reflecting on the factors that strengthened the characters’ ability to be resilient (protective factors) and the factors that undermined their ability to be resilient (risk factors).

Extension

This activity could be used with other movies depending on the age group of the students. Many cartoon movies could be suitable if using this for a younger audience.

For senior students, this activity could be useful when introducing the concept of resilience for AS91236 Evaluate factors that influence people’s ability to manage change.

WORKSHEET

We Bought A Zoo

The big change = Moving house to a different area and buying a zoo		
Characters	Factors that helped them to be resilient	Factors that made it difficult for them to be resilient
Benjamin		
Dylan		
Rosie		

Lesson

34

Tips for self-care

A million “likes” will never be enough if you don’t like yourself. —Anonymous

Intended learning outcomes / Ngā koronga ako

Understand what self-care means.

Identify self-care practices that they can use.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

Large paper and pens

Background information and definitions / He whakamāramatanga

- Self-care describes practices an individual uses to promote their overall functioning and wellbeing.
- People who are great at self-care take the time to reflect on and respond to their needs. These needs can be physical, social, emotional, mental, or spiritual.
- People who are great at self-care do things to promote their functioning and wellbeing every day.
- Practising self-care every day is a challenge for many people. Often, people prioritise their responsibilities and/or the needs of others over their own needs.
- During difficult times it is important to increase self-care practices.
- Each person has unique needs and unique self-care practices.
- Self-care practices are things that people do that give them energy and a sense of rejuvenation.

Remember: Discussion of personal needs can be difficult for some students. Try to emphasise the importance of doing things they like to do, every day. It may be easier for students to identify self-care strategies they use to promote their physical health. It is important to help students identify strategies they can use beyond the physical domain of health.

Activity / Te ngohe

- 1 **Individual brainstorm:** Have the students write down their answers to the question: “What are some things that you like to do?”
- 2 **Individual task:** Have them highlight the things that promote their ability to function and enhance their wellbeing.
- 3 **Think, pair, share:** Ask students to choose one of the highlighted things and write down their reflections on that thing:
 - (a) How often do they do that thing?
 - (b) Times where they stop/reduce doing that thing. Why does that happen?

- 4 Agree/disagree/on the fence:** Divide the classroom into three areas (agree, disagree, on the fence). Ask the students the following question, then ask them to move to what area suits their thoughts best:
 - (a)** “Is taking care of yourself more important than completing your responsibilities (like doing homework, training/practice, caring for a friend)?”
Ask the students in each area to share their rationale for their choice (agree, disagree, or on the fence).
Repeat the same process for the following question:
 - (b)** “How easy is it to take care of yourself when you are going through a hard time?”
- 5 Group work—recognising and responding to needs:** In groups of three or four, have students draw a teenager in the centre of a piece of paper. Drawing upon a holistic model of health (for example, Te Whare Tapa Whā or Fonofale; see the discussion of these models in Lesson 21), ask students to identify ways the teenager would know that certain aspects of their wellbeing are depleted.
- 6 Self-care plan:** Ask students (in Learning Journals) to:
 - (a)** brainstorm three self-care practices they can do every day
 - (b)** identify signals they receive that let them know their wellbeing is lower than they would like
 - (c)** explain how they will respond to those signals.

Extension

Students journal their experiences of practising self-care every day. In class, discuss the benefits and challenges of practising daily self-care.

Lesson

35

Gratitude

Whakataukī

Tuku aroha ki mua. Tuku aroha ki muri. Kia tu te aroha o naianei.
Send love to the past. Send love to the future. Be love today.

Intended learning outcome / Te koronga ako

Students identify the positive aspects of their lives; the things they are grateful for.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Using language, symbols and text

Materials / Ngā rauemi

- Paper
- Craft materials or computers for the extension task

Background information and definitions / He whakamāramatanga

Practising gratitude—simply reminding ourselves what is wonderful about life—is a simple strategy to enhance wellbeing. Everyone has challenges and pain at different times in their lives. It is important to realise this and recognise that pain is a part of life. Sometimes it's easy to dwell on what is wrong. But, even while we experience ups and downs, there is always something in our lives that we can be grateful for. Reminding ourselves of the things that are good is helpful. It sounds simple but it is effective.

Activity / Te ngohe

Make a list of 10 things that you're grateful for. These can be large or small things. You may be grateful for the love of a family member, that you have a warm and dry place to sleep, or that you have a friend who always supports you. You might be grateful that you get to play your favourite game at lunchtime, or that you're going on an upcoming school trip. However big or small, write down 10 things (more if you can think of more). You'll notice that it will get easier as you begin to list things and pretty soon you'll see all the good things in your life that you haven't noticed for a while.

Extension

Ask students to create a visual expression of this list of things they are grateful for. This could be in the form of a digital collage, cut and stick collage, drawing, painting, or sculpture.

Further resource

For teacher's own reading: Anderson, G., & Nadel, J. (2017). *WE: A manifesto for women everywhere: 9 principles for a more meaningful life*. Sydney: HarperCollins.

Lesson

36

Being kind to yourself

Don't chase people, be yourself, do your own thing and work hard. The right people—the ones who really belong in your life—will come to you, and stay.

—Will Smith

Intended learning outcome / Te koronga ako

Develop some personal strategies for change.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

Whiteboard, whiteboard markers, paper, and pens

Activity / Te ngohe

Ask students to brainstorm some of the words people use to describe positive personal characteristics (such as “reliable”, “trustworthy”, “tolerant”, “honest”, “affectionate”, and “friendly”) and write these on the whiteboard.

- 1 Working on their own, ask students to complete the following sentences (drawing on characteristics similar to those on the whiteboard):
 - (a) Five things I am good at are ...
 - (b) Five things I would like to change are ...
 - (c) Five ways I can change are ...
 - (d) People I can get help from are ...
- 2 Ask students to work in small groups and compare only their answers to the last question: “People I can get help from are ...”
- 3 Have they missed any important people from their list?

2.4 Stress and relaxation

The aim of this sub-section

To help students to recognise the importance of stress management and develop strategies to manage their own stress levels.

Background information and definitions / He whakamāramatanga

Goal-setting and time-management skills are no guarantee that people's lives will be stress-free. Indeed, if the goals people set for themselves are too difficult, or the demands on their time are too hard to prioritise, the resulting levels of stress may be all the greater.

The effects of stress on health are well documented. Most students should be able to identify some immediate physical effects of stress—they are bound to have experienced some stress themselves. The immediate physical effects of stress include pallor, sweating, increased heart rate, muscle tension, panting, changes in blood pressure, a redistribution of blood to the muscles, dry mouth and throat, and an urgent need to urinate. However, the longer term effects of stress are often less recognised.

Students learn strategies for dealing with stress that they can apply to any situation. Students will realise they are not powerless, even in the face of considerable stress.

The activities include some encouragement to change their attitudes. Students see the relevance of this by recognising how their negative reactions can increase their own levels of stress. If situations cannot be changed, then people can change how they feel about situations and thus feel better about themselves.

Warm-up exercises

Games of musical chairs, cat and mouse, or any other physical activities that carry an element of competition are good starters for stress activities. Complete the warm-up by discussing how it feels to be chased, or to lose out on a chair repeatedly.

Lesson

37

Recognising stress

Take care of yourself. The happiness of your life depends on the quality of your thoughts. —*Marcus Aurelius*

Intended learning outcomes / Ngā koronga ako

Recognise the physical effects of stress.

Identify some of the more subtle effects of stress.

Recognise that stress has both helpful and harmful effects.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Relating to others

Materials / Ngā rauemi

- Information sheet on “Helpful and harmful stress levels” (below). Make enough copies so it can be shared in pairs.
- Whiteboard, whiteboard markers, paper, and pens

Background information and definitions / He whakamāramatanga

Any of the following effects can indicate longer term stress:

This list is from the Mental Health Foundation NZ:

<http://shop.mentalhealth.org.nz/images/syncfiles/001544.pdf>

Losing your zest for life; losing interest in family, friends, or work.

Changes in your sleeping patterns.

Nervous “twitches” or muscle spasms.

Indigestion, stomach upsets.

Pains in lower back, chest, shoulders, joints, or other parts of the body.

Skin itches or rashes for no apparent reason.

Frequent colds or flu.

Shortness of breath or shallow breathing.

Memory or concentration problems.

Feeling anxious and tense for no obvious reason.

Finding it hard to make decisions.

Tearfulness for no apparent reason.

Feeling impatient or irritable.

Losing confidence.

These can be expressed in the following way, although everyone is different:

Body

- back and neck pain
- menstrual problems
- indigestion
- headaches
- frequent colds and common illnesses
- insomnia

Mind

- blanks and forgetfulness
- loss of ability to concentrate
- general loss of interest or motivation
- holding rigidly to fixed ideas
- heightened emotional responses
- irritability
- withdrawal
- nervousness
- anger
- embarrassment

Behaviour

- speech difficulties
- impulsiveness
- trembling
- nervous tics
- high-pitched nervous laughter
- teeth grinding
- frequent physical injuries
- increased use of drugs (including tobacco and alcohol)
- changes in eating patterns
- changes in libido

Attitudes

- hopelessness
- questioning previously held values
- confused
- unsure
- wanting to get things done quickly and move one

Activity / Te ngohe

- 1 Brainstorm what is meant by the word “stress”. Ask students to think about times they have felt really stressed. In pairs, ask them to recall and describe such times.
- 2 Ask students to think about their own stress responses, and then, with a partner, list all the ways their bodies respond to stress. (You may need to provide some examples to get people thinking.)
- 3 Ask each pair to read out their lists in turn, and collate the effects described on a whiteboard.
- 4 Now ask students to think about the effects of prolonged stress, and list these also on the whiteboard.
- 5 Working as a class, ask students:
 - Does ALL stress cause these effects? Give examples.
 - Are all levels of stress harmful? Why or why not?
 - How much stress is helpful and why?
- 6 Introduce the information sheet below on “Helpful and harmful stress levels” to illustrate why some stress is healthy, and introduce the notion of maintaining a healthy balance in stress levels.
- 7 Still working in pairs, ask students to think about and describe times when their performance improved as a result of “helpful stress”. Ask:
 - How did you feel about this at the time? Why?
 - How did you feel later about your achievements? Why?
 - How do sportspeople and performers prepare themselves before an event?
- 8 Conclude the activity by asking:
 - Are some times better for coping with stress than others? Why?
 - Are there some places where you find it easier to cope with stress? Why?
 - Who can you talk to about things that cause you too much stress? How do they help?

Teacher notes

Before you finish this session, explain that there will be several more sessions to help students deal with harmful stress.

INFORMATION SHEET

Helpful and harmful stress levels

- 1** At the boredom level of stress, people:
 - (a)** feel depressed
 - (b)** lack interest, enthusiasm, and energy
 - (c)** see things as futile and think nothing matters anymore
 - (d)** see simple tasks as being overwhelming.

- 2** At the optimal stress level, people:
 - (a)** feel alive, self-confident, alert, and enthusiastic
 - (b)** are relaxed, yet full of energy
 - (c)** think they are working effectively
 - (d)** carry out tasks easily and quickly with interest and involvement.

- 3** At the excessive stress level, people:
 - (a)** feel anxious and confused
 - (b)** are tense and show physical signs of stress
 - (c)** are not able to think effectively or concentrate
 - (d)** find it hard to carry out tasks, lack co-ordination, and have slower reflexes.

Lesson

38

Ways of dealing with stress

Do not let the behaviour of others destroy your inner peace. —*The Dalai Lama*

Intended learning outcomes / Ngā koronga ako

Identify stressful situations.

Identify positive and negative strategies people use in response to stress.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

- Whiteboard, whiteboard markers
- Large sheets of paper (one for each group)

Activity / Te ngohe

- 1 Divide students into small groups, and ask each student in turn to describe one situation they find really stressful. Next, ask students to describe how they deal at present with situations like this.
- 2 Ask the group to record, on a large sheet of paper, all the ways they cope with stress.
- 3 Ask groups to consider the following:
 - (a) Do people all react to stress in the same ways? Why or why not?
 - (b) What are some positive ways in which people you know cope with stress?
 - (c) What are some of the negative ways people you know respond to stress?
- 4 Explain to students that when people respond to stress in negative ways, they often make the stress worse. Ask: “Can you explain some ways this could happen?”
- 5 Have students circle on their group’s chart the positive ways of dealing with stress, and share these with the class.

Note to teachers

Before you finish the session, emphasise that it helps to talk over problems with someone trained to help (for example, the guidance counsellor). If students feel undue stress in their lives, encourage them to look for someone who can help them to work through their problems.

Lesson

39

Stress snap

Tension is who you think you should be. Relaxation is who you are.

—Chinese proverb

Intended learning outcome / Te koronga ako

Identify positive ways of coping with stress.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Copies of the worksheet “Stress snap” below (one per person)

Highlighters, coloured pencils

Activity / Te ngohe

- 1 Distribute copies of the worksheet “Stress snap” (one per student). Ask students to read the “squares” on the sheet, and then mark the four they see as nearest to the way they respond to stress.
- 2 When everyone is ready, read out the label in one square. Everyone who has shaded that square stands up and moves towards one another. Each student writes the names of the others in the square, and they all return to their seats.
- 3 Keep repeating the process until everyone has other names in most of the squares they highlighted.
- 4 In pairs, ask students to discuss why these are all positive ways of dealing with stress (suggest they work through the items a line at a time). Ask: “Why are some ways more effective than others for some people?”

Learning Journal entry

Students answer the following questions:

What works for me when I am feeling stressed?

How can I reduce my stress this week?

WORKSHEET

Stress snap

Instructions: Highlight the four squares which are closest to the way you deal with stress. Add any other method in the empty square.

go for long walks	paint or draw	work in the garden
listen to music	read books	spend time with a friend
meditate	play an instrument	get, or give a massage
play with a pet	go to the movies or to a concert	do relaxation exercises or yoga
make things: craft, knitting, sewing, woodwork, or metalwork	spend time with whānau	spend time in peaceful surroundings
go to the gym, or play sport	write stories, poems, keep a diary	

Lesson 40

De-stressing thoughts

Whakataukī

Kia mau ki te aka matua, kei mau ki te aka tāepa.

Hold the vine rooted in the ground, not the vine hanging from the heavens.

Intended learning outcomes / Ngā koronga ako

Understand how negative thinking can increase personal stress.

Identify ways of reducing stress using positive self-talk.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Paper and pens
- Information sheet on “Negative thinking styles” (below)

Activity / Te ngohe

- 1 The way people feel about what they do contributes to the levels of stress they experience. This activity is about deliberately trying to be less judgemental and self-damaging, by reducing the amount of “negative self-talk”.
- 2 The activity attempts to help students change the way they habitually think about themselves. Give students examples of your own negative self-talk, so they understand this is something everyone experiences. Students could give examples of their own, if they wish.
- 3 Use the information sheet on “Negative thinking styles” to initiate discussion on negative thinking. Discuss the points one at a time and ask students to suggest more positive points of view for each style and example described.
- 4 Now, ask students to write down, privately, something they feel they are not good at, and would be willing to tell to two other people.
- 5 In groups of three, ask students to work on one person’s statement at a time, and turn the negative comments in the statement into positive comments.
For example, “I am not good at saying ‘no’” would become “I do a lot for other people.”
- 6 Now, ask students to write at least two more positive statements about themselves. Then have them tear up all the negative statements.
- 7 Finally, ask students to practise turning their own negative thoughts into positive statements. Read out some of the situations that follow, including the negative responses (or alternatively make up situations that are more relevant to your students). The students tell the class their alternative positive responses for each situation.

Situations:

- (a) You have made a chocolate cake for the first time, but it has sunk in the middle. Negative thought: "I'm a useless cook. What a waste of time and effort."
- (b) You have been having a driving lesson. You keep stalling the car while doing some hill starts. Negative thought: "I might as well give up now. I'm never going to get my licence."
- (c) You pluck up the courage to ask someone out with you, but they turn you down. Negative thought: "There must be something wrong with me. No-one likes me."
- (d) There is a fierce competition for a place in the school's kapa haka group for an exchange visit. You just miss out. Negative thought: "I'm useless. I'll never make it."

Extension

Ask students to monitor the times they catch themselves being negative about themselves. Ask them to record at least one such time, and write beside it a positive way of thinking about it. Have them share these positive statements in small groups at the start of the next session.

INFORMATION SHEET

Negative thinking styles

1 Making irrational generalisations about ourselves.

For example:

- (a) I must do everything perfectly.
- (b) I must be popular with everyone.
- (c) Everyone must approve of me.

2 Exaggerating the significance of single events.

For example:

- (a) I must pass this exam or no-one will ever employ me.
- (b) If I don't do this perfectly, I'll get the sack.

3 Jumping to conclusions.

For example:

- (a) She looks mad, I must have done something wrong.
- (b) He's late because he doesn't really want to come.

4 Focusing on the negatives, instead of looking at the whole scene.

For example:

- (a) Even though I got a "B", I bombed out because my assignment wasn't well organised enough.
- (b) Mum never appreciates it when I cook the dinner because I leave a mess on the bench.

5 Not looking at the whole event; exaggerating the most negative parts.

For example:

- (a) Dad's always growling at me because I'm useless at everything.
- (b) I didn't know the answer, I must be dumb.

6 Using self-defeating statements.

For example:

- (a) I can't cope.
- (b) I will fail.
- (c) I am useless at everything.
- (d) No-one ever wants to sit by me.

Lesson

41

Stress versus relaxation

Get acquainted with your pause button. —Dr Mark Hymen

Intended learning outcomes / Ngā koronga ako

Understand the relationship between stress and relaxation.

Identify strategies to keep stress and relaxation in balance.

Key competencies / Ngā pūkenga matua

Participating and contributing

Using language, symbols and text

Materials / Ngā rauemi

- Magazines to cut up
- Paper (or devices if completing the exercise digitally)

Background information and definitions / He whakamāramatanga

A small amount of stress is a normal part of life and can often give us the motivation to get jobs done. How often have you finally managed to complete your homework the day before it was due because you felt some amount of stress at the thought of not handing it in on time?

However, too much stress can stop us from sleeping properly and can affect our relationships negatively.

Note: It may be useful to focus on teenagers in general rather than asking students to disclose their own feelings.

Activity / Te ngohe

- 1 Divide the class into groups of three or four students.
- 2 Ask each group to create a collage to show the things that might make teenagers stressed and the things that might relax them. This can be done in a shared document or using large sheets of paper and cutting up magazines.
- 3 For each part of the collage, answer the following questions:

Stress

- (a) Is stress always negative?
- (b) How does stress make us feel?

Relaxation

- (a) How might teenagers benefit from relaxation?
- (b) What can teenagers do to help them relax?

Learning Journal entry

What makes me stressed and what can I do to manage my own stress levels?

Extension

Older students might focus on different groups of people rather than just teenagers (for example, children, teenagers, parents, elderly people, unemployed people, people living in urban areas, or people living in rural areas). This activity could lead on to talking about determinants of health.

Further resources

Anderson, G., & Nadel, J. (2017). *WE: A manifesto for women everywhere: 9 principles for a more meaningful life*. Sydney: Harper Collins.

Lesson

42

The great outdoors for stress busting

I go to nature to be soothed and healed, and to have my senses put in tune once more. —*John Burroughs*

Intended learning outcome / Te koronga ako

Understand the importance of spending time in the great outdoors for our wellbeing.

Key competencies / Ngā pūkenga matua

Participating and contributing

Thinking

Using language, symbols and text

Materials / Ngā rauemi

Paper, pens, whiteboard

Background information and definitions / He whakamāramatanga

Research has shown that spending time in nature is great for our wellbeing and that getting a dose of nature every day is linked to having better mental health (Barton & Pretty, 2010).

Activity / Te ngohe

- 1 Ask students to read the *NZ Herald* article: Michelle Dickinson (Nanogirl): *Get your daily dose of nature* (http://m.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11811632) or just give out the following excerpt from the article:

Look outside your window—what can you see?

If you answered birds, trees and wildlife then congratulations, a new scientific study predicts you are less likely to suffer from depression, anxiety and stress.

...

Increasingly, scientific evidence suggests that the availability and quality of local green spaces, active outdoor spaces and community focussed social spaces are associated with greater wellbeing and lower levels of depression, anxiety, and stress.

- 2 In small groups of three or four, ask students to brainstorm why being outside and in nature could be good for our wellbeing. For example, when you're in nature, you don't have from the pressures of work, families, friends, and school, no racism, sexism, or homophobia, etc. You are either focused on what you are doing (for example, walking or kayaking) or focused on where you are (for example, looking at the view or watching wildlife).
- 3 As a whole class discussion, make a list of outdoor spaces or places on the whiteboard that are easily accessible from around your school.

- 4 Each group of students should choose a different place from the whiteboard and create some promotional material (infographic, webpage, wallet-card, etc.) that promotes the place, what people can do there, and how it relates to mental wellbeing.
- 5 The material that the students create could be used in student services or on noticeboards around the school to highlight the links between being outdoors and in nature with good mental health.

Extension

In primary and intermediate schools, this project could be part of a whole-school project and could link to EOTC activities such as school camps and environmental projects.

Students studying Outdoor Education could use this idea when planning trips for younger students.

Lesson

43

Body responses to stress/anxiety

Self-care is so important. You cannot serve from an empty vessel. —*Eleanor Brown*

Intended learning outcomes / Ngā koronga ako

Understand when stress can be used to succeed and when it is unhelpful.

Identify strategies to overcome feelings of stress and anxiety.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

- Large pieces of paper (enough for one between groups of three or four)
- Pens

Background information and definitions / He whakamāramatanga

“Fight or flight” is a physiological response to threats. This response (which students may have studied in science) is designed to enable the person to fight back or run away depending on the threat. However, many of the things that make us anxious in our everyday lives are not things that require us to fight back or run away!

Activity / Te ngohe

- 1 Divide the class into groups of three or four students.
- 2 Ask each group of students to brainstorm all of the things that might make them feel anxious (for example, assessments, speaking at assembly, or an important sports game).
- 3 On large pieces of paper, have each group draw an outline of a person. Writing on that outline, students can describe different things that happen in their bodies when they get the fight or flight response.
- 4 Ask students to consider which of the body’s responses they have written down that might be helpful and which would be unhelpful in the following situations and ask them to explain why:
 - (a) presenting to the class
 - (b) trying to win the 100m sprint on athletics day
 - (c) sitting an exam
 - (d) trying to get to sleep
 - (e) walking home alone from a friend’s house after dark
 - (f) talking to someone you have a crush on.

- 5 Focusing now on situations where these body responses are not at all helpful, answer the following questions:
- (a) Is it possible to control anxiety and feel calmer and more relaxed?
 - (b) What things do people sometimes do to control anxiety that are not helpful in the long run? Why are they not helpful?
 - (c) What positive things could teenagers do to overcome their anxiety in different situations?

Learning Journal entry

Think about something that makes you anxious. What responses does this situation have in your body? Now write down something that you could do to overcome these feelings next time. What will you need to do for this to work?

Lesson

44

Focusing on relaxation

The best cure for the body is a quiet mind. —*Emperor Napoleon Bonaparte*

Intended learning outcome / Te koronga ako

Identify the different feelings associated with being tense and being relaxed.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Large sheets of paper or whiteboard
- Paper and pens

Activity / Te ngohe

Divide the class into fours, and assign roles as follows:

- 1 Ask the students each to divide a page in half with a line, and on one half record the feelings associated with being tense and worried. (They may need time to think about what this feels like.)
- 2 On the other half of the page, ask the students to record the feelings they associate with being relaxed.
- 3 Ask the reporter in each group to read the group's list to the class. (Others could display the list while they do this.)
- 4 When all groups have read their lists, summarise the most commonly mentioned feelings on the whiteboard or a large sheet of paper.
- 5 Now ask each person to write down the times and places where they are most likely to feel relaxed, and then share these with others in the group.
- 6 Encourage everyone to set one goal committing them to doing a relaxation activity before the next session. Have them write their goal down, and then talk about it with a partner to develop a sense of commitment to the idea.
- 7 As with the previous goal-setting exercises, successes in meeting these goals could be shared at the start of the next session.
- 8 Tell students that the next task/lesson will focus on mindfulness and ask them to look up the meaning of this (either for homework or in class).

2.5 Mindfulness

Lesson

45

Understanding mindfulness

Refuge to the person is the mind. Refuge to the mind is mindfulness. —*Buddha*

Intended learning outcomes

Identify the use and benefits of mindfulness

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

Mindfulness audio clip (for example, the app “Calm” (www.calm.com/) or the app “Headspace” (www.headspace.com))—familiarise yourself with the one you choose and register if necessary. You can use any mindfulness audio for this. There are many apps and online sites that have these freely available. Search online for “mindfulness”, or go to: www.mentalhealth.org.nz/home/our-work/page/21/2/how-to-be-more-mindful

Background information and definitions / He whakamāramatanga

Relaxation and mindfulness are positive ways of preventing the harmful effects of stress. When a person is relaxed, their body metabolism slows down. Thought processes can become more creative. Seemingly insurmountable problems don’t seem so bad. Solutions come more easily, and stress levels are considerably reduced.

Students need to try out a range of positive relaxation techniques to discover which ones suit them best. As with other skills, practice makes the process of relaxation easier. Even if early attempts lead to some self-conscious laughter, encourage students to persist. Once they experience the positive benefits of relaxation, students become willing participants.

If appropriate, it is a good idea to have relaxing music playing softly in the room during the sessions on relaxation.

There are a lot of books, resources, websites, and apps for mindfulness (see some listed below). This activity/page is just some brief background to get you started but we recommend that you use mindfulness on a regular basis with your classes. Some teachers do a quick mindfulness activity daily with their classes. It has been shown to have positive effects on mental health and wellbeing.

Mindfulness is defined as:

According to the Google dictionary:

- the quality or state of being conscious or aware of something “their mindfulness of the wider cinematic tradition”

- a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

According to www.mindful.org/what-is-mindfulness/

- Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.
- Mindfulness can help people to focus on the present, rather than worrying about the past or the future. It is a practice of being present in the moment and noticing sensations, body position, breathing, feelings, smells, temperature and surroundings. It is helpful to practice mindfulness by bringing yourself back to the present moment (being aware) many times a day.

Activity / Te ngohe

- 1 Write the word "Mindfulness" on the board and ask students to talk to the person next to them about what they understand about this word.
- 2 Ask for comments and write key points up on the board (examples might include focusing on the here and now, being aware of feelings and surroundings, being in the moment, or meditation). Share some of the key points from the Background information section above or play a clip about mindfulness from a website such as "Why mindfulness is a superpower: An animation" at <https://www.youtube.com/watch?v=w6T02g5hnT4> or "Mindfulness for children: The storm" at <https://www.youtube.com/watch?v=hlyXffZfynM>. Your students might be interested in the science behind mindfulness such as "Mindfulness and how the brain works" at <https://www.youtube.com/watch?v=aNCB1MZDgQA>
- 3 Explain that they are going to experience a mindfulness exercise now.
- 4 Ask students to find a space where they are comfortable and to close eyes (ideally get students to spread out around the class on the floor but some might prefer to stay in their chair). Encourage students to close their eyes.
- 5 Play the audio clip you have chosen.
- 6 When finished, ask the students to discuss the following questions:
 - (a) How did the mindfulness activity make you feel?
 - (b) What did you like / not like about this activity?
 - (c) In what sort of situations do you think teenagers might find this useful?
 - (d) How do you think it would help in those situations?
 - (e) Is this something you would ever use again? Why / why not?

Further resources

Willard, C. (2014). *Mindfulness for teen anxiety: A workbook for overcoming anxiety at home, at school, and everywhere else (an instant help book for teens)*. Oakland, CA: Instant Help Books.

You might consider beginning each lesson with a short exercise like this one. The "calm" app has a wider range so you could play a different one each day. (You can sign up for the classroom version for free.)

www.mentalhealth.org.nz/home/our-work/page/21/2/how-to-be-more-mindful

Lesson

46

“Clear the deck” mindfulness exercise

Stop a minute, right where you are ... Tell that imperious voice in your head to be still. —*Barbara Kingsolver*

Intended learning outcome / Te koronga ako

Understand how relaxation can be a way of relieving stress.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

- Resource sheet: A copy of the script “Clear the Deck”
- Paper and pens

Activity / Te ngohe

- 1 Explain that you want students to experience relaxation by using a simple exercise designed to allow people to leave their worries behind them, and begin to relax fully.
- 2 Encourage everyone to find a comfortable, relaxed position for themselves. This could be sitting in a chair, or lying on the floor, if people feel comfortable about this. Ask students to close their eyes, and take some deep breaths.
- 3 Now read “Clear the Deck” slowly, changing parts of the script, if necessary, to make it more relevant to your students.
- 4 When you finish, wait briefly before asking students to comment on the exercise. Who feels more relaxed now? Did anyone find it hard to visualise the box?
- 5 Explain that not everyone sees pictures clearly in their minds. Instead, some people need to use word pictures. Ask:
 - (a) Could you use this exercise in another situation (for example, just before an exam, or when you feel nervous about something)?
 - (b) Who had stopped worrying by the end?
- 6 If there is time, students might complete the session by describing (or drawing) their imagined “box”, and sharing this with another person.

Learning Journal entry

Ask students to record how they felt before, during, and after the relaxation exercise.

RESOURCE SHEET

“Clear the Deck” script

Take a few minutes to focus particularly on the concerns and worries you’ve brought with you to class today.

There may be a number of things on your mind:

- whether you will have time to do all your homework and fit in a practice you have to go to (pause);
- perhaps you have left behind an unfinished conversation with someone (pause);
- maybe you’re thinking about something that is happening between you and your friends (pause);
- or maybe you have bigger worries about how society is right now.

Take a few seconds to focus on things that are worrying you.

Make a mental list of them.

These things are using up your energy. There is probably nothing you can do in the next hour about any of these things except worry, and worry distracts you from what you can learn here. So let’s put those worries away for a while.

Create in your mind a box (pause) with a lid on it (pause) and a lock and key (pause). The box can be any size and shape you want it to be (pause), but it needs to be large enough and strong enough to take all the concerns you’ve identified (pause). Take a few seconds now to picture this box as clearly as you can (pause). The box is in front of you now with the lid open (pause).

Take a few minutes to gather up each of your worries and put them in the box, one by one (pause). Make sure they all go in (pause). As you put each one in, tell yourself, “There is nothing I can do about this for now. I’m going to put this worry in this safe, secure box. I know I can come back later and get it out again.”

When all your worries are in the box, put the lid on, and lock the box with your key (pause). Now put the key somewhere safe for later (pause) and remember that at the end of this session you can unlock the box and pick up where you left off if you want to.

When you are ready, open your eyes slowly, and come back here.

Lesson

47

Listening mindfulness exercise

What lies behind us and what lies before us are tiny matters compared to what lies within us.

—Ralph Waldo Emerson

Intended learning outcome / Te koronga ako

Experience listening to sounds in order to become more mindful.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

A square of paper and a pen per student

Activity / Te ngohe

- 1 Explain that you want students to experience being mindful and this listening activity will make them more mindful of their surroundings.
- 2 Take the class outside. (This could be done indoors but it is much more effective outside.) Give each student a square of paper and ask them to draw a small symbol in the middle to represent themselves.

