Theme:
Wellbeing and taking action to promote personal wellbeing

TEACHING AND LEARNING SCENARIO:

Exploring students' existing knowledge about the concept of 'wellbeing', a teacher discovered that the ideas held by many of her students' were limited mostly to biomedical understandings of health and being disease free, or not sick. That is, that their ideas reflected a 'healthism' approach that focused only on the physical body, rather than a holistic understanding of wellbeing. Asking her class where these ideas came from it became apparent that lot of their ideas were shaped by what they had learned from families, health promotion campaigns, and advertising of healthy lifestyle products and healthy food.

After an initial activity to teach the students about Mason Durie's Te Whare Tapa Whā model of hauora, the class needed further opportunity to expand and deepen these understandings to be able to apply their ideas about wellbeing to different situations and to their own lives.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 21: **Models of wellbeing**	p102	Students explore a range of indigenous and cultural models of health and wellbeing and then develop their own model of wellbeing.
Lesson 22: **Strengthening wellbeing?**	p100	Building on these ideas, students make use of the Mental Health Foundation's *Five Ways to Wellbeing* approach and are introduced to a socioecological (individuals, families, communities) understanding of wellbeing.
Lesson 57: **Belonging to groups**	p183	Expanding aspects of this socioecological approach students identify the ways belonging to groups supports their wellbeing....
Lesson 65: **Needs and wants**	p200	..... and the difference between people's wants and needs in relation to their wellbeing.
Lesson 66: **Help seeking and community**	p202	Students then move onto finding out about community agencies that support young people's wellbeing.
Lesson 68: **Setting goals**	p208	Drawing from, and building on, prior learning where skills for taking action to promote personal wellbeing have been developed, students learn the steps of goal setting and action planning to develop a small and achievable personal wellbeing goal around something that matters to them.
Lesson 69: **Effective goals**	p210	
Lesson 70: **Goal posts**	p212	
Lesson 71: **Back to the future**	p213	

Other connections:
» Make links with any whole school actions that aim to promote student wellbeing and incorporate reference to these in the learning.
» Ministry of Education Wellbeing in Education policy and strategy level resources for leaders and teachers https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/

Learning artefact(s) to show evidence of learning:
» Students documentation of their own model of wellbeing, and their goal setting/action planning.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:
» These ideas about wellbeing are applied across a range of health and wellbeing contexts or topics.

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Theme:
Being a good friend and communicating effectively

TEACHING AND LEARNING SCENARIO:

To complement the beginning of year pastoral support programme for the new cohort of students, the teachers of health education engage students in learning about the qualities of and skills for friendships. This is in preparation for all of the learning units that follow including, understanding how friendships and relationships are an aspect of wellbeing, and the interpersonal communication skills required for taking action.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 131: **How many of you …. (warm up** **Lesson 85:** **Others in my world** **AND Lesson 86:** **Taonga tākaro**	p244 p245	Students initially reflect on who the important other people are in their lives and the importance of trust in these relationships.
Lesson 87: **Am I a good friend?**	p247	The reflection continues with an individual continuum activity where students consider whether they are a good friend.
Lesson 88: **Exploring friendships**	p249	Students then develop understanding of the changing nature of friendships over time .....
Lesson 89: **Qualities in friendships** **AND Lesson 90:** **Positive aspects of friendships**	p250 p251	.... leading to being able to identify the qualities of good friendships, and how these positive aspects of friendships are good for wellbeing.
Lesson 57: **Belonging to groups**	p183	As well as thinking about friendships, students also consider their interactions with, and membership of, groups and how many of the qualities of friendships (and later the skills) still apply in these situations.

Lesson 78: **Non-verbal communication** **AND Lesson 79:** **Real listening an pseudo listening** **AND Lesson 82:** **Practising paraphrasing and summarising** **AND Lesson 83:** **Observing and reflecting feelings**	p228 p231 p237 p239	Students develop knowledge of the various components of effective listening and they formally learn the various skills required for effective listening including non-verbal communication, paraphrasing reflecting feelings. *If further development of ideas is needed Lesson 80 Improving listening skills and/or Lesson 81: Analysing chat show hosts can be added.*
Lesson 84: **Practising and monitoring listening skills**	p241	Students then demonstrate these effective listening skills as a form of 'skill rehearsal' or roleplay.
Lesson 128: **Winking partners**	p329	After a negotiation-related warm up activity .....
Lesson 108: **Defining negotiation** **AND Lesson 109:** **Practising negation**	p292 p294	.... students engage in learning about negotiation, what it is and when it is used, as well as demonstrating skills of how to negotiate in a friendship situation.

