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|  |  | Health Education in *The New Zealand Curriculum* | | | | | | | | | | | | | | | |  |  |
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|  |  | Teaching and learning activities for NZC Levels 6-8  2nd edition | | | | | | | | | | | | | | | |  |  |
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|  |  |  | Jenny Robertson  New Zealand Health Education Association (NZHEA)  2021 | | | | | | | | | | | | | |  |  |  |
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Mental Health and Resilience: Teaching and learning activities for NZC Levels 6-8 COPY TEMPLATES

Author: Jenny Robertson

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| **Activity number** **1.**  **Collecting and using student voice to design and plan the learning programme** |

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| **In the classroom, what things help you to learn?** | **Not at all** | **A little** | **Quite a bit** | **A Lot** |
| Working by myself |  |  |  |  |
| Working in groups with friends or people I know well and to discuss what we are learning |  |  |  |  |
| Working in groups with people I don’t know well to discuss what we are learning |  |  |  |  |
| Activities that help me to understand the language being used |  |  |  |  |
| Activities that include ideas that are relevant and personal to my life |  |  |  |  |
| Activities that help me to write down what I know |  |  |  |  |
| Activities that allow me to say out loud what I know |  |  |  |  |
| Whole class discussions |  |  |  |  |
| Carrying out an investigation where I find my own information |  |  |  |  |
| Carrying out an investigation in groups where we each contribute information |  |  |  |  |
| Knowing that my teacher is interested in me and my learning |  |  |  |  |
| Knowing that my teacher knows me as a person |  |  |  |  |
| Knowing that my teacher has high expectations of me and that I will do well in my NCEA assessments |  |  |  |  |
| Knowing that my teacher respects me, my individuality, my identity, my culture |  |  |  |  |
| Knowing that my teacher is there to help me learn and not judge me if I get things wrong |  |  |  |  |
| Knowing how well I am doing |  |  |  |  |
| That if I need to do better, my teacher tells me what I need to improve on |  |  |  |  |
| **When learning about new things that are less familiar to me** *(which is an important part of learning at senior secondary level) ….* | | | | |
| **When I need to complete work after class, it helps …** | **Not at all** | **A little** | **Quite a bit** | **A Lot** |
| Having a quiet place to work at school |  |  |  |  |
| Having access to a computer at school |  |  |  |  |
| Having access to the library at school |  |  |  |  |
| Being able to ask questions using an online forum (e.g. a closed Facebook group, sharing through Google classrooms *[or name the platform used by your school*] … |  |  |  |  |
| Being able to email my teacher |  |  |  |  |
| Having a quiet space to work at home |  |  |  |  |
| Having a computer at home |  |  |  |  |
| **I enjoy …** | **Not at all** | **A little** | **Quite a bit** | **A Lot** |
| Presenting or sharing my ideas to the whole class |  |  |  |  |
| Demonstrating skills though activities like roleplay |  |  |  |  |
| Sharing my work with others online (e.g. Facebook group, blog, Google doc *[name the platform(s) used by your school*] |  |  |  |  |
| Thinking through difficult or challenging situations and making sense of them by myself |  |  |  |  |
| Thinking through difficult or challenging situations and making sense of them using ideas shared with other people in my group |  |  |  |  |
| **Getting feedback about my work so I know what to do next** | **Not at all** | **A little** | **Quite a bit** | **A Lot** |
| I like to have feedback written on my work |  |  |  |  |
| I like to have a face to face conversation with the teacher about my work |  |  |  |  |
| I like to have feedback provided through email or Facebook (or other online facility *[name the school’s digital platform]* |  |  |  |  |
| **Using digital technology** *(for non-BYOD schools or where schools do not require students to have their own laptops)* | **No** | **Sometimes** | **Yes** |  |
| I have access to a computer at home that I can complete my work on |  |  |  |  |
| I have internet access at home that allows me to work online (e.g. to use the school’s digital learning platform and to access the internet) |  |  |  |  |
| I rely on using the computers provided at school for completing my homework and assessments |  |  |  |  |

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| **Thinking about the topics that are included in health education** | **Your responses** |
| In years 9 and 10, in which topic(s) do you think you learned the MOST new ideas? |  |
| In years 9 and 10, in which topic(s) do you think you learned the LEAST new ideas (because you already knew it or it wasn’t relevant to you)? |  |

For success in NCEA, your teacher will need to decide in broad terms which topics you will focus on, although there will be some choice within these broad topics. Thinking now about your NCEA goals in health education …

*(Select NCEA levels appropriate to course.)*

**Listed below are the Achievement standards available to you in this course**

**Q1. Thinking about your NCEA programme and the number of credits you want to gain from health education, which health standards do you aim to achieve this year?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q2. Which topics or issues do you think you would like to cover in the learning for this assessment (as best you understand it from the AS title)? Level 1** | |  | **Q1. AS I aim to achieve** | **Q2. Topics** |
| AS90971 **1.1** | Take action to enhance an aspect of personal wellbeing. | 3 credits  Internal |  |  |
| AS90972 **1.2** | Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. | 4 credits  External |  |  |
| AS91097 **1.3** | Demonstrate understanding of ways in which wellbeing can change and strategies to support wellbeing. | 4 credits  Internal |  |  |
| AS90973 **1.4** | Demonstrate understanding of interpersonal skills used to enhance relationships. | 5 credits  Internal |  |  |
| AS90974 **1.5** | Demonstrate understanding of strategies for promoting positive sexuality. | 4 credits  Internal |  |  |
| AS90975 **1.6** | Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. | 4 credits  External |  |  |

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| --- | --- | --- | --- | --- |
| **Level 2** | |  | **Q1. AS I aim to achieve** | **Q2. Topics** |
| AS91235  **2.1** | Analyse an adolescent health issue. | 5 credits External |  |  |
| AS91236  **2.2** | Evaluate factors that influence people’s ability to manage change. | 5 credits Internal |  |  |
| AS91237  **2.3** | Take action to enhance an aspect of people’s wellbeing within the school or wider community. | 5 credits Internal |  |  |
| AS91238  **2.4** | Analyse an interpersonal issue(s) that places personal safety at risk. | 4 credits External |  |  |
| AS91239  **2.5** | Analyse issues related to sexuality and gender to develop strategies for addressing the issues. | 5 credits Internal |  |  |

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| **Level 3** | |  | **Q1. AS I aim to achieve** | **Q2. Topics** |
| AS91461  **3.1** | Analyse a New Zealand health issue. | 5 credits Internal |  |  |
| AS91462  **3.2** | Analyse an international health issue. | 5 credits External |  |  |
| AS91463  **3.3** | Evaluate health practices currently used in New Zealand. | 5 credits Internal |  |  |
| AS91464  **3.4** | Analyse a contemporary ethical issue in relation to wellbeing. | 4 credits Internal |  |  |
| AS91465  **3.5** | Evaluate models for health promotion. | 5 credits External |  |  |

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| What plans or ideas do you have for when you leave secondary school (tick all that apply and then rank these from most to least likely) | Go to university to do a degree | Go to polytech or other training organisation e.g. to do an apprenticeship | Get a job / Work | Travel | No idea |
| If you have study or career plans about what you want to do once you leave school please state these here |  | | | | |

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| **Theme 1.**  **Wellbeing and mental health** |

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| **Activity number** **5.**  **The language of mental health and wellbeing** |

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| **The Mental Health Foundation (NZ)**  *“The Mental Health Foundation defines mental health as the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual wellbeing that respects the importance of culture, equity, social justice and personal dignity.”*  Source: <https://www.mentalhealth.org.nz/home/glossary/> |

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| **The World Health Organisation**  *The World Health Organisation states that: “Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”*  Source: [www.who.int/features/factfiles/mental\_health/en/](http://www.who.int/features/factfiles/mental_health/en/) |

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| **Professor Mason Durie in *Whaiora: Maori Health Development*** explains how **‘***taha hinengaro is about the expression of thoughts and feelings’.* For Māori*, ‘thoughts and feelings derive from the same source located within the individual’.* The idea that thoughts and feelings are essential for health is well-recognised among Māori.He acknowledges that Western health systems have reached a similar conclusion even though it has taken many years and involvement by many different specialists in the health field*.* Professor Durie adds that *‘Māori thinking can be described as holistic’.* Understanding is less by analysis – breaking the ideas up into smaller and smaller parts, but rather *synthesis into wider contextual systems so that any recognition of similarities is based on comparisons at a higher level of organisation’.*  Reflecting thisway of thinking*, ‘health is viewed as an inter-related phenomenon rather than an interpersonal one. Healthy thinking from a Māori perspective is integrative not analytical; explanations are sought from searching outwards rather than inwards; and poor health is typically regarded as a manifestation of a breakdown in harmony between the individual and the wider environment.’*  Extract from *Whaiora*: Maori Health Development by Mason Durie (1994, p.70-71). |

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| **The New Zealand Curriculum**  *Taha hinengaro* [ideas related to] *Mental and emotional well-being*   * *coherent thinking processes, acknowledging and* * *expressing thoughts and feelings and* * *responding constructively.*   Source: Health and Physical Education in *The New Zealand Curriculum* (1999). |

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| **Activity number** **6.**  **Hauora revisited – thinking about mental and emotional wellbeing - holistically** |

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| **Situation 1:** A teenage romantic relationship comes to an end when one person cheats on the other. *Think about the mental and emotional wellbeing of the person who has been cheated on.* | | | |
| How the person might **FEEL** after this happened? (Name some feelings.) | | What **THOUGHTS** the person might have after this happened? (Give examples of some thoughts the person might have.) | |
|  | |  | |
| How could these thoughts and feelings lead to changes to the remaining dimensions of wellbeing? (Think of how the person might react, what the person might do, their behaviour, etc.) | | | |
| SOCIAL wellbeing | SPIRITUAL wellbeing | | PHYSICAL wellbeing |
|  |  | |  |
| **Long term:** If the person who has been cheated on does nothing, and receives no support, what might their wellbeing be like in several months? *Think about all dimensions of wellbeing.* | | **Long term:** If the person who has been cheated on takes action to restore their wellbeing, and receives support, what might their wellbeing be like in several months? *Think about all dimensions of wellbeing.* | |
|  | |  | |
| **Situation 2:** A student discovers that someone has taken personal and embarrassing photos of them and posted them on social media for everyone to see. | | | |
| How the person might **FEEL** after this happened? (Name some feelings.) | | What **THOUGHTS** the person might have after this happened? (Give examples of some thoughts the person might have.) | |
|  | |  | |
| How could these thoughts and feelings lead to changes to the remaining dimensions of wellbeing? (Think of how the person might react, what the person might do, their behaviour, etc.) | | | |
| SOCIAL wellbeing | SPIRITUAL wellbeing | | PHYSICAL wellbeing |
|  |  | |  |
| **Long term:** If the person who has been cyberbullied does nothing, and receives no support, what might their wellbeing be like in several months? *Think about all dimensions of wellbeing.* | | **Long term:** If the person who has been cyberbullied takes action to restore their wellbeing, and receives support, what might their wellbeing be like in several months? *Think about all dimensions of wellbeing.* | |
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| **Activity number** **7.**  **Spirituality reconsidered** |

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| **Idea linked to spirituality** | **What these ideas mean to me *e.g. a dictionary definition or how they apply to me*** | **An example of a situation where this idea could apply** | **How these ideas could link to mental and emotional wellbeing** |
| *Values*  *(worked example)* | *e.g. my values are the principles I live by, they are the things that are important to me* | *My values are that it is wrong to treat people unfairly and when this happens, the person who treated someone else unfairly should have to make amends* | *It helps if can think and feel about situations in a way that I am able to judge when things are fair and unfair. If I see a situation where someone is being verbally abused and putdown, my thoughts – based on my values - tell me ‘this is wrong’ and I feel angry and upset.* |
| Values |  |  |  |
| Beliefs |  |  |  |
| Identity – who I am |  |  |  |
| Faith that life has meaning |  |  |  |
| Purpose and meaning in life |  |  |  |
| Belonging and connectedness |  |  |  |
| (Add own ideas) |  |  |  |
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| **Activity number** **10.**  **Using whakataukī and inspirational quotes to support wellbeing** |

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Taking inspiration from sayings and whakataukī

Use an internet search to find an inspirational quote or whakataukī that you like, and which says something to ‘lift the spirit’ and promote mental and emotional wellbeing.

|  |  |
| --- | --- |
| **Thinking frame** | **Your responses** |
| **TASK 1.**  Saying or whakataukī. |  |
| Source/author (if known). |  |
| The meaning or message in the saying. |  |
| Situation(s) in which a person might use this saying. |  |
| How does the saying relate to ideas you have learned in health education? e.g. hauora |  |
| Do you think this saying would support a person’s mental and emotional wellbeing? Why or why not? |  |
| What is a cliché or a platitude? Do you think this saying is a cliché? Why or why not? |  |
| Why do you think the use of sayings has been popular by many cultures across many centuries? Why do we keep using them? |  |
| **TASK 2.**  Sayings sourced online often come with images or illustrations related to the saying – inspirational posters are common in many places. Some books of whakataukī, or other traditional cultural sayings, are often illustrated (your teacher or school library may have examples of these). Select a saying or whakataukī of your choice (it can be the one above or another one you like better). Prepare an A4 sized poster with your saying and an appropriate image. Try to avoid becoming too clichéd in your selection of saying and image. Share your poster with the class. | |

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| **Theme 2.**  **Social support and mental and emotional wellbeing** |

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| **Activity number** **12.**  **Prior learning - skills for maintaining friendships and relationships** |

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| **Prompt card** - Personal and interpersonal skills for maintaining friendships and relationships    *Use these ideas, as well as ideas of your own, when completing the sentence starter on the card:*     * Self-management e.g. stress management, time management, self-nurturing * Positive self-talk (rational thinking) * Expressing feelings appropriately * Decision making - taking personal responsibility for acting in ways that promote wellbeing * Asking for help from trusted others * Help seeking - accessing and using systems and agencies (e.g. at school or in community) that support wellbeing * Personal goal setting, action planning, implementing, reflecting and evaluating * Effective interpersonal communication * Effective listening including paraphrasing, reflecting feelings, and non-verbal communication * Negotiation and compromise * Using “I feel” statements * Assertiveness * (Joint and own) problem solving * Giving constructive feedback * Respectful communication * Supporting and caring * Showing empathy * Valuing others - respecting the diversity of others |

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Cards: Personal and interpersonal skills for maintaining friendships and relationships

|  |  |  |  |
| --- | --- | --- | --- |
| When someone says something to me that is offensive and I need to tell them how hurtful their comments are I use ... | When I do something embarrassing in front of my friends and start to think negatively about myself, I need to change this and use … | When my friend is telling me something, I check that I have understood what they mean by … | When my friend is deeply upset or crying but doesn’t want to talk I could … |
| When someone is telling me about something that is important to them I need to … | When faced with a situation where I could make a range of different choices, for my own wellbeing I need to make … | When someone says or does something that does not support my wellbeing I need to respond to the situation by being … | When someone says or does something that makes me angry and I need to express those feelings I could … |
| When I am feeling really stressed and this is making me lose sleep and feel sick, so much so that I don’t spend time with my friends, I could … | When someone is talking to me and it’s important to let them do the talking and not to interrupt, I encourage them to keep talking by … | When a friend experiences a major loss in their life I support them by seeing the situation from their perspective and showing … | When I have a personal problem that I don’t know how to deal with by myself I could … |
| When I feel I have been giving too much of my time and attention to my friends and I need to do something to look after myself I could … | When my friend and I disagree on something and it is causing conflict between us, we could resolve this by … | When someone pays me a compliment (e.g. saying how well I’ve done) I could say … | When I am feeling really stressed and overwhelmed by everything - I can’t get anything done, and don’t have time for my friends - I could … |
| When my friend and I each want to do different things we could reach an agreement by … | When someone makes a ‘put-down’ comment to me I could respond with a comment that … | When having a conversation with someone whose beliefs and values are very different to my own I could … | When I know I need to take action to do something to support my wellbeing I could … |
| When I am feeling really stressed and I find myself getting irritated by people and getting into arguments with them I could … | When I object to something my friend has done but they don’t think it’s a problem for them I could … | When my friend is telling me about something that has upset them, I check that I have understood how they are feeling by … | When I need to find out information to help me to decide what I could do about a relationship problem I am having, I could … |

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| **Activity number** **13.**  **Defining ‘relationships’** |

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Graffiti sheet headings

|  |
| --- |
| When you hear the terms ‘**friendships’ and ‘relationships’** what do these words mean for you?   * Friendships * Relationships |
| What sort of relationship(s) do you think of when someone says **‘intimate relationship’**? |
| *This refers to non-romantic/non-sexual relationships*  What words do **males** use to refer to their **male friends or acquaintances**?  What words do **males** use to refer to their **female friends** **or acquaintances?** |
| *This refers to non-romantic/non-sexual relationships*  What words do **females** use to refer to their **female friends or acquaintances**?  What words do **females** use to refer to their **male friends** **or acquaintances?** |
| What words do **males** use to describe their **partner** in a romantic or sexual relationship? |
| What words do **females** use to describe their **partner** in a romantic or sexual relationship? |
| For you, what does saying that someone is **‘family’** convey about the nature of the relationship? |
| Are there any words you DON’T like to be called (in reference to being a friend)?  Do you consider any terms used to refer to friends or acquaintances as being a form of put-down or disrespectful? |

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| **Activity number** **15.**  **Skills for relationships (1) effective listening** |

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Effective listening conversation ideas

* What do you think about our school uniform?
* What do you want to achieve during the rest of your time here at school?
* How did you spend your last summer holiday?
* What news item is of interest to you at the moment?
* What was the most enjoyable movie you have seen recently?
* What do you think are the best things about our school / our community / our town / our city?
* What are your views on … [*a* *current event in the community or media*]?
* How well do you think our school supports the diversity of all people?
* What do you like to do most when you’re not at school?
* What foods do you most like to eat?
* Which social media platform do you like to use?
* What do you think the biggest problem is facing New Zealand and/or the world?

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| **Activity number** **16.**  **Skills for relationships (2) assertiveness** |

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Ideas for situations for demonstrating assertiveness skills

1. You’re at party. Most people are drinking heavily and getting drunk. You don’t want to drink (*decide the reasons why*). Your friends are pressuring you to drink, and calling you names, making fun of you (etc.) for not joining in …
2. You’re at school. A group of students think it would be a laugh to take a photo of one of the socially shy students when they are getting changed in the changing rooms, but they need to ‘set it up’ to get the person in a position to take the photo (they usually hide in one of the stalls to change). The group target you to help them because they think you know this person well enough that they will trust you …
3. You’re at home. You’ve got NCEA assessments due. You’ve made a homework plan to help you finish them on time and fit in sports practice. However mum and dad want you to help around the house over the weekend and expect you to look after your younger siblings after school until they get home from work, all of which takes away several hours of your planned homework time …
4. You’re socialising with friends. They are comparing themselves to pictures of celebrities (sports people, actors, etc.) who are celebrated for their attractive body appearance. They are pointing out each other’s body parts that look most like those in the photos, and making suggestions about what they could do to look like that (diet, exercise or lift weights, take protein supplements, etc.). Your body size and shape are nothing like those in the pictures and your friends are telling you what they think you should do …

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Storyboard template for assertiveness demonstration

Each cell contains the words and actions of ONE person. When the other person speaks, put this in a new cell on the storyboard. Use as many cells as needed.

|  |  |  |
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| *Person pressuring*  Simple diagram (or description) to show who is speaking and what they are doing | *Person being assertive* | *Person pressuring* |
| Text stating what the person is saying … |  |  |
| *Person being assertive* | *Person pressuring* | *Person being assertive* |
|  |  |  |
| *Person pressuring* | *Person being assertive* |  |
|  |  |  |

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| **Activity number** **17.**  **Skills for relationships (3) giving and receiving negative feedback (including “I feel” statements)** |

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When giving negative feedback – what NOT to do

Add your ideas into the right hand column. Use clues in the upper case words to suggest what NOT to do.

|  |  |
| --- | --- |
| **DO this** | **DON’T do this** |
| Describe YOUR FEELINGS about the situation |  |
| Describe SPECIFICALLY THE BEHAVIOUR or what was said that YOU are objecting to |  |
| Speak about the person RESPECTFULLY |  |
| Ask for a SPECIFIC AND REALISTIC change |  |
| ASK HOW THE OTHER PERSON FEELS about what you have said and what you have asked of them |  |
| LET THE OTHER PERSON KNOW when you have seen that they have made the changes requested – and thanking them for doing this |  |
| Deal with the situation WHEN IT HAPPENS |  |

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Applying the DESC model

|  |  |
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| Situation | Another student has called you a put-down name based on your appearance, culture or identity *(you can decide the specific details)* |
| ***D=describe:*** Describe how you feel about the situation using an “I feel …” statement |  |
| ***E=explain:*** Explain specifically the situation that has caused these feelings … |  |
| ***S=specific:*** … and specifically the change you want made to repair or restore the situation. |  |
| ***C=consequences:*** Describe the positive consequence for the person (as well as yourself and your relationship with the person) when they have made this change |  |

|  |  |
| --- | --- |
| **Situation** | (Your choice) |
| ***D=describe:*** Describe how you feel about the situation using an “I feel …” statement |  |
| ***E=explain:*** Explain specifically the situation that has caused these feelings … |  |
| ***S=specific:*** … and specifically the change you want made to repair or restore the situation. |  |
| ***C=consequences:*** Describe the positive consequence for the person (as well as yourself and your relationship with the person) when they have made this change |  |

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| **Activity number** **18.**  **Skills for relationships (4) negotiation and compromise** |

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Negotiation

|  |  |
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| **TASK 1.** Find definitions for these terms *(as they relate to the overall idea of negotiation)* | |
| 1. Negotiate |  |
| 1. Proposal and counter proposal |  |
| 1. Compromise |  |
| 1. Right of refusal |  |
| 1. Bargaining |  |
| 1. Consensus |  |

|  |  |
| --- | --- |
| **TASK 2.** Discuss these questions in your group and provide a response | |
| What are two situations where the process of negotiation could be, or needs to be used? |  |
| How does negotiation help promote wellbeing in relationships? |  |

|  |  |
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| **TASK 3. The situation:** Your class has won a prize in a competition. The prize is $20,000 worth of digital technology equipment. Half of the class want to keep it for use in their classroom because it is much needed to help them with their course work, while the other half want to sell the equipment and use the cash to fund an educational trip that the class is currently fundraising for. ***Divide your group into two – each group takes one side. To complete step 1, you will need to move apart from each other to privately discuss what you want to happen.*** | |
| **The negotiation process** | **Your responses** |
| **Step 1.**  Each side decides three things they would like to happen – a best possible outcome, an acceptable/OK outcome, and a worst case outcome which would still be acceptable. ***Options 2 & 3 are not usually revealed until step 3.*** | 1 Best |
| 2 Acceptable/OK |
| 3 Worst (but still acceptable) |
| *Add the other groups’ ideas once you have heard them* |
| 1 Best |
| 2 Acceptable/OK |
| 3 Worst (but still acceptable) |
| **Step 2**.  Describe the situation to each other – your thoughts and feelings about the matter and any ‘facts’ you are using to make your case. **You want to present your ‘best case’ at this time.** | *Note any additional information here that might be useful for the negotiation.* |
| **Step 3.**   * One side makes an offer or a request – this is usually the best case. * The other side makes a counter offer.   Repeat the process over and over to try and reach a decision that both parties can agree to. This may require the two sides to ‘move away from the bargaining table’ to rethink and discuss what they will offer next, based on what the other side has said, and come back to the table with their counter offer. | *Note the main ideas discussed.* |
| **Step 4.**  Agreement/disagreement: Was a decision reached? If so write it here. If not, explain what it is the two sides won’t agree on. |  |
| ***Debrief:*** Write on your responses above where you had to **compromise**, which were your **proposals**, which were the **counter proposals**, where you reached **consensus** (if you did). | |
| ***Reflection:***   1. What did you find hardest about the negotiation process? Why do you think this was the case? 2. Revisit the earlier question ‘*how does negotiation help promote wellbeing in relationships*?’ What further ideas can you add to your earlier answer? | |

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| **Activity number** **19.**  **Skills for relationships (5) joint problem solving** |

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Joint problem solving

Draw your own cartoon strip using simple figures and speech bubbles to show how the people in the conflict situation solve their problem (you may swap the situation for another one you think is more relevant). You may not need all of the frames (where these are repeated) or you can add more if you need to. Make sure there is something for each step.

|  |
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| **Relationship conflict situation:** The ‘best beach party’ of the year is this weekend and ‘everyone’ is going. Two friends have been told by their parents “*no way – you’re not going – it’s not safe*”. One friend believes it’s OK to sneak out to the party at night and the other believes it is more important to comply with their parents’ wishes (and anyway, they don’t want the hassle of getting into trouble). The friend who wants to sneak out is pressuring the other friend to do the same and it’s causing a lot of conflict between them. |

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| **STEP 1.**  Identifying the problem  Person 1 talks (other person listens carefully) | Identifying the problem  Person 2 talks (other person listens carefully) | **STEP 2.**  Together, brainstorm some possible solutions to the problem (1) |
|  |  |  |
| Possible solutions to the problem (2) | Possible solutions to the problem (3) | Possible solutions to the problem (4) |
|  |  |  |
| **STEP 3.**  Decide ONE solution that suits both people – this requires discussion (1) | Discussion to reach solution (2) | Discussion to reach solution (3) |
|  |  |  |
| **STEP 4.**  Make an agreement to try out the decision e.g. what each person needs to do and by what time (1) | Agreement to try out the decision (2) | **STEP 5.**  Sometime later … evaluate how well things went |

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| **Activity number** **20.**  **Skills for relationships (6) giving and receiving positive feedback (compliments)** |

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Receiving compliments

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| If a person was given this compliment …. | What might they say (or do) to dismiss the compliment? *Think also about body language here.* | Why might a person dismiss this compliment? | Instead, what could they say in receiving the compliment to reflect the sincerity with which it was given? *Think of the compliment like being given a gift*. |
| Your teacher congratulates you for doing really well in an NCEA assessment. |  |  |  |
| You are recognised at an assembly and congratulated for winning a sports or cultural award. |  |  |  |
| Your friend says to you: “thank you for helping me with … That was more than I was expecting - I really appreciate it.” |  |  |  |
| Mum and dad are thrilled about your success in … they keep saying “well done” and they are so pleased for you. |  |  |  |
| A complete stranger on the street compliments you saying how nice you look [haircut, clothes, your smile, etc.]. |  |  |  |
| Your boss compliments you on the quality of your work and how the customers really appreciate the way you treat them. |  |  |  |
| Your coach or team leader compliments you on the contribution you have made to the team and how the team’s success was largely thanks to your efforts. |  |  |  |

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| **Activity number** **22.**  **Impact of conflict in relationships on wellbeing** |

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Personal, interpersonal and societal influences on conflicts in relationships

Select TWO of the situations below and complete a different summary chart for each one.

