

# Supporting literacy and developing critical multiliteracies in Health Education Years 9-11



# Supporting literacy and developing critical multiliteracies in Health Education: Years 9-11

Jenny Robertson, Karen Hedges, Cynthia Orr, Jerome Cargill, and Leigh Morgan

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This resource was developed prior to major curriculum and assessment changes. Although some of these changes had been announced, full implementation is still some time away. Any necessary revisions to this resource will be made in due course.

A separate Word document is available containing the formatted activity sheets and templates for creating new versions of these activities. The activity sheets can be adapted for use and uploaded to digital learning platforms.

## Authors

Health Education	Jenny Robertson, NZHEA Karen Hedges, (previously) Kaitaia College Leigh Morgan, NZHEA
English	Cynthia Orr, The University of Auckland Waipapa Taumata Ra
Media studies	Jerome Cargill, Macleans College, Auckland
Reviewer	Vanessa Thompson, NZHEA

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# Background to the resource

# Introduction

Health Education is a language-rich subject and the literacy demands of this aspect of the curriculum have long been recognised. As a secondary school curriculum subject, the focus on literacy is in support of the development of **disciplinary literacy** and **critical multiliteracies**, rather than teaching reading and writing as ends in themselves.

What this resource is for	What this resource does not cover
<ul style="list-style-type: none"><li>• To highlight for teachers the literacy aspects of a wide range of familiar Health Education teaching and learning activities, using widely used literacy resources as a source of ideas for these activities.</li><li>• To provide opportunity for students to practise and continue to develop disciplinary literacy in Health Education by applying well known, evidence-based strategies documented in a range of New Zealand relevant education texts.</li><li>• To develop capacity and capabilities for multiliteracy.</li><li>• Supporting literacy as an integral part of all learning in Health Education.</li></ul>	<ul style="list-style-type: none"><li>• Teaching students how to read and write – the expectation is that these skills have been learnt before reaching secondary school (and specialist targeted support programmes need to be accessed to develop student literacy for success at secondary school).</li><li>• Diagnosing specific learning needs for individual students or provide guidance for this – there are specialist interventions for this that need to be coordinated across the school.</li><li>• Rewriting entire existing texts of literacy strategies.</li></ul>

## Purpose of the resource

- To provide a range of literacy focused activities for secondary school Health Education (years 9-11), in the context of a variety of familiar topics.
- To give considered focus to critical multiliteracies, reflecting the nature of Health Education subject matter, and how media and the digital and world is heavily implicated in health and wellbeing matters.

Overall the aim is not just to reproduce literacy and multiliteracy techniques from existing resources, but to show examples of their use in Health Education contexts.

## Scope of this resource

### ‘Levelling’ the literacy demands of learning activities with the curriculum (subject) levels

One of the predicaments producing subject specific resources is that the level of literacy needed for some learning activities may not be representative of, or consistent with, the curriculum level and/or the age group of the students.

It is not the intended purpose of this resource to try and ‘level’ the literacy demands of each activity with the level of the curriculum suggested, but instead to provide a wide range of opportunities to use and practise literacy skills already developed, as well as support the ongoing development of literacy skills.

The progression of student literacy achievement is a curriculum wide response, and it is more meaningful – and manageable - to present a range of learning activities that use language and support subject specific literacy in an ongoing way. Activities in this resource feature considerations of literacy that may be below, at, or occasionally slightly above, the level expected of students achieving at the curriculum level of the subject matter.

## Resource bank of ideas for learning activities

It was not the intent of this resource to fully develop teaching and learning units based on health topics, but to show how a selection of familiar Health Education learning activities, across a range of popular topics, can give focus to the use and development of students' literacy skills. It is intended that teachers can transfer these approaches to a variety of Health Education topics or contexts.

## Using data to identify students' literacy levels and learning needs

Secondary schools will have a range of literacy related data about students.

- There should be literacy data (reading comprehension and writing) provided by the contributing primary school e.g. using assessment tools such as [e-asTTle](#), [STAR reading test](#), [PAT](#) (Progressive Achievement Tests).
- Across years 9&10 schools should also be assessing students' literacy development e.g. using [e-asTTle](#).
- NCEA Level 1 now has corequisite Literacy standards, with plans to further develop this for the revised school qualification system.

### **US32403: Demonstrate understanding of ideas and information in written texts**

- Learners credited with this Unit Standard are able to read to make sense of written texts, read with critical awareness, and read for different purposes.

### **US32405: Write texts to communicate ideas and information.**

- Learners credited with this Unit Standard are able to write texts for different purposes and audiences, and use language conventions appropriately to support communication.

*Note that there will be a new Year 11-13 assessment and qualification system beginning in 2028.*

Source <https://ncea.education.govt.nz/overview-NCEA-corequisite-standards>

Use your School Management System (SMS) to identify the literacy levels of students in each of your classes. If you're not sure how to interpret these data, it is recommended that your school's literacy leader provides PLD for teachers in the HPE department to help understand what the literacy data is saying, and how teachers can support student literacy development.

Use school data to identify which learners are not yet at the expected level of literacy achievement for their age/year level, and which literacy strategies are the most useful and appropriate for HPE teachers to use to support these students.

**It is important that all teachers are using the school's preferred literacy approaches for consistency across all subjects in the school curriculum.** These should be articulated through whole staff PLD and the focus for department PLD at key times.

## Responding to diverse learners

It is recognised that some of these strategies may not be the best choice for learners with identified learning needs, especially students who are neurodiverse. Learning support for such students should be a coordinated response across all teachers. See your school's Special Educational Needs Coordinator (SENCO) to discuss strategies for supporting students with an identified learning need.

Support can also be found online, for example:

- Ministry of Education Inclusive Education Guides – [Universal design for Learning](#), and specific focus on students with [autism spectrum disorder](#) (ASD) and [attention deficit hyperactivity disorder](#) ADHD
- [SPELD](#) for children and adults with dyslexia and other specific learning disabilities e.g. [dyspraxia](#) (motor function related), [dysgraphia](#) (writing related), [dyscalculia](#) (maths related), and [ADHD](#) (behaviour and attention related.)



## Artificial Intelligence (AI) technologies

**Schools should have developed policy to guide teacher and student use of AI. Please be cognisant of this.**

At best AI technologies are a resource around which literacy learning can be developed. At worst AI substitutes for learning leaving the student lacking critical literacy skills and ill-equipped to recognise and respond to misinformation or malinformation AI can also reproduce biases and reinforce existing prejudices and inequities that undermine efforts to promote social justice for all.

### See

- [New Zealand Ministry of Education statement on Generative AI](#)
- [Tāhūrangi](#) for detailed teachers' information

'... through deliberate and discerning use by teachers there are opportunities to teach learners **critical literacy**, particularly supporting ākonga to question the accuracy of what they read as well as recognising bias. The curriculum is clear about the importance of **critical literacy learning**, including **being literate in a digital space**.'

'Generative AIs like ChatGPT have been trained on content that can be freely accessed on the internet, and most of this content reflects contemporary, dominant cultures and languages... The tool may produce results with errors and biases which can reinforce existing prejudices and inequities.'

'Although children and young people may not be able to access ChatGPT themselves, teachers can generate texts and use these with ākonga to support the development of their **critical literacy skills**. Teachers could also use a series of texts to support understanding of the effective use of prompts.'

Some examples of the way teachers can use AI to generate teaching and learning materials is included in Part 1.

## Teachers as role models

Teachers are strongly encouraged to model the use of effective literacy across all aspects of their own teaching practice. Anything a teacher says to students to communicate information or give instruction, written materials they provide for students, and reading material for meaning or reading critically, should all be an integral part of what students see their teachers do every day.

## Literacy in primary schools

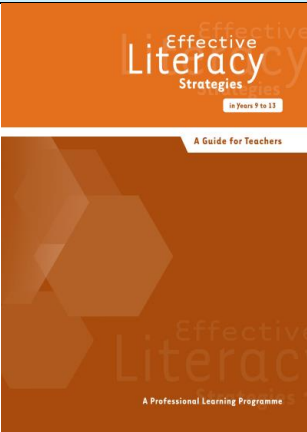
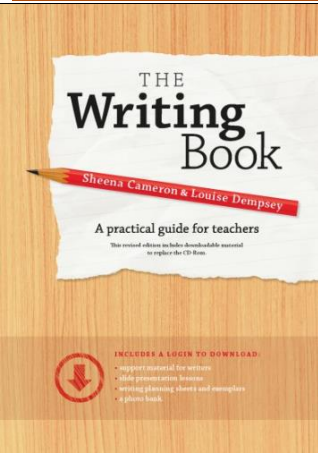

At the time this resource was being developed:

- Structured literacy approaches are being introduced to primary schools. While these practices are being embedded, the opportunities for connecting with curriculum learning areas at the primary school level remains unclear.
- The revised Health and Physical Education Learning area is not due for implementation until 2027.

One aspect of developing student Health Education knowledge and literacy skills that is strongly encouraged is the use of children's stories with health and wellbeing themes, of which there are MANY.

## Essential references and support materials

These are readily accessed texts that should already be in schools, or materials that are openly available online.

Publication details	Image (for reference)
<p><b>Effective Literacy Strategies in Years 9–13 – A Guide for Teachers (2004)</b> Ministry of Education</p> <p><a href="#">Download a digital copy</a>, or all schools should have print copies of this resource.</p> <p>For consistency of approach and literacy activity terminology, this Health Education resource makes extensive use of this publication.</p>	
<p><b>The Writing Book: A Practical Guide for Teachers</b> Sheena Cameron &amp; Louise Dempsey (2013)</p> <p>Multiple online sales options. Check in school for copies.</p> <p>This resource contains many useful templates to guide writing. Although much of the focus is for teaching writing in primary schools, the fundamentals of this text also apply at secondary level and are very useful for use in time-limited junior secondary Health Education classes.</p> <p>For consistency of approach and literacy activity terminology, this Health Education resource makes use of this publication.</p>	
<p>See also the Australian resource <b>Writing in Health and Physical Education: Highlighting the use of simple, compound and complex sentences in student writing</b> Australian Education Research Organisation (2023)</p>	
<p><b><a href="#">NCEA Literacy and Numeracy resources for kaiako</a></b></p> <p>These are generic, and some have been developed as Health Education activities for this resource. Many of these activities derive from the <i>Effective Literacy Strategies in Years 9–13 – A Guide for Teachers</i> (2004) above</p>	

**Integrating critical multiliteracies using the Four Resources Model: A New Zealand Guide** (2015)

Jane Tilson and Susan Sandretto  
Purchase from NZCER

See also **Teacher PLD presentations on teaching multiliteracies:**

Integrating multiliteracies – the Four Resources Model – 8-part webinar series related to this text – note this is primary focused but the principles are still relevant for secondary. The videos are on the [NZCER website](#).

In addition, there is a useful 8-part video seminar series by Australian researchers Bill Cope and Mary Kalantzis (world leaders in this multiliteracies approach and referenced in the New Zealand resource). These presentations can be viewed [here](#) (link to the introduction and then this links to the remainder of the series)

In addition to the introduction, the presentations that relate well with Health Education include:

- 3. Multimodality in Meaning Making and
- 6. Multiliteracies Pedagogy: Learning by Design
- 7. Digital Affordances



It is helpful if teachers can use the same literacy strategies and resources across subjects (as far as this is relevant). This helps to reinforce the development of literacy techniques and to show students how to transfer these skills and apply the same strategies across subjects.

# Framework for this Health Education resource

The combination of concepts and theories underpinning literacy and multiliteracies is complex and for this resource the material has been ‘cherry-picked’ to select aspects that resonate with Health Education.

It is not the purpose of this resource at this time to produce detailed explanation of this background material. For a more comprehensive account see previously listed resources and other references provided for further professional learning and viewing.

**The framing of this resource is summarised this way – see the framework diagram and the descriptions of these aspects on the following pages:**

- **Literacy:** being able to read, write and use oral language is fundamental to all learning and communication.
- **Disciplinary literacy:** applying this ability to read, write and communicate with meaning within subjects requires the development of subject specific and critical literacy skills related to the language conventions of the subject matter.
- **Critical health literacy:** in a sense this is the ‘ultimate goal’ of health education: “... *the ability to reflect upon health determining factors and processes and to apply the results of the reflection into individual or collective actions for health in any given context.*” [Able & Benkert](#) (2022)
- **Multiliteracies for 21st century learning:** Visual literacy, Media literacy, Cultural literacy, Information literacy and Digital literacy, Science literacy and Cultural literacy **are** some of the multiliteracies that have relevance for learning in Health Education. In essence, some of these are features of disciplinary literacy and critical health literacy.

*Note: Health and wellbeing-related literacies such as health literacy, digital health literacy, nutrition literacy, food literacy, and emotional literacy may feature as an aspect of learning about approaches to health and wellbeing promotion, and as part of public health interventions, but of themselves do not fulfil the intent of critical health literacy. In isolation these literacies risk perpetuating a healthism approach (Crawford, 1980). If and where used, these health literacies require a ‘critical’ perspective to be added.*

The teaching and learning activities in this resource provide opportunity for students to develop aspects of literacy and critical multiliteracies in context of Health Education.

However, the scope for such a resource is enormous and the pragmatic approach has been to focus on the types of activities that are already familiar to teachers in widely used contexts (or topics). Teachers are encouraged to view a range of other Health Education resources for the contribution the activities in these publications also make to student literacy, and the development of critical multiliteracies.

## The framework for this Health Education literacy and multiliteracies resource

<div>Literacy</div> <div>Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. <a href="#">UNESCO</a></div>							
<div>Disciplinary (or subject specific) literacy</div> <div>Disciplinary literacy ... is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. The difference is that content literacy emphasizes techniques that a novice might use to make sense of a disciplinary text (such as how to study a history book for an examination), whereas disciplinary literacy emphasizes the unique tools that the experts in a discipline use to engage in the work of that discipline. <a href="#">Shanahan &amp; Shanahan</a> (2012)</div>							
<div>Critical health literacy</div> <div>Critical Health Literacy (CHL) is ... the ability to reflect upon health determining factors and processes and to apply the results of the reflection into individual or collective actions for health in any given context. <i>Reflection</i> is a critical attitude towards socio-cultural realities that shape lives. <i>Action</i> is the ability to change these realities. <a href="#">Able &amp; Benkert</a> (2022)</div>							
<div>(Critical) Multiliteracies for 21<sup>st</sup> century learning</div>						<div>Health and wellbeing-related literacies</div> <div>These literacies are more the focus for health and wellbeing promotion and have most application for <b>public health interventions</b>.</div>	
<div>Visual literacy</div> <div>... how a person understands and evaluates information presented through images like pictures, photographs, symbols, graphics, infographics, and videos. <a href="#">Globally Taught</a></div>	<div>Media literacy</div> <div>... a framework to access, analyse, evaluate and create messages in a variety of forms – from print to video to the Internet. <a href="#">Media Studies</a></div>	<div>Cultural literacy</div> <div>... understanding and appreciating cultural differences and diverse perspectives <a href="#">The Oxford Review</a></div>	<div>Information literacy</div> <div>... knowing how to find, evaluate, and use information effectively and ethically. <a href="#">UNESCO</a></div>	<div>Digital literacy</div> <div>... being discerning and critical; able to locate, understand, organise, evaluate, and adapt digital content. <a href="#">Enabling e-learning: Digital fluency</a></div>	<div>Science literacy</div> <div>... actively participating in informed discussions about science, sustainability and technology to guide decision-making and action. <a href="#">OECD</a></div>	<div>Health literacy</div> <div>... the ability of individuals to “gain access to, understand and use information in ways which promote and maintain good health” for themselves, their families and their communities <a href="#">World Health Organization</a></div> <div><div>Digital Health literacy</div><div>... the ability to find, understand and use information and services from electronic sources to make health decisions and take appropriate actions <a href="#">Physiopedia</a></div></div> <div><div>Nutritional literacy</div><div>Nutritional literacy is the level to which people can acquire, process, and comprehend the fundamental nutritional data and services that they need to make correct dietary decisions. <a href="#">Silva, Araújo, Lopes, &amp; Ray</a></div></div> <div><div>Food literacy</div><div>Food literacy is to have knowledge, skills, and behaviours that are interrelated and that are necessary to decide, handle, choose, cook, and eat food ... <a href="#">Silva, Araújo, Lopes, &amp; Ray</a></div></div>	<div>Emotional literacy</div> <div>... the ability of a person to understand their emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively. Steiner (1997)</div>
<div>For teaching and learning in the curriculum, it is these (critical) literacies that feature cognitive skills such as critical thinking that have greater application.</div>						<div>As health (outcomes) and behaviour focused literacies, Health Education may make some incidental and topic specific contribution to these multiliteracies e.g. skill-based learning. Or students may <i>learn about</i> these approaches as a form of health promotion. In isolation they risk being dominated by healthism approaches (see Crawford 1980).</div>	

# Literacy

When we talk of 'literacy' in this resource we are referring to the ways in which students need to acquire and use language as an integral part of their learning. Language use in Health Education involves reading and writing, as well as oral and visual communication. Without language and without literacy there is no subject specific learning.

Nationally and internationally there are many, albeit similar, definitions of literacy.

"Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking and listening."

Source: Tertiary Education Commission <https://www.tec.govt.nz/footer/about-our-site/glossary/>

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

Source: UNESCO <https://uis.unesco.org/node/3079547>

"Literacy is the cornerstone of education by any definition. Literacy refers to the ability of people to read and write. Reading and writing in turn are about encoding and decoding information between written symbols and sound. More specifically, literacy is the ability to understand the relationship between sounds and written words such that one may read, say, and understand them."

Source: Constance Beecher <https://iastate.pressbooks.pub/teachingearlyliteracy/chapter/what-is-literacy-multiple-perspectives-on-literacy/>

As this is an English medium curriculum resource the main language for instruction is English. However, these same principles of language use for subject learning endure across any language(s) used for tuition.

## (a) Reading

Reading is the process of looking at written symbols and letters and understanding the meaning of them. When people read, they look at written symbols (letters, punctuation, spaces) and as a cognitive exercise convert these into words and sentences that have meaning.

### Critical reading

**"Critical reading** is actively responding to the text by analysing, questioning and assessing content to create your own meaning and understanding."

[University of Auckland](#) definition.

### "What is Critical Reading?"

Critical reading involves the reader posing questions or applying models and theories to a text. As a result, the reader will have a clearer understanding of what the text is saying, what it's trying to say and what it means. Rather than just skimming a text, critical reading takes a deeper look at it and takes it apart - it allows us to understand how it works and find out what makes it tick.

Having a critical eye when reading doesn't mean we're looking for the faults and flaws in a piece of writing. It means we're analysing and evaluating what we read, rather than simply taking it at face value. To read critically means to use your own judgement when you're reading. If you only take things at face value without

taking the time to consider the context, what it means beneath the surface, and so on, you can miss important details.

You can also be misled, depending on the type of text. For example, authors of persuasive writing can heavily emphasise their points and hide the opposing side to create an unbalanced argument, all in an effort to persuade you to take their side. This happens most often in advertisements. It's essential to have a critical eye and analyse if what you're being told is the whole truth.”

Source: [Twinkl](#)

Note that **critical reading** is a requirement for **critical thinking**. **Critical thinking** has been conceptualised and explained in many ways over many years. Consider the critical reading needed to think critically based on this definition that relates well to Health Education.

**“Critical thinking** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

Source: Michael Scriven & Richard Paul, [8th Annual International Conference on Critical Thinking and Education Reform](#), 1987

## (b) Writing

“Writing is the act of creating a persistent representation of human language. A writing system uses a set of symbols and rules to encode aspects of spoken language, such as its lexicon and syntax. However, written language may take on characteristics distinct from those of any spoken language.”

Source: Harris (2000 p. 185).

**Literacy** (in writing) is ‘a matter of competence with a writing system and with the specialised functions that written language serves in a particular society.’ ([Britannica Writing](#)).

## (c) Oral language or communication – listening and speaking

The development of oral language features extensively at primary school level (see extract below) alongside the development of reading and writing. In context of Health Education, oral language communication is an important aspect for learning for:

- the development of specific skills for interpersonal communication (such as effective listening, being assertive).
- cooperative learning whereby ideas can be discussed, questions asked and answered, problems solved, responsibility for making meaning of texts shared, and solutions decided (etc) to extend the breadth and depth of understanding of a topic. These ideas can be used later as the basis for a written response.



## Oral language

“Four kinds of oral language usage and development underpin curriculum access and students’ ability to learn in later years: [Think about the importance of these in Health Education and what is expected to have been developed at primary school.]

**Independent listening.** This includes the ability to listen to extended talk (such as stories, factual accounts, or presentations) and to retain the information so that it can be recalled. The kind of listening students are expected to do at school (especially where the teacher is talking to the whole class) often differs from the listening they are used to doing at home, where talk is mainly about familiar events and experiences, involving just a few people who know each other well.

**Independent speaking.** This includes the ability to use extended talk (for example when recounting news, retelling a story, or explaining an idea) without the support of immediate feedback. Independent speaking of this kind requires learners to use increasingly precise and sophisticated language that is tailored and communicated clearly to the audience.

**Using social language.** This is about developing conversational skills in small groups, such as greeting others, sharing stories, or offering entertainment. There are often group norms for initiating, joining and ending conversations, and introducing new topics in particular social situations that may have to be learned.

**Applying discussion skills.** This is about the ability to interpret specific language (especially academic language) to carry out structured learning tasks. This involves students in thinking about abstract concepts, reasoning about possible and probable causes, and reflecting and talking about their own learning. Discussion skills also involve the use of focused talk in a small group for a particular purpose, generally to clarify or explore ideas, make decisions or reach consensus about the best option. During a discussion, students build knowledge and understanding, expand vocabulary, learn new ways of expressing ideas, and develop their listening and critical thinking skills.”

Source: [Literacy Online](#)

This statement about literacy from United Nations Educational, Scientific, and Cultural Organization (UNESCO) talks to literacy as being about far more than just the acquisition and use of skills for reading and writing:

“Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

Source: [UNESCO](#)



# Disciplinary (or subject specific) literacy

Disciplinary literacy focuses on the subject specific language conventions used in different subject disciplines, and the specialised reading and writing practices required for comprehension and critical analysis of ideas within each. Some of these differences include specialised vocabulary, types of language used to communicate ideas, and ways of organising and formatting writing.

“Disciplinary literacy ... is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. The difference is that content literacy emphasizes techniques that a novice might use to make sense of a disciplinary text (such as how to study a history book for an examination), whereas disciplinary literacy emphasizes the unique tools that the experts in a discipline use to engage in the work of that discipline.”

Source [Timothy & Cynthia Shanahan](#) (2012)

With shifting government priorities and expectations about student literacy and numeracy, this resource seeks to specifically support Health Education subject specific literacy.

## Critical literacy

Understanding the languages, texts, and literacy practices of each learning area is related to understanding how knowledge is constructed and used in each learning area. **There is a clear link between subject-specific literacy and critical literacy.** Critical literacy involves learners and information users in:

- questioning how knowledge is constructed and used
- investigating whether the writer has the authority to speak for a group or position or to tell particular stories
- considering how power relationships are established and whether a text includes or excludes particular readers or perspectives
- examining the ways in which texts can position a reader.

Source: Critical literacy <https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-23-July-2012/Critical-literacy>

# Multiliteracies

Multiliteracies is an approach to literacy theory and pedagogy developed in the mid-1990s by the New London Group, Michigan State University. It is a very useful approach for teaching and learning in Health Education because the subject engages students with a diversity of ‘texts’ from which they derive meaning as well as communicate their learning.

”The term ‘Multiliteracies’ refers to two major aspects of language use today.

**The first** is the variability of meaning making in different cultural, social or domain-specific contexts. These differences are becoming ever more significant to our communications environment.

This means that it is no longer enough for literacy teaching to focus solely on the rules of standard forms of the national language. Rather, the business of communication and representation of meaning today increasingly requires that learners are able figure out differences in patterns of meaning from one context to another. These differences are the consequence of any number of factors such as culture, gender, life experience, subject matter, or social or subject domain. Every meaning exchange is cross-cultural to a certain degree.

**The second** aspect of language use today arises in part from the characteristics of the new information and communications media. Meaning is made in ways that are increasingly multimodal—in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile and spatial patterns of meaning.

This means that we need to extend the range of literacy pedagogy so that it does not unduly privilege alphabetical representations, but brings into the classroom multimodal representations, and particularly those typical of digital media. This makes literacy pedagogy all the more engaging for its manifest connections with today’s communications milieu. It also provides a powerful foundation for a pedagogy of synaesthesia, or mode switching.”

Source: Expanding the scope of literacy pedagogy, Mary Kalantzis

Exploring the possibilities for a multiliteracy approach requires shifting the focus and looking beyond (only) the traditional skill-based reading and writing approaches to literacy.

Past decades have seen the development of multiliteracies, a term adopted by the New London Group (1996) as being ‘*a combination of multiple ways of communicating and making meaning, including such modes as visual, audio, spatial, behavioural, and gestural*’.

Although the ability to read and write is still integral to these multiliteracies, this approach provides a pedagogical space for students interact with information by using different modes of text forms to accommodate language, culture, context, and social effects to connect to the local and global world (New London Group, 1996).

**Developing student capacity and capabilities for multiliteracy is as much about the pedagogical approaches of the teacher as it is about the learning process students engage in.**

## Teacher pedagogy

Developing multiliteracies is not premised upon a particular pedagogical approach. To maximise learning outcomes for students, any combination of approaches that achieve high quality learning outcomes that are responsive to each student's learning needs can be used.

Pedagogical approach	Cope and Kalantzis
Progressive pedagogy	<i>Situated practice</i> – <b>experiencing</b> , learning through doing
Applied learning	<i>Transformed practice</i> – <b>applying</b> academic learning of theories, concepts and knowledge to real world situations – authentic learning
Traditional pedagogy	<i>Overt instruction</i> – <b>conceptualising</b> - the development of abstract, generalising concepts and theoretical synthesis of these concepts (note this is not referring to knowledge transmission, rote learning, learning drills, etc)
Critical pedagogy	<i>Critical pedagogy</i> – <b>critical framing</b> – requires an investigation and analysing of the socio-cultural contexts and purposes of learning and designs of meaning

(from Cope and Kalantzis – various publication dates - see [seminar series](#) for a summary of these ideas)

Although Health Education is substantially grounded in critical constructivist approaches (a form of critical pedagogy), Health Education resources highlight teaching and learning approaches related to all these pedagogical concepts.

**When developing students' multiliteracies, deliberate acts of teaching are not separated from the cognitive processes of learning.**

## Student learning

“... critical multiliteracies emphasise a literacy pedagogy **that supports students to develop an array of practices to break the codes, make meaning, and use, construct, and critically analyse** a wide range of texts across a variety of contexts.”

Source: Sandretto & Tilson (2014)

With these foundation principles in mind, Sandretto & Tilson (2014) developed the four resources model for the New Zealand context (lefthand column). The unpacking of what could be taught and learned in relation to this model is summarised by [McKenzie](#) (middle column). The diverse understanding of ‘texts’ through which the learning can be developed are listed in the righthand column.

From Sandretto and Tilson, 2016); Harris, McKenzie, Fitzsimmons and Turbill (2003) building on the work of Freebody and Luke (1990, 1999).

Four resources model Sandretto and Tilson	What might be taught and learnt? McKenzie <a href="#">webinar</a>	Types of semiotic* systems or ‘texts’ Adapted from Sandretto and Tilson
<b>Code breaking</b> Essentially, how do I crack the code of this text?	<b>Code breaking skills - decoding ‘texts’</b> <ul style="list-style-type: none"> <li>Letter/sound combinations</li> <li>Word/sentence structure</li> <li>Grammar and syntax</li> <li>Spelling, punctuation and handwriting/keyboard skills</li> <li>Conventions of language vocabulary</li> <li>Text type/genres</li> <li>Academic discourse</li> <li>Text design and layout</li> </ul>	<b>Linguistic:</b> Oral and written language (vocabulary, structure, punctuation, grammar, paragraphing)  <b>Visual:</b> Still image (photo, diagram, picture) and moving images (video, film, TV) (colour, imagery depicted, foreground, background, viewpoint)
<b>Meaning making</b>	<b>Comprehension strategies:</b> <ul style="list-style-type: none"> <li>Connecting to prior knowledge</li> <li>Visualising</li> </ul>	

Essentially, what does this text mean to me?	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Making connection with self, others and society and the wider world</li> <li>• Monitoring and understanding</li> <li>• Questioning</li> <li>• Inferring</li> <li>• Summarising and synthesising</li> </ul>	<p><b>Gestural:</b> Facial expressions and body language (movement, speed, stillness, body position)</p> <p><b>Audio:</b> Music and sound effects (volume, pitch, rhythm, silence, pause)</p> <p><b>Spatial:</b> Layout and organisation of objects and space (proximity, direction, position in space)</p>
<b>Text user</b> Essentially, what do I do to use this text purposefully?	<b>Genres and text types:</b> <ul style="list-style-type: none"> <li>• Genres- imaginative, informative, descriptive, persuasive</li> <li>• Text types (examples of discourse)</li> <li>• Letters, speeches, essays, reports, emails, web pages, short stories, articles</li> <li>• Awareness of the language structures and features and stylistic structures and features of each genre</li> </ul>	
<b>Text analyst</b> Essentially, how might I be shaped through engagement with this text?	<b>Critical thinking skills:</b> <ul style="list-style-type: none"> <li>• Text analysis and evaluation</li> <li>• Authors bias</li> <li>• Credibility of claims</li> <li>• Facts and opinions</li> <li>• Hidden agendas</li> <li>• Issues</li> <li>• Interrogating multiple perspectives consideration of social, cultural, political, economic and historic contexts</li> <li>• Social justice and social action</li> <li>• Questioning of texts</li> <li>• Awareness of purpose and audience</li> <li>• How the text positions the audience</li> </ul>	

**\*Semiotic** = relating to signs and symbols. In semiotics (the study of sign processes and the communication of meaning), a sign is defined as anything that communicates intentional and unintentional meaning or feelings to the sign's interpreter. For Health Education purposes a **'text'** is *anything that can convey some form of meaning and have 'meaning' interpreted from it by the viewer/reader/user* – as listed in the right-hand column above.

**Many of these ideas are woven across the activities in this resource.**

**Health Education spends a LOT of time in the critical thinking space.**

*Questions:*

- Would it help students to learn Health Education if more attention was paid to the other features of the Four Resources Model?
- What pedagogical approaches would be most applicable for developing all these aspects of critical literacy and develop students' capacity and capabilities for multiliteracy?

## Health-focused literacies

The way the different forms of multiliteracies are presented and organised in resources reflect the focus of the context in which they appear. As this is a Health Education resource, most focus is given to critical health literacy (with some added focus on the health literacies that feature in public health promotion) and critical multiliteracies.

Health and wellbeing-related literacies	(Other) Critical Multiliteracies that students learn to develop
<p>Within education – this critical literacy is what student learning in Health Education aims to develop:</p> <ul style="list-style-type: none"><li>• Critical health literacy</li></ul> <p>For public health promotion and health or wellbeing interventions:</p> <ul style="list-style-type: none"><li>• Health literacy and the subcategories of Nutrition literacy and Food literacy</li><li>• Digital Health Literacy</li><li>• Emotional literacy</li></ul> <p><i>(but noting these are still literacies that students may learn about)</i></p>	<ul style="list-style-type: none"><li>• Visual literacy</li><li>• Media literacy</li><li>• Information literacy</li><li>• Digital literacy</li><li>• Science literacy</li><li>• Cultural literacy</li></ul>

### a) Critical health literacy

The overarching aim of Health Education in a curriculum and schooling context.

To overcome some of the tension with decades of evolving and changing definitions of health literacy, the current century has seen the development of ‘**critical health literacy**’, a recent definition of which is highly consistent with the overall learning objectives of Health Education in the New Zealand curriculum.

Critical Health Literacy (CHL) is ... *the ability to reflect upon health determining factors and processes and to apply the results of the reflection into individual or collective actions for health in any given context. [Where] reflection is a critical attitude towards socio-cultural realities that shape lives. Action is the ability to change these realities.*

Source: Able & Benkert (2022)

### b) Other health and wellbeing-related literacies

Health is an area with several literacies which can sometimes be a source of confusion across the health and education sectors. **Talking about ‘health literacy’ as an educational aspect of health/public sector led health promotion, is quite different from critical health literacy for learning in Health Education as a school curriculum subject.**

Other health literacies are not ‘*critical* multiliteracies’ of themselves because they focus on transmitting predetermined knowledge and information as part of the professional practice of health promoters and (mental) health professionals and are not typically ‘taught’ using pedagogical approaches that are consistent with the development of critical multiliteracies. For example:

- **Health literacy**
- **Nutrition literacy and Food literacy** (subcategories of health literacy)
- **Digital Health Literacy**
- **Emotional literacy**

### (i) Health literacy

‘Health literacy’ first appears in the public health literature in the 1950s (Dixon, 1959). Over the years it has had a range of contested definitions, for example:

“... **health literacy** refers, broadly, to the ability of individuals to “gain access to, understand and use information in ways which promote and maintain good health” for themselves, their families and their communities. While different definitions are used and health literacy is an evolving concept, there is agreement that health literacy means more than simply being able to “read pamphlets”, “make appointments”, “understand food labels” or “comply with prescribed actions” from a doctor.”

Source: [World Health Organization](#)

Health literacy is much more aligned with health sector understandings of health education that feature as part of public health promotion, not contemporary curriculum and education sector approaches to Health Education as a ‘disciplined’ school subject and learning pathway.

### (ii) Digital Health Literacy

Combining several literacies Digital Health Literacy acknowledges the ever-growing trend toward using online sources for health information. Health Education may contribute knowledge and skills that support DHL.

**Digital Health Literacy** (DHL) or e-Health Literacy refers to the degree to which individuals have the ability to find, understand and use information and services from electronic sources in order to make health decisions and take appropriate actions

Norman and Skinner (2006) propose six domains of skills and abilities to effectively deal with health-related information from electronic sources:

- **Traditional literacy:** basic functional literacy skills, e.g. the ability to read and understand text, language skills
- **Information literacy:** ability to know how knowledge is structured and used so that it informs other people
- **Scientific literacy:** ability to place health-related findings in the right context
- **Media literacy:** ability to appraise media information and place it in different contexts
- **Computer literacy:** ability to use digital technologies and access electronic health information
- **Health literacy:** ability to deal with information in a manner that promotes health decisions

Source: [Digital Health Literacy](#) Physiopedia

### (iii) Nutrition literacy and food literacy

Nutrition and food literacy are specific literacies that fall under the broad umbrella of health literacy and, for curriculum application, are limited given their public health promotion purposes and dominantly biomedical and individualised understandings of health. A comprehensive account of different ways of defining nutrition and food literacy can be found in Silva, Araújo, Lopes, & Ray (2023).

“**Nutrition literacy** is the level to which people can acquire, process, and comprehend the fundamental nutritional data and services that they need to make correct dietary decisions. This implies having the knowledge of nutritional principles and the ability to understand, analyze, and use nutritional information; that is, to know the nutrients and their health effects. It involves an individual’s capacity to acquire, understand, and use nutritional information from several sources. This includes knowing how foods are digested, their relationship with health, and how to use this information to make healthy choices.”

Source: [Silva, Araújo, Lopes, & Ray \(2023\)](#)

These contemporary sources posit that having nutrition literacy may not be sufficient to achieve the desired well-being and health (in health promotion terms) and it is necessary to also have food literacy.

**[Food literacy]** ... to have knowledge, skills, and behaviors that are interrelated and that are necessary to decide, handle, choose, cook, and eat food. Food literacy is an individual's ability to make decisions that lead to better individual health status and lead to a sustainable food system considering all social, environmental, cultural, economic, and political factors. ... nutrition and food literacy are different but complementary concepts. The main difference lies in the skills needed to be literate in nutrition, food, or health. Thus, nutrition literacy consists of the ability to understand basic nutritional information, which is a requirement for a broader array of skills defined for food literacy.

Source: [Silva, Araújo, Lopes, & Ray \(2023\)](#)

#### (iv) Emotional literacy

Ideas about emotional literacy appear to have their origins in the 1960s although much of the credit for the contemporary use of the term references Claude Steiner.

Emotional literacy is ... *the ability to understand your emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively. To be emotionally literate is to be able to handle emotions in a way that improves your personal power and improves the quality of life around you. Emotional literacy improves relationships, creates loving possibilities between people, makes co-operative work possible, and facilitates the feeling of community.*

Steiner (1997)

Steiner breaks emotional literacy into five parts:

- Knowing your feelings.
- Having a sense of empathy.
- Learning to manage your emotions.
- Repairing emotional problems.
- Putting it all together: emotional interactivity.

Later work by Daniel Golman based on his book *Emotional intelligence: Why it can matter more than IQ* (1995) used another term 'emotional intelligence' which is the ability to perceive, use, understand, manage, and handle emotions. Emotional intelligence includes recognising the emotions of the self and others, using emotional information to guide thinking and behaviour, discern and name different feelings, and adjusting emotions to adapt to changing and different environments.

Although there are obvious overlaps between emotional literacy and emotional intelligence – and the terms are often used interchangeably – they have their differences. Emotional literacy has its foundations in counselling and was developed as an intervention. Steiner's model of emotional literacy was primarily about dealing constructively with the emotional difficulties people experience to build a sound future – that is, it was designed to respond to distress that was already present.

In contrast, emotional intelligence has been used more as an approach 'for all' in an organisation - such as improving workplace performance.



## c) (Other) Critical Multiliteracies

This is not an exhaustive account of all named multiliteracies, but a selection relevant to Health Education. There are noted overlaps between some of these. This resource focuses on some multiliteracies more than others, particularly those that have obvious immediate relevance like media and information literacy. Presenting the range of them here is with a view that subsequent resourcing can explore other multiliteracies in more detail.

### (i) Visual literacy

[Visual literacy](#) refers to how a person understands and evaluates information presented through images like pictures, photographs, symbols, graphics, infographics, and videos. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

This resource does not aim to fulfil specialist teaching approach to visual language as would feature in the teaching of English. However it is useful to understand where this resource ‘borrows’ some ideas from for curriculum teaching and learning purposes.

#### Visual Language Introduction

There are three strands of language - oral, written, and visual – and these are interrelated and integrated.

“This interrelationship is clearly demonstrated in everyday face-to-face communication, where the spoken language cannot be separated from the visual language of gestures, eye contact, and facial expression. In the case of drama, the visual and the oral are combined for an audience. In a cartoon or comic strip, the visuals convey meanings that are not necessarily in the written text itself. In picture books, both with and without words, the visual images can reinforce or augment the narrative, provide a commentary or subtext, help create humour or irony, hold the story together, or deliver a message.

Drama, film, television, print advertising, and computer games are all strongly visual, and new technology has brought these more and more into the daily lives of students. **Therefore, just as they are helped to explore and think critically about written language, students should also learn to explore and think critically about the visual language that surrounds them.”**

Read more at [English In the New Zealand Curriculum](#)

### (ii) Media literacy

Consideration of **Media literacy** is incorporated with the activities in this resource.

#### Media literacy

Media literacy refers to identifying different types of media and understanding the message. Today’s learners absorb a huge amount of information from many sources, far beyond the traditional media (TV, radio, newspaper, magazines).

Whether it is traditional media, text messages, video games, or advertising, all media shares a common element: someone created it for a reason and a specific audience. Understanding that reason and the audience is the basis of media literacy.

The following are some viewpoints, taken from Center for Media Literacy (2006, June 21) and Media Awareness Network (2006, June 21), on how media literacy is defined.



## Definitions of media literacy

‘Media literacy is a 21st century approach to education. It provides a framework to access, analyse, evaluate and create messages in a variety of forms – from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.’

‘Today's definition of literacy is more than reading and writing. In order to be functionally literate in our media-saturated world, children and young people – in fact, all of us – have to be able to read the messages that daily inform us, entertain us and sell to us. As the Internet becomes a fact of life, the critical thinking skills that help young people navigate through traditional media are even more important.’

Source: [Media Studies](#)

The following framework offers a way to develop media literacy. It highlights the need for well-developed skills for critical reading and writing. Source: [Media Smarts: Media Literacy Week](#) (NAME, 2023)

Theme	Media literacy theme explained
<b>Use</b> <i>Using media tools effectively and responsibly</i>	<i>Use</i> represents the skills needed to safely and effectively use media, including computers and the internet. Skills that fall under ‘use’ include using tools and platforms such as cameras, web browsers and media-making apps; using media tools to promote positive physical and mental health and reduce safety risks.
<b>Understand</b> <i>Critically analysing and evaluating media</i>	<i>Understand</i> is the set of skills that help us comprehend, contextualise and critically evaluate digital media so that we can make informed decisions about what we do and encounter online. It includes recognising how technology affects our behaviour and our perceptions, beliefs and feelings about the world around us as well as understanding how the media influences our views about what’s real and what’s important.
<b>Engage</b> <i>Making and using media to express yourself and participate in your communities</i>	<i>Engage</i> includes being able to adapt what we produce for various audiences; create and communicate using media such as images, video and sound; reflect on the social and political implications of media and use media tools for community engagement; and engage with Web 2.0 user-generated content effectively and responsibly. The ability to engage using digital media ensures that New Zealanders are active and positive contributors to digital society.
<b>Access</b> <i>Safely and ethically finding and navigating media</i>	<i>Access</i> involves safely and ethically finding and navigating media. It includes the technical knowledge needed to access online content; the ability to navigate networked media using hyperlinks, search engines and databases; and knowing about copyright-free and fair use content.
<b>Verify</b> <i>Finding out if online content is accurate and reliable</i>	More than ever, New Zealanders need the skills to effectively search the internet for information, then evaluate and authenticate the sources and information they find. Verification skills use all the skills mentioned above: from knowing how to effectively access information through search engines and databases, to using verification tools like fact-checkers and reverse image search, to understanding how to recognize bad-faith arguments and cherry-picked statistics, to engaging with misinformation by correcting or debunking it by sharing accurate, reliable information with our online communities.