Explain the task:

- (a) Each student will find a space away from others in the outdoor area. [You might want to define a boundary line.]
- (b) Sit quietly and close your eyes, pay attention to the sounds around you (bird song, people walking, distant laughter, car noises, etc.).
- (c) Draw a sound map (with different symbols for each sound) showing where each sound is in relation to you (the symbol in the middle). You can use whatever symbols, lines, squiggles, etc. that make sense to you. Far away noises will be on the edge of the paper and close sounds near to the symbol of you.

Give students 10–15 minutes to complete their map. (You might decide on a sound to bring them back: a whistle or a call to get everyone back in.)

- 3 Return to the classroom and ask students to share their sound maps in pairs or in groups of three.
- 4 Ask the class:
 - (a) What symbols did you decide on for the different sounds?
 - (b) What sounds did you like?
 - (c) What sounds did you not like?
 - (d) What made it difficult to focus on the sounds?
 - (e) How can focusing on the sounds of the world around us help us to be mindful?

Lesson

48

Visualisation mindfulness exercise

And the day came when the risk it took to remain tight inside the bud was more painful than the risk it took to blossom. —*Anaïs Nin*

Intended learning outcome / Te koronga ako

Practise breathing and visualisation.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Visualisation scripts to read out. There are many available online (which you can read out or play).

See: <http://www.innerhealthstudio.com/visualization-scripts.html>

or <https://www.themindfulword.org/2012/guided-imagery-scripts-children-anxiety-stress/>

Background information and definitions / He whakamāramatanga

Focusing on breathing (Activity 1) can be used as a class warm-up or as an introduction to the lesson. Breathing exercises can help students focus and attend to the lesson. Think about your voice when you are reading any visualisation: use a calm and warm tone and speak slowly. The tone of your voice will communicate the tone of the activity.

Activity / Te ngohe

- 1 Ask students to make themselves comfortable. They can stay in their chair or find a space on the floor to sit or lie down. Read out the following (or make up your own version):
 - Close your eyes if you feel comfortable. If you're not comfortable closing your eyes, then look down at the floor.
 - Slowly count to 10, and then start to become aware of your breathing. Notice the "in" breath, notice the "out" breath, and the pause between breathing in and out.
 - Clear the mind of any external thoughts, continue to focus on your breathing pattern.
- 2 Now that students are focused and calm, tell them you will guide them through a visualisation. You can find visualisation scripts at these websites (or make up your own):
 - www.innerhealthstudio.com/visualization-scripts.html
 - www.themindfulword.org/2012/guided-imagery-scripts-children-anxiety-stress/
- 3 Give students time to slowly open their eyes. Reflect in Learning Journals:
 - How did you feel during the activity?
 - Did your feelings change during these activities?

Lesson

49

Body relaxation exercise

You should sit in meditation for 20 minutes every day, unless you are too busy. Then you should sit for an hour.

—Old Zen proverb

Intended learning outcome / Te koronga ako

Understand how physical relaxation techniques can be used.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

- Large, comfortable floor space (so students can stretch out)—if not applicable, just use normal desk arrangement
- Relaxation script

Activity / Te ngohe

- 1 Explain that, by first tensing particular muscles, it is possible to then relax these muscles consciously in different parts of the body. As soon as the tension is released, the muscles relax.
- 2 Ask the students to take off their shoes, and lie on their backs on the floor (ankles uncrossed and hands relaxed at their sides) or with their heads on their desks. Give them a moment or two to get comfortable. Then read the script slowly and clearly, allowing time for each action before going on.
- 3 When the script is completed, given the students time to collect their thoughts again. Then ask them to describe the experience (in pairs or in Learning Journals):
 - (a) How do your muscles feel after being so relaxed?
 - (b) How easy was it to keep other parts of the body relaxed while you concentrated on a particular area?
 - (c) Were some muscles more difficult to relax than others? Which ones?
 - (d) Do you feel better as a result?
- 4 Explain that this technique can be used in many situations. For example:
 - (a) in bed at night if you can't sleep
 - (b) if you have to sit still for a long time
 - (c) when you are in a tense situation.

Learning Journal entry

Ask students to record how they felt before, during, and after the relaxation exercise.

Further resources

There are some good podcasts on the UK Mental Health Foundation site:

<https://www.mentalhealth.org.uk/podcasts-and-videos/wellbeing-and-relaxation>

RESOURCE SHEET

Relaxation script

(Adapted from relaxation tape released by the Mental Health Foundation.)

Close your eyes and listen to what I am going to tell you.

If your thoughts wander away or you get distracted, don't worry. Just return quietly to the task at hand.

First, take a deep breath and hold it.

Now slowly let it out and relax.

Take another deep breath. Hold, and relax.

Now, keep your eyes closed and pay attention to each muscle group as I tell you.

We are going to start with the arms, and work our way right around the body.

Start with your right arm if you are right-handed, and your left arm if you are left-handed.

First, clench your hand into a fist and hold it, not too tight.

Now relax and enjoy the warm feeling of relaxation in the muscles of your hand and lower arm.

Again, clench the same hand into a fist. Hold, and relax.

Still working on the same arm, bend it at the elbow and tense the biceps muscle by pulling the arm up tight towards the shoulder.

Hold the arm there ... and relax. Straighten the arm and feel the tension drain away. Now bend your arm and tense the biceps again. Hold, and relax.

Now we're going to repeat the process with your other arm. Start by clenching the hand into a fist. Hold, and relax.

Feel the pleasant feeling of relaxation in the muscles of the lower arm.

Again, make a fist. Hold, and relax.

Now bend this arm at the elbow. Tense the biceps. Hold, and relax. Gently straighten the arm and feel the muscles relax.

Again, bend your arm at the elbow. Tense the biceps. Hold, and relax. Straighten that arm and feel the contrast between the tension and the relaxation.

Next, we'll work on the muscles of the face and head. There are lots of small muscles here that can get very tense.

First, tense your forehead by raising your eyebrows as high as you can. Hold, and let them go to relax.

Again, raise your eyebrows. Hold, and relax.

Feel how the forehead smooths out and feels pleasantly relaxed.

Now screw up your eyes tightly. This tenses the muscles of the cheeks and nose, too. Let them go, and relax.

Screw up your eyes again. Hold, and relax.

Now clench your teeth, not too hard. At the same time, pull back on the corners of your mouth. Feel the tension in your jaw muscles. Hold, and relax. Feel all the tension drain away from around the mouth.

Again, clench your teeth and pull back your lips. Hold, and relax.

Now we'll work on the lips and tongue. Press your lips together and push the tongue against the roof of your mouth. Hold, and relax.

Again, press your lips and push on the roof of your mouth with your tongue. Hold it there, and relax. Feel the pleasant warm feeling as the tension drains away.

Now pull your chin down onto your chest and tense your throat muscles. Relax and slowly pull your head back the other way. Tense the muscles in the back of your neck, and relax.

Again, pull your chin down onto your chest. Hold the tension there, and relax. Move the head back slowly and gently. Feel the tension in the back of the neck.

Hold, and relax as the head returns slowly to rest.

This time, shrug your shoulders up to your ears. Hold them there ... and relax ... Now push your shoulders back hard into the floor. Imagine you can make your shoulder blades touch. Hold, and relax.

Shrug your shoulders up to your ears again. Hold, and relax.

And push the shoulders back into the floor. Hold, and relax.

Feel how relaxed the shoulders are, then turn your attention gently to your chest.

Take a deep breath to expand your chest muscles. Hold, and let the breath go to relax.

Again take a deep breath. Hold, and relax.

Return to quiet normal breathing and feel the warm feeling of relaxation.

Now tense your stomach muscles hard, as though you were expecting a punch.

Push the stomach out as far as you can. And slowly relax.

Again, tense your stomach hard, and push it out. Now relax.

Next, turn your attention to the thighs and buttocks. Tense them and hold, now relax.

And repeat the process. Tense the thighs and buttocks. Hold, and relax.

Now point the toes down towards the floor. Hold them there and feel the tension in the calf muscles. Now slowly flex your feet up towards the ceiling. Feel the tension in the shins. Hold, and let go to relax.

Again, point your toes towards the floor. Hold, and point them up towards the roof. Hold, and relax.

Feel the sensation of relaxation in your lower legs.

Study the feeling of relaxation all over your body. Imagine a wave of relaxation sweeping up from your feet. Feel your legs getting heavier and heavier.

The wave moves on. Feel the relaxation in your buttocks, in your torso, up your back, and into your chest. Now feel it reach the shoulders, and slowly spread down your arms, right to the fingertips. Feel the relaxation in your face.

Feel it all over your body.

Think about any places that don't feel so relaxed. Just concentrate on them and the relaxation will come. Feel all your muscles relax more and more.

Now take a deep breath and slowly let it out.

Feel the relaxation.

Again, take a deep breath, hold, and slowly breathe out.

Just breathe quietly and enjoy the sensation of relaxation all over your body. Turn your attention to the floor. Feel it under your body. Listen to the sounds outside the room. When you feel you are ready, open your eyes and slowly sit up.

Lesson 50

Mindful of time

Nature does not hurry, yet everything is accomplished. —*Lao Tzu*

Intended learning outcome / Te koronga ako

Practise mindfulness.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Device to play music

Activity / Te ngohe

- 1 Explain that time management strategies often involve ways to improve *work* productivity, and overlook the *emotional* needs of people. Mindfulness gives us an opportunity to observe what is going on with our lives. It can awaken us from repetitive daily routines and allows us to re-evaluate our needs.
- 2 Tell students to find a position they find the most comfortable (for example, sitting on a chair or lying on the ground).
- 3 Ask students to close their eyes and imagine they are in their “happy place”, somewhere they can escape the stress and constraints of everyday life and feel completely at ease.
- 4 Allow students time to synchronise with the atmosphere. Once students are completely relaxed, ask simple and straightforward questions. For example:
 - (a) What are you doing?
 - (b) How does it feel?
 - (c) Who are the people next to you?
- 5 Regain students’ attention after a few minutes of silence. In small groups, ask students to share how their “happy places” look and feel like. Ask them:
 - (a) Is there anything hindering you to get to your “happy place”?
 - (b) What can you do today to make you feel closer to your “happy place”?
 - (c) How can remembering this place help us to manage our time (or escape the stress)?

Note: Remind students to remember their happy places. This activity could be repeated (it may be shortened) at the beginning of each lesson.

Extension

- 1 Proceed as in Lesson 49 for body relaxation, but this time ask students to concentrate on developing mental images to stimulate a mental journey. If you are using a prepared script, read the script slowly and calmly, to allow time for students to form clear mental images.

- 2 At the end of the script, return students gently to their present environment, before you ask them to open their eyes again.
- 3 If you decide to use a “word picture” of your own, select a place or context where you would expect your students to feel comfortable, and able to relax. Take them on a simulated journey by describing its most pleasant and relaxing features.
- 4 Encourage students to develop personal creative visualisation scripts of their own, to cope with situations where they need to relax or possibly to overcome some temporary anxieties.
- 5 Encourage students to prepare recordings of these scripts for themselves, or make recordings of favourite, relaxing music or poems.
- 6 Relaxation is a learned behaviour, but the cues that help people to relax can vary from person to person. Therefore, each person needs to find the kind of scripts that suit them best.

Further extension

Find and try out three different mindfulness apps and evaluate them in groups and/or learning journals. Consider:

- What is positive about these?
- What do they do?
- Are there costs involved?
- Which country/culture are they from?
- Who made them (companies, people ...)? What's their expertise?
- What is negative about the app?
- Would you recommend it to anyone else? (Why / why not?)
- Who benefits from this app?
- Who does not benefit?

2.6 Online wellbeing and help-seeking

Lesson

51

Keeping yourself safe online

Be a person that others will look for your posts daily because they know you will encourage them. Be the positive one and help others to have a great day and you will find that not only they like you but you will like you too.

—John Patrick Hickey

Intended learning outcome / Te koronga ako

Identify strategies that people of different ages might use online.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- Devices with web access
- Large pieces of paper
- Pens

Background information and definitions / He whakamāramatanga

Technology has evolved in how we communicate over these past few decades. Teens now use the internet to learn, engage in social media, and connect with their peers. Remember that the online world can be a very rewarding one but can also be a very stressful environment. Students keeping themselves safe online is an important way for them to take action for themselves and minimise stress levels. Along with strategies that students can use for themselves, their parents, friends, and schools can also play a part in this.

Activity / Te ngohe

- 1 Divide the class into small groups of three or four students.
- 2 Ask each group to focus on a different age group (Years 7–8, Years 9–10, or Years 11–13) and to brainstorm the ways in which students of this age might be using the internet and the possible issues that they might face.
- 3 Ask each group to choose one issue from their brainstorm and explain how this issue could have a negative effect on a person's taha hinengaro (mental wellbeing).
- 4 Ask students to look at the School Leaver website to see their steps for keeping yourself safe online (<http://schoolleaver.nz/about-you/keeping-safe-online>) and to watch the clip "Safe Web Surfing: Top Tips for Kids and Teens Online" by Wellcast at www.youtube.com/watch?v=yrln8nyVBLU

- 5 Ask each group to brainstorm some strategies that the following people/groups could use to help their chosen age group be safe online:
 - (a) the school
 - (b) friends and family
 - (c) the student themselves.
- 6 Ask each group of students to present their information to the rest of the class explaining how their strategies will strengthen the taha hinengaro of students from their chosen age group.

Learning Journal

- (a) How many hours do you spend on social media sites a day?
- (b) What is positive about this?
- (c) What is negative about this?
- (d) How does social media affect your stress levels?

Extension

Students could take action within their own school to promote the strategies they come up with.

Further resources

Netsafe.org.nz has information for students, teachers, and parents:

www.netsafe.org.nz/online-incidents/ This webpage provides access to multiple different New Zealand sources for online incidents, including Netsafe, Ministry of Education, and also common social media websites and their terms and conditions.

See the Skylight website for useful resources and links for coping with problems and change (including bullying): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

See also: <https://www.bullyingfree.nz>

Lesson

52

Dealing with bullying online

The most common way people give up their power is by thinking they don't have any. —Alice Walker

Intended learning outcome / Te koronga ako

Identify what online bullying is and plan strategies for dealing with it.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

Copies of scenarios provided below (enough for groups of two or three)

Background information and definitions / He whakamāramatanga

“What is online bullying?

Online bullying (also known as cyberbullying) is when a person uses digital technology to send, post or publish content with the intention to harm another person or a group. This behaviour is often aggressive, is repeated and involves some kind of power imbalance between the people involved.

Online bullying can take many forms:

- name calling online
- repeated unwanted online messages
- spreading rumours or lies
- fake accounts used to harass people
- excluding people from social activities
- embarrassing pictures, videos, websites, or fake profiles.”

www.netsafe.org.nz/online-bullying/

Activity / Te ngohe

- 1 Ask students to share with one other person an example of online bullying that has happened to them or someone they know. (**Note:** They do not have to share personal stories.) Ask for anyone who wants to share their example with the class.
- 2 Write the word “Bullying” up on the board. Ask students to say all the words they associate with this word and accept all answers. If not already up there, add the words “Repeated” and “Unwanted” as well as “Harassment”. Highlight that, while some behaviours might be considered mean or unfair, a behaviour is not bullying unless it is repeated (even after a change has been requested). So, calling someone a name once is not bullying.
- 3 Divide students into groups of two or three and give out the scenarios below (plus the ones students have come up with in above) to all groups. Ask students to read through the scenarios and decide: Is this bullying? Why/why not? Then decide on possible actions. (It might be helpful

to refer to activities on assertiveness (see Section 3.3) and the Netsafe website: www.netsafe.org.nz/online-bullying/.) If students don't have access to the web, print out the advice from this website and hand it out.

- 4 Ask each group to share one strategy with the class for dealing with one of the scenarios.
- 5 Ask students in the same groups to plan a list of strategies they can implement to support someone else who is experiencing online bullying (students can go the Netsafe website for ideas).
- 6 End by having students reflect why people choose to troll online or share pictures or false stories, and how others can intervene in their actions (if they know who is doing it). What strategies might be used when you don't know who is causing the issue?

Further resources

www.netsafe.org.nz/online-bullying/. This website provides some very helpful tips and guidelines for online bullying. Furthermore, www.bullyingfree.nz/about-bullying/cyberbullying/ combines Netsafe with some student-led action.

See the Skylight website for useful resources and links for coping with problems and change (including bullying): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

RESOURCE SHEET

Online bullying scenarios

You post a selfie online and three people you don't know (or with unrecognisable usernames) make negative and abusive comments. They continue to comment on the post every day for a week.

A friend takes a picture of you getting changed at a pyjama party and shares it online with others in your class.

Someone in your class writes a post saying that you're dating someone at school (it's a lie).

Lesson

53

Help-seeking

Asking for help isn't weak. It is a great example of how to take care of yourself. —*Charlie Brown*

Intended learning outcome / Te koronga ako

Students discuss factors that promote and inhibit help-seeking, and apply the steps for help-seeking to meaningful scenarios.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

- “Agree” and “disagree” cards (these are simply A3 or A4 sheets with the word “agree” on one sheet and “disagree” on the other)
- Two Post-it notes or small pieces of paper per student

Background information and definitions / He whakamāramatanga

The purpose of these activities is to help students assess factors that promote/inhibit help-seeking, to normalise the difficulty of seeking help, and to support students in practising the process of seeking help. You might consider inviting the school nurse and counselling staff into class for these lessons. (This helps highlight that people in the school are available to support students and provides a connection for students.)

It is important to recognise that asking for help is particularly difficult for young people because they can experience difficulty in identifying and responding to high levels of stress and prefer to rely on themselves. Similarly, seeking help requires a level of vulnerability, which can be accompanied by feelings of hesitancy, embarrassment, shame, guilt, and fear of judgement. However, practice in recognising symptoms and asking for help, positive past experiences in seeking help, reducing stigma, and strong social support can promote help-seeking.

Four possible steps to help-seeking are:

- 1 awareness of problems
- 2 ability to explain symptoms in a way others understand
- 3 availability and understanding resources available
- 4 willingness to share experiences.

Activity / Te ngohe

- 1 Ask students to imagine a continuum across the room from “agree” to “disagree”. (You can pin up signs at each end of the room or just ask them to remember.) Make the following statements and ask students to stand at one end of the continuum or the other (or in the middle if they are unsure or undecided). Read out these statements one by one. After students have moved to their

chosen place, ask people to share their reason for standing at that point (you might ask them to share with a person next to them first). Remember: There are no wrong answers in this activity; each person's view is valued:

- (a) Asking for help is easy.
 - (b) People only ask for help if they are desperate.
 - (c) Some people don't know how to help.
 - (d) Parents and family members are the best at giving advice.
 - (e) Friends are the best at giving advice.
- 2 Explain to students that the ability to understand when you need help, select the appropriate kind of support, and ask for help are key skills that help people cope during difficult times. Often, we can "trick" ourselves into thinking we don't need help by ignoring distress, or normalising ongoing feelings of distress. Common thoughts are: "Everyone is feeling this way so it can't be that bad", "It's normal to feel stressed out", "What I'm feeling is less important than the feelings of people I care about so I won't say anything", or "Everyone feels sad/worried—and they seem to be okay". However, ignoring and/or normalising distress only serves to compound the difficulty experienced. Seeking help from appropriate people/community supports can lessen feelings of distress, but it is really hard to do. The next task will explore why it is hard, and factors that can help us seek help.
 - 3 Give students two Post-it notes or small pieces of paper each. Ask them to reflect on a time where they needed help and write a brief explanation on one of the notes. On the second note, write two or three things that made it possible for them to ask for help. Write two or three things that made them feel hesitant about seeking help.
 - 4 Pair students up and ask them to share the two lists (they do not have to share details of the time they asked for help). Ask pairs to agree on the top three factors that they believe help or prevent people asking for help. Once complete, groups share their top three with the class. Write these up on the board in two columns. During the discussion, make sure to accept all answers and acknowledge that it can be very difficult to ask for help.
 - 5 Display the four steps for help-seeking and explain them: recognition of symptoms; ability to explain symptoms in a way others understand; availability and understanding resources available; and a willingness to share their experience.
 - 6 Ask students to stay in the same pairs and give out the following scenarios to each group. Ask them to choose one scenario:
 - (a) Managing too many equally important commitments (for example, school, homework, sport, music, family, and community).
 - (b) Feeling really behind in classwork, and worried what the teacher will say.
 - (c) Experiencing racism or discrimination.
 - (d) Experiencing bullying or harassment.
 - (e) Socially excluded from your usual group (online and/or at school).
 - (f) Ongoing feelings of worry and stress.
 - (g) Feeling like you have to hide your true feelings.
 - (h) Feeling anxiety about how others perceive your gender or sexuality orientation.

- 7 Once the scenario has been selected, ask students to complete the following questions:
 - (a) What are the signs and symptoms of distress in this scenario? (Focus on thoughts, feelings, and physical responses; for example, butterflies, headaches.)
 - (b) How could the person express their symptoms in relation to the scenario? What could they say?
 - (c) Who are the best people and/or community supports/agencies to help the person in the scenario? (**NB:** *Students should conduct research on appropriate community supports.*)
- 8 For the chosen scenario, ask students to select one person/community resource to seek help from. In their pairs, ask students to use their responses from questions (a) and (b) to role play asking for help. They could do this by writing a dialogue, making a comic (see comic life (comicliffe.com) or another app to do this digitally), or acting out a conversation.
- 9 Ask the class: “What help is available at school?” (Highlight counselling staff, the school nurse, teachers, etc.)
- 10 End these activities by reflecting on the following in Learning Journals:
 - (a) On a scale of 1–10 how easy was it for you to practise asking for help? Explain why.
 - (b) On a scale of 1–10 rate your comfort level when seeking help for highly sensitive/personal circumstances. Explain your rating.
 - (c) What are three things that could help you seek help?
 - (d) What are the characteristics of a good support person and/or good community support?
 - (e) What help is available at school?
 - (f) What help is available in the community?

Further resources

<https://www.mentalhealth.org.nz/get-help/in-crisis/helplines/>

Reach Out Schools—*Breaking down barriers to help-seeking*: <https://schools.au.reachout.com/articles/breaking-down-barriers-to-help-seeking>

Lesson

54

Self-help

I've had a lot of worries in my life, most of which never happened. —Mark Twain

Intended learning outcome / Te koronga ako

Identify strategies and people who are helpful and supportive with personal problems.

Key competency / He pūkenga matua

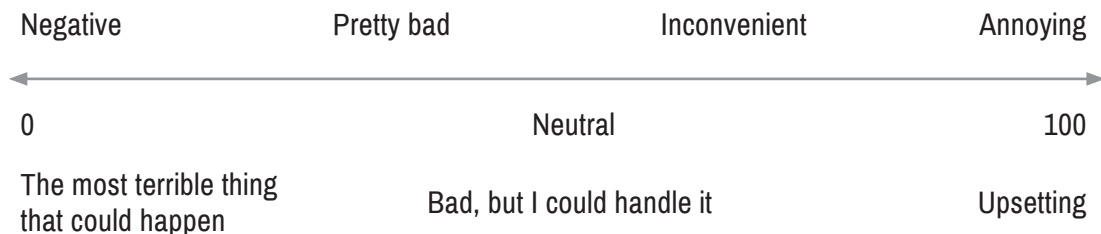
Managing self

Materials / Ngā rauemi

Paper, felt pens

Activity / Te ngohe

- 1 Ask the students to share with a partner a personal worry or a problem they have. The partner describes their thoughts and feelings, including any negative messages they are giving themselves.
- 2 Still in pairs, ask the students to describe what they are currently doing about the problem. Partners should listen, but not attempt to solve the problem at this stage.
- 3 Explain to the class that problems or worries can be viewed on a continuum of “how bad it really is”. Show this on the board with an example of your own.



- 4 Ask students to draw their own continuum on paper, identifying one or more possibilities for the positions 0, neutral, and 100.
- 5 Now ask students to mark where they see their particular worry or problem fall right now on the number line (that is, between 0 and 100).
- 6 Ask students to share their continuums in fours, describing where they placed their problems, and why.
- 7 Emphasise that people often allow problems or worries to get out of perspective. Instead of planning how to change a problem, they spend time and energy worrying about it. The group's task now is to help shift people's problems towards the positive end of the continuum, using questions such as:

- How likely is your problem to happen, or get worse?
(People often worry about things that never happen.)
 - How long will it last?
(Seeing beyond a problem to something more positive helps people to recognise an end point.)
 - What positive messages can you give yourself to help the situation?
(Negative messages create barriers to progress.)
 - What steps can you take now to help with the problem?
(Plan, rather than worry.)
 - Who can help?
(People are used to doing something about their physical injuries, but emotional hurts can also be helped by other people.)
- 8** Ask each person to set one or more goals to help them resolve their problems. Suggest other group members look for ways to provide help and support. You might want to link this with Lesson 53: Help-seeking.

Further resources

See the Skylight website for useful resources and links for coping with problems and change (including help-seeking): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

Lesson

55

Mapping community services

Intended learning outcome / Te koronga ako

Explore the school and/or wider community, create a practical map and identify where they and others can go to positively influence wellbeing.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Map of the school or community printed on A3 paper (alternatively, students could draw their own)
- Coloured pencils available
- List of school or community services
- Student devices
- Copies of scenario statements (from Lesson 54 or get students to write new ones)

Background information and definitions / He whakamāramatanga

This activity can be done with a map of the school or a map of the wider community. Creating a community map provides students with external public health services including their contact information and physical locale. This may suit all ages of secondary school. A map of the school would be of benefit to younger students who may be new to the school or unaware of where they can seek help.

Activity / Te ngohe

- 1 Arrange students into pairs with one map per pair. Ask students to identify on the maps aspects of their physical community that enable or enhance positive wellbeing. They need to give reasons (for example, “I feel safe here”, “This helps my fitness”, “I hang out with friends here”, “This is a positive place for my family”). Remind students that there are no right or wrong answers—what is positive for them will be different for others.
- 2 Ask students to colour code according to why that place is positive. They can decide the categories (for example, physical/mental health, relaxing areas, social areas, safe areas, shelter, etc.) and add a key at the bottom/side of their map.
- 3 Get students to feed back to the class on aspects they have identified in their school community. Remind students of the health services available (doctors, nurses, physios, counsellors, youth health services, etc.) outside of the school (in the local community) and get students to draw these services into their map. Students may need internet access to find what services are in the area.
- 4 In groups, have students discuss:
 - (a) What might be missing in our community at school or in a wider area?
 - (b) Does our community cater for everyone (ability, race, ethnicity, age, sexuality, gender, etc.)?

- 5 Give each group a different scenario (you can use the list connected to Lesson 54 or get students to write new ones) and, in their groups, ask students to read the scenario and discuss who might be able to help with the problem.
- 6 Using their community maps, ask students to identify who could help at school, at home, and in the wider community.
- 7 Once they have discussed options, complete a chart like this using their devices to research community support groups and contact details.

People who could help at school	Support in the community	Phone numbers/contact details

- 8 Have each group read out their scenario to the class and report on possible help they identified.
- 9 Hang community maps on the wall and compile a list of support network details for all to see.

Extension

The class could do a physical mapping exercise by walking around the community, looking for and/or visiting key services (youth health centres, gyms, social support services, family planning clinics, etc.).

Further resources

See the Skylight website for useful resources and links for help-seeking: <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

2.7 Caring for others' wellbeing

The aim of this section is to help students gain support from the groups they belong to and explore ways they can support other people.

Background information and definitions / He whakamāramatanga

Families, social, and cultural groups form a widening network of support for young people. These activities are designed to help students recognise the various groups they belong to, and understand what makes an effective group. They should help students to work in co-operative ways towards common goals, and take responsibility as group members for group actions and decisions.

The activities draw on skills developed in the earlier sections on **communicating** and **problem solving**. They should enhance students' abilities to contribute to groups in a range of social and cultural settings, including their families. The activities should also encourage students to seek the help and support of others in times of need.

Individuals cannot exist in an emotional vacuum. Values that uphold individual and collective responsibility for health within communities underpin healthy democratic societies where people believe it is right to act responsibly, rather than doing so for any obvious reward.

Belonging to a community, with a positive role to play, is a powerful antidote to feelings of personal powerlessness and anxieties about the future. The activities in this section also focus on communities and encourage positive social actions.

Furthermore, consider doing the lessons in order for clarity and flow.

Lesson 56

Circles of trust

Whakataukī

Ehara taku toa i te toa takitahi, he toa takitini.

My strength is not the strength of one, but the strength of many.

Intended learning outcome / Te koronga ako

Identify different levels of trust in personal relationships.

Key competencies / Ngā pūkenga matua

Managing self

Using language, symbols and text

Materials / Ngā rauemi

Paper, pens, whiteboard, whiteboard markers

Activity / Te ngohe

- 1 Ask students to think about the various people they talk to in, say, one week.
- 2 Now ask them to draw five concentric circles on paper, similar to the diagram below (demonstrate on the whiteboard). Have them label the circles, from centre to periphery, “me”, “close friends”, “friends”, “acquaintances”, and “strangers”. While they are drawing and labelling their circles, write the following on the whiteboard:

Who are you most likely to discuss the following topics with?

- politics
- a family secret
- the weather
- an achievement of yours
- something you did that you felt was wrong
- something you are not good at
- your appearance
- a problem you are having at school
- what you fear most
- some goals you have for your life.



- 3 Ask the class: “Which ones of these require high levels of trust (and which ones require lower levels of trust)?” Ask each student to rank the statements in terms of trust.
- 4 Ask students to select one statement from the list and write the number associated with this statement in the circle where it fits best. Students should repeat this process for all the other topics.
- 5 Ask students to share their circles with a partner.
- 6 Next, ask the pairs to join another pair and discuss similarities and differences.

Learning Journal entry

- (a) What did you find out about yourself?
- (b) What does an exercise like this tell you about your willingness to trust other people? Why?
- (c) What qualities do you look for before you trust other people?
- (d) How does this influence your decisions about which groups you want to belong to?
- (e) What are the pros and cons of trusting people online with your personal information/problems?

Lesson

57

Belonging to groups

I do not think the measure of a civilization is how tall its buildings are, but rather how well its people relate to their environment and fellow people. —*Sun Bear of the Chippewa Tribe*

Intended learning outcomes / Ngā koronga ako

Identify a variety of membership groups.

List the characteristics of effective groups.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

- Paper, pens, large sheets of paper, felt pens
- Working grid (can be drawn on the whiteboard or electronically)
- Whiteboard, whiteboard markers

Activity / Te ngohe

- 1 On a piece of paper, ask students to name all the groups they belong to (for example, family, close friends, class, sports teams, Guides/Scouts, youth groups, cultural groups, or church). List the different groups mentioned on a whiteboard.
- 2 Now, ask students to select two groups they particularly value, and complete a grid like this in Learning Journals or online:

Name of group		
What I gain from this group		
What I give to this group		
Problems or difficulties this group has sometimes		
Ways in which these problems or difficulties are overcome		

- 3 In groups of four, ask students to share the information on their grids.