* Adolescent romantic and/or sexual relationship breakup
* Family or other people’s expectations about an adolescent’s friends or partner
* An adolescent who experiences a significant injury or illness
* Adolescents with diverse sexual and gender identities
* Social pressure and expectation to use alcohol (or other drugs)
* Social pressure and expectation to engage in anti-social or criminal behaviour
* Power imbalance based on cultural values e.g. beliefs males hold about their role and rights in heterosexual relationships
* Adolescents with diverse and different interests or beliefs about what is important
* Adolescents who believe they have the right to manipulate and intimidate their friend/partner and get their own way

|  |  |
| --- | --- |
| Selected friendship or relationship situation |  |
| What could **influence** (or what causes) conflict in this friendship or relationship situation? | |
| Personal |  |
| Interpersonal |  |
| Societal |  |
| What influences people’s **ability to manage conflict** in this friendship or relationship situation? | |
| Personal |  |
| Interpersonal |  |
| Societal |  |

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Impact of conflict on wellbeing

Use ONE of the situations from the previous activity to complete this activity.

|  |  |
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| **What are the impacts on well-being resulting from conflict in relation to the following:** | **Selected scenario:** |
| First, describe how this situation could result in conflict between friends or partners. *(You can add more ideas and details of your own to the situation to help you answer the following questions.)* |  |
| **What is the impact on well-being? Focus particularly on the friendship or relationship of the adolescents involved.** | |
| The personal well-being of the individuals involved in the relationship? *Think about their personal well-being – especially mental and emotional, and also physical and spiritual wellbeing.* |  |
| Their ‘social well-being’ – the relationship between these people. *Think about the impact on the relationship between the people – the effectiveness and quality of their communication, the level of support they provide each other, the way they ‘treat’ each other, etc.* |  |
| How can conflict between people impact on others around them – their other friends, family, school and workmates? *(This is another consideration of interpersonal impacts).* |  |
| How does conflict in relationships affect ‘societal’ wellbeing? *One way to think about this might be (for example) that if many adolescents in a (named) community do not have the knowledge, skills and opportunity to manage conflict in relationships, what impact will that have on the overall culture and safety of the school, and what happens in the local community like the local shopping mall, or events where adolescents gather such as sports and cultural events?* |  |
| How I know this e.g. evidence from an article, story, report, survey, or other source. |  |

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| **Activity number** **23.**  **Managing conflict in relationships** |

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Managing conflict

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| **TASK 1.** Managing, maintaining and enhancing relationships |  |
| When might conflict need to be **‘managed’** in relationship situations? What knowledge and skills are needed for managing conflict in relationships? |  |
| In what sorts of situations might friendships and relationships need to be **‘maintained’**? What knowledge and skills are needed for maintaining relationships? |  |
| And in what sorts of situations do relationships need to be **‘enhanced’**? What knowledge and skills are needed for ‘enhancing’ relationships? |  |
| **TASK 2.** ‘Societal’ or community level strategies for managing, maintaining or enhancing relationships | Provide an example of a relationship conflict situation where this action could be one that is used as part of an overall response to the situation. |
| Health education programmes that teach students knowledge about healthy relationships, and skills for decision making and effective communication, etc. |  |
| Pastoral support systems for students experiencing relationship difficulties e.g. peer support |  |
| Safe-school policy and procedures |  |
| Guidance counsellor for students experiencing significant mental and emotional distress |  |
| School wide promotion of respectful communication and inclusiveness as shown through teachers and other adults modelling inclusive values and practices – and expecting these to be practised by students |  |
| Providing opportunities for the wider school community, including families, to engage in actions (similar to above) that promote inclusive attitudes, values and practices |  |
| Providing links with specialist support services in the community for students with particular well-being needs (usually organised confidentially through the guidance counsellor) |  |

Aligning cause of conflict with strategies and actions to reduce or resolve conflict

Select ONE of these situations and complete the template following using ideas from the class discussion.

* Teens who have attitudes and values whereby they think they can tell their friend or partner what to do – what to wear, who they can see, where they can go, etc.
* Teens who are always arguing or fighting with their friend or partner because they lack conflict resolution or anger management skills.
* Teenage couples who have no interests in common and believe in different things (and their relationship only exists because of the expectations of others), and/or teens who don’t understand their rights and responsibilities in a romantic or sexual relationship.
* Adolescents who don’t know how to end a romantic/sexual relationship in a healthy way
* Teens who lack effective interpersonal communication skills (assertiveness, effective listening, stating feelings, using I statements, etc.), and/or lack decision making skills that result in them doing things that are not healthy.
* Teens who bully, harass, intimidate or victimise others they have a friendship or relationship with (or teens in relationships who have been bullied, etc.) by others and this is having an impact on their relationships).
* Teens from families with values that mean they place restrictions on who they have as friends and have to approve their relationship choices (and the conflict this then causes in their relationships).
* Teens who are vulnerable to peer pressure e.g. to drink, have sex, etc. and the conflict this then causes in their relationships.

|  |  |
| --- | --- |
| Selected situation |  |
| What are the possible influences or causes of the conflict in this relationship situation? | |
| Personal influences |  |
| Interpersonal influences |  |
| Societal influences |  |
| Strategies (overall approaches) and/or specific actions to be taken. *Link the reason for the action or strategy back to the factors that influenced or caused the issue in the first place and make clear what needs to be changed and improved so that conflict is managed and the relationship is maintained or enhanced.* | |
| Personal actions or strategies |  |
| Why is this strategy or action required? |  |
| Interpersonal actions or strategies |  |
| Why is this strategy or action required? |  |
| Societal actions or strategies |  |
| Why is this strategy or action required? |  |
| Which values are being considered with these actions or approaches? (*Think of respect, care and concern, social justice, fairness, inclusiveness, non-discrimination)* |  |

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| **Activity number** **25.**  **Empathy** |

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Showing empathy

**Sympathy or empathy?** Colour the actions that would tend to show sympathy in one colour and actions that would tend to be used to show empathy in another. Any actions that do not fit with an understanding of sympathy or empathy are coded with a third colour. Include a key.

|  |  |  |  |
| --- | --- | --- | --- |
| COLOUR KEY | Sympathy | Empathy | Neither |

|  |  |  |
| --- | --- | --- |
| Use effective listening skills like paraphrasing and reflecting feelings | Telling them what they should do and give them advice | Let them express their feelings – whatever these are |
| Tell the person about something similar that happened to you | Let the other person do most of the talking about things they want to talk about – if they want to | Make judgements about the situation – giving your opinion of what is right and wrong (etc.) |
| Put your own views aside and let the other person’s views be heard | Be non-judgmental | Ask what they would like to do |
| Do something for them without asking whether or not it would be helpful | Ask how you can support them | State what your values and beliefs are about the situation |
| Tell them how they should feel at this time | Do most of the talking yourself | Tell them to stop crying and feeling sorry for themselves |
| Tell everyone else about the person’s situation e.g. on social media | Ask prying questions | Ask questions that clarify your understanding of how they are feeling and what they are thinking |
| Tell them how sorry you are and how sad you feel | Be authentic and genuine in your support for the person | Show pity for them and their situation |

**Demonstrating empathy: skills rehearsal**

To put these ideas into practice, select a situation from the scenarios suggested below (or use your own situation if you have one that is suitable for talking about in class).

Write (or audio record) a short script of a conversation between two people that shows empathy toward the person whose wellbeing is being affected by an event in their life. Use ideas from the table above. This will be rehearsed with another group, or the whole class, to demonstrate what is required when showing empathy – and how difficult this can be.

* Your friend has not passed their NCEA assessment.
* Your friend has just broken up with their boy/girlfriend.
* A student in your class has just returned to school after a major injury or serious illness.
* After a recent natural disaster, other students in the class have been far more negatively affected than you and your family.
* A friend of yours has been viciously cyberbullied.
* Another student in your wider social group has not been accepted into the sports team or school production – you have.

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| **Activity number** **26.**  **Advocacy** |

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| Advocacy scenarios – in pairs select one of these situations and respond to each of the questions below. |
| 1. Students at a secondary school think it is unfair that their school uniform policy requires boys to wear shorts and girls to wear skirts. |
| 1. Students are concerned about the large number of fast food billboards near the schools in their area, as well as the advertising in the windows of the fast food outlets on the main roads that the students have to travel along to get to school. OR the advertising on local billboards and in other publicly seen spaces like shop windows, repeatedly shows people of a particular body type and ethnicity posing in sexualised ways. |
| 1. A community group (ethnic or cultural group, or a group with particular interests/identity) thinks it is unfair that their group is not represented at local community events – either they are not invited in the first place or have been refused the right to participate by event organisers. *If you select this option it would help to choose and name a group that this situation could apply to.* |

|  |  |
| --- | --- |
| **Selected advocacy scenario** |  |
| What group might be concerned about this issue? Why are they concerned? *Keep the focus here on how the situation impacts on wellbeing.* |  |
| What changes does this group want to see? |  |
| Who is responsible for / who is in a position to make these changes? |  |
| What sort of information would be needed to make a ‘case’? |  |
| How could this group gather this information to show there was widespread support for the change the group is seeking? |  |
| Who would they present their case to? Why to this person/these people or organisation? |  |
| How would the group know their actions had been successful? |  |
| If the group was unsuccessful, what else could they do in this situation? |  |

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| **Activity number** **27.**  **Social media – help or hindrance? (And collecting data ethically)** |

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**Resource sheet for collecting data ethically for health education investigations**

Conducting a survey or interview asking people their views and opinions needs to be done ‘ethically’.

1. What does it mean to carry out an investigation ‘ethically’? e.g. when surveying or interviewing people to find out about their experiences, ideas, and opinions?
2. Describe five things you would do if you were conducting a survey or interview ethically. (Imagine if you were being surveyed or interviewed yourself – what would expect the researcher to do that would give you confidence that it was OK to answer their questions, and that your answers would be treated respectfully?)

**Things to think about when planning a survey or interview**

* What don’t I already know for certainty? Therefore, what do I need to ask other people about?
* What is relevant to the topic of my investigation? What things might be interesting but don’t actually relate to what I want to find out?
* What ideas for questions do I already have? What ideas do others in the class have? How will we agree on the questions to ask?
* Who are we asking to complete the survey or the interview? Why these people?
* Are we better to survey lots of people or interview a few? (Think of the time and resources you have available.)

**Types of questions to ask in a survey or interview**

There are two types of questions - closed and open.

* Closed questions have yes or no answers. Closed questions are quick to collect and easy to summarise but they do not give much detail.
* Open questions ask people to give their ideas and opinions. Open questions take longer than closed questions to collect, record, and process but they give much more information. Open questions should be used for interviews.

Many surveys that ask for people’s opinions or views provide a ratings scale for answers e.g. from ‘never’ to ‘sometimes’ to ‘always’; or ‘disagree’ to ‘somewhat agree’ to ‘agree’. If using a ratings scale, try to get 4 or 5 descriptors from one extreme to the other. Ratings scales can be more useful and provide more information than simple yes/no questions. If conducting a survey by anonymous questionnaire it is recommended that the items are all or mostly closed questions and use a ratings scale.

Survey and interview questions can take a lot of work to get right. Work in pairs or small groups to design questions and try them out on each other to make sure that:

* other people understand what you are asking
* the answers tell you what you want to know
* the person being asked feels safe answering the questions.

**Demographic data**

Demographic data provides the investigator with information that relates to the sector of population being investigated. (*Demos ~ people; graphy ~ process of writing or recording*.) When anonymously surveying or interviewing peers at school, it could be useful to know if there are patterns between males, females and other gender identities; ethnic or cultural identity; and/or ages/year levels. When surveying a lot of students, a combination of this information doesn’t identify individuals, but if surveying small groups, a lot of demographic information put together can identify individual people. Think about how much demographic data can be asked that still ensures confidentiality of the participants.

**Deciding the questions to ask**

“*How does social interaction through the various forms of social media positively support mental and emotional wellbeing, and/or negatively affect mental and emotional wellbeing?”*

***This question requires information about:***

* The different forms of social media students use (if any), perhaps how much/how often they use each, or which one they mostly use.
* What sort of social interaction there is online – do people ‘converse’ back and forth or is the ‘communication’ something else?
* If they use social media, how it supports their mental and emotional wellbeing in a positive way.
* If they use social media, have they had any negative experiences when they have used social media – this question needs to be managed ethically – think what YOU would be prepared to answer? Rather than asking people to answer an open ended question it might be useful to think about 4-5 main categories of things people say online that have a negative impact on wellbeing so that people only have to respond with ‘yes’ or ‘no’, or where it applies add in ‘sometimes’ ‘often’ and never’, as well as ‘no comment/don’t wish to answer’.

**Inviting people to participate and introducing the survey or interview**

For surveys: prepare a brief introduction to explain what the survey is about, how the information will be used, and that answers are confidential. This needs to be stated at the beginning of the survey. For interviews: prepare a script to read before the interview e.g.

|  |
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| **Script**  Hello, I am [*investigators name*] and I’m conducting a health education survey to find out about [*topic*].  I have [*number*] questions to ask you about [*topic*]. The survey will take [*number of*] minutes. When I summarise the results of the survey your answers will be combined with others so your answers will be confidential and you will not be identified by name. Would you be happy to answer the questions for me? I’m going to record your answers by [*describe if answers will be recorded digitally (audio) or written down*]  *Ask the questions, allowing time for the person to answer and for you (or your partner) to record the responses.*  Do you have anything else to say on the situation (this is optional).  Thank you for your time and for contributing your ideas to the investigation. |

**Recording survey and interview results**

* Surveys - format the questionnaire or survey form in a way that people can easily read and follow. If possible, use an online survey application instead of providing surveys on paper.
* Carry out interviews in pairs: one person asks questions and the other records the answers (hand written or audio recording).

**Summarising the results**

* For survey data, count up and turn into a percentage the number of people who responded to each question in a particular way; e.g. what percentage disagreed with the statement or how many said yes they had done something. If the data is in a spreadsheet, disaggregate the data according to different demographic information (males and females, year levels, etc.) and look for similarities and differences (use the filter function or a pivot table for this).
* Interviews - summarise the answers people gave to the questions. Look for recurrent (and similar) answers across the group in addition to comments that are different from each other. Interpret what people are saying, that is use their ideas to answer the question for the investigation.

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| **Activity number** **28.**  **Social determinants of health** |

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Activity: The social determinants of health

**World Health Organization:**

*“The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities - the unfair and avoidable differences in health status seen within and between countries.”*

Source: <http://www.who.int/social_determinants/sdh_definition/en/>

There are many different frameworks (or diagrammatic representations) of the World Health Organization’s **social determinants of health.**

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| **TASK 1:** View the six minute video that explains this version of the framework:  Let's Learn Public Health series *Social Determinants of Health - an introduction*  Link to <https://www.youtube.com/watch?v=8PH4JYfF4Ns>    The diagram provided is based on the one in the video. As you view (and re-view) the video:   * **DRAW the ARROWS on the diagram as shown in the video** * Note down any extra information that helps you to understand what the diagram is showing (e.g. what the arrows show, some of the word meanings, etc.). It may also be useful to add small pictures/drawings like the video to help you remember some of these ideas). |

**Checking meanings or terms:**

After viewing the video and completing the diagram, write down meanings of these words based on discussion (look up meanings online if necessary, or re-view the video):

* Structural determinants =
* Intermediary determinants =
* Socio-economic =
* Governance =
* Policies =
* Values (in relation to this diagram) =
* Health inequities (term used in video) =
* Psychosocial factors =
* Lifestyle (behavioural) factors =
* Biological factors =
* *Add any other word meanings you needed to find out.*

**Questions to clarify what the framework is showing:**

1. (In general) How do structural determinants affect health? That is, based on what you know so far, how can governance, policy, and values lead to the unequal distribution of material and monetary resources that shape a person’s socio-economic position?
2. (In general) How do intermediary determinants affect health? That is, how do you think a person’s socio-economic position in society is related to their education, gender, occupation, ethnicity or race, income, and social class? And how does this impact on their health and wellbeing?
3. What does the two way arrow between health and education (bottom right hand corner) refer to?
4. If there is a lot of disease in a population (bottom right hand corner) how do you think this affects people’s socio-economic and political context (the situation in which they live)?
5. Overall, how do you see this framework linking to what you have already learned about mental health or mental and emotional wellbeing?

This framework stresses that the factors that determine the health of individuals and populations are very complex and they are seldom simple linear (cause-and-effect) relationships. ***This diagram is incomplete without the arrows added – draw these in as shown in the video.***

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| --- | --- | --- | --- |
| Social determinants | | | |
| Structural determinants | | Intermediary determinants | Health systems *(Quality of and access to these)* |
| **Socio-economic and political context** | **A person’s socio-economic positon** | **Material circumstances** |
| * Governance * Policies * Values | * Education * Gender * Occupation * Ethnicity or race * Income * Social class | * Psychosocial factors * Lifestyle behaviours * Biological factors | **HEALTH** |
| *Decisions here can lead to unequal distribution of material and monetary resources that shape a person’s socio-economic position* | *A person’s socio-economic position in society can affect their exposure, vulnerability, and outcome to conditions that have an impact on their health* |  |  |
|  | **Social cohesion**  **Social capital** | |  |
|  |  | Health | Education |
|  |  |  | *(If a lot of disease)*  Socio-economic  and  political context |

*Note that in assessments you will not be asked to recall and reproduce this diagram. Instead you will need to show that you understand parts of it when you discuss the issues (topics) studied in your health education programme.*

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Activity: Social cohesion

The Organisation for Economic Co-operation and Development (OECD) highlights the importance of social cohesion for the health and wellbeing of communities, countries and the whole world.

**Social cohesion:** *“A cohesive society works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward mobility.”*

Source: OECD (2012).Perspectives on Global Development entitled Social Cohesion in a Shifting World <http://www.oecd.org/site/devpgd2012/>

**TASK 2:** Recreate the OECD diagram or model showing the components of social cohesion as follows:

1. Draw a triangle in the middle of a page and place ‘social cohesion’ in the centre of the triangle.
2. Around the three sides add ‘social capital’ ‘social inclusion’, and ‘social mobility’.
3. Give your diagram a title.
4. Now add definitions of these four terms. Use ideas from the statements provided above and below, and reword these definitions so that they are meaningful to you - after you have discussed them in class. You may use other definitions you find online.

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| ***‘Social capital*** *is defined by the OECD as “networks together with shared norms, values and understandings that facilitate co-operation within or among groups”. In this definition, we can think of networks as real-world links between groups or individuals. Think of networks of friends, family networks, networks of former colleagues, and so on. Our shared norms, values and understandings are less concrete than our social networks.’*  Source: *OECD Insights: Human Capital* (2007) <https://www.oecd.org/insights/37966934.pdf> |
| *‘The World Bank Group defines* ***social inclusion*** *as:*   1. *The process of improving the terms for individuals and groups to take part in society, and* 2. *The process of improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in society.*   *In every country, certain groups—whether migrants, Indigenous Peoples, or other minorities—confront barriers that prevent them from fully participating in their nation’s political, economic, and social life. These groups are excluded through a number of practices ranging from stereotypes, stigmas, and superstitions based on gender, race, ethnicity, religion, sexual orientation and gender identity, or disability status. Such practices can rob them of dignity, security, and the opportunity to lead a better life.’*  Source: <http://www.worldbank.org/en/topic/social-inclusion> |
| *‘Intergenerational* ***social mobility*** *refers to the relationship between the socioeconomic status of parents and the status their children will attain as adults. Put differently, mobility reflects the extent to which individuals move up (or down) the social ladder compared with their parents. A society can be deemed more or less mobile depending on whether the link between parents’ and children’s social status as adults is looser or tighter. In a relatively immobile society an individual’s wage, education or occupation tends to be strongly related to those of his/her parents.’*  Source: OECD (2010). A Family Affair: Intergenerational Social Mobility across OECD Countries in *Economic Policy Reforms: Going for Growth* <https://www.oecd.org/centrodemexico/medios/44582910.pdf> |

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Activity: applying the theory – the social determinants of health and social cohesion in pictures

Using James Mollison’s images from *‘Where Children Sleep’* <http://jamesmollison.com/books/where-children-sleep/><http://jamesmollison.com/books/playground/>

Questions for unpacking your selected photo essay images:

* Are these children richer/poorer? What are you basing this on?
* Do you think they live with two parents? Or one or no parents? Why?
* Do you think it likely they have siblings (brothers and/or sisters)? Why do you say this?
* Do you think they go to school regularly? Why or why not?
* What do you think a typical day in this child’s life might look like?
* What does their country of origin (noted with the photo) suggest about the sort of political and physical environment they live in? Is it safe? Is it an ‘easy’ or a ‘hard’ life – and what is the basis for your judgement?
* What are the main differences between the two children – as you see it?