### (iii) Information literacy

#### Information literacy

“ ... empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. Information-literate people are able to access information about their health, their environment, their education and work, and to make critical decisions about their lives.

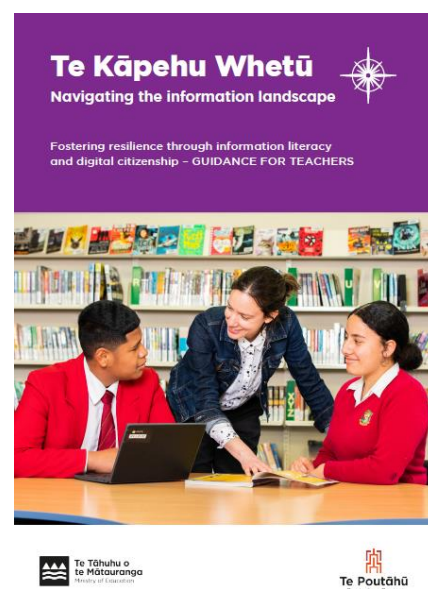
In a digital world, information literacy requires users to have the skills to use information and communication technologies and their applications to access and create information. Closely linked are two other related literacies: **computer literacy** (ICT skills) and **media literacy** (understanding of various kinds of mediums and formats by which information is transmitted). For example, the ability to navigate in cyberspace and negotiate hypertext multimedia documents requires both the technical skills to use the Internet and the literacy skills to interpret the information.”

Source: UNESCO <https://www.unesco.org/en/ifap/information-literacy>

For more on information literacy see:

**[Te Kāpehu Whetū](#) - Navigating the information landscape  
Fostering resilience through information literacy and digital citizenship – guidance for teachers**

Te Tāhuhu o te Mātauranga / the Ministry of Education (2024)



### (iv) Digital literacy

Health Education both engages with the digital world to access information and produce content. The ability to read and write as a feature of digital literacy is self-evident.

#### Digital literacy is

“... being discerning and critical; able to locate, understand, organise, evaluate, and adapt digital content.”

Source: Ministry of Education, [Enabling e-learning: Digital fluency](#)

“... the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

Source: [Twinkl](#).

Health Education learning also requires students to analyse and critique the digital world for the impacts it has on wellbeing at which point it is perhaps more appropriate to be thinking in terms of critical literacy for digital citizenship.

#### **[Extract] Digital literacy: a review**

##### **“Critical Literacy for digital citizenship.**

... These are the skills and competencies for being able to think critically and reason effectively online, for being resilient with mis-, dis-, and malinformation, and being able to use the affordances of tools including social media for collective as well as personal wellbeing. These are universally needed in the sense of being fundamental to citizenship and guaranteed basic levels are required for all young people leaving secondary schooling. They are built from the foundational skills, but not necessarily in a sequential fashion, and are distinct from these foundational skills. Resilience has the generally accepted meaning of the capability to adapt positively and resourcefully to changing contexts and disturbances. It is applied here to mean that capability within the specific context of digital texts in digital contexts, including social media. Citizenship in digital worlds is taken to mean, engagement in local and global communities, with knowledge, critical reasoning, understanding, compassion, responsibility.”

Source: McNaughton (2016) [Digital Literacy: a review](#)

### **(v) Science literacy**

An evidence-based approach to health, particularly the way the body functions, requires an understanding of biological and medical science.

**“Science literacy** involves actively participating in informed discussions about science, sustainability and technology to guide decision-making and action. This requires the ability to explain phenomena scientifically, design and assess scientific enquiry, and research and interpret data and evidence critically.”

Source: OECD <https://www.oecd.org/en/topics/sub-issues/science-literacy.html>

### **(vi) Cultural literacy**

Exploring cultural factors that impact health and wellbeing and taking culturally responsive health promoting action needs to draw on understanding of cultural literacy.

#### **Cultural literacy**

“ ... is the ability to comprehend and communicate effectively across different cultural contexts. It goes beyond simply knowing facts about other cultures; it entails understanding how these cultural elements influence the way people perceive the world and how they interact with others. Individuals who are culturally literate can interpret cultural symbols, understand social practices, and appreciate diverse viewpoints.

For example, a culturally literate individual working in an international organisation might understand the significance of different holidays and traditions, respect language differences, and be aware of communication nuances in various cultures. This allows them to work effectively with colleagues from diverse backgrounds.”

Source: The Oxford Review <https://oxford-review.com/the-oxford-review-dei-diversity-equity-and-inclusion-dictionary/cultural-literacy-definition-and-explanation/>

The addition, the well-known ‘cultural iceberg’ model developed by Gary Weaver (1986) may be a useful addition here. There are many easily accessed versions for this online. It shows graphically how people need to know, understand and respect more than the surface features of a culture.

## **Multiliteracies as a way to support subject integration or a multidisciplinary approach**

Taking a multiliteracies approach enables teachers of Health Education to draw on some of the broader defining principles of other subject matter, for example, science, social studies and media studies, without claiming extensive coverage of that other subject matter.

These multiliteracies also have the benefit of offering a way to think about the challenges of subject integration, where doing justice to both or all the subject matter being ‘integrated’ is more a matter of hope and good intentions, than realised and achieved outcomes.

# What All Teachers Can Do

## Supporting Students in Reading: *What All Teachers Can Do*

 **Identify the Audience and Purpose of texts.**

### **Use Reading Comprehension Strategies:**

- Teach strategies for tackling unfamiliar words.
- Encourage summarising, comparing, and contrasting texts.
- Guide students to give evidence from a text.
- Guide students how to ignore extraneous or misleading information.
- Show how to understand the concepts of audience and purpose in someone else's writing.
- Strategies for tackling multi-choice questions.
- Strategies for identifying the Audience and Purpose for texts including noticing language choices.

### **Answering Questions:**

- Practice answering multiple-choice questions (under test conditions or time constraints).

### **Confidence with Language Rules:**

- Build confidence with spelling, punctuation, and grammar rules.

## Supporting Students in Writing: *What All Teachers Can Do*

### **Give Clear Instructions:**

- **Audience:** Specify who the writing is for.
- **Purpose:** Define why the writing is being done.
- **Word Limit:** Set a maximum word count.

### **Encourage Planning and Proofreading:**

- Make time for students to plan, edit, and proofread their work.

### **Provide Constructive Feedback:**

- Check if instructions are followed accurately.
- Ensure students get to the point quickly and stay on topic.
- Assess spelling, punctuation, and grammar, and their deliberate use for effect.

### **Promote Understanding of Audience and Purpose:**

- Use **topic sentences**.
- Directly **address the audience**.
- Use the correct writing form (e.g., writing a letter when asked).

## References:

Most references are provided with links in the text along with links to additional support materials. This reference list relates only to the literature used to develop the introduction section of the resource.

*Note that at the time of publication, links to English, Media Studies and literacy sources on Tāhūrangi, that had transitioned from the previous Te Kete Ipurangi (TKI) are not webpage specific, pending ongoing curriculum development and revised resourcing. These links will be updated in due course.*

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# Teaching and learning activities



# Structure of the resource

The intent of this resource is to work with **familiar Health Education topics** (or themes) and content knowledge, and **well-known learning activities**, to emphasise the literacy inherent in Health Education learning.

Please do not be limited by topics or contexts used in this resource as many of the literacy strategies can be transferred to many other Health Education topics. Teachers are encouraged to seek out many other ideas in:

- *Effective Literacy Strategies in Years 9–13 – A Guide for Teachers* (2004) Ministry of Education
- *The Writing Book: A Practical Guide for Teachers* (2013), Sheena Cameron & Louise Dempsey

**The activities are divided into two sections:**

## Part 1. Activities for getting started and reviewing learning

These activities do not have Health Education learning outcomes as such, and many of them are not substantial literacy activities in isolation, but they are all useful steps in the learning process to:

- Engage students in using oral language to build confidence to communicate their ideas verbally.
- Determine prior learning or what has been learnt using methods that still require a brief form of writing and/or reading, and oral language without formal testing.
- Developmental activities or strategies that can be transferred across multiple contexts.

## Part 2. Year 9 – 11 activities

Health Education learning programmes at **Years 9–10 are typically time-poor** but still need to include a lot of topic specific learning covering mental health and wellbeing, relationships, sexuality education, food and nutrition, caring for the body, and safety (disease and injury prevention) topics. **Year 11 typically has more time** for using extended text and time for developing longer pieces of writing, as well as a far greater number and diversity of activities.

- Most of the focus in these activities is on developing disciplinary literacy and using the vocabulary and language conventions of Health Education.
- Visual, media and information/digital literacies also feature.
- The topic of vaping (which could be substituted to focus on alcohol or other drugs) illustrates how a variety of literacy and multiliteracies activities can feature in a single unit of learning to give a strong literacy focus to a topic.

In combination these activities provide some of the building blocks for the development of critical health literacy.

Teachers are encouraged to make explicit the literacy techniques being used in each activity such as ‘*this is a literacy learning technique/strategy that helps you learn/develop [understanding of ...]*’. The main literacy focus for each activity is noted, but don’t be limited by these suggestions where it is apparent other literacy features are also being used.

### References to original sources

Where activities have been adapted from known sources, this is noted in the references section with each activity. However, many teaching and learning strategies have become so woven into the fabric of Health Education, referencing the original source, or who to credit for the adapted ideas, is now highly problematic. NZHEA acknowledges the contributions of many educationalists over many years who have informed the pedagogical approaches used in Health Education.

## ‘Laddered’ activities

**Across the resource are examples of activities with multiple variations. For this resource this is referred to as ‘laddering’.**

That is, the different versions of the activity present teachers with a range of approaches starting with the simplest way of using activity (e.g. when students are still learning to work with each other, or for groups who are yet to develop the skills and capacity needed to engage in more complex approaches), which then *step up* (as in stepping up a ladder to get higher and higher) to more sophisticated and complex versions of the same activity.

There are a range of reasons for considering the ways activities can be ‘laddered’. Key to these is student safety and reducing a sense of risk, especially in the early part of a course when students are getting to know each other and learning to work together. It is a way to build student confidence to participate and communicate with a diversity of others in the class, especially when the subject matter can be personal and highly relevant to their own lives. At the same time it can support students to step out of their ‘comfort zone’ and take learning focused ‘risks’ as they engage in new learning (see the following comment about ‘risk’).

These ‘laddered’ approaches also allow for different versions of the task to be used at successive year levels to ensure a variety of approaches.

**Examples of ‘laddered’ activities feature across this resource. See for example:**

- Name games and group mixers
- Knowledge races
- Brainstorming and mind mapping activities
- Doughnut activities
- Continuum activities
- Activities involving touch
- Skits, roleplays or skills rehearsal
- Card games
- Picture or visual image-based activities

In addition to more structured approaches to laddering activities like those listed above, **there are also strategies the teacher can use incidentally to (in effect) ‘ladder’ learning experiences for students within lessons.** Examples include:

- For safety in groups – start with students working with their friends (self-choice), before using an activity to mix students up and form new groups.
- Give choice about group members if it makes no difference to the learning outcomes – there may be social, cultural or personal reasons not apparent to the teacher around why some students don’t wish to work together.
- If the number of students in a group is not critical, suggest a range e.g. ‘no less than x, no more than y’ to give some choice.
- If a student is struggling to answer, reduce risk for them by allowing them to seek answers from other students e.g. ‘phone a friend’.
- If students push back about teacher-selected groups, specify a limited time working in these groups – e.g. just for this game/activity/lesson.
- Feedback to the whole class after group work is often not necessary and can be intimidating for some of the students required to feedback, or it is the same few students who offer to give answers while the rest are silent (and possibly not engaged). Consider joining two groups who then share their work with each other, and not the whole class.

## Addressing the notion of ‘risk’

Many of the activities in this resource feature shared and cooperative learning experiences, many of which can then lead to individual writing and related literacy tasks. However, for these strategies to ‘work’ – that is, support the process of learning – students must feel physically, socially and emotionally safe to work with others in the class.

Overall, higher levels of student engagement require a low sense of social and emotional risk (whereas a high sense of risk tends to mean low levels of engagement). *But note that low risk does not mean ‘no risk’ and no sense of challenge.* Learning experiences that are just outside students’ comfort zone can reduce boredom, provide learning challenges, and support engagement.

### It is also useful to recognise the somewhat different uses of the term ‘risk’ being considered here.

With reference to ‘laddering’, the term ‘risk’ refers to students feeling (un)safe in the social setting of the classroom, *especially for reasons beyond their personal control*. This is not to be confused with the idea of taking learning-related risks over which students have personal control (or agency) as summarised by the following:

*Risks are an important aspect of learning. Ensuring children are provided with opportunities to explore, take risks, engage in risk-taking language, and learn their own boundaries is key to supporting them to develop resilience, perseverance, and confidence in their abilities.*

From: The Education Hub. *Exploration and learning: Taking risks* (2023) <https://theeducationhub.org.nz/exploration-and-learning-taking-risks/>

#### High risk e.g.

- Anything new
- Strangers
- Anything unfamiliar
- Negative past experiences or history
- Lack of knowledge
- Lack of understanding
- Fear of the unknown
- Fear of embarrassment or ridicule
- Feelings of powerlessness
- Physical discomfort

#### Low risk environment e.g.

- Familiar and safe
- Sense of belonging
- Trust
- Increasing knowledge
- Increasing understanding
- Positive (past) experiences
- Sense of autonomy and personal agency

#### Actions that can support the movement from a high-risk environment to a low-risk learning environment:

- Welcoming environment – greetings, correct use of names, culturally familiar and appropriate surroundings.
- Safety guidelines that are supported and modelled by the teacher.
- Activities that increase interactions and provide safe ways to get to know others.
- Activities that become familiar e.g. strategies/activities that are used across different lessons like think-pair-share, doughnut circles, and values continuums.
- Activities that are laddered for reducing risk, increasing safety e.g.
  - small group feedback instead of whole class
  - self-selected groups or limited time in groups until comfort levels increase
  - Think-Pair-Share or activities that start with limited physical contact moving over time to ones that require more
  - using less challenging values statements before moving to those that require a more personal contribution
- Collecting and making use of feedback from ‘student voice’.
- Physical environment that supports learning: temperature, light, opportunities for movement.

# Part 1.

## Activities for getting started and reviewing learning

# Part 1. Activities for getting started and reviewing learning

Whether it is the start of a course, the start of a new unit or topic, the introduction of a new concept, or organisation students to work in groups, 'getting started' activities can be opportunities for deliberate use of language.

Note that the [activity sheets for each lettered activity](#) (right hand column) – where these are a feature of the learning task - are provided at the **end of each numbered section** (as listed in the lefthand column). [See also the accompanying Word doc of these activity sheets for versions to adapt, photocopy or upload to a digital learning platform.](#)

In this section:	#	Activities
<b>1.</b> <b>Activities to use when starting a Health Education course:</b> <b>Name games</b>	A	Favourite things
	B	Name repetition games
	C	Name 'calling'
	D	Name plaques or emblems
	E	Map of Aotearoa New Zealand
<b>2.</b> <b>Activities to use when starting a Health Education course:</b> <b>Negotiating class guidelines</b>	A	Guidelines using students own ideas
	B	Using prepared guidelines cards
	C	Class korowai or tivaevae quilt
<b>3.</b> <b>Activities to use when starting a topic or introducing a new concept</b>	A	KWLH charts
	B	Y charts
<b>4.</b> <b>Activities to use when starting a topic - What we already know activities</b>	A	Post box
	B	Pass the paper/Graffiti sheets
<b>5.</b> <b>Activities for mixing students and for making pairs or groups</b>	A	Quick mixers – a collection of quick activities
	B	Continuum for mixing students
<b>6.</b> <b>Activities for checking on learning – without assessing</b>	A	The [Lolly] Brainstorm Race
	B	Knowledge race
	C	Doughnut circles (Q&A)
	D	'Musical' chairs

	E	Classroom board game
	F	Card games (vocabulary)
	G	Snatch and grab (understanding unfamiliar text)
<b>7. Activities for building confidence for role play or skills rehearsal</b>	A	Freeze frames, skits and other quick activities
	B	Teacher and students 'in role'
<b>8. Glossary and kuputaka</b>	A	English glossary and te reo Māori kuputaka
<b>9. Using news media as a source of information</b>	A	Reading the news
<b>10. Creating AI generated teaching materials</b> <i>Note these activities are about teacher preparation of materials for student learning activities</i>	A	<i>Using AI to develop resources that support the NCEA Reading Co-requisite using health-related contexts</i>
	B	<i>Using AI to develop scenarios for activities</i>

There is an indication of the main literacy focus with each group of activities.

Vocabulary	Reading	Writing	Oral language
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# 1. Starting a Health Education course: Name games

## Literacy focus

### Oral language

The literacy focus is on oral language and learning to pronounce people's names correctly as well as developing confidence to speak in front of other members of the class.

## Overview of the learning activities

There are numerous name games used in education at the start of a course when the class is getting to know one another. The selection of name game will depend upon:

- How well (some) members of the group already know each other and/or how well the teacher knows the group
- The age or year level of the class
- Which methods have been used before
- Whether learning correct name pronunciation is a key aim of the game
- The first language(s) of students in the class and how many speak English as their first language (or the language of the classroom)
- Protocols around introductions e.g. pepeha (noting that in some communities it may not be deemed appropriate for non-Māori students to recite a pepeha if this is seen to be cultural appropriation, in which case an equivalent form of introductory protocol may need to be negotiated)
- Time available

In a subject that aims to contribute knowledge, skills, and understandings to the promotion of student wellbeing, teachers of Health Education need to be able to model the skills and practices for promoting a positive and respectful classroom climate – and that includes knowing their students' names and what students like to be called, and how to pronounce their names correctly.

When referring to names use terms like 'first name' or 'given name' and 'last name' or 'family name'. Avoid terms like 'Christian name' given its obvious religious assumptions, and the notion of 'surname' can be seen as Eurocentric.

## Activity 1A. Favourite things

### Resources

- Chairs set out in a circle

### Teaching and learning process

Instruction:

- Ask students to think of three favourite things e.g. their favourite food, a favourite film they have seen recently and a favourite animal.
- Ask students to decide what name they want their peers to call them – their given name, or shortened version of this, a (suitable) nickname, etc.
- Let the students know they need to share these with the class.
- Go round the circle and in addition to stating their first (and last) name everyone must say what their three favourite things are. For your own purposes, note a few examples of these favourite things.
- At the end, review the information by asking individual participants what they can remember about other members, or ask "who is it that likes chocolate?"

## Activity 1B. Name repetition games

### Resources

- Chairs set out in a circle

### Teaching and learning process

**(i) First (or called) name only:** Go around the circle – the first person says *my name is Fred*; the next person says *this is Fred and my name is Jo*; the next person says, *this is Fred, this is Jo and I am Losi*; and so on until everyone in the circle has been included.

### Other variations

**(ii) First and last name** as above but include first (called) name and last name (and with an emphasis on pronunciation).

**(iii) Word association** e.g. the first person starts out ... *my name is Sarah and I like strawberries (ie what Sarah likes starts with an 's')*; the next person says *this is Sarah and she likes strawberries, my name is Pele and I like playing piano*; the next person says *this is Sarah and she likes strawberries, this is Pele and he likes playing piano, my name is Wiremu and I like whales*. Continue around the circle until everyone has said their name.

### Notes:

- As a teacher this is a good one for getting to know names – place yourself last in the circle.
- These repetition games can take a while, but they are really useful for learning names because the names are repeated so many times.
- The few students at the end have their name said the least so it is useful to reintroduce them at the end.
- As a safety consideration explain this is not a test of recall and if people get stuck the rest of the group can help them out. The hardest name to remember is often the one said just before 'you' say your own name.
- If applicable, it may also be an opportunity to introduce gender pronouns here as students are referring to he, she, they, or another requested pronoun.

## Activity 1C. Name 'calling'

### Resources

- Koosh balls, hacky sacks or other soft objects that are easily thrown and caught
- Space to stand in a circle, or seated in a circle with space to throw a koosh ball

### Teaching and learning process

This is a quick name game that is useful for the first few lessons with a new class used to check that names are becoming known.

- Students need to say the person's name they are throwing the koosh ball to (across and around a circle) before they throw it. If they don't know the person's name, they can call out to them while looking at them and ask their name.
- To add complexity they can also say who they received the koosh ball from and who they are throwing it to or use three or more koosh balls at the same time.
- Make sure students throw so it can be caught and that they call the name first so that the person knows it is coming.

### Alternative method (to make it harder and more chaotic)

- Have (up to) five soft objects that can be thrown and caught.
- Students stand in a circle. Distribute the five throwing objects to students around the circle.
- Students call the name of the person they are throwing to, and once the object is thrown, they fold their arms. If they don't know the person's name, call out to them while looking at them and ask first.



- The other person catches the object, calls a name, throws and folds their arms. They need to remember who threw the object to them. But objects cannot be thrown to people who have their arms crossed.
- Once there are no more people to throw to, reverse the throwing sequence so the objects end up back with the people they started with.

## Activity 1D. Name plaques or emblems

### Resources

- Although this can be done digitally it is intended that this activity produces a physical object that can be displayed in the classroom.
- Provide plain A4 paper and drawing materials
- Optional – digital access to information about the flags and the emblems of countries as a source of ideas for designing the plaque or emblem.

### Teaching and learning process

This activity has an added aspect of visual literacy and conveying meaning through visual images and symbols.

### Preparation

- Prior to the lesson, ask students to find out who named them and why, what their first name (and middle name/s – optional) mean (as far as this is known).
- Also find out about their last name – where it comes from, any meaning it has, how family names are passed on in their culture, etc.

### Name plaque /emblem or equivalent

- View a variety of materials that show how names (of people, places etc) are shown on a plaque, emblem (or similar). How images of identifiable objects or living things are included, use of symbols, representative colours, etc.
- Provide materials for drawing the emblem. Keep to the same A4 size for display purposes.
- Allow time for drawing the emblem.
- Provide opportunity for students to explain their name plaque in pairs, groups or to the whole class.

**Quick alternative** – instead of an A4 page provide a strip of card similar to a name on a door or a standing name plaque that would sit on a desk. Students write their name on it and add images and symbols that say something about them.

**Digital alternative** – design a personalised ‘wallpaper’ or a screensaver saver page for their digital device.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Display the name plaques (etc.) around the classroom during the first weeks of the course and/or encourage students to take their emblem home and discuss it with family/whanau and ask for other ideas based on known family history.

## Activity 1E. Map of Aotearoa New Zealand

### Resources

- A collection of lengths of fabric, or scarves, sarongs, shawls etc.
- Post-its (or paper squares) and pens
- Chairs set out in a circle

### Teaching and learning process

This activity takes time to get round everyone so if the class is large, an alternative approach may be needed – see following.

- Use two pieces of the fabric to fashion a basic shape of the North and South Islands of New Zealand - allow plenty of floor space around this – either the teacher or students can do this.
- Distribute three Post-its/pieces of paper to each student. They need to think of three places that have meaning – a sense of connection - for them. They need to be places where they are prepared to share the nature of this meaning or connection. The places can be anywhere in the world. Acknowledge that some places may have very personal connections so they may want to hold onto those for now. For example, *their birthplace, where they live, where they had a favourite holiday, where an imprint person in their life lives, where their ancestors are from* – etc.
- On each piece of paper they need to write their name and one of these place names.
- One by one students place their named paper on the map of New Zealand and explain what the connection/meaning of the place is to the class.
- For places that are overseas, explain that they can take another piece of fabric and fashion that into another continent or country.
- Once everyone (including the teacher) has placed and explained their three places, summarise similarities and differences/diversity.
- Where possible, signal how some of these ideas will feed into subsequent learning activities.

#### **Alternative approaches**

- For student groups that have limited experience of travel or limited (known) connections to places, think about using a map of the town, suburb or city where they live (and where their school is) instead of using the whole of the New Zealand and the world map.
- Reducing the selection of places to one only can save some time.

#### **Teacher reflection on name games**

- Which name games work for you as a teacher to learn the names of students in a new class? Why is this?
- Which name games work better with younger and older students?
- To avoid year to year repetition, which methods do you prefer to use with year 9&10 and which methods do you save for use with senior classes?
- Which are most effective games for remembering names and learning how to pronounce each other's names?
- Which name games provide a useful segue into subsequent learning e.g. about identity and wellbeing?
- What other versions of name games do you know of/use? Think particularly of ones that provide a useful connection with learning that follows and/or show application of Health Education values and ways of working and communicating.
- How does your department share ideas for name games – is there a central file of ideas HPE teachers can access for ideas, and add ideas to?

#### **References**

##### *Materials used in the activity and for teacher reference*

Ideas for these name games come from multiple sources and have continued to be redeveloped and renamed over time making original referencing problematic.

## 2. Starting a Health Education course: Negotiating class safety guidelines

### Literacy focus

Vocabulary	Reading	Writing	Oral language
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### Overview of the learning activities

Negotiating class safety guidelines at the beginning of a course is standard practice in Health for creating a safe, positive, respectful learning environment. 'Safety Guidelines' is the preferred term to alternatives like 'class rules' which tend to sound authoritarian and may get confused with 'school rules'. The term Guidelines is more flexible and allows for renegotiation as new and different situations are encountered across the course.

The process of negotiating class guidelines requires the use of oral language to negotiate an agreed list of guidelines, which is developed as a written artefact. Further exploration of the meaning of the terms on the list may feature as an integral part of learning about wellbeing.

In Health Education negotiating class safety guidelines is standard practice which means many students will have completed safety guidelines activities in previous years. Think about different approaches for different year levels. Students need to have opportunity to get to know each other first; negotiating safety guidelines is not a first lesson activity.

Keep in mind that the teacher is an integral part of the class environment, so it is important to consider where/how their teaching practice relates to the guidelines and to reinforce the ideas negotiated by the students e.g. what does 'show respect' and 'being confidential' mean for teacher behaviour? Ask students what the teacher can do to encourage and support students to follow the guidelines.

Remember also, that there are some non-negotiables. For example a class cannot do a safety guideline activity if there are no basic courtesy rules. Some schools may have 'rules' that can be referred to as a starting point from which the class may go on to discuss *why* they need more specific guidelines for a Health Education class, such as the personal nature of a lot of the learning.

### Activity 2A. Guidelines using students own ideas

#### Resources

- Paper for brainstorming

#### Teaching and learning process

There are multiple ways to negotiate class guidelines. This first method requires students to come up with a range of possible ideas themselves that pairs/groups then contribute to class discussion. The teacher facilitates a whole class 'negotiation' to reach an agreed list of safety guidelines.

Explain to the class that the task is to negotiate class safety guidelines.

- Ask why do we need them? What are they for?
- Why 'class safety guidelines' not 'class rules'?

#### Methods for preparing ideas for the guidelines(alternatives)

- Student's brainstorm in small groups or think-pair-share their own ideas about safety guidelines they think the class should adhere to. OR
- Students brainstorm their ideas about what attitudes and behaviours lead to the safest learning environment and develop guidelines that support that/or match provided guidelines with the

behaviours they want to see e.g. *'I learn well when I can say what I want and no-one laughs'* – matched with *'we listen and don't talk when others are speaking'* and *'we avoid putdowns'* etc.

- Taking the role of **negotiation facilitator**, the teacher invites contributions from each pair/group and checks for agreement with other groups about its inclusion on the list. Actual wording may also be negotiated at this time.
- As part of this process check for intended (and understood) meaning, paying attention to word meanings like respect, being confidential, the right to pass, etc. For example ask how would you know when you saw these things being practised?
- Once the list is agreed, prepare it as a list that can be displayed on the wall. Optional – students all 'sign' the list of guidelines much like a contract or agreement.

### Extension

Students develop short skits or freeze frames of each of the rules in action.

### Ongoing

Take a few minutes at the end of each lesson to review which rules were clearly demonstrated each lesson, and if there have been breaches to the guidelines, what needs to happen?

### Learning artefact(s) developed by students and evidence of literacy use or development

- Negotiating safety guidelines leads well into personal writing e.g. Select the three guidelines most important for your safety in class and describe what this would look like if everyone in the class followed these guidelines – what would (and wouldn't) it look/sound/feel like?

## Activity 2B. Using prepared guidelines cards

### Resources

- Resource sheet of prepared guidelines (provided) – this can be adapted

### References

- A version of this originally appeared in the Mental Health Foundation resource *Mental Health Matters* (1996).

### Teaching and learning process

This method is useful for students with lower levels of literacy as it provides some possible language to work with, or it can be useful for students with expected/higher levels of literacy to force a conversation about the language and meaning of class guidelines.

- Instead of students developing their own list, the prepared list provided is cut up into individual cards. Working in groups students reduce the cards to no more than five ideas.
- Use the negotiation process described in Activity (A). With this method students may choose to add their own words.

## Activity 2C. Class korowai or tivaevae quilt

### Resources

#### Korowai

- Long strips of firm art paper/lightweight card for the woven part of the korowai – A2 size is suggested – or join A3 sheets lengthwise and cut into strips
- Light weight card for the feathers
- Drawing materials and or materials to collage
- Access to online or print images of Māori korowai (cloaks), and indigenous birds showing details of feathers

## Tivaevae

- Access to online or print images of Pacific iconography e.g. flowers and other flora, fish, shells, seabirds, turtles, symbolic patterns, fale or other buildings.
- Brightly coloured card or paper (reflecting colours used in Pacific textiles for example) that can be used to make a paper ‘quilt’. *Note it is not suggested that this activity has to make use of expensive resources like tapa cloth or other Pacific textiles. As students need to write on the various components of the ‘quilt’ a paper-based medium is recommended. However the background of the quilt could be a length of inexpensive fabric purchased from an emporium or other fabric trader, and students attach their paper creations to this.*
- Coloured pens and pencils.
- Magazines with colourful photos could also be used for collage work to add colour.

## References

- The class korowai was originally developed for the Ministry of Education *Curriculum in Action: Everybody belongs Years 4-6* (2000) – a primary school resource covering body image and other ways students ‘belong’ at school. This resource is longer available.
- The Cook Island tivaevae was originally published in the NZHEA resource *Making connections with Pacific ideas in health education: A resource to support teaching and learning in The New Zealand Curriculum* (2020) by Gloria Tu’itupou, Kata O’Donnell, and Jenny Robertson  
<https://healtheducation.org.nz/resources>

## Teaching and learning process

- (1) Negotiating the class guidelines
  - In groups, ask students to brainstorm all the ways the classroom could be made a safe and supportive learning environment for everyone. Emphasise that this is not about ‘school rules’ but the circumstances that will mean people feel safe and everyone feels valued, and that they can share their ideas openly. See Option (A) above.
  - When the students have finished the brainstorm, ask them to group similar ideas together.
  - By a democratic process facilitated by the teacher, compile a class list of guidelines that all the class agree to. Pay particular attention to guidelines about respect for others, confidentiality, and the right to pass, and ensure that all students understand the intent of these. Keep a record of these as they will later be incorporated into the korowai or quilt.
  - Where possible, translate the guideline statements into students’ home languages.

### (2) Making the ‘korowai

## Preparation

- The ‘korowai’ is made by weaving about six ‘weft’ or ‘aho’ strips across about 10-12 ‘warp’ or ‘whenu’ strips. The whenu strips will need to be anchored firmly across the top. Decide how big the korowai is going to be once complete and cut strips of firm paper to achieve this.
- These strips need to be decorated **before** the korowai is woven.
- Prepare a feather template no bigger than A4 size – there are many printable online options that students can use as is or create something of their own of similar size. Each student will require a ‘feather’.

## Activity

- Once the guidelines have been negotiated, pairs/small groups of students are allocated one guideline that they need to write along the length of the strip. Decide, based on the number of guidelines if these will be the weft/aho or warp/whenu strips. Decoration can be added, and the words may be repeated more than once. Note that some of the text will be masked by the weaving so also prepare a list of guidelines that can be viewed as a complete list.

- Provide remaining groups with the remaining strips of the korowai. These can be decorated with a range of words and images that reflect who the students are as a school community. They may include school values, imagery etc.
- Once the weft/aho and warp/whenu threads are complete, weave the korowai and anchor the edges. Attach to the classroom wall.
- Provide each student with a feather template printed on light card (or provide the option to draw their own of similar size). On their feather they need to depict something about themselves and what is important to them – what gives them a sense of connection, what makes them feel safe. They can use words, and /or drawn or repurposed images.
- Once complete, students share the meaning of the imagery on their feather and attach it to the korowai.

### **(3) Making the tivaevae ‘quilt’**

#### **Preparation**

Decide on an area of wall space for the quilt (about bed size) and prepare the background ‘fabric’. Decide a motif for the guidelines e.g. Hibiscus or frangipani flower petals is an obvious choice. Cut out petal shapes large enough to write the guidelines - so they can be read on the wall. One petal is needed for each guideline. Also estimate how big each student’s individual contribution can be if one from each student is to fit on the quilt (probably about 25-30cm<sup>2</sup> or the width of an A4 sheet).

#### **Activity**

Explain to the students they are going to make a class quilt or tivaevae to present their class safety guidelines, as well as some ideas about themselves and what they bring to the class. Use a search of online images of tivaevae to illustrate what these quilts look like. Explain that they will be making theirs out of paper/cardboard, not fabric.

- Allocate a petal and a guideline to each group. Their first task is to write out the guideline and stick their petals in 2 or 3 flower shapes (depending on the number of guidelines) on the quilt. Negotiate how translation into home languages will be included on these guidelines e.g. two different languages on each petal or have more flowers and repeat the flower patterns and each features a different language.
- The next task is for each student to choose a Pacific themed image of their own. Discuss the range of possibilities for this. It can be traditional (there are many images online) or contemporary. It can be nation specific or ‘generic’ Pacific imagery. Try to select something that says something about them or has meaning for them, and something they have a connection with. Encourage non-Pacific students to choose imagery from their own culture that shows similarities with Pacific cultures (e.g. a flower, animal, or other pattern from their country of origin or ancestral home).
- Explain to students that they are each going to create something visual that represents them, to ‘applique’ or sew (ie attach) onto the quilt. In effect each student is making a motif for the quilt. The limitation is that the motif can’t be any bigger than the 25-30cm<sup>2</sup> estimated above. Provide a range of materials to make the motif – it can be a cut out shape (which is recommended so it is like the fabric patterns on a quilt), decorated with pen or pencil, or collage, it can include words although the point is more the visual representation. Ask students to incorporate their name somewhere into their motif. *Please do not let students confuse these ideas about motifs related to making patchwork quilts with gang patches.*
- Once complete, students attach their motif to the quilt in an orderly fashion (look at images of tivaevae to see how the decorative aspects of the quilt are laid out to form an overall coherent design).
- Ask each student to share how they connect with their image.

#### **Debrief**

- Draw attention back to the class safety guidelines and make links/draw parallels with ideas about the importance of connections and feeling safe and having a sense of belonging in the class.

## Extra

- Find out about the history and traditions of korowai or tivaevae and other textile traditions of the Pacific, or own cultures and the ways the making of these contributes something to people's identity and wellbeing.
- Investigate the traditions of making, and/or the meaning and symbolism of the imagery in cultural artefacts.
- Investigate the way New Zealand and Pacific artists use imagery and symbolism in their art and what this says about Māori and NZ-Pacific identity – think of this as a type of visual language e.g.

**Māori** (try to select artists local to the school region) – some examples include: *Painters*: Lisa Reihana, Robyn Kahukiwa, Kura Te Waru Rewiri, Ralph Hotere, Michael Parekōwhai, Shane Cotton, Sandy Adsett; *Photographers*: Fiona Pardington; *Sculptors / carvers / Tā moko*: Derek Lardelli, Rangi Kipa, Bob Jahnke; *Ceramists / potters*: Wi Taepa, Hana Rakena, Stevei Hokamau, Manos Nathan, Baye Riddell, Paerau Corneal, Aaron Scythe; *Fibre artists / weavers*: Rangimarie Hetet, Diggeress Te Kanawa, Veranoa Hetet, Lissy and Rudi Robinson-Cole, Te Ao Marama Ngarimu, Ron Te Kawa; *Mixed media*: Lonnie Hutchinson and others

**New Zealand-Pacific**: Niki Hastings McFall, Ani O'Neill, Pusi Urale, Yuki Kihara, Fatu Feu'u, John Pule, Michel Tuffery and others.

## Learning artefact(s) developed by students and evidence of literacy use or development

- See Activity (B) for personal writing ideas.

## Teacher reflection on negotiating class guidelines

- Which safety guidelines method works better with younger and older students?
- To avoid year to year repetition, which methods do you prefer to use with year 9&10 and which methods do you save for use with senior classes?
- Which methods provide a useful segue into subsequent learning e.g. about personal safety, identity and wellbeing?
- What other versions of negotiating class guidelines do you know of/use? Think particularly of ones that provide a useful connection with learning that follows and/or show application of Health Education values and ways of working and communicating.
- How does your department share ideas for negotiating class guidelines – is there a central file of ideas HPE teachers can access for ideas, and add ideas to?

## References

### *Materials used in the activity and for teacher reference*

A variety of methods for negotiating class safety guidelines feature across a range of Health Education resources. References for the activities that can be tracked to a source are noted above.



Show empathy and compassion for others	Show intelligence and think critically
Be polite	Be considerate of others
Be accepting of diversity	No tolerance of attitudes and beliefs that are not inclusive of everyone
Show respect to others	Participate and join in
Don't interrupt others when they are talking	Be prepared to listen to everyone's views
Have fun	Smile and be happy
Freedom to express your views and options	Keep others information confidential
No swearing	No put downs or name calling
The right to pass	The right to challenge other people's views or behaviours
Don't share really personal information	Be sensitive to others
Be assertive	Call out bad behaviour



### 3. Starting a topic or introducing a new concept

#### Literacy focus

Vocabulary	Reading	Writing	Oral language
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#### Overview of the learning activities

*"The degree of students' prior knowledge about any subject greatly affects their ability to understand a written text of that subject."* (Ministry of Education, 2004, p63)

These are preparatory activities to use prior to the start of new learning. The KWLH (Know, Want, Learn, How) chart is ubiquitous in education and has been applied to many different contexts. It is included in this 'getting started' section with the view that it can be used in preparation for any new topic or concept learning. Sometimes a KWLH chart applies to a single lesson topic however in this case it is being used more for a whole unit.

#### Activity 3A. KWLH chart

##### Resources

- KWLH template or students can draw their own

##### References

- The KWL chart references back to Ogle (1986) with the KWLH chart being a later adaptation now widely used. See Ogle, D. (1986). KWL: A Teaching Model That Develops Active Reading of Expository Text. *The Reading Teacher*, February, pp. 564–570.
- *Effective Literacy Strategies Years 9-13*, Appendix 6, page 163 & 61 (Ministry of Education, 2004)

##### Teaching and learning process

- Prior to starting a new topic, ask students, working in small groups to brainstorm all the things they know about the topic. They may make a list, a mind map, write individual ideas on post its, use a digital content curation app, etc.
- Once a suitable amount of material has been generated, provide students with the KWLH questions (a prepared table of they can create their own).

What we <b>K</b> now	What we <b>W</b> ant to learn	What we have <b>L</b> earned	<b>H</b> ow we know

- As best they fit, ask the students to transfer their ideas to the KWL parts of the template. Share ideas with other groups/ the class and add further ideas to own chart.
- As students engage in the learning, they can add to these columns and start adding more into the 'What we have learned' and the 'How we know' column once they have evidence for their learning.
- Use the information in the students' KWLH charts to: check on students' recall of prior learning, noting areas of misunderstanding or incomplete understandings; students desire and motivation to learn more; students' monitoring of their own understandings; and students understanding of where their knowledge is coming from which may include sources beyond what they have been taught by the teacher.
- Consider using this approach for all new learning to develop student capabilities for using the KWLH chart effectively.

##### Learning artefact(s) developed by students and evidence of literacy use or development

- The KWLH chart will contain a range of information about students' learning progress.

## Activity 3B. Y chart

### Teaching and learning process

Whereas many Health Education resources promote the development of a subject specific glossary of terms – many of them nouns or verbs (naming or action words), it is often the non-subject specific descriptive words and the ways these are placed in sentences (e.g. describing abstract ideas) that can contribute to uncertainty of meaning, especially in written text.

The Y Chart is a three-part graphic organiser – literally presented in a Y shaped diagram (see many examples online) that organises ideas from brainstorming about of a topic around three dimensions: **What does it look like? What does it feel like? What does it sound like?** It is an activity that encourages students to move from using concrete descriptions (the obvious observable features – what can be seen or touched) to abstract descriptors (the features that need to be thought about, inferred or deduced based on understanding or experience). From a literacy point of view, this increases the range of adjectives (descriptors) a student might use when describing a situation. A 'Y' chart is not an end in itself, but part of an overall learning process to help expand the language that can be used for descriptive purposes.

The process for creating a Y-chart:

- Decide on the topic to be explored, analysed or investigated.
- Draw up a simple Y-Chart and write the topic at the top of the page.
- Label each section *Looks like*, *Feels like*, *Sounds like* – or use the full sentences above if it helps students to engage with the task.
- In the 'looks like' section, students brainstorm everything that a person might see happening in a situation related to the topic.
- In the 'sounds like' section, students record things that a person may hear in the situation, such as words, sounds and sound effects.
- In the 'feels like' section, students brainstorm all the things a person may feel in the situation, both physically (what they feel thought touch) and what they 'feel' emotionally.

Additions: Where applicable, the Y chart can also be subdivided into two subsections of opposites like threats and strengths, positives and negatives, short and long term, etc.

### Learning artefact(s) developed by students and evidence of literacy use or development

- A collection of Y charts filed in their learning journal provides students with a source of adjectives that could be used to describe a specific situation.

### Teacher reflection activities to use when starting a topic or introducing a new concept

- How does the addition of Y charts appear to help students' understanding of text written by others and the development of their own writing?
- How could some of these words be added to a subject specific glossary of Health Education terms? E.g. showing the use of health terms in sentences in ways that also use adjectives.