- 4 Now, ask each group to make a poster or an electronic presentation (using words, symbols, or pictures) that shows:
 - (a) the positive aspects of belonging to a group (for example, sharing ideas and resources, support, sense of belonging, having fun, sharing a common purpose, friendship)
 - (b) things that can cause problems in groups (for example, differences of opinion, conflicting needs, conflicting values, poor communication, competitiveness, selfishness, cultural differences)
 - (c) the characteristics of an effective group (for example, good communication, tolerance of others, co-operation, clearly defined roles, sound decision making).
- 5 Each group takes a turn to show their poster/display to the rest of the class.

Lesson

58

Focusing on families (whānau, aiga, etc.)

Whakataukī

O uo i aso uma, ae uso i aso vale.

Friends for all seasons and kin in moments of crisis.

Samoan proverb

Intended learning outcomes / Ngā koronga ako

Identify the range of different types of families.

Establish what belonging to families involves.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

Strips of paper, large sheets of paper, felt pens, Blu Tack, Sellotape or glue

Activity / Te ngohe

- 1 In groups of four, ask students to brainstorm all the different types of families they can think of. For example:
 - two-parent families
 - blended families
 - single-parent families
 - families with two mums or two dads
 - families with whāngai children
 - caregivers and children (foster families)
 - extended families (grandparents, aunts, uncles)
 - two or more adults living together
 - street kids living together
 - family members living in different parts of the world or country.
- 2 Ask groups to write a description of each type of family on a separate strip of paper.
- 3 Next, invite each group in turn to attach one of their descriptions to a large sheet of paper, and continue until all suggested possibilities are recorded.
- 4 Beside the strips, write the words and concepts students use to describe families including cultures other than Pākehā (family, aiga, whānau, etc.).
- 5 Next, focus on position in the family. Ask students to work in groups with others who occupy a similar position in their family (for example, an only child, the eldest child, a middle child, or the youngest child). (Maximum group size should be six.)

- 6 Ask groups to discuss and record on paper:
 - (a) What responsibilities do you have because of your position in the family?
 - (b) What do you like about your position in the family?
 - (c) What don't you like about your position in the family?
- 7 Ask one person in each group to summarise the discussion and report back to the class.
- 8 Finally, discuss how a person's position in the family can sometimes create barriers to communication and cause conflict in families. Encourage students to recognise how siblings may feel because of their position in the family.

Learning Journal entry

- (a) What did I learn about myself and my family/whānau/aiga in this activity?
- (b) What is special about my place in my family?
- (c) What is special about my family?

Lesson

59

Rights and responsibilities

Get up, stand up. Stand up for your rights. Get up, stand up. Don't give up the fight. —Bob Marley

Intended learning outcomes / Ngā koronga ako

Identify some personal rights.

Identify situations where people are not able to assert their rights.

Understand the consequences of claiming rights at the expense of other people.

Note: Complete Activities 57 and 58 before this one.

Key competency / He pūkenga matua

Relating to others

Materials / Ngā rauemi

- Paper, pens, large sheets of paper, felt pens
- Devices and online access

Activity / Te ngohe

- 1 Ask each student to write down three “rights” they see as important for people in groups they belong to (most “rights” carry responsibilities). Write up some ideas about groups on the board (for example, sports teams, religious groups, online gaming communities, LGBTQ groups, environmental groups, immigrant support groups, clubs, etc.). Consider asking students to explore a group outside of their own group, in addition to their own.
- 2 In groups of three or four, ask students to share their ideas and draw up a Bill of Rights (there are some suggestions on the following page). Remind students that each right applies to all members of a group.
- 3 Ask groups to look up the website of the New Zealand Human Rights Commission (<https://www.hrc.co.nz/>). Go to the section “What are human rights” and get groups to read the list of “civil and political rights” and the “social, cultural and economic rights”. Ask them to add any missing rights from these lists to their lists.
- 4 Ask students to share their Bill of Rights with the class.
- 5 In the same groups, list how each of these rights is upheld at school (if relevant).
- 6 Discuss how personal rights are associated with the responsibility of upholding the rights of other people.
- 7 Ask students individually to think of, and write a few sentences about, a time when they found it difficult to assert their rights. Share in groups what their thoughts and feelings were at the time. (They can share the details of the time or not, this is up to them.)
- 8 Next, ask students to think of one right that is important to them. In turn, ask them to state the right, and say why it is important (either to the whole class or in their groups).

- 9 Ask students to describe situations where the rights of two individuals are in conflict. Discuss the consequences of this, and some strategies to overcome these difficulties. (You can draw on ideas from activities on Assertiveness and Problem solving; see Sections 3.3 and 3.4.)
- 10 Conclude the session with a visualisation exercise as follows:
 - (a) Ask students to close their eyes and relax. Now ask them to think of three rights they see as especially important in their daily lives. Tell them to imagine writing each one on a separate piece of paper and putting the papers in their pockets. They can “use” these three rights whenever they choose.
 - (b) Now, take the students through a typical day (getting up, coming to school, sitting in class, and so on). Remind students they can pull out a right, read it, and apply it whenever they like. Come out of the visualisation slowly and then reflect in Learning Journals as below.

Learning Journal entry

- 1 At the end of this exercise, ask students to talk to another person about how they felt when they used their personal rights. Record their thoughts in their Learning Journal.
Suggested rights could include the right to:
 - be treated with respect
 - express personal feelings and opinions
 - express personal needs
 - say “no”, without feeling guilty or anxious
 - make mistakes and learn from them
 - change one’s mind
 - follow one’s own time and pace
 - ask for help
 - take responsibility for personal behaviour
 - decline to take responsibility for other people’s problems.
- 2 Ask students to record in their Learning Journal answers to the following questions:
 - What is a right?
 - What is a responsibility?
 - Why do people sometimes not demand their rights?
 - What stops people from accessing their rights: At school? At home? With friends? In the workplace?
 - Who is there for help and advice about your rights?

Lesson

60

Being an upstander, not a bystander

Great spirits have always encountered violent opposition from mediocre minds. —*Albert Einstein*

Intended learning outcome / Te koronga ako

Identify harassment situations and plan interventions.

Key competency / He pūkenga matua

Relating to others

Materials / Ngā rauemi

Information on the “5 Ds of intervention” at www.ihollaback.org/resources/bystander-resources/

Background information and definitions / He whakamarāmatanga

Harassment and the infringement of people’s rights can sometimes take place in public places. Sometimes people see or hear something happening but are not sure what to do about it. This activity explores the difference between being a bystander (watching things happen and feeling helpless) and an upstander (someone who stands up for the rights of themselves and others). Sometimes this can be uncomfortable and it takes boldness. Many of the resources and websites listed in this activity come from America.

Through a combination of research and bystander initiatives, the following model has emerged. (Barnyard, Moynihan, & Plante, 2007; Berkowitz, 2002; <https://greendot.tamu.edu/scientific-basis-on-gd/>)

The 3 Ds of intervention

DIRECT

DISTRACT

DELEGATE

DIRECT: questions: What’s going on? Are you ok? What are you up to? Do you need help?

DISTRACT: Create a distraction by talking loudly, distracting the perpetrator or the victim, or creating a diversion.

DELEGATE: Get someone else involved to support you and/or the victim. Call for help, call for others to intervene.

Some models include a fourth D – Delay.

DELAY: Similar to DIRECT; however, this action takes place after an incident occurs to provide support for victims and works to prevent future harassment.

Another model includes a fifth D – Document.

DOCUMENT: Use a camera/phone to visually record an incident and let the harasser know they are being recorded. This can be risky as the harasser may target you and your device instead (www.ihollaback.org/resources/bystander-resources/).

Check out <http://sites.middlebury.edu/greendot/the-3ds/> to find out more information. Some American schools and colleges combine the Green Dot initiative with the 3 Ds to promote bystander intervention (<https://greendot.tamu.edu/green-dot/>). This website also provides resources that you may find helpful.

Activity / Te ngohe

- 1 Write these two words on the board:

- Bystander
- Upstander.

Ask students to offer suggestions for what these two terms might mean (they can also search the internet for definitions). Write up a range of terms and definitions on the board.

- 2 In pairs, get students to list what kinds of situations might require people to stand up for their rights or the rights of others. Share examples with the class. Write these situations down as they will be used later in the activity (you can write them yourself, or get students to record).
- 3 Display and discuss the 5 Ds model (see background information above). Questions to help guide discussion: What are the main tenets of each D? Give an example of what they might look like? Which intervention strategy do you think is best—why? What personal safety aspects do you need to consider?
- 4 Watch the “Active bystander” clip on YouTube about harassment on a train (you might need to play it several times) (<https://www.youtube.com/watch?v=yT9xtrLLPFc>).
- 5 In pairs or groups, have students answer the following questions:
 - What is the main message of the clip?
 - How did the other people on the train use the 5 Ds?
 - What would you have done?
- 6 Using the situations discussed earlier, get students to apply the 5 Ds model. Encourage students to be creative and realistic when applying the 5 Ds model.
- 7 In Learning Journals, choose one of these scenarios and record your response (using the 5 Ds model):
 - You see a Year 9 student at school getting pushed around by a group of Year 11s. They are asking for money and laughing (but the Year 9 looks scared).
 - In a closed Facebook group you belong to, one person is getting trolled by someone who is using abusive language and threats. The threats are all targeted at one member of the group.
 - Make up your own scenario.
- 8 Share ideas with the class for upstanding in these situations.

Further resources

<https://www.ttophs.govt.nz/vdb/document/975> (pp. 27–29)

Lesson

61

Coping with changes

At the end of the day, we can endure much more than we think we can. —Frida Kahlo

Intended learning outcomes / Ngā koronga ako

Identify the effects of changes in families and other groups.

Be aware of the changes in feelings and thoughts occurring over time.

Identify strategies and behaviours that help people to cope with change.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Participating and contributing

Materials / Ngā rauemi

Paper, pens

Activity / Te ngohe

- 1 Brainstorm the ways in which families and other groups can change. For example:
 - going to a new school (involves leaving old friends and making new friends)
 - a best friend moves away
 - the school production finishes
 - grandmother moves in to live with the family
 - an incident causes permanent disability to a family member
 - parents separate
 - older siblings leave home
 - a new baby arrives.
- 2 Next, ask each student to think about one major event or a change in an important relationship they have experienced. Ask them to draw a picture, or use symbols of some kind to represent this.
- 3 Around the outsides of their pictures, ask students to describe the thoughts, feelings, and any physical symptoms (loss of appetite, poor sleep patterns, crying, withdrawal from others) they had at the time.
- 4 On the back of the picture, ask students to describe the thoughts and feelings they had about the event 6 months later, 1 year later, and at the present time.
- 5 In groups of three or four, invite students to choose one aspect from their notes and drawings to talk about within the group if they wish. (**Note:** this could be sensitive so let students share how much/little they wish to share.)

- 6** Bring the whole class together and discuss how students' thoughts and feelings may have changed over time. Discuss any positive effects brought about by the changes, including personal growth and learning:
- (a) Would you be better able to deal with an event like this now? Why?
 - (b) What do you think you gained from this experience?
 - (c) If you still feel hurt or upset about the experience, what can you do about this now?

Learning Journal entry

Ask students to answer these questions in their Learning Journals:

- (a) What can you do to help yourself cope with change in the present or future?
- (b) Who are the people who might be able to help you?
- (c) How could you help other people experiencing change?

Further resources

<http://www.engagenz.co.nz/copingkete/>

Lesson

62

Accepting different views

Whakataukī

He rangi tā matawhaiti, he rangi tā matawhanui.

A person with narrow vision has a restricted horizon; a person with wide vision has plentiful opportunities.

Intended learning outcome / Nga koronga

Recognise that there can be a range of opinions on the same issue.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Using language, symbols and text

Materials / Ngā rauemi

- An “ink blot” pattern. (Prepare this in advance by putting several blobs of thick paint on a large sheet of paper, fold the paper in half to make a blot pattern on both sides, open the paper out, and allow to dry (or the class could do this as a starter activity).)
- Paper, pens
- Resource sheet: Statements
- Five continuum cards to mark positions (strongly agree, agree, don't know, disagree, strongly disagree).

Activity / Te ngohe

- 1 Display the “ink blot” pattern in a prominent place, and ask students to sit in a circle. Ask each student to write independently what the pattern reminds them of.
- 2 In turn, ask students to read their descriptions. If others are unable to recognise the description, ask students to demonstrate their interpretations on the ink blot itself. Make this a test of communication skills by encouraging students to listen carefully, ask questions, seek clarification, and try to understand other people's points of view. Ask:
 - (a) Why are there so many different opinions on something as simple as a blob of paint?
 - (b) Is there a “right” answer? Why or why not?
 - (c) Are some answers more supported than others? Does this make the others “wrong”? Why/why not?
- 3 Extend the discussion to include the idea that differences of opinion can also underpin the different attitudes and values held by individuals in communities. The next part of the activity explores some differences of opinion.

- 4 Put the five cards on the floor to form a continuum of possible opinions. Now, read the first statement (see statements below) and ask students to move to be near the card that most closely represents how they feel about the statement.
- 5 Ask students to discuss with someone nearby why they chose their positions.
- 6 Now ask students to choose someone from a different place on the continuum. Students explain the basis for their choice and listen to the view of the person without debate. Stress that all points of view must be respected equally.
- 7 Repeat this process for each of the statements.
- 8 Form the circle again, and discuss why different points of view can create problems and conflict. Ask students to provide examples to illustrate this.

Learning Journal entry

Ask students to discuss the following questions with a partner and record their thoughts in their Learning Journal:

- (a) Why it is important to accept that other people are entitled to hold different views from your own?
- (b) How can you find out more about other people's viewpoints, especially if these people belong to groups that are different from your own?
- (c) How does this relate to the ground rules the class set at the beginning of these sessions?

RESOURCE SHEET

Statements

- 1 Individuals have no influence on what happens in our society.
- 2 Most people in our society care for and respect the rights of others.
- 3 In this world, the most important thing is to look out for yourself, because no-one else will.
- 4 People who help and care for others cannot make our community a better place for everyone.
- 5 Newspapers, television, and online media have a strong influence on community attitudes and values.

Card labels (put each on an A4 or A3 paper)

STRONGLY AGREE	AGREE
DON'T KNOW/UNDECIDED	DISAGREE
STRONGLY DISAGREE	

Lesson

63

Check the labels

Whakatauki

He aroha whakatō, he aroha ka puta mai.

If kindness is sown, then kindness is what you shall receive.

Intended learning outcomes / Ngā koronga ako

Identify the way attitudes and opinions are reinforced by the labels and language used.

Recognise the effects of using “put-downs”.

Key competencies / Ngā pūkenga matua

Relating to others

Using language, symbols and text

Materials / Ngā rauemi

Large sheets of paper, felt pens

Background information and definitions / He whakamāramatanga

You could connect this activity with Lesson 1: Who am I: Thinking about names and labels.

Activity / Te ngohe

- 1 Remind students of the need to listen to and understand other people’s viewpoints, from Lesson 62: Accepting different views.
- 2 Working in groups of four or five, ask the students to think of as many different “labels” that are applied to people, or groups of people, as they can. Examples of labels could include: immigrant, gay, lesbian, trans, white, unemployed, Islander, rich, retired, teenager, Asian, deaf, inmate, disabled, visually impaired, feminist, dyslexic, sexist, brown.
- 3 Still in groups, ask the students to circle all the words carrying a positive message, and underline or highlight the words with either a deliberate or implied negative message. Discuss how attitudes to labels may vary according to whether they are being perceived from within the group, or without.
- 4 Have groups report back to the class by asking:
 - (a) What proportion of the labels portray a positive image?
 - (b) What proportion of the labels suggest a negative image?
 - (c) Once a person has used one of these labels for someone else, how easy is it to alter that image? Why or why not?
- 5 Emphasise that although these labels are used deliberately by some people, other forms of language can also have “hidden messages”.

6 Discuss the “hidden messages” present in the language people use (ask students for examples). While some of these put-downs may be unintentional, others are very deliberate. Ask (these questions could also be recorded and answered in Learning Journals):

- Why do some people seem to need to put down others?
- How could you help a person like this to be more accepting of other people’s differences?
- What could you say? What could you do?
- What would you want to avoid? Why?
- How do people express positive attitudes? What language do they use?

Extension

This activity could lead on to a school-wide health promotion project related to put-downs and inappropriate language such as using the word “gay” to describe something bad. See the Rainbow Youth website for more ideas: <https://www.ry.org.nz/>

Lesson

64

Challenging assumptions

Whakataukī

Tūtohu ahiahi, whakarere hāpara.

Accept in the evening, reject in the morning.

Intended learning outcome / Te koronga ako

Identify the assumptions students make about other people.

Key competencies / Ngā pūkenga matua

Relating to others

Managing self

Materials / Ngā rauemi

- Collect nine pictures of people (this could be from magazines, advertisements, or photos online) of varying bodies (gender, size, muscle definition, race, etc.). Make sure none is a person students can identify.
- Print out the statement cards, enough for one set per group of four (see statements below).
- Paper, pens

Activity / Te ngohe

- 1 Organise the class into groups of four. Give each group a set of pictures and statement cards.
- 2 Ask each group to discuss their set of pictures and statements, and try to match each statement to a picture.
- 3 Ask each group to report back to the class about a card that required an assumption to be made, or a card the group couldn't easily match.
- 4 Now, ask each group to select one of the pictures and write a scenario for the person's life for the next 10 years. They should deliberately avoid stereotypes and unwarranted assumptions.
- 5 Ask each group to read their scenario aloud, and have the class vote on the one with the least assumptions.
- 6 Discuss the way the assumptions people make about others can affect their expectations of them. Ask:
 - (a) To what extent do people "live down to" or "live up to" other people's expectations of them?
 - (b) How can we use this awareness of the assumptions people make to be more positive in relating to other people in our community?
 - (c) What barriers do assumptions create?
 - (d) How can these barriers be overcome?

RESOURCE SHEET**Suggested statements**

I don't like relying on other people.	I think looks are very important.	I don't care what other people think about me.
Most people around here seem selfish.	You have to look like this to survive.	I think it is important that parents are strict with children.
Friendships are really important.	How people speak is important.	Looking after other people is important.

Lesson

65

Needs and wants

The best way to pursue happiness is to help other people. Nothing else will make you happier. —George Lucas

Intended learning outcome / Te koronga ako

Recognise basic needs, and the rights of all people to have these needs met.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

Whiteboard, whiteboard marker

Activity / Te ngohe

- 1 Write the five sentences below on the whiteboard. Ask students to complete the sentences, working in groups of three. Explain that these sentences highlight five basic human needs:
 - (a) Everyone should have their physical needs met by having enough ...
 - (b) Everyone has the intellectual need to ...
 - (c) Everyone has social needs that include ...
 - (d) Everyone has emotional needs that include ...
 - (e) Everyone has a spiritual need to ...
 - (f) In the same groups, ask students to discuss what happens if people's physical/intellectual/social/emotional/spiritual needs are not being met.
- 2 Now ask students to complete the sentences below, that focus on "wants":
 - (a) One thing I really want for myself is ...
 - (b) One thing I really want for my friends is ...
 - (c) One thing I really want for my family is ...
 - (d) One thing I really want for our community is ...
 - (e) Now ask: "What happens if these wants are not met? Who will suffer?"
- 3 On the basis of these two tasks, ask students to discuss the difference between "needs" and "wants", using examples:
 - (a) What questions are you likely to use, in actual contexts, to find out what people want?
 - (b) Who can give you this information? Why?
 - (c) How are people's needs different from their wants?
- 4 What information should you gather to find out about the health needs of people in a small community? Who could give you this information?

Learning Journal questions

- 1 What are my needs?
- 2 What are my (current) wants?
- 3 What is the difference between needs and wants?
- 4 How does happiness relate to needs and wants?
- 5 What might happen if I let go of my wants and focus on the needs of others?

Extension

This activity could lead on to students contributing to a community consultation project. See Section 4 for ideas and also see *Sexuality Education: A Guide for Principals, Boards of Trustees and Teachers* (Ministry of Education, 2015): <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

Community consultation on each school's Health curriculum is required every 2 years.

Lesson

66

Help-seeking and community

Whakataukī

Waiho i te toipoto, kaua i te toiroa.

Let us keep close together, not far apart.

Intended learning outcome / Te koronga ako

Identify ways in which the wider community can take responsibility for meeting the needs of individuals.

Key competencies / Ngā pūkenga matua

Relating to others

Participating and contributing

Materials / Ngā rauemi

- A copy of the resource sheet “Scenarios for community support” below, cut into individual scenarios (or write new scenarios, depending on your class).
- Large sheets of paper, felt pens, online access to www.yellow.co.nz, whiteboard, whiteboard markers.
- Copies of the table (see below). These could be printed out or created on devices.

Background information and definitions / He whakamāramatanga

Help-seeking is very important and there are many community agencies that are available to support young people. You might spend several lessons on this topic discussing why people will/won't access these support networks. It's important to highlight to students that they have rights to privacy and confidentiality when contacting agencies for support and when talking to school counsellors.

See:

- Youthline: 0800 376 633; www.youthline.co.nz/
- Lifeline: 0800 543 354; www.lifeline.org.nz/
- Rainbow youth: (09) 376 4155; www.ry.org.nz/
- “1737, need to talk?” (New Zealand’s national mental health and addictions helpline). Free call or text 1737 any time for support from a trained counsellor.
- Suicide Crisis Helpline: 0508 828 865 (0508 TAUTOKO)
- Healthline: 0800 611 116; www.health.govt.nz/your-health/services-and-support/health-care-services/healthline
- Samaritans: 0800 726 666; <http://samaritans.org.nz/>

There is also a full and up-to-date list of helplines available on the mental health foundation website: <https://www.mentalhealth.org.nz/get-help/in-crisis/helplines/>

Activity / Te ngohe

- 1 Divide the class into pairs or threes. Give each group a copy of a different scenario, and a large sheet of paper. (These scenarios are probably most appropriate for secondary students. If you have younger students, you can write different scenarios or ask them to write scenarios and then hand them around.) You may consider selecting certain scenarios depending on your class (age, ability, maturity, etc.).
- 2 Ask each group to read their scenario, and discuss who might be able to help with the problem. Ask students to identify who could help at school, at home, or in the wider community.
- 3 Once they have discussed all the options, get each group to search online for local social support services, draw and complete a chart, like this.

People who could help at school	Support groups in the community	Websites of support groups and phone numbers

- 4 Ask each group to read out their scenario and report back to the class on the possible helpers they identified.
- 5 Compile a class list of helping agencies and contact details to display on the wall. If your class uses an online site like Google Classroom, share the contact list online too. Ask students to make personal copies of the list for their own use, and think of somewhere safe to keep them.

Extension

Students could share their help agency lists amongst other students in the school or with school counsellors as part of an awareness campaign.

RESOURCE SHEET

Scenarios for help-seeking and supporting others

- 1 One of your close friends belongs to a religious group that you don't know much about. You feel you are being pressured to join this group, and are confused about what to do.
- 2 Someone in your class has been withdrawn and quiet lately. From things you have heard them say, you are worried they may feel life is not worth living any more.
- 3 A close friend tells you she has started a sexual relationship. You are worried she is risking pregnancy, or might catch an STI.
- 4 Your mother drinks a lot. Most of the responsibility for caring for the family is falling on your shoulders and you are desperate for help and support.
- 5 When he drinks, your father gets very violent. He particularly picks on your younger brother and beats him up, and you are afraid he might really hurt him one day.
- 6 One of your friends tells you they have been sexually abused by someone they trusted. Although they make you swear not to tell anyone, you are worried they need help and support.
- 7 Your parents are talking about separating. They have been fighting a lot. You feel you are to blame, although they deny it. You fear having to choose who to live with, and you feel pretty desperate about the whole situation.
- 8 You've recently started a sexual relationship with a close friend. Now you have an abnormal discharge, and you are worried you have an STI.
- 9 You notice a friend has cuts on their arms and legs. You are worried that they are self-harming.
- 10 A friend confides in you that he thinks he is gay. He feels confused about this and frightened about what other people will think and say. You feel he needs more support.
- 11 A friend is so thin people are starting to comment. She makes all sorts of excuses to avoid eating, and you think she is also using laxatives.
- 12 Someone in your class is regularly stealing lunches. By chance, you know who is responsible, and you know they have little food or money at home.
- 13 Lots of family members share your house. Things are very crowded, and there aren't enough beds to go around. You have to sleep on the sofa, and it isn't quiet until very late. Another baby is on the way and things are getting very tense at home.
- 14 Someone you know is not coping well with the responsibilities of being a parent. The baby cries a lot, and the parent feels tired and is frightened of what she might do.
- 15 Your best friend's younger brother recently died of cancer. Your friend feels to blame for this, and is often angry and confused. You think your friend needs help to get through the next few months and adjust to life in an altered family.
- 16 The people who live next door regularly hold noisy parties late at night. Because of all the sleep you are losing, you are finding it hard to keep up at school through lack of sleep.

Lesson 67

Community engagement: Acts of service for wellbeing

Whakataukī

Mauri tū, Mauri ora.

An active soul is a healthy soul.

Not money, or success, or position or travel or love makes happiness—*service is the secret.* —Kathleen Norris

Intended learning outcome / Te koronga ako

Identify and act on a community need.

Key competency / He pūkenga matua

Relating to others

Background information and definitions / He whakamāramatanga

These activities are a chance for you and your students to think about how service to communities can enhance wellbeing (of self and others). These activities should bring students into contact with real human problems and a range of diverse perspectives, and they should challenge students to reflect upon their own beliefs and values.

Preparation for service often begins with “planting the seed”, cultivating your students’ interest in a problem or a need, stimulating students to want to do something about it.

This can involve a study or an investigation, or simply a discussion that captures their imaginations. Sometimes there are those magical moments when somebody walks into the classroom upset or inspired about something they saw in the newspaper or on television and feels a call to action. But more often it starts with a teacher who brings up a subject in class, gets the students thinking about it, and then suggests that they do something about it. There are a lot more ideas and activities in Section 4: Health promotion.

Activity / Te ngohe

Here are some good ideas for getting started. Please keep in mind that the steps given here assume you are starting from zero; you may not need to do all these things. What’s important is to mobilise your students. Do what works.

- 1 What needs or opportunities exist?** Hold a class brainstorming session to identify needs within the community or opportunities to do something beneficial. Challenge the students to think of as many ideas as possible. Encourage them to build on each other’s ideas, to be spontaneous, to take risks, to think creatively. Then have them try to identify the causes behind each need, as well as some possible interventions.
- 2 What are some solutions?** Start generating workable solutions. (What can realistically be done?) This is where project ideas start to take shape. Ask the students to tell what they like about each proposed idea, and to share their questions and concerns.

3 What resources are available? At this point, some preliminary research may need to be done before a final decision is made. You might need to identify resources available to help or support the project if any are needed. This could include a grant proposal, a business or organisation in the community, or parent volunteers. It may be helpful to invite an individual with expertise in the area of interest in order to provide relevant information before a final decision is made.

4 Decide on the project. When making the final decision, try to ensure that all the students:

- (a) have adequate input
- (b) understand the proposed decision
- (c) are willing to support and implement the decision.

Engaging the students in this kind of a process helps them to learn how to **analyse** and creatively **solve problems** and enhances their **decision-making skills**. It also makes them stakeholders in the eventual outcome.

5 The next step could be to undertake the project and evaluate it. (See Section 4 for ideas on this process.)

2.8 Goal setting and time management

Lesson

68

Setting goals

If you want to live a happy life, tie it to a goal. Not to people or things. —*Albert Einstein*

Intended learning outcomes / Ngā koronga ako

Identify goals that are important to them and practise setting goals for themselves.

Develop greater self-awareness by identifying some personal needs.

Describe personal goals to meet identified needs.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Copies of statements on “What do I want?” below (one per person).

Background information and definitions / He whakamāramatanga

Lessons 68, 69, and 70 should be taught consecutively.

Goals give purpose and direction to people’s lives. Personal goals help people to stay focused on outcomes they have chosen for themselves. Even when set-backs occur—as they invariably will—goals help people to refocus on the outcomes they design.

The activities that follow are designed to help students identify some personal needs, and set goals based on those needs. Goals should be realistic and achievable to provide a positive driving force, and to avoid repeated disappointments and feelings of negative self-worth. Students learn how to evaluate their goals. The activities also help them to plan ways to reach their goals.

Activity / Te ngohe

- 1 Explain that the first step in goal setting is to identify personal needs. Distribute the statements on “What do I want?” so students may reflect on their needs. Encourage them to answer as many questions as they can, in any order.
- 2 Next, ask students to work in pairs to compare and discuss their answers. Be aware that some students may have needs that they do not wish to discuss in class.
- 3 Discuss the exercise with the class:
 - (a) What did you find out about yourself in this exercise?
 - (b) Which needs/wants are the most important to you right now?
 - (c) Why is it sometimes hard to get what you want?
- 4 Explain that by setting goals for themselves, people are more focused and have a better chance of achieving what they want:
 - (a) Of the changes you want, which do you want to achieve most?
 - (b) Do you see any problems that could hold you back?
 - (c) What are they? What can you do to deal with these problems?

- 5 Without setting further requirements, ask students to write one goal they want to achieve in the near future, possibly in the next day or two, at the bottom of the sheet.

Extension

Students should keep their goal statements for the next activity, Lesson 69.

Statements on “What do I Want?”

- 1 I'd like to be able to ...
- 2 I wish I was better at ...
- 3 If I had more money I would ...
- 4 If I had more time I would ...
- 5 I would like to get along better with ...
- 6 Something I could do to make that happen is ...
- 7 I've always wanted to own ...
- 8 If I could organise my life better, I would ...
- 9 The thing I complain about most is ...
- 10 I get angry when ...
- 11 I give up when ...
- 12 I get tense or worried when ...
- 13 I get worn out when ...
- 14 Something I really enjoy doing is ...
- 15 What I want most out of life is ...

Lesson

69

Effective goals

Whakatauki

He manako te koura i kore ai.

Wishing for the crayfish won't bring it.

Intended learning outcome / Te koronga ako

Identify the characteristics of well-set goals.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Paper and pens
- Students' goal statements from Lesson 68

Activity / Te ngohe

- 1 Read to the students the set of "Sample goals" from the "Information sheet: Achievable goals" below.
- 2 Work through each point on the information sheet and discuss sample goals for that point. Ask students to identify which goal of the pair reflects the particular characteristic.
- 3 Now, ask students to identify goals on the set of "Sample goals" that meet all the criteria listed.
- 4 Have students, in pairs, discuss the goals they set for themselves in Setting goals activity (Lesson 68):
 - (a) Which of your goals meet all these criteria?
 - (b) If not, what changes do you need to make?
- 5 Encourage students to rewrite their goals where necessary. (You might ask for an additional copy of their goal to display on the wall if they agree, and use later in Lesson 72.) Check that everyone has short-term goals that can be worked on successfully before the next lesson.
- 6 Finally, ask students to talk, in pairs, about how they plan to reach their goals.
- 7 Gather feedback informally by asking volunteers to share their plans with the class. This helps to build commitment for the task and, at the same time, it enlists the help and support of other students.