Thinking now about the social determinants of health and social cohesion:

* *[Overall socio-economic position]* Relatively speaking, do you think the household where each of these children lives has a lot, some, or little to no money?
* *[Social class]* What ‘social class’ do you think these children belong to? *Look up a definition of ‘social class’ if you are not sure what this means. Is the definition you are using based on family bloodlines and lineage, or wealth?*
* *[Social class]* What do you think their parents might do to earn money – are they professionals, labourers, farmers, unemployed? What do you base these ideas on?
* [*Education – and following on the from the question above about schooling*] What sort of education do you think this child has access to? Why do you say this?
* *[Social mobility]* What opportunities do you think this child has for having a better job or being better off than their parents?
* *[Gender]* Do you think being a boy or a girl in these situations impacts on their wellbeing? Explain why or why not.
* *[Income]* Do you think any of these children need to work to earn money? What suggests this?
* *[Ethnicity]* In consideration of the country where they live, do you think the child’s ethnicity or race has implications for their wellbeing. Why or why not?
* *[Social capital*] Although this child is being photographed in isolation, what indications are there that this child has supportive social networks where they live?
* *[Social inclusion*] Are they included or excluded from the community in which they live? Why do you think this?

Overall,

* What would you say about the level of social cohesion in the society where this child lives, based on what you could infer or assume from this picture?
* What is/are the main reason(s) for the differences and inequalities between these two children?
* Finally, what do you think the child’s physical health status and mental health status might be? What are you basing these ideas on? What do you think the future will be for this child?

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| **Theme 3.**  **Change, loss, disappointment, and grief** |

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| **Activity number** **30.**  **The language of change, loss, disappointment, and grief** |

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Glossary: The language of change, loss, disappointment, and grief

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| 1. **Word or phrase** | **Definitions** |
| Change |  |
| Loss |  |
| Disappointment |  |
| Grief |  |
| 1. **Other words and terms associated with losses, e.g. death losses** *(add your own)* |  |
| Bereavement |  |
| Passing on |  |
| (Funeral terms) Wake |  |
| Condolences |  |
|  |  |
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|  |  |
| 1. **Words from different cultures** *(add these in)* |  |
| Tangi |  |
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| **Activity number** **32.**  **Learning from disappointment** |

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Disappointment

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| **Scenario:** Eseta has finally made it into the university course she had dreamed of when she was still at secondary school. However, there were a number of obstacles along the way that she had to overcome.  In year 10 & 11 (once she was 15), a lot of her after school time was taken up looking after her younger brothers and sisters before her parents got home from work - which some nights was quite late. This meant she didn’t get much homework time and her school reports and comments from teachers those years kept saying ‘*Eseta is capable of so much more than this – she does really well in class but any assessments where she needs to do homework are poorly done’*.  Eseta had put her name down for netball in Year 10. The coach was highly complementary about her skills after the first trial session and thought she had great talent and potential. But then she got dropped from the team because she missed so many practices after school. She was also late for the first two games because she had to wait for dad to get home from his night shift job to drop her all the way across town at the netball courts for the Saturday morning competition games.  In Year 12, when she was planning to complete her NCEA Level 2, she ‘got distracted’ (her words looking back on the situation) when she got romantically involved with someone in her class. Her next youngest sister was now looking after the younger brothers after school which meant Eseta could socialise more with her friends. She didn’t get all of her Level 2 credits that year as several important internal assessment were not completed, and a lack of revision for the externals meant she didn’t make up many of credits she missed out on during the year. But she was able to finish off NCEA Level 2 in year 13.  In year 13 she was selected as a cultural group leader which meant she was heavily involved in getting her team ready for the national competition – which they didn’t win and didn’t even get a place. The other teams were so much better organised and had lots of adult help, had much flasher costumes, and had much more polished performances (especially the teams who had won in previous years).  The large amount of time taken for her leadership responsibilities meant that her school work suffered and she didn’t end up with enough Level 3 credits to get UE, so she came back to school to complete those the following year, all of which delayed her university application for a year. She also spent part of this year working to try and save money for university. However, it seemed pointless trying to save what little she earned from her part time, minimum wage job so she just spent it on clothes and socialising. She realised afterwards she had earned enough to pay for a year’s university fees.  When she was finally accepted for university she was told her marks were not good enough to get into the course she wanted, but if she enrolled in a bridging course and did well in that, she could get into the degree pathway she wanted. She took this to heart, and with support of older students from the student support programme on campus, did well enough to get into her course of choice the next year. |

**Questions: discuss these with your group.**

1. When a person is disappointed, what **feelings** might they have? Why these feelings?
2. When a person is disappointed, what **thoughts** might they have (what might they be telling themselves)? Why these thoughts?
3. Are these the sort of thoughts and feelings that support or restore a sense of wellbeing, or thoughts and feelings that add yet more negativity to the situation? From your responses in (1) and (2), which thoughts and feelings would help people deal with the disappointment and move on from it quickly, and in ways that restored their wellbeing? Which thoughts and feelings would prevent people from dealing with the disappointment and harm their wellbeing even further?
4. Why do you think some people can deal with disappointment more easily than others (who ‘stew on it’ and get more and more down about it)?
5. Where in the scenario is it likely that Eseta had feelings and thoughts of disappointment? Annotate (add notes to) the places in the story where she was probably disappointed.
6. In which situations did it appear Eseta had control over the situation - where she could have **prevented** her disappointment by acting sooner? What are some examples of things she could have done to avoid disappointment?
7. In which situations did it appear Eseta had little control over the situation e.g. because other people were making decisions? Which of these situations involving other people do you think could have been managed better by Eseta and the other person working together – and what could they have done to reduce or prevent Eseta’s disappointment?
8. In Eseta’s situation, where do you think she felt a sense of loss? What was that nature of these losses? What did she actually ‘lose’?
9. In Eseta’s case, **what do you think she learned from all of her disappointments**? What do you think changed that meant she finally achieved her goal?

**Summary statement (to record in your learning journal).**

Think about your own experiences of disappointment.

* What do you think you learned from these experiences that mean you now do things differently to reduce or prevent disappointment?
* What do you think you learned from these experiences that you will be able to use in future situations when you are disappointed about something?

If you cannot answer these questions from your own experiences, answer Q9 about Eseta’s learning from her experiences.

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| **Activity number** **34.**  **Children’s stories** |

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Checklist of considerations for planning the book

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|  | My thoughts and ideas |
| **Preparation - Thinking about the book that was read to us (and other children’s books I have looked at):** | |
| How many main ideas or messages did the author include in the story? |  |
| What did you notice most about the illustrations? *Things I thought were particularly helpful for conveying the message in the story.* |  |
| What sort of language was used – what sort of words, how long are the sentences? |  |
| About how many words are there on a page? |  |
| How many ideas are there on a page? |  |
| What did you notice about the relationship between the illustration and the words? |  |
| About how many pages will it take to tell a story – look at a few children’s books in your school library or you may still have some at home, and some can be viewed online (or in a bookshop). |  |
| **Planning your book** | |
| What theme or idea are you interested in for your book? |  |
| What is the main message you want to get across in relation to this theme? |  |
| Have you got any initial ideas for a book title? |  |
| What sort of age group is the story for? What will you have to consider when writing a story for this age group? |  |
| * Who will be the central character in the story? * How many other characters do you need to be able to tell the story (If any)? * What will happen to the person – what’s the change or loss they experience? * How are you going to sensitively show the ways the change or loss impacts the person? How can you be sure you’re being sensitive and saying this in a way young children will understand? * How are you going to develop the story so that it results in something positive happening that supports the main character’s wellbeing? * Where do you want the story to end – what’s the final message or point to make? * Make the final decision about a meaningful and interesting title for the book. |  |
| Plan out the pages of your book – there is no absolute page requirement. Look at other books to see how many pages are needed to tell a simple story. Create a simple storyboard to map out the words of the story (one idea each page). *This will take time – you may find you need to go back and forth to write a coherent story that conveys the message you intend.* Once the text is completed, identify the sorts of illustrations that will appear with the words on each page. |  |
| Once you have confirmed the text and illustration ideas, you need to produce the finished copy. |  |
| **Practical considerations** | |
| If working with a partner, how will you share the responsibility for producing the book? |  |
| How will you write the text? Handwritten? Or typed on computer in a particular font (and font size), printed onto a blank page to which the illustrations are then added? Or can you produce all text and insert images on the computer using a publishing application? |  |
| What have you decided about the way you will produce the illustrations? |  |
| What illustration will go on the cover? |  |
| Will your final book be paper-based or digital? Why this format? |  |
| Check list for final production – have you included on the cover or inside cover (as applicable – see an actual printed book for ideas)?   * Author and illustrator names * Year of production * Where it was first published * Any author affiliations (information about the authors). * Copyright to you as author. |  |

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| **Activity number** **35.**  **Saying it in song** |

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Songs about loss

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| **Song analysis** | **Your responses** |
| Song title |  |
| Singer or group’s name |  |
| Nationality of singer or group |  |
| Lyricist (songwriter) |  |
| Year of release |  |
| What sort of loss is the song about? *(e.g. loss of a relationship, loss of freedom, loss of life)* |  |
| Give some examples of lines in the song that make you confident that this is the sort of loss the song is about. |  |
| What message(s) is the song conveying about the loss? (*e.g. the feelings of loss like being hurt, the uncertainty of what’s ahead,* *the feelings of grief after loss*) |  |
| Give some examples of lines in the song that helped you decide that this was the message. |  |
| KEY QUESTION: How helpful do you think the messages in this song might be for someone who had a similar experience? How could it support their wellbeing? Why is this? |  |
| *Homework:* Ask your parents or other adults you live with about the music they listened to as teenagers, in particular the songs about loss. Ask them to recall one song that meant something to them when they were a teenager. Source online the video of the song (if available) and the lyrics. Analyse this song like the one above. Compare the messages with the song analysed in class. What is similar/different? |  |

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| **Activity number** **36.**  **Media portrayals of loss and grief** |

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Thinking frame for analysing the way mass media reports events where people experience loss and grief

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| **Questions** | **Your ideas** |
| Which event have you selected? Give some brief details about the date of event, where in the world it happened, and the nature of the tragedy – what’s the ‘loss’ in the story? |  |
| Who was most affected by this event – an individual (and their friends/family), a particular group, a community, whole population? |  |
| You can EITHER (circle your selected option):   * follow through the story over time on one newsfeed * OR look across 2-4 different newsfeeds to analyse how different agencies report the story |  |
| Which newsfeed(s) are you using for this activity – name this or these and enter the URL(s). |  |
| Scan across the stories related to the event and take note of the ways the articles report the impact of the loss. |  |
| What is the overall tone of the reporting *e.g. is it sympathetic to the people impacted by the event? Is it invasive of their privacy? Is it dismissive of the impact on people?* |  |
| Focusing on the people who are experiencing grief in this story – are the images and audio showing their desperation, are the people crying, or speaking incoherently as they are interviewed about their situation, are they withdrawn and unable to communicate, or trying to avoid the camera, etc.? How do you think this sort of reporting might be impacting the wellbeing of the people being filmed or photographed in the news item? Why do you say this? |  |
| [Where relevant] If the news items includes bystanders who were present but not directly impacted (e.g. physically harmed) by the event, how do you think this sort of reporting might be impacting their wellbeing? Why do you say this? |  |
| Who do you think the news agency sees as their target audience? Why do you say this? |  |
| Thinking about those impacted by the event and more broadly about the viewing public: Who is ‘advantaged’ by this sort of reporting? Why do you say this? |  |
| Who is ‘disadvantaged’ by this sort of reporting? Why do you say this? |  |
| Do you think this sort of reporting somehow shapes societal attitudes about the way people grieve after tragic events? If so, how? For t=your chosen news story, do you think this media influence is helpful or unhelpful? |  |

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| **Theme 4.**  **Stress** |

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| **Activity number** **39.**  **What’s stressful – and on whose terms?** |

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What’s stressful – and on whose terms?

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| Situation | Person 1 | Person 2 | Who would find this situation more stressful and why? |
| There’s a practical assessment next week | Does well in all of their assessments | Doesn’t like participating in any practical activities in class and avoids it whenever possible |  |
| Individual trials or rehearsals are on to select people for the sports team/ school production | Only put her name down to support her friend | Often gets selected to be a group or team leader |  |
| Starting at a new school | Has an older brother at the school | Didn’t have any friends and got bullied at his last school |  |
| The school ball | Going as a ‘single’ | Going as a couple having been paired up by friends with someone they barely know |  |
| Going to a party | Arriving with no alcohol because s/he doesn’t want to drink | Being the designated sober driver |  |
| Mufti day | Likes to express their individuality through their choice of clothes | Comes from a poor family and has very few clothes apart from a school uniform |  |
| ‘Coming out’ (as in a person declaring their sexual identify) | Has supportive parents and friends | Has same-sex partner but sexual identity is not known to anyone else |  |
| *(Add more ideas of your own)* |  |  |  |
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| **Activity number** **42.**  **Skills for managing stress (1) rational thinking (positive self-talk or de-stressing thoughts)** |

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Rational thinking (or de-stressing thoughts)

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| --- | --- | --- |
| The irrational thought or talk | Reframe this into a rational statement | What the person was doing (see notes below) and therefore, what needed to be changed? |
| *I’m lonely at school because everyone thinks I’m a reject. They probably think I smell or something.* | *I don’t have many friends at school but I have one good friend who lives next door.* | *Avoid exaggerating – the person has a friend who presumably doesn’t think they are a reject and avoid using negative names like ‘reject’. Jumping to conclusions (about smelling bad) – leave this out.* |
| My friends think I’m an idiot. What was I thinking turning up wearing (..…), I’m so stupid to think they would accept me wearing that. |  |  |
| I’m useless on the (…..) team, I missed that goal. Now they will want to kick me off the team for the rest of the season. |  |  |
| People ignore me because I’m ugly and a failure. I haven’t got any talent, I don’t do well at anything at school. |  |  |
| *(Add own examples)* |  |  |
|  |  |  |

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Resource for rational thinking (or de-stressing thoughts)

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| **Resource: Types of irrational thinking** | **To be more rational the person needs to …** |
| Being **absolute** or black and white, and inflexible about things  *(Always/never, or must or shouldn’t, can/can’t* *right/wrong)* | Use more rational and realistic words like *sometimes, maybe, it would be nice if …, I would like it if …* |
| **Exaggerating** things and blowing single **events out of proportion**  *(“If I don’t do … I will never …”)* | Keep the thinking in context of the situation and not apply it to everything. |
| **Overstating** **the negative** part and not looking at the whole picture  *(“I only got an ‘achieved.’ I’ll be lucky if I get my NCEA now” – even when the person has merits and excellences for everything else)* | Being rational and reasonable about the whole situation and not just one thing in isolation. |
| Being **unrealistic** or irrational – blaming self or others for things beyond your control  *(“I must always win …”)* | Be realistic about what is possible in that situation, which may not apply to other situations. |
| Being **self-defeating** before the event has even happened  *(“I will fail my driver’s license” or “I can’t cope with this”)* | Be more confident that they will succeed and that they are prepared for success. |
| **Assume the worst** or **jump to conclusions**  *(“My teacher will be mad because I got the answer wrong”)* | Avoid jumping to conclusions or assuming what other people think. |

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| **Activity number** **43.**  **Skills for managing stress (2) own problem solving** |

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Reducing stress by solving own problems

**Scenarios:** Select (circle or highlight) ONE of these and complete the table below.

|  |
| --- |
| **Scenario 1.** Imagine you have been invited to a party. All your friends are going. However, your mum and dad have said no, not after the last time (you came home drunk). You desperately want to go – and especially because one of the boys/girls in your class that you fancy has asked if you are going. |
| **Scenario 2.** Imagine youhave applied for an after school job and got the job on the understanding that you would work certain hours that fitted with your other responsibilities e.g. sports or cultural group practice. Once you start the job, your boss changes your work hours. When you challenge this s/he tells you to ‘accept it or leave’. |

|  |  |
| --- | --- |
| **Step** | **My response** |
| **STEP 1.** **What’s the problem?**  Think carefully about the situation and clearly identify what the problem is that needs to be solved. |  |
| * *How do I know ‘I own’ this problem? Check - who has feelings about the situation – is it me or the other person? Who benefits from resolving this problem?* |  |
| **STEP 2.** **My needs and feelings**  What are my needs in this situation? What are my rights in this situation? What are my feelings about the situation? |  |
| * *How is the situation affecting my mental and emotional wellbeing?* * *How is it causing me stress?* |  |
| **STEP 3.** **Other people’s needs and feelings**  Who else is involved in this situation? What are their needs? What are their rights? How might they be feeling? |  |
| **STEP 4. Solutions**  What are the possible solutions to this problem – as I see it? What responsibilities do I have to myself and others in this situation? |  |
| **STEP 5. Outcome**  What do I want to be the result or outcome of the situation once the problem is ‘solved’? What will I need to do to make this happen? What can help me (enablers)? What will get in the way (barriers)? How will I overcome these? What else do I need to know? |  |
| **STEP 6. (If applicable) Involving others**  If my actions require meeting with another person, or people, how will I go about doing this – place, time? |  |
| **STEP 7. Reflection/evaluation**  How will applying the steps this model enhance well-being? |  |

Reducing stress by and supporting others to solve their problems

**Scenarios:** Select (circle or highlight) ONE of these and complete the table below.

|  |
| --- |
| **Scenario 3.** Imagine you are the friend of someone who is having family problems and their bad mood and erratic attendance is getting in the way of them participating in a group assessment. The rest of the group can do the assessment without the person … but the person is your friend and they will miss out on their NCEA credits if they don’t contribute. |
| **Scenario 4.** Imagine youand your friends have planned an unsupervised weekend away camping. The parents of one of the group members are insisting on all sorts of restrictions thatwould ruin what was planned for the weekend. It would be easier to tell the person not to come, but they are really keen and want to be involved. |

|  |  |
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| **Step** | **My response** |
| **STEP 1.** **What’s the problem?**  Think carefully about the situation and clearly identify what the problem is that needs to be solved. |  |
| * *How do I know the other person owns this problem? Check - who has feelings about the situation – is it me or the other person? Who benefits from resolving this problem?* |  |
| **STEP 2.** **My needs and feelings**  What are the other person’s needs in this situation? What are their rights in this situation? What are their feelings about the situation? |  |
| * *How is the situation affecting their mental and emotional wellbeing?* * *How is it causing them stress?* |  |
| **STEP 3.** **Other people’s needs and feelings**  Who else is involved in this situation (*me obviously as the support person – anyone else*)? What are my needs? What are my rights? How am I feeling? |  |
| **STEP 4. Solutions**  What are the possible solutions to this problem – as I see it? What responsibilities do I have to myself, the person I am supporting (and any others) in this situation? |  |
| **STEP 5. Outcome**  What do I want to be the result or outcome of the situation once the other person’s problem is ‘solved’? What can I do to help make this happen? What can help me (enablers)? What will get in the way (barriers)? How will I overcome these? What else do I need to know? |  |
| **STEP 6. (If applicable) Involving others**  If my actions require meeting with the other person (or other people), how will I go about doing this – place, time? |  |
| **STEP 7. Reflection/evaluation**  How will applying the steps this model enhance well-being? |  |

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| **Activity number** **44.**  **Skills for managing stress (3) personal decision making** |

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Steps to decision making

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| **Situation:** Planning has started for the school ball three months ahead of the event. **A student is absolutely determined to go to the school ball** along with all of his/her friends (who are already talking about what they will wear, who they will go with, pre- and after ball parties, booking limousines, etc.). What decisions could the student make to ensure they go to the ball – bearing in mind all of the planning leading up to the event, as well as keeping up with school work and everything else? | | | |
| **The options or choices the person has in this situation** | | | |
| 1 | 2 | 3 | 4 |
| **Consequences of these choices** | | | |
| 1 | 2 | 3 | 4 |
| **Feelings about these consequences** | | | |
| 1 | 2 | 3 | 4 |
| Overall decision: | | | |
| Why is this a healthy choice – that is, one that would prevent or reduce stress and enhance wellbeing? | | | |

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Steps to decision making

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| **Situation: A student is overly committed.** S/he has 3 internal assessments due over the next two weeks and hasn’t started any of the assignments. The trials for winter sport OR rehearsals for the school production are on at the same time. Their best friend’s birthday party is this weekend and they have invited all of their friends to stay over which would take up the whole weekend. Also grandma and grandad have their 50th wedding anniversary the following weekend and it’s expected all the grandchildren will be there. Months ago tickets were bought for a music concert to see a favourite band touring NZ and this is the day before the anniversary party. On top of that, another friend is experiencing some family problems and is relying on the student for support, and often comes around after school and wants to talk about it. *What will the student prioritise?* | | | |
| **The options or choices the person has in this situation** | | | |
| 1 | 2 | 3 | 4 |
| **Consequences of these choices** | | | |
| 1 | 2 | 3 | 4 |
| **Feelings about these consequences** | | | |
| 1 | 2 | 3 | 4 |
| Overall decision: | | | |
| Why is this a healthy choice – that is, one that would prevent or reduce stress and enhance wellbeing? | | | |

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| **Activity number** **46.**  **Critique of websites, apps, and helping agencies** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** the website, app or agency | |  | | | | | | | | | |
| What is the main **type of support** offered for young people who use this website, app or agency? | |  | | | | | | | | | |
| Who is the website, app or agency targeting (all young people, young people of a particular cultural background or ethnicity, sexual or gender identity, or in a particular region, with particular health or wellbeing issues, etc.)? | |  | | | | | | | | | |
| **URL** to weblink (website of where to download app) or other contact information | |  | | | | | | | | | |
| **Critique:** Respond to each statement below by giving the website, app or agency a rating of 1-3. If statement is not applicable use the ’does not apply’ column. Added comments are optional. | | Does not apply | Rating | | | | | | | Comments  e.g. why/why not | |
| 1. No/ can’t say from info provided | | 2. Some/ partly | | | 3. Yes | |  | |
| 1. Is it easy to find the website or app? | |  |  | |  | | |  | |  | |
| 1. Is it visually appealing and engaging for young people? | |  |  | |  | | |  | |  | |
| 1. Is it easy to navigate around the site or app to find what you want? | |  |  | |  | | |  | |  | |
| 1. Is it clear who the audience is that the website, app, or agency is aimed at? | |  |  | |  | | |  | |  | |
| 1. Is it clear what support, guidance, or service the website, app, or agency offers? | |  |  | |  | | |  | |  | |
| 1. [For websites, apps and agencies that are for ANY young person] As best as you can tell, would the support or service offered actually help young people and promote their wellbeing? | |  |  | |  | | |  | |  | |
| 1. [For websites, apps and agencies that are for ANY young person] Does it cater for cultural and ethnic diversity? |  | |  |  | | |  | |  | | |
| 1. [For websites, apps and agencies that are for SPECIFIC GROUPS of young people] As best as you can tell, would the support or service offered actually help this group of young people and promote their wellbeing? |  | |  |  | | |  | |  | | |
| 1. [For websites, apps and agencies that are for SPECIFIC GROUPS of young people] As best as you can tell, does the support or service offered provide guidance for *other people* to help the young people the support service is aimed at? |  | |  |  | | |  | |  | | |
| 1. **Overall,** would you recommend this website, app or agency to young people? | | | No | | | Maybe – with conditions | | | | | Yes definitely |
| Why or why not (or what conditions)? |  | | | | | | | | | | |

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| **Theme 5.**  **Resilience** |

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| **Activity number** **47.**  **Coping with big changes and high levels of stress** |

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Stress and change scenario

**TASK 1.** Read the following scenario. Highlight with different colours (or use symbols or a code) the following parts of the scenario.

1. **Negative factors** that resulted in Wiremu feeling stressed, depressed, worried, etc.
2. **Positive factors** that could contribute to Wiremu’s wellbeing (now or in the future).