Other connections:

» Make links with school wide systems and practices where interpersonal communication skills are used e.g. peer mediation, counselling, school council or other activist group advocacy work, etc.

Learning artefact(s) to show evidence of learning:

» Observed (and recorded) demonstration of communication and negotiation skills.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Effective listening skills are reapplied across other contexts e.g. relationships and sexuality education.

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Theme:
Identity

TEACHING AND LEARNING SCENARIO:

After learning about Te Whare Tapa Whā, as a model of wellbeing, a teacher was aware that his students were far less confident talking about spiritual wellbeing, as a dimension of wellbeing, and what this might mean for different people. Drawing on ideas from previous learning, the class was supported to build a vocabulary of ideas such as *'what's important to us', 'our values and beliefs', 'our sense of belonging', 'knowing how we are connected', 'knowing our purpose in life', 'who we are', and 'our identity'.*

Turning it back the other way, the teacher asked his students what they thought people's 'identity' was about and how they saw identity was linked with wellbeing. *'Why is it that knowing who we are and what we value and believe contributes to wellbeing?'* The limited responses from the students suggested this was an aspect of knowledge and understanding that could be developed further, especially as future learning would look at relationships and sexuality education.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 114: Myself	p321	As a warm up activity the student's complete a brief personal reflection on who they are and sharing these ideas with other members of the class. This activity leads onto the following one to develop these ideas in more depth.
Lesson 1: Who am I? Thinking about names and labels	p37	Students map out aspects of their own identity and build a vocabulary of words and ideas that they can use to describe themselves.
Lesson 32: Mana	p128	They then learn about the indigenous concept of 'mana' and how these ideas could link with the ideas about 'identity' of self and others.
Lesson 2: Rangatiratanga – self-determination: Who am I and hat do I stand for?	p39	Building on this, the students learn about the concept of rangatiratanga or self-determination and how this might relate to their identity.
Lesson 4: Preferences and patterns	p44	Students add to Lesson 1 to map out their personal interests and preferences to explore in more detail what identifies and defines them.
Lesson 12: Meaning in life	p71	Broadening their focus, students investigate a number of role models as way to explore people's 'meaning in life' .....

Lesson 13: Purpose in life	p73	..... and then through their own life road map, start to explore what they think their purpose or direction in life might be.
Lesson 16: WHO do you want to be versus WHAT do you want to do?	p87	Students are then given the opportunity to think ahead to possible careers and how these relate (or not) to their personal values and .....
Lesson 18: Would you rather? Making choices	p92	..... reflect on how the values and beliefs that sit behind the decisions they make say something about their identity.
Lesson 29: Dealing with fear	p120	Being confident about who we are and what is important to us can present challenges if we are fearful of something. This activity asks students to give voice to those fears in order to identify what they could do to overcome these.....
Lesson 17: What is success?	p89	... and then they reflect on the notion of success. Students are challenged to think beyond conventional and popular notions of what being successful means – and how this relates to wellbeing.
Lesson 19: Creating a positive online identity	p94	Extending Lesson 17 and in preparation for an extended unit of learning on cybersafety, students consider how their or others online identity may or may not reflect who they are.

Other connections:
» Make links with whole school approaches to the promotion and celebration of diversity, including cultural and other identities.

Learning artefact(s) to show evidence of learning:
» Reflective writing in the learning journal accompanying the personal 'maps' and visual artefacts produced from the activities.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:
» This learning leads into relationships and sexuality education where ideas about sexual and gender identity is developed in detail.
» The learning in Lesson 19 may segue into a more detailed unit on cybersafety.

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Theme:
Maintaining and protecting wellbeing online

TEACHING AND LEARNING SCENARIO:

As part of a cross curriculum approach to develop students' digital citizenship and cybersafety a teacher was exploring the contribution that learning in health education could make to this school wide development. Previous discussions with students about their online behaviours had raised concerns about the type of written and photographic material they were sharing, as was the students' uncritical acceptance of what they saw and read online.