## 4. Starting a topic: What we already know activities

### Literacy focus

Vocabulary	Reading	Writing	Oral language
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Postbox and graffiti (brainstorm) sheets provide ways of collecting information that involve a variety of literacy skills, from the initial individually written contributions, to the shared practice of reading and making sense of the responses and writing a summary answer to the questions posed.

These activities are intended to be done on paper, and not digitally, so that the process is visible to everyone.

### Overview of the learning activities

Collecting written information from students about what they know, in ways that provide opportunity for sharing ideas so they become a form of learning activity for others, can be achieved through activities like postbox and graffiti (brainstorm) sheets. Postboxes, and pass-the-paper/graffiti sheet activities are popular strategies that Health Education teachers use to collect information from students to determine existing topic knowledge. Evidence from these activities can then be used to inform subsequent learning. It is also a way for students to share their existing understandings about a topic so that everyone's ideas are included - without them having to say things out loud in class, or to formally test their knowledge.

The initial stage of the post box activity is anonymous which makes it more suitable for sensitive questions, whereas contributions to the pass-the-paper/ graffiti sheets are more visible to others.

Note: A postbox process usually takes an hour-long lesson whereas the graffiti sheets activity tends to be quicker with less processing to do.

### Activity 4A. Postbox

#### Resources

- Large sheets of paper for collecting or summarising responses
- Small pieces of paper for answer questions
- Receptacles ('post boxes') for collecting answers

#### References

Post box methods are described in many different Health Education resources. Early references date back to resources developed in the 1980s.

#### Teaching and learning process

1. Select 6-8 questions that will check on students existing understandings of a topic.
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 to students that they use an ordinary pen and do not write in a distinctive way to help keep their answers anonymous.
5. *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 at a central posting area at the front of the class.*
6. 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.

7. Instruct the students that they need to summarise ALL responses which means that they don't 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.
8. 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.
9. Retain summaries for reference and come back to them throughout the learning programme when links can be made.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- In their learning journal students further develop their written answers to selected questions using their original answer and any other information from the summary sheets.

### **Activity 4B. Pass-the-paper (graffiti sheets)**

#### **Resources**

- Large sheets of paper with questions written across the top
- Extra paper for summary

**References** – see comment for Activity 4A

#### **Teaching and learning process**

##### **Facilitating a pass-the-paper (graffiti sheet) activity**

1. Select 6-8 questions for the activity (decide upon the number of questions based on class size). Note that groups for the summary stage of the activity where each group takes one question 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 3-4 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 all have to 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 going 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 each sheet returns to the group that started with it.
9. Each group prepares a 2-3 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 answer for reporting back and displaying or making a digital copy and 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.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- In their learning journal students develop their written answers to selected questions using their original answer and any other information from the summary sheets.

### **Teacher reflection on activities to use when starting a topic - what we already know activities**

- What other methods do you/your department use for finding out what students already know about a topic?
- For your students, is the post box or the graffiti sheets approach preferable? Why is this?

## 5. Mixing students for making pairs or groups

### Literacy focus

#### Oral language

#### Visual or gestural language

These are all quick activities, and many of them might be called ‘icebreakers’ however, when added to other learning experiences they all help to break down communication barriers and build students’ confidence to communicate with each other verbally and through gestures.

### Overview of the learning activities

The ‘quick mixers’ in Activity (5A) are intended to be used in preparation for getting students into working groups for learning activities. As energiser-type activities they require a lot of mixing and interacting physically and verbally with others in the class, which develops confidence using oral language, talking to a range of other people, and being present/interacting with a variety of others. Activity (5B) then moves onto strategies for getting students into working groups.

These activities can be laddered or scaffolded for social and emotional safety by building confidence over time. For example, start with a non-touching, fast moving activity like *neighbours*, *musical chairs*, or *finger maths*. Next time move from *finger maths* to *finger grab*. Then next time, do *people to people* using only hands, elbows, fingers wrists etc. (the safer body parts), changing partners promptly. Next time you do the activity add in knees, feet, shoulders (which require slightly closer contact).

Although mixing students up to get them working with a diversity of people in the class can, in principle, be a good idea, the nature of teenage friendships, and some cultural beliefs, may mean some unfortunate or unsuitable pairings or groupings could eventuate. As far as possible and ethical to do so, try and be aware of relationship issues (friendships and romantic relationships) between members of the class, and potential cultural considerations putting males and females in the same group. There may be reason to group some students based on learning and achievement or social and behavioural data. These sorts of groupings require deliberate teacher intervention in which case these grouping activities may not apply.

Some of the activities involve touch. Check with the class that this is okay as some cultural beliefs may limit students’ involvement e.g. girls and boys making physical contact. See [Section 50 of the Education and Training Act 2020](#) Release from tuition on religious or cultural grounds.

### Activity 5A. Quick mixers

#### Resources

- Classroom space for sitting or standing in a circle and/or moving about.
- Activity sheets where indicated – provided with the Activities in this section – these can be adapted for use with diverse groups.

#### Teaching and learning process

**Neighbours:** Start seated in a circle, one chair missing. Call something the students have i.e. brown hair, white socks etc. All those with that thing change seats. Students are not allowed to move to the seat next to them. This is a good activity to break up little groups.

**Clumps:** Students move around the room, then the teacher calls a number. The students must form a group of that number. The teacher then calls a second number, and the students must have that number of body parts touching (limit this number!).

**People to people:** Students pair up. You call a body part (avoid the personal ones like lips and sexual parts!) and they must put that part together. You keep calling different parts and they continue to put those parts

together (the faster the better), then call “people to people” when everyone must swap partners. They should not return to the same person twice.

**Musical chairs:** [Think of how musical chairs is normally played]. From a circle of chairs with one missing. As students move around to the music they must try to tell as many people as possible a fact that you have indicated prior e.g. a favourite food, a song they like, etc or something related to the learning. When music stops the person left without the chair is asked a question relating to the learning. Start the music again with another ‘fact’ being shared. If the same person is caught out more than once they may nominate someone else by saying to them “you are in my chair”. (This is a noisy game)

**Two truths and a lie:** In groups of three everyone tells two truths and a lie about themselves. The other members of the group try to guess which is the lie.

**Elbows:** Call a colour, or object (e.g. red, or the floor, or shoes) and everyone must put their elbow on that colour or object. They may not put their elbow on a person who already has their elbow on them!

**What’s your name** – see Activity sheet provided. Students move around room collecting signatures in the boxes. Note that there is an optional addition whereby the person with the sheet asks the person signs their name one further question about that square. *E.g. when someone signs the ‘someone who likes playing sport’ box – ask, ‘what sports do they enjoy playing?’*. Follow this activity with ‘That’s Me!’ (see below). Students can respond to questions in their own languages or cultural contexts.

**That’s Me:** Students sit in a circle on chairs (or it works just as well sitting at their desks). The teacher calls out a feature from the *What’s your Name* sheet (e.g. everyone who is the oldest in their family) and those that it applies to must leap to their feet, throw an arm into the air and shout “THAT’S ME!” as loudly as possible. The teacher should first demonstrate this!

**Winking Chairs:** Students form circle in pairs – one sitting on a chair and one standing behind that student’s chair. There needs to be one empty chair. The student standing behind the empty chair has to wink at the seated students until one of the seated students can get out of their chair and over to the empty one without being tagged by the person standing behind them. Then the person left behind the new empty chair becomes the winker. Works best when fast and furious.

**Finger grab:** Students stand in circle. They put out their left hand with the palm up. They place their right forefinger pointing down on the flat palm of the student on their right. When the teacher says, “Get ready. Go!” the aim is to grab your left neighbour’s finger in your palm and get your own finger out of the palm of the person on the right.

**Finger maths:** Students in pairs. Put their right hand behind their back. When the teacher calls, “Go”, they show their hand with any number of fingers held out. It is a race to add up the number of fingers showing between the two students’ hands. Can join up two pairs so that four students are adding up.

## Activity 5B. Continuums

### Resources

- Classroom space for sitting or standing in a circle and/or moving about.

### Teaching and learning process

#### Line up continuum

In addition to continuums being useful for values exploration activities, they can also be useful to create groups by firstly forming a line (a continuum) based on a stated characteristic – see list below - and then breaking the line into groups. To form groups either:

- [At its simplest] Count students off into groups of the required size, or



- If the nature of the continuum puts 'like' students together, go down the line numbering 1, 2, 3, 4, 5, 6, (for example - to give the number or size of groups required) and then repeat 1-6 – the largest number is how many groups will be created. All 1's then form a group, 2's form a group etc.

Line ups based on a characteristic can be (for example):

- Alphabetical listing or first or last name
- Birthdates – in addition get students to do this silently so the students must use hand gestures to communicate
- Geographic location where you were born from the north pole to south pole (students may need to look up the longitudinal position of their birthplace prior to forming the continuum)

Be wary of using aspects of body appearance for the continuum, e.g. rather than overall body height select something like length of thumb or middle finger – something for which there are likely to be little/no implications of body dissatisfaction or sex-gender difference.

#### **4 corners 'continuum'**

An alternative to a line up continuum for group formation is a 'four corners' approach (or more 'corners' if more groups are required). This lends itself to some funnier situations if there is a need to lighten the mood.

Indicate the four (or more) areas ('corners') of the room. Instruct students to move to the corner that best fits their situation – see list of suggestions below.

Note: This method requires having a situation with several characteristics or behaviours so that students are grouped and regrouped several times before settling on combinations that will then form their working groups. This method is not guaranteed to give equal sized groups, although some final manipulation can be used to balance numbers in each. If smaller groups are required, divide each of the four groups into two.

#### *Examples of grouping characteristics and behaviours*

- Favourite ice cream: 1<sup>st</sup> grouping - favourite flavour: vanilla, hokey pokey, chocolate, other; 2<sup>nd</sup> grouping – favourite way to have ice cream: in a cone, out of a bowl, out of the tub, ice cream on a stick; 3<sup>rd</sup> grouping - how you like to eat ice cream (for greater amusement add in miming of eating ice cream): licking around a cone, chomping down on the ice cream and taking big mouthfuls, nibbling around the edges and taking little bits at a time, or licking up from cone to tip (watch the connotations of this one!). Add more ideas as required to settle on final grouping. (Alternative: Replace ice cream with pizza or other popular snack foods or drinks).
- Popular culture – social media use (adapt this if some students have no social media): 1<sup>st</sup> grouping: 5 or more social media accounts, 3-4 social media accounts, 1-2 social media accounts, no social media account; 2<sup>nd</sup> grouping [when using social media do you usually] – jump back and forth across different accounts, stay with one account catch up and move to the next account, just stay on one account, no social media; 3<sup>rd</sup> grouping [replying or responding to posts] – add comments and/or likes to lots of posts, add a like or comment only for people I know, never add comments but 'like' posts, never like or add comments (Alternative: Replace with movie viewing, listening to music)

### **Teacher reflection on activities for mixing students and for making pairs or groups**

There are numerous energiser/mixer games and activities that can be thought about in terms of what they provide for increasing student confidence to communicate with a diversity of other students in preparation for formal learning activities.

- Which energiser/mixer activities work well with your students? How do you share these ideas with your department?
- Are there any students that these sorts of activities do not work for? What might be some alternatives to involve them in activities like these?

## Activity sheet - What's your name?

Collect the signature of one person who can answer each question. Try to get 20 different signatures.

[Optional] Ask the person who signs one further question about that square. E.g. Someone who likes playing sport – ask, “*What sports do you enjoy playing?*”

Someone who listens to the same sort of music that you do.  Signature	Someone who was born in the same area that your school is in.  Signature	Someone who knows their parents' full names.  Signature	Someone with at least one of the same initials as you (first, middle or last names).  Signature
Someone who can name the group of stars (or the star constellation) on the New Zealand flag.  Signature	Someone who likes the same flavour pizza or ice cream or burger as you.  Signature	Someone who has recently seen the same movie as you.  Signature	Someone who likes playing sport.  Signature
Someone who knows where their family name comes from or what it means.  Signature	Someone who has the same number of brothers or sisters as you have.  Signature	Someone who can sing the chorus of a recent popular song.  Signature	Someone who was born in a country other than New Zealand.  Signature
Someone who can sing (or say) a childhood nursery rhyme.  Signature	Someone who likes performing (singing, acting, dancing, playing music, etc).  Signature	Someone who eats most evening meals with their family sitting at a table.  Signature	Someone who knows who the Prime Minister of New Zealand is.  Signature
Someone who always eats breakfast.  Signature	Someone who walks to school (most days).  Signature	Someone who plays board games or computer games.  Signature	Someone who has travelled overseas.  Signature



## 6. Checking on learning – without assessing

### Literacy focus

Vocabulary	Writing	Oral language
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### Overview of the learning activities

Quick checks on learning can occur in many forms, the most obvious one being the sighting of student work. These activities offer a fun alternative that involves a combination of quick writing of ideas and either oral (A) or written (B) language comprehension.

These are provided as alternatives to marking/sighting individual student work or formal testing useful as a revision game. The approach for each is similar although Activity (A) tends to be more boisterous.

### Activity 6A. The [Lolly] Brainstorm Race

#### Resources

- A packet of lollies – **the race is named after the brand of lollies!**
- List of questions (for the teacher to read from) – see example provided – this can be adapted depending on the topic e.g. words that fit into each dimension of hauora; effects of drugs on each dimension of hauora; personal, interpersonal societal (PIS) effects; ideas about a concept; effects of discrimination etc. - either on each dimension or at P-IPS- levels. Adjust this to the year level of the students.

#### Teaching and learning process

This is very physical and a lot of fun because students are constantly shifting to the next seat and then rushing to the board. It doesn't matter if they cheat by copying answers from the other team, as the 'judging' and allocation of points for ideas can compensate e.g. ideas one team has that the other doesn't. Mark the answers after each category of questions. The 'marking' or scoring is somewhat arbitrary. As the teacher, make up the scoring criteria to emphasise key aspects of the learning the questions relate to. Arguments about the marks is part of the fun – if they want more marks, they must justify their reasons for putting up a particular answer. Consider awarding fewer marks for some answers to provoke students into arguing their point. It can get very competitive, and students can get very creative in their pursuit of winning.

- Line students up in two rows, sitting in chairs, each row facing the other.
- Put two pieces of paper on the wall or divide whiteboard into two.
- Give first student in each row a vivid/whiteboard pen – they run to board, write an answer to the question read out by the teacher, return and give pen to the next person in the row, and then go to back of row. Everyone moves up a seat. Students must go to the board, even if they don't write anything/can't answer the question.
- Give a set amount of time, then mark off 'correct' answers and score.
- Then do again with the next section i.e. another dimension, or another P-IP-S perspective.

### Activity 6B. Knowledge race

#### Resources

- Prepare two sets of cards (see Activity B sheet) – select either the dimensions of hauora cards OR the personal, interpersonal and societal factors cards to go with the being online cards. Note that the cards can be adapted for different topics -several examples are provided.  
If using the PIS factors cards, the personal, interpersonal and societal influences can be made more specific (personal e.g. values; interpersonal e.g. peer pressure; and societal e.g. culture) to reflect the topic.

## References

- For an alcohol education specific version of this activity see Activity 10 in *Alcohol and other drugs: Health Education activities to support teaching and learning for Levels 4-8 in The New Zealand Curriculum*, Robertson and Dixon (NZHEA, 2021)

## Teaching and learning process

- Divide the class into two equal size teams and seat them in two lines along the length of the room.
- Explain in general what the race is about and ask class if they want to 'race' in pairs (recommended) or as individuals.
- Divide the white board (or suitable alternative) into two halves - one side for each team.
- Provide markers or white board pens.
- Place in two piles the Set 1 OR Set 2 cards alongside the cards from ONE of the Set 3 topics. Put these face down on a desk in front of the board. Before use, make sure each set is well mixed to ensure they are turned over in varying combinations. Some combinations may be quite challenging which is where pairs of students may be required if they are doing this activity earlier in a programme of learning.
- The first pair (or individual) from each team comes up and takes one card from each pile.
- The students decide upon and write an idea on the board related to combination of statements on their cards. These ideas can be as obvious or as creative as they like e.g. if the students turn up 'social wellbeing' and 'very limited time online', their idea might be 'don't get to chat with friend much' or 'avoid exposure to other people's problems that they post online'.
- Once their idea is written on the board, they sit at the back of the line, and the next pair of students comes up to pick up their cards.
- Promote the idea that this is a race to see who can get through their whole team first.
- Once all students have contributed to the lists, the teacher 'awards' points. For example, give one tick to the more obvious answers and two or three ticks to insightful ideas and ones that link well to previous lessons and previous contexts. Or take points off for arguing just to provoke a response to get more information from students (note that the allocation of points is arbitrary as the objective is to highlight and draw out the more thoughtful and critical intentions of the learning).

## Activity 6C. Doughnut circles (for revision)

### Resources

- Prepared set of Q&A cards – see Activity sheet C. This can be adapted. Note: It works best for questions that do not have too big a range of answers e.g. related to hauora, determinants of health, etc.
- A room with space to form a large 'doughnut' circle (two concentric circles, with the inside circle facing out and the outer circle facing in, with enough space that students can talk in pairs and be heard).

### Teaching and learning process

It is intended that this activity is safe for everyone as only one person hears their answer. The questioner can confidently say whether they are right or wrong as they have the correct answer. If the group is big, and some of the questions are repeated, the person answering is always able to get some right.

- Organise students into two concentric circles. It may help to pair them off first, one of the pair forms the inner circle facing out, the other in the pair stands opposite them looking in. Another way for forming the doughnut is to make a single circle then 'break' the circle at one point, then lead the students from one side of the 'break' into forming a circle on the inside of the large circle – keep walking around until everyone is paired off.
- If the space available is not suitable for forming a large circle, form two rows (e.g. in a corridor) and instead of the students shifting one person along in a circle, they do the same in rows, with the first/last person in the row moving around to the other end of the row after each Q&A.
- Give the students in the inside circle a question-and-answer card. They ask the question and the person opposite in the outside circle gives their best answer. Inside person corrects or confirms answer – they should read the correct answer out loud.

- Everyone on the outside moves one to the left. Repeat until a full round of Q&A is complete (or as time allows).
- When a round is complete – inside people give the cards to outside people and repeat the process. It doesn't matter if the same question is asked more than once. The repetition of reading and hearing the question and the answer is an important feature.

**Note that other benefits of doughnuts include:**

- Avoiding extended interactions between unfortunate combinations of students, where communication maybe problematic.
- The physicality of doughnuts – getting students out of their chairs and moving.
- Putting everyone in the situation of needing to talk to others in the class that they may not usually talk to - but only for a brief time.
- Talking with only one other person – while everyone else is talking, there is a certain level of 'privacy' and not being overheard, even in a busy classroom.
- Transitioning from the doughnut into pairs for a think-pair-share activity or forming groups of 4 (and appearing to be 'random' about grouping students).

**In addition to Q&A activities the doughnut technique can be used in other ways such as:**

- Exploring the conditions required for effective communication and listening whereby with each shift of the circle a new set of conditions is added e.g. direct eye contact, no eye contact, looking away, back turned, talking to the next person, playing with an object like a phone, standing at a distance, standing toe to toe. The topic for discussion can be anything safe such as favourite things, most recent movie, etc. Alternate who is listening and who is talking from the inner to the outer circle. Debrief with a discussion about the conditions required for effective listening. See full instructions with Topic 1 Activity 1C in Part 2.
- Selecting a topical news story or wellbeing situation relevant to the local community to initiate learning about the topic. Instruct the students to tell the person opposite 3 things about the issue – they can be things the student has heard about in the news, their own opinion, or something they heard from someone else. Swap the speaker/listener to the inside/outside circle with each shift. Allow for 4 shifts and then ask a selection of students to summarise what was said/heard. If time allows, repeat with another aspect of the issue.
- Prepare a selection of 'health' cards. Choose health related terms related to concepts, big ideas or topics and issues. See vocab lists with other activities for ideas. Some repetition is fine. These need to be attached to the forehead of each student or stuck on their back. Taking turns, students can ask 6 questions to find out who/what they are – the 6 questions can either be to the same person, or, for more interest a different person (this requires a lot of quick shifting of the circles).

## Activity 6D. 'Musical' chairs

### Resources

- Classroom space for sitting or standing in a circle and/or moving about.
- (Optional) Health question cards or the students can make up their own questions related to the topic. See the various activities in Part 1 of the resource that contain lists of questions.
- (Optional) There may or may not be 'music' with this activity, but it is called 'musical chairs' given the familiarity of the process of the game.

### Teaching and learning process

- Set the classroom up with a circle of chairs - one chair less than there are members of the group.
- Ask the students a question. The students then move around the room within the circle of chairs, telling the answer to every student they pass (or shouting it if you want more energy).
- When the music stops (or teacher calls, "SIT"), students take a chair.
- The student left standing then answers the question.
- Ask another question and the students move again, repeating the process. If a student ends up in the middle more than they once, they approach someone who hasn't been in the middle and say, "*You are sitting in my chair*".

- The seated student then must swap and answer the question.  
*There is low risk in this activity because all students will have heard the answer as they move around. Alternatively you can ask the standing student a question that is related but extends the original question.*

## Activity 6E. Classroom board game

### Resources

Note that this requires some preparation.

- Classroom floor space or outdoor area for an oversized 'board game' where the students are the 'standees' or game pieces/counters in the game. Either make a chalk outline on a large area of concrete with about 30 squares or create something similar in class with large squares of fabric or paper or tape out an area on the floor.
- (Optional) If the students themselves are not the 'standees' or game pieces, a selection of objects/toys could be used instead.
- A list of questions related to a Health Education topic (with answers if a student is designated the role of question asker) or a set of question cards that are picked up one at a time off a pile. Use examples of questions provided with other activities in this resource or generated from the learning programme.
- Two 6-sided dice.

### Teaching and learning process

- Explain to the students they are going to play a basic form of board game. Indicate the 'board' laid out on the floor/school grounds. For manageability they will need to form about 5 groups. Each group nominates one person to be their 'standee' or counter that moves across the squares of the board with each turn.
- One at a time the nominated person from each group rolls the dice.
- The teacher or an assigned student will read a question (which has answers visible only to the reader). If the group of that student can answer the question the 'standee' can step forward as many squares as appear on the dice they rolled. The group can only give one answer and give them a short time limit (e.g. 15-30 sec)
- Repeat for each student/group. Once groups have had a turn go around again with another set of questions. First to reach the end is the winner.
- Be prepared to repeat questions where no answer or a wrong answer was given or modify earlier questions to draw out other ideas and respond to areas of uncertainty.

## Activity 6F. 'Card' games (vocabulary)

### Resources

- Prepared sets of cards – topic specific or general health and wellbeing vocabulary and related word meanings. Aim for at least 50 cards (25 pairs of words and meanings). It helps if the words and meanings are on different coloured cards. Each group of players will need a full set of cards – prepare one set of cards for each group of 4-5 students. See example provided in Activity sheet F.

Notes:

- There are many variations of learning activities that use 'cards'. This activity is loosely based on games like 'Go fish' (asking if another player has a card that gives the meaning to [a word]) or 'Snap' where a player calls 'snap' when a word and word meaning card are placed on top of each other, or 'Memory', where the cards are face down and are flipped in twos to find matching pairs.
- It is suggested that learning Health Education vocabulary is one form of card game that is worth the effort of developing resources for because it can be reused.
- Variations: use a te reo Māori kuputaka (glossary) and select health and wellbeing related kupu and their meanings – see the [NZHEA kuputaka](#) for this purpose.
- 'Card games' also feature in several activities across the resource. See also 'Bingo' in the *Healthier food choices* in Part 2 and the Knowledge race – Activity B above.

### Teaching and learning process

- Provide groups of 4-5 students with a set of cards. Shuffle the cards to mix them
- *'Go Fish' version:* Deal each player seven cards. Leave the remaining cards in a pile face down on the table. One at a time each player asks another player if they either have the word or the meaning corresponding to the card they are playing. If they have it, the person asking collects both cards and places these in a pile in front of them. The rest of the group can confirm that the pairing is correct. If unsure, they can ask the teacher or consult a source. If the person, they are asking does not have the corresponding card they say, "Go fish" and must pick up a card off the pile and add this to their hand. Keep going around the group until one player has no cards left. *First person to use all their cards wins and/or the person with the most pairs wins.*
- *'Snap' version:* Deal all cards so that each person in the group has the same number of cards. Players hold their cards face down (or leave them sitting face down on the table). One at a time the students turn over and place a card on a central pile, leaving enough time to read each card as it is placed. When they think the matching word or meaning is placed on top of the previous card they call snap and take the pile of cards for themselves. After someone takes this pile of cards, the next person in the circle places the next card.
- *The player who accumulates all the cards wins.*

## Activity 6G. Snatch and Grab – understanding unfamiliar text based on prior learning

### Resources

- Select unfamiliar text for students to read- print or digital e.g. a news item, a short non-fiction school journal story, a story from Te Ara (online encyclopaedia). Select text on the basis of what the students are learning about e.g. words and definitions, influences and strategies or skills, or specific content (topic) knowledge. They need to have some prior health learning related to the text but not to have read the selected text prior to the activity.
- Buttons or counters in a container like a drinking cup
- Vivid pens or similar type of object to 'snatch and grab'

### Teaching and learning process

- Divide class into groups of five – this is their 'home' group. (If time allows, get the team to decide on a name). One idea is to use regular playing cards to allocate groups – the card suits can be their home groups and the numbers their competitive groups. Note that these groups need organising in advance and adjusting for the numbers in the class.
- Give everyone a copy of the selected text.
- Indicate to the class which part of the text they are to study (if not the whole text) and give them an appropriate length of time to read it individually. Then, still in their groups of five, one student starts by asking the student next to them a question from the text they have just read. When that student has found the answer in the text and given it, they then ask the person next to them a question – keep this going round and round the circle. If they run out of questions, they can ask the same ones again, or alternatively, they can give an 'answer' and ask 'what is the question?' They must keep going until an appropriate length of time has passed (the teacher decides this depending on the amount of text they are studying).
- Then the 'home' teams' number off their members 1-5. All the 1's get together, all the 2's etc. Try to end up with groups of 4 – manipulate the groups to achieve this as best as possible.
- Students now sit in their new 'number' groups – each seated on the four sides of a single desk. In the middle of each desk stand a single vivid pen (or similar object to 'grab'). Give each group a pile of buttons or counters. Students sit with hands on laps. No notes.
- The teacher then asks a question related to the text they have studied. **Students must 'snatch and grab' the pen.** The person who has their hand lowest (or mostly) on the pen is deemed to be the

person who gets to take the pen. Once they have the pen, they must correctly answer the question. Answers should be given quietly so that other groups don't hear the answers.

- If it is correct, they get a button. If it is wrong, they must miss the next turn. They also miss a turn if they grab the pen then can't answer.
- The students self-regulate the groups as it is the other members of the group who decide whether the answer is correct.
- Repeat with another question. After about 10 questions (or when most of the text has been covered) students return to 'home' groups with their buttons. Combine and count everyone's buttons – this is the team score - so far.
- [Optional – depending on time available and length of text.] Repeat process with the next section of text.
- The winning team with the most buttons/counters gets a prize (optional).
- If the 'home' groups are not even in number, divide the number of buttons at the end by the number in the group.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Provide students with another short piece of unfamiliar text accompanied by a few questions to answer (see Activity 10 for quick ways to generate these using AI).

#### **Teacher reflection on activities for checking on learning – without assessing**

- Are there any students that these sorts of activities do not work for? What might be some alternatives to involve them in activities like these?
- These activities provide variations of activities with a similar purpose – to check on learning. What is your sense of how these activities 'ladder' – which are the simpler ones and which 'step up' to more provide a more complex approach?



## Activity 6A. Sample questions for The [Lolly] Brainstorm Race

Use either the dimensions of hauora or the factors, based on the year level and the learning being summarised. Use as prompts only. Adapt to reflect the learning and current issues in the school and community.

Dimensions of hauora	<b>Sample questions related to friendships and barriers to friendship (bullying etc.)</b> <i>Many of these can be repeated during the race, with the expectation that a different answer will be given.</i>
<b>Physical wellbeing</b> <b>Taha tinana</b>	<ol style="list-style-type: none"> <li>1. What is an indoor physical activity friends may like to share?</li> <li>2. What is an outdoor physical activity friends may like to share?</li> <li>3. What is a physical (<i>non-sexual</i>) way a person could show their feelings about their friendship to their friend?</li> <li>4. What sort of physical touching is OK between friends?</li> <li>5. What sort of physical touching is not OK between friends?</li> <li>6. What is one difference between talking with a friend when they are physically present and when communicating online?</li> <li>7. What is one thing that is different about the physical boundaries ('personal space') between friends, and between people who don't know each other well (or at all)?</li> <li>8. What are two physical forms of bullying?</li> <li>9. What is a physical effect on wellbeing of in-person bullying?</li> <li>10. What is an effect of cyberbullying on physical wellbeing?</li> </ol>
<b>Mental and emotional wellbeing (thoughts and feelings)</b> <b>Taha hinengaro</b>	<ol style="list-style-type: none"> <li>1. What are two feelings a person could have about their close friendship with another person?</li> <li>2. What are two qualities of a good friendship?</li> <li>3. What is one way a person may worry or be anxious about a friendship?</li> <li>4. What is one feeling a person could have if their friendship broke up?</li> <li>5. What is one feeling a person could have if they had a conflict (like an argument) in their friendship?</li> <li>6. What are two forms of bullying that (especially) affect the victim's mental health?</li> <li>7. What are two feelings a victim of bullying may have about being bullied?</li> <li>8. What is a feeling a person may have if they were excluded or isolated from their social group?</li> <li>9. What is a feeling a person may have if they were cheated on or backstabbed in some way?</li> <li>10. What is one feeling a person may have if their friends all ganged up and teased or shamed them about something like their body or their clothes?</li> <li>11. What is one thought a person may have if they hear or see a friend (or another person) being bullied?</li> <li>12. What is one thought a person may have if they found someone was telling lies about them on social media?</li> <li>13. What is one feeling a person may have if they found out that a nude picture of them was re-sent without permission or a faked nude picture of them was posted anonymously online?</li> <li>14. Where could a teenager go for help if they were struggling with friendship issues?</li> <li>15. Who could a teenager talk to if they were struggling with friendship issues?</li> </ol>
<b>Social wellbeing</b> <b>Taha whanau</b>	<ol style="list-style-type: none"> <li>1. What are two things that friends do with/to each other that are important for maintaining (keeping) friendships?</li> <li>2. What are two skills friends need to use when they communicate to help maintain (keep) their friendship?</li> <li>3. What is one way a friendship supports a person's sense of wellbeing?</li> <li>4. What is one way 'friends' and (class or team) 'mates' differ?</li> <li>5. What is one way that a romantic relationship (like having a 'boy/girlfriend') differs from being 'friends'?</li> <li>6. What is a form of bullying that occurs in social situations?</li> <li>7. What is one thing an upstander could do if they saw or heard a friend (or another person) being bullied?</li> </ol>

	<ol style="list-style-type: none"> <li>8. What is one way a person may misuse their power in a friendship and try to control the other person?</li> <li>9. What are two reasons why a friendship could end?</li> <li>10. What is one way to end a friendship respectfully?</li> <li>11. What is one way a friendship could be ended disrespectfully?</li> <li>12. Where could a person go to for help if they were being bullied at school?</li> <li>13. Where could a person go to for help if they were being bullied in the community (away from school)?</li> <li>14. Where could a person go to for help if they were being cyberbullied/bullied online?</li> </ol>
<b>Spiritual wellbeing Taha wairua</b>	<ol style="list-style-type: none"> <li>1. What might a person believe about friendships that helps them have a safe supportive friendship?</li> <li>2. What might a person value about friendships that helps them have a safe supportive friendship?</li> <li>3. What might a person believe about friendships that gets in the way (stops) them having a safe supportive friendship?</li> <li>4. What is a value that a person may have that gets in the way (stops) them having a safe supportive friendship?</li> <li>5. What is one way a friendship helps people feel a sense of connection?</li> <li>6. What is one way a friendship helps people feel a sense of belonging?</li> </ol>
<b>Factors</b>	<p><b>Sample questions based on substance use – vaping, caffeinated energy drinks, alcohol, other drugs like cannabis, and use of medicines that have not been prescribed. Decide which substance(s) to refer to with each question – most of these just focus on alcohol or vaping. Consider repeating the questions but naming a different substance with each similar question or repetition of a question.</b></p>
<b>Personal</b>	<ol style="list-style-type: none"> <li>1. What is one way a teen's values may mean they don't use alcohol, vapes or other substances?</li> <li>2. What is one way a teen's values may limit (restrict) their use of alcohol, vapes or other substances?</li> <li>3. What is one way a teen's values may encourage (not restrict) their use of alcohol, vapes or other substances?</li> <li>4. What is one way a teen's beliefs may mean they don't use alcohol, vapes or other substances?</li> <li>5. What is one way a teen's beliefs may limit (restrict) their use of alcohol, vapes or other substances?</li> <li>6. What is one way a teen's beliefs may encourage (not restrict) their use of alcohol, vapes or other substances?</li> <li>7. What is one way a teen's previous personal experience may mean they don't use alcohol, vapes or other substances?</li> <li>8. What is one way a teen's previous personal experience may limit (restrict) their use of alcohol, vapes or other substances?</li> <li>9. What is one way a teen's previous personal experience may encourage [not restrict] their use of alcohol, vapes or other substances?</li> <li>10. What is one reason why a teen may think it's fine to get really drunk/smashed (or other terminology)?</li> <li>11. What is one reason why a teen may think it's not ok to get really drunk/smashed (or other terminology)?</li> <li>12. What might a teen who binge drinks believe about alcohol use?</li> <li>13. What might a teen who uses performance enhancing drugs value or believe?</li> <li>14. What is one reason why a teen may not be able to stop using alcohol, vapes or other substances?</li> <li>15. What is one piece of knowledge a teen needs to know to be safe about substances like alcohol or other drugs?</li> <li>16. What personal self-management skill could a teen use to manage their own alcohol or other substance use?</li> </ol>



<b>Interpersonal</b>	<ol style="list-style-type: none"> <li>1. What is one way that friends limit the drinking, vaping or other drug use of each other?</li> <li>2. What is one way that friends encourage the drinking, vaping or other drug use of each other?</li> <li>3. What is one way peers pressure others to use alcohol or vape?</li> <li>4. What is one way peers pressure others not to use alcohol or vape?</li> <li>5. What is one way parental or family expectations limit teen alcohol or other substance use?</li> <li>6. What is one way parental or family expectations (or lack of these) encourage teen alcohol or other substance use?</li> <li>7. What is one message teens may get about drinking alcohol if their parents supply them with alcohol when they go to parties?</li> <li>8. What is one message a teen gets about alcohol or other drug use if they see their parent(s) drinking/using drugs?</li> <li>9. What is one message a teen gets about alcohol or other drug use if they see a positive 'role model' using alcohol responsibly or not at all?</li> <li>10. Who could a teen talk to if they thought their substance use was causing them harm?</li> <li>11. Who could a teen talk to if they thought the substance use of a friend or family member was a problem?</li> </ol>
<b>Societal</b>	<ol style="list-style-type: none"> <li>1. What is one way the purchase of alcohol or vape laws (i.e. 18 years) may limit teens drinking alcohol or vaping?</li> <li>2. What is one way energy drinks, alcohol or vaping product advertisements may encourage teenagers to vape?</li> <li>3. What is one way a pop-up ad (e.g. on social media) may encourage a teen to use alcohol or vape?</li> <li>4. What is one way cultural or social norms in a community may encourage a teen to use alcohol or use cannabis?</li> <li>5. What is one reason why vaping shops near schools may encourage teenagers to vape?</li> <li>6. What is one way health promotion ads about alcohol or vaping may help a teenager not to drink alcohol/vape?</li> <li>7. What is one way education about alcohol, vaping or other drugs may help a teenager not to drink alcohol/vape?</li> <li>8. What is one way that celebrities who use alcohol (or other substances) may encourage a teenager to use alcohol or to vape?</li> <li>9. What is one way that celebrities who promote non-use of alcohol (or other substances) may encourage a teenager not to use alcohol or to vape?</li> <li>10. What is one way sporting culture may encourage teens to use alcohol or non-prescribed medicines to enhance performance?</li> <li>11. What is one way sporting culture may encourage teens use of alcohol or non-prescribed medicines to enhance performance?</li> <li>12. What is one community agency that can support people who think they have a problem with substance use?</li> <li>13. What is one website/online agency that can support people who think they have a problem with substance use?</li> <li>14. What is one way laws about where alcohol can be consumed may affect teen drinking?</li> </ol>

**Activity 6B. Knowledge race - Make multiple copies - about 30 cards in total for each set**

Set 1.

Physical wellbeing <i>Taha tinana</i>	Mental and emotional wellbeing (thoughts and feelings) <i>Taha hinengaro</i>
Social wellbeing <i>Taha whanau</i>	Spiritual wellbeing <i>Taha wairua</i>

Set 2.

Personal	Interpersonal	Societal
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Set 3a. Social media

Very limited amount of time online each day and strict school and parental regulation	Several hours online each day – but within limits - and some school or parental regulation	Many unlimited hours and unregulated amount of time online
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Set 3b. Vaping

Vaping a lot and whenever possible	Vaping occasionally	Never vaping
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Set 3c. Alcohol use

Binge drinking whenever possible	Using alcohol in moderation	Never using alcohol
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Set 3d. Consent

Never asking consent, assuming what the other person wants, and just taking or doing what is wanted	Asking consent in some situations, assuming what the other person wants when they don't give a clear message	Always asking consent and doing only what the other person wants
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Set 3e. Snack food and sugary/energy drinks

Consuming a lot of snack foods or sugary/energy drinks	Occasionally consuming snack foods or sugary/energy drinks	Never consuming snack foods or sugary/energy drinks
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## Activity 6C. Doughnut circle revision questions

1.	<b>Q. Is hauora spelt h-u-a-o-r-a?</b>	NO. it is spelt h-a-u-o-r-a. 'Hau' – breath, 'ora' - life
2.	<b>Q. Is 'family' a personal factor affecting our wellbeing?</b>	NO. We would normally think of families as being an 'interpersonal' factor because it's about the <u>interactions between</u> us and our other family members ( <i>but it is true to say we personally have a family!</i> )
3.	<b>Q. Are the terms 'impacts on wellbeing', 'effects on wellbeing' and 'consequences' for wellbeing' talking about the same thing?</b>	YES. For Health Education purposes impacts and effects (on wellbeing) and consequences for wellbeing are all used to refer to the same thing.
4.	<b>Q. Do the terms health, wellbeing and hauora all mean exactly the same thing?</b>	NO. This is a tricky one and different sources will give different answers. Although we may use the terms health, wellbeing and hauora interchangeably, they can have <i>slightly</i> different meanings.
5.	<b>Q. Does everyone have the right to fair and respectful treatment when they use a health service in New Zealand?</b>	YES. The Code of Health and Disability Services Consumers' Rights #2 is about the right to fair treatment. <i>For more see the Health and Disability Commission.</i>
6.	<b>Q. Does taha hinengaro relate to aspects of spiritual wellbeing?</b>	NO. Taha hinengaro is about mental and emotional wellbeing, taha wairua is about spiritual wellbeing.
7.	<b>Q. Are all friendships and relationships the same thing?</b>	NO. A friendship is a special and particular sort of relationship, but not all relationships are friendships. Relationships can be close, intimate and long lasting (e.g. a friendship or a romantic relationship), or they can be they can be more distant and casual (e.g. acquaintances, 'mates', and people you know but don't have a close bond with).
8.	<b>Q. Are effective listening and communication, joint problem solving and negotiation all forms of interpersonal skills?</b>	YES. Any skill that is used between two or more people to communicate we tend to call an 'interpersonal' skill because it is used between people (inter = between).
9.	<b>Q. Does 'mental health' just mean mental illness?</b>	NO. Mental health is a term often used together with, or instead of, 'wellbeing' to talk about a person's overall mental and emotional state. For the most part, when we use 'mental health' in Health Education, we are talking about mental and emotional wellbeing. Occasionally we may need to talk about mental health problems like anxiety or depression but most of the time we focus on what supports our mental wellbeing.
10.	<b>Q. Does manaakitanga mean to be loving, compassionate, kind and caring?</b>	NO ( <i>not as such</i> ). As written these ideas would relate more to something like aroha. They might feature as a part of showing manaakitanga – but the term 'manaakitanga' is about showing hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others (source Te Aka).
11.	<b>Q. When someone under the age of 20 is caught and charged with driving with a small amount of alcohol in their blood, are they being discriminated against based on their (young) age?</b>	NO. Although age can be a factor in situations where discrimination is an issue, there are various laws related to people of younger age. In the case of alcohol and driving, a person under 20 must have a zero-blood alcohol level which is part of the Land Transport Act. The Human Rights Act does not apply in this specific situation.
12.	<b>Q. Is the age of consent to sex in New Zealand 16 for all people, regardless of their relationship?</b>	YES. As a matter of law the age of consent is 16 for everyone in any sort of sexual relationship. However, even if a young person was slightly older than 16 and their

		sexual partner was someone in authority or much older than them, other laws and regulations may apply depending on the situation.
13.	<b>Q. If something is said to be a 'social norm' does it mean it is something we should all do because its seen as 'normal' for people to do?</b>	NO. A social norm is something that is accepted by many people in society and commonly done or believed. In Health Education we often need to challenge 'social norms' especially when these result in people being treated unfairly. For example, if social norms around gender tell us that females should think and behave one way and males another (like with gender stereotypes or toxic masculinity) and this results in unfair treatment and impacts wellbeing, then this is a social norm that needs to be challenged.
14.	<b>Q. Does the New Zealand Ministry of Health recommend no more than two hours per day of passive screen time (ie not for education purposes) for those aged 5 to 17</b>	YES. The Ministry of Health recommendations are for zero recreational screen time for children under 2, less than an hour per day for children aged 2 to 5, and no more than two hours per day of passive screen time for those aged 5 to 17. New Zealand surveys show that these guidelines are being exceeded by nearly 90% of children younger than 14.
15.	<b>Q. Does being active and moving the body in various ways relate to taha tinana?</b>	YES. Taha tinana relates to physical wellbeing.
16.	<b>Q. Are big global issues like climate change, economic hardship and an uncertain future just 'adult' concerns?</b>	NO. Research internationally and in New Zealand shows that many young people are concerned about the state of the world and their future in it. <i>If this is particularly troubling, talk with a trusted adult.</i>
17.	<b>Q. Is Te Whare Tapa Whā a model of health?</b>	YES. Other models of health include Te Wheke (the octopus) or Fonofale.
18.	<b>Q. Does being 'fair' and being 'inclusive' means the same thing.</b>	NO. BUT for Health Education purposes the meanings are closely related to each other. To be fair means to be impartial and just, without favouritism or discrimination, whereas to be inclusive means to not exclude any of people or groups involved in something like a community.
19.	<b>Q. When someone takes action to help someone else, is that a form of advocacy?</b>	NO – not as such. Advocacy is either when someone publicly supports a particular cause or policy, or they recommend a course of action related to an issue. The action required is not something they can do themselves and they need to ask others to do it e.g. a change in a law or policy. Being an advocate (as a role or job) means to act on behalf of someone else who may not be able to speak for themselves e.g. if the person is young. It's more than just helping someone.
20.	<b>Q. Is media and advertising a 'societal' factor affecting wellbeing?</b>	YES. In Health Education we think of societal factors as those things that affect us through the way our society and community's function, including what we see and hear in media. They are things that are distant to us. We don't necessarily know or interact with the people in organisations and institutions in the community, nor who everyone is in the community we live or go to school or work in, but what they all do, can have an effect on our wellbeing.
21.	<b>Q. If a person has been treated differently and unfairly compared to others because of a personal</b>	YES. Discrimination (as a matter of law under the New Zealand Human Rights Act. <i>The Human Rights Act (HRA) makes it unlawful to discriminate on the grounds of sex</i>

	<b>characteristic have they been discriminated against?</b>	<i>(including pregnancy and childbirth), marital status, religious belief, ethical belief, colour, race, ethnic or national origin (including nationality or citizenship), disability, age (although some additional laws apply to children and young people), political opinion, employment status, family status and sexual orientation.</i>
22.	<b>Q. Can goal setting, decision making and using positive self-talk be used as personal skills to support own wellbeing?</b>	YES. These skills can all be used by individuals along with many other personal skills to support their own wellbeing.
23.	<b>Q. If a person was said to have 'mana' does this mean they would have prestige, authority, influence, and status?</b>	YES. Mana can relate to many things and ideas like prestige, authority, control, power, influence, status each feature in understandings of mana.
24.	<b>Q. Are ideas related to taha whānau related to social wellbeing?</b>	YES. Taha whānau related to social wellbeing or social wellbeing could also be related to the idea of hononga.
25.	<b>Q. Do you have to be 18 years or older to purchase alcohol, tobacco or vaping products in New Zealand?</b>	YES. All these substances require a person to be 18 years or older to <i>purchase</i> the product - but the law does not apply to the <i>use</i> of these products which have no age limits.
26.	<b>Q. Does being an upstander mean standing up for yourself?</b>	NO. When used in bullying situations for example, being an upstander means someone who chooses to support <u>another</u> person who is being abused or harmed.
27.	<b>Q. Does spending a lot of time online (especially on social media) impact wellbeing?</b>	YES. Research is showing that excess screentime is causing teenagers a range of wellbeing issues from insufficient sleep, anxiety, exposure to disturbing content, cyberbullying etc (noting that even a small amount of screentime can be a lead to some of these things).
28.	<b>Q. Is whanaungatanga about a relationship through which shared experiences and working together provide people with a sense of belonging?</b>	YES. We generally think of whanaungatanga as being about our social relationship and interconnections that give us a sense of belonging. <i>Whakawhanaungatanga is about the process of establishing relationships, relating well to others. This requires doing something and taking some form of action to establish relationships and relate to others.</i>
29.	<b>Q. Should teenagers just accept that being bullied and threatened online, or having indecent, incorrect comments made about them on social media is just a part of living in a digital world?</b>	NO. These behaviours negatively impact people's health and wellbeing. The Harmful Digital Communications Act 2015 (HDCA) deter, prevent and mitigate harm caused to individuals by digital communications, and to provide victims of harmful digital communications with a quick and efficient means of redress.
30.	<b>Q. Is everyone in society in complete control of their own health and wellbeing?</b>	NO. International research shows there are many factors (things) beyond the control of individuals that impact their health and wellbeing. People can try to make good personal decisions but if they have little or no money, there's no community support when they need it, they don't have enough education, they live in a society that doesn't accept who they are or treats them badly (etc.) it can be very difficult to be healthy and have 'wellbeing'.