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| CHANGE SCENARIO  Wiremu’s grandad died at the end of last year, just as school finished for the year. All summer holidays Wiremu was really sad and he just moped about - he missed his grandad terribly. He used to spend a lot of time with grandad, who lived with his family. His mum and dad worked long hours, and grandma had passed some years ago. Grandad had recently taught Wiremu how to drive and helped him to get his license. In weekends and holidays they used to go fishing together, and when grandad took him to visit his old friends and their families, grandad liked to ‘show off’ his talented grandson. Wiremu had done really well at school in his studies and had the lead role in the school production which got him a lot of attention in the local community paper. Grandad and his friends taught him a lot about his extended family, and the history of the area where he was born. In between them telling their stories, Wiremu would show grandad and his friends how to use their cell phones properly, and how to set up their TVs so they could get lots of different channels.  After grandad passed, mum and dad decided it would be better if they moved into the city so it was closer to their work, and where there were better work opportunities. The move meant Wiremu had to change schools and go to a much bigger school. Wiremu started the new school year with his head still in bit of a blur as he was still grieving the loss of his grandad. No one at his new school was informed of his recent loss, and he didn’t know anyone at the school. The dean who processed his enrolment tried to help him decide on an NCEA course that focused on what he was good at, and what he was interested in (based on his previous school reports), and made some suggestions about what groups he could join. The dean realised Wiremu wasn’t happy (Wiremu said it was just because he was changing schools) and made sure Wiremu’s tutor teacher buddied him with someone in the class with interests similar to his. She also told Wiremu about the different people he could talk with if he was worried about anything. |

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**TASK 2.**

1. Draw a **flow diagram** to show the succession of **changes** that Wiremu is dealing with. You can make assumptions about other changes he is likely experiencing beyond what is written in the scenario, and based on what you know happens when people have changes like these. Use a whole page to set out the flow diagram – leave room to write other ideas around it.
2. Around the flow diagram note down what it is that would make each of these changes stressful. *E.g. starting a new school – not knowing where to go or who to ask, talking with lots of people he had never met before.*
3. In another colour, note down examples of the thoughts and feelings Wiremu is likely to be experiencing with each of these changes.

|  |  |
| --- | --- |
| 1. **If Wiremu’s wellbeing is to be restored:** | **Your ideas:** |
| Give two examples of things he could do to help himself. |  |
| One thing mum or dad could do. |  |
| One thing his tutor teacher (or another teacher) could do. |  |
| One thing his assigned ’buddy’ could do. |  |
| Something further that the dean could do. |  |
| Besides the school counsellor, who or what else might be available at school, or in the local community, to support Wiremu as he starts at his new school, and while he is still grieving over the loss of his grandad? |  |

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| **Activity number** **48.**  **Defining resilience** |

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Defining resilience

**TASK 1.** Read the definition, underlining any words you are unsure of – what the words mean, how to say them.

When you have clarified what the words mean, write these additional notes around the edges as an ‘annotation’ to the definition.

|  |
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| American Psychological Association states that:  *Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or 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.*  *Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.*  *Resilience is not a trait that people either have or do not have. It involves behaviours, thoughts and actions that can be learned and developed in anyone.*  (The Road to Resilience, 2014). |

|  |  |
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| **TASK 2.** A combination of factors contributes to resilience.  Source (adapted from): The Road to Resilience (American Psychological Association, 2014) <https://www.apa.org/topics/resilience> | |
| At a personal level, the factors associated with resilience, include:   * The capacity to make realistic plans and take steps to carry them out. * A positive view of yourself and confidence in your strengths and abilities. * Skills in communication and problem solving. * The capacity to manage strong feelings and impulses. | At an interpersonal and community (or societal) level, many studies have shown that the main factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models and offer encouragement and reassurance, help bolster a person's resilience. |
| People can develop these factors themselves. What knowledge and skills do you already know about that will contribute to resilience? | What interpersonal skills and ways of supporting do you already know about that will contribute to resilience? |
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| **Activity number** **49.**  **Emphasising protective factors** |

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Protective factors

*“A strengths-based approach recognises that both ‘risk’ and ‘protective’ factors are acquired throughout a young person’s development… Protective factors enhance life opportunities and promote good health and wellbeing. They can reduce the impact of unavoidable negative events and help young people resist risk-taking behaviours”* (Youth Development Strategy Aotearoa, p.20).

**TASK 1.** Complete the table below.

**Q1.** Decide (in the first instance) is this protective factor a personal (P), interpersonal (IP), or community/societal (S) consideration? Note that this is open to interpretation.

**Q2.** Could this protective factor also relate to another level (P, IP and/or S)? If so, which?

**Q3.** Select **6 factors** from the list (with a mix of P, IP, S from Q1). Why do you say that in the first instance these are P, IP or S? AND why do you say they could also be P, IP or S in Q2? Draw on all of your health education ideas and general knowledge to answer these questions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Common protective factors listed in the YDSA report include:** | **Q1** | **Q2** | **Q3** |
| 1. A crime-free environment |  |  |  |
| 1. At least one close friend |  |  |  |
| 1. Attachment to the community and one’s culture |  |  |  |
| 1. Faith that life has meaning, optimism, aspirations, hopes and plans for the future |  |  |  |
| 1. Involved in extracurricular activities and having many interests and hobbies |  |  |  |
| 1. Large network of social support from wider family, teachers, school, workplace, church, youth organisations and leaders |  |  |  |
| 1. Local people who provide work opportunities after school and recreational opportunities |  |  |  |
| 1. Mainly law-abiding friends with positive interests |  |  |  |
| 1. Meaningful employment (especially for older teenagers) |  |  |  |
| 1. Neighbours and local people who watch out for young people and provide supervision, informal limit setting and support (this can include local businesses and services such as police, church and youth organisations) |  |  |  |
| 1. Parenting that combines warmth with clear limits and firm consequences |  |  |  |
| 1. Positive social interactions with other people |  |  |  |
| 1. Safe, supportive neighbourhoods |  |  |  |
| 1. Staying longer at school and achieving well |  |  |  |
| 1. Thinking skills, including problem solving and seeing things from others’ perspectives |  |  |  |

Source: Youth Development Strategy Aotearoa (2002) <http://www.myd.govt.nz/documents/resources-and-reports/publications/youth-development-strategy-aotearoa/ydsa.pdf>

**TASK 2.**

**Q4.** How would each of these protective factors help a person who was experiencing highly stressful life events or adversity, cope with or manage their situation?

**Q5.** What strategies or actions are needed to develop or enhance these protective factors, or what social conditions or circumstances are required for this protective factor to be available to people?

|  |  |  |
| --- | --- | --- |
| **Common protective factors listed in the YDSA report include:** | **Q4. How these protective factors support people experiencing highly stressful life events and adversity** | **Q5. Strategies or actions needed to develop and promote these protective factors** |
| 1. A crime-free environment |  |  |
| 1. At least one close friend |  |  |
| 1. Attachment to the community and one’s culture |  |  |
| 1. Faith that life has meaning, optimism, aspirations, hopes and plans for the future |  |  |
| 1. Involved in extracurricular activities and having many interests and hobbies |  |  |
| 1. Large network of social support from wider family, teachers, school, workplace, church, youth organisations and leaders |  |  |
| 1. Local people who provide work opportunities after school and recreational opportunities |  |  |
| 1. Mainly law-abiding friends with positive interests |  |  |
| 1. Meaningful employment (especially for older teenagers) |  |  |
| 1. Neighbours and local people who watch out for young people and provide supervision, informal limit setting and support (this can include local businesses and services such as police, church and youth organisations) |  |  |
| 1. Parenting that combines warmth with clear limits and firm consequences |  |  |
| 1. Positive social interactions with other people. |  |  |
| 1. Safe, supportive neighbourhoods |  |  |
| 1. Staying longer at school and achieving well |  |  |
| 1. Thinking skills, including problem solving and seeing things from others’ perspectives |  |  |

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| **Activity number** **50.**  **Reducing or preventing risk factors** |

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Risk factors

*“A strengths-based approach [that] recognises that both ‘risk’ and ‘protective’ factors are acquired throughout a young person’s development. Risk factors increase the likelihood of difficulties in life and poor health and wellbeing”* (Youth Development Strategy Aotearoa, p.20).

**TASK 1.** Complete the following table.

**Q1.** Decide (in the first instance) is this risk factor a personal (P), interpersonal (IP), or community/societal (S) consideration? Note that this is open to interpretation.

**Q2.** Could this risk factor also relate to another level (P. IP and/or S)? If so which?

**Q3.** Select **6 factors from the list** (with a mix of P, IP, S from Q1). Why do you say that in the first instance these are P, IP or S? AND why do you say they could also be P, IP or S in Q2? Draw on all of your health education ideas and general knowledge to answer these questions.

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| **Common risk factors listed in the YDSA report include:** | **Q1** | **Q2** | **Q3** |
| 1. Chronic illness, mental health or behaviour or learning problems |  |  |  |
| 1. Chronic marital conflict, particularly where it is in front of the children, destructive and/or involves violence |  |  |  |
| 1. Experiencing divorce while growing up |  |  |  |
| 1. Heavy use of alcohol and other drugs, especially where this is self-medication |  |  |  |
| 1. Lack of social support from family, neighbourhood and wider community |  |  |  |
| 1. Low income in the family |  |  |  |
| 1. Low self-esteem, poor social or coping skills |  |  |  |
| 1. Multiple problems or disadvantages in the family, including poor accommodation, mental health problems, unemployment, violence, addiction, crime and poverty |  |  |  |
| 1. Parenting that is: overly harsh; sets insufficient boundaries; inflexible with regard to changing needs with age; overly permissive; abusive; violent; and neglectful |  |  |  |
| 1. Sexual abuse as well as emotional, physical and verbal abuse, bullying or neglect |  |  |  |
| 1. Transience, high mobility |  |  |  |
| 1. Truancy, academic failure and dropping out of school |  |  |  |

Source: Youth Development Strategy Aotearoa (2002) <http://www.myd.govt.nz/documents/resources-and-reports/publications/youth-development-strategy-aotearoa/ydsa.pdf>

**TASK 2.**

**Q4.** How would each of these risk factors add further wellbeing issues for a person who was already experiencing highly stressful life events or adversity?

**Q5.** What additional strategies or actions are needed to reduce the impact of these risk factors in situations *where they have already occurred* and can’t be undone, and where they have had an impact on people’s wellbeing? Select 6 risk factors for this question.

**Q6.** It would be better if people didn’t have to experience some of these situations at all, but some might be inevitable because of insurmountable reasons (like parental separation). Select 3 situations where you think the risk factor could be prevented and identify strategies or actions needed to prevent this happening in future.

|  |  |  |  |
| --- | --- | --- | --- |
| **Common risk factors listed in the YDSA report include:** | **Q4** | **Q5** | **Q6** |
| 1. Chronic illness, mental health or behaviour or learning problems |  |  |  |
| 1. Chronic marital conflict, particularly where it is in front of the children, destructive and/or involves violence |  |  |  |
| 1. Experiencing divorce while growing up |  |  |  |
| 1. Heavy use of alcohol and other drugs, especially where this is self-medication |  |  |  |
| 1. Lack of social support from family, neighbourhood and wider community |  |  |  |
| 1. Low income in the family |  |  |  |
| 1. Low self-esteem, poor social or coping skills |  |  |  |
| 1. Multiple problems or disadvantages in the family, including poor accommodation, mental health problems, unemployment, violence, addiction, crime and poverty |  |  |  |
| 1. Parenting that is: overly harsh; sets insufficient boundaries; inflexible with regard to changing needs with age; overly permissive; abusive; violent; and neglectful |  |  |  |
| 1. Sexual abuse as well as emotional, physical and verbal abuse, bullying or neglect |  |  |  |
| 1. Transience, high mobility |  |  |  |
| 1. Truancy, academic failure and dropping out of school |  |  |  |

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| **Activity number** **51.**  **Reading and synthesising material in a published report** |

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Reading and synthesising material in a published report

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| **Framework for answering the question** | **Prompts, things to think about, tasks to complete** |
| Unpack the question and highlight the key considerations e.g.  What other questions might need to be asked in relation to these ideas.  Note that for this activity you do not need to source any other material apart from your definition of resilience. | “*What can schools do as part of a strengths-based approach to help adolescents build resilience? Justify your response.”*  **Schools -** select the parts of the report that refer toschools.  **Part of –** apart from schools, what other community organisations or societal structures need to contribute to building the resilience of adolescents?  **Strengths-based approach –** what is meant by a ‘strengths based approach’?  **Help adolescents –** the whole document is about helping adolescents – how do I pin down a few key ideas about why adolescents need to be helped?  **Build resilience –** *you won’t find this term in the report – when it was written the language was focused on ‘strength building’ which has come to mean much the same as ‘building resilience’. Where the text talks about ‘strength building’, you can read ‘building resilience’.*  **Justify –** what quotes or examples could be used from across the document to back up my answer? |
| And then ….  Browse the document to see where some of the more useful material will be – some of it is not needed to answer the question. Highlight these potentially useful pages or sections of text. | **Schools -** e.g. p.11, 19, 21 (protective factors), 28-31 (framework of strategies)  **Part of -** e.g. p.27 (summary) and the details on the following pages  **Strengths-based approach / Build resilience** e.g. p.21  **Help adolescents** e.g. the introductory section |
| Match the sections of highlighted text with the parts of the questions. Which page(s) will help answer which part(s) of the question? | There are many ways to do this. What makes sense to you? You won’t be able to cover everything, so what do you want to emphasise? |
| Start writing sentences using ideas from the text (and in your own words as far as this is possible) to answer the different parts of the question. | There will be many ways to do this and you may need to rewrite and rewrite your sentences as you gradually synthesise (combine) all of your ideas to draw it into one overall coherent answer. |
| Check on your justifications | Where you make a statement or claim something, have you backed this up with ‘evidence’/ information from the text? |
| Using quotes as part of a justification. | As a rule of thumb, keep quotes to a minimum – you want to convince the reader that you understand the text by writing as much as possible in your own words. Save direct quotes for those really punchy, gritty, statements that get to the point and sum up a whole lot of writing. Reference quotes with the page number in brackets at the end of the quote.  Quotes are usually put in quotation marks “…..” and sometimes in italics. |
| Word count  300-400 words is recommended (about a page of typed text). | The word count here is a guide – it’s basically saying that it is expected that you can write an answer of the quality expected in this amount of space. *Less than this and you probably haven’t given enough detail in your answer; in excess of this it means you probably haven’t consolidated and summarised your ideas enough.* Don’t waste words simply quoting or copying text. |
| Peer review | In this case the writing is meant to convey what you understand about resilience to another reader – your teacher or a peer. Before your teacher reads the final response to the question, swap with a partner and review their work. Provide them with verbal or written feedback about what they have done well, and what they could improve, using the following prompts as a guide.  Prompts:   * Does it appear to be mostly written in the person’s own words? * Are quotes kept to a minimum – and if used, do they relate to the point being made? * Have any **parts of the answer** been left out? * Is the response **what you understand** schools can do to help students build resilience? If not, where do you think the writing has lost focus or missed the point? * Overall, does it **make sense** to you? * Overall, how well do you think the person has **answered** the question? |

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| **Activity number** **52.**    **Resilience scenarios** |

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Resilience scenario

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| **Main ideas:**   * Main character * Situation or circumstance - the major change they have experienced or the adversity they are facing. |  |
| **Thoughts and feelings (and wellbeing) of the person**  Ideas for thoughts and feelings they are experiencing at the beginning and end of the scenario – ideas you could include as you write your scenario. |  |
| **Risk factors**  Identify 2-4 risk factors that could complicate things further and have a negative effect on the person’s wellbeing. |  |
| **Protective factors**  Identify 3-5 protective factors that could help the person cope with the situation. |  |
| **Writing**  Using examples of scenarios provided by your teacher, write your scenario to show how the various risk and protective factors are influencing the person’s wellbeing. |  |
| **Ending**  You don’t need to conclude your scenario with a ‘happy ending’. Will your scenario lean towards having a positive outcome – where it is apparent things are heading toward the person’s wellbeing being restored, or are you going to leave them in a negative situation where the road ahead is uncertain? |  |
| **Questions:**  Decide on 3-4 questions that you want someone reading your scenario to answer that will help them to understand what is going on for the person in the scenario. Regardless of your ending, make sure one of the questions is a ‘what next’ question. |  |

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| **Activity number** **53.**  **Personal stories – interviews** |

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Guidelines for the ‘resilience’ interview- overall planning and preparation, carrying out the interview, analysing the data and preparing the report.

**Preparation – recruiting the person**

Which people in your life do you know have experienced a major change or loss that resulted in high levels of stress, and which impacted their health and wellbeing? For example, a major injury or illness, migration/changed country, loss of employment, separation/divorce, or a death loss of family member or friend.

Do I know this person well enough to ask them questions about factors that got in the way of them coping with the situation, and factors that helped them cope and get through it? Has the person restored a sense or level of wellbeing that means they can talk about what helped them cope?

How will I approach this person to ask them if they would be prepared to be interviewed? What do I need to prepare to be able to respond to their questions about: confidentiality and who gets to read the information; will they be identified (*no they won’t*); do they have to answer all questions (e.g. if they think a question is too personal or they don’t want to share), etc. *See next section.*

How will you record the interview? e.g. take written notes, or audio record (this will need their permission). For privacy reasons, video is not recommended.

**Ethical and safety protocols**

Working with the teachers and the class, you will need to develop a set of protocols that describe what you will and won’t do. The following provides a **framework** of ideas that you can **amend and add to** so that everyone understands what is expected of them.

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| **Situation** | ***WON’T DO*** | **WILL DO** |
| Inviting the person | *Expect to interview them on the spot* | Invite them in advance |
| Explaining what is required of the person being interviewed | *Hold back information about what you’re doing and how you will use the information* | Explain what the interview is about, why you are doing the interview, and what you will do with the information. |
| Starting the interview | *No introduction and just start asking questions* | Formally introduce the purpose of the interview and make clear the safety protocols. (see below) |
| Safety protocols | *Ignore these and go straight into the interview* | Let the person know they have a right to not answer any questions they are not comfortable with or don’t want to answer – and they don’t need to give a reason for this.  They can end the interview at any time. |
| Recording what they say | *Record without permission* | Explain that their ideas are being recorded (explain the method and that the written or audio information will be destroyed once it is analysed). Explain that the main ideas will be used to write a report that will be seen by their teacher – and no one else apart from the teacher will see the raw data. |
|  | *Discuss private information from the interview with peers, family etc.* | Maintain confidentiality as agreed below. |
| During the interview | *Be unduly nosey, ask prying questions and press people for more details than they are happy to give; laugh at them or make inappropriate jokes; judge them; keep asking questions when they are clearly upset; add to this list …* | Respect people’s right to privacy and let them say as much or as little as they want to say. Respect their right to pass on some questions.  Use effective listening skills – paraphrase, reflect feelings, ask for clarification if not sure.  If the person is getting upset or emotional, be sensitive and offer to stop. |
| Strategies for responding to someone who becomes upset | *Keep on asking questions, ignore that they are upset* | Ask if they would like to stop the interview, or if they need to talk about something else, be left alone, or call someone else for support. |
| Concluding the interview | *End bluntly*  *Forget to thank them* | Thank them for their willingness to share their ideas.  Ask if there is any information they provided that they don’t want you to use.  Ask if they would like to see a copy of your final report.  Assure them about the confidentiality aspects noted in the introduction. |

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| **Suggested interview questions/script**  *Prepare script of questions – use the sentence starters provided and adapt them for your own use.* | |
| *Introduction:* | Thank you for agreeing to discuss with me your experiences of … and what helped you to cope during this time, and perhaps some of the things that didn’t help. |
| *Confidentiality:* | As we discussed, anything you tell me will remain confidential. By this I mean you won’t be named and what we talk about will not be shared with anyone apart from my teacher. I will use ideas from the interview to write a report that describes what the change or loss was and the thoughts and feelings you had about this event, what helped you cope with this change or loss, and if there was anything that wasn’t helpful as you were managing this situation. *Include any other information about the way you will use this the information and who will see it e.g.* only I will hear the recording (and I will delete this after I have made notes from it). The teacher will read my final report and may see the recorded data if they need to help me summarise it. |
| *Checking with the person:* | Is there anything else you want to know before we start? |
| *Questions* | *(ideas – adapt these using your own words)* |
|  | Tell me about what happened to you – the big change or loss that occurred? |
|  | What were your thoughts and feelings at the time?  How did it affect your health and wellbeing? [*Some prompts around physical, mental and emotional and social wellbeing might be useful, depending on the nature of the loss.*] |
|  | At the time what helped you to cope with the situation? *[Some prompts about their own strengths might be useful – personal knowledge to know what to do and skills to do this, how other people helped, how people in the community or in organisations and agencies helped.]* |
|  | At the time, was there anything that didn’t help? [*Prompts could include what other people did – or didn’t do, a lack of suitable community support, the person’s own capabilities to cope.*]  How did you overcome or deal with these things? If these things were really hard to deal with, why was this? |
|  | Over time – in the weeks, months (years) after the event – what continued to help you cope with the situation? |
|  | Over time – in the weeks, months (years) after the event – were there any other things that didn’t help?  How did you overcome or deal with these things? |
|  | Overall, from all of the things you have told me, what would you say were the most important things for helping you to cope with the situation? Why these things? |
|  | When other people experience what you did, what would you want to say to them about what helps in this situation [*think immediately after and long term*]? |
| *Summing up:* | So if I can sum up some of the main things you have told me … |
| *Checking:* | Is there anything else you would like to add, perhaps a question I haven’t asked about something that’s important to know? |
| *Close:* | Thank you again for being willing to share your story with me.  *Assure them about the confidentially aspects noted in the introduction.*  If there’s anything else you think of that might be useful to add, please let me know.  Is there any information that you don’t want me to use in my report?  Would you like to see a copy of the final report? *[Say when this will be ready]* |
| ***OVERALL CHECK OF INTERVIEW SCHEDULE*** | *You need to analyse the interview in relation to the definition of resilience, and the risk and protective factors. Do you think your combination of questions will provide you with enough information to do this? If not, what other questions will you need to include?* |
| **Analysis of interview** | |
| * You will need a written copy of the interview questions and the person’s responses. * For audio recordings: write the main ideas in each answer next to the questions asked.   *Note that word for word transcribing can take a long time – you can do this if you have time.* | |
| * Compare your interview with the resilience definition. * Highlight parts of the person’s answers where you can make links between the definition and the interview. You need to convincingly show that what the person experienced and how they coped relates to an understanding of resilience. | |
| * Highlight the risk factors (or absence of protective factors). * Highlight situations where the person’s health and wellbeing was negatively affected because of these factors. | |
| * Highlight the protective factors. * Highlight situations where the person’s health and wellbeing was positively affected because of these factors. | |
| * Did they offer any other information that could be used to support the overall report? | |

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| **Writing your report**  *If this information is being used for assessment purposes, your teacher will provide guidance about the way your evidence needs to be compiled to meet the criteria of the achievement standard.* |
| **Introduction:**  Keep the person anonymous by name, but you can describe them in general terms.  Describe their change situation. |
| **Body of the report:**  Explain how this change or loss situation, and how the person coped, is related to an understanding of resilience – make links with the definition and provide some examples from your interview to back this up. |
| How did the change and loss situation affect the person’s health and wellbeing? At the time of the event or soon after? |
| Explain any added risk factors that were not helpful when the person was dealing with the situation. *If there are no obvious risk factors, explain any lack of protective factors.*  Provide some examples from your interview to back this up.  State whether these risk factors (or lack of protective factors) were personal, interpersonal and/or community/societal. |
| Explain the protective factors that helped the person cope when the person was dealing with the situation.  Provide some examples from your interview to back this up.  State whether these protective factors were personal, interpersonal and/or community/societal. |
| Describe the person’s state of health and wellbeing sometime after the event (or now) - once they had dealt with or moved on from the situation. |
| **Summary:** Overall, what appeared to be the main factors that helped the person cope and bounce back after their change and loss? |
| **Your recommendations:**  Based on all of your learning about resilience, as well as what the person said in the interview, what recommendations would you make about supporting others who experience a similar change or loss? These recommendations need to include at least one example of each personal, interpersonal and community/societal action or strategy for enhancing protective factors related to the change and loss situation. |

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| **Activity number** **54.**  **Film (or story) analysis** |

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Film analysis

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| **Analysis Q** | **Your responses** |
| Name of film |  |
| Brief synopsis (summary) of the story – what was the stressful change or loss situation, or adversity that the character was experiencing? |  |
| Who is the main character – the person who you are focusing on to discuss the risk and protective factors? |  |
| At the beginning of the film, what were your first impressions about how resilient the person was – how well did you think they were going to cope? Why was this? |  |
| As the film progresses, what risk factors complicated the situation AND how did these impact the person’s wellbeing? |  |
| As the film progresses, what protective factors helped the situation AND how did these impact the person’s wellbeing? |  |
| What was the outcome of the film? Explain this in terms of whether the risk or protective factors dominated at the end. |  |
| Do you think this is a useful film for teaching young people about resilience – why or why not? |  |