Learning Journal entry

Ask students to record their goals in their Learning Journals.

INFORMATION SHEET

Achievable goals

An effective goal should be:

1 Clear and understandable

Be clear about what you want. Avoid statements or promises.

2 Possible

Make goals sufficiently challenging yet still within reach; something you really want to do. Easy goals may be less rewarding, but impossible ones lead to disappointment and self-doubt.

3 Controllable

You are the only person whose behaviour you can change. Goals involving other people will need their permission or active participation.

4 Measurable

Set dimensions for your goal. How long will you allow? When will you complete what you set out to do? Do you need to specify an amount of time or some prior conditions to be met?

5 Straightforward

You want what you want! Avoid using either/or. If you include alternatives, you may end up achieving nothing.

Sample goals

Which goal is CLEAR and UNDERSTANDABLE?

(a) I'm really going to make something of myself.

or

(b) I'm going to work towards making a career in journalism.

Which goal is POSSIBLE?

(a) I'm going to work for selection in a top sports team.

or

(b) I'm going to win a gold medal at the next Olympics.

Which goal is CONTROLLABLE?

(a) I need to control my temper better when my little sister is bugging me.

or

(b) I'm going to get my little sister to stay out of my hair so I'm not in so much trouble myself.

Which goal is MEASURABLE?

(a) I will reward myself by watching Netflix when I have done enough homework.

or

(b) I'm going to complete two pages of writing after dinner, before I watch Netflix.

Which goal is STRAIGHTFORWARD?

(a) I'll do my essay one day these holidays.

or

(b) I'll do my essay on the first day of the holidays. After that I can relax and have a break.

Lesson

70

Goal posts

Whakatauki

Ka maki te tawa uho kit e riri.

Well done, you whose courage is like the heart of a tawa tree.

Intended learning outcomes / Ngā koronga ako

Identify reasons for the success of goals achieved.

Identify next steps for goals still to be achieved.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Pins or tacks
- Class noticeboard
- Students' goal statements from Lesson 68
- Whiteboard, whiteboard markers

Activity / Te ngohe

- 1 Ask students who have already achieved a goal to describe what they did, and how they felt (immediately after achieving) and feel (long-term thoughts) about their success.
- 2 Discuss feelings generally associated with success by asking students to think of a time in the last month when they felt successful:
 - (a) How did you feel at the time?
 - (b) How do you feel about this now?
 - (c) To what extent did this result from setting personal goals?
- 3 Encourage students who have not yet met their goals to either persist with or reassess their goal.

Learning Journal entry

Ask students to reflect on why they were/were not successful at meeting their goal and what they still need to do to fully achieve it.

Lesson

71

Back to the future

Whakataukī

He mate kāhu kōrako.

Desire the hawk with the white feathers.

Intended learning outcome / Te koronga ako

Identify ways of working towards long-term goals.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Paper, pens

Activity / Te ngohe

- 1 Discuss with the class the point that some goals are short term, but others take longer to achieve. Reaching short-term goals gives a sense of achievement day by day. Long-term goals, however, give people's lives greater shape and meaning.
- 2 Suggest the following scenario to encourage students to explore their own longer term goals:
Imagine it's 10 years since you left school. You're asked to write a paragraph describing your considerable achievements for the 'Where are they now?' page of your school magazine.
What would you like to be able to say about your future self?
- 3 Ask students to write the paragraph as suggested, and then talk about it in pairs.
- 4 Next, ask pairs to discuss three questions:
 - What longer term goals can help you to achieve this result?
 - What have you achieved already towards these goals?
 - What personal skills and strengths do you have already to achieve these goals?
- 5 Now, ask students to map out a tentative plan to meet their goals, thinking about what they can achieve daily, weekly, and monthly. (Allow 8–10 minutes for this.) Students work individually first, and then share the plans with their partners.
- 6 In particular, ask students to check that they have identified suitable short-term goals, or milestones within their long-term goals.
- 7 Ask students to describe to their partners how they expect to feel when they reach their milestones. This simple exercise can help students to strengthen their commitment to their initial tasks, and thus increase their chances of success.
- 8 Complete the activity by discussing why it is easier to set realistic short-term goals than to concentrate, single-mindedly, on longer term goals.

Learning Journal entry

Ask students to record their answers to Questions 5 and 7 in their Learning Journal.

Lesson

72

How I spend my time

A goal without a plan is just a wish. —*Antoine de Saint-Exupery*

Intended learning outcomes / Ngā koronga ako

Develop effective time management skills for use in their daily lives.

Recognise how they allocate time during a typical week.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Paper, pens, whiteboard, whiteboard markers
- Circular stickers or paper and scissors (sufficient to make 21 “eggs” for each student). You could use Post-it notes for the eggs.

Background information and definitions / He whakamāramatanga

Setting goals and managing time effectively go hand in hand because the best intentions often founder through lack of time.

Being able to prioritise tasks is a skill many people eventually develop through trial and error. More effective management skills, however, can be developed by practising the simple strategies in these activities.

Try to use learning contexts for these activities that are as close as possible to your students’ experiences. Your aim here is to help students to reallocate time usefully and realistically, and be more effective in meeting their personal goals.

Activity / Te ngohe

- 1 Write the following headings on the whiteboard:
 - Physical needs
 - Work and study
 - Recreation
 - Personal time
 - Family and other commitments.
- 2 Using these headings, ask students to make their own personal list of daily activities based on the activity sheet on “How I spend my time” (below).
- 3 Beside each activity, ask them to estimate the time they spend on it each day. When daily columns are complete, have students work out totals for each activity during a “typical” week.
- 4 Students can add totals to find the amount of time they have committed. (There are 168 hours in a week.)

- 5 Explain that they are going to represent the time they spend on these activities as “eggs”. Use either circular stickers, or circles of paper, and have each student prepare 21 eggs. Each egg represents approximately 8 hours in a “typical” week’s programme.
- 6 Ask students to adjust, or simplify, the times and activities on their self-made activity sheet to make 21 blocks (as nearly as possible) of 8 hours, and label their eggs accordingly. They should keep their eggs now for the next activity (Lesson 73).
- 7 Finish off the activity by asking students to discuss, in threes first, and then more generally as a class:
 - (a) What surprised you in this time-analysis exercise? Why?
 - (b) Where did you find it hardest to make an estimate? Why?

Learning Journal entry

Ask students to record their answers to 7(a) and (b) in their Learning Journal.

Extension

Keep the “eggs” for the next activity.

Activity	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total

Lesson 73

Allocating time

Time and tide waits for no-one. —*Portuguese proverb*

Intended learning outcome / Te koronga ako

Identify desired changes in the allocation of time.

Key competencies / Ngā pūkenga matua

Managing self

Thinking

Materials / Ngā rauemi

- A drawing of four baskets or kete
- “Eggs” from Lesson 72
- Glue (if the “eggs” do not already have adhesive)

Activity / Te ngohe

- 1 This lesson requires you to have completed Lesson 72. Explain that because people have only so much time in one week, dividing a week into the 21 “eggs”—each representing 8 hours—shows how time is used at present, and can show where people may want to make changes.
- 2 Distribute the basket or kete copysheet, and ask students to label the four containers as follows:
 - Physical needs
 - Work
 - Recreation
 - Personal time.
- 3 Now, without sticking them down, students can sort their eggs into the appropriate baskets, according to the time allocated to different activities in the previous lesson.
- 4 Ask students to reflect on how they allocate their time at present (the distribution of the eggs in the baskets):
 - (a) How satisfied are you with the way you allocate time at present?
 - (b) Do you have about the same number of eggs in each basket?
 - (c) Is there anything you want to change? Why?
 - (d) How could you make changes? What would you need to do first?
- 5 Explain that if more time is needed in one basket it can only be gained by shifting an egg from somewhere else.
- 6 Have the students work in pairs to reorganise their baskets, discussing their needs, and moving and re-labelling their eggs appropriately. Ask them:
 - (a) What do you want more time for?
 - (b) What could you do less often, or for a shorter time, to allow you to make this change?

- (c) What effects are these changes likely to have?
 - (d) Who else is likely to be affected by the changes you want to make?
 - (e) When and how do you plan to discuss this with them?
- 7 Once students are satisfied they have a workable balance of time, they can stick their eggs down in the appropriate baskets. Pin them on the wall to remind them about changes they are planning to make.

Learning Journal entry

Ask students to record the changes they are planning to make in their Learning Journal.

Lesson 74

Time management

If you spend too much time thinking about a thing, you'll never get it done. —*Bruce Lee*

Intended learning outcomes / Ngā koronga ako

Understand strategies for using time more productively.

Identify short-term goals for managing time.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

- Copies of “Information sheet: Time management” (below), one per student (or digital access)
- Paper, pens

Activity / Te ngohe

- 1 Distribute copies of the information sheet below (or this could be online) and guide class discussion about which of these they agree or disagree with. In pairs, rank these statements according to how useful they are to you.
- 2 Ask students to suggest examples to illustrate each of the points listed.
- 3 Next, ask students to discuss, in pairs, strategies they use already: “Which of these principles apply to you right now? How much is your allocation of time influenced by other people?”
- 4 Ask students to discuss, and mark with an asterisk, any other strategies they would like to try in the weeks ahead. Then, in pairs, they can discuss how they might go about using new strategies for managing time.
- 5 Students can formulate simple goals for themselves in relation to each strategy they want to try. Remind them to use the criteria for effective goal setting when writing their goals for the class noticeboard.
- 6 In pairs, have students draw up plans for achieving their goals before the next session. Plans should include the names of other people likely to be affected, and when and how they plan to discuss the desired changes with them.

INFORMATION SHEET

Time management

- 1** Learn to put priorities on your tasks and your time.
Rank the things you want to do, from most important to least important.
- 2** Focus on the things that need attention NOW.
Don't dwell on past failures or future problems.
- 3** Do one thing at a time.
- 4** Divide large tasks into smaller parts and tackle these one at a time.
- 5** Be sure to include time for recreation and relaxation every day.
- 6** Work at a comfortable pace. "More haste, less speed" is a good maxim.
- 7** Be flexible with your time schedule.
Try to keep some time free each day to cope with the unexpected.
- 8** Use a diary, or a large calendar with plenty of space, for noting down specific tasks, or have some other way of writing down your schedule and commitments.
- 9** Review your important goals for each day and week.
Revise them if you need to.
- 10** Don't feel you have to get everything done TODAY.
Spread your commitments over a period of time.

Lesson 75

More goal posts

Whakataukī

Ka maki te tawa uho kit e riri.

Well done, you whose courage is like the heart of a tawa tree.

Intended learning outcome / Te koronga ako

Identify reasons for successes in meeting personal time management goals.

Key competency / He pūkenga matua

Managing self

Materials / Ngā rauemi

Students' goal statements generated in Lesson 74.

Activity / Te ngohe

- 1 Ensure Lesson 74 has been completed first. Ask the students who have met the goals they set in the last session to talk about them with the class, and then move their goal statements to other positions on the board or tick these off.
- 2 Now discuss some of the problems people encounter in trying to change the way they manage their time.
- 3 Often, this involves negotiating with other people: a parent, older or younger siblings, friends, or others. Ask students to work in groups of three to practise this negotiation. Two people negotiate, and the third person gives feedback. They could come up with scenarios first to help the negotiation.
- 4 Keep repeating the role play until students feel they can identify some workable compromises to help them change the time they allocate to different activities.
- 5 Complete the activity by encouraging students who have yet to achieve their goals to continue with them, possibly by using some of the skills practised in this activity. If they wish, students could change their goal statements to something that is more achievable in the short term.

Learning Journal entry

Students record their thoughts on the use of goals and goal setting in their Learning Journal.

Lesson

76

Reviewing time for relaxation and mindfulness

An inch of time is an inch of gold, but an inch of time cannot be purchased for an inch of gold.

—Chinese proverb

Intended learning outcome / Te koronga ako

Identify the time allocated for relaxation and reducing stress in individual time-management plans.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Baskets or kete from Lesson 72: How I spend my time
- Refer back to Mindfulness Lessons 48 and 49

Activity / Te ngohe

- 1 Ask the students to look at the kete or basket they made in the time management activities, and to identify the “eggs” that represent stress reduction and/or relaxation activities.
- 2 Ask students to consider whether they have allocated enough time to meet these needs.
- 3 In groups of three or four, have students talk about the amount of relaxation time they have allowed themselves.
- 4 Students can work collaboratively to make any changes that seem to be needed. Remind students that eggs can only be relocated by removing them from another area.
- 5 Ask each student to make one goal related to relaxation. (This could be doing a mindfulness exercise every day, going for walks, spending time alone without devices, playing with the dog, or whatever is meaningful to them.) They should write this goal down, and share it with another member of their group. Suggest they put it up somewhere at home as a reminder or put it in their diary.
- 6 Complete the activity by asking each person, in turn, to state one benefit they expect from allocating time to relaxation. Encourage them, also, to talk about any negotiation that might be needed to allow them to achieve their relaxation goals.

Where appropriate, extend the activity by asking students to write their own scripts for relaxation, and record these for use in the extension activities.

Lesson

77

Helping others manage time

The only reason for time is so that everything doesn't happen at once.

—Albert Einstein

Intended learning outcome / Te koronga ako

Apply time management skills to situations involving others.

Key competency / He pūkenga matua

Relating to others

Materials / Ngā rauemi

- Laptops or iPads (students will use these devices to present their scenario)
- A3 paper (one or two pieces per group)
- Markers or coloured pens
- Scenario examples resource sheet

Activity / Te ngohe

- 1 Get students into groups of four or five.
- 2 Allocate one scenario from the examples provided per group (or create some of your own scenarios that are most relevant to your students).
- 3 Using knowledge from the previous sessions, students are required to identify the range of tasks/ activities that are involved in their particular scenario.
- 4 Students will work together to come up with a presentation to show what tasks or activities are involved in this person's life, what their priorities are, what the importance of the tasks is, and some implications or consequences they may have on their hauora.
- 5 Students should suggest ways of how this person can manage their time effectively and provide examples.
- 6 The information in the presentation must be clear and concise, by showing creative and critical thinking.
- 7 The presentations can be presented in any way and it is up to the group to decide: for example, use of PowerPoint, Video, Skit, or Poster.
- 8 Use the scenarios resource sheet provided.

RESOURCE SHEET

Possible scenarios

Tom	Sara
<p>Tom is a Year 12 student, currently attending Summer Day High School. He lives about 40 minutes away from school by car and plays in both the school's soccer and hockey teams. Soccer is on Mondays and Wednesdays after school, with hockey being on Tuesdays and Thursdays. He is also a member of the school band and practises on a Friday after school. He is currently completing NCEA Level 2 but has gained a "not achieved" in quite a few standards. He has been offered tutoring sessions on both Monday and Tuesday but it clashes with his sporting commitments. Tom also has two older brothers and one younger sister. Family is his most important value in life but he hardly has the time to spend time with them. He sometimes becomes upset because of this and feels down. His goal in life is to be an accountant but he needs to pass in order to attend university.</p>	<p>Sara is a Year 9 student, studying at West Heights College. She is a member of the school's rugby team and trains on Mondays, Tuesdays, Wednesdays, and plays on a Saturday. She works hard and aims for "excellence" in her school work. When she's not training, she spends most of her time studying. She is the youngest of four siblings in her family. Sara has a passion for animals and loves working with them. She used to work at a local farm as a volunteer, which she loved, but had to stop because of work commitments (she now has to work at the local supermarket to help with her family's income). She has been offered an alternate shift on a Wednesday afternoon instead of working on Sunday, but it clashes with rugby training. Her coach said it's okay to miss that day but her teammates say she shouldn't. She sometimes deals with stress, and animals are her release and happy place.</p>
Niko	Jesse
<p>Niko is a Year 11 student at a private school. He is a boarder but spends his weekends at home with his family. Because of boarding school, he doesn't spend much time at home and, for him, family comes first. Niko's family say that he could attend the public school close to home, but they don't have a netball team for boys. He loves playing netball and is really good at it. The school he is currently at has a boys' team, which he plays in. Niko is also dyslexic and sometimes finds it hard to complete assignments on time. He has a tutor at boarding school and extra sessions most days after school. He often misses these sessions because of netball training, which is 3 days a week. When he leaves school he wants to get a building apprenticeship. He also plays cricket in the summer but often gets injured.</p>	<p>Jesse is a trans student in Year 10 and is a member of the school's LGBTQI+ group. The group meets every Tuesday and Thursday lunchtime and runs activities with classes, holds stalls to raise money, and plans events in the school. It is a big commitment but Jesse is passionate about these activities. Jesse also plays hockey in a mixed team, and trains once a week after school. As well as completing homework, Jesse also volunteers at the local marae during events. Jesse really wants to get a pet (ideally a dog) but isn't sure there is enough time. Jesse has four younger siblings.</p>

Section 3:

Interpersonal skills and communication

Overview of this section

The overall aim of this section is for students to learn about and practise personal and interpersonal skills.

Note: It is important that students explore their own feelings first, before practising communication skills (see the activities in Section 2.2).

Purpose, underlying concepts, and strands

Effective communication and interpersonal skills are essential for living and interacting with others. Learning in this section enables students to develop these skills. It should be noted that asking students to perform skits for the whole class is often less successful for learning than working in groups of two and three on simple role plays, reflecting on their progress and the efficacy of the skills they are focusing on.

This section is closely linked to Strand C of the Health and Physical Education learning area of the *New Zealand Curriculum—Relationships with Other People*. Developing effective interpersonal skills will also help to enhance personal health and wellbeing, so this learning also links to Strand A of the curriculum—*Personal Health and Physical Development*.

Although each section in this resource is separate, many of the concepts and skills are interconnected. It is important to consider prior learning and what skills and knowledge from others sections inform learning.

This section is divided into seven areas of focus:

- 3.1 Listening
- 3.2 Friendship
- 3.3 Assertiveness
- 3.4 Problem solving
- 3.5 Decisions
- 3.6 Negotiation
- 3.7 Resolving conflict

Planning and assessment

Please refer to the pages on Designing a programme: The *New Zealand Curriculum* achievement objectives and assessment on pages 24–26 for ideas on formative and summative assessment. Taking time to develop the ideas within this rubric to make them relevant to the year group, ability, curriculum level, and local context is important.

Possible links with other curriculum areas and pathways

Drama students and teachers may like to collaborate with this unit for some of the practical aspects. By acting in certain ways, students can feel what it might look like, feel like, and sound like to be assertive, for example. These skills also closely relate to work done in Physical Education when focusing on effective communication in a team environment. It may be useful to develop a unit of work across Health Education and Physical Education to explore interpersonal skills in a range of contexts.

3.1 Listening skills

There are times that all you need is someone who will listen to you without judging you—*not telling you what you should have done or should do, but simply, listening to you.*

Bernard Kelvin Clive

Background information and definitions / He whakamāramatanga

The aim of this sub-section is for students to learn about, practise, and improve their listening skills. Good listening skills help people to make and keep good relationships and to trust others.

People who are poor listeners generally talk rather than listen; they have only a limited interest in other people's needs and opinions. Poor listeners can be isolated and lonely, without realising why other people are not wanting their company or confiding in them.

Effective listening develops empathetic relationships between people. It involves trying to understand how other people feel and think. This can require listeners to set aside their own needs and beliefs, and pay attention to other people's views, without attempting to judge or change these views.

Effective listening shows the listener cares about the person speaking, and recognises that person's beliefs and experiences as valid and important.

Listening skills are needed in all contexts (such as at home, school, with friends, at work). Effective listening skills help people to understand other people's needs, and what pleases, upsets, or irritates them. They ensure information is received fully and accurately, which is essential for learning, and they can help to lessen conflict by anticipating problems or avoiding them. Effective listening involves nonverbal communication, observing and reflecting feelings, paraphrasing, and asking open questions. The following set of activities enable students to become aware of these listening skills and practise using them.

According to Downs (2008), listening is a five-step process, including: attending; understanding; interpreting; responding; and remembering. This is an active process. Downs (2008) also identifies four types of listening: critical; empathetic; informational; and appreciative. See the text: Downs, Lisa J. (2008). *Listening Skills Training*. Baltimore: ASTD Press.

Lesson

78

Nonverbal communication

What you do speaks so loud that I cannot hear what you say. —*Ralph Waldo Emerson*

Intended learning outcome / Te koronga ako

Identify and practise effective aspects of nonverbal communication.

Key competencies / Ngā pūkenga matua

Relating to others

Managing self

Materials / Ngā rauemi

Definitions on “communication impact” and “nonverbal communication” (printed out or displayed electronically)

Background information and definitions / He whakamāramatanga

There are different forms of communication, and thus it would be beneficial for teachers to have a good understanding of communication. The link below provides a lot of information on communication and interpersonal issues that arise:

https://www.workplacestrategiesformentalhealth.com/mmhm/pdf/full_communicating_0.pdf

Nonverbal communication is often taken for granted but there are many reasons it is so powerful. It is a kind of universal human language that can cross language barriers. Nonverbal communication includes facial expressions, body position and movement, dress, and objects. It can support what is said or contradict it. For example, if someone agrees with what is said but then rolls their eyes, they are signalling that they really disagree but are not saying so. In this way, nonverbal communication can express what we can't say. Burgoon, Guerrero, and Floyd (2010, p. 7) state that:

There are many occasions when verbalising our thoughts or feelings would be risky, rude or inappropriate, so we use nonverbal channels instead. In the case of a budding romance, people are hesitant to commit themselves too quickly for fear of being rejected. If a friendly smile is unreturned, one can retreat to a less intimate level without embarrassment.

The body can also be used to signal other messages. Players in the US National Football League (NFL) in 2018 signalled their protest against police brutality and racism in the US by “taking a knee” during the playing of the National Anthem. This gave a strong signal without words. For more information, see: <https://www.independent.co.uk/news/world/americas/us-politics/taking-a-knee-national-anthem-nfl-trump-why-meaning-origins-racism-us-colin-kaepernick-a7966961.html>

Nonverbal communication can also be misinterpreted and create confusion. Nonverbal cues can differ between cultures as well, so it's important to not assume.

Wood (2017) defines nonverbal communication as “all aspects of communication other than word. In addition to gestures and body language, nonverbal communication includes how we utter words

(inflection, volume), features of environment that affect meaning (temperature, lighting), and objects that affect personal images and interaction patterns (dress furniture)” (p. 86).

Social norms and assumptions also affect communication and can be signalled nonverbally. In their work on racism in schools, Webber and Macfarlane (2018) noted that stereotypes can affect Māori students in schools, even when nothing specific is said.

Nonverbal communication

Nonverbal communication is a kind of “unspoken dialogue” (Burgoon, Guerrero, & Floyd, 2010) and can be defined in different ways, depending on what is included. Many electronic communications are technically nonverbal but do include words, as well as pictures, symbols, and video. Many communications between people and animals are nonverbal. For our purposes here, we are focusing on how nonverbal communications affect listening and relationships between people. These include:

- movements
- posture
- eye contact (or lack of eye contact)
- facial expressions
- clothing
- objects and symbols (books, devices, emojis, and other personal items).

Communication impact

While there is debate, many researchers agree that about 66% (or two-thirds) of messages we relay to others are nonverbal. (Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2010). *Nonverbal communication*. New York, NY: Routledge.)

While different situations will call for different approaches, here are some general tips to maximise communication impact:

- eye contact: Maintain eye contact in a relaxed but attentive way.
- body posture: Should be relaxed, upright, or with a slight forward lean to indicate interest. Be reasonably close, but do not invade the speaker’s personal space.
- head and facial movements: Use occasional nods, smile appropriately, try to match speaker’s mood.
- vocal quality: Match that of the speaker.
- personal habits: Avoid fiddling with your phone or your hair or doing anything that may be distracting.
- cultural differences: Sensitivity to the culture of the other person is needed. For example, for some cultures, eye contact is considered rude or intrusive. If you’re not sure what the other person expects then you can ask them or pay attention to what they do.

Activity / Te ngohe

- 1 Divide the class into pairs, each deciding who is A and who is B.
- 2 A is the speaker. Their task is to talk for 1 minute only, using a sentence start such as:
 - (a) Something I am proud of is ...
 - (b) The thing I enjoy most is ...

- 3 B is the listener. Their task is to be the worst possible listener.
- 4 Say "Go" and tell A to start talking (A must keep talking no matter what). After a minute (timed) say "Stop".
- 5 Now ask each speaker (A), in turn, to identify one thing the listener (B) did to make it difficult to communicate.
- 6 Verbally, summarise the points identified.
- 7 Now swap around. B will talk about a good movie they have seen recently or something they did in the weekend. A will show they are not listening, but without speaking (only using their body). After a minute say "Stop". Ask students to share all the things A did to show they were not listening.
- 8 Introduce and discuss the "Nonverbal behaviour" information. Encourage students to discuss the various forms of nonverbal behaviour, particularly where there are cultural differences in behaviour. Also discuss the use of nonverbal communication between people who cannot sufficiently understand each other's languages.
- 9 Repeat the task above on nonverbal communication but this time A and B demonstrate real listening. Discuss how this makes people feel when they are really listened to (and compare with how it felt when their partner didn't listen).
- 10 Reflective task (complete in Learning Journals): Ask students to individually draw a circle and inside it write the name of one person who really listens to them. Around the outside students write what this person does when they listen to them (behaviours) and how they feel after this person has listened to them. Write two headings on the whiteboard: "Actions of a good listener" and "Feelings when listened to". Invite students to contribute to the lists. Discuss with the whole class how good listening helps to build good relationships.

Lesson

79

Real listening and pseudo-listening**Intended learning outcome / Te koronga ako**

Identify and experience the effects of real listening and pseudo-listening.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

- Definitions on “real listening” and “pseudo-listening” and “blocks to listening” (printed out or displayed electronically)
- Screen with online access for viewing YouTube clip (see link below)

Background information and definitions/ He whakamāramatanga

There is a difference between real listening the pseudo-listening. McKay, Davis, and Fanning (2009) explain that real listening is a result of wanting to do four things: understand, enjoy someone and connect, learn something, or give help.

Pseudo-listening occurs when a person is distracted, waiting their turn to speak, actually thinking about something else, or looking for a weak point in the argument. Everyone engages in pseudo-listening sometimes. Real listening is important for relationship building.

The following lists can be displayed electronically (on Google Docs, PowerPoint, or similar, or printed out for students). These are from: McKay et al. (2009). *Messages: The Communication Skills Book*. Oakland: New Harbinger Publishers.

Real listening

The way you listen is to do with your intent.

You really listen:

- when you want to understand someone
- when you want to enjoy something with someone
- when you want to learn something from someone
- when you want to help or comfort someone.

Pseudo-listening

You pseudo-listen:

- when you want to be liked or avoid rejection
- when you want a particular piece of information but can ignore the rest
- when you want to take the time to think about something else, or think what to say next
- when you want the other person to listen to you next
- when you want to find a weak point to use against the person
- when you want to be thought of as polite/kind/helpful
- when you want to avoid hurting or upsetting someone.

Blocks to listening

Comparing	Who is smarter or has had a worse experience?
Mind-reading	What is he/she really thinking?
Rehearsing	Planning what to say next
Filtering	Listening only for certain information
Judging: Pre-judging	Writing the other person off
Dreaming	Drifting to another time, place, or event
Identifying	Making links to your own experience
Advising	Planning other solutions
Sparring	Looking for disagreement, using put-downs
Derailing	Changing the subject, joking inappropriately
Placating	Agreeing with everything, but having no real involvement
Analysing	Trying to develop your own ideas about others' needs or intentions

Activity / Te ngohe

- 1 Introduce the idea of real listening, and discuss what this means for both the listener and the speaker. Watch the video and point out that people need to *really* listen when they want to improve their relationship with another person. Active Listening: Katie Owens at TEDxYouth@Conejo www.youtube.com/watch?v=WER63AY8zB8
- 2 Now introduce the idea of pseudo-listening to provide a comparison. Explain that a person may not be listening, even though they may be looking at the speaker, and they appear to be listening. People pseudo-listen when their intentions largely relate to themselves—pseudo-listening has less to do with developing a relationship between people. Use the information on “Real listening and pseudo-listening” to illustrate when and why people only *seem* to be listening.
- 3 Explain that the important thing to be aware of is whether, as a listener, a person is really listening or pseudo-listening. Real listening requires much more concentration, and is hard to maintain for long periods at a time.
Discuss the effects of pseudo-listening on communication for the speaker.
- 4 Now ask students to work in pairs to discuss the following questions:
 - (a) Who do you really listen to?
 - (b) Who really listens to you?
 - (c) With whom and when do you pseudo-listen?
- 5 Discuss what someone can do or say when:
 - (a) they find themselves pseudo-listening and they want to stop
 - (b) they want to have something they missed hearing repeated
 - (c) they feel someone else is pseudo-listening instead of really listening to them.

- 6 Ask the pairs to join up with another pair to work in fours to practise ways of dealing with these three particular types of experiences.
- 7 Complete the activity by introducing the “Blocks to listening” information. Explain that, probably, most people use all the blocks sometimes, but some blocks are likely to be used more often by some people.
- 8 Ask students to work in fours again, and ask each group to discuss one or more of the blocks. Ask them to think about times, places, and people when they might use particular blocks.
- 9 Repeat the task above on nonverbal communication but this time A and B demonstrate real listening. Discuss how this makes people feel when they are really listened to (and compare with how it felt when their partner didn’t listen).

Lesson

80

Improving listening skills

Intended learning outcomes / Ngā koronga ako

Identify and practise key skills involved in real listening: not interrupting and using minimal encouragers, effective body language, and using open questions.

Key competencies / Ngā pūkenga matua

Relating to others

Managing self

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Discuss how not interrupting a speaker and using “minimal encouragers” or “door openers” can encourage communication. Door openers include nodding the head appropriately, matching the speaker’s tone of voice and facial expressions, saying “uh-huh”, “really”, “tell me more”, “go on”, “ae”, “tika”, and so on. Body language is also important, such as using appropriate eye contact and an open posture. Minimal encouragers keep the conversation going, and remind the speaker they are being listened to. Even telephone or text conversations can last for a long time with one (or both) people using minimal encouragers.
- 2 In pairs, ask the students to take turns listening attentively to one another. Listeners should not interrupt, and should use only minimal encouragers. Speakers might begin with statements like these:
 - (a) My favourite movie was about ...
 - (b) For me, being on the marae means ...
 - (c) We celebrate birthdays in our family (culture) by ...
- 3 Time the interchanges (2 minutes can be a long time) and have pairs exchange roles.
- 4 Now introduce another skill to help people to communicate more effectively. Describe “open” and “closed” questions. Closed questions tend to receive a “yes” or “no” or a very brief answer, whereas open questions encourage speakers to provide more information or expand ideas. Open questions start with phrases such as:
 - (a) When did you ...?
 - (b) Where did you ...?
 - (c) Why did you ...?
 - (d) What happened next?
 - (e) How did you feel about ...?