A number of learning activities were selected to reinforce and amplify key wellbeing and safety messages found within the 'The Keep it Real Online' safety campaign https://www.keepitrealonline.govt.nz/.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 118: **Roll the dice (warm up)**	p324	As a warm up, use the 'roll the dice' activity to provide students with a vocabulary of feelings-related words for the following activities. Adapt the activity slightly so that when the students roll and die and then have to make *"I feel … when …"* statement, based on the feeling that shows up on the die, that they think about feelings experienced in an online situation.
Lesson 51: **Keeping yourself safe online**	p168	Students engage in a group activity to establish what they already know about staying safe online.
Lesson 52: **Dealing with bullying online**	p170	This learning leads to more specific consideration of how to manage specific examples on online bullying …..
Lesson 53: **Help seeking**	p173	….. and then how to seek help for issues that they cannot (and should not) need to manage by themselves.
Lesson 55: **Mapping out services**	p178	As a continuation of the activity about help seeking, students investigate the services of a range of community agencies and organisations that provide support, giving focus to those with a digital and online safety purpose.
Lesson 103: **Snap decisions**	p280	In preparation for a formalised approach to making decisions in an online situation, students engage in activity on making quick decisions – as is often the case when online.
Lesson 104: **Steps for decision making**	p283	Students then formally learn the steps of decision making and complete a decision making grid based around an online safety situation.

Other connections:

» Making connections with other curriculum learning areas on aspects of digital citizenship and cybersafety.

» Contributing to whole school approaches for the promotion of student wellbeing with links to community support.

Learning artefact(s) to show evidence of learning:

» Artefacts from the learning activities that show where to seek help when online safety is an issue. Completed decision making grid to show how to make safe decisions online.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Learning to help students to make connections between social media use and mental health and wellbeing, especially recognising the difference between social media as a way to support relationships and stay in touch, and the distress that some social media engagement creates.

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Theme:
Expressing feelings and being assertive

TEACHING AND LEARNING SCENARIO:

While developing students' understanding of the concept of hauora and wellbeing, it became apparent to the teacher, when he was exploring ideas related to taha hinengaro or mental and emotional wellbeing, that what his students understood to be a 'thought' and what is a 'feeling', was confused in places. Previous experience teaching assertiveness skills had also identified the way students often missed the point about the role of feelings when being assertive, and in the knowledge of the learning ahead, it made sense to join these ideas together.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 116: **Feelings cards (warm up)**	p234	After a warm up activity students formalise their understanding of feelings through naming a range of these, and then explore how feelings are linked – that is, in any given situation people are likely to experience several feelings.
Lesson 25: **Feelings**	p112	
Lesson 26: **Links between feelings**	p114	
Lesson 27: **Empathy box**	p 116	Students carry on their exploration of ideas about feelings to understand the impact on wellbeing when feelings are expressed appropriately, and when feelings are kept hidden.
Lesson 119: **Feelings round (warm up)**	p324	After a feelings round warm up to re-establish (and practise) ways of expressing feelings, students explore the effects of expressing feelings on wellbeing.
Lesson 28: **Monitoring feelings**	p118	
Lesson 94: **Types of behaviour**	p257	To apply learning about the expression of feelings, the students firstly learn about different types of behaviour (passive, assertive and aggressive) and how these approaches help or hinder relationships.

Lesson 96: **Surviving the push-back**	p262	They then explore pressure situations where assertiveness skills need to be applied to resolve the situation .....
Lesson 97: **Under pressure**	p263	
Lesson 99: **Requesting a change**	p269	.... and then practise these assertiveness skills in a roleplay situation. An integral aspect of this assertive response is the expression of feelings.
Lesson 100: **Responding to negative feedback**	p272	Students add to and refine their assertiveness skills by developing understanding of how to deal with negative feedback (e.g. criticism), and also how to respond to positive feedback (e.g. compliments) as a way to enhance relationships.
Lesson 98: **Positive feedback**	p266	
Lesson 60: **eing an upstander, not a bystander**	p189	Students may go on to consider how assertiveness skills are needed when being an upstander in a harassment or bullying situation.

Other connections:
» Make links with school policies and procedures where being assertive is essential in order to uphold school policy (like anti-bullying strategies and being an upstander).

Learning artefact(s) to show evidence of learning:
» Observed (and recorded) demonstration of assertiveness skills.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:
» Assertiveness skills are applied in alcohol and drug scenarios and consent situations in relationships and sexuality education.