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| **Theme 6.**  **Mental health issues** |

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| **Activity number** **56.**  **Mental health disorders - what’s ‘cause for concern’?** |

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Depression and the burden of disease

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| **Excerpt 1. Global burden of disease**  *GBD data is from the Institute for Health Metrics and Evaluation (IHME).*  Internationally:   * The 1990 GBD study ranked depression as the fourth leading cause of disease burden after lower respiratory infections, diarrheal diseases, and conditions arising during the perinatal (around birth) period. * In 2000 the GBD study ranked depressive disorders as the third leading cause of disease burden behind lower respiratory infections and diarrheal diseases. * In 2010 the GBD study, ranked depressive disorders as the second leading cause of disease burden, and it remained that way for the 2016 study – but only just.   The global burden of depressive disorders increased by 37.5% between 1990 and 2010 because of population growth and aging.  GBD reporting in 2019 stated that depressive disorders resulted in 46·86 million global DALYs in 2019, equivalent to 1·8% of all DALYs. Depressive disorders contributed to 37·3% of DALYs for all mental disorders. NB. DALY is an abbreviation for **disability-adjusted** life year. It is a universal metric that allows researchers and policymakers to compare very different populations and health conditions across time. DALYs equal the sum of years of life lost (YLLs) and years lived with disability (YLDs). **One DALY equals one lost year of healthy life.**  Check out the IHME (Institute for Health Metrics and Evaluation) website for other Global Burden of disease information <http://www.healthdata.org/>.  Source: Adapted from reports produced by the Institute for Health Metrics and Evaluation (IHME) <http://www.healthdata.org/> and <http://www.healthdata.org/results/gbd_summaries/2019/depressive-disorders-level-3-cause> |

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| **Excerpt 2. World Health Organization**   * Depression is common - globally, more than 264 million people of all ages suffer from depression. * Depression is a leading cause of disability worldwide, and is a major contributor to the overall global burden of disease. * The largest proportion of years lived with disability (YLDs) from depressive disorders occurred among adults of working age. * More women are affected by depression than men. * Depression can be long-lasting with mild, moderate or severe intensity, and may become a serious health condition. Some people suffer greatly and function poorly at work, at school and in the family. * There are effective treatments for depression, but fewer than half of those affected in the world receive such treatments (in many countries, fewer than 10%). * Barriers to effective care include a lack of resources, lack of trained health-care providers, and social stigma associated with mental disorders and inaccurate assessment. * A complex interaction of social, psychological and biological factors cause depression. * People who have experienced adverse life events (unemployment, bereavement, psychological trauma) are more likely to develop depression. Depression can, in turn, lead to more stress and worsen the person’s life situation and depression itself. * Effective community approaches can reduce the incidence of depression such as school-based prevention and intervention programmes to enhance a pattern of positive thinking in children and adolescents.   Source: Adapted from WHO website <https://www.who.int/health-topics/depression#tab=tab_1> and Depression Fact sheet January 2020, and https://www.who.int/news-room/fact-sheets/detail/depression |

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| **Excerpt 3. Mental health-related issues (including depression) in New Zealand**   * Among adults, 19% had mild or greater anxiety symptoms, 20% had mild or greater depression symptoms and 39% had mild or greater somatic symptoms (such as pain and shortness of breath) in the four weeks before being surveyed. * Women had higher rates of anxiety, depression and somatic symptoms than men. * Among children, boys (11%) had a higher rate of being likely to have emotional or behavioural problems than girls (6%). * After adjusting for age and gender, Māori adults were 1.1 times as likely to have mild or greater anxiety, depression or somatic symptoms (than non-Māori adults) and Māori children were 1.5 times as likely to have emotional or behavioural problems (than non-Māori children). * For both adults and children, those who were living in more socioeconomically deprived neighbourhoods had higher rates of mental health-related issues.   Source: Ministry of Health (2020). Mental health 2016/17: New Zealand Health Survey <https://www.health.govt.nz/publication/mental-health-2016-17-new-zealand-health-survey> |

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| **Questions for discussion:**  **Discussion to check word meanings:**   * What does the term ‘burden of disease’ mean? (As distinct from deaths caused by disease.) Explain this in writing and in your own words. * Scan through the excerpts and identify any terms where you are uncertain of the meaning. Look these up in an online dictionary.   **Interpreting and extrapolating ideas from the data:**  *Use your prior learning about hauora and wellbeing, along with the socio-ecological perspective (the personal, interpersonal and societal considerations) to respond to each of the following questions. Make a note of your ideas in your learning journal.*   1. Why do you think population growth and aging have led to an increase in the global burden of depressive disorders? [Excerpt 1.] *Think about what happens when populations grow, and what happens in an aging population.* 2. Do you think the increase in the global burden on disease from depression is because more people are becoming depressed, or that better access to medicine and better prevention methods for the other diseases meant the occurrence of these dropped - or is it a combination of these factors? *See if you can find out.* 3. Why do you think more women than men experience depression? *See if you can find out.* 4. These data refer to the people affected. In what ways are communities or all of society impacted with an increased burden of disease from mental health disorders like depression – especially severe debilitating depression? 5. Can a person living with depression have ‘wellbeing’ – why or why not? 6. What other questions about depression do these excerpts raise for you? |

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| **Activity number** **57.**  **Investigating traditional practices for managing mental health issues** |

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Overall requirements for the investigation

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| Investigation into traditional health practices needs to include the following points. Tick these off once you have information for each aspect of the investigation |  |
| **Overall:** I can explain fundamental (e.g. philosophical or ideological) differences between traditional medicine (TM) and complementary or alternative medicine (CAM), and Western scientific medicine (WSM). |  |
| Thinking specifically about TM practices used in New Zealand to treat, manage, or prevent a mental health condition: |  |
| I can explain the **philosophy or overall approach** of the TM practice selected for this investigation e.g. Māori medicine. |  |
| I can describe briefly or in broad terms, examples of the **TM** **procedures** used to treat or manage the mental health condition. |  |
| I can explain advantages and disadvantages of TM in relation to **concept of hauora** e.g.   * What are the links between the dimensions of hauora and the underpinning philosophies and procedures? What aspects of hauora are evident in the philosophy and procedures of the TM practices? * How is wellbeing affected by using TM – positively and negatively, short and long term? * Therefore what are the overall advantages and disadvantages of TM compared with CAM and WSM? |  |
| And ***as relevant*** to the selected mental health condition and TM practices: |  |
| I have made links between HPE **attitudes and values** and the philosophies and procedures of TM (*respect and care and concern for self, others, community and environment, and the values of social justice – such as fairness and inclusiveness*).  e.g. whether gaining access to, or making use of, the health practices: shows respect for the rights of others; shows care and concern for others; reflects a positive and responsible attitude to own well-being, and how these attitudes and values are being shown (or not). I can use this information to make a comparison between the advantages and disadvantages of TM with CAM and WSM. |  |
| I have considered a relevant combination **of personal, interpersonal, and societal factors** which can contribute to an explanation and comparison of the advantages and disadvantages of TM with CAM and WSM. |  |
| I have considered whether or not the TM practices have any links with **health promotion** (e.g. models like Te Pae Mahutonga and/or as part of current mental health promotion initiatives) and therefore provide an explanation and comparison of advantages and disadvantages of TM with CAM and WSM. |  |
| **Overall….** |  |
| I can support all aspects above with examples of evidence from New Zealand. |  |
| I have enough information to provide an account of TM that will contribute to discussing the advantages and disadvantages of the three health practices (WSM, CAM and/or TM) and which shows coverage of health concepts: attitudes and values, health promotion, hauora and P, IP and S. |  |

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Introducing ideas about traditional medicine

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| **World Health Organisation (WHO) definition of traditional medicine**  *“Traditional medicine has a long history. It is the sum total of the knowledge, skill, and practices based on the theories, beliefs, and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement or treatment of physical and mental illness.”*  Source: <http://www.who.int/traditional-complementary-integrative-medicine/about/en/> |

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| **Scenario: A Māori perspective on Mental Health**  Mum reckons uncle is unwell. Uncle told mum and dad that he has been hearing voices, saying that our ancestors are speaking to him. Dad spoke to uncle and found out that he has been staying in the garage at Nan’s house where their other brother passed away a few years ago.  Mum is scared that uncle’s hearing of voices might affect his health, job, and whānau time, and thinks dad should go with uncle to a doctor or counsellor to get help. Mum and dad have started arguing about what they can do to help uncle because dad thinks differently. Dad realised the room was never blessed with the karakia tuku i te wairua, and believes the spirit of their brother may still be there.  A few days’ later mum and dad decide to make peace and patch things up between them. Dad and uncle would invite a kaumātua around to Nan’s garage and get it blessed. If uncle still hears voices afterwards, then dad said he would take uncle to the doctor.  I am really happy they have stopped arguing and came to a compromise that suits both their beliefs. |

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| **Analysing the scenario:**   1. What is the dilemma or potential conflict presented in this scenario? 2. What might you assume about the cultural backgrounds or ethnicities of mum and dad? What do you base this assumption on? Can you be sure of your assumption? 3. What are the cultural attitudes, values and beliefs of the parents in the scenario? What knowledge do they bring to the situation and what do they think is important knowledge? 4. If only mum thinks uncle should go to a doctor or counsellor, what are the possible effects on uncle’s wellbeing, and the wellbeing of the whānau? 5. If only dad thinks there should be a blessing, what are the possible effects on uncle’s wellbeing, and the wellbeing of the whānau? 6. How can cultural values about mental health still be upheld when two people disagree? |

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| **Possible questions for investigation:**   1. What traditional ideas and beliefs do Māori have about mental health? 2. How have these beliefs informed the cultural attitudes and values of Māori today? 3. What is the importance of Māori medicinal practices for Māori in recovery? 4. When Western perspectives of mental health promotion dominate NZ campaigns – which may include actions designed specifically for Māori - are the TM understandings of Māori medicine present in any way? Give examples of campaigns that include or lack considerations of Māori TM. 5. Are there any examples of Māori perspectives of mental health promotion being developed for and with Māori? Describe any that you find.   **Prompts and ideas to explore.** Traditional ideas and beliefs could come from a combination of:   * Teaching based on gods from Māori legend e.g. Māori god of sadness and Māori god of challenges. * Importance of connection with whenua (land) and nature (ngahere – bush/forest, moana - sea) in recovery, connections with people, and te reo Māori. * Using kupu - words or terms - such as wainuku (ground water), whakamā (ashamed, embarrassed), whakamamae (feeling pain or experience emotional distress), nekeneke (movement), whakamomori (grieve for, desire desperately or commit a desperate act), manaaki (support), awhi (embrace or surround), tautoko (support, backing). For a more detailed explanation of these terms in context of mental health see <https://depression.org.nz/get-better/your-identity/maori/> * Dimension(s) of well-being significantly related such as wairua/spiritual. * Impact of rongoā (treatment, application of medicine). |
| **Other sources of information for your investigation** (add and share other sources that you find):   * Mason Durie’s book *Whaiora: Maori Health Development* (1994) provides useful background material for this activity. * Te Pae Mahutonga (Southern Cross) model. See the diagram on the Ministry of Health website <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-pae-mahutonga> * Article to explain Te Pae Mahutonga model from the Health Promotion Forum and a range of other articles about Māori health perspectives can be found on the Health Promotion Forum website <https://hauora.co.nz/maori-health-promotion/> * WHO Traditional, complementary and alternative medicine <http://www.who.int/traditional-complementary-integrative-medicine/en/> * Ministry of Health <https://www.health.govt.nz/our-work/populations/maori-health/rongoa-maori-traditional-maori-healing> * Te Ara (The Encyclopaedia of NZ) Rongoā – medicinal use of plants (or books on this topic) <https://teara.govt.nz/en/rongoa-medicinal-use-of-plants> * Te Papa Tongarewa (Museum of New Zealand) <https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/maori-medicine>   Where else can we find out more about Māori TM? What are some other respected, reliable, authoritative, and knowledgeable sources of information? |

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| **Activity number** **58.**  **Social justice and mental health** |

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Social justice and mental health

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|  | **Social justice is evident** when a society enables ALL of its members, including those with mental health disorders, to participate in and have access to the social, cultural, political, and economic resources that define a generally acceptable way of life for that society. | **Social justice is absent** when groups of people within a society are excluded – like those living with mental health disorders - or have very limited access to social, cultural, political and economic resources, as compared to the rest of society. |
|  | **Social justice is related to**, **but is bigger than,** **human rights**. People with mental health disorders may have their human rights respected and upheld, but still be excluded from participating in or accessing the resources of their society. | **Social justice is about fairness** in the way people: Deal with people who have a mental health disorder; share responsibilities and distribute power in society so that people with a mental health disorder have a voice; create social, economic, and political structures that support people with mental health disorders and put those structures into operation so that ALL members of society are able to be active and productive participants. |  |
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| **Activity number 60.**  **Evaluating mental health promotion campaigns** |

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Evaluating mental health promotion campaigns

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| **Preparation:**  Locate the following resources online. Make a copy of these for your file, or bookmark the webpages for future use. |
| Use the WHO website to locate and make a copy of the five action areas of the **Ottawa Charter** (and the page where these are explained).  <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/> |
| **Te Pae Mahutonga** (Southern Cross)  Diagram on the Ministry of Health website <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-pae-mahutonga>  Article to explain the model from the Health Promotion Forum https://www.cph.co.nz/wp-content/uploads/TePaeMahutonga.pdf |
| The health education models of health promotion – **behaviour change, self-empowerment and collective action**. These are in an online resource called *The Curriculum in Action: Making meaning, making a difference* (MoE, 2004)  <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion> |
| You will then choose one New Zealand mental health promotion campaign from: |
| * The **Health Promotion Agency** ‘What we do’ Mental Health page   <https://www.hpa.org.nz/what-we-do/mental-health>   * **Depression.org.nz** <https://depression.org.nz/> * **Like Minds Like Mine** <http://www.likeminds.org.nz/> * **Mental Health Foundation** (various campaigns) <https://www.mentalhealth.org.nz/home/our-work/> |
| **TASK.** Work in pairs or small groups. Select ONE recent or current NZ mental health promotion campaign. Familiarise yourself with the various aspects of the campaign using the website. |
| Briefly describe the campaign – its overall aims, and the various actions that make up the overall campaign. |
| Which of the five action areas of the Ottawa Charter appear to be present in the design of this campaign? (Do any action areas appear to be missing?)  Based on the principles of the Ottawa Charter, will this campaign likely achieve its aims? Why do you say this? |
| Which of the six elements of Te Pae Mahutonga appear to be present in the design of this campaign? (Do any elements appear to be missing?)  Based on the principles of Te Pae Mahutonga, will this campaign likely achieve its aims? Why do you say this? |
| Does this campaign appear to reflect a behaviour change, self-empowerment or a collective action model? What’s your evidence for saying this?  Based on what you decide (behaviour change, self-empowerment or collective action model), what do you think the outcomes (the impact, the result) of this campaign will be? Do you think it will meet its aims? Why or why not? |

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| **Theme 7.**  **Mental health and wellbeing in the digital world** |

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| **Activity number** **61.**  **What the law says about digital communications and objectionable materials** |

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| **The Harmful Digital Communications Act (2015)**  Extract (adapted) from Netsafe <https://www.netsafe.org.nz/what-is-the-hdca/>  The Harmful Digital Communications Act (HDCA) was passed in 2015 to help people dealing with serious or repeated harmful digital communications. It covers any harmful digital communications (like **text, emails or social media content**) which can include racist, sexist and religiously intolerant comments – plus those about disabilities or sexual orientation.   |  |  | | --- | --- | | **The 10 communication principles state that a digital communication should not:** | **Give an example of q digital communication situation where this could occur – try to think of a range of examples** | | 1. disclose sensitive personal facts about an individual |  | | 1. be threatening, intimidating, or menacing |  | | 1. be grossly offensive to a reasonable person in the position of the affected individual |  | | 1. be indecent or obscene |  | | 1. be used to harass an individual |  | | 1. make a false allegation |  | | 1. contain a matter that is published in breach of confidence |  | | 1. incite or encourage anyone to send a message to an individual for the purpose of causing harm to the individual |  | | 1. incite or encourage an individual to commit suicide |  | | 1. denigrate an individual by reason of colour, race, ethnic or national origins, religion, gender, sexual orientation or disability |  | | **Discussion question – access the Netsafe website – see link above** | | | What role does the NZ organisation Netsafe have in relation to the HCDA? |  | | Name any other organisations that work nationally or local to you that contribute in some way to the enactment of the HDCA. Briefly describe what they do. |  | |

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| **Films, Videos and Publications Classification Act 1993** (with amendments in 2005)  Extract (adapted) from Department of Internal Affairs <https://www.dia.govt.nz/Digital-Child-Exploitation-Objectionable-and-Restricted-Material> and <https://legislation.govt.nz/act/public/1993/0094/latest/DLM313407.html>  **Meaning of objectionable**  For the purposes of this Act, a publication is objectionable if it describes, depicts, expresses, or otherwise deals with matters such as sex, horror, crime, cruelty, or violence in such a manner that the availability of the publication is likely to be injurious to the public good.  (1a) a publication deals with a matter such as sex for the purposes of that subsection if the publication is or contains 1 or more visual images of 1 or more children or young persons who are nude or partially nude; and  (b) those 1 or more visual images are, alone, or together with any other contents of the publication, reasonably capable of being regarded as sexual in nature.  (2) A publication shall be deemed to be objectionable for the purposes of this Act if the publication promotes or supports, or tends to promote or support,—  (a) the exploitation of children, or young persons, or both, for sexual purposes; or  (b) the use of violence or coercion to compel any person to participate in, or submit to, sexual conduct; or  (c) sexual conduct with or upon the body of a dead person; or  (d) the use of urine or excrement in association with degrading or dehumanising conduct or sexual conduct; or  (e) bestiality; or  (f) acts of torture or the infliction of extreme violence or extreme cruelty.  (3) In determining, for the purposes of this Act, whether or not any publication (other than a publication to which subsection (2) applies) is objectionable or should in accordance with section 23(2) be given a classification other than objectionable, particular weight shall be given to the extent and degree to which, and the manner in which, the publication:  (**a) describes, depicts, or otherwise deals with—**  (i) acts of torture, the infliction of serious physical harm, or acts of significant cruelty:  (ii) sexual violence or sexual coercion, or violence or coercion in association with sexual conduct:  (iii) other sexual or physical conduct of a degrading or dehumanising or demeaning nature:  (iv) sexual conduct with or by children, or young persons, or both:  (v) physical conduct in which sexual satisfaction is derived from inflicting or suffering cruelty or pain:  **(b) exploits the nudity of children, or young persons, or both:**  **(c) degrades or dehumanises or demeans any person:**  (d) promotes or encourages criminal acts or acts of terrorism:  (e) represents (whether directly or by implication) that members of any particular class of the public are inherently inferior to other members of the public by reason of any characteristic of members of that class, being a characteristic that is a prohibited ground of discrimination specified in section 21(1) of the Human Rights Act 1993.  ***NB. Restricted******material*** *refers to publications that are only available to people who are over a certain age such as R18 or Adult material.*  It is illegal to sell, hire, show or give material with a restricted label to anyone under the age specified on the label. Anybody who knowingly supplies, distributes, exhibits or displays a restricted publication to any person who does not meet the age criteria is committing an offence and can receive up to three months imprisonment or a fine not exceeding $10,000.  Examples of offences that could occur include but are not limited to: a video outlet renting a restricted DVD to an underage child; or a parent supplying an R18 computer game to an underage child; or an adult sending sexually explicit text or images to a person under 18. |

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| **Discussion questions:**   1. This Act applies to ‘publications’. What range of materials do you think are considered to be ‘publications’? Do you think ALL online internet pornography (for example) can be policed using this law? What about videos of violence toward people or animals? What about acts of discrimination? *Why or why not?* 2. In what way(s) do you think material, depicting, sex, horror, crime, cruelty, or violence in an objectionable manner is likely to be ‘injurious to the public good’? In other words, how does viewing this material impact people’s wellbeing? Think about the people who view it deliberately or accidentally, as well as the implications for other people who may not see the materials, but are associated with those that do. 3. How much, and what sort of objectionable material, do you think young people in New Zealand view? What’s your evidence for this claim? 4. Locate a copy of the Classification Office report *Breaking Down Porn* (2019) – browse this report. Are your ideas in (3) similar or different to the findings in this report? <https://www.classificationoffice.govt.nz/assets/PDFs/Breaking-Down-Porn.pdf> 5. Name any organisations that works nationally or local to you that contributes in some way to the enactment of the FVPC Act. Briefly describe what they do. |

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| **Activity number** **62.**  **Taking personal responsibility online** |

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| **Situation** | **Describe the wellbeing benefit or harm** | **What sort of personal responsibility (attitudes, values and beliefs, and/or actions) would support wellbeing in this situation?** |
| 1. A teenager finds that social networking sites help them deal with social anxiety and they can more easily initiate and maintain social connections online. |  |  |
| 1. A teenager who is on social networking sites 6-8 hours a day is often stressed because they feel the need to be constantly connected to the online world. |  |  |
| 1. A teenager who is on social networking sites at least 8 hours a day and staying up late to use social media, has problems falling asleep and their lack of sleep seems to be leading to worsened feelings of anxiety. |  |  |
| 1. A teenager often fears leaving the house. Social media makes it easier for them to deal with their social anxiety, to become involved and connect with others. |  |  |
| 1. A teenager lives with the constant feeling of anxiety they will be left out, or miss out on an exciting or interesting event may currently be happening elsewhere (and being the first to see it and re-post it). *(FOMO = fear of missing out).* |  |  |
| 1. A teenager lives with feelings of inadequacy when they get fewer "likes" or comments on their own post, compared those of others. |  |  |
| 1. A teenager experiences less anxiety after interacting online where it allows them to practice social skills in what feels like a safer environment.﻿ |  |  |
| 1. A teenager lives with feelings of inadequacy when they see all of the great things other people are posting about. |  |  |
| 1. A teenager finds that social media sites makes them think about all the things they don't have in their life. |  |  |
| 1. A teenager finds they get better support and understanding online from others living with social anxieties or distressing situations that negatively impact their wellbeing. |  |  |
| 1. A teenager doesn’t realise it but the way they connect anonymously online to deal with their social anxiety and low self-esteem, means that when they express themselves in the same way in real life, it is not appealing to others, and other people have trouble connecting with them. |  |  |

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| 1. A teenager on holiday is too busy taking selfies and posting online, and misses out on the experience of being in all of the amazing places they visit. |  |  |
| 1. A teenager who feels socially isolated, even though they are around people every day, finds they can more readily share their feelings about things concerning them, in the anonymity of the online environment. |  |  |
| 1. A teenager who experiences social anxiety makes weaker friendships online than those built in real-life even though in real-life they have fewer connections or trouble meeting new people.​ |  |  |
| 1. A teenager who finds out too much about someone before meeting them person (in effect "stalking" them) has increased social anxiety when they finally meet up with that person in real-life. |  |  |
| 1. A teenager reading about others’ (anonymous) experiences of anxiety, and feeling isolated and alone, allows them to look at their situation in a more rational and reasoned way and realise they are not alone. |  |  |
| 1. A teenager with social anxiety feels more comfortable behind a screen and has become totally reliant on social media, to the exclusion of making real-world connections with people. |  |  |
| 1. A teenager with existing depression and addiction issues spends a lot of time online. Although they are unaware of it, the use of social media is associated with the worsening of their mental health issues. |  |  |
| 1. A teenager constantly lives with feelings of inadequacy when they see all of pictures posted online of people showing off their ‘ideal’ bodies. |  |  |
| 1. A teenager tries one of the extreme challenges posted online, seriously injures themselves and gets into a lot of trouble because of the damage caused. |  |  |

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| **Activity number** **63.**  **Identity(ies) in the digital world** |