- 5 Ask the students to form new pairs. Take turns to practise using open questions, and follow up with minimal encouragers. Listeners could start off the conversation using questions such as:
 - (a) What did you enjoy most about last weekend?
 - (b) What are some points in favour of mufti for senior students?
 - (c) Why do you think a person might want to be an airline pilot?
- 6 Complete the activity by asking speakers and listeners to describe how they felt about communicating in this way. Discuss the responses, and give students time to suggest and practise other open questions to use as conversation starters.
- 7 As a follow-up, students could record for homework the open questions and the range of minimal encouragers used by an interviewer on the radio, or on a chat show (such as Graham Norton).

Lesson

81

Analysing chat show hosts

Intended learning outcome / Te koronga ako

Identify and analyse the listening skills of chat show hosts.

Key competency / He pūkenga matua

Thinking

Materials / Ngā rauemi

- Paper or devices for recording answers
- Link to clips from shows
- Table below (electronically or printed)

Activity / Te ngohe

- 1 Ask students to compile a list of chat show hosts that they have heard of. It is important to include ones they don't enjoy watching as well as the ones they do.
- 2 Watch some clips of these shows as a class. After each clip, ask students to note down examples of real and pseudo-listening (either in small groups or individually). For the pseudo-listening, ask them to consider if this is due to any of the "blocks to listening" from the previous activity.
- 3 Ask students to discuss, if they could be interviewed by one of these chat show hosts on TV, which they would choose and WHY. Use these or make up your own list. There is space to add New Zealand examples of your or students' choices.

	Examples of REAL listening skills from the host in this interview	Examples of PSEUDO-listening skills from the host in this interview	Why do you think the host was PSEUDO-listening?
Ellen DeGeneres			
Alan Carr			
David Letterman			
Graham Norton			
Oprah Winfrey			

Lesson

82

Practising paraphrasing and summarising**Intended learning outcome / Te koronga ako**

Practise the skills of paraphrasing and summarising.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Explain to the class the skills of “paraphrasing”, focusing on the content of what another person is saying, and repeating back to the speaker the key features or the essence of the statement. Paraphrasing is not “parroting” the words spoken—it is a way of indicating to a speaker that what they are saying is understood. Where there is any doubt, paraphrasing allows the listener to check on a point. The speaker can then clarify the meaning by repeating or rephrasing the information.
- 2 Paraphrasing is useful, but it is a sophisticated skill and requires much practice. Show the class how to use paraphrasing first by giving some examples, before the students practise it.
- 3 Working in threes, have one student tell another member of the group about something (for example, what their morning was like between getting up and arriving at school). The listener responds by paraphrasing. The observer and the speaker then take turns to give the listener feedback about the accuracy of the response.
- 4 Change roles and repeat until everyone has had a turn at paraphrasing.
- 5 Now divide the class into groups of eight people (three or four groups per class, depending on numbers). Each group arranges its chairs (or sits on the floor) in a horseshoe shape, and numbers off around the horseshoe—say one to eight.
- 6 In each group, beginning at the left-hand end of the horseshoe, ask Person 1 to talk (for 1 minute only) to Person 8 in the group. For example:
 - What I enjoy at school is ...
 - On the weekend I’m planning to ...
 - The language I want to learn most is ... because ...
 - The sport I enjoy most is ... because ...
- 7 Person 8 listens, and then responds by paraphrasing what Person 1 has said.
- 8 Person 8 gives feedback to Person 1 about accuracy, and others in the group may contribute if necessary.

- 9** Repeat the process (2 talks to 7; 3 talks to 6, etc.) until everyone has been either a speaker or a listener/paraphraser.
- 10** Now ask people to reverse roles, so that the previous listeners make the initial statements, and the previous speakers become listeners and paraphrasers.
- 11** Invite one or two people from each group to summarise the main points people in their horseshoe made during the paraphrasing exercise, and then comment on the purpose and place of paraphrasing.
- 12** Explain that paraphrasing is a way of checking for meaning, and also reassuring speakers they are being heard. Summarising does this, too, but it is used more as a way of bringing a conversation together before moving on to extend the topic, or to start talking about something else.

Lesson

83

Observing and reflecting feelings

Intended learning outcome / Te koronga ako

Observe and reflect feelings accurately and in a way that encourages effective communication.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

Sentence starters (see below)

Activity / Te ngohe

- 1 Introduce the idea that observing and reflecting feelings is another listening skill that encourages communication. This can be done verbally or nonverbally. Students have already practised matching their responses to the moods and feelings of speakers. Observed feelings can also be responded to verbally; for example, by using a tentative statement ("I sense you're feeling ...") or using a question ("Do you feel ... about this?").
- 2 It is important for the observer/listener to try to match both the feeling and the intensity of the feeling as accurately as possible, and to avoid analysing, interpreting, or being judgemental. The purpose of reflecting feelings is to encourage communication and make it more effective.
- 3 Demonstrate the skill to the class first. Now divide the class into groups of four to practise reflecting feelings.
- 4 Start with a simple exercise that helps to reinforce the difference between thoughts and feelings. In each group:

Person A	starts telling a story using one of the sentence starters below.
Person B	is to express the thoughts of Person A at points indicated by Person A, or by a controller in the group, Person D.
Person C	is to suggest a feeling appropriate to the thought expressed.
Person D	indicates when A, B, or C should continue with the story.

Here is an example:

- | | |
|------------|---|
| A | It was 9 o'clock on Monday morning. I was late for school and it began to rain. |
| D | points to B |
| B | I thought, "Oh no, I haven't got my phone." |
| C | I felt anxious and annoyed. |
| A | I began to run as fast as I could. Suddenly, a dog rushed out of a gateway. |
| D | points to B |
| And so on. | |

Possible sentence starters might include:

- (a) It was 6 o'clock on Friday night and I got a text message ...
- (b) I turned the corner and ...
- (c) This was our first time out together ...
- (d) I leapt out of bed when the alarm sounded ...
- (e) I looked at the green mess on the plate and ...
- (f) The teacher said ...
- (g) I looked out the window. It was a sunny day ...
- (h) I opened my laptop in class and there was a new message ...

- 5** Reflecting feelings is a useful skill. However, if it is overused, or if the feelings reflected are not sufficiently accurate, it can stifle communication. To complete the activity, have students discuss, in the original fours, how they felt when listeners responded by trying to reflect their feelings (or students could record this individually in Learning Journals).

Lesson

84

Practising and monitoring listening skills**Intended learning outcome / Te koronga ako**

Build confidence in using the skills learnt already by giving and receiving feedback.

Key competencies / Ngā pūkenga matua

Relating to others

Managing self

Materials / Ngā rauemi

Observer checklist for listening (you could display this on the board or as a handout):

- Eye contact
- Body posture
- Voice
- Head and facial movements
- Door openers or minimal encouragers
- Reflecting
- Content (paraphrasing)
- Reflecting feeling
- Other comments

Activity / Te ngohe

- 1 Remind the class about the difference between open and closed questions. Open questions are used for greater clarification or to encourage someone to extend or expand on their ideas. Closed questions are helpful for quick pieces of information (yes or no answers) relating directly to the question.
- 2 Share the “Observer checklist for listening” information with the students.
- 3 Explain to the class that this activity will seem strange at first. However, by deliberately practising these skills, people become more aware of the way they listen in real situations. Everyone should have a turn in each role: listener, speaker, and observer/recorder.
- 4 In groups of three:
 - A is the speaker
 - B is the listener
 - C is the observer/recorder.
- 5 Ask the threes to arrange themselves so that A and B are facing each other, perhaps with their chairs at a slight angle. C should sit as much out of their vision as possible, but still in a position to observe B, the listener.

- 6 Ask A to talk for up to 3 minutes about, for example:
 - (a) what I would like to be doing in 5 years' time
 - (b) my family
 - (c) a movie I have seen or a book I have read
 - (d) an issue I am really concerned about
 - (e) something I would like to change about this school.
- 7 B listens, putting the skills already learnt into practice. In the meantime, C records information on the observer checklist about B's listening skills, ready to give B feedback later.
- 8 After A has spoken for 3 minutes, C gives feedback as sensitively as possible to B about B's listening skills. Then A can comment about how effective B's listening appeared to be, and how A felt at the time.
- 9 Ask group members to change chairs and assume new roles. Repeat the exercise until everyone has had a turn in each role.
- 10 Bring the whole class together in a circle. Ask each person to make one statement about what they learnt/liked/disliked/found out/were surprised about when doing this activity (or students could record this individually in Learning Journals).

3.2 Friendship

To love and to be loved is to feel the sun on both sides. —*David Viscott*

My best friend is the one who brings out the best in me. —*Henry Ford*

Activities in this section are included to help students identify the characteristics of positive relationships and explore their attitudes towards friendships.

Making friends, forming relationships, changing friendship groups, dealing with peer pressure—these are all over-riding concerns for most students during intermediate and secondary schooling.

Students are likely to differ in the way they feel about themselves and relate to other people. Those whose sense of self-worth is high find it easier to relate to others and form meaningful friendships, whereas those with low self-worth often find it harder to interact with other people or form close bonds with their peers.

The *New Zealand Curriculum* (Ministry of Education, 2007) identifies *managing self* and *relating to others* as key competencies / pūkenga whaiaro underpinned by personal and relationship qualities of: consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimārie), and hospitality or generosity (manaakitanga).

These qualities and others are explored further in the following activities, which focus particularly on helping students to establish and maintain healthy and supportive friendships.

Lesson

85

Others in my world

Intended learning outcome / Te koronga ako

Identify significant relationships with others.

Key competencies / Ngā pūkenga matua

Thinking

Using language, symbols and text

Relating to others

Materials / Ngā rauemi

Paper and coloured pens or pencils (or devices)

Activity / Te ngohe

- 1 Ask each student to draw a circle in the centre of a sheet of paper to represent themselves, then draw other circles representing other people who are important to them. The physical closeness of circles should indicate the closeness of their relationships. Draw your own model to show students how to do this.
- 2 Next, ask students to connect their circles to the centre circle using strong/broken/faint double lines (whichever applies) to show the strength of each set of relationships.
- 3 Using a different colour, tell students to write on one side of each double line something they appreciate or value about the person.
- 4 Now, using another colour, write on the other side of the line something they think the other person appreciates or values about them.
- 5 Ask students to discuss their diagrams with a partner, sharing the things they appreciate or value about the people closest to them, and what they believe they give to others who are close to them.

Note: Differing family situations and differing cultural practices will mean that there could be considerable differences in students' responses to this exercise. Teachers should emphasise that no one model is "correct".

Lesson

86

Taonga tākaro

Intended learning outcome / Te koronga ako

Reflect on supporting self and others in a community through a practical activity that builds trust.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Participating and contributing

Materials / Ngā rauemi

- One rākau for each student (a long stick, hockey stick, bamboo—anything that is long enough to reach student's waist). While equipment may be a representation, remind students of the value of rākau.
- See also: The story *Rata and the Tree/Rata me te Rākau* on the Careers NZ website: <https://www.careers.govt.nz/resources/tools-and-activities/the-magic-of-myths/rata-and-the-treerata-me-te-rakau/>

Background information and definitions / He whakamāramatanga

All things possess a wairua (spirit) and a mauri (life force). Māori believe that the mauri of a forest is concentrated into objects (like the trees, river, and insects) and should therefore be protected and fostered (Taonui, 2007). In this activity, your rākau is your mauri. This game represents leaning on others for support and protection of your mauri.

Activity / Te ngohe

- 1 Explain the significance of rākau (you can use the story of the forest here: <https://teara.govt.nz/en/te-ngahere-forest-lore/page-1>) and the story *Rata and the Tree/Rata me te Rākau* (see link above).
- 2 Give each student a rākau and ask them to stand in a circle each holding their rākau upright. (If the class is large then do a demonstration and break into smaller groups.)
- 3 The teacher is in charge of making calls:
 - mauī (left)
 - matau (right).

When mauī is called, students leave their rākau standing and move left trying to reach the rākau to the left of them before it hits the ground. The same applies when matau is called, only students are moving right.

To increase the difficulty, students can take a step back to increase the distance between them.

The game resets when people let the rākau to the left or right of them drop to the ground.

There are no eliminations, in order to promote inclusiveness.

After playing several times, ask students to reflect on these questions in groups:

- (a) How did it feel putting your trust in the people around you to uphold your “life”?
- (b) Do you feel this was a supportive environment?
- (c) Does this activity cater to a diverse (cultural, religious, gender, skill, age, etc.) range of people?
- (d) Does this activity reflect the current support and care for others in this classroom/school/and wider community?
- (e) What might we be able to do to enhance community support?

Lesson

87

Am I a good friend?**Intended learning outcome / Te koronga ako**

Reflect on my qualities as a friend to others.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

Copies of the “Friendship continuum” sheet (see below), one per student, or make it available on student devices

Background information and definitions / He whakamāramatanga

Research suggests that friends are one of the most important things for young people. Friends can enable achievement at school, boost confidence, and provide young people with support during tough times. Making friends is an important part of belonging at school (Allen, Vella-Brodrick, & Waters, 2016).

Activity / Te ngohe

- 1 Ask students to think of some of their qualities as a friend.
- 2 Ask students to mark the lines on the Friendship continuum and discuss the results with a partner (or reflect on the outcome in Learning Journals).
- 3 Brainstorm reasons for differences between how we view ourselves, and how others view us.
- 4 Ask each student to complete the following sentence starters in their Learning Journals:
 - (a) I am a good friend because ...
 - (b) I could be a better friend by ...

ACTIVITY SHEET

Friendship continuum

		Always	Often	Sometimes	Seldom	Never
1	I really listen to what other people have to say.					
2	I say or write positive things about others.					
3	I ask questions to show my interest in others.					
4	I make people feel comfortable when they are with me.					
5	I try to see other points of view and I think about how others might feel.					
6	I share my personal thoughts with others.					
7	I talk about others behind their back and online.					
8	I put others down by making fun of them, trash talking, or mocking them.					
9	I make others feel valued.					
10	I support others with "likes".					

Lesson

88

Exploring friendships

Intended learning outcomes / Ngā koronga ako

Recognise the changing nature of friendships.

Identify some of the qualities looked for in friendships.

Key competencies/ Pūkenga whaiaro

Managing self

Relating to others

Materials / Ngā rauemi

- Post-it notes or squares of paper (approximately five per student)
- A3 sheets of paper (or devices)
- Blank cards (10 per group) for recording friendship qualities

Activity / Te ngohe

- 1 In groups of three or four, ask students to think about the friendships they had when they were 8 or 9, and to describe the qualities they valued most in friends at that age. Ask them to write each of these qualities on a separate strip of paper, and arrange these in order of importance.
- 2 Next, ask students to identify the qualities they see as most important now. Ask them to rearrange the strips (or add others if needed). Ask the students:
 - (a) How have your expectations of friendship changed? Why?
 - (b) Do other people look for more or less in their friendships with you now? Why?
- 3 In their groups, ask the students to add their strips of paper together and decide on the top five qualities they looked for at ages 8 or 9 and the top five they value now. (Share these with the class or with another group.)
- 4 As a class, and using the brainstorm technique, write on the board how students feel about these changes in their friendship patterns.
- 5 Discuss with the class different degrees of closeness in their friendships (for example, a close friendship, just being friends, “relationships”, girlfriend/boyfriend, acquaintances, classmate, teammate, neighbour).
- 6 With students in groups again, allocate each group a different friendship type. (You might let the class decide on the categories to make sure they are relevant to them.) Ask students to record on large sheets of paper:
 - (a) the characteristics of the given type of friendship
 - (b) the similarities and the differences between the type allocated and other types of friendship.
- 7 Ask each group to report back to the class. Now ask each group to choose their top 10 friendship qualities and write each one on a different card (collect in the sets of cards and keep for the next activity).

Lesson

89

Qualities in friendships

Intended learning outcome / Te koronga ako

Describe important qualities in friendships.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

- Cards with friendship qualities written on (from Lesson 88)
- Larger cards with “Very important”, “Quite important”, “Not so important” (one set per group of four)

Activity / Te ngohe

- 1 Divide the class into groups of four, and give a set of “friendship qualities” cards (from the last lesson) to each group, together with several additional blank cards for ideas not covered already.
- 2 Give each group three larger cards labelled “Very important”, “Quite important”, “Not so important” to place in a line in the middle of their group to form a continuum.
- 3 Ask students to take turns to choose one of the “qualities” cards, and place it on the continuum, giving their reasons for the placement. Wait until all the cards are placed, then students can discuss the placings and consider alternatives. Blank cards can be used to write new ideas not covered by the original cards.
- 4 Ask students to move around the room to see how other groups have placed their cards. Encourage students to discuss any changes they want to make at this stage.
- 5 Encourage students to talk about their own attitudes to friendships and ask if they would like to make additions to their lists.
- 6 Ask students to record the items their group chose under the headings “Very important” and “Quite important”.

Lesson

90

Positive aspects of friendships

Intended learning outcome / Te koronga ako

Identify positive experiences within friendships and share these with other people.

Key competencies / Ngā pūkenga matua

Relationships with others

Managing self

Thinking

Materials / Ngā rauemi

One piece of paper per student

Activity / Te ngohe

- 1 Ask the students to sit in a circle. Explain there are some special and positive things that contribute to friendships. Ask students to think about the best thing that has happened to them in a friendship.
- 2 Now ask them to write this down on a piece of paper. No name is needed, and no-one will know who has written the statement. This is an opportunity for students to hear about other people's thoughts and experiences in an anonymous way.
- 3 Next, gather the pieces of paper, shuffle them, and hand them out again, one to each student.
- 4 Ask people to check they have a statement other than their own. (Have one or two spares ready in case this happens.)
- 5 Ask each person in turn to read out the statement they are given.
- 6 Emphasise that happy times are important to remember and hold on to. They are also a guide for improving the quality of existing friendships and relationships. Discuss with the class (or in groups):
 - (a) How easy is it to tell a person what you like about your relationship with them? Why or why not?
 - (b) How easy is it to tell a person about positive ways you want to change your relationship with them? Why or why not?
 - (c) How would you respond if someone asked you to change your relationship with them in a way that goes against your personal values? Why?
- 7 Gather in the papers and make sure the students see you destroy them, so they know their anonymity is assured.

Lesson

91

Fears about friendships

Intended learning outcome / Te koronga ako

Describe common fears about friendships.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

One piece of paper per student

Activity / Te ngohe

- 1 Emphasise that everyone feels vulnerable at times. Often, this inhibits people from trying new ways of behaving. In some cases, their fears prevent people from forming new relationships because they want to protect themselves from possible hurt.
- 2 Ask students to sit in a circle (as a class or in groups) and to write down the worst thing that can happen when something goes wrong in a friendship or a relationship. People often try to disregard these fears but they are there nevertheless, so ask students to think about this carefully.
- 3 As in the previous lesson, gather the papers in, shuffle them, give them out again, and ask students to read the statement in front of them.
- 4 Ask the class (or discuss in groups and feed back):
 - (a) Are some of the fears people spoke about more extreme than others? Why?
 - (b) Which are the most common fears?
 - (c) Does everyone have these fears to some extent? Why or why not?
 - (d) How helpful is it to hear other people describing and discussing fears similar to your own?
- 5 Keep a record of the fears expressed to address in the next activity.

Lesson

92

Blocks within friendships**Intended learning outcome / Te koronga ako**

Examine previously identified fears and consider positive ways of addressing these.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

Blank cards (at least five or six per group of five)

Activity / Te ngohe

- 1 Ask students to recall (from Lesson 90: Positive aspects of friendships) the qualities they saw as most important in a friendship.
- 2 Next, ask students to recall the fears about relationships they identified in the previous activity. In effect, these can become blocks or barriers to better relationships, but they can be discussed and overcome. Divide the class into groups of five, and give each group some blank cards.
- 3 On separate cards, ask students to describe behaviour that gets in the way of or messes up friendships and relationships, causing hurt and misunderstanding. (Students can write their own, or work in groups.)
- 4 Now use the cards to make a “wall”, either by pinning them together with paper clips or sticking them to a large sheet of paper.
- 5 When the “walls” are almost complete, encourage students to move around the room to see what other groups have written.
- 6 Allow them to make additions to their own wall, if they wish.
- 7 Now discuss with the class the difficulties represented by the blocks in the wall. Ask:
 - (a) What are the most difficult types of behaviour to deal with? Why?
 - (b) What types of behaviour appear in most of the walls? Why?
 - (c) What types of behaviour appear in only a few walls? Why is this?
- 8 If time allows, ask groups to dismantle their walls, and create instead a pathway of stepping stones of solutions towards the friendship goals they identified previously.
- 9 Reflect individually in Learning Journals:
 - (a) What was significant about these activities on friendship?
 - (b) What did I learn?
 - (c) What questions and concerns do I still have?

Lesson

93

Who is responsible?

Intended learning outcomes / Ngā koronga ako

Encourage students to take responsibility for their own health needs where possible.

Explore ways in which the family, school, and wider community can help or hinder individuals in meeting their health needs.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Participating and contributing

Materials / Ngā rauemi

Paper or devices

Activity / Te ngohe

- 1 Divide the class into groups of four or five. Ask each group to list all the ways they feel they take responsibility for meeting their own health needs.
- 2 Ask each group to share their lists with the class. Next, draw up a composite list on the whiteboard.
- 3 Keeping with the same groups, using these questions as a guide, discuss the social, economic, and political influences that can help or prevent individuals from taking responsibility for their own health:
 - (a) How does being employed or unemployed affect people's ability to meet their own health needs?
 - (b) In what ways does government policy (for example, in health, housing, or education) make it easier or harder for people to take responsibility for their own health needs?
 - (c) How do the media help or hinder people to take responsibility for their own health needs?
 - (d) How do online resources and social media help or hinder people to take responsibility for their own health needs?
 - (e) In what ways do families and/or schools help or hinder teenagers in taking responsibility for their own health?
- 4 Ask each group to select the three points they feel most strongly about, and share these with the class. Again, make a composite list on the whiteboard. Now ask:
 - (a) What provisions in families, schools, and the wider community could help to overcome these obstacles?
 - (b) What changes would help to achieve this?
- 5 Discuss ways of bringing about identified changes through:
 - (a) personal action
 - (b) group action.

Further resources

See the Skylight website for useful resources and links for coping with problems and change (including breakups and grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

3.3 Assertiveness

The practice of assertiveness: being authentic in our dealings with others; treating our values and persons with decent respect in social contexts; refusing to fake the reality of who we are or what we esteem in order to avoid disapproval; the willingness to stand up for ourselves and our ideas in appropriate ways in appropriate contexts.

—Nathaniel Branden

Background information and definitions / He whakamāramatanga

The aim of this section is for students to examine what assertiveness means and develop the skills to use assertiveness appropriately in their daily lives. There are many resources on assertiveness that identify different behaviour types, including assertive, passive, and aggressive; some also add indirectly aggressive. For example, see:

McKay, M., Davis, M., & Fanning, P. (2009). *Messages: The communication skills book*. Oakland, CA: New Harbinger Publishers.

Skeen, M., McKay, M., Fanning, P., & Skeen, K. (2016). *Communication skills for teens: How to listen, express, and connect for success*. Oakland, CA: New Harbinger Publications.

Wood, J. T. (2017). *Communication mosaics: An introduction to the field of communication* (8th ed.). Boston: Cengage.

These authors agree that assertiveness is a form of communication where individuals express their thoughts, feelings, and beliefs openly and honestly. This is not always easy. Assertiveness takes account of other people's thoughts, feelings, and beliefs.

Being assertive helps people be more constructive in their personal, social, and work-related lives and can be a way for people to find acceptable compromises without having to sacrifice their self-respect or integrity, or exploit the rights of others.

Assertiveness is often a big part in adhering to social roles, being leaders, and standing up for rights. It is not a personality trait some people are born with and others are not. It is an acquired skill. Like passivity and aggression, assertiveness is a learned social behaviour.

Assertive behaviour can help people to resist pressure from others.

Some people confuse assertiveness with aggression, which is a fundamentally different behaviour. Assertiveness can also be confused with anger. Anger is a feeling, whereas assertiveness is a behaviour.

Moreover, anger can be expressed in several ways: aggressively through loud, sarcastic, menacing, or otherwise violent behaviour; passively by denying or repressing genuine feelings; or assertively through statements that express feelings openly and honestly, such as "I feel angry about ..."

Students need to know how to be assertive and when to use assertiveness skills. These are not always appropriate. Some adults consider young people volunteering their thoughts and feelings to be rude or selfish. However, all adults need to recognise and understand the purpose and value of using assertiveness skills.

Although being assertive does not always guarantee people will get what they want, it is rewarding because it allows the expression of feelings. It allows people to resolve conflict without experiencing the hurtful emotions of dishonesty and guilt.

This section contains activities to help students understand and think about assertiveness. They will also practise assertiveness skills in a range of contexts. Assertiveness skills allow individuals to exercise their basic rights.

Further resources

There is some good information on the Te Kete Ipurangi (TKI) website for assertiveness skills:

<http://health.tki.org.nz/Key-collections/Curriculum-in-action/Creating-a-positive-classroom-community/Possible-learning-experiences/Being-assertive>

Lesson

94

Types of behaviour

Intended learning outcome / Te koronga ako

Compare and contrast passive, aggressive, indirectly aggressive, and assertive types of behaviour.

Key competencies / Ngā pūkenga matua

Thinking

Using language, symbols and text

Participating and contributing

Materials / Ngā rauemi

Worksheet—“Types of behaviour”. Make the sheet available electronically or copy enough sheets for the class. Lesson 115 can be used as a warm-up to this activity.

Background information and definitions / He whakamāramatanga

It can be useful to think about behaviour being categorised into different types. It is important to separate out the person from the behaviour (so any person can act aggressively but that doesn't mean they are aggressive). It is also important to separate out feelings from behaviour (I might feel angry but I don't have to behave aggressively). The four behaviour types below are just one way to view behaviour.

Activity / Te ngohe

- 1 Divide the class into four groups. Give out the worksheet with the four behaviour descriptions. Allocate one type of behaviour per group: aggressive, passive aggressive, passive, or assertive.
- 2 Allow each group time to prepare a role play, a song, or a poem that demonstrates the characteristics of their allocated behaviour type. They talk about these with the class. Encourage the groups to be as creative as possible in their presentations. This portion could take 10 minutes, or you could spend a whole lesson allowing students to develop their compositions.
- 3 The groups present their compositions in turn. After each presentation, one group member reads the initial list of descriptors.
- 4 Once all the behaviour types have been covered, discuss the various types of behaviours by introducing the following points:
 - Because our identity and self change, most of us operate in each of these ways, at different times.
 - Some people change between being passive (until the pressure of repressed feelings is too great) and being aggressive, but they never manage to be assertive.
 - Quietness and passivity are not the same behaviour.
- 5 As a class, discuss factors influencing which types of behaviour people use (for example, time, place, context, habit, level of confidence, etc.).

- 6 Divide the class into small groups to brainstorm their ideas in response to the question: "What are the advantages of behaving assertively?"
- 7 Now ask the class to discuss their ideas. By having each group contribute one idea at a time, all groups will be involved and repetition avoided. Give out or display this list and ask students to respond/discuss (in groups or with the class).
Through being assertive I hope to become:
 - (a) more confident
 - (b) more self-accepting
 - (c) more self-assured (having high self-worth)
 - (d) more honest with myself and others
 - (e) empowered to make decisions that acknowledge my needs and feelings
 - (f) better able to express myself
 - (g) more able to say "yes" and "no" for myself
 - (h) more aware of my rights and the rights of others
 - (i) less frustrated, less anxious, non-aggressive.
- 8 Have students complete these sentences in their Learning Journal:
 - (a) Assertiveness is ...
 - (b) Being assertive might help me with ...
 - (c) It is difficult to be assertive when ...
 - (d) Is it always helpful to be assertive? Why/why not?

Further resources

<http://health.tki.org.nz/Key-collections/Curriculum-in-action/Creating-a-positive-classroom-community/Possible-learning-experiences/Being-assertive>

RESOURCE SHEET

Types of behaviour

Aggressive	I win/you lose	Passive	I lose/you win
<ul style="list-style-type: none"> • competitive; I must win • stands up for own rights; ignores rights of others • puts others down • does not listen to others; overrides feelings and wishes • defensive, hostile; may use verbal or physical abuse • has little real self-esteem • leaves behind hurt and humiliated feelings. 		<ul style="list-style-type: none"> • doormat behaviour; sees self as a victim, a loser • ignores own rights and allows others to infringe on own rights • does not state own needs, ideas, or feelings • allows others to make decisions for them • is emotionally dishonest—actions and words are not in accord with feelings, which leads to suppressed anger and resentment • eventually alienates others with negative outlook • has low self-esteem. 	
Passive aggressive	I win/you lose	Assertive	I win/you win
<ul style="list-style-type: none"> • subtle, hidden behaviour • manipulates rather than facing confrontation and risking being rejected • gets needs met by making others feel guilty, or by getting others to act on their behalf • appears to think well of others, but there is an undercurrent of disapproval • leaves others feeling puzzled, thwarted, or guilty • has little real self-esteem. 		<ul style="list-style-type: none"> • stands up for own rights and recognises the rights of others • accepts own positive and negative personal characteristics, and accepts other people's characteristics • respects self and others • expresses needs, ideas, and feelings • accepts responsibility for choices and behaviour • has high self-esteem • relates confidently to others. 	

Lesson

95

Guided fantasy: Identifying feelings

Intended learning outcome / Te koronga ako

Identify feelings associated with a given situation and describe ways to resolve any conflicts arising.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Relating to others

Materials / Ngā rauemi

Whiteboard, paper and pens (or devices)

Activity / Te ngohe

Part A. Setting the scene

- 1 Quickly brainstorm five or six requests students commonly ask of others, or requests other people ask of them (for example: “Can I borrow your phone?” “Can you help with my homework?” “Can you buy me a drink?”). List these on a whiteboard.
- 2 Divide into pairs and ask pairs to decide who is A and who is B. A is to make a request of B, first passively, then aggressively, and finally assertively. B refuses the request, using the same behaviour, tone, and volume of voice used by A.
- 3 They reverse roles and repeat the exercise.
- 4 Complete the activity by asking students to answer these questions in pairs:
 - (a) During which interaction was it easiest to refuse the request?
 - (b) During which interaction was it hardest to refuse the request?
 - (c) What happens when someone uses an aggressive method of communication towards another person?

Part B. Guided fantasy

- 1 Ask students to make themselves comfortable, relax, and close their eyes. Tell them to imagine themselves in the following situation:
A friend has asked you to help them with their homework in the library after school. You want to catch up with your sports (or music) practice but, instead, you decide to help your friend. You arrive at the library first. You wait, but you are aware you have only an hour before you need to be at home to look after your little brother:
 - How do you feel after 5 minutes? 10 minutes? 15 minutes?
 - How do you feel when, finally, after 20 minutes, your friend arrives?