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Theme:
Managing challenges to friendships through problem solving and conflict resolution

TEACHING AND LEARNING SCENARIO:

Through learning about the positive qualities of friendships in preparation for future learning about consent and maintaining safe intimate relationships, a health education teacher had also collected some examples of challenges to friendships experienced by students. It had become apparent to her as she asked the students about *'how did you resolve that'*, and *'what did you do in that situation to stay friends'* that they knew little about the processes of problem solving and conflict resolution. Although it was apparent that the students could identify many situations that caused conflict in their friendships, and they could talk about the need to be assertive, they were less familiar with the deliberate use of skills and strategies for managing problems and resolving conflicts.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 56: **Circles of trust**	p181	In preparation for investigating what gets in the way of friendships (and other relationships), students map out their circle of trust to identify all of the people they interact with, close and distant, and the level of trust associated with these people.
Lesson 91: **Fears about friendships** AND Lesson 92: **Blocks within friendships**	p252 p253	Students draw together their ideas to consider what can get in the way of making and keeping friends, how these behaviours are a 'block' to friendships, and some initial ideas for how these challenges can be overcome.
Lesson 29: **Dealing with fear**	p120	Extending previously learned ideas about fear, this activity engages students in learning about the nature of fear and how to manage it making reference to friendship situations.
Lesson 111: **Understanding conflict**	p299	Students then explore further the nature of conflict in relationships.

Lesson 59: **Rights and responsibilities**	p187	Looking at challenges to relationships from a different angle, students consider the idea of rights and responsibilities of themselves and others for maintaining peaceful relationships.
Lesson 123: **Knots** Lesson 101: **Identifying problems** Lesson 102: **Using a problem solving model**	p275 p276	After a problem-solving-related warm up (knots), students work through a succession of activities that use previously learned assertiveness skills in a problem solving situation, and also .....
Lesson 112: **Resolving conflict** Lesson 113: **Applying a model for resolving conflict**	p301 p304	..... use problem solving to resolve conflicts in friendship situations.

Other connections:

» Students make connections with school systems that support and promote positive relationships through the use of these skills, such as peer mediation.

Learning artefact(s) to show evidence of learning:

» Observed (and recorded) demonstration of problem solving skills.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Assertiveness and problem solving skills are applied in contexts such as alcohol and drug education, and relationships and sexuality education.

Theme:
Managing stress

TEACHING AND LEARNING SCENARIO:

A teacher noted how often she heard her students say they are *'so stressed about .....'.* When she asked what was causing them to be stressed and how did they know what they were experiencing was called 'stress', the students' responses were less certain. As part of a wider focus on wellbeing, the teacher decided to include a collection of learning activities to help students understand the nature and causes of stress, and some strategies for helping to manage stress.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 130: **Elephant, palm trees mouse (warm up)**	p331	A warm up activity is used as a fun way to place students into what (for some) could be a mildly stressful situation.
Lesson 37: **Recognising stress**	p138	Students explore what they already know about stress and how to manage it, as well as learn new ideas about the nature of stress and ways some people manage it.
Lesson 38: **Ways of dealing with stress**	p142	
Lesson 39: **Stress snap**	p143	
Lesson 43: **Body responses to stress/anxiety**	p152	
Lesson 40: **De-stressing thoughts**	p145	Students learn about the importance of de-stressing thoughts and how to do this (also called self-talk).
Lesson 45: **Understanding mindfulness**	p156	Students are introduced to mindfulness strategies for helping to manage stress.
Lesson 46: **"Clear the deck" mindfulness exercise**	p158	

Lesson 42: **The great outdoors for stress busting**	p150	As another strategy, they learn how being outdoors and being in the natural environment can be a way some people help manage their stress.
Lesson 48: **Visualisation mindfulness exercise**	p161	Further stress management techniques are learned like creative visualisation .....
Lesson 41: **Stress versus relaxation**	p148	..... and progressive muscle relaxation.
Lesson 44: **Focusing on relaxation**	p154	
Lesson 49: **Body relaxation exercise**	p162	

Other connections:

» Make links with whole school approaches, systems and procedures that aim to help students reduce stress and manage their time. Also make connections with counselling and other pastoral services within the school if students think they need added support for managing very stressful situations.