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| **Preparing a magazine page**  Topic: promoting healthy online identities, AND/OR protecting identities online  **The process for preparing the page**  **Select a topic:**   * The topic matter needs to relate to the introductory discussion making connections between digital world identities and wellbeing. There are many different ways you could approach this. The discussion questions are provided as a resource, but don’t be limited by these if you have other ideas. * Decide which aspect of digital world identity (or identities) and wellbeing you want to focus on. * Develop a main identity and wellbeing message you want to get across. It only needs to be one key idea as there will be many other ideas contributed by the rest of the class. * Decide your title line /catch phrase/heading. * Decide what other information you will need to include on the page to make it informative – a maximum of 100 words for the page.   **Production:**   * Use either an A4 size sheet of paper or a digital application to prepare your page.   **Visually:**   * Make it visually interesting and easy to read – you will need some words – both headings and brief text to give detail. Think about illustrations – maybe take ideas from some found images like inspiration quotes and posters, or cartoons related to safety online.   **Once complete, submit your page for inclusion in the class magazine.** |

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| **Teacher’s prompt questions for reference**   * What is the value of make-believe? Think of growing up as children – playing dress up, building castles and forts (etc.) out of found materials, reading fairy or fantasy stories, myths, fables and legends, and so on. Why are fictional books and films so popular? What about playing video games and taking on an avatar to play the game – what’s that about*?* Why is it some people like to roleplay (and some don’t)? *Focus on how it helps us learn, to test out our ideas, reflect on situation’s that are not part of our own lives but helps us to sort out decide what is important to us, etc.*   **Thinking about identity:**   * What is identity– how would you define the term? *E.g. the qualities, values/beliefs, personality/characteristics, looks/appearance and the expressions of all of these ideas that make a person who they are.* * How easily could you describe your identity? Do you think you have one resolved and fixed identity now and forevermore, or do you have a range of identities (depending on the situation they are in) and these change over time? *Health education favours the idea that identities are multiple and dynamic and can change in response to our changing lives and circumstances.* Think of how identities are similar and different when you are with your family at home, with your friends, in class, playing sport/performing/engaged in a hobby or interest, and so on. * How do you see ideas related to identity and wellbeing are linked (go back to earlier learning about dimensions of wellbeing if needed)?   **Thinking about the online environment:**   * If used reflect back on Activity 62 and the summary and conclusions of the benefits and disadvantages of social media. What could be said about the identities of people who use social media to overcome social anxieties and isolation? What about people who have feelings of inadequacy when they compare themselves and their lives with others online, or think they are missing out if they are not online? * Why do some people use their own name and image on some social media sites but other use a pseudonym or avatar on other sites (or some people use a combination on different sites? What does this have to do with identity? * For people’s whose identities may be marginalised or considered part of ‘diversity’ (which usually means identifying with something other than the majority or dominant identity in society as related for example to race and culture, sexuality and gender, (dis)ability, size and appearance) how can online groups and communities support diverse identities? * What about identities where extreme views on political, racial and other matters are a feature of individual or group identity, what do online communities offer these people? Or people who take on a completely false identity to groom children, or as a way to try and meet up with people in real life for sexual reasons - what do online communities offer these people? * What does it say about people who post their life online for everyone to see and read about – what they eat, what they are wearing, who they are with, what they are doing? What are these people saying about what is important to them (and their identity)? * What does it say about people who post many selfies online? Why do you think they do this? * What does it say about people who post material online that could potentially be used against them e.g. posting photos of themselves wearing revealing clothing or showing off their physique, or doing things that are risky or do not reflect well on them (things that could get them into trouble is some other situations)? *Noting that nothing can condone cyberbullying but part of being personally responsible means being thoughtful about what is posted online so personal material cannot be abused – in the knowledge that there are many cyberbullies around.* *(Also) what does it say about people who post images of others without their permission e.g. showing people in a drunken state or compromising or embarrassing situation?* * What does it say about people who post material online that’s nothing like they are in real life? Why do you think they do this? * What does it say about people who post material online that’s showing off how good they look, or how good they are at doing something, or how lucky or privileged they are? *Try to see this from different perspectives.* * What does it say about people who adopt other identities and go online to troll, stalk, cyberbully etc.? Do you think people who cyberbully would do something similar face-to-face where they could be identified? Why or why not? * *What other identity-related situations do these questions make you think of in the digital environment?*   So then ….   * How can a person’s identity (and therefore, wellbeing) be positively associated with social media use? * How can a person’s identity (and therefore, wellbeing) be negatively associated with social media use? How can identity online be compromised/put at risk? Or how can it be abused or stolen? Think of the way personal information and images can be misused. * What do you think people can do to ‘protect’ their identity and wellbeing online? |

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| **Activity number** **64.**  **Dealing with disturbing online behaviours and situations** |

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| **Scenarios** | **Discussion questions** |
| **Ghosting**  Aroha is being ghosted by the person she thought was her boyfriend. He has ceased all communication with her, as well as her friends. There was no warning or reason given, he hadn’t said they were breaking up. All attempts to reach out or communicate with him have been ignored and she hasn’t been able to find him at school or at his home to talk about it. She’s not sure what to think. | 1. How could this behaviour impact Aroha’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing? |
| **Trolling**  Mitch is being antagonised by someone in one of the online discussion groups he is a part of. The person (who doesn’t use their real name) deliberately posts inflammatory, irrelevant/off-topic, or offensive comments and other disruptive content. This creates all sorts of conflict and arguments among the members of the group. The group have come to realise the person is a social media troll who is being purposely controversial to get a rise out of them, but it’s hard to not react and just ignore them. Asking them to go away or be more respectful to the group just leads to even more outrageous comments being made. | 1. How could this behaviour impact Mitch’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing? |
| **Cyberbullying**  Raina is being relentlessly cyberbullied by a group of girls from school. Privately by email and phone messages, as well as on her social media page she is called names, has rumours and lies spread about her, receives lots of unwanted messages about all sorts of irrelevant things, and has private information about her posted on social media. Recently the group even set up a fake account to make fun of her when she blocked them from her personal social media pages. They use her face in offensive memes that got sent around all of the other students at the school, and the group impersonate her sending horrible messages to other students that appear to come from her. | 1. How could this behaviour impact Raina’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing? |

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| **Echo chambers and extremism**  Simon has been drawn into an online community who have strong political views about a social issue. He knows it’s not a popular view and one many people disagree with. In fact, if he went and did some of the things they talked about he would be breaking the law. But what they say makes sense to him and it all sounds really convincing. He likes joining in their conversations because everyone has the same opinions and believe similar things to him. He’s not aware of it but his own views have shifted over time to become more extreme, and much like others who lead the group. He feels he belongs with this group as his existing views are reinforced, and alternative ideas that the group disagree with are rejected. | 1. How could this behaviour impact Simon’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing? |
| **Cyberstalking**  Loula has a cyberstalker and she doesn’t know who it is. Her stalker is harassing her by making false accusations, monitoring what she does online and tells her she is ‘being watched’, occasionally they send threats that say they will ‘tell everyone her sexy secrets’, and on a couple of occasions her stalker has tried to remove some of her online information and manipulate other information. The cyberstalker knows her email, how to instant message her, her phone number, and all of her social media platforms. The person is obsessive, and Loula receives some form of message on a daily basis. She knows what the stalker is doing it is probably illegal but not knowing who it is, doesn’t know how to stop them. | 1. How could this behaviour impact Loula’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing? |
| **Viewing extreme video content**  Reese spends a lot of time viewing ‘interesting’ videos online. He says the videos cover a wide range of topics and interests but in reality most of what he watches is ‘pretty extreme’. Most of the videos show people getting hurt either through their own actions or through that of others. Some of it is pornographic (and not just ordinary sex – most of it is quite violent sex), some it shows animals being harmed or property being destroyed. On one occasion it showed a child being sexually assaulted although he didn’t realise at first what was happening in the video. He felt disgusted by it and quickly switched away from it, however he’s now found (like with so many other videos he watches) that he is offered more and more similar content like that he has just watched. He knows this is just clickbait to attract his attention and try and encourage him to click on a link to a particular web page, but he’s ‘hooked’ and finds it hard not to look. | 1. How could this behaviour impact Reese’s wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing? |

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| **Activity number** **65.**  **Feeling overwhelmed by the enormity of issues in the world** |

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**Feeling overwhelmed by events in the world?**

**Task 1.** This reflection requires you to rate how you’re currently feeling about global issues. Select the option that best reflects your feelings at this time.

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| **Global issues** (you can add other ideas to the list) | Feeling very pessimistic and overwhelmed | Feeling somewhat pessimistic | Neutral – no particular feelings about this | Feeling somewhat optimistic | Feeling very optimistic and hopeful |
| **Environmental issues** |  |  |  |  |  |
| **Politics and conflict**  (e.g. to do with extremism) |  |  |  |  |  |
| **Poverty** |  |  |  |  |  |
| **Social injustices**  (e.g. to do with race or gender) |  |  |  |  |  |
| **Future employment** |  |  |  |  |  |
| **Higher education or training** |  |  |  |  |  |
| **Housing** |  |  |  |  |  |
| **Health and wellbeing** |  |  |  |  |  |
| **Food security** |  |  |  |  |  |
| **Digital world**  (e.g. social media and new technologies) |  |  |  |  |  |
| **Synthetic drugs** |  |  |  |  |  |
| **Fake news**  (e.g. working out what is fake and real, or dealing with people who believe fake news) |  |  |  |  |  |
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**Task 2.** The impacts of feeling overwhelmed on people’s wellbeing is widely reported. Before moving to Task 3, think about some ways people could manage feeling overwhelmed by bad news.

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| Some common reactions to bad world news include: | What do you think a person feeling overwhelmed by bad news stories might do to manage these feelings? |
| Intense feelings such as feeling:   * anxious and worried * depressed or sad * helpless and confused * angry |  |
| Feeling paralysed from not knowing what to do, what decisions to make, and how things can ever get better. |  |
| Ruminating (‘chewing over’ or going over and over things in their head) and letting things fester in frustration with the situation and end up feeling trapped. |  |

**Task 3.** Around the world it is being reported how overwhelmed some people are feeling about global issues and there is an increasing amount of guidance about how to manage these feelings. These actions won’t change the world but they could be useful to escape from it all for a while, and perhaps provide a sense of optimism and hope at a local level.

Focus on the items in Task 1 above where you indicated that you were feeling very or somewhat pessimistic. Tick the box on the scale that best applies to you for each self-help item. You can add other ideas to the list if you wish. *If you are not pessimistic about anything in these Task 1 columns, you can think about this activity as if you are supporting someone else who is feeling overwhelmed by global issues.*

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| Self-help strategies for managing feelings of being overwhelmed. | Would this work for you? | | |
| No / Unlikely | Maybe | Yes / Likely |
| 1. Know yourself and what triggers you to become upset |  |  |  |
| 1. Minimise exposure to what triggers you |  |  |  |
| 1. Recognise and accept your feelings and why you’re feeling this way |  |  |  |
| 1. Question yourself - do you need to know every detail about an issue or event? |  |  |  |
| 1. Select news sources give you enough information to be informed without going into huge amounts of negative detail |  |  |  |
| 1. Avoid visiting multiple news sources trying to find different details |  |  |  |
| 1. Set boundaries around which news sources will be used and time limits reading news items |  |  |  |
| 1. Balance being informed with ‘obsessive’ tendencies seeking every detail |  |  |  |
| 1. Look to what is good in your life and the world |  |  |  |
| 1. Stay present – not lamenting the past or becoming anxious over an unknown future |  |  |  |
| 1. Learn to switch off |  |  |  |
| 1. Remind yourself what it means to be human - not being perfect and not getting things right all of the time … and bad things happen |  |  |  |
| 1. Accept what you can and can’t control |  |  |  |
| 1. Do *something!* |  |  |  |
| 1. Use meditation or other mindfulness techniques to relax |  |  |  |
| 1. Maintain day to day routines necessary for living your life |  |  |  |
| 1. Do things that keep you busy and use up energy |  |  |  |
| 1. Be kind to others |  |  |  |
| 1. Stay connected with others |  |  |  |
| 1. Do things that help you stay physically well – sleep, eat, exercise |  |  |  |
| 1. Seek help / accept help that is offered if overwhelmed and not coping |  |  |  |
| 1. Set boundaries and time limits around work (or study) – leave time for doing things that support your wellbeing |  |  |  |
| 1. Have hobbies and interests … play sport, perform, make things |  |  |  |
| 1. Make a simple lifestyle change … and then another a bit later on … and then another … |  |  |  |
| 1. Find some uplifting people to follow online |  |  |  |
| 1. Organise some political action (e.g. youth action groups) |  |  |  |
| 1. Contribute to your community |  |  |  |
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**Debrief:**

* What factors (or things) present ongoing barriers to being able to use these strategies consistently?
* What factors (or things) would act as enablers to be able to use these strategies consistently?

**Task 4.** Use one main idea from the reflection (which may actually be several related ideas) to make a bumper sticker/inspirational poster that can be used in a class resource.The words and images on your bumper sticker/poster need to promote some form of self-help for supporting wellbeing when feeling overwhelmed by world news events or global issues. You can use similar existing materials from online sources for ideas.

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| **Activity number** **66.**  **Online pornography as a mental and emotional wellbeing issue** |

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| Consent | Angie and Anthony have been going out for some time. Although they have been sexually intimate with each other they haven’t had sexual intercourse or ‘gone all the way’. Anthony would like to have sex with Angie but doesn’t know how to go that extra step – what to ask or say, or what to do. After recently seeing a pornographic video that showed a man forcing himself onto a woman and she seemed to enjoy it, he decided he would try that approach. When he did this Angie got really angry and said they have to break up if he’s going to treat her like that.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Did Anthony ask for Angie’s consent in this situation?* * *If Angie did not stand up to Anthony in this situation like she did, and he went ahead and had sex with her on his terms, what would this behaviour be called? What would Angie’s rights be if this happened?* * *If consent was given, what would each of Angie and Antony be saying as they negotiated having sex?* * *How would giving consent support their mental and emotional wellbeing?* |
| Rights and responsibilities | Max and Maria have been dating and have a sexual relationship for some time. After recently seeing a pornographic video with his mates, Max decides he would like to try ‘something new’ next time they have sex - like he saw in the video. He tells Maria what he would like her to do. She is disgusted by the idea and doesn’t want to do it. Max starts to pressure her saying... *‘come on, it’s just a bit a fun … how do you know you won’t like it until you try it …’*   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Does Maria have the right to say NO in this situation?* * *Does Max have the right to ask?* * *What are Max’s responsibilities in this situation?* * *What are Maria’s responsibilities to herself and Max?* * *How could Max and Maria resolve this situation in a way that maintains a healthy relationship?* * *How would this action support their mental and emotional wellbeing?* |
| Respect for others | A group of young people are watching pornography on their phones while sitting in a fast food café. They are talking loudly and commenting on what they are watching using rude and derogatory language. Parents with young children are sitting at neighbouring tables, as are people from different cultural backgrounds.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *In what ways are the group of young people showing disrespect for others around them?* * *How are they being disrespectful of themselves and each other?* * *If you were sitting at the table next to these young people, what would you do OR what could you do in this situation? What are the barriers to taking action in a situation like this? How could these barriers be overcome?* * *How would taking action support the mental and emotional wellbeing of all involved in this situation?* |
| Respect for self | Carla believes that as the female in the relationship she needs to do what her boyfriend Craig wants her to do when they are being sexually intimate with each other. This often involves having sex in ways that Craig has seen when watching porn – which he also makes her watch so ‘*she knows what to do’*. She thinks that if she doesn’t do these things he won’t love her anymore and he will dump her. As a result she does some sexual things that she doesn’t enjoy, and at times finds painful or revolting.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *What could you infer about Carla’s self-esteem or sense of self-worth from this situation?* * *Where do you think these thoughts and feelings of Carla’s come from and what sustains them?* * *Is Carla showing respect for herself here? Why or why not?* * *What would it take to change this situation so that Carla felt better about herself, and for Carla and Craig to have a healthy relationship? Do you think she can do this by herself or will she need support from others?* * *How would this action support their mental and emotional wellbeing?* |
| Managing stress | Duncan finds watching porn relaxes him because it arouses him and takes his mind off his troubles. However, he spends so much time watching it that he faces another lot of problems when he doesn’t get his work done, he doesn’t bother going out with his friends and doing what he says he will, and he just hides in his room at home and not communicating with his family.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Why do you think watching pornography is relaxing/relieves stress for some people?* * *Do you think this is a ‘healthy’ way to relieve stress? Why or why not?* * *What are some alternatives Duncan could use to relax and reduce the stress in his life?* * *How would this action support his mental and emotional wellbeing?* |
| Body image | Evelyn’s boyfriend Eddie got her to watch a pornographic video as a way to show her how exciting having sex was and how ‘sexy’ it looked when people were naked and having sex. All Evelyn saw was a very curvaceous woman with large breasts, long legs, and no body hair, who was prepared to pose in all sorts of positions that showed off all of her genitals. Evelyn knows her body looks nothing like that - and Eddie has never seen her naked.  OR  Eddie and his mates often watch pornography. The boys often joke about the size of the men’s penises and tease each other about how big or small they (think) each other’s penises are, and go on about needing to have a big penis to pleasure a woman. Based on some information he read Eddie knows (or thinks he knows) he is ‘a bit smaller than average’. He would like to be more sexually intimate with his new girlfriend Evelyn (they have never done anything sexually intimate) but he is anxious that Evelyn might not think he’s ‘enough of a man’ for her given his penis size.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *How realistic and typical of all humans are the bodies of people (and the size and appearance of their sexual parts) who ‘act’ in pornographic videos? Why do you think this?* * *Is it fair to judge a person’s likely sexual performance and attractiveness on size and appearance this way? Why do you say this?* * *How could either Evelyn or Eddie respond in these situations? What could they say to provide an alternative understanding of the situation, and feel confident about their own bodies and sexual attractiveness?* * *How would these actions support their mental and emotional wellbeing?* |
| Sexual expectations in relationships | Francie and Fred have been having sex for most of their relationship. Fred has been pressuring Francie to have anal sex instead of vaginal sex because (apparently) ‘everyone is doing it’. According to one of Fred’s mates, ‘if a woman won’t do anal she isn’t worth it’. It’s a message his mate seems to have picked up from watching pornography. Fred doesn’t actually believe this but because he likes to ‘look good’ to his mates, he does things to try and fit in with them. Francie is getting tired of being asked and pressured, and although she keeps saying no she’s thinking if she just gives in, it might shut Fred up for a bit and keep him happy.  OR  Greta and Gary have been having sex for most of their relationship. Gary want to ‘spice things up a bit’ and suggests and Greta’s friend Georgia (who Gary thinks is ‘into him’) could join them in a threesome – just like in a pornographic video they recently watched. Greta said no she wasn’t into having sex with other women and that it seemed to be all about Gary’s pleasure – not her. Making a ‘smart comment’ back to him asked how he would feel if the threesome was with Gary’s mate Gerald – she might be more into that. Gary got the point Greta was making when she turned the situation around the other way.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *How does pornography come to ‘normalise’ some sexual behaviours?* * *What can people say or do to challenge these assumptions about ‘normal’ sexual behaviour?* * *How would this action support their mental and emotional wellbeing?* * *Do you think that all of the acts of sex in pornographic videos are ‘normal’ (usual, common, typical) behaviours for most sexually active people? Why or why not? How do we (think we) know this?* * *Why do you think most pornography shows heterosexual sex?* * *Based on what you know/have heard, when pornography shows people of the same sex having sex, what’s often the difference when its: Two (or more) women? Two (or more) men? (Think of the intended audience for this type of pornography.)* |
| Respectful communication | A group of boys at Hettie’s school always use very sexualised and ‘rude’ language when they talk. Seldom do they talk to each other without using sexual terms or referring to sexual acts. Hank, the ring leader of the group, is known to watch a lot of pornography - he makes thing of it and tries to get others to watch with him. It is apparent that a lot of the language he uses he has learned from watching porn. Some of the students in Hettie’s social circle find the language offensive to their cultural and personal beliefs, and its often upsetting.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Why is Hank’s way of communicating disrespectful? Who is it disrespectful to?* * *What action could Hettie and her friends take to do something about this situation? What support would they likely need to seek, especially if they think that their own attempts to change the way Hank communicates will fall on deaf ears, and if anything he will just make fun of them?* * *How would this support their mental and emotional wellbeing?* |
| Power imbalances in relationships | Ian always decides what he and Irene will do, what they will eat, where they go, what she will wear, what she can spend her money on, and so on. This controlling behaviour also extends to when they are sexually intimate. The pornographic videos Ian watches typically show men dominating women, where the women have no say and do as they are told. Irene has ‘learned’ to do as she’s told or be threatened in some way.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Where do you think some men like Ian ‘learn’ to control women like this? What sustains this behaviour? Why can it be hard to stop it?* * *In what ways might the pornographic videos be reinforcing Ian’s behaviour?* * *What different types of abuse are happening in this relationship?* * *In Irene’s case, where could support come from (support she could seek herself or support a friend could help her to seek) to remove herself from this abusive relationship?* * *How would this action support her mental and emotional wellbeing?* |
| Cyberbullying | Jack decided to get back at his ex-girlfriend Janice (who dumped him for someone else) by sharing a naked photo in a rather sexual pose that he took of her while they were still dating. The photo has now been shared around a large and unknown number of people with a caption ‘here guys, she’s all yours’. All of their friends have now seen it, Janice’s new relationship has broken up over it, and she’s is feeling humiliated and devastated and doesn’t want to socialise or talk with anyone.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *Is this situation considered to be an example of cyberbullying? Why or why not?* * *What are the legal implications of behaviour like this?* * *Why can this sort of behaviour have a substantial negative impact on people’s wellbeing?* * *What can Janice do in this situation? Think about her relationships with other people, as well as any legal action she can take.* * *Breaking up can be hard to deal with whatever the circumstances. What are some more respectful ways Jack and Janice could have broken up?* * *How would this support their mental and emotional wellbeing?* |
| Intimidation (as part of bullying or harassment) | Kirk is repeatedly threatening Kim, a girl in his class that he fancies, but unfortunately for Kirk, Kim isn’t interested in him. To try and manipulate her into go out with him, Kirk has taken some pornographic images he has found online and put a photo of Kim’s face on them. He’s shown these images to Kim and has threatened to send them out to everyone if she doesn’t go out with him.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *What does the law have to say about situations like this?* * *What action can Kim take to do something about the situation – now, before Kirk shares the images, and if he does share the images?* * *Where do you think Kirk has ‘learned’ to treat other people like this? How can people like Kirk be supported to change their attitude and behaviour?* * *How would this support their mental and emotional wellbeing?* |
| Help seeking | Lara is concerned about her brother Leo’s viewing of pornography. She knows he’s watching porn as she’s caught him doing so, and she recently had the chance to check his web browser to see what he was watching. Their parents have also commented on the amount of internet data they are using – and paying for. He spends long hours in his bedroom with the door shut and he won’t communicate with her or anyone else at home – or if he does, it’s always an argument. Lara knows he’s getting behind in his school work and his friends have said they are worried about him as he doesn’t want to spend time with them any more – and he had quit the sports team.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *What help is available for Leo and Lara – and their parents - in this situation?* * *Whose responsibility is it to help Leo? Why do you say this?* * *If you/ your class were to develop a set of guidelines about how to be a good friend on matters to do with cyber safety, and being a responsible digital citizen, what guideline(s) would you include for a situation like this ie when you suspect someone is being negatively affected by excessive viewing or pornography?* * *What other guidelines would you include about the viewing of pornography in general in these guidelines?* * *How would this action support the mental and emotional wellbeing of Lara and Leo?* |
| Being an upstander | Martin is getting sick and tired of his mates and their behaviour. His mates watch a lot of pornography (he doesn’t) and he has noticed how some of what they watch influences how they treat girls and women, how they talk to them, the language they use, and what they expect, especially sexually. Martin is pretty confident and can stand up to his mates and after what he thought was an embarrassing incident (his mates didn’t think so) when they were being loud and obnoxious at the local mall, he had it out with them and told them what he thought of their irresponsible and antisocial behaviour, and that he wanted it to stop. His mates just told him to ‘grow a pair’ and f\*\*\* off’. Deciding he had had enough, Martin has chosen not to socialise with any of them for the foreseeable future. However things got even worse after he defended a group of girls when his mates were making lewd suggestions about the sexual acts they wanted the girls to perform. It turned into a physical fight at school and now all of the boys are in trouble.   * *Overall, how is the mental and emotional wellbeing of the people in the scenario being affected and why?* * *What can we deduce about Martin’s values and beliefs from this scenario – especially in the way these differ from his mates? Where do you think he learned these values and beliefs? What do you think helps people like martin stick to their values and beliefs?* * *What interpersonal skills does Martin possess that he was able to stand up to his mates like this?* * *What systems should schools have in place to prevent this sort of behaviour, and systems to manage situations like this should they arise at school?* * *How would this support their mental and emotional wellbeing?* |

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| **Activity number** **67.**  **Sexual safety in the digital world** |

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**Task 1. Sexting (or just texting) language**

This texting and sexting language is from a United Kingdom source, reported also in New Zealand.

|  |  |  |
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| WYRN What's Your Real Name | P911 or P999 Parent Alert | LMIRL Let's Meet in Real Life |
| MOS Mum Over Shoulder | TDTM Talk Dirty to Me | IWSN I Want Sex Now |
| NIFOC Nude in Front of Computer | GYPO Get Your Pants Off | FWB Friends with Benefits |
| KPC Keeping Parents Clueless | PAW Parents are Watching | POS Parents Over Shoulder |
| CD9 Code 9, meaning parents are around | WTPA Where the Party At? | RU/18 Are you over 18 |
| RL Real Life | ADN Any Day Now | ASL Age sex location |
| SWAK Sealed with a kiss | HAK Hugs and kisses | FYEO For your eyes only |
| ILU I love you | KFY Kiss for you | KOTL Kiss on the lips |
| ADR Address | YOLO You only live once | TMI Too much information |
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Source: NZ Herald 26 Dec, 2017), *The sexting terms every parent should know* <https://www.nzherald.co.nz/lifestyle/the-sexting-terms-every-parent-should-know/J5JN2JHYPIKR6SSXFQ4HBT6IOI/>

* In small groups or as a class, group together the text language with related meanings e.g. language to indicate parents are watching, language between boy/girlfriends/partners, language used to arrange real life meetings between strangers, non-sexting terms, or other groupings that are meaningful to your group. Add in any NZ sexting terms you know of that are not on this list.
* Which of these terms would you consider to be most concerning, or to be suspicious of if you received them, especially from someone who was not a romantic or sexual partner? Why these terms?
* Which of these terms do you think a parent or other adult would find most concerning, or to be suspicious of? Why these terms?