**Activity 6F. Health Education vocabulary - use as a 'Go Fish' or 'Snap' card game (or as Q&A in a doughnut circle activity)**

Before use, select the words to use for the card game (add others as required), format and enlarge to print and cut up as 'cards'.

<b>Action</b>	What is a word that means to do something, usually to achieve an aim? ( <i>Hint: take .....</i> )
<b>Advocacy</b>	What term means to show support for and stand up for a cause, or to act on someone else's behalf?
<b>Age 16</b>	What is the age at which young people can consent to sex in New Zealand?
<b>Age 18</b>	What is the age at which young people can purchase alcohol and vapes in New Zealand?
<b>Alcohol</b>	What substance, when drunk causes intoxication?
<b>Assertive</b>	What is a term that means to stand up for yourself and act in ways that mean you hold onto what you believe is important for you to do?
<b>Attitude</b>	What is a term that refers to a particular way of viewing or feeling about something?
<b>Belief</b>	What is an acceptance that something exists or is true, especially one without proof.
<b>Bisexual</b>	What term is used to identify a person who is sexually attracted to both males and females?
<b>Body image</b>	What is a person's thoughts, feelings and perceptions about their body called?
<b>Body neutrality</b>	What is taking a neutral stance toward your body – both emotionally and physically?
<b>Bullying</b>	What name is given to the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power?
<b>Children's Act</b>	Which New Zealand law protects the interests of children and aims to reduce the risk of harm to children?
<b>Confidence</b>	What do we say people have when they believe in their own abilities and judgement, and feel secure and capable of handling challenges, or they feel, depend or rely on someone or something?
<b>Consent</b>	What word means to give permission for something to happen or agreement to do something?
<b>Cyberbullying</b>	What is the behaviour called when people use technology to harass, threaten, embarrass, or target another person?
<b>Decision making</b>	What skill is a person using when they use the cognitive (thinking) process of selecting a course of action from among many alternatives?
<b>Discrimination</b>	What term names the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability?
<b>Disinformation, malinformation</b>	What terms are used to name deliberately false information which is intended to mislead?
<b>Drugs</b>	What group of substances alter the way the body functions and certain types of these substance, when used recreationally, can cause psychoactive effects (i.e. getting 'high')?
<b>Effective listening</b>	What skills would a person be using if they paraphrased, reflected feelings, and used minimal encouragers?
<b>Energy drinks</b>	What type of 'lifestyle' drink often contains high levels of caffeine?
<b>Factor</b>	What is 'something' that influences a situation and contributes to a result?
<b>Friendship</b>	What is a special type of close (non-sexual) relationship that people can have with different people across their lifetime?
<b>Gender</b>	What term refers to the characteristics of women, men, girls and boys that are socially constructed? This includes norms, behaviours and roles as well as relationships with each other. ( <i>Note: There are other definitions for this term</i> ).
<b>Gender identity</b>	What term refers to a person's deeply felt, internal sense of being a man, a woman, both, or neither, and which may or may not align with their biological sex?

<b>Harassment</b>	What term names illegal behaviour towards a person that causes mental or emotional suffering, repeated unwanted contacts without a reasonable purpose, insults, threats, touching, or offensive language, often sexual in nature?
<b>Harmful Digital Communications Act</b>	Which New Zealand law aims to deter, prevent, and lessen the harm caused by the way some people behave towards others online?
<b>Hauora, waiora</b>	What are some examples of kupu Māori for 'health'?
<b>Health</b>	What term is defined as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”? [WHO definition]
<b>Healthy relationship</b>	What does this list describe? Mutual respect, open communication, trust, honesty, the ability to compromise, partners who feel safe, supported, and valued, and who respect each other's boundaries and independence, being able to resolve conflicts constructively and feeling comfortable expressing opinions and concerns.
<b>Heterosexual, straight</b>	What terms are used to identify people who are sexually attracted to people of the opposite sex?
<b>Homosexual, gay, lesbian</b>	What terms are used to identify people who are sexually attracted to people of the same sex?
<b>Human Rights Act</b>	Which New Zealand law prohibits discrimination of people based on various characteristics and promotes equal opportunities? The law aims to ensure all people are treated fairly and equally, regardless of their personal characteristics.
<b>Identity</b>	What word is defined as a set of physical, psychological, and interpersonal characteristics that are not wholly shared with any other person?
<b>Influence</b>	What word refers to the capacity (or the means) to have an effect on the character, development, or behaviour of someone or something?
<b>Interpersonal</b>	What term means 'between people'?
<b>Macronutrients</b>	What term describes the groups of substances the body needs in larger quantities to provide the body with energy and maintain its functions (such as carbohydrates, proteins and fats)?
<b>Micronutrients</b>	What term describes the groups of substances the body needs in smaller quantities to maintain its functions and provide the body with what it needs for the functioning, regulation and maintenance of body systems (and overall 'health')?
<b>Misinformation</b>	What term is used to name incorrect or misleading information, but not generally used with the intention of causing harm?
<b>Non-binary</b>	What term is used to identify a person whose gender identity does not conform to traditional binary beliefs about gender that all individuals are exclusively either male or female?
<b>Nutrition</b>	What term means the process of providing or obtaining the food necessary for health and growth?
<b>Opinion</b>	What term refers to when people view or make a judgement about something, not necessarily based on fact or knowledge?
<b>Personal</b>	What term can mean belonging to or affecting a particular person rather than anyone else, or concerning one's private life, relationships and emotions, rather than one's public life?
<b>Problem solving</b>	What skill is being used if someone is using a process to find solutions to difficult or complex issues?
<b>Relationship</b>	What term refers to the way in which two or more people or things are connected, or the state of being connected and the way in which two or more people regard and behave towards each other?
<b>Resilience</b>	What term names the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress? It's not just about bouncing back from difficult experiences, but also about successfully adapting to challenging life circumstances.
<b>Responsibilities</b>	What term would be used to refer to the state of having a duty to deal with something, or being accountable for something?



<b>Rights</b>	What word refers to a person's entitlements or permissions that allow them to act, possess something, or be treated in a certain way?
<b>Self-esteem</b>	What is it called when a person has confidence in their own worth or abilities?
<b>Self-talk</b>	What is the internal dialogue or conversation a person has with themselves, often described as their inner voice? This inner voice can influence thoughts, feelings, and behaviours, shaping how they perceive themselves and their experiences.
<b>Self-worth</b>	What is it called when a person has sense of their own value as a person?
<b>Sex</b>	What is a term that can refer to sexual activity, including sexual intercourse AND names the main categories (male and female) into which humans and many other living things are divided on the basis of their reproductive functions?
<b>Sexual orientation</b>	What term refers to a person's pattern of emotional, romantic, or sexual attraction to others, and defines who someone is sexually attracted to?
<b>Societal</b>	What term means that something relates to society or social relations?
<b>Strategy</b>	What term means a plan of action designed to achieve a longer-term goal or overall aim?
<b>Stress</b>	What term refers to the natural human experience where mental or emotional strain results from adverse (e.g. threats) or demanding circumstances causing physical and psychological effects?
<b>Transgender</b>	What term can be used to identify a person whose gender identity does not correspond with the sex registered for them at birth?
<b>Values</b>	What term refers to a person's principles or standards of behaviour and their judgement of what is important in life?
<b>Vaping</b>	What is the action or practice of inhaling and exhaling vapour containing nicotine and flavouring produced by a device designed for this purpose?

## 7. Building confidence for roleplay or skills rehearsal

### Literacy focus

#### Oral language

### Overview of the learning activities

In relation to literacy development in Health Education, the obvious purpose of roleplay, skits and skills rehearsal (or skills demonstration) is oral language development. Roleplay (etc.) supports students to become confident using their voice – and their body – when demonstrating interpersonal skills such as expressing an assertive response for example. Also:

- These activities are a way to aid memory by providing an experience or visual representation that can then be drawn on to support writing about something (see Te Whare Tapa Whā chairs activity for example).
- Alternatively, these approaches can be used as non-written ways to express understanding of a situation.
- Applying self-management and interpersonal skills to real life situations can be unethical or not possible as learning experiences. In these cases, contrived situations to rehearse and practise skills are needed. *There are many skills-based activities across a range of Health Education resources designed for this purpose.*
- Roleplay in particular can be useful for perspective taking – standing in someone else’s shoes and exploring a situation from another viewpoint. The technique of teacher (and class) ‘in role’ can be a useful alternative to performing a roleplay to others in the class.

Students can range from being highly enthusiastic to feeling highly threatened by the thought of ‘performing’ in front of others, so any use of these techniques needs to consider students’ emotional and social safety.

- Demonstration of skills, or performance of skits, does not need to be in front of the whole class. The learning purpose can be achieved within or between groups depending on the nature of the activity.
- Prepare and demonstrate in groups, not as individuals.
- First model what is required with willing volunteers.
- Make it about the health learning not the quality of the performance.
- Make written/drawn script writing a preparation activity to aid confidence and knowing what to say – and not thinking it up on the spot.
- Where appropriate, provide flexibility – a song or rap, a poem, an expressive dance or mime, a simple skit (a short sequence of prepared dialogue between people), or freeze frames may all provide a suitable way to express meaning and understanding.

It is acknowledged that HPE teachers seldom have formal drama training so any use of roleplay or similar techniques are simply a means for students to convey knowledge and understanding in a way other than writing or group discussion. That is, the focus is on a few ‘technical’ methods or approaches, and not the creative processes associated with learning and studying drama.

To prepare students for roleplay or skills rehearsal, use some ‘laddered’ activities included with the group mixers, doughnuts, knowledge races and other such activities in Part 1, to help students gain confidence to demonstrate their learned skills.

Note: Opinions are divided on what should be called ‘roleplay’. In professional practice it has particular meaning such as acting out or performing the part of a person or character as a training technique, or it can be used as part of some psychological (mental health) interventions. The key point is that – as the name implies – it’s about playing or acting out a role. If an activity doesn’t really stretch to this, then another term may be more appropriate and less risky for some students. Terms like ‘skills rehearsal’ (for demonstration of interpersonal skills) or ‘skits’ may be more a suitable term to use.

## Activity 7A. Freeze frames, skits and other quick activities

### Teaching and learning process

#### Freeze frames

- Explain that a freeze frame is like taking a photo, pressing 'pause' on a remote control, or making a sculpture or statue. A freeze frame can be made quickly without much discussion. Alternatively, they can be planned and rehearsed, especially where this helps build student confidence. Students can represent people, objects or abstract ideas like emotions or symbols in their freeze frames. With no script to learn, freeze frames can help prepare less confident students for other roleplay and skills rehearsal type activities.
- Freeze frames do not need to be performed to the class. Students can just work in groups and respond to the instructions within their group.
- A popular 'warm up' for a freeze frame (if needed) is to select a well-known fairy tale or myth. Students work in small groups to choose a fairy tale or myth and create three still images – one for each of the beginning, middle and end of the story.
- An added literacy focus can include asking students to illustrate a word or phrase from the story using a freeze frame.
- To give Health Education focus to the activity, select a situation that shows a change over time e.g. *A party where alcohol is being used - at the beginning, mid-event and later/end of event; A teen on social media – first when they get back to their device (such as after school), sometime later in the day and then late at night long after they should be asleep; a teen straight after they have had a big argument with a parent or friend, a few hours later, and then next day.*

#### Skits – with a debrief

- A skit (a short informal 'performance' intended to educate or inform) can be used to express students' perspectives on a health issue and open up discussion around how they feel about a situation.
- Organise students into small groups of 4-5. Ask each group to prepare a short skit depicting a topical health issue – either keep this choice open or give it a focus related to the learning programme. Tell them that these skits are meant to offer insight into what the health and wellbeing concern is about the issue or situation.
- Allow students 10-15 minutes to prepare their skit.
- Ask for volunteers to perform the group skits. Not every group needs to perform.
- With each skit ask the rest of the class what they have interpreted the issue to be and what the wellbeing concern is. What told them this? Was it in what was said? The gestures used? Or something else?

#### Songs, raps, spoken word and poems

- As an alternative to a descriptive formal writing exercise, consider using the format of a song or rap, spoken word or poetry, to convey understanding of a health and wellbeing situation. Provide a short brief of what the artefact needs to include – see the '*students in role questions*' in the following activity for example - and allow time for students to develop their ideas.
- The piece can be performed to the class and/or compiled into a curated collection of class responses to be shared and read amongst the class. Some may be useful for inclusion in a school newsletter or similar communication where there is useful information and messaging for parents.

## Activity 7B. Teacher and students 'in role'

Teacher in role and putting students 'in role' as a whole class is a useful technique for looking at issues from different perspectives *but keep it simple to keep the focus on the health-related purpose of the activity - unless you are something of a performer or have drama training yourself!*

#### Resources

- Access to online information and/or sources related to the topic

### Teaching and learning process

- Explain to the class that you are going to put them 'in-role' as different groups who have an interest in a particular issue.
- Select an issue that invites many perspectives such as youth vaping, teenage binge drinking, social media, energy drinks, fast food, or amount of screentime.
- Arrange students into groups of 4-5 and assign each class group a 'role' to be representatives of a community group with an interest in this issue, for example:

- Teens their age
- Older teens/young adults
- Parents and whānau
- Teachers, principals, school personnel
- Watch dog, advocacy or similar agency in the community
- Policy or law makers
- Police or health professionals (relevant to the issue)
- Retailers (for issues that involve the sale of products)

- Explain that as an investigative journalist/market researcher you want to engage them in a focus group interview to hear their views, but first they will need time to prepare some answers to the interview questions.
- Assign 3-4 questions and allow time for groups to search for ideas and decide how their 'community group' would answer these, for example:

1. What does your group see as being the main health and wellbeing problem for teenagers around [named issue]?
2. Why do you think this problem has come about? What has caused it?
3. What do you think needs to be done about it?
4. Who do you think is responsible for doing something about it?

- Once each 'in-role' community group has answered the questions and prepared some notes, the teacher, in-role as the investigative journalist/market researcher, asks for responses to the question from each group in a sort of mock focus group approach. Decide on the order of these so that there is opportunity to go back and forth between groups and challenge ideas where different 'groups' disagree with each other or are seeing the situation very differently. Sustain this for as long as it takes to hear a range of viewpoints, highlighting similarities and differences, and asking further (unprepared) questions where you think you can put students in-role on the spot.
- Thank the community members for their contribution to your investigation/research.

### De-role and summary discussion

- [In relation to the selected issue] Speaking as yourselves, when a community – or society as a whole - is faced with issues like this, do you think some perspectives should take priority/be more important than others? Why or why not? Why do you think some perspectives/viewpoints often end up dominating the issue?
- On the matter of [this] issue, who do you think needs to step up and take more responsibility/ take some form of action? What and why?

### Teacher reflection on activities for building confidence for roleplay or skills rehearsal

- Are there any students that these sorts of roleplay and skills rehearsal activities etc. do not work for? Why does this appear to be the case? What might be some alternative approaches to involve them in activities like these?
- What is your sense of how these activities 'ladder' – which are the simpler ones and which 'step up' to provide a more complex approach?

## 8. Health education glossary or kuputaka

### Literacy focus

#### Vocabulary

### Overview of the learning activities

Developing disciplinary literacy requires students to use the vocabulary of the subject matter they are learning. Vocabulary is about learning what the words mean, how to spell them and how to use them in a sentence.

This is an ongoing activity across the duration of the Health Education course. The glossary can either be a shared activity and located on the shared learning platform the class uses, or an individual activity.

Consider spending a few minutes at the end of each unit updating the glossary or kuputaka.

### Activity 8A. English glossary and te reo Māori kuputaka

#### Resources

- Glossary templates (provided for English A-Z alphabet and kuputaka template for kupu Māori).

#### Teaching and learning process

- [Optional] Introduce the development of the glossary with the wellbeing alphabet activity 1C Part 2.
- Explain that this will be an ongoing activity across the Health Education course.
- Explain how it will be set up – shared or individual.
- Get the glossary and/or kuputaka started with a few wellbeing words that the students already know. Direct them to suitable sources for word meanings. Indicate that they can add words to this list at any time. When new words are introduced in lessons, make it a quick homework exercise to add those new words and their meanings to the glossary or kuputaka.

## Activity 8

### Glossary of English language terms used in Health Education

- Add in Health Education terms that you need to learn.
- Insert more rows into the table where needed.

English language term	Meaning and/or how it is used in a sentence	Translation to other languages (see also te reo Māori kuputaka below)
A		
B		
C		
D		
E		
F		
G		

H		
I		
J		
K		
L		
M		
N		
O		
P		



Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

## Kuputaka (glossary) of kupu Māori (words in te reo Māori)

As your learning includes kupu Māori, add these to the kuputaka below, along with the approximate translation and any notes about the use and meaning of the kupu that will support your learning.

*Insert more rows into the table when needed.*

Two useful online sources of kupu Māori that contain many Health Education-related terms are:

- [Te Aka Māori Dictionary](#)
- Paekupu [Māori to English](#) and [English to Māori](#)
- Use local sources of kupu Māori where these are available.

Te reo Māori kupu (words)	Approximate translation in English	Notes related to meaning and use of kupu in te reo Māori
A		
E		
H		
I		

K		
M		
N		
O		
R		

T		
U		
W		

## 9. Using news media as a source of information

### Literacy focus

Reading

Writing

### Overview of the learning activities

To prepare students for using a diverse range of information sources, this activity introduces options for supporting students to use news stories as a source – and the opportunities for and limitations of them.

### Activity 9A. Reading the news

#### Activity overview

The following activities are ideas for exploring news media in ways that promote a deeper understanding of the context of the news items and take students beyond just a superficial reading of such material.

#### Resources

- Your News Bulletin: <https://yournewsbulletin.co.nz/>

#### Teaching and learning process

##### *News media attitudes*

- Use a quick version of continuum activity (see Part 1) to introduce the lesson. Explain the continuum - at one end is strong agreement, at the other strong disagreement and in the middle is both agree and disagree.
- Students move to a position on the continuum to represent their perspective on statements that are read out, one by one, by the teacher:

- It is important to keep up with the news.
- It is impossible to trust what journalists say.
- The world would be a better place if we all watched the news.
- The news is just for old people.
- Learning about the news is important.

- Allow time for students to take up a position. Encourage all students to have an opinion.
- Once positioned on the continuum, give students a couple of minutes to discuss with the people around them. Then ask for responses from across a diversity of students.
- After discussion, give the option to move to a new position if their mind has been changed.
- During this activity some misinformation is likely to arise (e.g. that journalists deliberately lie). Misinformation should be challenged with the facts and justified/evidence-based or reasoned statements.

##### *Media Misinformation*

- Introduce students to the website: [your news bulletin](https://yournewsbulletin.co.nz/)
- Give students ten minutes to work through the website.
- Additional exercises and resources are on the 'about' page of the website

##### *Journalist Ethics*

- Ask students what guides journalists? What guides them to make the decisions that they make? For example: What news stories do they cover (or not cover)? Whose perspectives do they include or exclude from a story? In what order are those perspectives included?
- Class discussion of ideas.

- Consider adding activities related to these ideas:

1. Learning the 'game' – journalist training / learning from experienced journalists
2. Laws – legal rights and statutory limitations
3. Personal ethics – 'true north', understanding of what is right and wrong
4. Industry-related codes of ethics i.e. <https://www.mediacouncil.org.nz/principles/>

- Examine a news story and identify the decisions that a journalist has made. This approach could be applied to many of the topics in this resource.

## 10. Creating AI generated teaching materials

### Literacy focus

Reading

Writing

Please note that this section focuses on teacher preparation of activity materials (reading comprehension questions and scenarios) using AI.

### Overview of the learning activities

AI is a useful tool for generating content quickly. Time consuming tasks like preparing 'do now' activities or writing scenarios can now be aided by AI.

**PLEASE familiarise yourself with your school's AI policy about what you can ethically do with AI in your teaching practice and which application you should use for all school-related content generation.**

### Activity 10A. Using AI to develop resources that support the NCEA Reading Co-requisite using health-related contexts

#### Activity overview

The assessment reports on the NCEA literacy standards completed (or at least attempted) by students in Year 10 note the need to develop the following skills and knowledge:

- Knowledge of what close reading requires from a reader (e.g. 'why' and 'how' a text has been written, as well as 'what' the text is about)
- Development of strategies for tackling unfamiliar words (e.g. decoding, prefixes, suffixes)
- Ability to understand and recognise a range of writing purposes (e.g. explain, persuade, inform, instruct, narrate, entertain)
- Utilise the information in a text to help select and locate the appropriate answer to a question
- Ability to gauge the credibility or trustworthiness of presented information in texts

**Three activities for three different texts (related to bullying, autism and vaping) are provided to model the sorts of questions that could help students to practise these skills.**

The questions were made using generative AI (Microsoft Co-pilot). **The prompts that were used have also been included below as this approach could be used with any short, health-related text.** The texts used in the CAA (Common Assessment Activity) tend to be non-fiction information texts. These sorts of questions are very similar to the ones in the CAA. It wouldn't be necessary to ask all the questions every time students read a text.

**See the instructions for generating questions in Activity 10A.**

**Note that the multichoice questions, with a short reading extract, could be used as a quick 'do now' activity.**

#### Resources

- School-supported AI application
- Selected texts with health themes
- Student access to print or digital versions of the text and questions.

#### Teaching and learning process

- Provide students with access to the short extract of text they are to read as well as the questions they need to respond to.
- As required, students complete the activity individually or paired, and with oral or written answers.



**Learning artefact(s) developed by students and evidence of literacy use or development**

- The written responses to questions can be self or peer-assessed using answers provided by the teacher (and AI), and/or checked by the teacher to monitor how well students are comprehending health-related text of this type and difficulty.

**References**

- Pink Shirt Day 2025 resource About Bullying. A free downloadable resource from <https://pinkshirtday.org.nz/resources>
- School journal story about autism - pages 4 & 5 from the Level 4 School Journal November, 2024 comic story Tōku Anō Takiwā: In my own time and place by Isobel Te Aho-White
- Vaping article <https://www.news-medical.net/news/20250403/Late-starters-in-vaping-reach-high-usage-levels-more-rapidly.aspx>

**Activity 10B. Using AI to develop scenarios for activities****Activity overview**

Scenarios are a recurrent feature of Health Education activities, but they can be time consuming to develop from scratch. With appropriately worded instruction, AI can save a lot of time. It is recommended that any AI generated scenario is checked carefully before use and some additional editing may be required to draw out key Health Education ideas.

**Resources**

- School-supported AI application
- Student access to print or digital versions of the scenario.

See Activity 10B instructions *for teachers* detailing a suggested process for generating scenarios. This also illustrates how different input instructions generate different scenarios.

**Teaching and learning process**

- Use any of the scenario-based activities featured across Health Education resources.

**Learning artefact(s) developed by students and evidence of literacy use or development**

- Written responses to the scenario-based activity can be checked by the teacher to monitor how well students are recognising the health-related ideas featured in the scenario.

**AI support websites**

- Ministry of Education <https://www.education.govt.nz/school/digital-technology/generative-ai>
- Privacy Commission <https://www.privacy.org.nz/publications/guidance-resources/ai/>
- Netsafe <https://education.netsafe.org.nz/>

## TEXT 1- Bullying

The questions for this article focus on practising:

- What close reading requires from a reader
- Tackling unfamiliar words
- Understand and recognising the range of writing purposes

**Resource: Pink Shirt Day 2025 resource About Bullying.** A free downloadable resource from <https://pinkshirtday.org.nz/resources>

**First prompt for AI:** Write 4 multi-choice questions for secondary school students asking them to identify the audience and purpose of this text. (The resource was attached to the prompt)

### Question 1:

**Who is the primary intended audience for the "About Bullying" resource?**

- A) Primary school students
- B) Secondary school students
- C) University students
- D) Parents and teachers

### Question 2:

**What is the main purpose of the "About Bullying" resource?**

- A) To provide detailed statistics on bullying
- B) To explain the different forms of bullying and their impact
- C) To promote a specific anti-bullying program
- D) To compare bullying rates in different countries

### Question 3:

**Which of the following is NOT mentioned as a reason why some people bully others?**

- A) They feel unhappy or have experienced trauma
- B) They want to feel important or powerful
- C) They are naturally aggressive
- D) They don't realise how their behaviour harms others

### Question 4:

**What is one of the key messages of the "About Bullying" resource?**

- A) Bullying is a normal part of growing up
- B) Celebrating diversity can help prevent bullying
- C) Only physical bullying is harmful
- D) Bullying is only a problem in schools

**Next prompt for AI:** Write 5 multi-choice questions designed to help secondary school students identify the most important and least important ideas in the "About Bullying" document:

### Question 1:

**Which of the following ideas is the most important in understanding what bullying is?**

- A) Bullying involves a misuse of power in a relationship
- B) Bullying can be physical, verbal, social, or cyber
- C) Bullying is a common experience among young people
- D) Bullying often happens in schools

### Question 2:

**Which of the following details is the least important in understanding the impact of bullying?**

- A) Bullying can lead to mental health issues such as depression and anxiety
- B) High school students who are bullied are more likely to experience significant depressive symptoms
- C) 7 in 10 teens in NZ have experienced at least one type of unwanted digital communication in the past year
- D) Bullying can harm the person being bullied, the person doing the bullying, and bystanders

**Question 3:**

**Which of the following is the most important reason to prevent bullying according to the document?**

- A) Bullying can impact a student's learning and relationships
- B) Bullying is not a normal part of growing up
- C) Bullying can lead to students skipping classes and dropping out of school
- D) Celebrating diversity can help create a safe and supportive environment for all students

**Question 4:**

**Which of the following is the least important factor in why some people bully others?**

- A) They feel unhappy or have experienced a stressful situation
- B) They want to feel important or powerful
- C) They believe being different is a bad thing
- D) They have been the target of bullying themselves

**Question 5:**

**Which of the following is the most important message about cyberbullying in the document?**

- A) Cyberbullying can take many forms, including name-calling and spreading rumours
- B) Nearly half of Māori have experienced harmful digital communications in the past year
- C) Online bullying can cause significant harm and is difficult to escape
- D) Cyberbullying is a growing problem among young people

AI was then prompted to [give the answers](#) to those 5 questions

**Question 1:**

**Which of the following ideas is the most important in understanding what bullying is?**

- A) Bullying involves a misuse of power in a relationship
- B) Bullying can be physical, verbal, social, or cyber
- C) Bullying is a common experience among young people
- D) Bullying often happens in schools

**Answer: A) Bullying involves a misuse of power in a relationship**

**Question 2:**

**Which of the following details is the least important in understanding the impact of bullying?**

- A) Bullying can lead to mental health issues such as depression and anxiety
- B) High school students who are bullied are more likely to experience significant depressive symptoms
- C) 7 in 10 teens in NZ have experienced at least one type of unwanted digital communication in the past year
- D) Bullying can harm the person being bullied, the person doing the bullying, and bystanders

**Answer: C) 7 in 10 teens in NZ have experienced at least one type of unwanted digital communication in the past year**

**Question 3:**

**Which of the following is the most important reason to prevent bullying according to the document?**

- A) Bullying can impact a student's learning and relationships
- B) Bullying is not a normal part of growing up
- C) Bullying can lead to students skipping classes and dropping out of school
- D) Celebrating diversity can help create a safe and supportive environment for all students

**Answer: D) Celebrating diversity can help create a safe and supportive environment for all students**

**Question 4:**

**Which of the following is the least important factor in why some people bully others?**

- A) They feel unhappy or have experienced a stressful situation
- B) They want to feel important or powerful
- C) They believe being different is a bad thing
- D) They have been the target of bullying themselves

**Answer: B) They want to feel important or powerful**

**Question 5:**

**Which of the following is the most important message about cyberbullying in the document?**

- A) Cyberbullying can take many forms, including name-calling and spreading rumours
- B) Nearly half of Māori have experienced harmful digital communications in the past year
- C) Online bullying can cause significant harm and is difficult to escape
- D) Cyberbullying is a growing problem among young people

**Answer: C) Online bullying can cause significant harm and is difficult to escape**

**Another prompt was:** Can you ask some questions (not multi-choice) that would require students to use inference to work out the meaning of 5 words in the text?

**Question 1:**

The document mentions that bullying involves a "misuse of power in a relationship." Based on the context, what do you think the term "misuse" means?

**Question 2:**

In the section about why some people bully others, the document states that some people bully because they have experienced a "stressful or traumatic situation." What do you think the word "traumatic" means in this context?

**Question 3:**

The document describes cyberbullying as a "common form of bullying, especially amongst young people." What does the word "common" imply about the frequency of cyberbullying?

**Question 4:**

The text mentions that bullying can cause "significant depressive symptoms." Based on the surrounding information, what do you think the word "significant" means in this context?

**Question 5:**

The document states that "celebrating diversity can help prevent bullying." What do you think the word "diversity" means based on the context provided?

**To get answers to the questions the prompt was:** Can you provide answers or explanations for these words?

**Question 1:**

**The document mentions that bullying involves a "misuse of power in a relationship." Based on the context, what do you think the term "misuse" means?**

**Answer:** The term "misuse" means using something in a wrong or inappropriate way. In this context, it refers to someone using their power or influence in a harmful or unfair manner to control or hurt another person.

**Question 2:**

**In the section about why some people bully others, the document states that some people bully because they have experienced a "stressful or traumatic situation." What do you think the word "traumatic" means in this context?**

**Answer:** The word "traumatic" refers to something that causes severe emotional or psychological distress. In this context, it means that the person who bullies may have gone through an extremely upsetting or disturbing experience that affects their behaviour.

**Question 3:**

**The document describes cyberbullying as a "common form of bullying, especially amongst young people." What does the word "common" imply about the frequency of cyberbullying?**

**Answer:** The word "common" implies that cyberbullying happens frequently and is widespread. In this context, it means that cyberbullying is a prevalent issue, particularly among young people.

**Question 4:**

**The text mentions that bullying can cause "significant depressive symptoms." Based on the surrounding information, what do you think the word "significant" means in this context?**

**Answer:** The word "significant" means important or considerable in amount or effect. In this context, it indicates that the depressive symptoms caused by bullying are substantial and have a serious impact on the individual's mental health.

**Question 5:**

**The document states that "celebrating diversity can help prevent bullying." What do you think the word "diversity" means based on the context provided?**

**Answer:** The word "diversity" refers to the inclusion and acceptance of different types of people, such as those of different races, genders, sexual orientations, abilities, and backgrounds. In this context, it means recognizing and valuing these differences to create a more inclusive and respectful environment, which can help reduce bullying.

## TEXT 2 – Autism

The questions for this article focus on practising:

- **What close reading requires from a reader**
- **Tackling unfamiliar words**
- **Understand and recognising the range of writing purposes by making comparisons**

**Text source:** pages 4 & 5 from the Level 4 School Journal November 2024 comic story *Tōku Anō Takiwā: In my own time and place* by Isobel Te Aho-White. *PDF copies of School Journals are available to download from Tāhūrangi. The Level 4 journals are written for Year 7/ 8 students.*

<https://newzealandcurriculum.tahurangi.education.govt.nz/school-journal-level-4-november-2024/5637242832.p>

**AI prompt:** Write 3 multichoice questions for secondary school students about the purpose and audience of this text.

Here are three multiple-choice questions designed to test secondary school students' understanding of the purpose and audience of the provided text about autism:

**Question 1:**

**What is the primary purpose of the text?**

- A. To provide a detailed history of autism.
- B. To explain the unique characteristics and challenges of autistic individuals.
- C. To compare autism with other neurological conditions.
- D. To promote a specific treatment for autism.

**Question 2:**

**Who is the intended audience for this text?**

- A. Medical professionals specializing in autism.
- B. Parents and caregivers of autistic individuals.
- C. Researchers studying neurological disorders.
- D. General public, including students and educators.

**Question 3:**

**Which of the following best describes the tone of the text?**

- A. Technical and clinical.
- B. Informative and supportive.

- C. Critical and argumentative.
- D. Casual and humorous.

**AI prompt:** Can you provide the answers to those questions?

**Question 1:**

What is the primary purpose of the text? B. To explain the unique characteristics and challenges of autistic individuals.

**Question 2:**

Who is the intended audience for this text? D. General public, including students and educators.

**Question 3:**

Which of the following best describes the tone of the text? B. Informative and supportive.

**AI prompt:** Can you please prepare 3 questions that would help secondary school students to compare the ideas and the way they are presented on the two different pages?

**Question 1:**

**How does the first page of the text describe the concept of "neurodivergent" and how does this description compare to the explanation of autism on the second page?**

- A. The first page focuses on the challenges faced by neurodivergent individuals, while the second page emphasizes the strengths and unique abilities of autistic people.
- B. The first page provides a detailed history of the term "neurodivergent," while the second page discusses the modern understanding of autism.
- C. The first page explains "neurodivergent" as a broad term for brain differences, while the second page focuses on specific characteristics and behaviors of autistic individuals.
- D. The first page describes "neurodivergent" in a clinical manner, while the second page uses personal anecdotes to explain autism.

**Question 2:**

**Compare the way the text on the first page addresses the challenges faced by autistic individuals with the way the second page discusses their strengths. What is the main difference in the presentation of these ideas?**

- A. The first page lists challenges in a straightforward manner, while the second page uses examples to illustrate strengths.
- B. The first page uses technical language to describe challenges, while the second page uses simple language to highlight strengths.
- C. The first page focuses on the emotional impact of challenges, while the second page emphasizes the practical benefits of strengths.
- D. The first page presents challenges as limitations, while the second page frames strengths as unique abilities.

**Question 3:**

**How does the structure of the information on the first page differ from the structure on the second page, and what effect does this have on the reader's understanding of autism?**

- A. The first page uses bullet points to list characteristics, making it easier to read, while the second page uses paragraphs to provide detailed explanations.
- B. The first page uses a narrative structure to tell a story, while the second page uses a question-and-answer format to provide information.
- C. The first page presents information in a linear fashion, while the second page uses a circular diagram to illustrate concepts.
- D. The first page uses headings and subheadings to organize information, while the second page presents information in a continuous flow.

**AI prompt:** Can you provide answers to these questions?

**Question 1:**

**How does the first page of the text describe the concept of "neurodivergent" and how does this description compare to the explanation of autism on the second page?**

C. The first page explains "neurodivergent" as a broad term for brain differences, while the second page focuses on specific characteristics and behaviours of autistic individuals.

**Question 2:**

**Compare the way the text on the first page addresses the challenges faced by autistic individuals with the way the second page discusses their strengths. What is the main difference in the presentation of these ideas?**

D. The first page presents challenges as limitations, while the second page frames strengths as unique abilities.

**Question 3:**

**How does the structure of the information on the first page differ from the structure on the second page, and what effect does this have on the reader's understanding of autism?**

A. The first page uses bullet points to list characteristics, making it easier to read, while the second page uses paragraphs to provide detailed explanations.

**AI prompt:** Can you please make 4 more multichoice questions for secondary school students asking them about key vocabulary in the text?

**Question 1:**

**What does the term "neurodivergent" refer to in the text?**

- A. A person with a high IQ.
- B. A person whose brain differences shape the way they think, interact, and view the world.
- C. A person who has difficulty with physical coordination.
- D. A person who excels in mathematics.

**Question 2:**

**What is meant by "executive functioning" as described in the text?**

- A. The ability to perform physical tasks.
- B. The ability to manage and regulate cognitive processes such as planning, focusing, and multitasking.
- C. The ability to remember visual information.
- D. The ability to control emotional responses.

**Question 3:**

**How is "lateral thinking" defined in the text?**

- A. Thinking in a straight line.
- B. Thinking outside the box and approaching problems creatively.
- C. Thinking based on past experiences.
- D. Thinking in a repetitive manner.

**Question 4:**

**What does the text imply by "repetitive behaviour"?**

- A. Engaging in the same activity multiple times without variation.
- B. Trying new activities frequently.
- C. Avoiding routine and structure.
- D. Having difficulty remembering past events.

**AI prompt:** Can you provide answers to these questions?

**Question 1:**

**What does the term "neurodivergent" refer to in the text?**

- B. A person whose brain differences shape the way they think, interact, and view the world.



**Question 2:**

**What is meant by "executive functioning" as described in the text?**

B. The ability to manage and regulate cognitive processes such as planning, focusing, and multitasking.

**Question 3:**

**How is "lateral thinking" defined in the text?**

B. Thinking outside the box and approaching problems creatively.

**Question 4:**

**What does the text imply by "repetitive behaviour"?**

A. Engaging in the same activity multiple times without variation.

### TEXT 3: Vaping

The questions for this article focus on practising **what helps readers to gauge the credibility or trustworthiness of information presented in texts.**

**Text source:** <https://www.news-medical.net/news/20250403/Late-starters-in-vaping-reach-high-usage-levels-more-rapidly.aspx>

**AI prompt:** Create 2 questions for junior secondary school students that ask them about the credibility of the article.

**Question 1:**

**What factors should you consider to determine the credibility of the information presented in the article?**

- A. The qualifications and expertise of the author.
- B. The presence of references to scientific studies and data
- C. The website's reputation and history of providing accurate information.
- D. All of the above.

**Question 2:**

**Which of the following would most likely increase the credibility of the article?**

- A. Including personal anecdotes and stories from individuals.
- B. Citing peer-reviewed research and expert opinions.
- C. Using informal language and humour to engage readers.
- D. Adding more colourful images and graphics.