Learning artefact(s) to show evidence of learning:

» Learning journal entries that show understanding of the nature of stress and ways of managing stress relevant to the student.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Ideas about managing everyday stresses are carried over into understanding what resilience is when major life changes are experienced.

Mental health education and hauora:
Teaching interpersonal skills, resilience, and wellbeing

NZCER PRESS

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Theme:
Managing major life changes and building resilience

TEACHING AND LEARNING SCENARIO:

One of the school's annual goals relates to student wellbeing, in particular, building student resilience. There are a number of initiatives underway at the school to further develop students' knowledge and skills for managing stressful life changes. As well as this there is a review of student support systems, and moves to increase the range of opportunities for students to become involved in a variety of meaningful activities to enhance the protective factors that contribute to resilience. The health education department are contributing to this school goal by adding to their focus on stress and wellbeing, by including additional learning about how and why major life changes require more than just a few stress management techniques to manage the situation.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

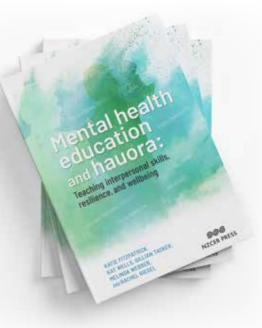| Lesson	Page	Description
Lesson 124: Cleaning up (warm up)	p326	Students engage in a problem-solving warm up activity that requires cooperation to illustrate that knowing how to use support provided others is important.
Lesson 61: Coping with changes	p191	Students focus on how changes in families and other social groups occur over time, and how people cope with these changes.
Lesson 30: Developing resilience and grit	p123	The students learn about resilience and 'grit' and how this is similar and related to, but different from, simply managing day to day stresses.
Lesson 33: Resilience: Dealing with change	p131	Students use a popular movie to explore how people are resilient in the face of major life changes, what helps, and what doesn't (note that the film selected can be changed to better reflect the student group).
Lesson 31: Flexible optimism	p125	Students then go on to explore how optimism and having hope is essential for building resilience – in contrast to pessimism which can undermine people's capacity for being resilient.
Lesson 34: Tips for self-care	p133	Carrying on these ideas, students learn some tips for looking after and being kind to themselves as a way to boost their capacity for being resilient.
Lesson 35: Gratitude	p135	
Lesson 36: Be kind to yourself	p136	
Lesson 66: Help seeking and community	p202	To help students to understand and recognise that being resilient is not always something people can do by themselves, students identify a range of community support agencies and how they can help.

Other connections:

» Make links with the various student support systems in the school that are able to offer support when students experience major changes. Include information about how these services can be accessed, what support is on offer, and what they can expect to happen if they access these services.

Learning artefact(s) to show evidence of learning:

» The various learning artefacts from these activities that show students have understanding of the personal knowledge skills and dispositions for building resilience, and the support systems that can help during times of change.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» These ideas about building resilience are continually to revisited across the learning programme e.g. where context specific situations include consideration of the protective factors that contribute to resilience when people experience major life changes, and risk factors that may get in the way of someone managing a major life change.

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Theme:
Eliminating discrimination and racism

TEACHING AND LEARNING SCENARIO:

In response to international events, students expressed interest in learning more about racism and discrimination. The health education teacher, working with the social studies teacher, developed a succession of learning activities giving emphasis to each subjects' contribution to knowledge in this area. For health education this meant a focus on how racism and discrimination impact wellbeing, and what actions, reflecting the values of social justice, can be taken to support the wellbeing of everyone in their community.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 127: **Where do you come from? (warm up)**	p328	Students engage in a warm up activity that involves consideration of diversity. The line in the chant about occupation could be replaced with some other aspect of personal difference (e.g. sports, cultural interests and hobbies).	Lesson 63: **Check the labels**	p196	..... and then explore how language and labels can reinforce attitudes and opinions which can lead to putting other people down.
Lesson 2: **Rangatiratanga – self determination: Who am I and what do I stand for?**	p39	Students develop understanding of the indigenous concept of rangatiratanga as the principle of autonomy, leadership or self-empowerment. This is used as a foundation idea for their own self-determination, and staying true to their cultural and other beliefs and values.	Lesson 64: **Challenging the assumptions**	p198	Students then explore how they (or others) make assumptions about other people .....
			Lesson 10: **Understanding discrimination (revisiting labels)**	p64	..... leading into what discrimination is and how labels can be a form of discrimination.
			Lesson 15: **Ethics**	p85	Students then explore what thinking and acting ethically means before .....
Lesson 58: **Focusing on families (whānau, aiga, etc)**	p185	Students are introduced to diverse ways of being and experiencing the world firstly by exploring diverse family structures and understandings of family.	Lesson 11: **Working against racism**	p67	..... identifying actions whereby racism can be challenged in schools.
Lesson 62: **Accepting different views**	p193	They develop the idea that people hold different views on issues	Lesson 67: **Community engagement: Acts of service for wellbeing**	p205	Finally, students design and participate in an action that aims to eliminate racism in their school.