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| **Sexual safety in a digital world** |  |
| Type of sexual activity or behaviour (named and defined or described) |  |
| What are the particularly concerning features of the activity or behaviour |  |
| Why is the behaviour a wellbeing concern (and who is it a concern for)? |  |
| Describe any New Zealand laws associated with this activity or behaviour – what law(s) is being broken, penalty etc. and an online link to this information. |  |
| Based on available information, what does it say about the character of the person/people who carry out this activity or behaviour – focus particularly on their attitude and what they value or believe about the way they can treat other people.  Who needs to change their behaviour in this situation and what actions would be needed to achieve these changes? |  |
| Which agency (or agencies) support people to protect themselves, or take action if they are the recipient or victim of such activity or behaviours? What support do they provide? |  |
| Provide an online link to the support page of this agency. |  |
| [Optional/if available] Provide a link to an online safety video related to your selected situation. |  |
| [Optional/if relevant] Locate an online cartoon or slogan with a safety message related to this situation and cut and paste it here. OR you could design your own. |  |

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| **Theme 8.**  **Bullying, intimidation, discrimination** |

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| **Activity number** **68**.  **What we know about bullying (etc.)** |

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**Item bank of questions** **or prompts** for postbox, graffiti sheets or a mindmap. Select from and adapt these items to meet the students’ learning needs, and the overall focus of the learning programme that follows.

*For postbox and graffiti sheets, say to students that if you are not sure then write ‘don’t know’ as this is useful information to know.*

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| What is similar and different about bullying and intimidation? |
| What do you think is the difference between bullying and harassment? |
| What do you think is the difference between harassment and discrimination? |
| What do you think bullying, intimidation, harassment and discrimination all have in common? |
| What do you think are a person’s rights in situations where they have been bullied, intimidated, harassed, or discriminated against? |
| At what point do you think bullying or intimidation is called violence or assault? |
| Name or describe as many forms of bullying as you can. |
| How does bullying or intimidation affect people’s wellbeing?  *How do they think and feel, how do they react, or behave, as a result of being bullied?* |
| How does harassment affect people’s wellbeing?  *How do they think and feel, how do they react, or behave, as a result of being harassed?* |
| How does discrimination affect people’s wellbeing?  *How do they think and feel, how do they react, or behave, as a result of being discriminated against?* |
| How does cyberbullying affect people’s wellbeing?  *How do they think and feel, how do they react, or behave, as a result of being cyberbullied?* |
| If you are bullied at school, what can you do? |
| If you are bullied away from school, what can you do? |
| If you are cyberbullied what can you do? |
| If you are a ‘bystander’ who sees someone else being bullied, intimated, harassed or discriminated against – what is your social responsibility in this situation? |
| Where can you go (in person or online) to find out about bullying and what you can do about it? |
| Where can you go (in person or online) to find out about cyberbullying specifically, and what you can do about it? |
| Where can you go (in person or online) to find out about harassment and what you can do about it? |
| Where can you go (in person or online) to find information about discrimination and what to do about it? |

Information for teachers facilitating post box, graffiti sheet/pass-the-paper (bus stop-type) activities

**Facilitating a postbox activity**

1. Select 6-8 questions.
2. Have these questions printed in large font on pieces of paper and pin them to the wall at regular intervals around the room. Place a box (ice cream container or similar) under each question.
3. Provide students with a blank sheet which they fold and cut into as many pieces as there are questions. Number the pieces of papers sequentially.
4. Students circulate around the room answering each question anonymously and ‘posting’ their answer in the box provided. Recommend that students use an ordinary pen and not write in a distinctive way to help keep their answers anonymous. *An alternative (especially in rooms not conducive to moving around) is to have questions prepared and printed on a sheet. Students answer the questions on the page, cut up the sheet and then post their answers.*
5. Once all students have answered each question, divide the class into as many groups as there are questions and allocate each group a box of answers and supply paper and pens for making a summary.
6. Instruct the students that they need to summarise ALL responses which means that they don’t get to remove any they don’t like or disagree with. Explain that they would expect to see that other groups had considered what they had to say – they may not see their words exactly but they can see that their ideas have been included.
7. Once all summaries are complete each group shares the summary with the class. Facilitate further discussion as points of interest arise or where clarification is needed.
8. Retain summaries for reference and come back to them throughout the learning programme when links can be made.

**Facilitating a pass-the paper (graffiti sheet) activity (a version of a bus stop type activity)**

* 1. Select 6-8 questions for the activity (decide upon the number of questions based on class size). Groups for the activity will need to comprise 3-5 students.
  2. Head each large sheet of paper with a question. (For questions that have two parts or a yes/no section and a why/why not section, set the sheet up in a way that encourages responses to each part).
  3. Allocate one sheet (i.e. one question) and marker pens to each group of students.
  4. Instruct students to use the sheet like a graffiti sheet. Any ideas they can think of, related to the question, are written down. They do not have to all agree on the ideas.
  5. Allow 3-4 minutes for recording and then ask them to pass their paper to the next group.
  6. Repeat the process. Ask students to read what the previous group wrote. They can tick any ideas they particularly agree with and want to endorse, and add more ideas of their own.
  7. Keep the rotation of the sheets in the same direction. Students may only need 2-3 minutes with the last of the questions as the sheets get full.
  8. Keep passing the paper until the each sheet returns to the group that started with it.
  9. Each group prepares a 1-2 sentence summary answer to the question based on what everyone in the class has said.
  10. Supply another clean sheet of paper to record the question and summary/answer from (9) in preparation for reporting back and displaying, or making a digital copy for filing in students’ learning journals.
  11. Invite each group to report their summary statement back to the class.
  12. Ask students to identify one thing they read on one of the sheets or heard during the reporting of the summaries that they didn’t realise e.g. something they didn’t actually know.
  13. Acknowledge that their ideas will be developed further in the following learning activities.

**Mindmaps**

Mindmaps are a useful way to ‘dump’ a whole lot of ideas already in your brain onto paper (or into a digital application) and organise them into a diagrammatic form (or map) which can then be used in a logical and sequential way. It’s a form of note taking to which more details can be added as the learning develops and progresses.

* Mindmapping requires a central idea presented as a topic or an overarching question.
* Radiating out from this central topic or question, main or important themes are identified. When working with students in health education, these themes could be prompted by another set of questions (like those in the item bank) – not to be answered as such, but to prompt possible ways to think about the different aspects of the topic.
* Branching off these themes are related ideas, perhaps not as important as the overall themes, but which show the breadth and complexity of the situation.
* Some of these ideas may be connected across themes, to reinforce the complexity of the situation.

Some students take to mindmapping more readily than others. In subjects like health education where issues are often complex, multi-faceted, and with many interconnected ideas – understanding of which is essential for critical thinking - mindmaps are ideal for showing this complexity. If students struggle with mindmapping, provide opportunities to practice constructing mindmaps and tips for helping mindmaps e.g. adding diagrams if visual ideas have more meaning than words, likening a mindmap to a regular topographical map and what these sorts of maps are for. It is not an approach to dismiss if students are not good at it, as the abstract thinking it develops and promotes is a precursor for critical thinking in health education.

Look online for ideas such as <https://www.library.auckland.ac.nz/study-skills/study-exams/mind-mapping> or <http://www.mindmapping.com/>

*If using a digital application for mindmapping, ensure it is a comprehensive one that allows for a lot of information and multiple connections to be made – if too simple in its design, the opportunities for making connections become limited, defeating the purpose of the mindmapping.*

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| **Activity number** **69.**  **Definitions and laws** |

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Definitions and laws

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| **Behaviour** | **Definition or description** | **Law or policy that applies** | **Source of information about this** |
| Bullying |  |  |  |
| Cyberbullying |  |  |  |
| *Intimidation\** |  |  |  |
| Harassment  (in general) |  |  |  |
| Sexual harassment (specifically) |  |  |  |
| Discrimination |  |  |  |
| Violence (assault) |  |  |  |
| Domestic violence |  |  |  |
| Abuse  (of children and young people) |  |  |  |

*\*The word intimidation is used a lot but is there a law that deals specifically with ‘intimidation’, or is the term used to describe behaviours under several headings like bullying and harassment? In what situations might a word like intimidation be useful?*

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| **Suggested websites to search:**   * Human Rights Commission (discrimination) <https://www.hrc.co.nz/> * Employment New Zealand (bullying, harassment and discrimination) <https://www.employment.govt.nz/resolving-problems/types-of-problems/bullying-harassment-and-discrimination/> * Ministry of Health (abuse) <https://www.health.govt.nz/your-health/healthy-living/abuse> * Ministry of Education (bullying – several links from this site) <http://www.education.govt.nz/school/student-support/student-wellbeing/health-and-wellbeing/bullying-prevention-and-response/> * Bullying-Free NZ <https://www.bullyingfree.nz/> * Netsafe (cyberbullying) <https://www.netsafe.org.nz/> * Are you ok? (domestic violence) <http://areyouok.org.nz/family-violence/thelaw/> * NZ Government (overview of laws, crime and justice – use links from this page) <https://www.govt.nz/browse/law-crime-and-justice/abuse-harassment-domestic-violence/> * Community law (description of assault) <http://communitylaw.org.nz/community-law-manual/chapter-35-common-crimes/assault-chapter-35/> * Youth Law <http://youthlaw.co.nz/> * Citizens Advice Bureau <http://www.cab.org.nz/vat/gl/laws/Pages/home.aspx> may also provide useful information   An internet search will also locate a range of other websites, or topic specific pages at these websites. |

|  |  |
| --- | --- |
| If the definition of bullying used by the New Zealand Ministry of Education is that: Bullying is deliberate - bullying involves a power imbalance – bullying has an element of repetition – bullying is harmful, then why are the following behaviours NOT considered to be instances of bullying? | |
| A one-off fight or argument |  |
| A difference of opinion between friends or peers |  |
| A single act of social rejection or not liking someone |  |
| A one-off act of meanness or spitefulness |  |
| An isolated incident of aggression, intimidation or violence |  |
| Using sexist or racist terms but not meaning to cause harm e.g. said as joke between friends |  |
| Theft - taking someone else’s things on one occasion |  |
| For more information see <https://www.bullyingfree.nz/about-bullying/what-is-bullying/> | |

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Putting into practice definitions of behaviours where there is an imbalance of power in relationships

|  |  |  |
| --- | --- | --- |
| **Situation** | **Type of behaviour** | **Reason for saying this – what tells you it is this behaviour?** |
| At work Tina’s boss often pressures her into working extra shifts by using threats (e.g. she will lose her job if she doesn’t). |  |  |
| At school Hemi is often hassled by two older boys looking for lunch or money. |  |  |
| A teenage girl who wears a head scarf for cultural reasons is refused entry into a shop. |  |  |
| At home, Sally’s mum occasionally beats Sally up if she’s had a bad day. |  |  |
| While at the bus stop one morning, a group of girls tease Mele about her appearance. |  |  |
| Harry’s dad often yells at him telling Harry that he is useless and stupid. |  |  |
| Tom is told at an interview that he is too old to be able to do the job. |  |  |
| Older students barge in on the Year 9 students in the boys’ changing rooms at school and threaten them. |  |  |
| At work, Frankie’s boss often touches her in inappropriate ways. |  |  |
| Someone in Sam’s class took a photo of him in the changing rooms and posted a naked photo of him on social media. |  |  |
| At school the other students deliberately leave Martin out of their group or team and don’t talk to him in the playground. |  |  |
| At school, Jo is often called homophobic names. |  |  |
| At a party, two girls get a boy drunk and have sex with him. |  |  |
| In the street after school, a group of students end up in an all-out brawl after an argument gets out of hand. |  |  |

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| **Activity number** **70.**  **Power imbalances in relationships** |

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Power imbalances in relationships

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| **Power can be demonstrated:** | **Focusing questions** |
| Physically | 1. How could a person who thinks or knows that they are **physically stronger** than another person have power over them? |
| Mentally | 1. How could a person who perceives themselves to be **smarter or more capable** than another person, have power over them? |
| Emotionally | 1. How could a person who knows how to **manipulate** others have power over them? |
| Economically | 1. How could a person who makes and controls all of the **money** have power over another person? |
| Online | 1. How could a person who goes online and **anonymously** says things about another person have power over them? |

**For each of situations 1-5 above, discuss and answer the following questions:**

1. What are the likely attitudes, values or beliefs of this person that lead them to abusing their power this way?
2. Why is this behaviour unfair?
3. Describe an example of a bullying, harassment, discrimination, or abuse situation that this power imbalance could lead to.
4. What impact could this abuse of power have on the wellbeing of the victim in the situation you described in (c)?
5. What could the victim do in this situation?

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| **Activity number** **71.**  **Bystanders** |

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Bystander responsibilities

**TASK 1.**

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| **Hurtful Bystanders** | **Most bystanders** |
| * Start the bullying by encouraging the bully to begin. * Encourage the bully by laughing and cheering them on, or making comments that further motivate the bully. * Join in the bullying once someone else has started it. | These bystanders also contribute to the problem (often without realising it) because they passively accept bullying by watching it and doing nothing. Passive bystanders provide the audience some bullies want (to reinforce their power), and the silent acceptance of bystanders allows bullies to continue their hurtful behaviours. |
| Q. Why do you think some bystanders get involved in bullying incidences in this way? | Q. Why do you think many bystanders do nothing? |

**TASK 2.**

|  |  |
| --- | --- |
| **Helpful Bystanders - or ‘Upstanders’: Bystanders can prevent or stop bullying.** | |
| **A bystander who is an upstander:** | **Other bystanders who are upstanders:** |
| May directly intervene and discourage the bully, defending the victim, or redirect the situation away from bullying. | Go and get help either from peers who they encourage to stand up to the bully, or by reporting the bullying to adults. |
| Q. In what sorts of situations would an upstander feel confident to respond this way? | Q. In what sorts of situations would an upstander choose to respond this way? |

**TASK 3.**

|  |  |
| --- | --- |
| **Reasons why some bystanders don’t intervene when they see bullying.** | **Knowledge and skills the bystander needs to learn, or an attitude that needs to change to become an upstander.** |
| They think it’s none of their business |  |
| They are scared they will get hurt or become a victim themselves |  |
| They feel powerless to stop the bully |  |
| They don’t actually like the victim and think the victim deserves it |  |
| They don’t want to draw attention to themselves |  |
| They fear the bully will take revenge and get them back |  |
| They think that telling an adult won’t help and it may even make things worse |  |
| They don’t know what to do |  |

**TASK 4.**

|  |  |
| --- | --- |
| **Bystanders who don’t do anything to stop the bullying or don’t report it may experience negative consequences for their own wellbeing.** | |
| Possible negative impacts on wellbeing if a bystander does nothing: | Why might doing nothing after witnessing bullying lead to these feelings for the bystander? |
| They **feel pressured** to participate in the bullying anyway |  |
| They **feel anxious** about speaking to someone about the bullying |  |
| They **feel powerlessness** to stop bullying |  |
| They are **vulnerable** to becoming victims themselves |  |
| They are **scared** to associate with the victim, the bully, or the bully’s friends |  |
| They **feel guilty** for not defending the victim |  |

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Bystander Role play

**Set the scene:** A new Year 9 student has arrived at the school. S/he started school several months into the year after friendship groups have already formed in the class, and ‘rules’ about who sits where have been established. It is apparent from the student’s appearance and demeanour that they like to express their individuality and don’t like to conform to popular ways of dressing and behaving. One group of students has taken a dislike to the new student and thinks they need to be taught a lesson and that the student needs to be more like them.

**Preparation:***Allocate roles to groups and allow a few minutes for them to prepare their role – see role cards provided.*

* Ask one group to volunteer to be the bullies.
* Ask a volunteer to be the new student – the rest of their group will be their support crew for the role play.
* The remainder of the class are bystanders. Allocate different bystander roles e.g. bystanders who join in, bystanders who do nothing, and bystanders who take a stand.

Explain the safety guidelines and that this is a role play – whatever is said and done by the bullies are not the values and beliefs of the people saying it.

**Act 1.** Play the scene ONLY with the new student coming into class and walking past the bullies – the bullies say/do something of a bullying nature.  **Freeze the action.**

**Debrief:**

* Who has the power in this situation? How are they using their power?
* How is this behaviour allowed to happen?
* How do you think [new student] is feeling at this time?
* [To the new student’s support crew] What do you think the [new student] would like to happen at this moment - in relation to the bullies? And what would they like the rest of the class to do?
* [To the bystander groups - in role] What does it feel like to witness bullying like this? Do you think you should do something? Why or why not? What stops you? What would encourage you to act and stand up for [new student]?

**Act 2.** Replay the scene, this time play it through and let the **bystander group 3 join in the bullying**. **Freeze the action.**

**Debrief:**

* Ask the above questions again, as relevant to the scene.

**Act 3.** Replay the scene again, this time play it through and let **the bystander group 4 join in (the upstanders). Freeze the action.**

**Debrief:**

* Who has the power in this situation now? Has it changed? How are they using their power?
* How do you think [new student] is feeling at this time?
* Why might the upstanders have decided to speak up for the new student?
* [To the group of upstanders] How easy is it to stand up for someone in this way? Why is this?
* [To the do-nothing bystanders] What does it feel like to do nothing? Why is this? *Make connections with previous learning about the impact of bullying on bystanders who don’t act.*

**De-role** and thank everyone for their contributions.

**Out of role:** Ask the classwhat would it take to change the school culture so that everyone could be an upstander – and no one was a passive bystander, a bully or a victim?

**Role cards:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Role** | **Information about the role** | **Preparation** |
| **1** | Bullies | A new Year 9 student has arrived at the school. It is apparent from the student’s appearance and demeanour that they like to express their individuality and don’t like to conform to popular ways of dressing and behaving. Your group has taken a dislike to the new student and thinks they need to be taught a lesson, and that the student needs to be more like you and your group.  *The scene is the classroom just before the bell and before class starts – the teacher is not in the room. Your group (of bullies) are already at your desks and the new student has just walked in the door. S/he needs to get to his/her desk down the back of the room. The only way there is right past your table.* | As the bullies you need to decide on a few acts of bullying to use as the student comes into class – they have to walk right past your table to get to their desk. Make sure it is something that the whole class sees and hears. |
| **Group** | **Role** | **Information about the role** | **Preparation** |
| **2** | New student | You are a new Year 9 student who has just arrived at the school. You started school several months into the year and friendship groups have already formed in the class, and ‘rules’ about who sits where have been established. You like to express your individuality and don’t like to conform to popular ways of dressing and behaving. One group of students has taken a dislike to you and has started bullying you. So far you have done nothing about it – they haven’t hurt you but it is getting annoying and it is getting worse.  *You are heading into class, the bullies are already at their seats. Your desk is at the back of the room and you need to go right past their desks.* | Give your student a name and use your group as a support crew to help prepare for the role*.* Decide what body language you will use and what you might or might not say once the bullies say or do something. |
| **Group** | **Role** | **Information about the role** | **Preparation** |
| **3** | Bystanders who join in | ***You will play your role in ACT 2.***  Your group has noticed the bullying of the new student, but so far you’ve done nothing. However, you don’t think the new student has made any effort to fit in so you think it’s time you added to what the original group of bullies is doing.  ***Note: In Act 3 you will be bystanders who do nothing.*** | As the bystanders who join in with the bullies you need to decide on a few acts of bullying to use after the original group of bullies has said/done something to the new student. Make sure it is something that the whole class sees and hears. |
| **Group** | **Role** | **Information about the role** | **Preparation** |
| **4** | Bystanders who take action | ***You will play your role in ACT 3.***  Your group hasn’t noticed the bullying of the new student before but you did notice this incident in class. Members of your group have been bullied by this group before. You now realise what’s going on and having dealt with them previously, you know how to stand up to them.  ***Note: In Act 2 you will be bystanders who do nothing.*** | Decide how your group will stand up to the bullies and support the new student. |
| **Group** | **Role** | **Information about the role** | **Preparation** |
| **5** | Bystanders who do nothing | You have noticed the bullying of the new student but don’t do anything. You will be asked for reasons why with each Act of the role play. | Decide on some reasons why your group does nothing to stand up for the new student. |

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| **Activity number** **72.**  **Bullying in New Zealand** |

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Bullying in New Zealand – resource

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| **(A) Definition:** The most widely accepted definitions of bullying are based on four characteristics. These are that bullying is: (1) deliberate, (2) harmful, (3) involves a power imbalance, and (4) has an element of repetition  Ministry of Education (2015). *Bullying prevention and response: A Guide for Schools.* <https://www.hrc.co.nz/files/5714/3226/0531/MOEBullyingGuide2015Web.pdf> | | | |
| **(B) New Zealand bullying behaviours recorded in PISA 2015:** Students were asked if and how often they had the (following) experience in school during the previous 12 months.  (% rounded to nearest whole number)  **Types of bullying:** | **Occasionally or never %** | **A few times month %** | **Once a week or more %** |
| Other students took away or destroyed things that belong to me. *Physical* | 94 | 4 | 2 |
| I was hit or pushed around by other students. *Physical* | 93 | 4 | 3 |
| I was threatened by other students. *Verbal/physical* | 92 | 5 | 3 |
| Other students spread nasty rumours about me. *Verbal/relational* | 87 | 8 | 5 |
| Other students left me out of things on purpose. *Relational* | 87 | 8 | 4 |
| Other students made fun of me. *Verbal* | 83 | 10 | 8 |
| **OVERALL – all forms of bullying combined** | **74** | **26** | |