**AI prompt:** Can you provide answers to these questions?

*Certainly! Here are the answers to the questions designed to help junior secondary school students evaluate the credibility of the article titled "Late starters in vaping reach high usage levels more rapidly":*

**Question 1:**

**What factors should you consider to determine the credibility of the information presented in the article?**

- D. All of the above.

**Question 2:**

**Which of the following would most likely increase the credibility of the article?**

- B. Citing peer-reviewed research and expert opinions.

## Activity 10B. How to generate scenarios using AI (ChatGPT)

### KEY POINTS

- Your prompts influence the output.
- Your answers may vary as any previously stored information on the AI application can influence your output.
- AI can be used to differentiate your lesson.
- Avoid using personal data, as there is a risk it may be reused.
- AI models are highly likely to have cultural bias and not reflect indigenous knowledge including te reo Māori and Pacific languages.

### Examples of POSSIBLE inputs...

#### Purpose of the Scenario

- What is the health topic or issue? (e.g. managing change, food and nutrition, vaping, consent)
- Who is the target audience? (e.g. Year 11 students, adolescents)
- What is the learning outcome? (e.g. identifying influencing factors, decision making)

#### Setting / Context

- Where is the scenario taking place? (e.g. school, home, marae, sports event)
- Is it urban or rural?
- Is it set in a specific region? (e.g. South Auckland, Rotorua, West Coast)

#### Characters

- How many characters are involved?
- What are their ages, genders, and ethnicities?
- Any relevant relationships? (e.g. friends, siblings, partner, teachers, kaumātua)
- Optional: Personality traits or backstories

#### Health Issue Details

- What is the health-related situation or dilemma? (describe clearly)
- What decisions need to be made?
- Are there risk and protective factors present?

#### Learning Opportunities

- Do you want key questions or discussion points to follow the scenario?
- What values, attitudes, and skills should it prompt?

#### Scenario Format

- Do you want a written story? Dialogue? Role-play script? Multiple-choice scenario?
- What is the word limit?

## Scenario about influences on food choices

### Input ONE:

*Create a Health Education food and nutrition scenario about a male, Robert, who is a year 11 student based in New Zealand. The scenario is about influencing factors on his food choices.*

### Response ONE:

Robert is a 16-year-old Year 11 student living in Wellington, New Zealand. He is active in school sports, especially rugby, and spends most of his afternoon's training. Robert is very aware of the importance of staying fit and eating well for his performance on the field, but his food choices are influenced by a range of factors.

At home, Robert's family is busy — both parents work full-time so meals are often quick and convenient. Many dinners are takeaways or ready-made meals from the supermarket. His parents encourage him to "grab something easy" when he's hungry, which often leads Robert to choose processed snacks and energy drinks, especially when rushing between school and training.

Social influences also play a big role. Robert's friends frequently go to the local mall after school, and the group often chooses fast food because it's cheap and easy. Robert doesn't want to be left out, so even though he knows it's not the healthiest option, he often joins them.

Another factor influencing Robert's food choices is media and marketing. His social media feed is full of promotions for protein bars, energy drinks, and fast-food deals, all targeting young athletes. These advertisements make unhealthy products seem like good options for someone sporty like him.

At school, Robert has had some exposure to nutrition education through Health class, where he has learned about the benefits of eating a balanced diet. However, he sometimes finds it hard to apply this knowledge in real life because healthy food options aren't always available or affordable.

Cultural influences also play a role. Robert's family has a mixed NZ and Samoan background. Family gatherings are a big part of his life, and traditional foods like chop suey, taro, and coconut cream dishes are common. While these foods are part of his identity and culture, they are often high in fat and calories.

Robert is starting to think more critically about his food choices as he notices how what he eats impacts his energy levels, mood, and sports performance. He wants to make better decisions but finds it challenging given all the influences around him.

### Input TWO:

*Don't identify which factors are personal, interpersonal or societal. Add in ideas about Instagram influencers promoting pre-workouts, energy drinks and protein shakes. Also add in another character Roberts girlfriend, Sara who also has things influencing her food choices. This has led to a focus on cutting carbohydrates, fasting and cutting out meals. Robert and Sara go to a school where they receive school lunches.*

### Response TWO:

Robert is a 16-year-old Year 11 student living in Wellington, New Zealand. He is active in school sports, especially rugby, and spends most afternoons at training. Robert is aware that nutrition is important for his sports performance, but many different factors influence the food choices he makes each day.

At home, Robert's family is busy. Both his parents work full-time, and most meals are quick and convenient. Dinner is often takeaway food, frozen meals, or whatever is easiest to prepare after a long day. His parents

encourage him to “grab something simple” when he’s hungry, which often leads Robert to eating processed snacks, frozen pies, and energy drinks between school and training sessions.

Social media also has a strong influence on Robert’s food choices. His Instagram feed is filled with fitness influencers who promote pre-workout supplements, protein shakes, and energy drinks. Many of these posts make it seem like these products are essential for anyone involved in sports. Robert feels pressure to try these products to boost his performance and fit the athletic image presented online.

Robert’s girlfriend, Sara, is also in Year 11 at the same school. She is very focused on her appearance and is influenced by social media trends around dieting. Sara often talks about cutting carbohydrates, fasting, and skipping meals to stay slim. She sometimes encourages Robert to eat “clean” with her, avoiding bread, rice, and even school-provided lunches. Sara brings her own small meals from home, often made up of salads and protein, and sometimes skips lunch altogether. Her choices sometimes make Robert second-guess his own eating habits, especially when he sees her eating less than he does.

After school, Robert and his friends often go to the local mall. They usually choose fast food because it’s cheap, quick, and part of their social routine. Although Robert knows there are healthier options, he doesn’t want to feel left out, and fast food feels like the easiest and most affordable choice when hanging out with friends.

At school, Robert and Sara both receive government-funded school lunches through the Ka Ora, Ka Ako programme. These lunches are designed to be balanced and nutritious, but Robert sometimes feels embarrassed eating the provided meals when his friends or Sara skip them or make comments about the food being “gross” or “too carby.” Some days he eats the school lunch, but other times he throws it away or only picks at it, choosing instead to grab snacks from the dairy on the way home.

Cultural influences are also a big part of Robert’s life. His family has a mixed NZ and Samoan background, and large family gatherings with traditional foods like taro, chop suey, and coconut cream dishes are regular events. These foods are important to Robert’s sense of family and identity, but he knows they can be quite heavy and high in calories.

Lately, Robert has noticed that his energy levels, mood, and performance at rugby training are starting to fluctuate. He is beginning to reflect more on how all these different influences are affecting his health and fitness, but he finds it difficult to balance his knowledge of healthy eating with the pressures he faces from family, friends, social media, and daily life.

## Scenario about strategies for managing mental health

### Input ONE:

*Create a health education scenario with a female main character who is 14 years old based in New Zealand who is experiencing a lot of changes in her life which is affecting her mental health. Her parents separated, and she had to move to a new town with her dad while her sister and mum stayed behind. Her dad works night shifts so is not home often and she has to help with chores around the house. She has to start a new school and misses her old friends. At her old school she was a member of the drama club and a band. Her whānau teacher has noticed she sits alone in class and around the school.*

### Answer ONE:

Maia is a 14-year-old girl living in New Zealand. Up until a few months ago, she lived with her mum, dad, and older sister in Hamilton. Life felt familiar and full — she loved being part of the drama club and playing clarinet in the school band, and she had a tight group of friends she could always count on.

Everything changed when Maia's parents separated. Her mum and sister stayed in Hamilton, but Maia moved with her dad to a small coastal town several hours away. The move meant a new house, a new school, and a new way of living. Her dad works night shifts at a local factory, meaning he sleeps during the day and is away most evenings. Maia now has to take on extra responsibilities around the house — cooking dinner, doing laundry, and keeping the place tidy — mostly on her own.

Starting at a new school has been tough. Maia misses her old friends deeply and feels out of place among groups who already have their own circles. At her old school, she was involved in drama productions and the school band, but at her new school, she hasn't found the confidence to join any groups yet. She often eats lunch alone and spends her breaks walking around the field or sitting in quiet spaces.

Maia's whānau teacher, Mr. Patel, has noticed that she tends to sit alone in class and doesn't seem to engage much with the other students. She's often quiet and withdrawn, and her usual spark seems missing. He wonders if she might be struggling with the huge changes in her life but isn't sure how to approach her yet.

Lately, Maia has been feeling overwhelmed and lonely. She finds herself feeling anxious, missing her mum and sister, and feeling unsure about how to fit in at her new school. The weight of house chores, schoolwork, and trying to adjust has started to affect her sleep and her motivation to do things she used to enjoy.

Maia knows she could talk to someone, but she worries about being a burden or about people not understanding what she's going through.

### Input TWO:

*Add in more detail about other challenges Maia is experiencing including peer pressure by a group of females in her year group to join them vaping at school. Add in questions at the end of the scenario asking students to create personal, interpersonal and societal strategies that will support Maia with navigating all the changes she is experiencing. State that the strategies can be carried out by Maia, Maia's dad, Maia's whānau teacher and her school.*

### ANSWER TWO:

Maia is a 14-year-old girl living in New Zealand. Until a few months ago, she lived in Hamilton with her mum, dad, and older sister. Life there was familiar and full of activities she loved — she was an active member of the school drama club and played clarinet in the school band. She also had a strong group of close friends who supported her.

Everything changed when Maia's parents separated. Her mum and sister stayed in Hamilton, while Maia moved with her dad to a small coastal town several hours away. Now, she lives in a smaller house, and her daily life feels very different. Her dad works long night shifts at a local factory, meaning he's often sleeping during the day or working at night. This leaves Maia home alone a lot, managing most of the household chores, including cooking, cleaning, and looking after herself.

Adjusting to a new school has been hard. Maia misses her old friends deeply and feels disconnected from the students at her new school. Although there are clubs and activities she could join, like the drama group

and music lessons, she hasn't yet found the courage to get involved. She often spends lunchtimes alone, sitting quietly or wandering the school grounds.

Her whānau teacher, Mr. Patel, has noticed that Maia tends to isolate herself during class and around school. She rarely participates in group activities and looks uncomfortable when peers interact with her. Mr. Patel is concerned about her well-being but is unsure how to approach her in a way that feels supportive and safe.

On top of these challenges, Maia has started facing peer pressure from a group of girls in her year group. They have invited her several times to hang out behind the school hall, where they vape during breaks. They tell her it's "no big deal" and that it will help her "chill out and fit in." Maia feels conflicted — part of her wants to feel accepted and make new friends, but another part of her knows that vaping isn't something she wants to get involved in. The pressure leaves her feeling anxious and even more isolated.

At home, Maia struggles with feelings of loneliness and sadness. She misses the comfort of her mum and sister and sometimes feels guilty that she isn't coping better. She often has trouble sleeping and finds it difficult to stay motivated with her schoolwork. Although Maia knows she could talk to someone, she feels worried about burdening her dad, who already seems tired and stressed, or being judged by teachers or new classmates.

Maia is trying to navigate a lot of change in her life at once, including family separation, moving towns, starting a new school, managing household responsibilities, facing peer pressure, and feeling increasingly isolated.

#### **Task for Students:**

Create **personal, interpersonal, and societal strategies** that could support Maia with navigating the changes and challenges she is experiencing.

Strategies can be carried out by:

- **Maia herself**
- **Maia's dad**
- **Maia's whānau teacher (Mr. Patel)**
- **Maia's school**

# Part 2.

## Year 9-11 activities

## PART 2. Activities for Year 9-11 topics

With limited time available for teaching and learning in Health Education across **Years 9&10**, including literacy strategies needs to be an integral part of topic learning and teachers are encouraged to recognise the literacy already present in a range of familiar and widely used Health Education activities. With little time for extended periods of reading and writing, resources like *The Writing Book: A Practical Guide for Teachers* (Cameron & Dempsey, 2013) are useful as they contain many 'quick writing' ideas. The step up to **Year 11** inevitably brings more teaching time and opportunity to develop students' knowledge.

Note that the **activity sheets for each lettered activity** – where these are a feature of the learning task - are provided at the **end of each topic section**.

*See the accompanying Word doc of these activity sheets to adapt and photocopy or upload to a digital learning platform.*

**There is an indication of the main literacy and/or critical literacy focus with each activity, there may be other literacy or potential critical multiliteracy considerations within the activity.**

Vocabulary	Reading	Writing	Oral language
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Visual and media literacy	Digital and information literacy	Science literacy
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Topics in PART 2.	#	Activity description
<b>1. Wellbeing</b>	<b>A</b>	Brainstorming and mind mapping – what is wellbeing?
	<b>B</b>	Donut circles – using an oral communication activity as a source of ideas for writing
	<b>C</b>	Health education vocabulary – Wellbeing Alphabet
	<b>D</b>	Health education vocabulary – 'Give me 10 words ....'
	<b>E</b>	Feelings wheel – wellbeing vocabulary
	<b>F</b>	Visual image of a healthy person – conveying meaning in images and without words
	<b>G</b>	Model of health – using visual models to convey meaning
	<b>H</b>	Te Whare Tapa Whā chairs – using physical (and visual) models to convey meaning
	<b>I</b>	Values continuum – using discussion as a 'starter' for writing about different perspectives
	<b>J</b>	Communicating through touch
<b>2. Friendships and challenges to friendships</b>	<b>A</b>	Picture dictation – the qualities of friendships
	<b>B</b>	Effective listening and communication skills – oral language
	<b>C</b>	Managing conflict in friendships – using a joint problem-solving model
	<b>D</b>	Being an upstander to bullies – Y chart character brainstorm
	<b>E</b>	Managing changes to friendships – 6-sentence story



	<b>F</b>	Maze game – the importance of verbal communication
<b>3. Sexual health</b>	<b>A</b>	Sexual health cloze activity – sexual health vocabulary
	<b>B</b>	Contraception – Call My Bluff
	<b>C</b>	Sexually transmissible infections (STIs) – mix and match
	<b>D</b>	Critiquing period product design and advertising – does it help reduce or promote menstruation stigma? Version 1
	<b>E</b>	Period product design and advertising –media literacy focus
	<b>F</b>	Deceit and manipulation in advertising
<b>4. Social media and wellbeing</b>	<b>A</b>	Classifying terms and definitions related to online behaviours
	<b>B</b>	List it – Generating ideas for a personal online safety plan
	<b>C</b>	Online safety ‘bumper sticker’ – conveying a health promotion message with limited imagery and text
	<b>D</b>	Critiquing the effectiveness of safety posters
	<b>E</b>	Social media and online safety dominoes
<b>5. Healthier food choices</b>	<b>A</b>	Nutrition bingo – oral and visual language comprehension
	<b>B</b>	Feelings about food – feelings wheel – applying a framework to a situation
	<b>C</b>	Lifestyle drinks advertising – healthier options like water vs sugary drinks and energy drinks
	<b>D</b>	Reputable information about healthy eating – trash or treasure
<b>6. Vaping</b>  The activities in this section aim to show how a literacy-rich focus can be brought to a topic using several of the previous activities (or adaptations of these).	<b>A</b>	Using a model of health as a writing frame to explain the effects of vaping on wellbeing
	<b>B</b>	Values continuum – using discussion as a ‘starter’ for writing about different perspectives
	<b>C</b>	Cloze activities (with variations) – using health language in a vaping context
	<b>D</b>	Being assertive in vaping situations – story board
	<b>E</b>	Being assertive in vaping situations – role play/skills rehearsal
	<b>F</b>	How to resist pressure to vape – speed writing
	<b>G</b>	Using news articles as information sources
	<b>H</b>	Taking action to reduce vaping

# Topic 1: Wellbeing

## Overview of the learning activities

Wellbeing related learning tends to feature early in Health Education programmes to help establish the knowledge foundations for the topics that follow. The activities in this section focus on wellbeing related vocabulary and ways Health Education terms are used when speaking or writing to describe and explain ideas about wellbeing.

## Activity 1A. Brainstorming and mind mapping – what is wellbeing?

### Reading

### Writing

#### Activity overview

- Brainstorming is a discussion to generate ideas about a topic or situation to help see multiple perspectives, reach a decision or solve problems, or to simply see what students already know.
- A mind map is a graphic way to organise information. Mind mapping is a diagrammatic representation of these brainstormed ideas, where the ‘mapping’ helps to show how ideas about the central topic are connected and interrelated.
- There are MANY easily accessed examples of mind mapping to use as examples for students.
- Using mind maps well requires deliberate learning.
- Although there are many content curation apps for digitally organising content, and AI can be used as an idea generator, this activity favours the use of large sheets of paper for brainstorming and mind mapping. Use of paper develops students’ cognitive skills and helps embed topic knowledge; this may not happen when using digital technology.
- It is helpful to start mind mapping as a think-pair-share activity to generate a range of ideas and for students to stimulate each other’s thinking and then combine pairs to form groups of 4 and extend the mind map ideas further.

#### Resources

- Large sheets of paper and coloured pens

#### References

*Effective Literacy Strategies in Years 9–13 – A Guide for Teachers*, Ministry of Education (2004):

- Word maps p33

#### Teaching and learning process

##### *The brainstorm*

Organise the class into groups of 4-5 students and provide each group with a large sheet of paper.

- Ask groups to brainstorm all the ideas they have about ‘wellbeing’ – what they think it is, what the word means, similar words, some examples of what it means to feel well or be well, etc. All ideas must be recorded, no editing. Encourage students to fill the page with as many ideas as possible. Provide additional prompts for groups that maybe struggling to come up with ideas. Or move the papers around the groups so the next group can read what is written and add ideas or move two students from each group to the next group.
- Once the pages have a range of ideas recorded, ask the students to start making some decisions about which ideas could be grouped together because they have something in common – there is a ‘theme’ that connects them. They need to discuss what the common themes might be. They need to identify enough themes to cover most, if not all, of the words on their brainstorm sheet. Some words may fit under more than one theme. Use some form of colour coding or symbol to identify these groups of related words and ideas.

### The mind map

- Provide the group with a second sheet of paper. This time they write the question ‘What is wellbeing?’ in the centre. Drawing lines out from the central question students need to record their main themes. They may decide as this point that some themes are part of a bigger theme in which case these could be attached to the main them by another line etc. Instruct students to leave plenty of space around each theme for writing more ideas.
- Once the themes are written down and the basic framing of the mind map is established, instruct students to start adding other words from their brainstorm sheet to show the how their ideas are connected. They may decide more levels or layers of linkage are needed ie that one idea comes off another idea, which comes off another idea and so on – show the class a picture of a mind map (from an online source or in a text) if needed. Overall it is the quality of ideas that matter more than the quantity.
- Encourage students to draw linking lines across previously unconnected parts of the mind map where they can see ideas might be linked in other ways.
- Debrief question for the class: What can we conclude about the nature of wellbeing? Is it easy to explain? Does everyone have the same ideas about wellbeing? Why or why not? Alternatively, the debrief can occur between two groups to reduce risks that may be associated with whole class feedback.

### Learning artefact(s) developed by students and evidence of literacy use or development

- A digital image of the brainstorm sheet and completed mind map are filed on the learning journal or on a shared learning platform.
- See ‘Give me 10 words’ in Activity D as an idea for an additional writing task.

## Activity 1B. Doughnut circles – using an oral communication activity as a source of ideas for writing

### Writing

### Oral language

#### Activity overview

Doughnut circles (made by students forming two concentric circles with the same number of students in each, with the inner circle looking out and paired with someone in the outer circle who looks inward) is a way to pair and re-pair students for quick discussions about a topic or situation. It forces communication between students who may not regularly, or ever, communicate otherwise. Doughnuts can be a way to break up less desirable parings or groupings of students and if purposefully managed, can be used to pair or forms groups of four for subsequent activities. In this case the doughnut circle discussion becomes a source of ideas for a quick writing activity.

#### Resources

- Floor space to form two concentric circles. If there is insufficient floor space this can be done as two lines of students in a corridor or down the middle of a classroom and when the line shifts to form new pairs, the student dropping off one end of the line goes around to the other end of the line.
- Writing frame (on board or provided digitally). See resource for Activity 1B.

#### References

For a range of quick writing strategies see Chapter 5, Writing Lessons in *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013).

#### Teaching and learning process

- Instruct students to form two concentric circles with the same number of students in each, with the inner circle looking out and paired with someone in the outer circle who looks inward.  
*It maybe easiest to pair students up first – it can be a pair with a friend as the process quickly changes these pairings – one of the pair goes to the inner circle and one to the outer.*

*Or use a standing (or seated) circle activity from the ‘getting started’ section to get students used to the idea of talking in a circle, then pair students off around the circle and proceed as above to form the doughnut.*

- Explain that you are going to provide a topic for conversation and will nominate who will be doing the talking and the listening each time. After each conversation they are going to change who they are paired with and who will be the talker/listener.
- List of suggested discussion questions (adapt to suit) – these are repeated when swapping the talker/listener between inner and out circles. These questions are not the main focus – it is the conditions for effective communication that support wellbeing that is the point of the activity:

**Teacher script:**

<b>Standing arrangements and body language (change the conditions after two-three discussions)</b>	<b>Questions to ask (questions are used once with each of the inner and outer circles)</b>
Stand at a comfortable distance away from the person you are paired with and look at them when they are speaking.	What is your favourite music at the moment and what do you like about it?
Stand at a comfortable distance away from the person you are paired with and <b>don’t</b> look at them when they are speaking.	What is your favourite movie/video game/entertainment at the moment and what do you like about it?
Stand at a comfortable distance away from the person you are paired with and fiddle with something, be a bit agitated or distracted.	What is the thing you most like to do that makes you feel life is good and why is this?
Stand at a comfortable distance away from the person you are paired with but then the listener turns their back toward the speaker.	Where is the place you most like to visit to have fun/ be yourself/ feel safe and what is it about this place that makes you feel this way?
Stand at a comfortable distance away from the person you are paired with but then the person listening sits on the floor while speaking.	What is the best thing about coming to [this] school and why is that?
Stand at a comfortable distance away from the person you are paired with but then the listener turns and talks with another listener beside them about something else.	What is one thing you would like to change about this school and why is that?
[If space allows] Outer circle steps back 2-3 steps – ie stand at a distance greater than the comfortable distance prior.	What is one thing you think your [name of community town or city] could do better to support teenagers and why?
[Keep this one until last – and give the choice to opt out] Stand face-to-face and toe-to-toe.	What are your hopes and dreams for your future – what you want to do once leaving schools job, travel, relationships, family etc?

- After each student has talked about their allocated topic for 20-30 seconds, move either the inner or outer circle one step to the left or right to form a new pair – make sure the circles keep going in the same direction with each change.
- Repeat sufficient times to ensure students have experience of a range of pairings and questions and 10-20 rounds of speaking and listening (as time allows).
- Instruct students that they are going to remain with the person they are finally paired with to complete a short writing task. Highlight that the main purpose of this activity is giving reasons why some situations are more suitable for effective communication why this affects wellbeing. Check that they understand what it means to give a reason e.g. an explanation of what they say, a justification, to account for, to clarify. A reason goes beyond a descriptive statement of what the situation is about to get to the ‘why’ or the ‘because’ explanation of the situation.
- Provide the writing frame – this can be completed on paper or digitally. Working in pairs, encourage the students to check each other’s ideas and that they are giving a reason why.

- Join the pairs to form groups of four and read responses to each other, with each pair checking that there are clear reasons why ('because ...') being expressed.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- A copy of the completed written statements giving reasons are filed in the learning journal.

### Activity 1C. Health education vocabulary – wellbeing alphabet

#### Vocabulary

#### Activity overview

Developing disciplinary literacy requires students to use the vocabulary of the subject matter they are learning. Vocabulary is about learning what the words mean, how to spell them and how to use them in a sentence. With growing understanding students also learn synonyms for terms, nuanced differences in meaning of similar terms, slightly different meanings given to the same word in different contexts or at different points in time, and how terms change and are replaced with others with changing use of language.

This is a fun activity that requires students to identify a wellbeing related term for each letter of the alphabet. Terms can be from any home/own language (with a translation).

#### Resources

- Alphabet template – paper or digital – or students can create their own.

#### References

- The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p101.

#### Teaching and learning process

- Either provide a template or instruct students to create a paper or digital template with 26 cells – one for each letter of the alphabet.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>		

- Working individually or in pairs, set the challenge to come up with a wellbeing related word for each letter of the alphabet.
- Option 1. Make it time limited and see who can get the most in the time allowed or make it a race to see who finishes first – but they only get first prize if the rest of the class thinks their words are all justifiable wellbeing words, otherwise the next group who have almost finished gets a chance (etc.).*
- Option 2. Use a Think-Pair-Share to reduce risk of working independently.*
- Option 3. Use the words in generated a brainstorm race (see Part 1 activities).*
- If time and resources allow, consolidate all wellbeing alphabets into one class vocab list. As an ongoing task, add to the glossary (Activity 8 in Part 1) and add meanings to terms.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their vocab list in their learning journal along with any other glossaries etc.

## Activity 1D. Health education vocabulary – ‘Give me 10 words ...’

### Vocabulary

### Writing

#### Activity overview

This activity can be simple or complex depending on its purpose. It could simply be 10 words related to a familiar topic if the focus is on using Health Education vocabulary, or 10 feelings that have relevance for a wellbeing situation (supplied by the students), or if taking a more targeted literacy approach it might be 10 verbs, adjectives or nouns (supplied by the teacher), etc. Once the 10 words have been generated, students use these in a ‘quick write’ activity. This approach can be used as a check on what has been learnt and how well students are consolidating their ideas about a topic.

#### Resources

- Version 2 may require some teacher prepared words.

#### References

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p109.

#### Teaching and learning process

##### Version 1. 10 feelings

The feelings wheel Activity 1E can be used in conjunction with this activity.

- Identify the focus for the 10 words – use a familiar wellbeing scenario related to the main topic of study or a topical situation that the students are interested in e.g. vaping (or not vaping but having friends that do) or being online.
- Individually or through small group discussion, students come up with 10 feelings words that could be associated with the situation. They may need to think about a variety of circumstances associated with the situation e.g. vaping at school/home/in public, buying vapes, vaping with friends etc.
- Individually or in pairs they then write a short scenario (using full sentences) to show how a person in that situation might experience all the feelings they identified.
- Pairs or groups share their sentences and identify similar and different ideas they each had about the ways feelings are implicated in the situation.

##### Version 2: 10 verbs

This version of the activity requires the identification of teacher prepared verbs associated with a wellbeing situation. It may be possible for students to generate their own list of verbs.

- Check that students can recall what a ‘verb’ is e.g. a word that describes an action, condition, or experience. Ask for some (obvious) examples of verbs – actions people can take, things they do. In Health Education verbs are mostly used to describe people’s actions and whether they are health enhancing or health harming actions.
- Provide students with these 10 verbs:

Listen	Communicate	Discuss	Clarify	Express
Support	Encourage	Connect	Promote	Reflect

- Pose the scenario: A teenager is feeling very distressed after they had a big argument and falling out with their friend. They think their friendship is probably over, but they don’t want it to be. Write a paragraph using as many of the verbs as possible (aim for all 10) describing what the teenager could do to support their wellbeing and restore their friendship.
- Students work individually and once their paragraph is completed, share it with a partner to see how each used the verbs. They can ask questions of their partner if anything is not clear about the way the verbs are being used.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their written artefact in the learning journal. Students may be given additional opportunity to practise by coming up with another 10 words of their own for a situation and writing a paragraph using these.

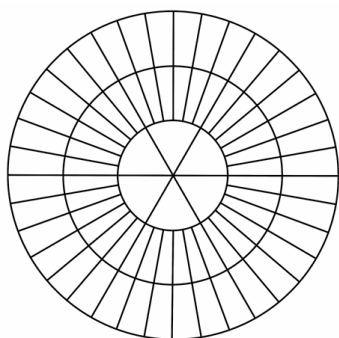
## Activity 1E. Feelings wheel – vocabulary

### Vocabulary

### Writing

### Activity overview

Feelings wheels have their origins in therapeutic interventions, but they are also useful for developing vocabulary. Adapted for educational purposes, the wheel template helps to organise ideas firstly to identify the main and immediate feelings associated with a situation, and then other feelings that may then be associated with those, and yet more feelings beyond that. There are many easily accessed filled-in feelings wheels online that can be used as source of ideas and for an extensive list of feelings if needed.



### Resources

- Template of the feelings wheel (provided)
- Links to filled in templates to use as examples if needed – there are many online.
- How do I feel? A Dictionary of Emotions for children* By Rebekah Lipp and Craig Phillips, (published by Wilding Books) is a very good resource for teachers/students to help them move past sad/bad happy/glad words for feelings.

### Teaching and learning process

- Provide students with a printed copy of a feelings wheel. This can be an individual or paired activity, or students can work in groups to share ideas but develop their own feelings wheel.
- Identify a familiar wellbeing situation e.g. *a teenager spends many hours online; a teenager wants to go to a party - their parents say no, but their friends are pressuring them; a teenager has been bullied, harassed, or experienced discrimination; a friendship or romantic relationship has broken up*. Head the feelings wheel with the situation.
- In the centre of the wheel identify (up to) six main feelings about the situation.
- In the next level, identify feelings that may then develop along with those main feelings.
- Extra challenge: In the outer layer of the wheel add in some feelings that might then come from the previous (middle circle) of feelings – especially over time and as other things happen.
- Note: Not all cells in the wheel have to be filled in. The outer layer can be quite challenging to come up with more ideas. Names of feelings can be repeated in different places as some resulting feelings may lead back to feelings already experienced.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file a copy of their feelings wheel in their learning journal to use as source of feelings words for other activities. Add some of the feelings to the glossary – especially commonly used or experienced feelings where the meaning might need to be explained as part of other learning.



## Activity 1F. Visual image of a healthy person – conveying meaning in images and without words

### Visual literacy

#### Activity overview

Drawing an image of a 'healthy person' is a familiar activity in Health Education to help identify students construct as 'health'. Rather than the traditional large piece of butcher's paper (with a traced outline of a person and words, diagrams and symbols added that identify features on health and wellbeing), this version relies on repurposing existing images to convey meaning about what it means to 'be healthy'.

#### Resources

- Magazines with images of people and human activities and the environment that can be cut up, or images selected and printed from the internet.
- Or a wholly digital approach may be used - this will require access to an infographic or poster making app like Canva where found images can be cut and pasted to create an overall image of a healthy person.

#### Teaching and learning process

- Explain to the students the way they are going to create their image of a healthy person - individually or in pairs/groups, on paper or digitally.
- As an introductory discussion, ask students to brainstorm what they think it means to be a healthy person – and what does 'wellbeing' look/sound/feel like? Note these ideas on the board. If their ideas are limited, prompt the class to think of a variety of physical, social, mental and emotional ways of thinking about health and wellbeing. Tell the students they are not limited by the list and are expected to add ideas of their own.
- Their task is to convey meaning about what a healthy person is, or if preferred, what does wellbeing, look, sound and feel like – but they have to do it all with images, *no words*.
- Provide opportunity for pairs to share their image with each other to look for similarities and differences and ask for explanation of images where the meaning is not immediately apparent.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file a digital visual image of their 'healthy person'. Add a reflection paragraph to their learning journal explaining how easy/hard it is to convey ideas about health only in pictures.

## Activity 1G. Model of health – using visual models to convey meaning

### Writing

### Visual literacy

#### Activity overview

Health education makes extensive use of 'health (or wellbeing) models'. These are usually symbolic visual representations with just a few words added. They represent the features of and define an understanding of health or wellbeing.

The focus for this activity is to consider the way meaning is conveyed through such symbolic representation. After viewing a range of models developed by adults as part of their academic professional practice, students design their own health model and share these with peers and/or whānau.

#### Resources

- Paper and coloured pens or pencils, or a digital app for creating images.
- Worksheet of student instructions.
- Access to a variety of images of health models – see various Health Education materials and resources for a selection of these.



### Teaching and learning process

- Explain to students how they are to complete their model of health ie individually and/or in small groups, on paper or digitally.
- Provide students with the instructions for the task (see worksheet) and explain the process. Emphasise the importance of selecting imagery that represents something meaningful to them, and which can be used to convey meaning about the nature of health e.g. that each part of the image can in some way present an aspect of health and wellbeing.
- Provide access to a selection of health models and highlight the imagery used and what it represents symbolically, the words used and the similarities and difference between these, etc.
- Allow time for completion of the model.
- Provide opportunity for students to share their model with a selection of others (e.g. as a paired or small group activity).
- Encourage students to take their model home and discuss it with parents and whānau and ask what other ideas they have about the way they see health and wellbeing, or other cultural ideas about the way health and wellbeing is depicted.

### Learning artefact(s) developed by students and evidence of literacy use or development

- The students' model of health, along with responses to the reflection questions are filed in the learning journal. Refer back to these from time to time.

## Activity 1H. Te Whare Tapa Whā chairs – using physical (and visual) models to convey meaning

### Writing

### Visual literacy

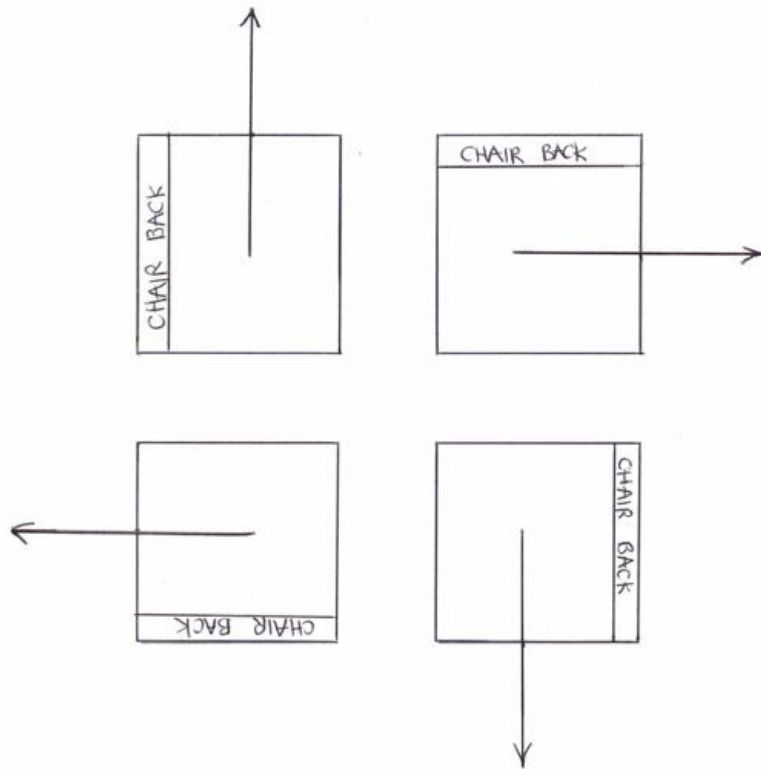
### Activity overview

Using a visual and physical 'model' or representation of a concept or idea maybe a useful stepping stone to writing for some students. In this activity the students themselves become symbolic representations of the four walls of Te Whare Tapa Whā. As support for the 'walls' is removed, one dimension at a time, students are asked to reflect on the overall impacts of this, and in relation to the holistic understanding of health (as described by the concept of hauora) and the need for all dimensions of hauora to be in balance. The activity culminates in students using a simple writing frame to describe the effects on each dimension of wellbeing (in relation to a specified situation), how these effects are all interconnected, and the need for 'balance'.

Safety note: This activity requires a degree of physical contact. Ask for volunteers who are prepared to give their permission to place their head on the lap of another and have someone else's head on their lap. It is not expected everyone in the class practises in the chair activity – most will be observers. It also helps to have four volunteers of similar height.

### Resources

- Floor space
- Four chairs with an upright back, flat seats and no side arms. Set the chairs out as shown below – this is essential for the activity to work – note where the backs of the chairs need to be. The chairs need a small amount of space between each so that when a person sitting in one chair lies back to place their head in the lap of the person behind the chairs are suitably spaced to be able to do that. When students take their seat, they will actually be sitting sideways on their chair facing out. The arrow on the diagram represents the direction each student is facing when they are seated.



### Teaching and learning process

- Ask students to recap their understanding about Te Whare Tapa Whā and what the idea of the ‘four walls’ of the house are about. Encourage ideas related to balance and interconnectedness.
- Explain that for this activity you need four volunteers of about the same height, and they need to be OK with making physical contact with others – explain safety note above.
- Seat the four volunteers on the chairs as indicated in the diagram. Instruct the students to lie back so that their head and shoulders are on the lap of the person behind them – this is the test as to whether the chairs have been set up correctly as this should form an interlocked structure!
- Explain to them that they each present one wall or one dimension of Te Whare Tapa Whā and one at a time, as you read out a scenario about a person, you are going to take their seat away. Make sure their feet are firmly on the ground and feet slightly apart. As you slide each chair out, they need to keep themselves propped up and trust that their weight will be supported by the others.
- Don’t take too long to do the activity as it does put a strain on each body.
- Have a script of a scenario in your head for this activity something like:
  - *[Name] has just had big bust up with a friend, so they are feeling really angry and their mental and emotional wellbeing is affected* – slide a chair out from under one student. Ask: how long do you think they could go without support? Is it easier because the other three dimensions are still strong?
  - Go around to the opposite corner. *Because they are so worked up and stressed, they didn’t sleep so next day they are really tired, and their physical wellbeing is suffering.* Slide the next chair out. Ask: Why is the house still standing? Can the two remaining dimensions support the affected dimensions? How long can they do that for?
  - Move to another chair. Quickly check in with the class – do you think the house is going to fall over yet? How bad a shape are they in? *Being so tired [name] was really irritable next day and ended up having an argument with their parents, so their social wellbeing took another blow.* Slide the third chair out.
  - Go around to the fourth chair. Quickly check in again – can [name] keep going given what is happening to them? *With all of that going on [name] is feeling very disconnected and losing sense of what is important.* Slide the last chair out.

- As long as each student contributes equally to the support of the structure all chairs should be able to be removed and for the structure to remain in place – but not for long. If the ‘house’ collapses before all four chairs are removed, try again – it is possible. Often, when it has been demonstrated once, there are keen volunteers to give it a go. If the structure doesn’t collapse by itself, instruct students to lower their bottoms to the floor on the count of 3. Thank volunteers for their participation.
- Note that the next part of the discussion needs to consider what actions could be put in place to support [name of person in scenario] – unfortunately once all chairs are removed the structure does start to collapse so sliding the chairs back in as a symbolic way to show the support being provided is difficult.
- Carry on the discussion with questions like:
  - Why does one event, like a friendship bust up, lead to other effects on wellbeing? What does this activity say about why our wellbeing needs to be in balance?
  - What sort of support could [name] parents provide to help them manage this situation? What about something another friend could do?
  - What does [name] need to do at this time to either restore their friendship or end it respectfully?
- Ask students if they have other ideas about the ways these ideas related to balance, and interconnectedness could be shown in an activity involving bodies or objects.
- Direct students to the writing frame and answer the questions for one situation.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students’ written responses to the questions are filed in their learning journal.

### **Activity 11. Values continuum – using discussion as a ‘starter’ for writing about different perspectives**

**Writing**

**Oral language**

#### **Activity overview**

Continuum activities, especially values continuum, remain a popular strategy in health education for exploring a diversity of perspectives on health and wellbeing matters. The continuum activity itself is inherently an oral communication exercise to generate a range of ideas about a topic – in response to a succession of topic related questions or statements. There are a range of ways a continuum can be managed to give diversity to the approach, or in response to classroom management considerations.

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

1. *As a whole class discussion* – students sit or stand in a circle with the two ‘definitely disagree’ and ‘agree absolutely’ (or similar) cards placed at opposite sides of the circle. An optional third or fourth card may be included where the context requires these options e.g. ‘unsure or don’t know’, ‘somewhat agree’ and ‘disagree’. Students need to understand that a continuum (or a range of ideas) exists between the two extremes – their opinion may fall at any point between these cards. A number of individual students (or pairs of students to reduce risk) 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 for the placement of their card. Discussion about each statement is opened up to anyone in the class. Pay particular attention to the ‘rules’ around placing a card ie that when a card is placed the reason for it being placed in that position must be explained and if another person wants to move a card to a different position (if that is an option) they must give a reason why.
2. *Alternative* – this process in (1) can be completed in several smaller groups using the same process as above.
3. *As a whole class ‘physical’ or ‘line-up’ continuum*. The two cards are placed on 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.

4. The 'neutral chair debate' (variation). 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 in four places around the room 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' position to join them.

Think about the best way to elicit ideas from students when selecting the continuum positions - absolutely agree, agree, disagree, absolutely disagree 'force' students to take a stand and give an opinion or perspective whereas unsure/don't know/ neutral can be used as a cop out (save these for the most sensitive material where they may be needed). Encourage students to talk about how we form opinions based on our knowledge at the time, and that we often change our opinions and views as our knowledge or experiences change as we grow older. Optional extra: Invite students to think about a time they thought/believed something and now they feel differently about.

### Resources

- Floor area if a line up continuum is selected.
- Series of continuum questions – provided as cards if using the card placement version of the activity – see example provided with the resources for this topic.
- For each of methods 1 – 3, a minimum of two cards is needed: 'completely disagree' and 'absolutely agree' – or other choice of terms to mean the same.
- Y chart for recording ideas after the continuum – resource provided.

### Teaching and learning process

- Explain why we use a continuum ie to elicit a range of views or opinions on a range of health matters.
- Revisit the class safety guidelines to emphasise that people will have different views and that we need to be respectful of what others say. If we disagree with what someone else says, we need to own that (e.g. 'well I have another view on that because ....') and not suggest the other person is wrong.
- Explain the selected continuum process to the students (see above).
- Carry out the continuum activity. Start with 'safer' but not necessarily less contentious statements e.g. *school uniform should be abolished*, so that the teacher can watch the process to ensure guidelines are followed and the process is familiar to students before more challenging statements are introduced.
- Direct students to the quick write activity using a variation of the Y chart to record some of the different perspectives.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file a copy of their Y chart in their learning journal.