- 2** Give people time to think about their own reaction before moving into groups of three. Ask the groups to discuss the following questions:
 - How do you feel when your friend turns up?
 - What would you say to your friend?
 - How is your friend likely to feel?
 - How is this likely to affect your relationship?
- 3** In the groups, write a script for the scenario when the friend finally arrives. (If you want to test ideas you could role play the scene, with one person standing slightly apart as the observer.) Do four different versions of the script using, in turn: aggressive, indirectly aggressive, passive, and assertive responses. Discuss how each participant felt each time.

Lesson

96

Surviving the push-back

Intended learning outcome / Te koronga ako

Coping with negative responses to assertive behaviour.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Relating to others

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Explain that sometimes an assertive statement gets a negative response or a “push-back” (for example, “I don’t care how you feel!”). A push-back is more likely to occur if someone expects the other person to be submissive, rather than assertive. In pairs, share a time that you felt a push-back (for example, online, in your family, with a friend). Ask for three or four students to share their examples with the class.
- 2 Discuss with the class what people can do to counter a push-back. Students’ suggestions could be listed on the whiteboard and might include:
 - Listen carefully to the response.
 - Because being assertive does not necessarily mean getting what you want, are you respecting the rights of the other person sufficiently?
 - Ask yourself whether the outcome is worth pursuing.
 - Don’t resort to using a put-down.
 - Use carefully chosen words and repeat the initial statement calmly but firmly.
- 3 Ask the students to suggest situations where a push-back might occur (for example, returning an item to a store or turning down a friend who is asking a favour).
- 4 Ask students to act out the situations suggested, in pairs, taking turns to be the one who uses a push-back.
- 5 Discuss these experiences further by asking students to consider the following questions:
 - What techniques did you use to survive the push-back?
 - In what way was it difficult to counter a push-back?
 - How did you feel when someone gave you a push-back?
 - What happens if you accept the push-back, and don’t continue to be assertive?
- 6 Round off the activity by encouraging students to talk, in pairs, about their own experiences of push-backs, and ways they could try to deal with push-backs. Suggest that each person identifies something they want to try out themselves in the next few days (or students could record this in Learning Journals).

Lesson

97

Under pressure

Intended learning outcomes / Ngā koronga ako

Identify common situations in which students feel under pressure.

Explore ways people respond to pressure.

Practise effective ways of responding to pressure.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Using language, symbols and text

Materials / Ngā rauemi

- Scenarios (see Preparation below). Make enough copies for groups of three.
- Assertiveness model (see the resource sheet following)
- Whiteboard (or shared document)

Background information and definitions / He whakamāramatanga

This activity helps students to think about situations involving pressure and how they might react. Research suggests that social networks are central to people's wellbeing (Marmot & Wilkinson, 2005). Everyone can get pressured into doing something they don't want to by well-meaning friends. Learning how to resist or deflect pressure (while maintaining the friendship) is important.

Activity / Te ngohe

Preparation: At the start of this session or during the session before this activity, ask students to write (anonymously) about situations in which they get pressured to do something they would otherwise not do. Choose some of these scenarios to use in this activity.

- 1 Divide the class into groups of three.
- 2 Hand out a scenario to each group, and explain:
 - Person A is to try to withstand pressure as best they can.
 - Person B is to apply pressure as hard as they can.
 - Person C gives feedback to A at the end of the role play.
- 3 Allow 2 or 3 minutes for the role play, then say, "Stop", and ask C to give A feedback.
- 4 Repeat this process with different scenarios as many times as needed for the class.
- 5 Working with the class, draw up a list on the whiteboard or in a shared document, etc. under the heading: "How people apply pressure to us (what they do and say)".
- 6 Read out the items on the list and then ask: "How would you describe a person who behaves like this?"
- 7 Now compile a parallel list headed: "Ways we can respond to pressure".

- 8 Summarise and reinforce effective ways of responding to pressure using the “Being assertive” and “Assertiveness model” information below.
- 9 People often allow themselves to be worn down by persistent arguers, forgetting they have the option of leaving. Therefore, emphasise the maxim “three no’s then go”.

Extension

Describe a situation in which one person is pressuring another, and take on the role of pressurer. Work with pairs of students. One is the person being pressured and the other is the coach. As you apply pressure, the coach can whisper suggestions to the person under pressure. These could be about body language, voice, and so on. The coach can also ask others in the class, if necessary, for further ideas about resisting.

The role test is best carried out over a period of time, as doing this for the whole class in a single session could be tedious. Also, by spreading out the role test, you provide longer continuous reinforcement of assertiveness skills. Try to cover situations where students are most likely to be under pressure (for example, drug offers, pressure to go against parents’ wishes, or sexual expectations within relationships). Make sure you include online/social media examples.

Further resources

<https://www.wikihow.com/Resist-Peer-Pressure>

For more on assertive communication in the workplace (for Years 11–13 students): <https://www.mindtools.com/pages/article/Assertiveness.htm>

See the Skylight website for useful resources and links for coping with problems and change (including breakups and grief): <https://skylight.org.nz/Helpful+Web+Links+for+Young+People>

RESOURCE SHEET**Being assertive****Nonverbal skills**

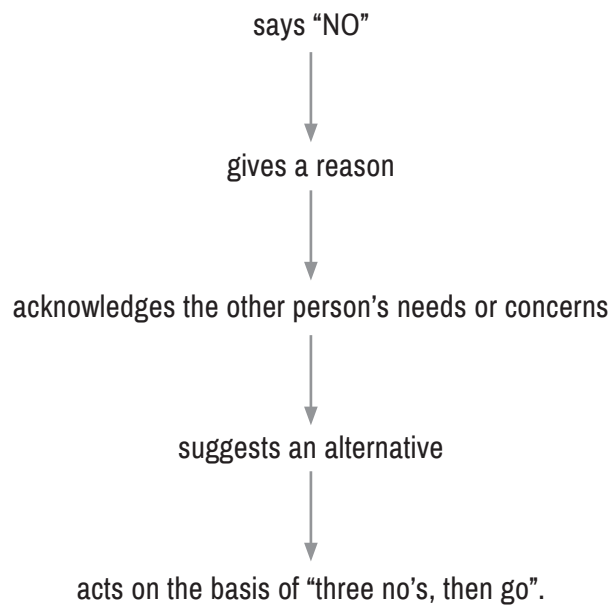
- Use a confident tone of voice.
- Match your facial expression to what you are saying.
- Look the person directly in the eye.

Verbal skills

- Be clear in your own mind what you want to say.
- Describe the situation or the particular behaviour.
- Explain how you feel about the particular situation or behaviour.
- State what you want in a clear and inoffensive way.

Assertiveness model

An assertive person:



Lesson

98

Positive feedback

Intended learning outcome / Te koronga ako

Identify and practise assertive ways of giving and receiving compliments or positive feedback.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi


Resource sheets provided

Background information and definitions / He whakamāramatanga

Some people find it hard to give others positive feedback and compliments. This activity requires reflection on this and gives students the chance to practise this skill.

Activity / Te ngohe

- 1 Introduce the idea of a continuum between two fixed points, such as each end of the room.
Ask students to stand somewhere along the continuum according to how they feel about giving positive feedback or compliments **to their peers**. Read out (or display) the descriptions of the two ends of the continuum below.

	
<p>Feel very comfortable about giving positive feedback (compliments), and do so frequently.</p>	<p>Find giving positive feedback (compliments) very difficult, and do so infrequently.</p>
- 2 In pairs, ask students to discuss why they have chosen a particular position on the continuum.
- 3 Now repeat the process to show how students feel about giving positive feedback or compliments **to adults**.
- 4 Discuss the continuum exercise with the whole class:
 - (a) What difference does it make whether you give positive feedback to your peers, and to adults, and why?
 - (b) Why is it important to give other people positive feedback?
- 5 Ask students, in pairs, to recall a time recently (or not so recently) when someone has given them a compliment:
 - (a) What did this feel like?
 - (b) What did you think, say, and do?

- 6** Working with the class as a whole, ask students to describe times when they, or someone else, discounted a compliment, or turned aside positive feedback. Use the “How people discount compliments” information sheet following to focus the response (hand this out or display it).
- 7** Raise with the class the notion that giving someone a compliment is rather like giving them a gift. Now ask:
 - (a)** Why do people discount compliments?
 - (b)** Have you experienced someone discounting a compliment you have given them? How did this make you feel?
- 8** Again, group the responses by using the “Why people discount compliments” information.
- 9** Now ask the students to suggest assertive ways of receiving compliments. For example, by saying:
 - Thank you.
 - Thank you. I’m glad you think so.
 - Thank you. That’s nice to know.
 - Thank you, I feel glad about that.
- 10** Discuss what the important aspects of giving positive feedback to others are.
- 11** In groups of four or five, the students take turns giving compliments to the person on their right (to ensure everyone has turns at giving and receiving compliments). The person receiving the compliment must respond assertively. If this does not happen, others in the group give the person further compliments, until the person being complimented is able to respond more assertively.
- 12** Record in Learning Journals a plan to give someone a compliment.

RESOURCE SHEET

How people discount compliments

By saying:

- It was nothing really. Anyone could have done it.
- It's not as good as ...
- It didn't work out as well as I'd hoped.
- It looks terrible really.
- Yours is better.
- Yes, but ...

By thinking:

- You must want something.
- You don't really mean it.
- You had to say that.

By doing:

- Changing the subject.
- Giving credit to someone else.
- Being sarcastic.
- Asking a question to divert the conversation.
- Giving a compliment in return.
- Saying or doing nothing.

Why people discount compliments

Modesty is considered a virtue. They feel unworthy or that they do not deserve compliments. They are embarrassed and uncomfortable with the attention. They don't trust other people; they believe other people are not being sincere or else they want something.

Note: In different cultures, a compliment may be acknowledged in different ways. Always check the cultural understandings of your students (and, indeed, check your own cultural understandings) before embarking on this or any other activity.

Things to consider when giving compliments

- Be sincere—give a compliment only when you mean it.
- Describe specifically what you are complimenting.
- Give the compliment directly to the person concerned. It is no use to anyone else.

Lesson

99

Requesting a change

Intended learning outcome / Te koronga ako

Identify and practise assertive ways of giving negative feedback or asking for a change in someone else's behaviour.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

Copies of the DESC model (electronically or printed)

Background information and definitions / He whakamāramatanga

Part of being assertive is asking others to change a behaviour that is negatively affecting you or others. This activity helps students to think about and practise this skill.

Activity / Te ngohe

- 1 Ask students to think about a time when a friend was annoying, and place themselves somewhere on a continuum according to whether they think they would be ...

←

→

Able to give the person negative feedback comfortably.

Unable to give the person negative feedback comfortably.
- 2 With the people next to them, ask students to discuss why they placed themselves in this particular position.
- 3 Now, with the class, discuss:
 - (a) What makes it difficult to give negative feedback?
 - (b) Why is it more difficult with some people than with others?
 - (c) When is it inappropriate to behave assertively, even though you have every right to be assertive?
- 4 Emphasise the point that students are better to practise assertive behaviour with their peers first, or with new people they meet, before they try being assertive with adults who may expect them not to question authority. Remind them that different cultures have different expectations of the relationship between young and old.

- 5 Introduce the problem-solving model illustrated in the “DESC” information, and describe an example that fits the model: (D) describe, (E) explain, (S) specify, and (C) consequences. For example:
 - D** I feel put down, as if my ideas are unimportant,
 - E** when you raise your voice over mine when we’re talking.
 - S** Please listen to me, and let me finish what I want to say,
 - C** then I will be more interested in hearing your ideas.
- 6 Emphasise that the DESC model is nonjudgemental, nonblaming, and informative. Explain that, while people may not always achieve what they want, the DESC approach is more likely to bring about a satisfactory response than an aggressive or passive approach. By expressing feelings openly, and at the same time respecting the feelings of the other person, any interaction is likely to be more satisfying (remember the push-back activity).
- 7 In groups of three, suggest students write a DESC script for some of the problems described earlier. Then role play a possible solution to these problems, with one person taking the observer role each time, and rotating roles. The person who is the observer gives feedback to the person who is using DESC at the time.
- 8 Optional: Invite groups to discuss their role plays with the class. Giving nonjudgemental feedback sensitively to another person can be most helpful to them because it shows the person you value them and your relationship with them.
- 9 For a lesson debrief, use the “Do’s and don’ts of negative feedback” information below to summarise the main points arising from this activity.

RESOURCE SHEET

DESC

(From Bower & Bower, 1991)

Describe how you are feeling, using an “I feel ...” statement.

Explain the situation as specifically as possible, without using any put-downs, judgements, or blaming words.

Specify the nature of the change you want, both specifically and positively.

Consequences: describe the positive consequences for the person of making this change.

Do's and don'ts of negative feedback

DO	choose a specific time and place to discuss the problem	DON'T	leave it till the next time
DO	describe your feelings (for example, “I feel hurt when ...”)	DON'T	label the person rather than the action (for example, “You make me ...”)
DO	describe the behaviour using concrete, specific terms (for example, “I feel annoyed when you don't push out the rubbish.”)	DON'T	blame or put down the person (for example, “It's your fault that ...”)
DO	ask for a specific change (for example, “Please put the lid on the toothpaste ...”)	DON'T	use negative statements (for example, “You are so lazy ...”)
DO	ask for a realistic change	DON'T	request the impossible
DO	describe positive outcomes for change in a desired direction	DON'T	make exaggerated threats (for example, “I'll never speak to you again ...”)
DO	ask how the other person feels about what you have said	DON'T	degenerate into exchanging put-downs
DO	acknowledge change if the person responds as requested	DON'T	take the other's behaviour change for granted

Lesson

100

Responding to negative feedback

Intended learning outcome / Te koronga ako

Identify and practise ways of responding assertively to negative feedback (criticism).

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

Information on “Non-assertive ways of handling negative feedback” and “Assertive ways of handling negative feedback”, electronically or printed for distribution (see activity resources)

Background information and definitions / He whakamāramatanga

Sometimes we need to give others negative feedback. This means that we also need to receive feedback ourselves. Stone and Heen (2015) note that the first “tip” for receiving negative feedback is to listen to what the other person is saying. Instead of getting defensive, they recommend switching the script in our heads from “what’s wrong” to “tell me more”.

Activity / Te ngohe

- 1 Ask students to recall when someone gave them negative feedback (that is, when someone criticised them).
- 2 In threes, ask students to describe what they thought and felt, and how they responded.
- 3 Make a list on the whiteboard, or on paper in groups, of words or labels students say people have used to comment negatively about them. Discuss why people use these labels and why labelling people, rather than their actions, is so negative. When people are criticised they can feel rejected, unwanted, and hurt, whereas it is really their actions that are causing concern to others.
- 4 Introduce the “Non-assertive ways of handling negative feedback” information (see below), and discuss with students whether they identify with any of these particular responses.
- 5 Now refer to the “Assertive responses to negative feedback” information and go through the steps outlined in the “More ways of responding”. Ask students to use these steps to develop alternative ways of responding to some of the criticism described earlier.
- 6 Encourage students to discuss these alternatives with the whole group.

RESOURCE SHEET

Non-assertive ways of handling negative feedback

Passive	"Yes, you are right, I am useless."
Aggressive	"What about you? You are not perfect. How dare you criticise me!"
Indirectly aggressive	"You just wait. I'll get you back. This is your fault, not mine!"

Assertive response to negative feedback

Ways of responding:

If it's valid	agree "Yes, I am ..."
	express "I feel ..."
	ask for more information: "Why do you say that?"
If it's not valid	disagree "No, I am not ..."
	express "I feel upset ..."
	ask for more information: "Why do you say that?"
If it's partially valid	accept the valid
	reject the invalid
If it's a put-down (word, phrase, gesture)	express "I feel put down when you ..."

More ways of responding

- 1 Always acknowledge feelings first. For example:
"I can see you are upset. Let's sit down and talk about this."
- 2 Help the other person to be more assertive by questioning. For example:
"What do you mean exactly by ...?"
"How does my sneezing affect you?"
"What else about my desk is upsetting you?"
- 3 Help the other person to prioritise when they express several concerns. For example:
"You seem upset about several things. You have mentioned my lateness, my messy bag, my forgetfulness, and my asking to borrow money. Which should we discuss first?"
- 4 Agreeing or fogging can be manipulative. For example:
"Yes, I'm often late."
"Yes, my bag is always a mess."
"Yes, I am always wanting to borrow money."
- 5 Choose to focus on one issue only and ignore the rest. For example:
"What is it about my lateness that concerns you most?"

3.4 Skills for problem solving

The highest levels of performance come to people
who know to see a problem as an opportunity.

—Deepak Chopra

Background information and definitions / He whakamāramatanga

The aim of this section is to help students to define problems as the initial step in solving problems. Young people face many challenges and complex environments associated with identity, intimate relationships, social contexts, self-worth, schooling environments, drugs and alcohol, and many other issues (Clark et al., 2013). The *New Zealand Curriculum* (Ministry of Education, 2007, pp. 10–12) requires students to develop thinking skills to value innovation, inquiry, and curiosity, critically analyse values and actions, develop understandings, make decisions, shape their own actions, problem solve, and construct knowledge.

The activities in this section can help students to identify problems and gain some skills to help solve them or view them differently.

Lesson 101

Identifying problems

Intended learning outcome / Te koronga ako

Identify ways used at present to solve problems and practise different ways of reaching agreement.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

Blank cards/paper (one per student), large enough to write a short paragraph on

Activity / Te ngohe

- 1 Common Ground is a New Zealand mental health website. Go to <http://www.commonground.org.nz/common-advice/> and read aloud one of the issues that people are asking for advice on. If students have their own devices they can access this site too. Ask students to define the problem, or else indicate what further information is needed to do so in each case.
- 2 Next, give each student a blank card. Ask them to invent a typical problem someone of their age might have, and describe it on the card in the form of a letter. Start "Dear Group", and sign it with a fictitious name.
- 3 Gather up the completed problem cards.
- 4 Select one card, and read the letter to the class. Ask students to brainstorm some possible solutions for the problem. Note the key points of each solution on a whiteboard, and then ask students:
 - (a) What did you do first to solve the problem?
 - (b) Why is it important to understand the problem, and the feelings associated with the problem fully, first?
 - (c) How did your own feelings influence you in finding solutions?
- 5 The class could vote on the best solution, and later this could be written on the reverse side of the card. (Alternatively, use a scoring system where points are awarded by judges holding up result cards.)
- 6 Proceed in a similar way with as many of the other problems as there is time for. In at least one case, encourage students to discuss and negotiate to reach consensus about the best solution.
- 7 Discuss the following questions:
 - (a) Are problems generally more easily solved by groups of people than by individuals? Why?
 - (b) Is it easy to arrive at group consensus? Why or why not?
 - (c) What did you learn in this exercise about solving problems?
- 8 If there is time, students could work in small groups with a selection of cards and problems. Collect up the cards for the next session.

Lesson

102

Using a problem-solving model

Intended learning outcome / Te koronga ako

Determine who owns particular problems and apply simple problem-solving models.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

- Problem cards from the previous session
- Information on “DESC” (see Lesson 99)
- Information on “Steps to problem solving”. Make copies for the class, display or make available on devices.

Background information and definitions / He whakamāramatanga

This activity helps students apply the DESC model (Stone & Heen, 1991) (see Lesson 100).

Activity / Te ngohe

First session

- 1 Review briefly with the class the various techniques for problem solving used in the previous sessions:
 - asking clarifying questions
 - using other ways used to identify and describe problems
 - using lateral thinking and creative approaches to generating solutions
 - voting, appointing judges, and reaching consensus by discussion and negotiation.
- 2 Focus on the importance of ownership of a problem by deciding who has the problem. Working in pairs, each student completes the following statement:

“One of the hardest problems I’ve had to solve is ...”
- 3 Ask each person to read their problem slowly to their partner. Partners then respond to problems thus:

“If this were my problem, I would ...”
- 4 Discuss with the class the difference between trying to resolve one’s own problems and trying to solve someone else’s problems.
- 5 Discuss why knowing who owns the problem is so important. Besides having greater knowledge of the problem—and owning the feelings associated with both the problem and its solution—ownership determines the roles people must take in finding a solution. Other people can be supportive to people facing problems, but they should not try to influence the solutions, no matter what they feel about the problems. (In the next session, students find deciding who owns the problem is also a guide to which problem-solving method to use.)

- 6 Introduce and discuss the information on “Who owns the problem?”, and go through the three columns carefully.
- 7 Remind students of the DESC model by showing information on “DESC”. (The model is described more fully in Lesson 99.) DESC helps people to be more assertive by defining problems that affect them, and then specifying the changes they can look for. Discuss how DESC could be used for the problem in the first column:
 - (a) What feelings would you want to describe?
 - (b) How would you express the problem without making judgements?
 - (c) What changes might you specify, and for whom?
 - (d) What positive consequences are possible for the other parties?
- 8 The model can also be used to respond to someone else’s problem assertively, without trying to take the problem over. Discuss how to use DESC to help the friend described in the second column:
 - (a) What feelings do you want to describe?
 - (b) How would you describe the problem in a nonjudgemental way?
 - (c) How could your friend make you feel more confident about their ability to solve the problem?
 - (d) In what ways might your friend feel better as a result?
- 9 Explain that, where more than one person has a stake in the outcome, the solution requires some planning and negotiation.
- 10 Refer back to the problems students wrote on cards in the previous activity. Go through each card in turn, and identify who owns the problem.

Second session

- 1 Introduce and discuss the “Steps to problem solving” (see the activity resource below). With the class, work through the necessary steps in the problem outlined in the third column of information on “Who owns the problem?”:
 - (a) How do you see the problem?
 - (b) What are your own feelings likely to be about the problem?
 - (c) What are the father’s needs and feelings likely to be?
 - (d) What are some possible solutions and how are people likely to feel as a result?
 - (e) What might you particularly want to achieve and how can you get there?
 - (f) When and where can you raise the problem and arrange to negotiate?
- 2 In pairs, or in small groups, ask students to discuss and possibly role play some typical problems (use the cards again if these are appropriate). Ask students to work through each problem as far as they can towards a solution. They can use either the DESC model or the steps described in “Steps to problem solving”.
- 3 Summarise the activity by comparing the effectiveness of the two models in relation to different kinds of problems:
 - (a) Which problems suited the DESC model best? Why?
 - (b) Who keeps control of the situation in the DESC model?
 - (c) Which problems were better addressed using the “Steps to problem solving” model?
 - (d) Why?

RESOURCE SHEET

Who owns the problem?

Problem	Who has the feelings?	Who owns the problem?	Problem-solving method
My best friend has been flirting with my boyfriend/girlfriend at a party.	I have.	I do.	I can use the DESC approach.
My friend has run away from home.	She/he has.	She/he has.	I can support my friend, and help to find a solution using "Steps to problem solving".
I want to leave school. My family want me to get NCEA Level 3.	We both have.	We both do.	We both have a stake in the outcome. Therefore, we must negotiate.

Steps to problem solving

- Step 1** Define the problem clearly to yourself.
- Step 2** Identify your own needs and feelings about the problem.
- Step 3** Consider who else has a stake in the problem, and what their needs and feelings are likely to be.
- Step 4** Identify possible solutions and how people are likely to feel as a result.
- Step 5** Consider what you want to achieve, what barriers there are, how these can be overcome, and what additional information you need.
- Step 6** Decide on a suitable time and place to raise the issue with other people who have a stake in resolving the problem.

3.5 Making decisions

Effective decision making can be seen as an optimal link between memory of the past, ground-realities of the present and insights of the future. — *Amit Ray*

Background information / He whakamāramatanga

The purpose of this section is to help students to develop decision-making skills and apply suitable models for making decisions of their own. Some of the decisions people make are almost reflex actions because they make them so often: when to eat, go to bed, get up, leave for work. Other decisions require more thought. Some decisions are dependent on other people's decisions; some affect the way other people feel and behave. Decisions are always made within the context (social and cultural contexts frame the boundaries of what is possible).

These activities are designed to help students to examine some of the decisions they may have to make.

Lesson

103

Snap decisions

Intended learning outcome / Te koronga ako

Practise making quick decisions and reflect on what influences decisions.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

Statements for reading out (see activity resource below)

Background information and definitions / He whakamāramatanga

This activity focuses on decision making and helps students to consider how they go about making decisions. It provides a good introduction for the next activity (Lesson 104).

Activity / Te ngohe

- 1 Describe a continuum as an imaginary line between two fixed positions. One extreme (point to one end of the room) represents a position of strong agreement with a particular statement; the other extreme (point to the opposite end) represents strong disagreement with the statement.
- 2 Ask students to take up a position, between the two extremes, which best represents their feelings about a particular issue. If they feel neutral about the issue they should stand near the middle of the continuum.
- 3 Read one of the following statements (for example, “There is too much violence in online games”) or make up a relevant one of your own, and ask students to move quickly into positions that best represent their opinions.
- 4 Invite people at different parts of the continuum to explain why they elected to stand at that position. Ask:
 - Why did you choose this position?
 - How did you feel when your friends went somewhere else?
 - Do you feel comfortable if no-one else chooses the same position? Why or why not?
- 5 Repeat the exercise with several other statements (start with reasonably nonthreatening issues first) and, each time, ask some students to explain why they chose a particular position. (Configurations such as concentric circles can also be used, or different ways to indicate choices—thumbs up, thumbs down, stepping forward, stepping backward, bobbing down.)
- 6 Ask students (they could record answers in Learning Journals or answer as a group):
 - Is it easy to make decisions so quickly? Why or why not?
 - If you had longer to think, how would this alter your position?
 - Which statements did you feel most strongly about? How did this affect your choice?

- 7 Vary the exercise in some cases by allowing students to change their positions after hearing other people's views. Ask:
- How do you feel about having to make a snap decision?
 - Do you value being able to change your position? Why?
 - What influenced you most to change your position?

RESOURCE SHEET

Statements to use

- 1 There is too much violence in online games.
- 2 The driving age should be raised.
- 3 The drinking age should be 20.
- 4 It is hard to do something different from your friends.
- 5 Year 13s should be allowed to choose whether or not to attend classes.
- 6 Marijuana should be decriminalised.
- 7 The Government should solve homelessness.
- 8 Single-sex schooling is better.
- 9 Money is important for happiness.
- 10 New Zealand should encourage more immigrants.
- 11 Racism is bad in New Zealand.
- 12 Unemployed people are lazy.
- 13 Social media is harmful.
- 14 Parents can't possibly understand teenagers.
- 15 Teenagers should be allowed to vote.
- 16 School would be better if classes started later in the morning and ended later in the afternoon.
- 17 It is easier to instant message someone than talk in person.
- 18 The Government should be able to monitor our internet activity.
- 19 Artificial intelligence is taking over.

Lesson 104

Steps for decision making

Intended learning outcome / Te koronga ako

Describe the decision-making process and use a decision-making model in realistic situations.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

- Steps in decision making (electronically or printed)
- Scenarios (electronically or printed)
- Decision-making grid per student (electronically or printed) (Note: This is only one example, there are others.)

Background information / He whakamāramatanga

Daniel Kahneman in his book *Thinking fast and slow* (2011, Farrar, Straus and Giroux, New York) argues that our thinking and decision making can be divided into two kinds: fast thinking, which is instant “gut feeling” or intuitive kind of decision making; and slow thinking, which takes concentration, attention, and time. Both types work well for what they are designed to do. Fast thinking is useful for instant, spontaneous reactions and judgements; slow thinking is required for more difficult and considered decisions, and problems that need time to think through. The problem, he argues, is that we often use fast thinking for difficult problems and so the decisions we sometimes make can be too quick. The decision-making process below aims to help slow down the process, so difficult or complex decisions can be thought through.

Activity / Te ngohe

- 1 Introduce the information on the worksheet “Steps in decision making”. Work carefully through the steps, giving examples of your own, or asking students to describe experiences and give examples.
- 2 Ask students to think of their situation or problem under the headings “Options”, “Consequences”, and “Feelings” in order to come up with a solution.
- 3 Select two or three problems particularly relevant to your students, and write these on the whiteboard. Ask students to form pairs. Each pair chooses a problem to work through using the steps for decision making. Students complete their own grids first, and then share these with their partners and decide on a “best” solution.
- 4 Gather feedback information from pairs first, then discuss students’ responses.
- 5 Now ask the students to think of something they need to decide about, and use the “Options”, “Consequences”, and “Feelings” to reach an acceptable decision. Assure them that no-one else is going to see either the problem or their solution.
- 6 Finally, ask students to discuss in groups of four the processes they used.
- 7 How did thinking about the “Options”, “Consequences”, and “Feelings” help the process?
- 8 Did your own feelings/values play a large part in selecting one of the options? Why? What about other people’s feelings? How did you take them into account?

WORKSHEET

STEPS IN DECISION MAKING

- 1 First, define the problem/situation clearly to yourself.
- 2 Gather all the information you need, including:
 - your own feelings about the problem
 - your personal values
 - other people's feelings and values, and how they are likely to affect the problem.
- 3 List all the alternatives you can think of.
- 4 List the consequences of taking each of the alternatives identified.
- 5 Identify your own feelings about each alternative/consequence.
- 6 Make a decision.
- 7 Evaluate your decision later.
- 8 Return to step to develop a further solution, if necessary.

Suggested scenarios

(These are just ideas. It is best if students make up their own scenarios.)

- Your school is organising a trip to Japan in 6 months' time for students who study Japanese. You would love to go with the group but it will cost \$3,000 and you don't have any money. You know that your parents have been saving hard for a new car.
- Your best friend has just left school and started a job in sales and marketing. She sells clothes to people in their homes on commission. She is keen for you to leave school too and help her. You don't enjoy school much, but you have decided to go to university.
- The person you like (romantically) is going to the beach for a week of the summer holidays with a group of friends and has invited you to come too. You know your parents want you to come with them to your grandmother's house that week.

DECISION-MAKING GRID

The situation or problem				Solution			
Options				Feelings			
Consequences							

Lesson

105

Decisions, decisions

Intended learning outcome / Te koronga ako

Identify the kinds of decisions people make and explore alternative actions and their consequences.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

Paper or Learning Journals

Activity / Te ngohe

- 1 Demonstrate what you want students to do by drawing a flowchart on the whiteboard to illustrate decisions you have made recently, or within a defined period. For example, you could show the various decisions you make on an average day, from the time you wake up until you arrive at school.
- 2 Now ask everyone to draw on paper a flowchart for a similar period in the past, and later talk about these in pairs.
- 3 Ask pairs of students to identify the decisions requiring the greatest amount of thought with a T.
- 4 Now ask students to discuss which decisions involved other people directly, or were likely to impact on other people, and mark these with an O. Ask:
 - Are these similar decisions? Why?
 - Which decisions take the shortest time? Why?
- 5 On the back of the paper, ask students to draw another flowchart to show decisions they expect to take after school and before 8p.m.
- 6 Pairs talk about these, then mark the decisions likely to affect other people with an O. Ask each person to select one of these decisions, and alongside it write alternatives. Each pair now discusses how other people's feelings are likely to be affected by each alternative they have identified.
- 7 Summarise this activity with the class by asking (students could record answers in Learning Journals or discuss):
 - What proportion of the decisions you expect to make affect only your own feelings?
 - In what proportion of decisions are other people's feelings likely to be the main consideration?
 - How many of these decisions do you expect to discuss with the people affected?