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| **(C) Fifteen-year-olds in New Zealand**  4,500 students | **All OECD countries**  540,000 students in 72 participating countries |
| **Second-highest rate of bullying among OECD countries** | **… out of 51 countries** (Latvia was first, Singapore third, and Australia fifth, UK sixth, and Canada seventh). |
| * For every type of bullying, NZ students were above the OECD average * 45% of students at Year 9, and 60% of students at Year 5 had experienced bullying behaviours monthly or more often   Specifically:   * 6.7% reported being hit or pushed around by other students at least a few times a month * 8.3% reported being threatened * 6.3% said other students took or destroyed things that belonged to them * 2.8 % reported being left out or having students spread nasty rumours about them * 17.4% said other students made fun of them | * 8% physically bullied a few times a year * 26% of frequently bullied students are not satis­fied with their life, while only 10% of   students who are not frequently bullied, reported so   * 4% reported being hit or pushed around by other students at least a few times a month - varies from 1% to 9.5% across countries * 7% were left out and 8% had nasty rumours spread about them * 11% said other students made fun of them |
| PISA 2015 Results (Volume III) Students' Well-Being <http://www.oecd.org/education/pisa-2015-results-volume-iii-9789264273856-en.htm>  Data collected 2015, reported 2017 (PISA stands for *Programme for International Student Assessment*)  Data is collected by the OECD Organisation for Economic Co-operation and Development | |

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Bullying in New Zealand – questions

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| **TASK:** Read over the resource material provided.  Discuss the following questions with your group and record the main ideas:   1. What surprised you most about these results? Why? 2. What surprised you the least? Why? 3. Why do you think some forms of bullying like ‘*other students made fun of me*’ were more common than ‘*other students took away or destroyed things that belong to me*’? 4. Do you think there is a difference between boys and girls bullying? Why? Use the Youth’12 data to find out if your assumptions are correct –see School safety p.53 in the prevalence tables: <https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/Prevalence%20report.pdf> 5. What other types of bullying behaviour do you think would be useful to include in research like this? Why? 6. Why do you think most other countries have lower rates of bullying than New Zealand? Do you think there is an answer to this question? Why or why not? How could you find this out? |

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| **Activity number** **73.**  **Cyberbullying** |

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Preparing class protocols for being responsible digital citizens (and eliminating cyberbullying and other harmful online behaviours)

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| **Netsafe states that:**  ***A successful digital citizen is someone who:*** | **Planning:**  If our class protocols aim to describe **what we will do personally,** and **what we expect of others**, how can the principles of digital citizenship guide our ideas? |
| * *uses and develops* ***critical thinking*** *skills in cyberspace* |  |
| * *uses ICT to* ***relate to others in positive, meaningful ways*** |  |
| * *demonstrates* ***honesty and integrity*** *and* ***ethical behaviour*** *in their use of ICT* |  |
| * *respects the concepts of* ***privacy*** *and freedom of speech in a digital world* |  |
| * ***contributes*** *to and* ***actively promotes the values*** *of digital citizenship.* |  |
| *Note that this is not the complete list of principles for digital citizenship.* The full list is at  <https://www.netsafe.org.nz/digital-citizenship-and-digital-literacy/> | |

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| What we will **personally** do when using social media, email, texting, etc. (how we will personally contribute to a safe online environment as a way to eliminate cyberbullying): | What we **expect of others** when using social media, email, texting, etc. (how we expect others to contribute to a safe online environment as a way to eliminate cyberbullying): |
| *Prepare your list of ideas to share with the class* |  |

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| **Activity number** **74.**  **Discrimination** |

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Discrimination scenarios

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| **Discrimination is a particular form of behaviour whereby people are treated unfairly or less favourably than another people in the same or similar circumstances.**  **Discrimination scenarios:** | * **What is unfair about this situation?** * **What are the values and beliefs of the person who is treating the person (or people) unfairly?** * **Where do you think these values and beliefs come from?** |
| **Gender:** A male is told he cannot apply for a job to sell cosmetics because only women buy the products and they need to be able to relate to the person selling them. |  |
| **Size/appearance:** A woman is told that she didn’t get the job because she was too big to fit into the company uniform. |  |
| **Sexuality:** A same-sex couple is turned down for a flat because the prospective landlord ‘doesn’t agree with their lifestyle’. |  |
| **Ethnicity:** An office manager won’t employ a person from another ethnic group because they say they only want people who can understand and relate to each other culturally. |  |
| **Culture:** A person with a cultural tattoo(e.g. Māori moko)is turned down for a job where they have to deal with the public. |  |
| **Disability:** A person in a wheelchair is not able to enrol at course. They are told that this is because there is no wheelchair access. |  |
| **Religious belief:** A person of one faith is denied participation in a community group dominated by people from another faith – they were told they wouldn’t fit in. |  |
| **Nationality:** A person is denied entry to a social club because they weren’t born in NZ. |  |
| **Age:** A person over 65 is told they can’t apply for the job because they are too old and it’s a job designed to give a young person a start in life. |  |
| **Health status:** A person is denied enrolment at a school because of a significant health condition. |  |
| **Marital status:** A company will only employ married people because they think they are more mature and stable workers. |  |

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Discrimination scenarios summary

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| **Summary:** |  |
| * For all of these cases, how does being discriminated against make people feel? * What thoughts might a person have when they are discriminated against? * Overall, how does being discriminated against affect people’s wellbeing? |  |
| Overall, why is it that some people think they can treat others unfairly? |  |
| Check out the Human Rights Commission website <https://www.hrc.co.nz/> |  |
| What are ‘human rights’ – according to New Zealand law? |  |
| Under what circumstances can people be excluded? What are the exceptions when it comes to cases of discrimination? |  |
| What is the role of the Human Rights Commission in cases of discrimination? |  |

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| **Theme 9.**  **Body image** |

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| **Activity number** **76.**  **Influences on body image** |

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Prompts for preparing a poster showing what you know about body image

**TASK: your group will prepare a poster indicating all the things you know about body image.**

The questions below do not need to be answered as such – they are just to help you think of ideas to add to your poster. Think about how you will organise your ideas into themes. You can add illustrations to your poster to support what the words are saying.

**Definition: Body image is defined as our thoughts, feelings and perceptions about our body.**

1. What helps people have a positive body image or be satisfied with their body?
2. What gets in the way of people having a positive body image, or leads to people being dissatisfied with their body?
3. Do body image issues impact females and males? Who is more affected?
4. Do body image issues impact children as well as teenagers, younger adults and older adults? Who is more affected?
5. Do you think all people from different cultural and ethnic backgrounds are affected by body image issues?
6. What behaviours result from having a negative body image?
7. What behaviours result from having a positive body image?
8. How do friends influence or have an effect on our body image?
9. How do family influence or have an effect on our body image?
10. When some people look at magazines, or watch people on TV or in films, why is it they are left feeling dissatisfied about their own body?
11. How does social media impact positively or negatively on body image?
12. What is an idealised body appearance?
13. Why do some media promote a certain ideal of beauty and attractiveness?

Don’t be limited by these ideas.

**On your poster include (at least) ONE question you would like to have answered during this unit. Make sure it is something you don’t know the answer to already.**

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| **Activity number** **78.**  **Body image as a (mental and emotional) wellbeing issue** |

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Body image as a (mental and emotional) wellbeing issue

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| **Body image definition: a person’s thoughts, feelings and perceptions about their body** | |
| If a person’s thoughts and feelings about their body are mostly **negative** …. | If a person’s thoughts and feelings about their body are mostly **positive** …. |
| The sorts of thoughts and feelings they might have about their body that are negatively affecting their **mental and emotional wellbeing** could include … | The sorts of thoughts and feelings they might have about their body that are positively affecting their **mental and emotional wellbeing** could include … |
| As a consequence of these thoughts and feelings, behaviours or things they might do include … | As a consequence of these thoughts and feelings, behaviours or things they might do include … |
| As a result of these behaviours, their **physical wellbeing** could be … | As a result of these behaviours, their **physical wellbeing** could be … |
| Their **social wellbeing** could be … | Their **social wellbeing** could be … |
| Their **spiritual wellbeing** could be… | Their **spiritual wellbeing** could be… |
| **Summary:** If a person has a **negative body image** this means that overall their wellbeing is … | **Summary:** If a person has a **positive body image** this means that overall their wellbeing is … |
| If a person has a negative body image over a **long period of time,** the impact on their wellbeing could include … | If a person has a positive body image over a **long period of time,** the impact on their wellbeing could include … |

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| **Activity number** **80.**  **Pressure to conform - females and males** |

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Resisting the pressure

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| **Scenario:**  **What’s the ‘pressure’ here? What are the values and beliefs of the person exerting the pressure? Where do you think their ideas have come from?** | | **Describe an action a person could take to help resist the pressure in a situation like this.** |
| (1) One of the girls in a friendship group is always going on about how fat her thighs are and drawing attention to them. This usually results in comments from her friends like, *“no they’re not, you’re skinnier than all of us”* or “*so what, [named celebrity] has thighs like that and look at how popular she is*.” |  |  |
| (2) One of the very muscular boys is always showing off his muscles in the changing room before and after PE. He makes a point of going up to the skinny and fat students in the class - posing in front of them and flexing his muscles - without actually saying anything. |  |  |
| (3) One of the students in the class always makes it known that s/he just eats salads and points out to everyone else in the class how fattening their food is, even when their food is consistent with understandings of a balanced nutritional diet. |  |  |
| (4) A student comes from a home where mum is always on a weight reducing diet, and dad is always saying how good she looks when she’s lost a few kilos, but also makes comments about how fat mum is looking if she slips up and eats some junk food. |  |  |
| (5) A young female student lives in a house where the males (dad and brothers) make comments like – “*if you get fat you’ll never get a boyfriend*,” or “*you’ll never get a good job if you’re fat*.” |  |  |
| (6) At school a group of girls is always looking at fashion magazines or social media sites with images of models and celebrities. They compare their bodies with those in the photos and say things like “o*h if I could lose a few kilos [here], I’d look like that,”* or *“she’s so lucky to look like that,”* or *“I wish my breasts were that big,” etc.* |  |  |

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| **Activity number** **81.**  **Challenging the idea of the ‘ideal body’** |

**Extra teacher notes: Ways to facilitate a knowledge and values continuum activity**

There are several ways in which a knowledge and values continuum activity can be facilitated.

For each of methods 1 – 3, a minimum of two cards are needed: ‘completely disagree’ and ‘absolutely agree’ – or other choice of terms to mean the same. An optional third card: ‘unsure or don’t know’ may be included. Students need to understand that a continuum (or a range of ideas) exists between these two extremes – their opinion may fall at any point between these cards.

1. As a whole class discussion – students sit or stand in a circle with the two cards placed at opposite sides of the circle ‘definitely disagree’ and ‘agree absolutely.’ A number of individual students (or pairs of students) are handed a statement and, in turn, students read their statement and place the statement on the continuum where they see it best fits. They explain their reasoning and then discussion about the statement is opened up to anyone in the class.

*Alternative* – this can be completed in several small groups using the same process as above.

1. As a whole class ‘physical’ or ‘line-up’ continuum. The two cards are placed at each end of the room. The teacher reads each statement and directs students to move towards the place on the continuum that best represents their opinion. Invite students to share their opinion or reason why they have positioned themselves at that point.
2. The ‘neutral chair debate’. This method works well with a small number of contentious statements (ones which will likely result in a variety of viewpoints). The teacher reads a statement and students take up positions of 'agree', 'disagree', 'neutral’ or ‘don't know'. The task for students who agree or disagree is to convince the members of the opposite group to change their position and to convince the students in the ‘neutral’ and ‘don’t know’ positions to join them.

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Body image continuum statements

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| 1. The notion of the ‘ideal’ body appearance always impacts negatively on a person’s body image |
| 1. Males are affected by images of the ‘ideal’ body just as much as females |
| 1. People can only blame themselves for perpetuating the idea of an ‘ideal’ body appearance |
| 1. If fashion and sports magazines didn’t show pictures of people with ‘ideal’ bodies, the magazines wouldn’t sell |
| 1. There’s nothing wrong with comparing your body with that of a celebrity you admire |
| 1. Images of the ‘ideal’ body appearance affect young children |
| 1. Indigenous people are not affected by images of the westernised version of an ideal body appearance |
| 1. People of Asian descent and cultures have a different idea of an ‘ideal’ body appearance to that of European/Western cultures |
| 1. To resist the pressure to conform to an ideal body appearance, all you have to do is not read magazines |
| 1. Dieting or using supplements, and exercising to try and look like a celebrity is connected with negative body image |
| 1. Images of the ‘ideal’ body don’t affect older adults |
| 1. People from African (African American, Anglo-Caribbean, etc.) cultures have a similar idea of an ‘ideal’ body to that of European/Western cultures |
| 1. When people migrate to another country they adopt the dominant understanding of that country about the ‘ideal’ body appearance |
| 1. When people read magazines (see films, etc.) they like to see attractive people with an ‘ideal’ body appearance |
| 1. Some people are immune to the impact of mass media images depicting ideal body appearance |

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| **Activity number** **82.**  **Statistics about the body image of young New Zealanders** |

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Summary of data related to body image from the Youth’12 survey

These are a simplified version of the tables that appeared in the Youth’12 Prevalence Report. The full version of the Youth’12 data is in the prevalence tables (see p.60-63) at: <https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/Prevalence%20report.pdf>

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table A.** **Weight concerns** | **Variable** | ***N (numbers of students)*** | **Very happy %** | **Happy**  **%** | **Okay**  **%** | **Unhappy %** | **Very Unhappy %** |
| **Total** |  | *8,235* | 17.4 | 26.1 | 33.9 | 16.5 | 6.1 |
|  |  |  |  |  |  |  |  |
| **Gender** | Male | *3,766* | 25.1 | 32.2 | 31.0 | 9.6 | 2.1 |
| Female | *4,557* | 11.0 | 21.1 | 36.3 | 22.2 | 9.4 |
|  |  |  |  |  |  |  |  |
| **Age** | 13 or less | *1,790* | 21.2 | 25.7 | 35.4 | 13.3 | 4.3 |
| 14 | *1,863* | 18.4 | 26.5 | 34.0 | 15.0 | 6.2 |
| 15 | *1,721* | 16.5 | 27.2 | 31.9 | 17.5 | 6.9 |
| 16 | *1,546* | 15.4 | 26.0 | 33.0 | 18.4 | 7.1 |
| 17 or older | *1,395* | 14.7 | 25.0 | 35.5 | 18.8 | 6.0 |
| **SES**  Socio-economic Status |  |  |  |  |  |  |  |
| low | *2,696* | 16.7 | 27.9 | 32.9 | 16.7 | 5.8 |
| Medium | *2,955* | 16.3 | 26.9 | 33.3 | 17.0 | 6.5 |
| High | *2,582* | 19.5 | 23.0 | 36.0 | 15.7 | 5.9 |
|  |  |  |  |  |  |  |  |
| **Geography** | Urban | *6,979* | 17.1 | 25.7 | 34.3 | 16.7 | 6.2 |
| Rural | *1,254* | 19.1 | 28.1 | 32.3 | 15.4 | 5.0 |

|  |  |
| --- | --- |
| **Use data from table A to answer the following questions.** |  |
| 1. Which gender is **least** happy with their weight? |  |
| 1. Which age group is **most** happy with their weight? |  |
| 1. What overall conclusion can you make about the relationship between happiness about weight and socio-economic status (SES)? |  |
| 1. What overall conclusion can you make about the relationship between happiness about weight and geography? |  |
| 1. How would you describe the **trend** of happiness about weight between genders? |  |
| 1. How would you describe the **trend** of happiness about weight across the age groups? |  |
| 1. What results do you find least surprising and why? |  |
| 1. What results do you find most surprising and why? |  |

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| **Table B. Impact of weight concerns on students** | **Variable** | **Has tried to lose weight in the last 12 months** | **Worried about gaining weight (a lot or a little)** | **Has been teased by other kids because of their weight** | **Has been teased by family because of their weight** |
|  |  | % | % | % | % |
| **Total (8,315 students)** | | 56.7 | 60.7 | 29.5 | 25.6 |
|  |  |  |  |  |  |
| **Gender** | male | 42.3 | 42.9 | 24.3 | 16.4 |
|  | female | 68.6 | 75.5 | 33.7 | 33.2 |
|  |  |  |  |  |  |
| **Age** | 13 or less | 55.0 | 59.4 | 26.5 | 19.3 |
|  | 14 | 55.2 | 60.2 | 29.0 | 24.5 |
|  | 15 | 57.5 | 59.5 | 31.9 | 27.2 |
|  | 16 | 57.4 | 61.9 | 31.7 | 28.7 |
|  | 17 or older | 59.1 | 63.1 | 28.4 | 29.5 |
|  |  |  |  |  |  |
| **SES** | low | 54.5 | 60.8 | 27.7 | 23.5 |
|  | medium | 54.8 | 60.6 | 29.2 | 25.8 |
|  | high | 61.6 | 61.1 | 31.7 | 27.7 |
|  |  |  |  |  |  |
| **Geography** | urban | 57.5 | 61.4 | 29.4 | 26.0 |
|  | rural | 52.7 | 57.7 | 29.8 | 23.7 |

|  |  |
| --- | --- |
| **Use data from table B to answer the following questions.** |  |
| 1. Are ‘weight concerns’ about being overweight or underweight – how can you tell? *So when you answer questions about this data, what will you need to be careful of?* |  |
| 1. Which gender is the **most** affected by weight concerns? |  |
| 1. Which age group is teased **most** about their weight? |  |
| 1. What overall conclusions can you make about the relationship between weight concerns and SES? |  |
| 1. What overall conclusions can you make about the relationship between weight concerns and geography? |  |
| 1. How would you describe the **trends** of weight concern between genders? *Remembering there are 4 separate questions that students were asked.* |  |
| 1. How would you describe the **trends** of weight concerns across the age groups? *Remembering there are 4 separate questions that students were asked.* |  |
| 1. What results do you find least surprising and why? |  |
| 1. What results do you find most surprising and why? |  |

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| **Activity number** **83.**  **Changing the real to the unrealistic – the use of digital technology to create false images** |

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| **Activity number** **84.**  **The impact of social media on body image** |

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Findings from international research on the impact of Instagram use on body satisfaction

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| **TASK 1.** Read through the research findings below and select 3-4 statements that you think are particularly interesting.Discuss the following:   * Why did you select this statement? What is interesting about it from your perspective? * How relevant is this for you or the people you know? Why do you say this? * Based on this research, what would you add to the class protocols for promoting responsible digital citizenship? |
| **Research findings:** |
| 1. Research shows that when people look at attractive images on social media, they often compare their own appearance to those images, and often think they’re less attractive than the images they see. |
| 1. Recent research has found that women rarely compare their appearance to others in magazines or on billboards, and only sometimes compare their appearance with others on TV, whereas comparisons with images on social media were made every day by young women. |
| 1. Instagram can wreck positive body image in just 30 minutes (Australian research):   The study found that the more that women aged 18-25 looked at ‘*fitness inspiration*’ images, or compared themselves to celebrities, the unhappier they felt about their own bodies. |
| 1. The Butterfly Foundation’s Love Your Body Week (UK based organisation), foundation CEO said that “*appearance-based talk and body comparison can be unremitting, with little understanding of how detrimental it is for self-esteem and mental health*.” |
| 1. Another study found that women who are more dissatisfied with their bodies tend to take more selfies each month. |
| 1. ‘*Social media shots affect body image because we only show our best side*.’ When friends, acquaintances and strangers post images of themselves they often edit them to disguise facial blemishes, make cheeks rosier, or make their nose look smaller. |
| 1. Matt Keracher, an author of the UK’s Royal Society for Public Health report says that Instagram “*makes women compare themselves against unrealistic, largely curated, filtered and Photo shopped versions of reality.*” The study reported that “*Instagram was the most damaging social network for mental health, affecting anxiety levels and body satisfaction.*” |
| 1. Instagram is linked to ‘self-objectification’ which is when a person views their body as an object for other people to view. Psychologists say that ‘self-objectification’ can lead to both depression and disordered eating in young women. |
| 1. Some researchers have focused on ‘fitspiration’— the term applied to the combination of gym photos, ab-selfies and inspirational quotes that aim to encourage physical activity in followers. They found that looking at more fitspiration content was linked with higher levels of body dissatisfaction and a greater drive for thinness. |
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| **TASK 2.**  If you were to help plan an ‘Instagram detox programme’ for high-users of Instagram at your school or in your broader social group (people who use Instagram to post selfies and look at pictures posted by other people), what activities would your ‘detox’ programme contain? |

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| **Activity number** **89.**  **Being body positive** |

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Critiquing a website or company promoting body acceptance

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| **Questions and information** | **Response** |
| 1. Name of website or company |  |
| 1. URL (link) |  |
| 1. In which country is the company based, or from which country does the website originate (if you can tell)? |  |
| 1. What does the website or company claim in relation to promoting a positive body image or body acceptance? |  |
| 1. What words, catch phrases and language do they use related to promoting a positive body image or body acceptance? |  |
| 1. Who is the website aimed at – or who does the company develop products for? |  |
| 1. Scan around the website – what sorts of images are included – is there much diversity of body size, ethnicity, male/female and age (if relevant)? |  |
| 1. What sort of advice and guidance is offered – what is the nature of the support being offered to promote body acceptance? Describe this. |  |
| 1. How helpful do you think this website is for the audience it is targeting? Why do you say this? |  |
| 1. How helpful do you think this website is specifically for New Zealanders in the target audience? Would you recommend this website? Why do you say this? |  |
| 1. If you were to make ONE recommendation about something this company/organisation could improve upon, what would it be? |  |
| 1. If you were providing positive feedback to the company/organisation about something you thought they were doing well, what would this be? |  |

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| **Activity number** **90.**  **Framework for organising learning** |

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Framework for organising learning

Note that this framework is not big enough to write into – use it as a cover page to organise all of the material you filed from your lessons during this unit on body image.

**Overall:** What’s the issue? What is ‘cause for concern’ in relation to this topic? What is our investigation into this topic seeking to show?

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|  | **Personal** | **Interpersonal** | **Societal** |
| **Influences** – factors that contributed to, or caused the issue | How does a person’s own knowledge, attitudes, values, beliefs, experiences, and circumstances lead to them having positive or negative thoughts, feelings and perceptions about their body? | How does a person’s interactions with others (family and friends and other people they have direct contact with) lead to them having positive or negative thoughts, feelings and perceptions about their body? | How does a person’s engagement with media, culture (in its many forms), and other societal organisations or systems, lead to them having positive or negative thoughts, feelings and perceptions about their body? |
| **Consequences** - the effects or impacts on wellbeing | *In combination,* how do these factors impact a person’s mental and emotional wellbeing – their thoughts and feelings about their body - *that is, their body image?* Do these thoughts and feelings result in a positive or negative body image? Are they satisfied or dissatisfied with their body? What behaviours does this (dis)satisfaction lead to and how do these behaviours impact on all dimensions of wellbeing? | | |
| The impact on/ consequences for wellbeing is a person’s body image – their thoughts and feelings about their body and the behaviours that result from this e.g. weight loss or gain behaviours for negative body image. | How are relationships between people impacted when people have a positive or negative body image? e.g. What is the impact on friendships when there is a lot of appearance and weight/size related talk and body comparisons? | How is the wellbeing of groups in society impacted when positive or negative body image is widespread? |
| **Strategies** – approaches and actions that will improve wellbeing | What personal knowledge and skills can a person develop to help them achieve and maintain a positive body image? | What actions can a person take to support another person to help them develop and maintain a positive body image? What can others say and do (or not say and do)? | What actions can groups or communities take to help all people develop and maintain a positive body image? AND what socially responsible strategies should media and other organisations adopt to help all people develop and maintain a positive body image? |

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When you come to write your final assessment submission (or examination responses), what connections can you make:

* Down each column? *The links between the influences on the issue, consequences or impact of the situation on wellbeing, and strategies for enhancing wellbeing.*
* Between ideas across the rows? *The inter-relatedness of the personal, interpersonal, and societal (or self, others, society) aspects of the issue.*
* Diagonally – switching back and forth between the rows and columns? *To show critical insight into the complexity of the situation.*