## Activity 1J. Communicating meaning through touch

### Writing

#### Activity overview

Although we typically think of literacy as being about reading and writing, people can also communicate meaning through gestural actions such as facial expressions and body language (movement, speed, stillness, body position). Although the multiliteracies literature does not specify 'touch' as a way to convey meaning, it arguably adds to the meaning and messaging of visible gestures – a warm inviting smile of a friend with the open gesture of greeting and the addition of a hug, or a facial expression and the body language associated with anger accompanied by being shoved or hit, for example.

The ways touch may convey meaning may be a bit 'abstract' in its relationship to 'literacy' but the activity aims to explore ways meaning can be conveyed in both positive and negative ways through forms of touch. It

culminates in an actual literacy activity to reorganise brainstormed ideas into categories based on themes that feature across the ideas suggested about the way ‘touch’ can convey a message.

There are some self-evident safety and ethical limitations on what forms of touch can be experienced in classroom settings and learning situations, and under no circumstances should students be required to engage in activities that make them feel uncomfortable or unduly challenge social and cultural norms. If useful to do so, introduce or model the experience of touch using a number of the activities in Part 1 *Mixing Students to make pairs or groups* where an element of touch is involved.

### Resources

- Post-its or small square of paper and pens for brainstorming
- List of prompts – display on screen or print off one per group – adapt this as required

### Teaching and learning process

- Start the lesson with an energiser or group mixer that involves an aspect of touch – see Part 1 mixers. Alternatively, use a familiar trust exercise where an element of touch is involved, or a calming activity like a children’s [story massage](#) (exercise cultural sensitivity with this one and ask permission first).
- Ask students how they think meaning is conveyed through the way people touch each other. Accept all responses and prompt as required to draw out a variety of ways people touch, why people touch each other, and what this means for the person doing the touching and the person being touched.
- Ask: What ‘rules’ were you taught by family and at school about touching or being touched by others? Why do you think parents, teachers and others taught you this when you were children? What are you still being told as teens about touching and being touched by others?
- Organise students into small groups and provide each group with a bundle of post its or small squares of paper.
- Using ideas already discussed and (some of) the prompts below, students need to write ONE idea on each piece of paper about a situation where touch conveys some form of meaning or message to another person. **They need to state what the situation is and what the touch might mean – for the person who is doing the touching and/or the person being touched (noting some situations could have mixed messages).** Students don’t need to be limited only to these ideas, and they do not need to use all of them. They may not think there is any ‘meaning’ in some of these situations, or these situations may prompt other ideas. Try to get at least 20 ideas.

Appropriate ways friends touch	Touching that shows someone finds another person attractive	Touch involved in playing sport or other recreational activity
Appropriate ways families touch – parents-parents, sibling-sibling, (great/grand) parent-children etc.	Sexual ways of touching	Touch that conveys feelings of love and affection
Appropriate ways unfamiliar or unknown people touch	Touch that conveys feelings of anger or aggression	Unwanted forms of touch
Cultural ways of greeting (or farewell) that involve touch	Exciting forms of touch or Hurtful forms of touch	Wanted and accepted forms of touch
Touch involved when a doctor, dentist, physiotherapist or other medical person needs to carry out an examination or provide a treatment	Touch involved when going to the hairdresser, or having some form of beauty treatment, or trying on clothes/having clothes fitted	Touch involved social activities like dancing, friends having fun etc.

- Set students the task of reorganising all the brainstormed ways of touching into about 4 groups. This task needs to produce a written artefact e.g. a table or other suitable graphic organiser to summarise these groups. These groups need to relate more to what message or meaning is associated with the different forms of touch. They are not to simply reuse the prompt questions and need to come up with other ways and new words to organise their ideas – although these may still take ideas from the prompts provided. Discuss some possible themes they may use if required e.g. forms of touch that

people use to hold power over others, forms of touch that people use to show a connection someone, forms of touch that invade personal boundaries, unwanted or unsolicited forms of touching, consensual ways of touching, etc. Encourage the introduction of ideas that have not appeared in the prompts.

- Once they decide the four themes/headings, groups need to (try and) place all the brainstormed ideas (pieces of paper) under one of the headings.
- Students create their own summary by adding into the table (or graphic organiser) some examples of forms of touching that fit under the selected headings, as well as some examples of the meanings or messages being given by the person touching and/or the person being touched.
- Provide opportunity for groups to share their summaries.
- To conclude the activity check students understanding about consent and what it means to give and receive permission for someone to do something that involves touching – or to refuse them.
- Check with students that they know what to do if someone tries to touch them in an unwanted way and who they can talk to if they have been in a situation where they have been touched in a non-consensual way that upset them and continues to trouble them.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students file their graphic organiser in their learning journal, adding two ideas about safe and appropriate touching (them touching others and others touching them) that are most important for them.

#### **Teacher reflection of wellbeing activities**

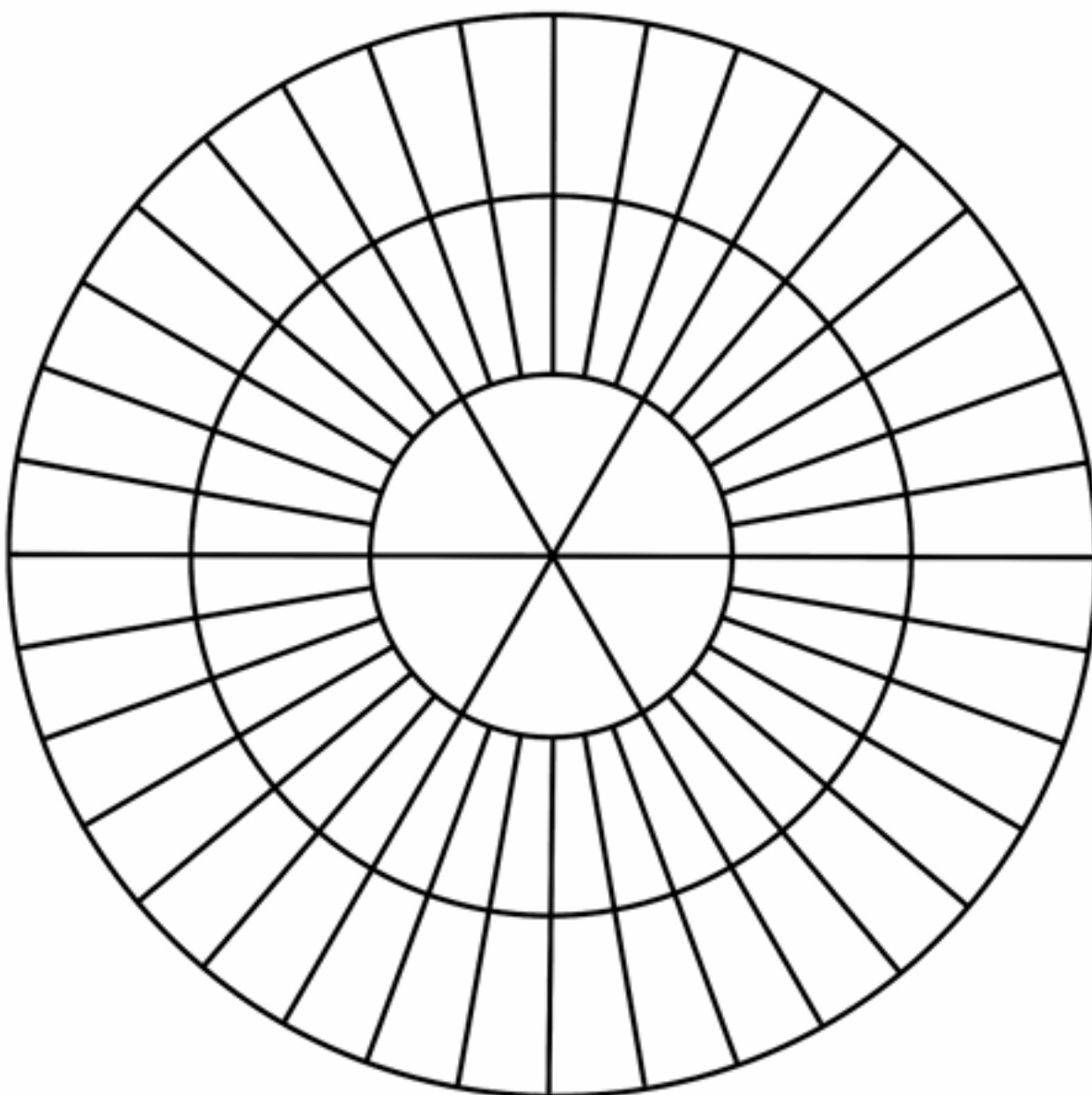
The purpose of these wellbeing activities has been to show a variety of ways attention can be given to aspects of disciplinary literacy. Thinking about other activities you use for exploring students' understanding of what wellbeing is and what it means, what teaching and learning processes have you used that have self-evident literacy features?

### Activity 1B. Writing frame

Writing frame (adapt to suit):	Your reason
What is the most appropriate way to have conversation and why?	[What?] Because ....
Why does it affect your wellbeing when the person you are talking with doesn't look at you or is distracted with other things?	Because ....
Why does it affect your ability to communicate when someone you don't know well stands really close or really far away from you to have a conversation?	Because ....



## Activity E. Feelings wheel





## Activity 1G. Designing your own health or wellbeing model

1. You can work by yourself to create your model, or you can work in small groups – 3 people per group is suggested. Your teacher will provide guidance about this.
2. Look at a range of health models (see Māori, Pacific and other health models).
  - Note the imagery used and the relevance of this.
  - Note the dimensions (words) and the association of these with the image.
  - Note any explanations of the model – the title, the symbolism, analogies, cultural meaning, etc.
3. Think about the sort of imagery that is meaningful to you. It could be:
  - Something from nature – animal, plant, landscape/place
  - A traditional cultural artefact (object)
  - A contemporary artefact (object)
  - A symbolic representation – pattern, iconography
  - Other?
4. Be thinking about how your image says something about health and wellbeing and how you will relate parts of the image to your selected dimensions to create your 'model'.
5. If you are working in a group, reach agreement about your selected image.
6. Discuss which dimensions of health and wellbeing are important to include. You can recycle ideas from existing models and/or decide your own dimensions. TRY to associate each dimension with a part of the image. If you are working in a group, reach an agreement about which dimensions your model will include. Include a minimum of 4 dimensions – more is fine.
7. **Create your model** using the materials provided in class – or use any of your own drawing equipment. Either:
  - Draw your model on paper and take a photo of it with a device to save a copy of it. Copy and paste the jpg image into the assessment template. OR
  - Create your model digitally, save as a jpg or other format and save this in your learning journal.
8. **Name your model** – something that captures the nature of the image or the reason for it.
9. **Other points:**
  - Use own/home languages if you wish. Provide a translation/key to support others to understand your model.
10. Make notes about the reasons for your design decisions.
11. **Describe how the various dimensions of your model relate to aspects of your wellbeing.**

## Activity 1H. Te Whare Tapa Whā chairs – balance and interconnections of the dimensions of hauora

**Select ONE of these situations and answer all question based on this situation.**

- A teenager has a big argument with their best friend.
- A teenager is feeling really stressed because they have too much going on and they are prioritising their social life over their schoolwork and sport or cultural group practices.
- A teenager has been bullied online, and they don't know who is doing it.

1. Which dimension of hauora, (ie physical, social, mental and emotional or spiritual wellbeing) do you think was the first dimension affected by this situation and why?

2. How do you think this effect then led on to affecting the other dimensions? Describe this as a series of steps – what comes next, and then what happens after that. Include at least two more dimensions, and all three if you can.

3. Describe what needs to happen for the teenager to restore some 'balance' to their wellbeing.

In your answer:

- Suggest three things the teenager and others could do.
- Explain why the combination of these actions is needed. *Think about how the dimensions are all interconnected and therefore why different actions are needed.*

Activity 11. Continuum cards

<b>Absolutely agree</b>	<b>Agree</b>
<b>Disagree</b>	<b>Completely disagree</b>

People should have to be responsible for their own wellbeing	Looking after your friendships is important for wellbeing
Looking after mental health is a really important part of being healthy	Everyone has an equal chance in life so anyone can be healthy
Health and wellbeing are the same thing	The way other people treat you has a big impact on your wellbeing
Being healthy is expensive	Eating vegetables is good for your health and wellbeing
Spending lots of time online is good for wellbeing because you're communicating with other people	Spiritual wellbeing means different things to different people
Energy drinks are healthy because they give you energy and help keep you alert	Vaping is unhealthy
Having a sense of your identity is a part of your wellbeing	Eating whatever you like is good for all dimensions of health
Everyone experiences wellbeing and being healthy the same way	People who are disabled are healthy
Looking after your physical body is all you need to do to be healthy	Health and hauora are different things
Having parents that set clear boundaries for their children supports a teenager's wellbeing	Having a positive body image (thoughts and feelings about their body) is unrealistic for many people
We all need the same things to be healthy regardless of our culture	Everyone should take personal responsibility for treating others fairly
Asking for and giving consent before doing something with or to someone else is important for wellbeing	Having lots of health knowledge makes you healthy
Teenagers are naturally active, so they don't need to exercise	People who get enough sleep are healthier than those who don't
Sports drinks and energy drinks are good for active teenagers	Everyone has a GP (a doctor) they can see whenever they are unwell or injured
Having lots of friends (mates and acquaintances) is more important than having one or two really close friends	The internet and social media have good information about health and wellbeing

## Activity 11. Y chart for recording perspectives

Views I share in common with others

Views of mine that are different to others

Views I had not thought of before

# Topic 2: Friendships and challenges to friendships

## Overview of the learning activities

A lot of friendships learning is based around the development of interpersonal skills for effective listening and communication; being assertive, showing empathy and problem solving. These activities make use of this familiar context for using oral language in Health Education specific ways, as well as using other forms of visual and written communication

## Activity 2A. Picture dictation – the qualities of friendships

### Writing

### Visual language

### Activity overview

Picture dictation is a way to scaffold students into writing. They firstly draw simple images to depict a situation and then turn their pictures back into a narrative or an account of a situation as directed by the teacher.

An alternative is to provide a set of related pictures. Cut these up and scramble so the students have to reorder them and create their own narrative.

### Resources

- A4 Sheet of paper divided into 12 squares – see template or students can draw their own. The number of squares can be altered to suit.
- Script for the teacher (example provided) – this can be any text that when broken into small pieces can be presented as simple drawings.

### References

- *Effective Literacy Strategies in Years 9–13 – A Guide for Teachers*, Ministry of Education (2004): Picture dictation p48

### Teaching and learning process

- Supply each student with a template or instruct them to draw the required number of squares for the dictation.
- Explain that you are going to read out a series of sentences and in each box, they need to draw a small image that will remind them about what the situation was about. *Instead of writing out the words that are dictated to them, they are instead drawing pictures to represent what was said.* Emphasise no words just pictures - but manage this to respond to the needs of the class as a small number of words might be needed in some cases.
- Emphasise that their drawing only needs to be meaningful to them and what they can explain to someone else.
- As the teacher reads each statement, allow time for students to draw an image representing that idea.

1 Sal and Sandi are best friends.	2 They spend a lot of time together.
3 They especially like making their own music videos – dancing and lip synching to their favourite songs.	4 Sal saw a video Sandi made with another friend of theirs. Sal got very upset.
5 Sal also realised they were jealous as they thought making videos was just their thing.	6 Sal and Sandi had a big argument.

7 Sal posted something nasty about Sandi on social media.	8 This made Sandi angry.
9 Another friend, who saw what was going on, got Sal and Sandi together to help them sort out their problem.	10 Sal and Sandi each shared their feelings about the situation.
11 Sal and Sandi resolve their problem and apologise to each other.	12 Sal and Sandi and their other friend now all make music videos together.

- Write a caption for each of the visuals.
- Share these images and captions with a partner.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- The picture dictation with captions is filed in the learning journal.
- Optional extra. Rework the captions into 1-2 paragraphs that give an account of the situation.

### **Activity 2B. Effective listening and communication skills – oral language**

#### **Oral language**

#### **Activity overview**

Instructions for teaching effective listening and other communication skills feature across a range of Health Education resources. To help develop the skills for effective listening, this approach uses reading and writing elements as well as oral language communication (as used during role play or skills rehearsal to demonstrate effective listening), to develop deeper understanding of not just what to do, but why and how effective listening supports wellbeing.

Use a selection of the roleplay/skills rehearsal preparation activities from Part 1 Activity 8 and the group mixer activities if students need to develop confidence to rehearse skills.

#### **Information for teachers:**

**Effective listening is one of the most important interpersonal skills to learn about in Health Education because it is essential for healthy relationships. Ideally, students will have learnt about effective listening since primary school and most of this activity should be revision.**

**What is the skill for?** Effective listening is to listen to understand, not just hear what was said. Effective listening supports maintenance of relationships and the (mental and emotional) wellbeing of the people in the relationship. It shows other people that you care about and are interested in what they are saying.

**What is involved in using the skill?** Effective listening requires a range of behaviours to be used by the listener like paraphrasing, reflecting feelings, minimal encouragers and so on. It is not a series of steps but more a set of skills to use in combination.

**In what sorts of situations is the skill used?** ANY situation where we need to understand important information being told to us by another person. Effective listening helps us to build knowledge and to identify or anticipate problems.

**How is it used with other skills?** Maintaining and enhancing relationships requires a combination of personal self-management and interpersonal communication skills like values clarification, supporting others, showing empathy, etc.

Stephen R. Covey, who is famous around the world for his books on habits of successful people, says we listen on five different levels:

- **Ignoring** – we completely ignore what has been said

- **Pretend listening** – we use body language and eye contact that shows that we are listening, but the reality is we are not
- **Selective listening** – we listen to the part that interests us and switch off for the parts that don't
- **Attentive listening** – we pay attention and take on board what has been said
- **Empathetically listening** – we concentrate and listen to understand the intent behind the message

Effective listening means we should at least be using attentive listening, and we should always aim to be an empathetic listener.

### Resources

- Templates and scripts (provided)
- Short video of two people in conversation for option 2

### References

- *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*, Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel ([NZCER](#), 2018)
- New Zealand Health Education Association (2025). *NCEA Level 1 Health Education Learning Journal and Workbook*. NZHEA.

### Teaching and learning process

- Use a selection of the teacher information above to revise prior learning about effective listening and introduce the purpose of the learning.
- The activity sheets contain templates for 5 tasks. Select those that are appropriate for the learning that the class is developing. Instructions are provided with each activity.
  - Task 1. Features of effective listening – discussion and written task
  - Task 2. Watching non-verbal and non-verbal behaviour of people in a video - view and write task
  - Task 3. [Pairs] Identifying listening skills from a script (1) Teenage conversation – short role play and write task
  - Task 4. [Individually] Identifying listening skills from a script (2) Teenage - parent conversation – read and write task
  - Task 5. Rehearsing your own effective listening conversation – oral language task

### Learning artefact(s) developed by students and evidence of literacy use or development

- File any written or recorded artefacts from the tasks in the learning journal.

## Activity 2C. Managing conflict in friendships – using a joint problem-solving model

Oral language

Visual language

### Activity overview

Using 'models' is a regular feature of learning in Health Education. In this case the 'model' is a joint problem-solving model.

**Teacher information:** The skill of problem solving can be applied to a wide range of situations. Key to deciding which approach to problem solving is most applicable first requires determining who owns the problem. In interpersonal relationships, if both people 'own' the problem (where both have feelings and both are invested in the outcome), a **joint problem-solving** approach is needed.

### What is the skill for? In what sorts of situations is the skill used?

Resolving differences or conflict in relationships or when having to work with someone else.

**What is involved in using the skill?**

Working through a process to decide what action will be taken.

**How is it used with other skills?**

Joint problem solving to resolve the conflict requires many skills in combination, such as, effective listening, respectful communication, being assertive, expressing feelings, negotiation and compromise.

**Resources**

- “Two Donkeys” or similar joint problem-solving cartoon – search for one online.
- Problem solving scenario – adapt to suit.
- ‘Cartoon’ template featuring the joint problem-solving process ie the model.

**References**

- *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*, Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel ([NZCER](#), 2018)
- New Zealand Health Education Association (2025). *NCEA Level 1 Health Education Learning Journal and Workbook*. NZHEA.

**Teaching and learning process**

- Use a selection of the teacher information provided to revise prior learning about problem solving and introduce the purpose of the learning.
- Use an online search to find a cartoon depicting joint problem solving (the Two Donkeys one is universally popular but there are other versions of this as well as comical accounts of the nature of problem solving). Ask what the message is in the cartoon.
- Instruct students to draw their own cartoon strip using simple figures and speech bubbles to show how the people in the conflict situation solve their problem. They may not need all the frames (where these are repeated) or they can add more if they need to. Make sure there is something for each step.
- Provide opportunity for pairs or groups to share their ‘cartoon’.

**Learning artefact(s) developed by students and evidence of literacy use or development**

- File the completed cartoon strip in the learning journal.

**Activity 2D. Being an upstander to bullies – Y chart character brainstorm****Writing****Visual language****Activity overview**

Over the years the approaches to reducing and eliminating bullying have changed focus from supporting and upskilling the victim, to restorative approaches whereby the bully makes amends, and action is taken to modify their behaviour. More recently, emphasis has also been given to the bystander – or more specifically, the upstander (those who witness instances of bullying, harassment and discrimination and act in a way to support the person who has been victimised).

In this activity students consider the role and social responsibilities of the bystander, and the knowledge and skills all people need should they find themselves as bystanders in bullying or other such situations. After exploring these ideas through discussion, accompanied by note taking, the activity culminates in a summary activity, presented as a Y chart, of the skills a person needs to be an upstander and why these skills are important when supporting someone who has been bullied.

**Resources**

- Activity sheet (provided) to guide discussion and creation of the Y chart



## References

- [Pink Shirt Day Upstander](#) (with video)
- [BullyingfreeNZ](#)
- Mental Health Foundation [How to be an upstander](#)

## Teaching and learning process

- Ask students what they understand a bystander and an upstander are in situations to do with bullying. Why are they different? Provide students with a copy of the Activity sheet.
- For the discussion, direct students to work in small groups to work through the discussion questions. Ask for responses from groups at key points to share similar and different ideas with the class.
- Instruct students to fill out a Y chart – they can discuss this in groups but must complete their own version. Provide as much prompting as is needed to convert the discussion about upstanders into the identification of skills for being an upstander.
- Debrief questions for the class: What do they think is the main reason why some people are not upstanders? Why is this? What could help overcome this?

## Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their notes from the discussion and their Y chart in their learning journal.

## Activity 2E. Managing changes to friendships – 6-sentence story

### Writing

### Activity overview

‘Quick write’ activities are useful strategies in time poor lessons to ensure students have some practice writing regularly. This version of a ‘quick write’, the 6-sentence story, is used here to describe how to manage changes to friendships.

Use this activity after a succession of lessons focused on skills for maintaining and managing friendships. This activity could be used as a homework activity to the previous activities in this section to help consolidate learning.

### Resources

- 6- sentence story template (provided)

### References

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p.126

## Teaching and learning process

- Explain to the students that they are going to capture some of the main ideas about maintaining and managing friendships in just 6-sentences which mean that everything they write must give a clear and concise message.
- Once complete, provide opportunity to share their stories in pairs or small groups.
- Provide a copy of the 6-sentence story template and instruct students about its use.
- Debrief question: Did you get to write everything you wanted to say in your six sentences? What does this tell us about the importance of learning to say or write things concisely?

## Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their 6-sentence story in their learning journal. This activity could be used formatively to check on learning progress.

## Activity 2F. Maze game – the importance of oral communication

### Oral language

#### Activity overview

There are many variations of maze games, and their purposes vary, although typically they are used for team building and leadership training. In this version there is no opportunity for oral communication, the effect of which is the point of the learning. That is, it's a NO TALKING activity and the task must be completed by observing and remembering. The activity is useful in a communication context as it focuses on the importance of oral language for 'in the moment', in-person interactions and what happens when that is taken away.

#### Resources

- 16 pieces of (preferably) coloured card- 3-5 colours is sufficient. It needs to be strong enough that once secured (taped) to the floor it can stand up to many feet stepping on it.
- Space to set out as a simple 'maze'.
- A maze map – depending on how the activity is organised, a different map may be needed for each group – one example is provided.
- [Optional] a soft toned whistle, a dinger, or beeper (or the teacher/facilitator can just say 'beep').

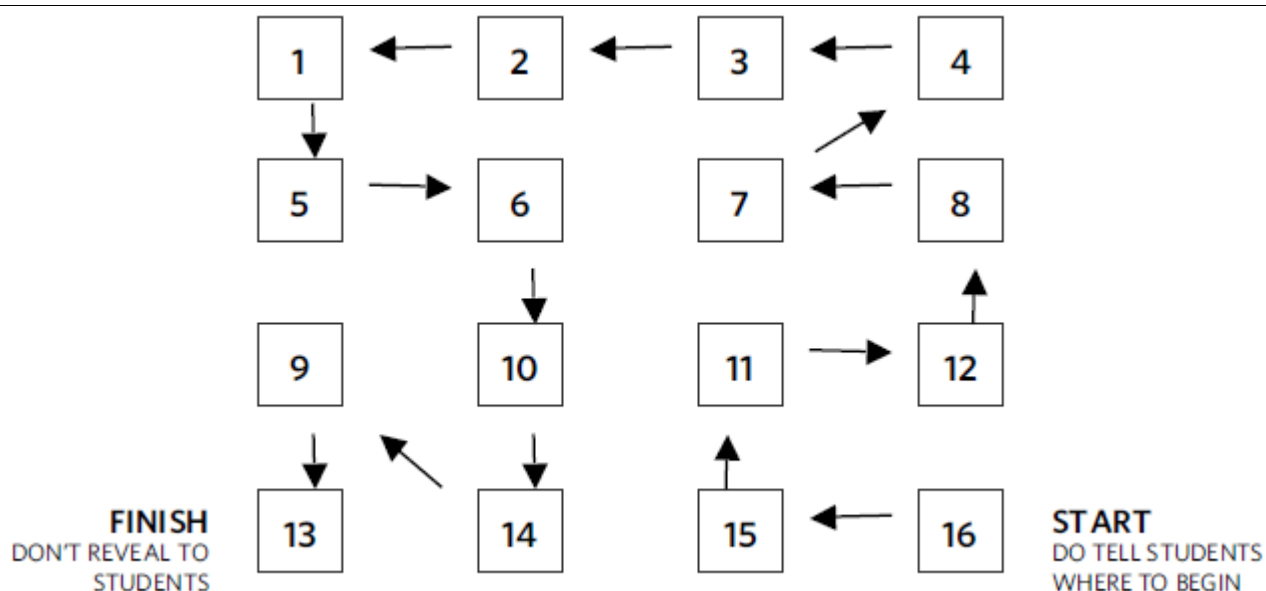
#### References

- Maze set up diagram from [https://www.gocivilairpatrol.com/media/cms/The\\_Maze\\_0921075235CD6.pdf](https://www.gocivilairpatrol.com/media/cms/The_Maze_0921075235CD6.pdf) Adapted from D.W. Midura and D.R. Glover, (2005), *Essentials of Teambuilding: Principles and Practices*, pp. 103-105.

#### Teaching and learning process

##### Teacher preparation – setting up the maze

- The activity requires space to set up a simple 'maze'. **An example of a 'maze map' is provided below - note that only the teacher or the 'maze master' gets to see this map.** The space between each piece of card needs to be about the distance of a large step. Make sure the card is secured to the floor or ground.
- **The arrows indicate the direction each person needs to go to get through the maze.** This can be redesigned as required, and a different map will be needed for each team OR competing teams will need to have another task to complete so they don't see the other teams go through the maze. Each step through the maze needs to be to an adjacent card and (ideally) each card is included, although it may be interesting to leave one or two out of the maze.
- AVOID numbering the cards as this makes it easier for the team to remember the sequence because the numbers are a form of communication. The recommendation to use 3-5 different colours of card provides some visual cues to aid memory of the order of the maze – but not to the extent that numbering each card would. Using all the same-coloured cards is an option for an added challenge.



- Other versions of the maze activity suggest having teams of no more than 10 people as there can only be one person in the maze at a time and all members of the group/class need to get through it. *For large classes it is worth considering 2 or 3 separate mazes if there is space, each with a 'facilitator' who will need some brief training about how to guide the activity OR divide the class into 2-3 teams and have 2-3 versions of the maze map – but note that this requires most of the class to be sitting around observing for some time while other teams go through the maze. Manage this accordingly.*
- It is useful to assign roles to a couple of students as a 'points recorders' (see rules below) and possibly a 'shusher' (perhaps with a 'please be quiet' card to hold up to remind the group there is no talking) - the teacher/facilitator needs to stay focused on the maze.
- Note: It is intentional that the students are not made fully aware of the learning purpose of the game as that becomes the point of the discussion after everyone has completed the maze.

#### To start the activity,

- Divide the class into equal size teams of about 10 students. Explain the basic rules of the game:

##### **Task: Rules and instructions for students**

- The object is to get your whole team through the maze
- Only one person can be on the maze at a time
- No talking
- When a person stands on the incorrect space you will hear 'beep'
- When a beep is heard the person on the maze must retrace their steps exactly to leave the maze.
- If while retreating a mistake is made 5 points will score against the team
- No marking or map making is allowed
- There is only one path through this maze

The object is to get everyone through the maze. Any questions? HERE WE GO ...

- The first person in the first team is shown the card to start on. They then need to step to another neighbouring card – they won't know which one – at first they have to guess. If it is the incorrect card, the teacher/facilitator says 'beep' or uses a dinger. If it is the correct card there is no beep, and the student gets to step to another neighbouring card they think comes next. The beep/no beep continues depending on whether the next card is in the maze sequence.
- IF (when) the student steps on the wrong card and gets a beep they must retrace their steps exactly to leave the maze. Failure to do this is a 5-point penalty for the team.
- Once returned the next person in the team starts going through the maze, retracing the correct steps and then trying to find the next correct step where the previous person went wrong.

- In the meantime all other team members need to be silently observing and noting the correct sequence so that when it is their turn, they can retrace the correct steps and not make the same mistake as the previous team members.
- Continue until everyone in the team is through the maze.
- Repeat for the other team(s)
- Add up points and declare a winning team – that is the team with the *least points*.

### Discussion

- What feelings did you experience when you could not use oral communication to help another person with a task when they were right in front of you? Why is this?
- So ... What do you think the learning purpose of this activity is about? Elicit ideas about the importance of oral communication for in-the-moment, in-person interactions and how hard it is when that is not possible.
- What are some real-life situations where people may not be able to use oral communication when they want to or need to? *E.g. communicating with someone who is deaf and uses sign language, in formal situations where it is not appropriate to call out or give instructions like a courtroom or a formal presentation, playing a game on a field and being too far away to be heard, when your phone has run out of charge or data, or when there is a power imbalance and someone else is being controlled and silenced. Try to elicit a diversity of responses.*
- What thoughts and feelings result when people cannot use oral communication in some of these situations?
- What are some solutions for these situations, or what would enable oral communication (or what alternative form of communication is required) for supporting both own and others wellbeing, and overcoming the oral communication issue?

### Teacher reflection about friendship activities

Learning about friendships and the skills associated with maintaining and managing friendships is ripe with opportunities for reading, writing and oral language. What other activities do you use when students are learning about friendships that have literacy elements that could be highlighted and developed further?

## Activity 2A. Picture Dictation

1	2	3
Caption	Caption	Caption
4	5	6
Caption	Caption	Caption
7	8	9
Caption	Caption	Caption
10	11	12
Caption	Caption	Caption

## Activity 2B. Effective listening

### Task 1. Features of effective listening

The following table is an item bank containing the features of effective listening and some examples of these features. Use these ideas to complete the table that follows.

Descriptions of effective listening skills, and examples of these features			
Maintain appropriate eye contact but be sensitive to cultural difference; in some cultures, deliberate and prolonged eye contact may show a lack of respect.	Avoid fiddling with things and refrain from using personal habits that may be distracting to the speaker.	Sue: "For a while I was improving, but now I seem to have lost my confidence. What's the use of trying?" Teacher: "You're not performing as well as I know you can and sound discouraged".	Position the body reasonably close but not so close that the speaker's personal space is being encroached upon.
Mmm... Uh-huh...	Help the speaker to keep speaking and show the listener is interested.	Keep body posture relaxed and upright, perhaps with a slight forward lean to indicate interest.	Why did you....? What happened next?
Reflecting the content of what the speaker says but not repeating it word for word.	Use of voice is warm and matches that of the speaker.	Questions cannot be answered with a yes or no and encourage the speaker to find answers and explain.	Make appropriate head and facial movements like occasional nods, smiling and generally matching the speaker's mood.
Really? Go on...	When did you.....?, Where did you.....?	Body movements, facial expressions	Spoken words.
Do you feel.....about this?	The listener shows they understand how the speaker is feeling	So you're feeling.....	

Use all the items in the table above to complete the right-hand column of the table below.

Feature of effective listening	Description or purpose of this skill and examples
Non-verbal Behaviour	Description or purpose of the skill: Example:
Minimal Encouragement or "Door Openers"	Description or purpose of the skill: Example:
Reflecting Feelings	Description or purpose of the skill: Example:
Paraphrasing	Description or purpose of the skill: Example:
Asking Open-Ended Questions	Description or purpose of the skill: Example:

### Activity 2B. Task 2a. Watching non-verbal behaviour of people in a video

Watch a short piece of a film or TV program, or a video on social media, where people are talking with each other. Focus on their non-verbal behaviour. As you watch the people communicate, complete the table below, to show you can identify non-verbal features of effective listening.

Non-verbal behaviour	Tick if you see this	How did the non-verbal behaviour, shown by the listener, affect the speaker in this situation?
Eye contact		
Head and facial movements (e.g. Nod)		
Personal habits (e.g. Fiddling)		
Voice (tone, volume)		
Body posture		

### Task 2b. Identifying the verbal skills of effective listening

Watch the video again, this time focusing on the people's voices and what they said. Complete the following table to show you can identify the skills and the effect the use of these skills has on the speaker.

Verbal Listening Skill	Examples seen in the film or programme	Effect on the speaker when the skill was used
Minimal encouragers		
Reflecting content (paraphrasing)		
Reflecting feelings		
Open-ended questions		

### Activity 2B. Task 3. [Pairs] Identifying listening skills from a script - (1) Teenage conversation

In pairs, first read the conversation below as a type of role play and then use ideas from the text to fill in the table that follows.

Cam:	That party you missed on Saturday night was great!
Ari:	( <i>Smiles</i> ) You had a good time then?
Cam:	Yep – Pene was there, and we talked for ages
Ari:	Really?
Cam:	It's too bad you had to work
Ari:	( <i>Nods</i> ) I know – I didn't want to be at work
Cam:	Oh, and you know who else was there?
Ari:	( <i>leans forward</i> ) Who?
Cam:	Chris! I talked to them a bit too and they were bummed you couldn't make it
Ari:	Seriously? What did they say?
Cam:	Um...They asked where you were and wondered if you'd turn up after work.
Ari:	Wow! I really wish I could have gone...
Cam:	( <i>Nods</i> ) Yeah I bet you are really annoyed!
Ari:	Yep. So how did you leave it with Pene?
Cam:	They said they would text me but they haven't yet ( <i>frowns</i> )
Ari:	Don't worry...I think they are quite keen on you
Cam:	( <i>Smiles</i> ) You think they like me? Well, we did talk for ages at the party.
Ari:	( <i>Nods</i> ) Hey if we are really lucky we could double date with Pene <i>and</i> Chris!
Cam:	( <i>Laughs</i> ) That would be great! Hey I just got a text!



Fill in the table below to show that you can identify the skills of effective listening.

Listening skill	Example(s) from the conversation	How using this skill enhances the communication between Cam and Ari
(i) Minimal Encourager		
(ii) Reflecting Feelings		
(iii) Paraphrasing		
(iv) Asking open questions		
(v) Non-Verbal Behaviour		

## Activity 2B. Task 4. (Individually) Identifying listening skills from a script - (2) Teenage-parent conversation

Read the conversation and fill in the table below to show you can identify examples of listening skills and their effects on the communication between Jack and his dad.

Jack: I don't like to go to rugby training every day, day after day. I get sick of it.

Dad: (Turns to face Jack and leans forward) You sound like you're getting really tired of rugby

Jack: Yeah, sometimes I just hate it.

Dad: (Nods)

Jack: Yeah, we get too much hassle from the coach, and I hate the way he makes fun of us and yells at us when we don't try hard enough. And the more tired I get the slower I get, and he yells more and calls me names.

Dad: You hate everything about rugby?

Jack: Well, I don't hate it all the time – some of the other guys on the team are really nice. The guys who the coach treats the same as me are OK because they know what it feels like.

Dad: (Raises his eyebrows) So it's all about the coach huh?

Jack: Yeah, I can't stand him

Dad: Uh – huh. What is it exactly that you don't like about him?

Jack: Well, he never listens to what we have to say, and he expects us to know everything, to be really good all the time even when we're really tired. He expects us to miss schoolwork just to get good for him.

Dad: So you feel angry at the way he treats you?

Jack: Yeah, we've got so many games this season and I really need some help.

Dad: (Mmmmm hmm)

Jack: And I know it's not just me, several of the others have said how unfair the coach is.

Dad: What do you think you can do about it?

Jack: I think I'll go to the Sports coordinator on Monday. She says we're supposed to tell her if things aren't working out with the sports coaches.

Dad: That sounds like a really good idea. Let me know how you get on and if you need some support

Jack: Thanks Dad.

Listening skill	Example(s) from the conversation	How using this skill enhances the communication between Jack and Dad
Minimal encourager		
Reflecting feelings		
Paraphrasing		
Asking open questions		
Non-verbal behaviour		

## Task 5. Rehearsing your own effective listening conversation

You need to work in a group of 3.

One at a time take turns to be:

- The effective listener.
- The person talking about something that is a concern for them.
- The observer who completes the checklist below.

A list of possible ideas for the conversation is provided below.

If it helps, write out a script like the one above before you rehearse with a partner.

### 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?

### Recording sheet

You may wish to make a video recording of the conversation to check it later for these features. Make sure the video is kept in a safe place and not shared.

Listening skill	Example(s) from the conversation	How using this skill enhances communication
Minimal encourager		
Reflecting feelings		
Paraphrasing		
Asking open questions		
Non-verbal behaviour		

## Activity 2C. Joint problem solving

### 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.

<b>STEP 1.</b> Identifying the problem Person 1 talks (other person listens carefully)	Identifying the problem Person 2 talks (other person listens carefully)	<b>STEP 2.</b> 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)
<b>STEP 3.</b> Decide ONE solution that suits both people – this requires discussion (1)	Discussion to reach solution (2)	Discussion to reach solution (3)
<b>STEP 4.</b> 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)	<b>STEP 5.</b> Sometime later ... evaluate how well things went

## Activity 2D. Bystanders and upstanders

Discuss these situations in pairs or groups and make brief notes using ideas from the discussion

Hurtful bystanders	Most bystanders
<ul style="list-style-type: none"> <li>Start the bullying by encouraging the bully to begin.</li> <li>Encourage the bully by laughing and cheering them on or making comments that further motivate the bully.</li> <li>Join in the bullying once someone else has started it.</li> </ul>	<p>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.</p>
Q. Why do you think some bystanders get involved in bullying incidents this way?	Q. Why do you think many bystanders do nothing?

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?

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	

**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 <b>feel pressured</b> to participate in the bullying anyway	
They <b>feel anxious</b> about speaking to someone about the bullying	
They <b>feel powerless</b> to stop bullying	
They are <b>vulnerable</b> to becoming victims themselves	
They are <b>scared</b> to associate with the victim, the bully, or the bully's friends	
They <b>feel guilty</b> for not defending the victim	

**Summary.** Use ideas from the discussion to list the skills a person needs to be an upstander and why these skills are important when supporting someone who has been bullied.

Personal skills of an upstander (describe 2-3 skills)

Interpersonal skills of an upstander  
(describe 2-3 skills)

Community or societal strategies that  
will support an upstander and why these  
are important.

### Activity 2E. The 6-sentence story

Criteria	Only ONE sentence can be used to create your 6-sentence story
The first sentence starts by introducing two friends	
The second sentence describes how the friends are similar and what they have in common	
The third sentence describes how the friends are different	
The fourth sentence is about what the friends do to maintain their friendship every day (or most days).	
The fifth sentence describes how the friends manage situations when they want to do different things and be apart from their friend	
The last sentence describes the qualities of the friendship that means it is maintained, even when the friends want to be apart to go and do different things.	



# Topic 3: Sexual health

## Overview of the learning activities

The content knowledge associated with learning about sexual health as part of relationships and sexuality education, lends itself to activities that require the use and understanding of sexual health vocabulary. This learning will support basic health literacy in preparation for engaging in learning that reflects critical health literacy.

## Activity 3A. Sexual health cloze activity – sexual health vocabulary

### Vocabulary

#### Activity overview

A cloze is simply a practice exercise where students have to replace words missing from a text. Cloze activities require students to be able to read the text to decide which word(s) are missing. The missing words can be topic specific vocabulary, verbs, adjectives, or other grammatical features of written language. In this case a variety of words have been removed and need to be placed in the correct spaces, so the passage makes sense.

Cloze activities can be used as a diagnostic tool to see what students already know, or what they can deduct from the text, or as a summative activity to check on what has been learnt.

#### Resources

- Cloze Activity sheet (provided) – the text can be substituted with other text.

#### References

- Text from [World Health Organization](#) – Sexual Health
- For variations on Cloze activities see *Effective Literacy Strategies in Years 9–13 – A Guide for Teachers*, Ministry of Education (2004) p.36

#### Teaching and learning process

- Provide students with a copy of the cloze activity text and missing words.
- Instruct students to work in pairs or individually as required.
- Either use group expertise to check for shared understanding of answers or check correct placement of words as a whole class.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- File the completed cloze activity in the learning journal.
- Optional: Use another piece of text with selected words removed as a homework task.