Other connections:

» Make connections with school specific, education sector, and wider employment policy on matters to do with discrimination and racism.

» Make deliberate connections with learning about racism form other knowledge areas like social studies.

Learning artefact(s) to show evidence of learning:

» Learning journal entries that identify understanding of racism and discrimination and strategies for eliminating these behaviours, along with artefacts from the student action.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Attitudes, values, and behaviours that show inclusiveness of diversity, have relevance across several health education contexts such as relationships and sexuality education, and mental health education. These ideas about inclusiveness can be revisited across these contexts.

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Theme:
Body image

TEACHING AND LEARNING SCENARIO:

A health education teacher was very aware of the amount and negativity of 'body talk' she overheard in student conversations. Size comparisons, comparing their own with the bodies of others, commenting on people's bodies on their social media posts, name calling and labelling, and judging people based on their body appearance were common. Images of fatness were talked about disparagingly while images of thinness and muscularity were applauded and shared. Based on some inquiry-type questions asked by the teacher of her students it became apparent that many students – boys and girls - had a negative body image and they had very little capacity for talking positively about bodies, or simply eliminate body talk from their conversations. Concerned about this, and in consideration of the values of inclusiveness that she was trying to teach the students about in other diversity related contexts, she decided that a replication of some previously learned material was warranted, this time in context of body image.

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 115: **Bursting balloons (warm up)**	p322	As a fun warm up this activity imposes a need to win. However being passive or aggressive, rather than assertive, results in conflict and unfairness, and clear winners and losers.
Lesson 1: **Who am I? Thinking about names and labels**	p37	In the first instance students (re) visit ideas about their own identity and how they describe themselves.
Lesson 7: **Body image and values**	p53	They then consider the impact of positive or negative body image on wellbeing, and values people associate with body image.
Lesson 8: **Body image and diversity**	p57	Looking out to a broad range of people and a diversity of body appearances, students challenge norms and 'ideals' of body size and shape, as well as other aspects of appearance.
Lesson 63: **Check the labels**	p196	*Note that the following activities will need to emphasise body appearance related examples.* Students explore how language and labels can reinforce attitudes an opinions which can lead to putting other people down ......
Lesson 64: **Challenging the assumptions**	p198	..... and then explore how they make assumptions about other people .....

Lesson 10: **Understanding discrimination (revisiting labels)**	p64	..... leading into what (size) discrimination is and how labels can be a form of discrimination.
Lesson 9: **Body image: Thinking critically about fatness and body weight**	p60	Students' attention is then drawn to the specific issues around fat bodies. They engage in a critical thinking activity to explore the notion of 'fatphobia', how it impacts people's relationships and wellbeing, and what can be done to address this form of behaviour.
Lesson 99: **Requesting a change**	p269	Students then reapply learning about assertive behaviours and practise these assertiveness skills in a roleplay situation using scenarios based on body appearance, labelling, and stereotyping.
Lesson 60: **Being an upstander, not a bystander**	p189	Students go on to consider how assertiveness skills are needed when being an upstander in a bullying situation involving naming calling about body appearance.
Lesson 67: **Community engagement: Acts of service for wellbeing**	p205	Finally, students design and participate in an action that aims to eliminate negative body appearance-related talk and behaviours in their school.

Other connections:

» Make links with wider anti-discrimination policies, practices and systems within the school, as well as events and practices that promote a diversity of bodies.

Learning artefact(s) to show evidence of learning:

» Observed (and recorded) demonstration of assertiveness skills, or the learning artefacts from taking action.

Possible next steps for learning based on emerging learning needs and the planned learning pathway:

» Students revisit body appearance and body image related considerations across other contexts, e.g. sexuality and gender.