Lesson 106

Who influences us?

Intended learning outcome / Te koronga ako

Identify important influences on personal decision making at micro and macro levels.

Key competencies / Ngā pūkenga matua

Thinking

Managing self

Materials / Ngā rauemi

Activity sheet “Who influences us?” (electronically or distribute enough copies to be shared in pairs)

Activity / Te ngohe

- 1 Discuss the information in “Who influences us?”. Students listen to the examples carefully. In pairs, ask students to compare and discuss their lists. In particular, ask them to focus on decisions where their friends are the greatest influence, and those influenced most by their families.
- 2 Gather feedback information by discussing with the students (in groups or recording in Learning Journals):
 - (a) Who appears to influence your decisions most? Why?
 - (b) Do you expect this to be different in the next 2 years? Why?
 - (c) Who can you turn to when you want to talk over a decision?
 - (d) How does this person help? Why?
 - (e) Who involves you in the decisions they make? Why?

WORKSHEET

Who influences us?

Place a tick in the appropriate box.

Situation	No-one	Parent	Friend	Sibling or cousin	Grandparents	Teacher	Other
Deciding which movie to see							
Buying a pair of jeans							
Deciding whether to get a part-time job							
Changing subjects at school							
Deciding whether to breakup							
Deciding to change your hairstyle							
Deciding whether or not to take the day off school							
Deciding how to spend \$50							
Deciding what you want to do when you leave school							

Lesson 107

Questioning to help others make decisions

Intended learning outcome / Te koronga ako

Gain experience and confidence in using clarifying questions to help others make decisions.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Materials / Ngā rauemi

Whiteboard

Activity / Te ngohe

- 1 Ask for three or four volunteers to join you in a “fish bowl”. The rest of the class sits round the outside of the fish bowl as observers.
- 2 Explain that volunteers are going to help someone make a decision using a different approach. Ask one volunteer to choose a decision to focus on (if possible, a genuine decision that lies ahead). This person “owns” the problem, and should describe the problem as clearly as possible to the other volunteers.
- 3 The other volunteers in the fish bowl help by asking questions about the decision and its context. Questioners should help the person to look at the decision from different vantage points. However, they may not make statements of their own, or give their own ideas.
- 4 The observers are the watch-dogs. They must raise a hand or call out if someone takes the focus away from the owner of the problem, either by giving advice or stating their own ideas.
- 5 Write a few possible questions on the whiteboard for the questioners to refer to. These could include:
 - (a) Have you considered other possibilities? What are they?
 - (b) What might they lead to?
 - (c) Have you been worried about this for some time?
 - (d) What assumptions are you making?
 - (e) Who could you discuss this with? Why or why not?
 - (f) What’s the worst possible thing that could happen?
 - (g) What’s the best thing that could happen?
- 6 Repeat the exercise with a new “owner”, a new problem, and several new questioners.
- 7 Summarise information by asking:
 - (a) Why is it important to keep the focus on the person who “owns” the problem or has to make the decision?
 - (b) Which questions seem to be most helpful?
 - (c) What other listening skills are people using?
- 8 Finally, ask students to work in groups of four, with one person providing a question, and the others playing the role of questioners. (With inexperienced players, have a watch-dog.)

3.6 Negotiation

Background information / He whakamāramatanga

The aim of this section is to help students understand the principles and skills of negotiation and apply these skills in their own lives.

Negotiation is a part of daily experience when applying for a job, asking someone to do a task, agreeing to make a purchase, or arranging a meeting place. It is a process through which mutually acceptable options can be agreed upon, even though initially people can have conflicting interests. Negotiating skills help people to achieve most of their desires, without alienating other people.

Negotiation is an important part in dealing with conflict (whether internal or between people). Often, people see conflict as unhealthy or destructive; however, it can be the stimulus needed for change and can even improve relationships. Conflict is normal. It is how people negotiate and handle the conflict that makes the difference in relationships. Conflict can be resolved with sensitive and constructive negotiation that ideally leads to a win–win situation.

Negotiation skills can be learnt and practised from an early age. By developing confidence in their own capacity to negotiate, students are better able to handle interpersonal relationships at home, at school, and in the workplace. The *New Zealand Curriculum* (Ministry of Education, 2007, p. 10) requires students to: “Through their learning experiences, students will develop their ability to: discuss disagreements that arise from differences in values and negotiate solutions.”

This implies both the skills to negotiate openly and fairly, and also the responsibility to recognise the needs and desires of other people.

Lesson 108

Defining negotiation

Intended learning outcome / Te koronga ako

Understand the negotiation process and apply a model for successful negotiation.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

- Copies of the school rules (one for each pair), or make them available online
- Activity resource “Steps in negotiation”

Background information / He whakamāramatanga

Ellis (2009) notes that negotiating requires all the other communication skills combined: active and real listening, assertiveness, and skilful questioning. He argues that, in any negotiation, both sides should get something they want. Then it becomes a win–win situation (rather than a win–lose). A successful negotiation then achieves a kind of balance.

Activity / Te ngohe

- 1 Distribute copies of (or look online for) the school rules. Working initially in pairs, students mark with an A the rules they agree are sensible, and shouldn't be changed, and with an N those rules they both believe should be changed.
- 2 Ask pairs to join up to make groups of four or six. Discuss the decisions already made. Each group should now decide on one rule that should be changed, and brainstorm possible ways of having the rule changed.
- 3 Discuss the process of negotiation that was involved in these decisions:
 - How many of the pairs agreed initially about the rules?
 - Once in the groups, how did each pair explain its views?
 - How did groups reach consensus?
 - Which of the brainstormed ideas required negotiation?
- 4 Relate this activity to contexts beyond the classroom. Ask students to suggest instances where negotiation is essential (the newspapers or news sites could provide ideas here):
 - In what local contexts is negotiation essential?
 - Who takes part in these negotiations?
 - Do different cultures take different approaches to negotiation?
 - Who does the negotiating in international contexts?

- 5 Use the activity resource “Steps in negotiation”. This outlines a straightforward process for negotiation that can be applied in a range of contexts. With the class, work through several of the issues discussed already, using volunteers to demonstrate the process (for example, changing the school rules).
- 6 Points for students to remember in negotiating include:
 - A person has a right to make a request.
 - The other person has the right to refuse or accept a request.
 - No-one can make another person agree to a request.
 - Getting angry, or making unpleasant comments, may only make the other person more determined not to agree.

RESOURCE SHEET

Steps in negotiation

1 Preparation

Both sides decide separately on three outcomes: the best, an acceptable outcome, and the worst outcome each could accept.

2 Discussion

Describe the issue to each other, including facts, thoughts, and feelings, each from your own point of view.

Ask questions, if necessary, to clarify what is meant.

3 Proposal / counter proposal

One side makes an offer or a request.

The other side makes a counter offer or a request.

Repeat the process, and continue to strive for a compromise.

4 Agreement / disagreement

If there is still disagreement, repeat the process.

Lesson

109

Practising negotiation

Intended learning outcome / Te koronga ako

Practise negotiating skills using a negotiation model.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

- Two blank cards per group of three
- Scenarios (see the activity resource below)

Activity / Te ngohe

- 1 Invite volunteers to work through an example with you first, to remind students of the steps involved in negotiation.
- 2 Then divide the class into groups of three. Assign two people to be the negotiators, and the other group member to monitor the process and ensure the various steps are followed.
- 3 Groups should practise three scenarios, taking turns at each role. Write the scenarios on the board or distribute to the groups.
- 4 Give two blank cards to each group. On each card, students write a scenario that would require negotiation.
- 5 Collect the cards, shuffle them, and deal two cards to each group. Groups practise the skills again, using the new scenarios.
- 6 Review the process with the class.

RESOURCE SHEET

Scenarios

- 1 A wants to go to the beach. B wants to see a new movie.
- 2 A wants to smoke. B doesn't, and doesn't want A to smoke.
- 3 A wants B to clean up the bedroom. B likes it the way it is.
- 4 A wants to choose her/his own clothes. B doesn't want her/him to.
- 5 A and B are sharing a prize of \$100 from a competition. A wants to spend it all on apps and music downloads, but B wants to spend it all on food.

Lesson

110

Designing a negotiation game

Intended learning outcome / Te koronga ako

Design a game that demonstrates negotiation skills.

Key competencies / Ngā pūkenga matua

Thinking

Using language, symbols and text

Materials / Ngā rauemi

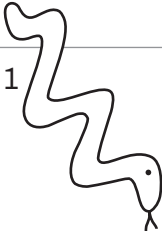
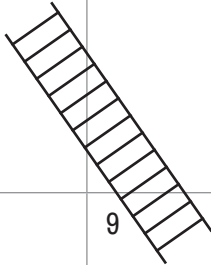

Activity resource “Buying a new pair of jeans”

Activity / Te ngohe

- 1 Explain to the class that they are to work in pairs to make a game demonstrating the principles of negotiation for other class members to play. The game could be actual or virtual (look for apps or websites that help with game design).
- 2 Brainstorm suggestions for a possible layout. Suggestions might include a snakes and ladders grid (see the activity resource following), a map of a tour of New Zealand, a virtual world game, or a monopoly game with cue cards. Use some simple scenarios already discussed in class.
- 3 Remind students of the steps in information on “Steps in negotiation”. These are useful for providing clues for the games.
- 4 Students could finish the games for homework. Set a time for students to play their games through later, and get other groups to play.

RESOURCE SHEET

Negotiating a new pair of jeans

13	14	15	16	17	18
12	11	10	9	8	7
<p>I spend my pocket money on lollies</p> 			<p>I ask mum nicely if I can have new jeans</p> 		
1	2	3	4	5	6
				<p>I agree to babysit my brother</p>	

3.7 Resolving conflict

Peace is not absence of conflict, it is the ability to handle conflict by peaceful means.

—Ronald Reagan

Background information / He whakamāramatanga

This section aims to help students understand why conflicts arise, and how to resolve conflicts in their own lives.

From the media, and from their own experience, students sometimes see conflict as inevitable—a destructive force they feel powerless to withstand. Instead, they need to recognise the causes of conflict, and develop their own strategies for dealing constructively with conflict. Conflict can be a positive force for change.

Skills in this area empower students to respond in healthy ways to conflicts arising in their relationships with others.

Constructive ways of dealing with conflict include developing communication methods in which no-one loses. These aim for “win–win” positions where conflict is accepted as a normal, positive agent for change. Provided they develop the skills and attitudes needed for resolving conflict effectively in their own lives, young people may, in time, be able to reduce the levels of destructive conflict and violence that diminish a society.

Lesson 111

Understanding conflict

Intended learning outcome / Te koronga ako

Examine the causes of conflict and how it affects people.

Key competencies / Ngā pūkenga matua

Thinking

Relating to others

Managing self

Materials / Ngā rauemi

Whiteboard

Devices with online connection (one per pair or group)

Activity resource “Barriers to effective communication” (electronically or printed)

Background information / He whakamāramatanga

Ellis (2009) argues that assertive communication is based on rights and is, ultimately, about negotiating our own rights to balance with the rights of others. This might include advocating for the rights of others, including marginalised groups. When people have different views or are advocating for opposing things, this can create conflict. While conflict often seems like a negative thing, it can be healthy for people to hold different views. Listening to and understanding the views of others can help us to change our own views, or it might strengthen our own views. Ellis describes four approaches to dealing with conflict: each one will be appropriate at different times and in different situations:

Avoid: if you don’t need (ie there is no good reason) to enter into disagreement, then you can avoid the conflict/situation. We do not need to get into every argument.

Accommodate: if the issue is no big deal to you, then you can accommodate the other person’s requests or needs.

Compromise: you can suggest a middle ground (they give up something and so do you and you meet in the middle).

Collaborate: this can be the best solution in some situations: it involves working together to solve the problem.

Non-negotiable: this is the last option if nothing else is working. It is when something is so fundamentally important that there is no compromise.

From Ellis, R. (2009). *Communication skills: Step ladders to success* (2nd ed., p. 70). Bristol: Intellect Press.

Activity / Te ngohe

- 1 Write the word “Conflict” on the board and ask everyone to write their own definitions of the term. Ask for key words to add to the board around the word.
- 2 Now ask students to describe to each other what they understand about the process of resolving conflicts, or conflict resolution. How do people often behave when in a personal conflict situation? (Students might offer ideas aloud.)
- 3 Ask students to get into pairs and ask each pair to search for reports online of local, domestic, or international conflicts. They could use local news websites (stuff.co.nz; nzherald.co.nz; newsroom.co.nz) or international ones (for example, theguardian.com; edition.cnn.com). Each group needs to find 10 articles.
- 4 Ask students to download the articles describing conflict, and then categorise them into conflict that is:
 - (a) unresolved
 - (b) responded to by violence
 - (c) resolved nonviolently.
- 5 Ask each group to report back on how many articles they found in each category and make a tally on the whiteboard. Discuss the conflicts they encountered.
- 6 Ask students to discuss in groups:
 - Why do so many conflicts lead to violence?
 - What is violence? (Suggest a definition.)
 - Do various types of violence (physical, emotional, verbal, environmental) have the same or different effects on victims? Why or why not?
- 7 Now ask students to focus on their own lives and experiences (no names needed). Write in Learning Journals:
 - (a) What are the main causes of conflict in your family?
 - (b) How does this affect people in the family?
 - (c) To what extent are the causes and effects related? Why?
- 8 Ask students to think about their friends (discuss this in groups or record in Learning Journals):
 - (a) What are the main causes of conflict among your friends?
 - (b) How does this make you feel about them?
 - (c) How does this make you feel about yourself when the conflict is not resolved constructively?
- 9 Ask students to discuss (in groups of three or four) what schools can do to reduce levels of conflict and violence. Gather feedback by asking the groups to provide, in turn, one suggestion for you to write on a whiteboard.
- 10 When all the ideas are listed, ask the students to order the list, first according to value or benefit, then according to feasibility.
- 11 Finally, reflect in Learning Journals on what other factors can affect communication. Choose one of these—culture, background, religion, gender, ethnicity, experience, language—and write about how people from different backgrounds might misunderstand each other. List four things you can do to help open communication in this situation (for example, attempt to understand the other person by listening to them).

Lesson 112

Resolving conflicts

Intended learning outcome / Te koronga ako

Develop and explore models for resolving conflict.

Key competencies / Ngā pūkenga matua

Managing self

Relating to others

Materials / Ngā rauemi

Activity resource sheet “How I cope with conflict” (either online, copied and distributed, or a copy to read out)

Activity resource sheet “Problem-solving models”

Activity / Te ngohe

- 1 Ask students to discuss, in pairs, conflict they are aware of in their own lives—how they feel initially, and whether those feelings change over time.
- 2 Now ask the pairs to discuss how they currently deal with conflict. Suggest that each person make two lists for themselves:
 - (a) conflicts within myself
 - (b) conflicts with other people.
- 3 Referring to their own lists, ask students to talk about what they feel about conflict. Then ask them to describe what they do and say about what is causing the conflict, and who they discuss these conflicts with.
- 4 Complete the activity on “How I cope with conflict”. (You can either read out the statements and ask students to make their own ratings or put the questionnaire online for students to answer, or make a quiz with an app, such as Quizlet.com.)
- 5 Still in pairs, have students compare and discuss their personal ratings.
- 6 Explain that, although people often see conflict as unhealthy or destructive, it can be a positive force that leads to change and better relationships. Emphasise that conflict is normal. It is how people handle conflict that makes the difference in relationships. Using a model for resolving conflicts helps people to find solutions in ways that are sensitive and constructive, and where there are no losers. People must aim for a win-win solution, rather than a win-lose situation.
- 7 Introduce the two problem-solving models: information on “What do you want?” and “Joint problem-solving model”. Go through each of these carefully, discussing examples.
- 8 In pairs, ask students to select a model and try applying it to a common experience in their own lives.
- 9 Tell students the next two activities provide further practice in using the two models.

Further resources

More information on conflict resolution can be found here: www.edcc.edu/counseling/documents/Conflict.pdf

www.pathwayscoaching.net/blog-articles-1/2009/11/20/understanding-the-interest-based-relational-approach-to-conf.html

RESOURCE SHEET

How I cope with conflict

Using the rating scale below, rate how you usually respond to conflict.

Rating scale:

- 5 Very typical of my attitudes and actions
- 4 Pretty typical
- 3 Somewhat typical
- 2 Seldom typical
- 1 Not typical of my attitudes and actions

Statements

- 1 Meet violence with violence.
- 2 The greatest number of people are not always right.
- 3 Listen to me and I'll listen to you.
- 4 It's everyone for themselves in this world.
- 5 It's best not to upset the status quo.
- 6 Don't expect to be listened to if you can't give good reasons for your statements.
- 7 Nothing is so important it's worth a fight.
- 8 State what you think and feel.
- 9 Keep your nose out of other people's business.
- 10 The strongest people are the most convincing.
- 11 You should stand up for your rights.
- 12 Try not to put your foot in it.
- 13 First in, first served.
- 14 Everyone deserves a fair hearing.
- 15 An easy solution to trouble is to run away from it.
- 16 Avoid conflict; a peaceful life at all times.
- 17 Together we can make this work.

Now rate your responses.

Scoring for the checklist. The 17 statements actually contain examples of THREE basic strategies for dealing with conflict:

Aggression/Confrontation	Negotiation/Compromise	Avoidance/Withdrawal
(quite violent)	(assertive and staying involved)	(submissive and keeping clear)
Q1 _____	Q2 _____	Q3 _____
Q4 _____	Q5 _____	Q6 _____
Q7 _____	Q8 _____	Q9 _____
Q10 _____	Q11 _____	Q12 _____
Q13 _____	Q14 _____	Q15 _____
Q16 _____	Q17 _____	
Total _____	Total _____	Total _____

What do you want?

Steps:

- | | | |
|---|---|---|
| 1 | What do you want? | State clearly what outcome you want. |
| 2 | What is happening now? | State the problem as you see it now. |
| 3 | What needs to happen to get the outcome you want? | Remove any barriers that prevent a solution at present. |
| 4 | Has this ever worked for you before? | Use your own resources first. |
| 5 | What other resources do you need? | Find the additional information or help you need. |
| 6 | How will you know when you are near a solution? | Look for indicators to show progress. |
| 7 | How does the result fit in with your long-term goals? | |

Use this model when:

- one person owns the problem (as an alternative to DESC—see Lesson 99)
- two or more people own the problem.

Joint problem-solving model

Steps:

- | | | |
|---|---|---|
| 1 | Identify the problem. | Listen carefully to the other side. |
| 2 | Brainstorm some solutions. | Don't evaluate at this stage. |
| 3 | Find one solution that suits both people. | This involves discussing consequences. |
| 4 | Agree to try it out. | Set a time frame to try out the solution. |
| 5 | Evaluate the solution. | |

Use this model when two or more people own the problem.

Four responses to conflict (Ellis, 2009)

Avoid: if you don't need (ie there is no good reason) to enter into disagreement, then you can avoid the conflict/situation. We do not need to get into every argument.

Accommodate: if the issue is no big deal to you, then you can accommodate the other person's requests or needs.

Compromise: you can suggest a middle ground (they give up something and so do you and you meet in the middle).

Collaborate: this can be the best solution in some situations: it involves working together to solve the problem.

Non-negotiable: this is the last option if nothing else is working. It is when something is so fundamentally important that there is no compromise.

Lesson

113

Applying a model for resolving conflict

Intended learning outcomes / Ngā koronga ako

Practise using a model for resolving conflicts.

Evaluate models for conflict resolution.

Key competencies / Ngā pūkenga matua

Relating to others

Thinking

Materials / Ngā rauemi

- Whiteboard
- Squares of paper (or Post-it notes) for each pair
- Problem-solving models: “What do you want?” and “Joint problem-solving model” (see previous activity) and “Four responses to conflict”

Activity / Te ngohe

- 1 Invite members of the class to talk about some of the situations involving conflict they discussed (in pairs) in the previous session. These could be written on a whiteboard.
- 2 Give each pair a piece of paper and ask them to write (in brief) a scenario involving conflict. (It could be something they have seen in a game, a movie, or on TV, or something they have seen or experienced—remind them not to use names of real people.)
- 3 Swap scenarios with another pair and resolve the conflict using one of the models from the last lesson or the “Four responses to conflict”. Now apply the other model to the same scenario. Students could write a dialogue for the resolution or make a role play or a comic.
- 4 Now ask students to evaluate the effectiveness of the two models for this particular conflict. Share their ideas for the resolution with the group who wrote the scenario.
- 5 In the group of four, discuss:
 - (a) Which model seems the more effective here? Why?
 - (b) How are each of the people involved in the conflict likely to feel about the process?
 - (c) How are the people likely to feel about the solution?

Extension

Share the scenarios out or swap again and practise applying the problem-solving models. Students could record the process in Learning Journals or apply the model individually to a real problem in their own life. (It is important that they are not asked to share these.)

SECTION 4: HEALTH PROMOTION

Overview of this section

When we make a commitment to become critical thinkers, we are already making a choice that places us in opposition to any system of education or culture that would have us be passive recipients of ways of knowing. —bell hooks

To know and not to act is not to know. —Yoko Ono

Purpose, underlying concepts, and strands

Health promotion activities can be linked to any context that students are investigating and can be used to strengthen the learning that is taking place. Health promotion allows students to take a more self-directed approach to their work and to take action on issues they are passionate about. Understanding health issues and taking action to enhance the wellbeing of others is central to learning in the subject of Health Education within the *New Zealand Curriculum* (Ministry of Education, 2007). When taking action, it is important to remember the attitudes and values within the Health and Physical Education curriculum that are focused on concepts such as the rights of others, manaakitanga, and social justice, and to carefully manage any topics that may lead to victim-blaming.

Health promotion links easily with all four strands of the learning area of Health and Physical Education in the *New Zealand Curriculum*.

There are three aspects of health promotion in the *New Zealand Curriculum*:

- personal health and wellbeing
- the health and wellbeing of those close to us and our relationships with them
- healthy communities and environments.

We can also identify three ways of promoting health and wellbeing (consistent with the socioecological perspective):

- taking individual action (for us as individuals, for others, and/or for society)
- taking action with those close to us (for our relationships or for our community)
- taking collective action for our community or society as a whole.

Although each section in this resource is separate, many of the concepts and skills are interconnected. It is important to consider prior learning and what skills and knowledge from other sections inform learning.

Planning and assessment

Please refer to the pages on Designing a programme: The *New Zealand Curriculum* achievement objectives and assessment on pages 24–26 for ideas on formative and summative assessment. Taking time to develop the ideas within this rubric to make them relevant to the year group, ability, curriculum level, and local context is important.

Possible links with other curriculum areas and pathways

Whole-school cross-curricular projects lend themselves well to health promotion initiatives. These could be linked with a national focus such as Māori Language Week or Breast Cancer awareness and can involve a particular year level or the whole school community. Health promotion can be studied at a tertiary level in New Zealand and is an interesting career pathway with many avenues such as public health, charity work, and working with central and local governments.

4.1 Defining health promotion and health education

Health promotion and health education are often mistaken for one another. In New Zealand, health education in schools (within the *New Zealand Curriculum* (Ministry of Education, 2007) is the learning that happens in health education classes (linked with the Health and Physical Education learning area). Health promotion is undertaken mainly in the public health sector. “Health promotion” is, however, also an underlying concept in the *New Zealand Curriculum*, within the Health and Physical Education learning area. This allows students and teachers to undertake strategies to improve school environments.

Health education in New Zealand is underpinned by four underlying concepts: the socioecological perspective; hauora; attitudes and values; and health promotion. These four concepts work together so that learning is focused on sociocultural contexts, sociological approaches to knowledge, and the intersection of individuals, communities, and society. In line with the concept of hauora (represented by Mason Durie’s (1994) Whare Tapa Wha model¹), “health” is viewed holistically, as the intersection of taha whanau (social), taha hinengaro (emotional and mental), taha tinana (physical), and taha wairua (spiritual). So, health education always encompasses learning about the person, within social, environmental, and political contexts.

As an underlying concept within health education, *Health promotion* is intended as “a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society” (Ministry of Education, 1999, p. 32).

By engaging in health promotion, students and teachers can:

- Come to understand how the environments in which they live, work and play affect their personal wellbeing and that of society
- Develop the personal skills that empower them to take action to improve their own wellbeing and that of their environments
- Help to develop supportive links between the school and the wider community
- Help to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school community. (Ministry of Education, 1999, p. 32)

Health promotion in schools is, therefore, focused on issues that are important for students, teachers, and/or community members. These might be issues of fairness, injustice, equity, unequal power, discrimination, and access. These could be issues that students are grappling with on a daily basis (examples might include: school uniform restrictions, access to clean and safe toilets, bullying, gender bias, racism, ramp access to classrooms) or issues in the community (for example, a lack of awareness of mental health support, no access to green spaces, or inadequate funding for health services). School

¹ See <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>

policies, processes, and practices might also be identified as issues (see Section 4.4 below for more information about how to identify an issue).

Thinking about topics/issues for health promotion: What is critical practice?

Health education and health promotion within the *New Zealand Curriculum* take a critical approach. Fitzpatrick (2013) defines a critical approach to health education as having the following attributes:

- 1 Being focused on health issues (local and global) that are important to students.
- 2 Viewing health education as a discipline of study, not as a means to make students healthy.
- 3 Rejecting health-based, rather than education-based, outcomes.
- 4 Focusing on how health issues in the local community came to be that way (that is, through poverty/wealth, resources/lack of resources/cultural patterns/hierarchies).
- 5 Questioning how health issues intersect with gender, racism, social class, sexuality, and culture.
- 6 Questioning the international status and social construction of health issues.
- 7 Viewing health issues as inherently political.

This means that schools might focus on addressing health issues that students and communities name as important. In terms of mental health, this might include issues addressed in other parts of this book such as:

- racism and discrimination
- homophobia, transphobia, and gender discrimination
- lack of awareness of mental health issues such as depression and anxiety
- fat phobia and body discrimination
- bullying
- lack of access to health services
- creating supportive environments and cultures
- stigma around accessing mental health support and counselling
- pressure and stress in the school environment
- school policies.

A note on student agency

Student agency is different from student voice. Student voice is simply gathering the opinions, thoughts, and ideas of students and using them in decision-making and change processes. Student agency involves students being part of the decision-making and change process as the leaders or—at the very least—as equal contributors. Developing students' sense of agency involves setting up an environment in which they feel they have the ability to make change where it is needed. The *New Zealand Curriculum* talks about Learner agency and has some resources to help teachers foster this environment in a whole school or in a classroom. Developing students' sense of agency at school will help them to understand how change can be made within communities and provide many useful skills for their future as confident and connected adults (<http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Learner-agency>).

A note on the determinants of health

An understanding of how determinants of health influence the wellbeing of communities is essential to applying a collective action approach to health promotion.

Determinants of health are essentially things that affect our health and wellbeing. They are used to explain aspects that, for the most part, are out of our control. For example, a person living in a community that is peaceful and has many resources such as schools, public transport, and basic healthcare is likely to have better health outcomes than a person living in an unstable political climate where civil war may affect access to education, healthcare, and paid employment. Understanding the determinants of health affecting people in New Zealand shows us how little people are able to control certain aspects of their own health and removes blame from individuals. Determinants of health include aspects that may be political, cultural, economic, environmental, and social and the WHO website (www.who.int) has detailed descriptions of each.

4.2 Different approaches to health promotion: Inquiry and project-based learning

Inquiry-based learning

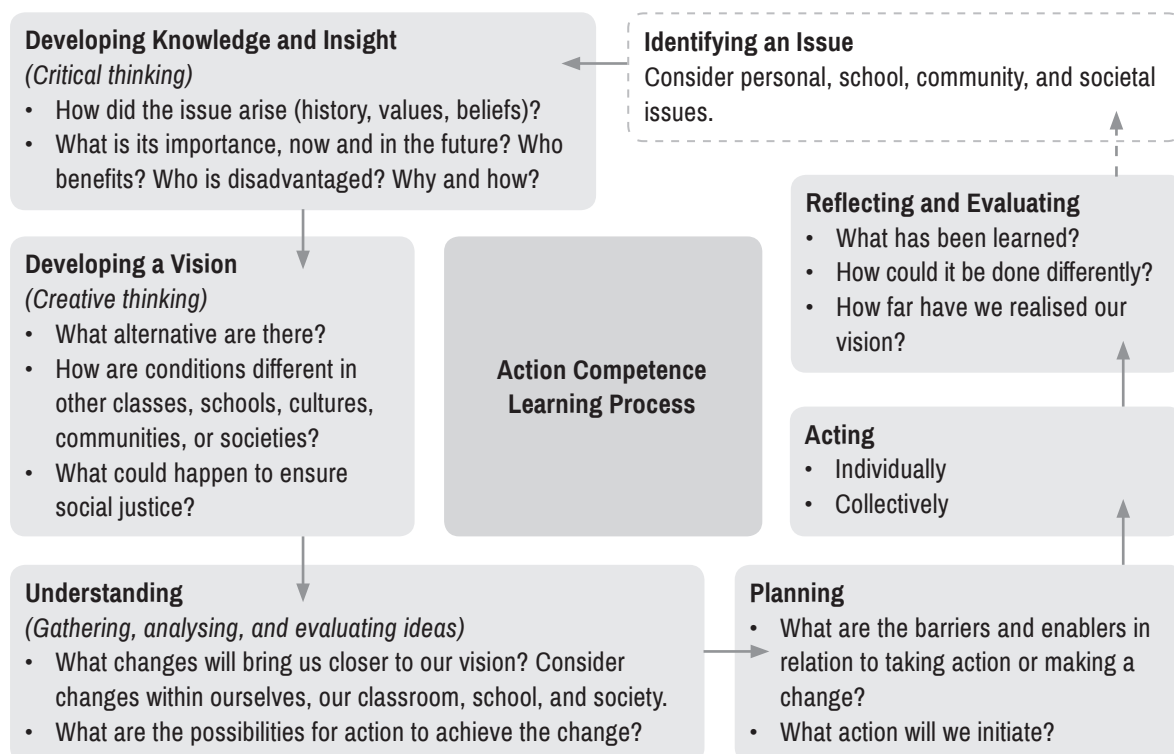
Savery (2015) explains inquiry-based learning (sometimes called “problem-based learning”) as follows:

Inquiry-based learning is grounded in the philosophy of John Dewey (as is PBL) who believed that education begins with the curiosity of the learner. Inquiry-based learning is a student-centred, active learning approach focused on questioning, critical thinking, and problem-solving. Inquiry-based learning activities begin with a question followed by investigating solutions, creating new knowledge as information is gathered and understood, discussing discoveries and experiences and reflecting on new-found knowledge. (p. 10)

Inquiry-based learning is a process and allows for students to begin with an issue or problem that is meaningful for them. The process of inquiry-based learning then allows for students to go down a path of research that is unplanned; it allows time for their curiosity to develop.

One well-known approach to inquiry-based learning is the action competence learning cycle (Tasker, 2000).

Figure 4.1 Action competence learning cycle



Source: Tasker, G. (2004). *Curriculum in action: Making meaning, making a difference* (p. 28). Wellington: Learning Media.