## Activity 3B. Contraception – call my bluff

### Vocabulary

### Reading

#### Activity overview

Word games are quick ways to determine existing knowledge or summarise learning. This word game requires students to be given a card, in this case about a form of contraception or a situation about which there may be a myth or misunderstanding, and students must come up with 4 answers – one correct and 3 incorrect. These are then used as for playing the word game with the class.

## Resources

- Cards – one for each group – template provided. Select terms from this list most relevant to the learning.

See also the [Sexual Wellbeing Aotearoa contraceptive resources](#) for an alternative activity.

## References

- *Effective Literacy Strategies in Years 9–13 – A Guide for Teachers*, Ministry of Education (2004) p.47

## Teaching and learning process

- Explain to the students that each pair is going to be given a card with a term related to contraception. Their task is to come up with three wrong pieces of information and one correct piece of information about the form or contraception (or why it is not a recognised form of ‘contraception’). Encourage them to come up with wrong answers that reflect popular myths or misunderstandings about the method, or right and wrong meanings that are only subtly different.
- Get students to check out their ‘right’ answer on either the [Healthify He Puna Waioira](#) website and/or Sexual Health Aotearoa – [contraception](#), [unprotected sex](#) website, or use materials provided in class. Encourage students to place their right answer in different places on the 1-4 list (supervise this) so there is variety around the groups.
- Once each pair has produced 4 responses, either collect all cards back in and facilitate ‘Call my Bluff’ (useful if some ‘editing’ is needed on some items), or each pair can read out their 4 options and the class has to guess the correct one. Use a variation on a doughnut circle for this (e.g. pairs facing pairs) or other group pairing technique.

## Learning artefact(s) developed by students and evidence of literacy use or development

- In their learning journal students note the organisation name and website URL for one reputable New Zealand source they can go to for more information about contraception and explain why this is a useful source for teenagers.

## Activity 3C. Sexually transmissible infections (STIs) – mix and match

### Vocabulary

### Reading

## Activity overview

Mix and match cards can be a quick way to draw students’ attention to content (or ‘factual’) knowledge that they may not need to recall in detail, but topics about which they need to know some main ideas, and where they can go if they need to access the knowledge in detail – in this case knowledge about STIs.

## Resources

- STI cards copied and cut up – enough for one set of cards for each pair or small group. Cards are provided in this resource. Note that this is not an exhaustive list. Other STIs can be added if required. The different coloured cards are intended to help mix and match the name, information about the STI and treatment.

## References

[Healthify He Puna Waioira](#) website

## Teaching and learning process

- Distribute the sets of cards to each pair or group. Instruct the students to match the STI name with the information about the STI and the treatment.
- Encourage students to try and work out the mix and match by process of deduction before they check with a neighbour or look up the answers.

- Direct students to the Sexual Wellbeing Aotearoa and the Healthify websites. After browsing the STI information on each they need to decide which is the better information source for teenagers and why.

### Learning artefact(s) developed by students and evidence of literacy use or development

- In their learning journal students note the organisation name and website URL for one reputable New Zealand source they can go to for more information about STIs and explain why this is a useful source for teenagers.

## Activity 3D. Critiquing period product design and advertising – Does it help reduce or promote menstruation stigma?

### Writing

### Visual and media literacy

### Activity overview

In this activity students are supported to look beyond the surface of period product advertising for other messages that could be read into the marketing of such products. Research has demonstrated that this advertising can variously:

- promote shame and secrecy,
- emphasise the inconvenience and negativity of menstruation as a natural body process,
- lack of ethnic diversity,
- have an absence of males or presenting males as ignorant idiots,
- show what women using certain products are able to (not) do when menstruating,
- use euphemisms and not naming periods or menstruation,
- use anything but red blood (with blue dyes dominating 'scientific' ads showing absorption of period products), packaging that disguises the products,
- and much more.

This activity needs to be preceded with prior learning about menstruation and with some consideration of menstruation stigma.

Note: This learning is for all students and not just for girls. Male attitudes are heavily implicated in the perpetuation of menstruation stigma which means reducing it requires educating males.

### Resources

- Advertisement analysis sheet – provided.
- Students will need internet access (or access to printed ads) to locate a variety of period product advertisements and images of the packaging – still images, video commercials, website imagery etc. They will need to take screenshots of a variety of these or provide a link to videos. Curate these in a suitable app on the shared learning platform. Alternatively, the teacher can source a selection of these prior to the lesson. It may be useful to include some historic examples and advertising that highlights examples of menstruation stigma.
- The videos that accompany The Spinoff article below may also be useful for ideas.

### References

There are various online sources of easy-read information about this research, for example see:

- [The Spinoff](#) (2019) *The absurd history of period advertising in New Zealand* by Alex Casey – this has useful video links to examples of advertising – this includes a link to the 30 minute NZ on Air programme [On the Rag: Periods](#) (full episode) – some of the language may be a bit adult so review it first and consider selecting sections of it.
- [The Conversation](#) (2021) *I looked at 100 ads for menstrual products spanning 100 years — shame and secrecy prevailed* by Dr Jane Connory (Australia) – this has some useful historic advertisements.

- [The Conversation](#) (2023) 'Dirty red': how periods have been stigmatised through history to the modern day by Rae Gillibrand

### Teaching and learning process

- Ask students what they understand 'menstruation stigma' to be e.g. *the negative cultural and social values and beliefs, perceptions, taboos, and practices related to menstruation that see menstruation as impure or shameful which can lead to secrecy and emotional distress.*
- Ask students if they think some period product advertising may contribute to menstruation stigma.
- In groups, students brainstorm any period product advertising they have seen recently – in print, TV advertising, online, billboards or shop displays etc. What sort of imagery and words do they recall from these ads? Do they have any immediate thoughts about the 'messages' in these ads beyond just the product advertisement? Describe these if so. Explain that they are going to carry out an analysis of a range of menstrual product ads.
- [Optional] Screen a video featured with The Spinoff to use as a source of ideas.
- Either use class time to locate some examples or provide examples already sourced (see resources above). Depending on the time available direct students to completing the analysis for just 1-2 products which are then compiled into a class summary (consider setting up a class spreadsheet for this), or groups can analyse several products.
- Provide students with the analysis sheet. Instruct students about its use, modelling an example if needed.
- Provide opportunity for groups to report their findings back to the class.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their analysis of menstrual product advertisements in their learning journal along with a written summary statement describing their conclusions (in answer to the question provided).

## Teacher reflection on sexual health activities A-C

Sexual health is one aspect of Health Education that has a body of factual content knowledge. It is not intended that teachers or students have encyclopaedic knowledge of sexual health, but they should have enough knowledge to realise there is a lot more to know, and which reliable sources they can go to when they need it. Thinking about your students, how much factual knowledge related to sexual health is enough for students to get the main point of the learning, without resorting to rote learning large volumes of content that can be looked up online?

## Activity 3E. Period product design and advertising – media literacy

### Activity overview

#### Visual and media literacy

This activity is an alternative to 3D examining period product advertising. It gives more focus to some of the history of such advertising. Activity F following could be added to this learning sequence. Period product advertising has changed over time but is still subject to criticism for the way it can try to 'hide' or distract from the purpose of menstrual products and people's experience of menstruation.

### Resources

- ['Dirty red': how periods have been stigmatised through history to the modern day](#) - The Conversation by Rae Gillibrand
- [She was baffled! How about you?](#) - 1950 Advert

### References

- [Netsafe](#)

## Teaching and learning process

### Activate Prior Knowledge

- What comes to mind when you think about period product advertisements? Class discussion.
- Show some examples of slogans used in 21st century period product advertising:
  - “Embarrassment happens. Leaks shouldn’t.” (Tampax Pearl ad, 2006; won an Effie Award)
  - “New Tampax Radiant helps keep your period invisible. How you choose to stand out is up to you.” (Tampax Radiant ad, 2012)
  - “You can take it with you on the go and still be discreet about it!” (Influencer marketing message for Tampax Pocket Radiant, 2018)
- Ask, “What has changed over time?”

### Historical Advertising

- Assign groups of students different decades from the past 50 years or so. Their job is to find artefacts of period products advertising from those decades. Older decades are harder to find TV ads or digital copies of actual adverts, but there are still lots of commentary written about them that slogans and impressions can be extracted from.
- Review what they have found, looking at examples from each era.
- After reviewing, students write independently a response to the following questions as a summary of what has been found:
  - a) How was menstruation portrayed in the earlier advertisements?
  - b) How do more recent ads differ in tone and message?
  - c) What do these changes say about how our society’s attitude toward menstruation has shifted?
- Ask what sort of stigma still exists and what still needs to improve? Class discussion.

### Article Analysis

- Give student time to read this article: *‘Dirty red’: how periods have been stigmatised through history to the modern day* - The Conversation
- For each of the following quotes, get students to write the idea in their own words, and a sentence justifying whether they agree or disagree with the author’s point.
  - a) *“This association between menstruation and corruption (not just of the menstruating person, but also of people and objects around them) has been persistent among male scholars through history.”*
  - b) *“This long history of menstrual stigma continues to inform contemporary culture, having a negative effect on people who menstruate today.”*
  - c) *“Stigma around menstruation is deeply entrenched in society.”*
- What can be done to challenge menstruation stigma? Class discussion.

### Modern Period Product Advertising

- Challenge students to storyboard their own advert for a period product. They can come up with their own or they can advertise something that already exists. The challenge is to disrupt the stereotypes that are often used.
- Use an online storyboarding template (i.e. google “storyboard template pdf” or use Canva)
- An alternative might be to create skits with groups performing roles in an advert they devise.
- Present these storyboards/skits to another group or the whole class.

The activity focus can be extended by adding the advertising activity following that looks at how advertising can be used to deceive or manipulate.

## Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their recorded skit/storyboard of a period product advertisement.

## Activity 3F. Deceit and manipulation in advertising

### Activity overview

This activity deepens the students' understanding of advertising and the ways it can deceive or manipulate the audience by focusing on 'weasel words' or words that make certain claims about the product.

### Visual and media literacy

### Resources

- Weasel word quiz

### References

- This website is a useful explainer of 'weasel words' <https://quillbot.com/blog/reasoning/weasel-words/>

### Teaching and learning process

- Ask students if they would buy a product that the advertisement stated would "help stop a cold". Why or why not?
- Introduce the idea of '**weasel words**' or claims that appear substantial upon first look but disintegrate into hollow meaninglessness on analysis – ie they are 'weasels'. Weasel words imply a promise by using words like "usually" or "chances are" or "up to 25%" or "results may vary." These words may be technically true, but they try to make the consumer think they are getting a better deal.
- Ask students why they think advertisers use 'weasel words'. *Focus on ideas to do with deceiving and manipulating consumers choices.* Do they think it helps to sell products? Why or why not?
- Brainstorm commonly used weasel words. Examples could be: *helps, like, virtual or virtually, acts or works, can be, up to, as much as, refreshes, comforts, tackles, fights, the feel of, the look of, looks like, fortified, enriched or strengthened.*
- Practise identifying weasel words used in advertising with the following 'quiz'. *Note this approach is also used for the energy drink advertising activity in the healthier food choices topic.*

### Weasel Word Quiz

1. "Helps control dandruff symptoms with regular use."
2. "Leaves dishes virtually spotless."
3. "Listerine fights bad breath."
4. "Magnavox gives you more."
5. "Coffee-mate gives coffee more body, more flavour"
6. "There's no other mascara like it."
7. "Only Doral has this unique filter system."
8. "Either way, liquid or spray, there's nothing else like it."
9. "Lips have never looked so luscious."
10. "Winston tastes good like a cigarette should."
11. "Cheerios- Now fortified with iron!"
12. "Windex tackles the toughest grease."

### Answers:

1. "**Helps** control dandruff symptoms with regular use."
2. "Leaves dishes **virtually** spotless."
3. "Listerine **fights** bad breath."
4. "Magnavox gives you **more**."
5. "Coffee-mate gives coffee more body, **more** flavour"
6. "There's no other mascara **like** it."
7. "Only Doral has this **unique** filter system."
8. "Either way, liquid or spray, there's nothing else **like** it."
9. "Lips have **never** looked so luscious."
10. "Winston tastes good **like** a cigarette should."
11. "Cheerios- **Now** fortified with iron!"
12. "Windex **tackles** the toughest grease."

- Working in small groups, ask students to find online examples of advertisements for sexual health and/or other hygiene products that teenagers see online, on TV, or in other media. Share these and discuss the 'weasel words' that feature. Discuss whether they think these claims encourage them to use or buy the product.
- What other ways do advertisers use to deceive or manipulate consumers and encourage them to buy and use a product?

- Students write their own ‘weasel word’ advertisement for a period product or other youth-oriented hygiene product. Use as many weasel words as possible.

**Learning artefact(s) developed by students and evidence of literacy use or development**

- Students will produce a weasel word advertisement (or advertising slogan).

**Teacher reflection on sexual health activities D&E**

- How readily could students recognise forms of menstruation stigma? What other advertising could be useful to explore for its (un)intended health messaging?
- How useful was the notion of ‘weasel words’ for helping students to see how advertising is used to deceive or manipulate consumers? What other terms or phrases are useful for helping students to understand the way advertising encourages people to purchase products?



### Activity 3A. Sexual health cloze activity – sexual health vocabulary

#### Extract from the [World Health Organization](#) on Sexual Health

Use the terms in the word list to complete the sentences. There is a different word for spaces 1-15. It is not expected that you will know all the terms. Use the text to help work out which word goes in which space.

Sexual health is fundamental to the overall health and well-being of individuals, couples and families, and to the social and (1) \_\_\_\_\_ development of communities and countries. Sexual health, when viewed affirmatively, requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, (2) \_\_\_\_\_ and violence. The ability of men and women to achieve sexual health and well-being depends on their:

- access to comprehensive, good-quality information about sex and sexuality;
- knowledge about the risks they may face and their vulnerability to adverse (3) \_\_\_\_\_ of unprotected sexual activity;
- ability to access sexual health care;
- living in an environment that affirms and promotes sexual health.

Sexual health-related issues are wide-ranging, and encompass sexual orientation and gender identity, sexual expression, (4) \_\_\_\_\_, and pleasure. They also include negative consequences or conditions such as:

- infections with human immunodeficiency virus (HIV), (5) \_\_\_\_\_ (STIs) and reproductive tract infections (RTIs) and their adverse outcomes (such as cancer and infertility);
- unintended (6) \_\_\_\_\_ and abortion;
- sexual dysfunction;
- sexual violence; and
- harmful practices (such as female genital mutilation, FGM).

#### Contraception methods

##### Key facts

- Among the 1.9 billion women of (7) \_\_\_\_\_ (15–49 years) worldwide in 2021, 1.1 billion have a need for family planning; of these, 874 million are using modern contraceptive methods, and 164 million have an unmet need for contraception.
- The proportion of the need for family planning satisfied by modern methods, Sustainable Development Goals (SDG) indicator 3.7.1, has stagnated globally at around 77% from 2015 to 2022 but increased from 52% to 58% in sub-Saharan Africa.
- Only one contraceptive method, (8) \_\_\_\_\_, can prevent both a pregnancy and the transmission of sexually transmitted infections, including HIV.
- Use of contraception advances the (9) \_\_\_\_\_ of people to determine the number and spacing of their children.
- In 2022, global contraceptive prevalence of any method was estimated at 65% and of modern methods at 58.7% for married or in a union women.

#### Sexually transmitted infections (STIs)

##### Key facts

- More than 1 million (10) \_\_\_\_\_ sexually transmitted infections (STIs) are acquired every day worldwide in people 15–49 years old, the majority of which are (11) \_\_\_\_\_.
- In 2020 there were an estimated 374 million new infections in people 15–49 years with 1 of 4 curable STIs: chlamydia, gonorrhoea, syphilis and trichomoniasis.



- An estimated 8 million adults between 15 and 49 years old were infected with (12) \_\_\_\_\_ in 2022.
- More than 500 million people aged 15–49 years are estimated to have a genital infection with herpes simplex virus (HSV or herpes).
- Human papillomavirus (HPV) infection is associated with over 311 000 (13) \_\_\_\_\_ deaths each year.
- 1.1 million pregnant women were estimated to be infected with syphilis in 2022, resulting in over 390 000 adverse birth outcomes.
- STIs have a direct impact on sexual and reproductive health through, (14) \_\_\_\_\_ infertility, cancers and pregnancy complications and can increase the risk of HIV.
- Drug (15) \_\_\_\_\_ is a major threat to reducing the burden of STIs worldwide.

### Word list

Asymptomatic	Cervical cancer	Condoms	Consequences	Curable
Discrimination	Economic	Human right	Pregnancy	Relationships
Reproductive age group	Resistance	Sexually transmitted infections	Stigmatisation	Syphilis

### Activity 3B. Contraception – Call My Bluff

Contraceptive related term	<p><b>Without stating the contraceptive term give:</b></p> <ul style="list-style-type: none"> <li>3 wrong descriptions AND 1 correct description</li> </ul> <p><b>You can use the following websites for information:</b></p> <p><a href="#">Healthify He Puna Waiora</a> website and/or Sexual Health Aotearoa – <a href="#">contraception</a>, <a href="#">unprotected sex</a></p>
Condom	1 2 3 4
Combined oral contraceptive pill	1 2 3 4
Progesterone only contraceptive pill	1 2 3 4
Depo Provera injection	1 2 3 4
Inter uterine device (IUD)	1 2 3 4
Contraceptive implant	1 2 3 4
Emergency contraceptive pill	1 2 3 4
Glad wrap or cling film	1 2 3 4
Withdrawal	1 2 3 4
Fertility awareness	1 2 3 4
Vasectomy	1 2 3 4
Tubal ligation	1 2 3 4

### Activity 3C. Sexually transmissible infections (STIs) – mix and match

These cards need to be copied and cut up before use. Include the cards with the table headings

See [Healthify He Puna Waiora](#) for answers – search by the first letter of the STI name

NAME OF STI	INFORMATION ABOUT THE STI <i>Note that xxx is the name of the STI</i>	TREATMENT <i>Note that xxx is the name of the STI</i>
<b>Chlamydia</b>	<p>This is the most commonly diagnosed STI in Aotearoa New Zealand. It affects people of any gender.</p> <p>Most people who have this STI (up to 75%) don't have any symptoms. But even without symptoms it can still spread to other people, so regular health check-ups are important.</p>	<p>It can be easily detected with STI screening and is easily treated with antibiotics.</p> <p>If it is not treated, serious and permanent damage can occur.</p>
<b>Genital herpes</b>	<p>This is a common skin infection caused by the xxx simplex virus (HSV).</p> <p>Most people have mild symptoms or none at all. Others get a painful rash and blisters on their genitals and surrounding skin which can return.</p> <p>It is usually passed on to others through sex.</p>	<p>Antiviral medicines are effective for treatment and prevention of flare ups.</p> <p>The emotional impact of this STI can be worse than the symptoms, so counselling support may be needed.</p>
<b>Syphilis</b>	<p>This is a STI caused by a type of bacteria.</p> <p>Many people don't get any symptoms and wouldn't know they had it without having a blood test.</p> <p>Untreated xxx in pregnancy causes serious problems for babies.</p>	<p>Treatment is normally with injections of an antibiotic called penicillin.</p> <p>If left untreated, the xxx bacteria eventually cause damage to your internal organs.</p>
<b>Genital warts</b>	<p>These are small fleshy lumps of abnormal skin that can grow on and around the genitals.</p> <p>They are caused by the human papillomavirus (HPV) which is very common and usually passed on through skin-to-skin contact.</p> <p>Most people with HPV infection don't develop xxx, but the virus can still be spread to other people even without having xxx.</p>	<p>If someone thinks they have xxx they need to see their doctor, or if they have had sexual contact with someone who has HPV or xxx.</p> <p>Treatment is available but the most effective way to prevent xxx is vaccination against HPV. This is funded for all New Zealanders 9–26 years old.</p>
<b>HIV</b>	<p>This is a virus that damages a person's immune system and weakens their ability to fight infection and disease.</p> <p>It's transmitted via sexual activity and sharing of needles.</p> <p>Left untreated it can cause AIDS.</p>	<p>There's no cure for xxx, but it can be controlled with a combination of medicines, known as antiretroviral therapy (ART).</p> <p>Most people living with xxx who are on ART will never develop AIDS.</p>

	<p>A person with AIDS has a severe deficiency of their immune system, which increases their risk of severe infections.</p>	<p>PrEP is a xxx prevention method for people who do not have xxx but are at risk. PrEP is 2 medicines, tenofovir and emtricitabine, in a single tablet.</p>
<p><b>Vaginal Thrush</b> <i>(candidiasis or a yeast infection or mateīhi)</i></p>	<p>This is a common yeast infection that will affect most women at some stage in their life.</p> <p>Common symptoms include vaginal irritation and itching, change in discharge and pain.</p> <p>It's most commonly caused by an overgrowth of a yeast called <i>Candida albicans</i> (with associated inflammation).</p> <p><i>It isn't considered a sexually transmitted infection as such but often appears listed with STIs because of its association with the genitals.</i></p>	<p>It usually clears up within a week of treatment with antifungal medication. This is available at pharmacies or on prescription from a doctor.</p> <p>For some women, vaginal thrush is more difficult to treat and tends to reoccur quite frequently, despite treatment.</p>
<p><b>Pubic lice</b> <i>(or 'crabs')</i></p>	<p>These are tiny insects (parasites) that live in coarse body hair, such as pubic hair.</p> <p>They are most commonly spread by sexual contact, and by direct skin-to-skin contact with someone who is infected.</p> <p>Itching in the pubic area is the most common symptom.</p> <p>Pubic lice infestations don't cause serious harm but can cause a lot of irritation.</p>	<p>If a person has pubic lice, their healthcare provider will want to check for other STIs (STIs) and do a sexual health check.</p> <p>Treatment involves using creams, lotion or shampoo containing permethrin.</p>
<p><b>Gonorrhoea</b></p>	<p>This is a sexually transmitted infection (STI) caused by a bacterial infection. It is very common in both men and women under 30.</p> <p>If someone has gonorrhoea, they need to tell anyone they have had sex with in the last 3 months to get tested and treated.</p> <p>People with this STI should use condoms or avoid sex for 7 days after they and their partner(s) have been treated so they don't get infected or pass the infection on to someone else.</p> <p>Using a condom every time a person has sex means they are much less likely to get gonorrhoea.</p>	<p>This, easily treated with antibiotics, caught by having sexual contact with an infected person.</p> <p>There may be no symptoms.</p>

### Activity 3D. Critiquing period product design and advertising – does it help reduce or promote menstruation stigma?

You can recreate this as a spreadsheet if you wish.

Name of product	General description of the main features of the ad: Main visual image(s) Oral or written words used Explicit message(s) given about the product	Analysis What other 'messages' could be read from these ads? Use the list of prompts below. You only need to refer to ideas present in the ad. <ul style="list-style-type: none"> <li>Names of the actual period products – e.g. <i>pads and tampons</i> vs <i>sanitary towels</i> or <i>other</i></li> <li>The brand names of the products</li> <li>Use of blue (or other colour) dye instead of red</li> <li>Use of euphemisms (ie words to avoid using the words 'period' or 'menstruation')</li> <li>Making a period seem secretive and that it has to be hidden away</li> <li>Making periods seems like an inconvenience rather than a normal part of life</li> <li>Lack of ethnic, size and other diversity among people in the ads</li> <li>Making a joke of menstruation in some way</li> <li>Implications of the messages about reliability of the product etc.</li> <li>Making menstruation seem mysterious, something to fear or not ask about etc.</li> <li>Any other ideas you have</li> </ul>
1		
2		
3		
4		
5		

Summary:	Your response
Which ad(s) do you think reinforce menstruation stigma and why? OR If none, how do these advertisements avoid reinforcing menstruation stigma and why?	

# Topic 4: Social media and wellbeing

## Overview of the learning activities

Social media has introduced a lot of new vocabulary over a relatively short time. It has also presented the global population with yet more health and wellbeing issues whether that's related to:

- cyberbullying and related behaviours
- excessive screentime and the impact on sleep and engagement in other activities
- exposure to disturbing content giving distorted views of the world and the implications of this for real world behaviours
- *and more.*

Media and digital literacy are critical for understanding ways to use the online environment responsibly, and in ways that support wellbeing. Such understandings are still highly dependent on students' ability to read and comprehend language and communicate respectfully and responsibly when online.

## Activity 4A. Classifying terms and definitions related to online behaviours

Vocabulary	Reading	Writing
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### Activity overview

Some topics present us with a wide range of new and ever-changing popular language. For example naming sexual body parts is one example where there are many alternative and euphemistic terms. Diverse sexuality and gender identities has seen the introduction of many new terms. Social media and online behaviours are another context where many new terms have emerged. It is not suggested that students need to know and learn long lists of such terms, but in order to understand the impact language has on wellbeing, or how different terms tell us something about the impact of a behaviour, there is value in exploring some of this terminology.

In this activity the language of online behaviours is classified or categorised into groups terms that have something similar e.g. related meanings, similar effects on wellbeing, or some other ways of grouping terms.

### Resources

- Activity sheet of terms
- Access to internet sources for definitions of these terms
- For convenience, this activity is best done digitally unless a selection of cards with meanings are prepared prior.

### References

- See the [Tūturu](#) *Discussing the Data: Health Attitudes to Being Online and Alcohol Use* (2024) activity for other ways to use these terms.

### Teaching and learning process

- Explain to students that some situations present us with many terms, many of which we don't *need to know*. But when we hear them, it may help to know what the terms are referring to, especially if it's something that impacts us personally. Use further ideas from the overview above to illustrate this point. Indicate that the focus for this activity is terms that relate to internet behaviours – behaviours we might do ourselves or behaviours of things others might do to us. Because there are so many of these terms the activity is to find ways to group these terms in different ways.
- Provide students with the activity sheet of terms (this can be edited before use or students may wish to add to it). Keep the focus on terms to do with behaviours rather than internet slang and what is said.

- Depending on time and class capability, recommend that groups of 4 students select 20 terms from the list – some they know and some they don't. Groups can make use of the whole list if there is time.
- First the group needs to find meanings for each term from online sources. Cut and paste these into a shared document next to the word or term. They may already know some meanings but check these. Discuss these meanings to check each student understands (basically) what the term is refers to.
- Instruct the students to decide on different ways of grouping these terms based on their meanings. Discuss what some of these groupings could be. Go for obvious and less obvious things like: things I might do myself vs things others might do to me; things that cause harm (or produce some sort of feeling); terms we have never heard of before; etc. Encourage creative thinking. The groupings do not need to relate only to the wellbeing impacts of these behaviours.
- In their shared document create a new 2 column table with up to 10 rows. In the lefthand column they need to write a description of the way they are grouping the words (this only needs to be a one- or two-word descriptor).
- Copy and paste the terms associated with each descriptor into the relevant cell in the table. Some terms may relate to more than one descriptor. Some maybe leftover and but try and find a category where 2-3 terms can be included in some way so that all terms are 'classified'.
- Ask the class to share some of their groupings and the reasons for these.
- Debrief question: What is the benefit of being able to group or 'classify' words like this? What are the limitations of grouping words together?

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students file their classification table in their learning journal and answer the debrief questions about the benefits and limitations of being able to group or 'classify' words like this.

### **Activity 4B. List it – Generating ideas for a personal online safety plan**

#### **Writing**

#### **Activity overview**

Taking personal responsibility for our online behaviour is something everyone should do to maximise the benefits of being online and minimise the harm to their health and wellbeing. This activity requires students to identify the many ways young people can keep themselves safe online and use digital technologies safely. The activity starts with students listing as many ideas as they can think of before selecting actions that have relevance for them.

#### **Resources**

- Template for lists (or students can create their own).
- Template for the safety plan (or students can create their own). Adapt this as required.

#### **References**

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p.116

#### **Teaching and learning process**

- Introduce the activity with ideas from the overview above. Explain that in this activity students are going to create their own online safety plan.
- In groups, students need to generate as many ideas as possible in response to the prompts in the template. This requires them to think about internet safety in a range of ways. Provide as much prompting as needed to understand the range of things that could go into each list.
- Give time for the class to share ideas, and groups can add more ideas to their own lists based on what others share.
- Provide each student with a template for the plan which will become their personalised list of actions for being safe online.

- Students select at least one item from the group/class lists related to each section of the plan – as far as this is relevant (some sections may not apply depending on students’ online behaviours). Selected items need to be meaningful and applicable to them.
- Optional extra. Consider developing this list into something graphic which can be printed and displayed at home as a reminder.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- A copy of the student’s own plan is filed in their learning journal.

### **Activity C. Online safety ‘bumper sticker’ – conveying a health promotion message with limited imagery and text**

#### **Reading**

#### **Writing**

#### **Visual language**

#### **Activity overview**

Health and wellbeing promotion materials often feature very few words to get across a message. In this activity students will create a bumper sticker (or other similar format) to promote an online safety message. The literacy emphasis here is being able to convey meaning with a visual image and very few words.

#### **Resources**

- Light A3 card cut into long strips – so the width of the bumper sticker is the width of the longest side of an A3 sheet. Alternatively students could use a digital application to create a similar image. Paper based images allow for these to be displayed on the classroom wall or in a public space in the school.
- Materials for drawing.
- Magazines to cut up or access to the internet and a printer for printing found images.

#### **Teaching and learning process**

- Introduce the activity using the overview information above.
- Drawing on prior learning, ask the class to brainstorm some ideas about being safe online that they think would translate well into a bumper sticker message (see activity B and D for ideas). List these on the board.
- Discuss some possible brief messages (no more than about 10 words) that could come from two or three of these ideas and an image that could accompany it. Emphasise the need to make every word count.
- Working individually or in pairs, and using the materials provided, students decide on their message and image and create their bumper sticker.
- Provide opportunity to share the completed bumper sticker and make a wall display for other classes to view.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students file a photograph of their bumper sticker in their learning journal.

### **Activity 4D. Critiquing the effectiveness of safety posters**

#### **Visual and media literacy**

#### **Activity overview**

Efforts are being consistently made to address online safety through campaigns targeted at young people. These campaigns can vary in effectiveness. This activity sequence is designed to invite students to respond critically to the messages of these campaigns and evaluate their effectiveness. In doing so they will need to consider what the online safety messages are that young people should know.



A further extension of this activity asks students to come up with their own campaign. This can inform further lessons, as well as produce something potentially bright and colourful for the classroom wall.

## Resources

- Materials to make posters if creating physical posters
- Materials to make digital posters i.e. devices with access to Canva
- [Netsafe - online safety posters / social media posts](#)

## References

- [Netsafe](#)

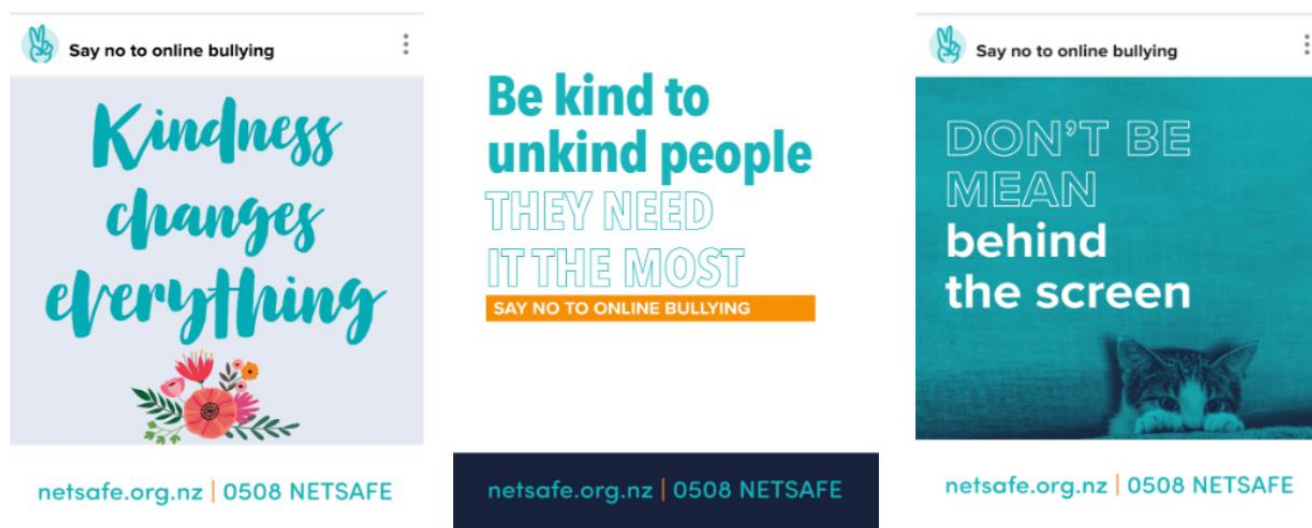
## Teaching and learning process

### Activate Prior Knowledge

- Ask students to reflect on what messages they have been told about online safety. Invite students to discuss these.
- To lead with an example, you might share *“treat people online how you would treat them in real life”*.
- Collate these messages into a brainstorm on the board.
- Ask students in groups to evaluate the three most important messages.
- Circle these messages and reflect as a class:
  - What messages about online safety do we think are most important?
  - What message do we think are not as important?
  - Why are some messages considered more important than others? What makes a message about online safety important?

### Social Media Campaigns

- Make available one of the Netsafe online safety campaigns e.g.



- Ask the students to reflect on the message in the campaign.
  - Who is the campaign for? Who is the target audience? How do we know this?
  - What is the message? Is it effective?
  - Would it be effective on you? Would you stop to read this poster if you were scrolling through Instagram (or similar) and saw this?
- Make available a collection of posters / social media posts of current social media safety campaigns.
- Ask the students to reflect critically on the campaigns.
  - Which of the posts are most effective? What makes them effective?
  - Which of the posts are not effective? Why are they not effective?

- In groups students are now assigned the task of devising a message to use in an online safety campaign targeted to teenagers their age. They must consider what would capture the attention of people their own age and what the message must be to be effective.
- Depending on the students' prior knowledge and previous lessons, an option is to assign the groups specific issues, such as *cyberbullying, privacy, avoiding scams, digital footprint protection, digital etiquette etc.*
- This activity could be developed and extended by asking students to take the message and develop a poster to represent the idea - either with physical materials or online on a programme like Canva. These can be printed and displayed in the class and/or have a competition with another class doing the same activity, swapping the posters and evaluating which are the most effective.
- Discussion questions to pose:
  - Are online safety campaigns targeted at younger people a waste of time, or do they have a positive effect?
  - Are there other ways messages about online safety that could better communicated to young people?
  - What would you tell your younger self about safety online that you wish you knew at the time?

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students develop a digital or physical poster with an online safety message.
- A written reflection on learning using some of the discussion questions above as prompts.

### **Activity E. Social media and online safety - Dominoes**

#### **Reading**

#### **Oral language**

#### **Activity overview**

Dominoes are basically a way to do a Question-and-Answer activity that has a bit more visual interest than just asking questions. Dominoes are useful for contexts where there is factual information that can be readily responded to as Q&A. As an activity dominoes requires short pieces of reading. First for one student to read a question and then second, for others to comprehend what it is saying having been asked orally, and then third, to recognise if they have the answer written on their card. The Q&A cycle then starts again as the next question read out loud. As part of a group activity they can also verify the correct responses of others in the class.

#### **Resources**

- Set of dominoes – example provided. One set for the whole class or provide a set of dominoes to 3-4 larger groups.
- Optional, get students to generate Q&A about a topic by providing one question and one answer each in a previous lesson. Format these into dominoes for the next lesson.

#### **References**

- As the government funded authority to support the implementation of the NZ Harmful Digital Communications Act 2015, the main online safety information source used for the dominos Q&A is [Netsafe](https://www.netsafe.org.nz/).

#### **Teaching and learning process**

- Seat or stand the class in a circle and explain that this is a quick activity to check on what they have learnt about online safety.
- Distribute one domino to each student (or pair up for safety). Double up on giving dominoes to individuals/pairs as necessary as all dominoes need to be distributed.
- The student with the 'start' domino is the first to read out the question. Once they read their question and place it on the floor/table, the person with the answer reads out the answer and then the next

question, placing their answer next to the previous question. Continue until all dominoes are placed. The final question should be answered by the first card placed.

**Learning artefact(s) developed by students and evidence of literacy use or development**

- In their learning journal students use ideas from the Dominoes activity to write what they consider to be the three most important online safety things to know and why these.

**Teacher reflection on social media activities**

Wellbeing online lends itself to considerations of digital and media literacy. Where else in the learning programme will issues related to digital citizenship, online safety feature and being a critical user of digital and media content feature? How could some of these activity ideas be extended to other such contexts?

#### Activity 4A. Classifying terms and definitions related to online behaviours

bash board	echo chambers	grooming	sadfishing
blocking	emotional (or complex) contagion	griefing	sexting
cancelled	fabotage	hacking	shoulder surfing
catfishing	fake news	hate speech	social bots
clickbait	filter bubble	link farms	stanning
conspiracy theory	finsta	lurking	text bombing
cookies	flaming	misinformation	thrillification
cyberbullying	FOMO	phishing	trauma dumping
cyberstalking	forcie	photobombing	trolling
disinformation (or malinformation)	geotagging	photoshopping	unfriend (or unfollow)
doom scrolling	ghosting	radicalisation	webcrastinate
doxing	gleefishing	revenge porn	webdrawls

... and many more. Add your own ideas about other online behaviours to this list ...