More information on this process can be found here: <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-approaches/Action-competence-learning-process> and in the resource book: Tasker, G. (2000). *Social and ethical issues in sexuality education: A resource for health education teachers of year 12 and 13 students*. Christchurch: Christchurch College of Education.

For more information and examples, also see these websites:

www.nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Effective-pedagogy/Inquiry-learning

www.edutopia.org/topic/inquiry-based-learning

Project-based learning

Project-based learning is also a useful approach for health promotion. It is similar to inquiry-based learning except that it typically begins with an end-point in mind, rather than an open-ended problem to solve (Savery, 2015). In this sense, the outcome is important.

The Buck Institute for Education has made a range of videos explaining this process—their website (www.bie.org) contains all of the information, resources, and templates a teacher would need to get started. The process they describe contains eight essential elements:

- **Key Knowledge, Understanding, and Success Skills**—The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- **Challenging Problem or Question**—The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry**—Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity**—The project features real-world context, tasks and tools, quality standards, or impact—or speaks to students' personal concerns, interests, and issues in their lives.
- **Student Voice & Choice**—Students make some decisions about the project, including how they work and what they create.
- **Reflection**—Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision**—Students give, receive, and use feedback to improve their process and products.
- **Public Product**—Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

www.bie.org/about/what_pbl

For more information, also see: <http://elearning.tki.org.nz/Teaching/Future-focused-learning/Project-based-learning>

Other approaches to health promotion

The following three approaches to health promotion are common internationally. You can find detailed information about all three on the Te Kete Ipurangi website (<http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>). This information will give teachers and students (if needed) a greater level of understanding of the intricacies of each model. For the purposes of student-led health promotion projects, the following are examples of what could be created at each level.

Behavioural change model

Focus is on giving out information in the hope that people will understand the information and have the knowledge and resources to make change for themselves (for example, posters, billboards and talks in assembly).

Self-empowerment model

The focus is on helping people who want some extra support and giving them some skills with which to make change for themselves (for example, optional workshops at lunchtime advertised in student notices).

Collective action model

Focuses on identifying the factors that cause issues for students and making school-wide change to minimise the effects (for example, researching what the root causes are for a particular issue and advocating for school-wide change to address the issue).

This Native American proverb is a simple way to explain the difference between behavioural change, self-empowerment, and collective action models of health promotion:

*"Tell me and I'll forget. Show me, and I may not remember.
Involve me, and I'll understand."*

Many health promotion activities that students design in class will likely be behavioural change or self-empowerment. However, it is useful to move beyond these and look at collective approaches as well.

4.3 Undertaking health promotion with your class

So, how can you go about beginning health promotion initiatives? Start by deciding on a health issue with your class. Although you might have ideas for health promotion initiatives, it is important that **students follow up issues that are important to them**. They might be informed in this by other learning you have done from the previous sections of this resource. (For example, some students might be passionate about body image and decide to take action to promote body diversity, or some students might want to raise awareness of anxiety and how people can get support and help.)

It is important that health promotion activities serve to support mental health and not further damage mental health. For example, initiatives that focus on weight loss, increase body dissatisfaction, include incorrect information about mental health, or include messages of discrimination are not health promoting (for example, if students decide to run a weight loss boot camp to address depression, this might actually create more mental health problems). A critical approach, in this sense, focuses on the power relations that are at the heart of issues. Addressing body image then is not about weight loss but about body discrimination and promoting a range of body sizes and shapes.

Ideas for defining health issues

Process 1 for identifying issues and conducting planning

- 1 Brainstorm on the board all the things that students see as a problem in the school (or you could choose “community”). Accept all answers that students give. (Their answers will likely reflect their day-to-day experiences and the challenges they face.)
- 2 Divide the class into groups of three or four students. Each group chooses four of the issues on the board to expand on. For each one they need to:
 - (a) Define the issue further. (What is causing this issue, why is this occurring?)
 - (b) Explain how this issue is affecting teachers and/or students.
 - (c) Explore the basis of this issue. (Is it a school rule? Does it relate to an attitude or practice? Who decides this? Is there a school policy on this?)
 - (d) What it would look like/feel like if this issue was addressed. (What would the school be like without this problem?)
- 3 Each group then chooses one of the issues they see as important to take further. (They might decide on the basis of the strength of their feeling about the issue, how realistic they think change is, or whether they see this as a big problem or a small problem.)

- 4 Each group then further researches the issue they have chosen:
 - (a) Define the issue in full. (What is the actual problem here and how can it be described? Where and when is this issue happening and who is affected? What causes this issue? Is this a new problem or has it been happening for a long time? If possible, try to explain why.)
 - (b) List questions you have about this issue. (What do you not know about it and need to find out?)
 - (c) Now search for answers to those questions. (Look online, ask your teacher, ask other students, look at school policies, ask an expert.)
 - (d) Look again at your issue. (Knowing what you now know, do you need to redefine the issue slightly?)
 - (e) What other information do you need?
 - (f) Draw a diagram outlining your issue. In the diagram, include: a clear definition of the issue; what is causing the issue (this could be complex); what school policies relate to this issue. What do you see as the possible solutions to this issue?
 - (g) Present the issue to the class and get their feedback. (Is the issue clear? Are there other solutions? Are there aspects you haven't thought of?)
 - (h) Edit your diagram based on the class feedback and discussion.
 - (i) Now it's time to make a plan about how to address this issue. If you need more information, you might consider talking with teachers or other students in the school or doing a survey to collect more information. You might need to look again at school policies to see what is possible. Decide what you would like the final outcome to be and list all the ways you could go about achieving this. Decide which of those strategies you will use and make a plan to undertake it. (You might choose several strategies.)
 - (j) Decide on a goal and list the actions you will need to take to reach that goal. Your teacher will be able to advise you on how to go about achieving each action (and if you need permission, for example, to speak to other classes, talk in assembly, run an event or a stall, or how to advocate for policy change in the school).

Process 2 for identifying issues

- 1 Brainstorm in groups all the issues students see and experience in the school (or community). Each group chooses three or four to feed back to the class. (Do a round as a class and ask each group to read three or four issues out.)
- 2 Ask students whether the issues they have identified apply to all students in the school or only some. Have a brief class discussion about whether these issues apply, for example, to Year 9 students, Year 7 students, Year 13 students, or all students. Do they also apply to teachers?
- 3 In groups (or as a class) design a survey for other students. (You could use SurveyMonkey or similar tool or use a paper survey to take around classes.) This survey could ask about what the issues are or it could look at one issue in depth and gain student views.
- 4 Follow steps (b)-(j) (as relevant) from Process 1 (above).

Process 3 for identifying issues

Hand out the following ideas cards and get groups to choose two to three they are interested in (they can add issues as well using the blank spaces). After some discussion, ask groups to choose one they want to focus on. Use these statements as a starting point only and get groups to then define the specific issue related to this idea. Ask them to be as specific as possible for their school or community. They can then undertake the action competence learning process (see above).

LGBTQI inclusiveness	Transition from intermediate/ primary school	Helping ESOL learners with language	Raising awareness of consent
Stress management for students doing exams for the first time	Making the uniform more comfortable/ affordable/inclusive etc.	Cultural inclusiveness in lessons	Helping staff with Māori pronunciation (or other languages)
Helping international students to become fully involved in the school	How to break up with someone/handle a break-up	Techniques for sleeping well	School tuck shop/ canteen (cost, choice, breakfast option, etc.)
Availability of water fountains/shaded areas/picnic benches etc.	Tackling stress at a whole-school level (for example, making changes to assessment calendar)	Helping students to be more culturally aware	Teaching students how they can volunteer in their communities
Bullying/intimidation /harassment/ discrimination etc.	Working with counsellors and nurses to raise awareness of what they can offer	Rights and responsibilities in relationships	Racism in your school

Following the process

Once the class has decided on an issue they want to address (as a class or in groups) then you (or the students) can choose one of the health promotion approaches named in 4.2 (above). Here is an example of following the process step by step:

Promoting positive body image

- 1 Research body image issues online and conduct a survey with students about changes they would like to see in the school to make it more body positive.

- 2 Using the survey answers and the self-empowerment model, closely define the issue you want to address.
- 3 Design a plan about how to promote positive body image in the school and seek feedback from students, teachers, and school leaders.
- 4 Check school policies.
- 5 Undertake the actions as planned.
- 6 Gain feedback from students and teachers on the actions undertaken and reflect critically on the model used, and the actions and feedback. Consider: What did you learn? What would you do differently next time? What difference did the action make? What still needs to be done?

Case study examples of health promotion initiatives

These case studies are examples of how this can, and has, worked in schools. Each school will be different and each community is different. You will need to be aware of your individual school policies and processes for advocacy and making change. These case studies are examples only but are based on our experiences in schools and actions we have seen.

CASE STUDY 1: School uniforms

Students in a class complain to their teacher that they don't like the school uniform. The teacher asks them why they feel that way. They explain that the uniform does not give adequate choice: girls have to wear long skirts that restrict their movement, and boys have to wear shorts during the summer months. Students express their wish to have more choices: girls want the option to wear long pants, and they don't want to be restricted to summer uniforms in terms 1 and 4 and have to wear the heavy winter uniform in terms 2. Students point out that trans and other students don't have the ability to express their identities in the way they want to. The teacher decides to follow this up with the whole class and so sets up a debate for and against the current uniform rules. During the debate, students raise many important issues regarding the uniform (on both sides) but it's clear that many students in the class feel that more choice would be a good thing. The key reason for wanting more choice is so that students are able to feel more comfortable, that they can choose between uniform items (rather than be restricted by uniform items that are "just for girls" or "just for boys"). The class decides that the current uniform rules are actually a form of gender discrimination (girls are not allowed to wear pants or shorts and so they can't play sports at lunchtime; trans students have to choose between boys' or girls' uniform). The class decides to undertake a health promotion initiative to find out if it's possible to make change to the uniform rules.

This is an example of a student-driven issue. There is a lot of information and a process that students will have to undertake to explore this issue and take it forward. The Action competence learning process (see Figure 4.1 above) would be ideal as a process.

CASE STUDY 2: Anxiety and depression

During a class discussion, students observe that it seems like more and more young people are talking about having anxiety and depression. One student asks in front of the class, "Do you think there are actually more people with anxiety or does everyone just say that now, like, 'I have anxiety so I can't do that exam!'" The class laughs. The teacher decides that this is an important issue to discuss and follow

up with the class. The teacher looks at the Youth2012 survey results: <https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/2012-overview.pdf>

She notices that the survey reports that depressive symptoms have been relatively stable for girls since 2001, but increased slightly for boys. The survey does not report on anxiety.

She shares this information with the class, as well as information about anxiety on the Mental Health Foundation website: www.mentalhealth.org.nz/get-help/a-z/resource/5/anxiety

The class completes the activities and explores the information on anxiety and depression in this book (see Lesson 22 and Section 2.1) and pages on help-seeking and distress (see Lesson 54). The class decides to do some information sharing on anxiety and depression. The class organises themselves into groups of three or four and plans different actions to raise awareness of anxiety, depression, and help-seeking. Each group presents their actions to the class for feedback before they plan and undertake their action (they use the action competence learning cycle). One group prepares a short presentation to share with more junior classes. The presentation focuses on the symptoms of anxiety, how to care for self (see Lesson 34), and where to go for help. Another group prepares a stall for the health day to give out bracelets they have made using a button threaded onto a ribbon (they call these “panic buttons”). They give the bracelets out with an information sheet with details about “What is anxiety?” and “Tips on how to support yourself and your friends”. The tips include how to access the school counsellors.

CASE STUDY 3: Mapping health services

During the brainstorm of health issues, students note that going to the doctor is really expensive and the health centre is on the other side of the suburb (so it’s a long way to walk there). Several students observe that this means they are unlikely to see a doctor if they are feeling unwell or if a family member is unwell. One student tells the class that his little brother sustained a head injury playing sport but the family did not see the doctor because of the cost. The teacher decides to give the class a task of “mapping” the health services available in the community and comparing these to another neighbouring community. Students are divided into groups and each group is given a health service to search for (this could be done walking around, or online, or both). Health services include: doctors, nurses, dentists, mental health services, physiotherapists, counsellors, and hospitals. Students might also search for complementary health services such as osteopaths, massage therapists, chiropractors, Ayurvedic practitioners, Chinese medicine practitioners, etc.

Each group collects information on location, cost, which services are free for whom, and whether there is any discount available for students, community services card holders, etc. Each group then compares the local community with another community nearby (or another town).

The class and teacher then make a large map for the wall showing all the health services that are available and assess whether it is easy or difficult for most young people and their families to access healthcare.

From here, the class could undertake the Action competence learning cycle (Figure 4.1) to ascertain whether they can advocate for health services (or more health services) to be made available in the school or community. The class could:

- do a survey with others in the school to seek their views (students, counsellors, and nurses if present, school leaders, other teachers, parent groups)
- check school policies and how health services are funded for schools
- check the Ministry of Education and Ministry of Health policies on school-based health services

- advocate with the board of trustees to increase health services at school (nurses, doctors, counsellors, physiotherapists, etc.)
- write to local MPs to advocate for more health services and free healthcare.

Ideas for health promotion actions

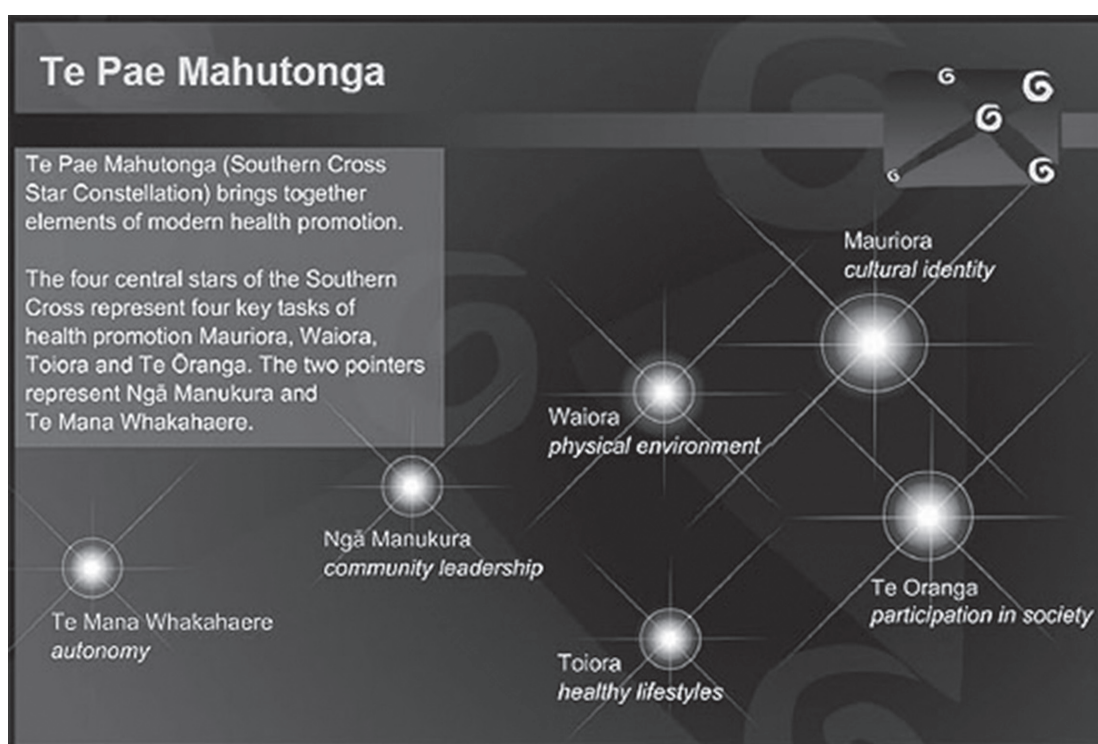
Once students have followed a process of identifying issues and developing knowledge, they might need some help to generate ideas for planning an action. If students are stuck for ideas, these ideas cards might help get them started. There are lots of different ways they can impact the school environment (or community) and make a difference. These ideas are beginning points and might stimulate thinking about what will work for the issue they are aiming to address.

Make a Facebook or Instagram page	Make a wallet card that will be given out at student services	Hold a poetry slam at lunchtime	Make a 1–2 minute video for assembly
Gather information with a survey (students/parents/ staff, etc.)	Meet with the principal/SLT/deans to discuss the issue	Meet with student-led groups in your school to discuss the issue	Make a display for the library/reception etc.
Start a new student-led group	Present to the staff at a staff meeting	Hold some workshops at lunchtime to teach students	Visit local primary or intermediate schools
Visit form classes or year-level assemblies	Hold workshops at lunchtime to teach the staff	Make an infographic for the school website/intranet	Write a proposal for how/why something needs to change (for the BOT/Principal/SLT etc.)
Hold a stall at lunchtime	Hold a school-wide competition	Hold an information evening for the community (could be linked to an existing event)	Meet with HODs to make courses more culturally inclusive/ relevant/ accessible etc.

4.4 Other useful information for health promotion

In public health, there are other ways to view health promotion that require attention to the wider contexts of health. It can be useful to share these models with students to help them think broadly about health and wellbeing in communities (these will be especially useful for students studying NCEA health education). Te Pae Mahutonga is one such model. It is based on the Southern Cross constellation of stars, which is used as a symbol for the complexity of community health.

Figure 4.2 Te Pae Mahutonga



This diagram is from the Ministry of Health website. See this link for more information and other models: <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-pae-mahutonga>

Te Pae Mahutonga could be used with students during the planning stages of their initiative (for example, they could make links between their planned actions and these aspects of wellbeing). Alternatively, they could use this to help reflect on their health promotion strategies (how their actions enhanced waiora, mauriora, etc.).

Other useful links and resources

Veukiso-Ulugia, A. (2013). *Literature review on the key components of appropriate models and approaches to deliver sexual and reproductive health promotion to Pacific peoples in Aotearoa New Zealand*. Wellington: Ministry of Health.

Available online: <https://tewhariki.org.nz/assets/literature-review-pacific-sexual-health-final-612kb.pdf>

The Ottawa charter and Bangkok charter (these define the WHO strategy for health promotion internationally):

<http://www.who.int/healthpromotion/conferences/previous/ottawa/en/>

SECTION 5:

WARM-UP ACTIVITIES

5.1 Warm-up activities: Identity

Lesson

114

Myself

Materials / Ngā rauemi

Large pieces of paper, felt pens (enough for one per person)

Activity / Te ngohe

- 1 Give each student a piece of paper and a pen. Ask them to draw a circle in the middle of the page, put their name in the circle, and then write in each corner according to the following plan:

A favourite song or piece of music from their childhood	A favourite story from their childhood
<div style="text-align: center;">Name</div>	
A fear	A hope for the future

- 2 In groups of four, ask students to discuss their posters with others in the group.

Alternatives: Have students find a partner and each take turns discussing their poster. Repeat, with a different partner, or display the posters, and encourage students to question one another.

Lesson

115

Bursting balloons

Use this activity as a warm-up to Lesson 94: Types of behaviour.

Materials / Ngā rauemi

One balloon and one large rubber band per student

Activity / Te ngohe

- 1 Give each student a balloon and a rubber band.
- 2 Have each student inflate the balloon and use the rubber band to attach it to their right ankle.
- 3 Ask students to stand in a circle facing inwards. Tell them the idea is to burst as many balloons as they can while keeping their own intact.
- 4 When the balloons are all burst, discuss with the group:
 - (a) How did you feel when your balloon burst? What did you do?
 - (b) Did you enjoy this activity? Why or why not?
- 5 Explain how this activity involved conflict, because it emphasised winning. Some people were passive and some were aggressive. Assertiveness is a way of dealing with conflict to avoid winners or losers.

5.2 Warm-up activities: Feelings

Here are some quick exercises (5–15 minutes) to use at the beginning or end of a session. They will give students practice in expressing their feelings, and allow them to discuss their feelings with other people.

Lesson 116

Feelings cards

Materials / Ngā rauemi

Feeling cards. (Choose about 10 feelings such as *pleased, happy, sad, relaxed, tired, grumpy, angry, frustrated, energetic, enthusiastic, curious.*) Write each feeling on a separate piece of card (about 20–30cm wide). Also have some blank cards and a pen.

Activity / Te ngohe

- 1 Place the cards on the floor around the room, and ask students to stand next to the feeling that most accurately represents how they feel at present. Have some blank cards and a pen available so they can write their own card if necessary.
- 2 Ask students to discuss how they are feeling with two or three people nearest to them.

Lesson 117

Feelings barometer

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Ask students to imagine a barometer stretching the length of the room. One end corresponds to feeling upset and awful—physically, mentally, and emotionally. The opposite end represents feeling in great shape in every way—physically, mentally, and emotionally.
- 2 Ask students to position themselves on the barometer according to how they are feeling at present.
- 3 Ask them to discuss their feeling with the two or three people next to them, and to explain why they have positioned themselves where they have on the barometer.

Lesson

118

Roll the dice

Materials / Ngā rauemi

Feelings dice—make a wooden or cardboard cube, and write a separate feeling on each surface of the cube (for example, *frustrated*, *sad*, *relaxed*, *pleased*, *angry*, *excited*).

Activity / Te ngohe

The students sit in a circle on the floor. Each person takes a turn to throw the “dice”. Whichever feeling comes up, the person must make an “I feel ... when ...” statement. (For example, “I feel frustrated when ...”.)

Lesson

119

Feelings round

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 The students sit in a circle.
- 2 Ask someone to suggest a feeling for the round (for example, *pleased*, *successful*, *sad*).
- 3 Each person identifies a situation or event when they experience the feeling, by making a statement, such as “I feel successful when ...” or “I felt pleased recently when ...”.

Lesson

120

Miming feelings

Materials / Ngā rauemi

Feelings cards—prepare a set of feelings cards with a different feeling word written on each card.

Activity / Te ngohe

- 1 Divide the class into groups of three. Hold the cards face down and spread out, and ask each group to choose one card.
- 2 Give groups 3–5 minutes to decide how their group will demonstrate nonverbally to the class the feeling on their card. The group should decide whether to act out a short scene or make a sculpture or a still picture to represent the feeling.
- 3 In turn, invite each group to demonstrate their feeling to the whole class. Other groups try to guess what the feeling is by highlighting the nonverbal clues that identify the feeling.

5.3 Warm-up activities: Problem solving

Lesson 121

Guess who I am?

Materials / Ngā rauemi

- Sticky tape or labels (at least one per person)
- Pens (one per person)

Activity / Te ngohe

- 1 Place a sticky label in the middle of each student's back.
- 2 Ask students to stand in a circle, facing around the circle in the same direction. Everyone needs a pen and needs to be close enough to reach the label of the person in front of them.
- 3 Select a topic and have each person write a related word on the label of the person in front of them. (For example, a famous person, an occupation, a place to visit.)
- 4 The students move around the room and question people to find the word on their label. The questioner can ask one question only, before moving on. Responders answer only "yes" or "no".

Lesson 122

What's happening

This is also a good warm-up for role play activities.

Activity / Te ngohe

- 1 One person goes out of the room. Those left in the room arrange themselves into a frozen "scene".
- 2 When the person returns, they have to guess what the scene represents (for example, people waiting in an airport departure lounge).

Lesson 123

Knots

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Ask students to form a circle in the centre of the room, then ask everyone to raise their left hand in the air and point their right hand into the centre of the circle.
- 2 Now tell them to lower their left hands and grasp someone else's right hand. Once this contact is made, no-one must break it.
- 3 Tell people to untangle themselves, without breaking their grip on the other person. It does not matter if, at the end, some people are facing away from the centre of the circle.
- 4 Ask how the exercise could be completed faster. Why?
- 5 As a variation, people could wear blindfolds.

Lesson

124

Cleaning up

Materials / Ngā rauemi

- Sheets of newspaper
- Chairs

Activity / Te ngohe

- 1 Ask students to divide into teams of six or eight participants. All teams must be the same size. Nominate referees beforehand if the numbers are awkward. People take their shoes off for this activity.
- 2 Give each team half as many sheets of newspaper as there are players in the team.
- 3 Mark a starting line at one end of the room, and put one chair for each team at the other end of the room.
- 4 Teams are to move from the starting line by placing one sheet of newspaper on the floor and having a person stand on it. That person then places another sheet in front of them, and stands on that. A second team member then moves on to the first sheet, and so on. People soon realise they have to share sheets of paper.
- 5 The first team to go around the chair and get back to the starting line is the winner. If anyone walks on the floor, and not the paper, the team has to go back to the beginning and start again.

People can solve this problem in various ways (by moving the back sheet of paper, by ripping the paper into strips, and so on), so this is also an exercise in lateral thinking.

5.4 Warm-up activities: Decision making

Lesson 125

Pig, wolf, and farmer

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Divide the class into two teams that face each other. There are three options: pig, wolf, or farmer. Explain that pig beats wolf, wolf beats farmer, and farmer beats pig.
- 2 Each team then decides which of the three options their team will present to the other team, and faces the other team again. The signs are:
 - for **pig**, wiggle both index fingers on either side of the head
 - for **wolf**, hold out sharp claws
 - for **farmer**, perform a digging action.
- 3 At the count of three, both teams move towards one another and display the selection option/ action to the other team.
- 4 Award points to the winning team.
- 5 Teams can work out five “plays” in advance, if there is time, and the winner each time takes one person from the other side.

Other options could be: taniwha, tamariki, tui; scissors, stone, paper; or giants, wizards, elves.

Lesson 126

Human noughts and crosses

Materials / Ngā rauemi

Nine chairs

Activity / Te ngohe

- 1 Place the chairs in a grid in the centre of the room, with about a metre between each chair.
- 2 Divide the class into two even teams.
- 3 Explain that this is a game of human noughts and crosses and involves co-operation and group decision making. Designate one team noughts, and the other crosses. Explain that the teams decide co-operatively which chair they direct their team members to, one at a time, as you call either “noughts” or “crosses”.

- 4 Teams need to negotiate a sign for their team (for example, making a circle or cross with their arms). Explain also that the game begins slowly, with plenty of time for each team to make a co-operative decision, and then becomes faster and faster.
- 5 Control the tempo by clapping and then saying “noughts” or “crosses”. Teams move on their clap.
- 6 When the first game is over, the people who were at the front of the line, and therefore had a turn, go to the back. Play until one team has three wins with the fast tempo.
- 7 Ask:
 - How did pace affect decision making?
 - Was it helpful to have some strategies first?

Lesson

127

Where do you come from?

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Divide the class into two teams, A and B, and line them up across the two ends of the room facing each other, and as far apart as possible. Make sure the furniture is pushed to the edges of the room.
- 2 Practise the chants, which everyone will say in unison:
 - Q Where do you come from?
No hea koe (kōrua, koutou)
 - A. We come from ... (New Zealand).
No Aotearoa ahau.
 - Q. What's your occupation?
He aha tau mahi.
 - A. Something beginning with ... (letter of the alphabet).
He kupu e timata ana i te ...
- 3 Instruct team A to count slowly to 10. While they count, team B co-operatively decides on a country they come from, and an occupation.
- 4 At the count of 10, team A moves one big step forward in a line and chants, “Where do you come from?” Team B also takes a step forward in a line and replies, “We come from ...”
- 5 Team A steps forward again and shouts, “What's your occupation?” Team B steps forward and replies, “Something beginning with ... (a letter)” and individually they mime the occupation.
- 6 Team A shouts out guesses. If they guess correctly, Team B runs back to their side of the room chased by Team A. Any tagged members cross over to join Team A, and the game begins again quickly, with Team B counting.

5.5 Warm-up activities: Negotiation

Lesson 128

Winking partners

Materials / Ngā rauemi

Enough chairs for half the class

Activity / Te ngohe

- 1 Divide the class in half, and put enough chairs for half the class in a circle. Have half the class sit in the chairs. Add an empty chair to the circle. Ask the other half of the class to stand behind the chairs.
- 2 Explain how to play the game. The person who stands behind the empty chair has to try to get one of the people sitting down to fill their chair. They persuade someone to sit in the chair by winking at them.
- 3 The people standing behind the chairs must have their hands behind their backs. They try to keep their partner from vacating the chair. They do this by lightly touching their partner's shoulders when they are winked at.
- 4 If a seated person succeeds in changing seats, then the new person with the empty chair must try to get a new partner by winking.
- 5 Standing and seated people should swap positions at various times during the game.

5.6 Warm-up activities: Conflict

Lesson 129

Samurai game

Materials / Ngā rauemi

Two blindfolds, several newspapers

Activity / Te ngohe

- 1 Students sit on the floor in a big circle to form a human barrier.
- 2 Blindfold two volunteers, then put two newspapers on the floor in the circle.
- 3 The volunteers are “samurai”, and the newspapers are their swords. The samurai must creep around in the circle until they find a newspaper. They roll this up and begin to search for the other samurai.
- 4 The game must be played in absolute silence as the samurai are stalking each other.
- 5 If a samurai accidentally touches someone in the circle, the person should “beep” quietly. This helps the other samurai to know where their opponent is.
- 6 The winner is the samurai who locates the other, and gently touches her/him with the rolled newspaper. Repeat, using different samurai.

5.7 Warm-up activities: Mediation

Lesson

130

Elephant, palm tree, and mouse

Materials / Ngā rauemi

None required

Activity / Te ngohe

- 1 Students stand in a big circle with one person in the middle.
- 2 Have everyone practise the movements first.

Point to someone and say, “Elephant”.

The “elephant” leans forward, clasps hands together, and swings its arms to form a “trunk”. The student to the left becomes the elephant’s “left ear” by raising their left elbow and touching the top of their head with their hand. The person to the right of the “elephant” does the same with their right arm. All actions must take place at the same time.

Point to someone and say, “Palm tree”.

The “tree” stands with arms straight up to form the “trunk”. Students on either side hold up their outside arms with hands drooping to make “fronds”.

Point to someone and say, “Mouse”.

The “mouse” crouches down and people on either side crouch behind them and put their outside arms beside the mouse’s head, with their fingers cupped to make an ear.

- 3 Now speed up your directions. If someone hesitates, or makes a mistake, they replace you in the centre of the circle as the “pointer”.

5.8 Warm-up activities: Thinking about friendship

Lesson 131

How many of you ...

Materials / Ngā rauemi

Question list below

Activity / Te ngohe

- 1 Read out the list of questions, beginning each question with “How many of you ...”
- 2 Ask students to put their hands up momentarily in response to questions they think apply to them.
- 3 At the end, ask:
 - (a) What did you notice about your responses?
 - (b) How did you feel doing this exercise?

Activity resource

Questions

How many of you ...

- enjoy watching movies on television?
- like doing things with your family?
- have ever had a scary dream?
- would rather be older or younger than you are now?
- have ever climbed a mountain?
- enjoy giving other people gifts?
- like being alone sometimes?
- feel comfortable giving other people compliments?
- sometimes find it hard to say sorry?
- sometimes have things you can't even tell your best friend?
- have felt alone in a crowd?
- have been in love?
- have later regretted something you did/said when you were angry?
- have been hurt by a friend?
- have felt pressured into doing something?
- would feel ashamed to cry in front of your friends?
- usually feel really good about being you?

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