## Activity 4B. List it – Generating ideas for a personal online safety plan

**Ideas generator:** List all the ways a person could support the wellbeing of themselves and others online

Comments people make about me on social media	Comments people make about others on social media	Cyberbullying and other negative behaviours to self or to others
Posting photos online	Disturbing content	Physical health (think posture, hearing – if using earbuds or headphones, eyes, hydration, sleep etc.)
Screentime – length of time each day	Screen time – time(s) of the day online	Where devices are kept at home

### My safety plan

*You can alter this plan to include only the things most relevant to you. Select actions from the group/class list for each aspect of the plan. Once complete, redevelop this into an eye-catching graphic, print it off and display it near where you usually use your device(s) at home.*

Actions I will take:

How I will respond to positive and negative comments made about me	
How I will comment about others social media posts	
How I will respond to cyberbullying or other negative behaviours	
My rules for posting photos online	
How I will look after my physical health when I am online	
Screentime – my total daily online limit	
Screentime – my limits on what time(s) I will be online	
Where I will keep my devices at home	
Other ideas	

#### Activity 4D. Social media and online safety dominoes

<p><b>A.</b> If an adult sends an unsolicited nude to another adult, it is not necessarily against the law if it's an isolated incident. Sending multiple unsolicited nudes should be considered harassment under the Harmful Digital Communications Act. It is illegal for adults to send any nudes to children and young people (minors) or expose them to other sexual content under the Crimes Act. These criminal actions can result in imprisonment.</p>	<p><b>START</b></p> <p><b>Q. It is against the law to cause harm to a person when posting online?</b></p>
<p><b>A. YES.</b> The NZ Harmful Digital Communications Act 2015 makes it illegal to <i>“deter, prevent and mitigate harm caused to individuals by digital communications, and to provide victims of harmful digital communications with a quick and efficient means of redress.”</i></p>	<p><b>Q. What forms can online sexual abuse take?</b></p>
<p><b>A.</b> Online abuse and harassment can occur in various online environments, including social media, online messaging apps, email and text messages. It can involve threats, embarrassment, humiliation, false allegations, or expressions of discriminatory attitudes and beliefs.</p>	<p><b>Q. Why is it a good idea to use privacy and safety settings?</b></p>
<p><b>A.</b> Using privacy and safety setting keeps your private information confidential and only lets people see what you want them to see. These settings can also limit the content you get shown online. This means you are far less likely to receive unwanted communications, be scammed or cyberbullied.</p>	<p><b>Q. What can you do if someone makes false allegations about you online? False allegations include untrue, true (but private) or exaggerated information about someone that causes them harm or distress.</b></p>
<p><b>A.</b> Netsafe can help respond to false allegations made about you online. What can be done depends on the nature of the allegation and the effect it is having on a person's wellbeing. This could include using the Harmful Digital Communications Act, getting the content removed, or getting counselling support for particularly distressing situations.</p>	<p><b>Q. Does the NZ Bill of Rights, which gives ‘freedom of expression’, allow for people to cause harm to others by what they post online?</b></p>
<p><b>A. NO.</b> Freedom of expression has limitations and if it causes harm, the Harmful Digital Communications Act applies. However, simply taking offence at what someone else says online may not reach the threshold for causing harm.</p>	<p><b>Q. What should I do if I receive an email from someone I don't know saying I owe them money and if I don't pay my account will be shut down.</b></p>
<p><b>A.</b> If you know it's a scam, just delete it. If it is an organisation you pay money to for some reason (e.g. to purchase goods or pay a subscription), check their email address – is it the usual email for the agency or company? If not delete. Do not use any links in the email. If you have an online account, access this through the website in the way you normally would.</p>	<p><b>Q. How would a young person know they are being groomed online? Online grooming involves an adult establishing a relationship with a young person to exploit them sexually.</b></p>
<p><b>A.</b> Having someone you have never met before take a keen interest in you and start up an online relationship, engaging you in sexual conversations, asking you to send nude photos and asking you to meet up are all things a groomer does. DO NOT engage with them and report this to a trusted adult or contact Netsafe.</p>	<p><b>Q. What is cyberbullying?</b></p>
<p><b>A.</b> This is when individuals use the internet to harass, intimidate, or target others (also called online bullying). It can include sending mean or derogatory messages and name calling, repeated unwanted online contact, spreading rumours or lies, sharing embarrassing pictures or videos, or creating fake profiles to impersonate someone.</p>	<p><b>Q. What is an online hate crime or hate incident?</b></p>

<p><b>A.</b> Online hate crimes and incidents are actions taken online motivated by hostility or prejudice towards a person's actual or perceived race, nationality, ethnicity, religion, sexual orientation, gender identity, disability, or age. They can include a broad range of acts such as threatening behaviour, harassment, verbal abuse, online abuse, criminal damage, assault, and sexual violence.</p>	<p><b>Q. What can you do if you see online hate content that is not directed at you but someone else?</b></p>
<p><b>A.</b> Keep a screenshot or other copy of the evidence of the hate content. Report it to the platform where you saw it. Contact Netsafe if you need further help reporting it. Talk about it with a trusted adult if you found it upsetting.</p>	<p><b>Q. What is sexting?</b></p>
<p><b>A.</b> Sexting is the act of sending, receiving or sharing sexually explicit messages, images or videos, typically through mobile devices or online platforms. Sexting often involves the exchange of intimate content between individuals which can include: Naked pictures or "nudes", underwear shots, sexual or 'dirty' pictures, sexual text messages or videos.</p>	<p><b>Q. How does online content affect body image (that is a person's thoughts, feelings and perceptions about their body)?</b></p>
<p><b>A.</b> Seeing many altered or edited photos of people's bodies and making endless comparisons with our own, even if we don't realise it, can affect our self-esteem and how we think and feel about our bodies.</p>	<p><b>Q. Is blocking people online a good thing or a bad thing?</b></p>
<p><b>A. It depends.</b> If blocking is to keep away scammers, people making rude and insulting comments, hate speech (etc.) then blocking is an easy way to avoid this. However, if it is someone you know and you're just a bit peeved with them for something they said or did, it would be better to sort out your differences, maintain your relationship, and stay connected.</p>	<p><b>Q. Can you get nudes that have been shared without your consent taken down?</b></p>
<p><b>A. YES.</b> It can be a criminal offense to share nudes without the consent of the person in the photo. The Netsafe website tells you the steps you need to take to make a complaint and get the image removed.</p>	<p><b>Q. Is it OK to give anyone who asks you your sensitive personal information like your address, passwords or bank account information online ... even when they say 'only they will see it'?</b></p>
<p><b>A. NO.</b> When you give away personal information you have NO control over who will see it or misuse it. NEVER give out your personal information unless you can be assured of their safety protocols for protecting your information.</p>	<p><b>Q. Should parents' model online behaviours and help their children to regulate screentime to promote family wellbeing?</b></p>
<p><b>A.</b> Evidence suggests it is a good idea for parents to model responsible online behaviours since children learn from observing their parents. Effective communication between family members is enhanced if the family limits their screentime and communicate and engage in non-digital activities.</p>	<p><b>Q. If you see something upsetting online, or something you think is illegal, can you report it?</b></p>
<p><b>A. YES.</b> The Netsafe helpline for example is free, confidential and non-judgmental - providing expert advice and assistance seven days a week.</p>	<p><b>Q. How can you pick a fake prize or competition scam?</b></p>
<p><b>A.</b> Competition scams often come in the form of an email, text message, or social media message claiming that you have won a prize in a competition or lottery you didn't enter. These scams usually ask you to pay a fee or tax to claim your prize or winnings. They may try and trick you into giving up payment information like credit card details (by directing you to a webpage from the scam email) claiming this is needed for shipping your prize to you – and the 'prize' is often something attractive like a new phone.</p>	<p><b>Q. What does workplace online bullying involve?</b></p>



<p><b>A.</b> Workplace online bullying refers to harassment occurring in workplace settings. It happens through digital communications like emails, social media, instant messaging, and other online platforms.</p> <p>This form of bullying involves persistent actions designed to intimidate, belittle, or undermine a work colleague. These actions can include sending abusive messages, spreading false information, or disclosing private details without consent.</p>	<p><b>Q. What are some of the benefits of screentime?</b></p>
<p><b>A. Possible</b> benefits: Online games and activities can enhance teamwork and creativity; provide access to a wealth of information, enhancing knowledge; interaction with computers improves visual intelligence and hand-eye coordination; technology can support social connections, especially for children who struggle offline; academic performance tends to be better in households with computers.</p>	<p><b>Q. What does research show are some of the risks of too much screentime by children?</b></p>
<p><b>A.</b> Risks include: blue light from screens can affect sleep cycles; excessive passive screen time may weaken communication and social skills; children spending more than two hours a day on screens may score lower on language and thinking tests; screen-based entertainment can increase central nervous system arousal, amplifying anxiety; reduced physical activity due to sedentary screen use can lead to poor lifestyle habits.</p>	<p><b>Q. When does ‘banter’ turn into cyberbullying?</b></p>
<p><b>A.</b> It is probably cyberbullying if there only one person in on the joke, or the joke is embarrassing, insulting, or shaming towards another person, or it is about someone’s gender, religion, sexuality, race, ethnicity, or disability. It could also be considered bullying if the person indicates that they do not like it.</p>	<p><b>Q. What daily screentime limits does the New Zealand Ministry of Health recommend for children and young people?</b></p>
<p><b>A.</b> New Zealand recommendations are: no screen time for children under 2 years; less than one hour of sedentary recreational screen time per day for children aged 2-5 years, and less than two hours of sedentary recreational screen time per day (not including schoolwork) for children and young people aged 5-17 years.</p>	<p><b>Q. What can you do if you receive an unsolicited nude photo (i.e. you get sent an unwanted nude photo)?</b></p>
<p><b>A.</b> Receiving an unsolicited nude can be very upsetting. Some steps you can take include: tell the sender (if you know who it is) to stop doing this – and if you feel safe to do so; tell the sender that the image made you uncomfortable and they should have asked for your consent; report and block the sender’s profile or account; block the sender phone number (or contact your phone provider); delete the image from your photos if it was sent via Airdrop. Netsafe can provide advice on steps to take.</p>	<p><b>Q. Is it against the law to send unsolicited nudes in New Zealand?</b></p>



# Topic 5: Healthier food choices

## Overview of the learning activities

Food and nutrition knowledge related to health and wellbeing is awash with conflicting information or misinformation which makes it a useful context for developing students' critical literacies, especially those related to information literacy, media literacy, and science literacy.

## Activity 5A. Food and nutritional knowledge bingo – oral and visual language comprehension

Reading	Oral language	Visual language	Science literacy
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### Activity overview

There are many versions of bingo games used across a diversity of subjects and for a range of learning purposes. In this version students first create their own bingo game card using pictures of food. As the game is played the teacher reads nutrition related statements, and students must use knowledge about nutrition to decide if any of their pictures meet the criteria. The activity combines oral language comprehension with recognition of possible answers, but with the added complexity that the answer needs to be interpreted from a picture. This activity requires prior learning about the nutritional aspects of food and factors that contribute to understanding the relationship between food, and health and wellbeing. Alternatively the activity could be used diagnostically, first to see what students know, and again after the learning has taken place, using the same or an adapted bingo game card.

### Resources

- Paper option – A4 paper and magazines with food images and advertising to cut up.
- Digital option – access to a computer to create the grid and the internet to find images of food.
- List of questions for the teacher to ask – see list provided – this can be adapted.

### Teaching and learning process

- Explain to students that this activity is 'testing' their food, nutrition and wellbeing knowledge.
- Each student needs to make their own bingo card.
  - On a sheet of paper they need to create a 5x5 grid. In each cell of the grid they need to draw, or stick cut out images from magazines of a diversity of foods.
  - Emphasise the need for diversity and not just foods they like.
  - Decide if different forms of drinks can be included.
  - Select foods that they know about the nutritional value of, where it comes from, how it is produced etc.
  - Explain diversity further if needed e.g. a diversity of food groups, contain a diversity of macro and micronutrients, foods we are advised to eat more/less of, food from different traditions and cultures, foods from a diversity of sources, foods for different occasions, etc.
  - Alternatively this can be prepared digitally using a basic word table and cutting and pasting screenshots of foods into each section of the grid.
  - Encourage students to think about where they place the foods on their card because if they want to get 5 in a row (etc) they might want to think about how they set it up.
- Once students have completed their card, the class play the bingo game. A set of statements for the teacher to read out is provided – select, sequence and adapt these as required. Decide the best way to mark the bingo card (especially if it is to be reused) e.g. use counters (cut up card) or small ticks or crosses in the boxes of the grid.
- Outline the rules: As in the game of bingo, 'prizes' or points can be awarded to students who get 5 foods in a row, column or on the diagonal - they need to call out bingo' when they get a row, column or diagonal. Finally, anyone who can complete their whole bingo card calls 'bingo' – and is the overall winner.

- For added interest the ‘winner’ may have to have their choices validated by the teacher and the class.
- [Optional] For the purpose of this activity students can either select ONE option only for each of the criteria read out by the teacher OR they can select all items that relate to the criteria being read out and not be limited to one option only. Decide this prior to playing the game.

### Learning artefact(s) developed by students and evidence of literacy use or development

- Select a small number of items from the bingo statements list and adapt these to form questions about the nutritional and other wellbeing aspects of food. As far as possible, students use ideas from their bingo card, only adding in other ideas if their card does not contain the information. Students practise answering questions using full sentences that combine the point of the question with the answer – so that if the question was taken away, the reader would know what the point of the statement is e.g. *Question: Which foods would be suitable for someone who was vegan? Answer: Suitable foods for someone who is vegan would eat the green salad, the humus, fries (if they were cooked in vegetable oil) and rice.*

## Activity 5B. Food and wellbeing – using the metaphor of a health model to describe a food situation

### Writing

### Visual language

### Activity overview

Using a model of health is a popular activity for exploring the multidimensional and holistic nature of health and wellbeing. For this activity, students can either use a model of their own design (see Part 2 Wellbeing section Activity G) or one of the many published models of health. Ensure the selected models are ones that have application to a context like food, nutrition and wellbeing.

The literacy focus here is around using a visual model which acts as a type of metaphor for health and using these metaphorical ideas to then suggest how the various aspects of the model could be used to describe aspects of health and wellbeing in a food context.

Prior learning about health models is required for this activity.

### Resources

- Access to a selection of holistic models of health e.g. Te Whare Tapa Wha, Te Huia, Fonofale.

### References

[Twinkl](#) – metaphor

[Cambridge dictionary](#) – allegory

[Cambridge dictionary](#) - analogy

### Teaching and learning process

- Ask students what they understand a **metaphor** is e.g. *something that symbolically represents an object, place, or concept by comparing it to a different object, place, or concept*. Ask for some examples they may have come across in other subjects or in the lives. E.g. *Laughter is the best medicine. Life is a rollercoaster. Your bedroom is a pigsty. My sister is a night owl. My friend has a heart of gold*. Ask what these metaphors saying. Why do we use metaphors as a part of speech and written communication? e.g. create vivid imagery, exaggerate a characteristic or action, or express a complex idea in a few words.
- What do students understand an **allegory** is? E.g. a story, play, poem, picture, or other work in which the characters and events represent particular qualities or ideas that relate to morals, religion, or politics. Why do we use allegories? E.g. *Writers often use allegories to convey hidden or complex meanings through symbolic imagery, actions, events or characters which they use to create the particular moral, spiritual, or political meaning that the writer author wants to convey.*

- What do students understand an **analogy** is? E.g. *a comparison between things that have similar features, often used to help explain a principle or idea.*
- So what is the difference between a metaphor, an allegory and an analogy?
- Metaphors tend to be brief and made up of simple words and phrases. Metaphors make a direct comparison between two different things and often give a particular quality to the one of the things in the comparison e.g. saying ‘she has a heart of gold’ is ascribing qualities of kindness and generosity to a person.
- Allegories are longer and more complex and often require the use of fictional characters, complex plots and story lines, and hidden meanings.
- An analogy is like metaphor in that it shows how two different things are similar, but it's a bit more complex. Metaphors are often quite short and poetic whereas an analogy is saying something is like something else to explain a point.
- Thinking about a model of health – use Te Whare Tapa Whā as an obvious example. What does Te Whare Tapa Whā – the four-sided house - represent? Explain the symbolism. E.g. *the four walls are the four dimensions of health. The four walls all have to be standing and strong and supporting each other for the house to stand up similar to the way all dimension of health need to be strong for a person to be well.*
- Ask students if they think Te Whare Tapa Whā is a metaphor, allegory or an analogy? Why? *As a matter of definition it is most closely aligned with the idea of an analogy but could also be seen as a metaphor – but discuss other views on this.*
- Drawing on prior learning, ask groups of students to brainstorm ways food and nutrition relate to health and wellbeing. For now these ideas can be assigned to a particular dimension of health, although some ideas may sit across different dimensions.

Food and ... physical wellbeing – taha tinana	Food and .... mental and emotional wellbeing – taha hinengaro
Food and ... social wellbeing – taha whānau	Food and ... spiritual wellbeing ... taha wairua

- Writing task: use ideas from the brainstorm to explain how Te Whare Tapa Whā can be used as an analogy for explaining health and wellbeing in relation to food and nutrition. Instruct students to explain the analogy of the four walls and what each represents as well as how the walls need to be upright and support each other. Use food related examples to illustrate the points being made – that is the model of the house is an analogy for health and wellbeing in situations involving food and nutrition. This should take 1-2 paragraphs, or 8-10 sentences.
- Provide opportunity for students to share their explanations.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Repeat the writing exercise with a different model, for example using the four domains of Te Huia, or the pou (pillars) of fonofale. File both the Te Whare Tapa Whā paragraph and this second explanation of the health model in the learning journal.

### **Activity 5C. Lifestyle drinks advertising – healthier options like water vs sugary drinks and energy drinks**

#### **Visual and media literacy**

#### **Activity overview**

This activity is in three parts. The introductory activity is to get students thinking about their own media use and the advertising that they are encountering. The following activity is to deepen the students' understanding of advertising and the ways it can deceive or manipulate the audience (*see the sexual health*

section for an alternative application of this activity), culminating in an activity that requires students to examine critically the ideas being presented in energy drink advertising. These activities can be reapplied across different contexts where product advertising is a factor influencing health related behaviours and contribute to the development of students' media literacy.

## Resources

- Part A. Devices for students such as a tablet or laptop (or get students to do this for homework using their cell phone).
- Part B. YouTube Videos
  - Food Ad Tricks: Helping Kids Understand Food Ads on TV - [https://www.youtube.com/watch?v=fUjz\\_eilX8k&ab\\_channel=FrankBaker](https://www.youtube.com/watch?v=fUjz_eilX8k&ab_channel=FrankBaker)
  - Tricks Advertisers Use To Make Food Look Delicious! - [https://www.youtube.com/watch?v=MfIT0I7ZPCs&ab\\_channel=Blossom](https://www.youtube.com/watch?v=MfIT0I7ZPCs&ab_channel=Blossom)
  - 29 COMMERCIAL TRICKS WE ALWAYS BELIEVED - [https://www.youtube.com/watch?v=gQzcno9r1OQ&ab\\_channel=5-MINUTEMAGIC](https://www.youtube.com/watch?v=gQzcno9r1OQ&ab_channel=5-MINUTEMAGIC)
- Part C. Videos
  - [Product advertising] Red Bull: [https://www.youtube.com/watch?v=QVoJqNNODII&ab\\_channel=CameraWorks](https://www.youtube.com/watch?v=QVoJqNNODII&ab_channel=CameraWorks)
  - V: [https://www.youtube.com/watch?app=desktop&v=4WJEiNIPeg&t=27s&ab\\_channel=MG1010](https://www.youtube.com/watch?app=desktop&v=4WJEiNIPeg&t=27s&ab_channel=MG1010)
  - [Spec advertising] Bang - [https://www.youtube.com/watch?v=Z1hXdquijN0&ab\\_channel=TiberiousGreene](https://www.youtube.com/watch?v=Z1hXdquijN0&ab_channel=TiberiousGreene) (review first for appropriateness in your context)
  - Monster - [https://www.youtube.com/watch?v=-0kk0En\\_Sol&pp=ygUKI2FkbW9uc3Rlcg%3D%3D](https://www.youtube.com/watch?v=-0kk0En_Sol&pp=ygUKI2FkbW9uc3Rlcg%3D%3D)
  - [Parody] If Energy Drink Ads Were Honest - Honest Ads (Monster, Red Bull, Gatorade Parody) <https://youtu.be/xdZttArhtn8?si=gCPwEaCftbQ8OKIJ> (5.11 min)

## References

- [Netsafe](#)
- This website is a useful explainer: <https://quillbot.com/blog/reasoning/weasel-words/>

## Teaching and learning process

### PART A. Where teens see advertising

#### Activate Prior Knowledge

- Where do you encounter advertising? Discuss with students all the different places that they might encounter advertising, including online.

#### Targeted Advertising

- Working with a partner and each with a device (turn ad blockers off on the device) go to the same sites and compare the advertisements that appear. Note the similarities and differences e.g.
  - <https://www.stuff.co.nz/>
  - <https://www.trademe.co.nz/>
  - A social media site
  - Google or other search engine search (same results?)
- Where/which sites did they encounter advertising? Why do they think they had similar or different advertising appear?
- Who is more likely to be targeted with energy drink advertising? Why?

### PART B. Techniques used to deceive and manipulate consumers

#### Activate Prior Knowledge

- How do advertisers convince you to buy or do something?

### Advertising Analysis

- Watch the videos about advertising (see resources list) unpacking the ‘tricks’ advertisers use.
- Consider allocating one video to a group to summarise and share finding so that each group can benefit from the information in all the videos.
- For each video note at least 3 advertising techniques used to encourage consumers to buy the products.

### Advertising Language

- Ask students if they would buy a product that would “help stop a cold”. Why or why not?
- Weasel words or claims that appear substantial upon first look but disintegrate into hollow meaninglessness on analysis are weasels. Imply a promise by using words like “usually” or “chances are” or “up to 25%” or “results may vary.” These words may be technically true but make the consumer think they are getting a better deal.
- Brainstorm commonly used weasel words. Examples could be: *helps, like, virtual or virtually, acts or works, can be, up to, as much as, refreshes, comforts, tackles, fights, the feel of, the look of, looks like, fortified, enriched or strengthened.*

#### Weasel Word Quiz

1. "Helps control dandruff symptoms with regular use."
2. "Leaves dishes virtually spotless."
3. "Listerine fights bad breath."
4. "Magnavox gives you more."
5. "Coffee-mate gives coffee more body, more flavour"
6. "There's no other mascara like it."
7. "Only Doral has this unique filter system."
8. "Either way, liquid or spray, there's nothing else like it."
9. "Lips have never looked so luscious."
10. "Winston tastes good like a cigarette should."
11. "Cheerios- Now fortified with iron!"
12. "Windex tackles the toughest grease."

#### Answers:

1. "**Helps** control dandruff symptoms with regular use."
2. "Leaves dishes **virtually** spotless."
3. "Listerine **fights** bad breath."
4. "Magnavox gives you **more**."
5. "Coffee-mate gives coffee more body, **more** flavour"
6. "There's no other mascara **like** it."
7. "Only Doral has this **unique** filter system."
8. "Either way, liquid or spray, there's nothing else **like** it."
9. "Lips have **never** looked so luscious."
10. "Winston tastes good **like** a cigarette should."
11. "Cheerios- **Now** fortified with iron!"
12. "Windex **tackles** the toughest grease."

- Students write their own ‘weasel word’ advertisement for an energy drink (or other lifestyle food product). Use as many weasel words as possible.

### PART C. Energy drink advertising

- Working in small groups, students carry out an online image search for energy drink advertising. What trends or themes are noticed among the advertisements? Why do you think these themes dominate energy drink advertising? Discuss as a class.
- Explain key concepts that will be used to analyse the advertising material they will view:
  - a. Target audience: Who the ad is targeting?
  - b. Persuasive techniques: could include celebrities, bold colours, slogans, music, fast editing
  - c. Lifestyle appeal: Ads often link the product to energy, success, athleticism, and rebellion - things that might be appealing to the target audience’s lifestyle.
  - d. Health vs Hype: Energy drinks are marketed as performance boosters, but they often hide the risks (e.g. high caffeine and sugar). Consider any health information included and how credible this is in the advert.
  - e. Watch an energy drink advert for a product that students are familiar with such as Red Bull or V OR watch an energy drink ‘spec advert’ (*these are not adverts made by the company- these are ads made by filmmakers to attract attention and demonstrate skills that will get them jobs making adverts. Sometimes these ads tell us more about the brand because they*

*demonstrate how the brand is understood by consumers*) e.g. Bang (review first for appropriateness in your context) or Monster.

- As a class or in small groups analyse the advertisement using these questions:
  - Who is the ad targeting?
  - What persuasive techniques are used to make the product appealing?
  - How does the ad make energy drinks seem “cool” or “necessary”?
  - Are any health risks mentioned?
- To summarise the lesson, watch the parody: If Energy Drink Ads Were Honest - Honest Ads (Monster, Red Bull, Gatorade Parody). What is a ‘parody’? e.g. *an imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect*. What features of energy drink advertising featured in this parody and what was the message about these that was being parodied (or exaggerated)? What do you as a consumer need to be aware of in energy drink and other lifestyle product advertising?

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Part A. Students produce a written reflection on learning using some of the activity questions above as prompts.
- Part B. Students produce a weasel word advertisement.
- Part C. Write a short ‘article’ analysing an advertisement (teacher selected or student choice) for the advertising techniques used to try and make people want to buy the product.

### **Activity 5D. Relevant information about healthy eating – trash or treasure**

#### **Reading**

#### **Science literacy**

#### **Activity overview**

Selecting relevant material from extended passages of text is a skill that takes lots of practise. Students often need to select relevant information and discard irrelevant information to complete a task, especially in word limited tasks where they cannot write down everything just because they find it interesting. This is not to say the ‘irrelevant’ or discarded information is not useful knowledge – it’s just that it is not that relevant to the assigned task.

This activity requires students to read and select cards in response to a particular question related to the text.

#### **Resources**

- Set of cards with extracts of text from different sources some of which say similar things – one set of cards per group of 4-6 students – make a selection from the cards provided or replace with cards made from similar extracts of text.

#### **References**

- *Effective Literacy Strategies in Years 9–13 – A Guide for Teachers*, Ministry of Education (2004) p.106-107

Text sources (adapted):

- [World Health Organization](#) - Healthy diet
- [New Zealand Nutrition Foundation](#) – Young people
- [HealthEd](#) (NZ) Healthy Eating for Young People

#### **Teaching and learning process**

- Pose the situation to the class that when they are set some form of learning activity to research a topic they are invariably presented with large amounts of similar information online and it can sometimes be confusing working out which information to use. This activity is help sort the trash –



what is irrelevant (but possibly still interesting and potentially useful for another activity) from the treasure, the information that is needed specifically for the assigned task.

- Model the task by posing the question: “*What nutritional guidance is given to teenagers about healthier snacks?*” Working in groups of 4-6 students distribute the cards round the group who read a selection of them and then sort the cards into two piles: the treasure – *information that actually answers the question*, and the trash – *information that does not answer the question*. They need to discuss and agree on which cards are selected to help answer the question. Check for general consensus across the class about which extracts best answer the question. Discuss any examples where there is inconsistent agreement.
- Ask another question for which there is little specific information among the cards: “*Why is it recommended that teenagers follow a healthy diet?*” Emphasise the ‘why’. Again students sort the trash from the treasure. Was there general agreement about how few cards directly answered ‘why’. Note that most cards talk to what a healthy teenage diet includes, not why it is recommended although ‘why’ could be inferred from some of the cards which state what some nutrients are for – discuss this. Ask: if there was insufficient material to answer the question, what would you do, what do you think you would need to specifically search for?
- Ask a question which will result in many cards ending up in the ‘treasure’ pile e.g. “*what are the healthy eating recommendations for teenagers?*” Assuming students end up with the majority of cards in their ‘treasure’ pile, discuss how this could be reduced to a manageable amount and still have enough material to answer the question. Carry out this decision about how to further sort the ‘treasure’ pile. Review the final piles checking that groups have retained enough information to cover the main points and avoid unnecessary double ups.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Set the task of answering the question: *What recommendations are given to teenagers following a vegetarian OR a vegan diet?* [Or other question relevant to the class.]
- The question must be answered by using different pieces of information from three sources (they can use the same or similar sources to those used for the cards) and the paragraph-length answer must be no longer than 100 words. Students need to note their three sources (copy and paste the URL or name the website)
- File this paragraph in the learning journal.

#### **Teacher reflection on healthy food choices**

The context of food and nutrition provides many opportunities for developing students critical multiliteracies because of the dominance of food images in advertising and on social media. Also, the ubiquitous nature of food in people’s daily lives - against a backdrop of often contradictory and inconsistent information – and all too often mis- or disinformation - makes this an ideal context for critical thought and developing students’ information and digital literacies.

## Activity 5A. Food knowledge bingo – list of questions for teachers

*Select items and adapt this list to reflect aspects of the learning. Decide if the list is to remain mixed or statements with related themes are grouped together. Some items are subjective and are included for the benefit of those students who may not have selected foods for their bingo game card reflective of the 'diversity' instruction.*

1. Food that is a good source of calcium.
2. Food that would be suitable for someone who followed a vegan diet.
3. Food that would be suitable for someone who followed a vegetarian diet.
4. A food that is a good source of iron.
5. Food with additives.
6. Food that nutrition guidelines say people can eat more of for a healthy balanced diet.
7. Food your family eat together.
8. Food with sugar in it.
9. Food that you/your family grow at home.
10. Food that would provide energy.
11. Food that is needed for building muscle.
12. Food that would be eaten for a special occasion.
13. Food that has to be grown and harvested.
14. Food that once ate other foods.
15. Food that would be eaten by a particular religious or cultural group.
16. A highly processed food.
17. Food from a culture or tradition different to your own.
18. Food that is grown/produced entirely in New Zealand.
19. Food that is popular with your own culture.
20. Food that needs to be eaten with a spoon.
21. Food that has to be bought in a packet or container.
22. Food with starch in it.
23. Food that is grown/produced entirely overseas.
24. Food that is a good source of magnesium or zinc.
25. Food that is low in energy.
26. Food that has little or no salt.
27. Food that has to be caught.
28. Food that has no preservatives in it.
29. Food that was produced by someone who earned at least a minimum wage.
30. Food that is advertised.
31. Food that would be part of 5+ a day.
32. Food that can be bought without packaging.
33. Food that your family catch, hunt or kill.
34. Food that you are able to make/cook yourself.
35. An unprocessed food.
36. A food that is grown/produced in the place where you live.
37. Food that has a nutrition label on the packaging.
38. Food that nutrition guidelines say people should eat less of for a healthy balanced diet.
39. Food that can be eaten with chopsticks.
40. Food you share with friends.



**Activity 5D. Relevant information about healthy eating – trash or treasure** (select from these or allocate a selection to each group)

<p>1 [WHO]  <b>A healthy diet</b> is essential for good health and nutrition. It protects you against many chronic noncommunicable diseases, such as heart disease, diabetes and cancer. Eating a variety of foods and consuming less salt, sugars and saturated and industrially-produced trans-fats, are essential for a healthy diet.</p>	<p>2 [NZNF]  <b>‘Young People’</b> covers a whole range of people from age 13-18, who are growing at different rates and times, involved in various levels of activity and who are of different heights and weights. This affects the types and amounts of nutrients you will need for a healthy body. Your lifestyle might be changing as well – a different school, different family circumstances, leaving home, starting work or tertiary education, which can affect the foods you eat.</p>
<p>3 [NZNF]  <b>Vegetarian teenagers:</b> Thinking of becoming a vegetarian, or you have not been eating meat for a while?</p> <p>Variety is the key to a healthy vegetarian diet. Eat a wide range of fruit and vegetables, high fibre grain foods, dairy or calcium-enriched soy foods and eggs, dried beans, lentils, nuts and seeds each day. The most important nutrients to be aware of with a vegetarian diet are calcium, iron and vitamin B12. Eat foods containing vitamin C (kiwifruit, capsicum, orange juice) with your meals so your body can best absorb the iron in foods. If you are eating eggs and dairy products, you will most likely be meeting your calcium and vitamin B12 needs.</p>	<p>4 [NZNF]  <b>Meal ideas for teenagers: Breakfast</b></p> <p>Add your favourite fresh, canned or dried fruit to your breakfast cereal, and top with yoghurt. If you’re running late, a fruit smoothie and a piece of toast is a quick option. To make a smoothie, simply blend together a glass of milk, 1-2 tablespoons of yoghurt and a handful of fruit. Cooked breakfasts are a great way to start the day if you have the time. Poached or scrambled eggs, mushrooms and tomato and a couple of pieces of wholegrain toast will keep you buzzing until lunchtime.</p>
<p>5 [NZNF]  <b>Important nutrients for teenagers: Calcium</b>  Your body is building its skeleton while you’re a teenager. To make it as strong as possible, you need to eat foods rich in calcium. Choose dairy products, including low-fat milk, yoghurt, cheese, eating 2-3 serves every day.</p> <p>If you don’t eat dairy foods, other good sources of calcium are calcium-fortified soy milk, canned fish (e.g. salmon or sardines), certain nuts (e.g. almonds, hazelnuts), dried beans &amp; peas (e.g. chickpeas, kidney beans), lentils and wholegrain bread &amp; cereals (e.g. wholegrain bread, brown rice, porridge). If you drink soft drinks, try replacing one or two each day with water or milk (which has calcium and other valuable nutrients). Try smoothies (made in a blender with trim milk, yoghurt and fruit) for breakfast or a snack – they tick the boxes for calcium, fruit, and taste.</p>	<p>6 [HealthEd]  <b>A healthy diet is essential for good health and nutrition.</b> It protects you against many chronic noncommunicable diseases, such as heart disease, diabetes and cancer. Eating a variety of foods and consuming less salt, sugars and saturated and industrially-produced trans-fats, are essential for healthy diet.</p> <p>A healthy diet comprises a combination of different foods. These include:</p> <ul style="list-style-type: none"> <li>• Staples like cereals (wheat, barley, rye, maize or rice) or starchy tubers or roots (potato, yam, taro or cassava).</li> <li>• Legumes (lentils and beans).</li> <li>• Fruit and vegetables.</li> <li>• Foods from animal sources (meat, fish, eggs and milk).</li> </ul>

<p>7 [NZNF]  <b>Important nutrients for teenagers: Iron</b>          Teenage girls in particular need to include iron-rich foods in their diet as they need more iron from food to replace what's lost during their periods. If not, low levels of iron in the blood can leave you looking pale and feeling tired and lethargic.</p> <ul style="list-style-type: none"> <li>• Lean meat, chicken, fish and seafood contain haem iron, which is absorbed best by the body.</li> <li>• Eggs, nuts, seeds, dried beans (e.g. baked beans, chickpeas) and lentils also contain iron. Eating two serves from this food group every day, plus choosing wholegrain bread and breakfast cereals, will help you get enough iron.</li> <li>• Eat foods with vitamin C with your meals, particularly with plant-based sources of iron, to help increase the absorption of iron.</li> </ul>	<p>8 [HealthEd]  <b>Vegetables and fruit.</b> Provide carbohydrate, vitamins and minerals, fibre and are low in fat. Eat them with most meals. Great snack food.  <b>How much do I need?</b>          At least 5 servings of vegetables and 2 servings of fruit every day.          Eat many different coloured vegetables and fruit: tomato or strawberry; broccoli or kiwifruit; carrot or mandarin; eggplant or plum; potato or pear.  <b>What is one serving?</b></p> <ul style="list-style-type: none"> <li>• 1/2 cup cooked vegetables, e.g. broccoli, peas, corn, spinach, pūhā (75 g)</li> <li>• a medium potato or similar sized piece of kūmara (75 g)</li> <li>• 1 cup salad (60 g)</li> <li>• 1 apple, pear, banana or orange</li> <li>• 1 cup diced or canned fruit (150 g) - drain the juice from canned fruit before eating</li> <li>• 2 small apricots or plums (150 g)</li> </ul> <p>Dried fruit and fruit juice are not recommended because they contain a lot of sugar.</p>
<p>9 [WHO]          Here is some useful information, based on WHO recommendations, to follow a healthy diet, and the benefits of doing so.  <b>Eat plenty of vegetables and fruit:</b>          They are important sources of vitamins, minerals, dietary fibre, plant protein and antioxidants. People with diets rich in vegetables and fruit have a significantly lower risk of obesity, heart disease, stroke, diabetes and certain types of cancer.</p>	<p>10 [HealthEd]  <b>Eat many different foods.</b> Eat a variety of foods from these four food groups every day:</p> <ul style="list-style-type: none"> <li>• vegetables and fruit</li> <li>• breads and cereals</li> <li>• milk and milk products</li> <li>• lean meats, chicken, seafood, eggs, legumes*, nuts and seeds.</li> </ul> <p>* Legumes include cooked dried beans, peas and lentils.</p>
<p>11 [NZNF]  <b>Meal ideas for teenagers: Nutritious snacks</b>          As you are growing, you may also need snacks for an energy boost or to combat hunger between meals. Choose ones which are going to give you what you need.</p> <ul style="list-style-type: none"> <li>• Fruits, a handful of nuts, a pottle of yoghurt, a couple of slices of cheese, an extra sandwich are all good options.</li> <li>• After school or work: a bowl of wholegrain cereal with low-fat milk, toast with peanut butter or a fruit smoothie can make great snacks.</li> <li>• Very processed foods like fizzy drinks, chocolate, chips provide us with a lot of energy but not a lot of other nutrients. Choose the smaller or 'snack'-sized options and make the most of it, savouring the taste!</li> </ul>	<p>12 [NZNF]  <b>Meal ideas for teenagers</b>          Lunch: Sandwiches, wraps or rolls are all good energy-giving options for the lunchbox. Choose a calcium-rich filling such as cheese or sardines one day and iron-rich cold meat the next. And always remember a vegetable too – tomato, cucumber, beetroot – whichever you most enjoy.          Fruit makes a great “on the run” snack, so always have some in your school bag or at work.</p>

<p>13 [WHO] Here is some useful information, based on WHO recommendations, to follow a healthy diet, and the benefits of doing so.</p> <p><b>Eat less fat:</b> Fats and oils are concentrated sources of energy. Eating too much, particularly the wrong kinds of fat, like saturated and industrially-produced trans-fat, can increase the risk of heart disease and stroke. Using unsaturated vegetable oils (olive, soy, sunflower or corn oil) rather than animal fats or oils high in saturated fats (butter, ghee, lard, coconut and palm oil) will help you consume healthier fats. To avoid unhealthy weight gain, consumption of total fat should not exceed 30% of a person's overall energy intake.</p>	<p>14 [NZNF] <b>Meal ideas for teenagers - Takeaways</b> Many takeaway foods, such as pies, chips, pastries and pizzas, are high in fat &amp; salt. Look out for healthier options, such as sushi, salads or sandwiches. You can make takeaways healthier by having them without extra cheese, mayonnaise or aioli. Watch your portion sizes as takeaway portions can be twice what you'd serve yourself at home – choose small or regular portions rather than a large.</p>
<p>15 [HealthEd] <b>Make healthy food choices</b> Look after yourself. Your health is important, and it's affected by what you eat.</p> <ul style="list-style-type: none"> <li>• Help with preparing the family meals. You could even have one night a week when you cook for the whole family.</li> <li>• As often as you can, eat meals with your family and whānau.</li> <li>• Lead by example – encourage your family and whānau and friends to make healthy food choices.</li> <li>• Eat three meals every day, plus two or three healthy snacks during the day if you are hungry.</li> <li>• Always take time to eat a healthy breakfast – so you have energy to start the day.</li> </ul>	<p>16 [HealthEd] <b>Breads and cereals</b> They also include rice and pasta. They provide carbohydrate, which can be an important source of energy and fibre, and some vitamins and minerals (especially wholegrain breads and cereals). A great source of energy for growth, sport and fitness. How much do I need? At least 7 servings every day – if you're very active, you may need more.</p> <p><b>What is one serving?</b> 1/4 cup muesli (30 g) 1/2 cup porridge 1/2 cup cooked pasta or rice 1/2 bread roll or large wrap 1 slice of bread, pita pocket or tortilla 2 breakfast wheat biscuits</p>
<p>17 [HealthEd] <b>Milk and milk products</b> They include milk, cheese and yoghurt. They provide energy, protein, fat and most vitamins and minerals, including calcium. You need high-calcium foods to build strong bones. Choose low-fat milk (yellow or green top) for extra calcium. Try milk, cheese and yoghurt as snacks.</p> <p><b>How much do I need?</b></p> <ul style="list-style-type: none"> <li>• At least 3 servings every day.</li> </ul> <p><b>What is one serving?</b></p> <ul style="list-style-type: none"> <li>• 1 cup of low-fat milk (250 ml)</li> <li>• 1 pottle of low-fat milk yoghurt</li> <li>• 2 slices of cheese (40 g) or 1/2 cup of grated cheese</li> </ul>	<p>18 [WHO] Here is some useful information, based on WHO recommendations, to follow a healthy diet, and the benefits of doing so.</p> <p><b>Limit intake of sugars:</b> For a healthy diet, sugars should represent less than 10% of your total energy intake. Reducing even further to under 5% has additional health benefits. Choosing fresh fruits instead of sweet snacks such as cookies, cakes and chocolate helps reduce consumption of sugars. Limiting intake of soft drinks, soda and other drinks high in sugars (fruit juices, cordials and syrups, flavoured milks and yogurt drinks) also helps reduce intake of sugars.</p>

<p>19 [NZNF] <b>Meal ideas for teenagers Evening meal</b></p> <p>Aim for your evening meal to contain a good balance of nutrients. Potatoes, pasta and rice will give you more energy. Lean meat, chicken, fish, seafood, eggs or beans and lentils provide protein and iron. You can combine these, for example, a meat and bean casserole makes a great winter warmer. Add vegetables or salad to half of your dinner plate.</p>	<p>20 [WHO] Here is some useful information, based on WHO recommendations, to follow a healthy diet, and the benefits of doing so.</p> <p><b>Reduce salt intake:</b> Keeping your salt intake to less than 5g per day helps prevent hypertension and reduces the risk of heart disease and stroke in the adult population. Limiting the amount of salt and high-sodium condiments (soy sauce and fish sauce) when cooking and preparing foods helps reduce salt intake.</p>
<p>21[HealthEd] <b>Lean meats, chicken, seafood, eggs, legumes*, nuts and seeds</b></p> <p>All contain protein, which your body needs to grow. Also contain fat and many different vitamins and minerals – especially iron, which is important for your blood and brain.</p> <p>Your body easily uses the iron from meat, chicken and seafood. To help use the iron from legumes, eat fresh, vitamin C-rich vegetables and fruit at the same time, including kūmara, broccoli, tomatoes, oranges and kiwifruit.</p> <p>Limit processed meats, such as luncheon, salami, bacon and ham as they are usually high in saturated fat** and/or salt.</p> <p>* Legumes include cooked dried beans, peas and lentils. ** Saturated fats are found in animal fat, palm and coconut oil.</p> <p><b>How much do I need?</b> At least 2 servings every day.</p> <p><b>What is one serving?</b></p> <ul style="list-style-type: none"> <li>• 1/3 cup of nuts or seeds (30 g)</li> <li>• 1/2 cup of mince or casserole (195 g)</li> <li>• 3/4 cup of tofu (170 g)</li> <li>• 1 cup baked beans</li> <li>• 1/2 medium steak (65 g)</li> <li>• 1 large piece of fish (100 g)</li> <li>• 1 medium pāua or kina (100–120 g)</li> <li>• 2 slices cooked meat (65 g), eg roast lamb, or pork</li> <li>• 2 eggs</li> </ul>	<p>22 [HealthEd] <b>Healthy snacks</b></p> <p>Snacks help provide the extra energy you need for growth and physical activity. If you are going to be out and about, take snacks with you. Choose healthy snacks that are low in saturated fat, salt and sugar, such as:</p> <ul style="list-style-type: none"> <li>• bread, bread rolls, bagels, rēwena and pita breads or French sticks. Try some wholegrain varieties and have them with your favourite low-fat fillings</li> <li>• crackers, fruit buns, scones, fruit bread, pancakes, popcorn (try popping your own)</li> <li>• unsalted nuts and seeds</li> <li>• pasta and rice</li> <li>• breakfast cereals with low-fat milk/yoghurt</li> <li>• low-fat yoghurt, plain or flavoured low-fat milk</li> <li>• fresh fruit – whole, with yoghurt, blended in a home made smoothie or with a slice of cheese</li> <li>• vegetable sticks together with a dip or spread (hummus, cottage cheese or yoghurt-based dips)</li> <li>• reheated leftovers, for example, stews, soups and vegetables (such as potato, taro, pumpkin or kūmara).</li> </ul>

23 [HealthEd]

**Eating when you are out and about**

Many takeaways are high in fat, sugar and salt and should be kept for special occasions, not every day. If you are out and need a snack or a meal, look for healthier options. Choose those with less fat, especially saturated fat, and more vegies such as:

- kebabs and wraps
- filled bread rolls
- pizza with more vegetables than cheese
- sushi
- pasta with tomato-based sauces
- thick chunky chips or wedges instead of french fries
- rice- or noodle-based takeaways (not fried) with lots of vegetables
- baked, stuffed potatoes

Keep some fruit and a bottle of tap water in your bag in case you get hungry or thirsty.

24 [HealthEd]

**Have plenty to drink**

Drink at least 6 to 8 glasses every day. Drink even more during hot weather and when you are very active (especially before, during and after exercise).

**Drink more of...**

- Water is best – it's free and easy to get.
- Low-fat milk is also a good drink; it's rich in calcium and makes a good snack.

**Drink less of...**

- Fruit drinks and juice are high in sugar. If you choose juice, dilute it with water (1/2 juice and 1/2 water) and have it with a meal rather than on its own. This may help to protect your teeth from the sugar.
- Soft drinks are high in sugar and energy (calories) and can contain caffeine. They should be occasional drinks (less than once a week).
- If you drink coffee or tea, limit it to one or two cups per day. Don't drink tea or coffee with meals because it reduces the amount of iron and calcium you can absorb from the meal.
- Energy drinks and energy shots are not recommended. They contain added vitamins and caffeine. They are usually also high in sugar. Most of the added vitamins are not needed.
- Alcohol is not recommended. If you choose to drink alcohol, drink only a little, eat some food, don't binge drink and do not drive.

# Topic 6: Vaping

## Overview of the learning activities

The topical nature of the subject of vaping, combined with students' high level of interest in the issue, and the popularity of it in Health Education courses, would suggest this is a context where a range of literacy strategies and the development of critical multiliteracies could easily feature in a learning programme.

The activities in this section aim to show how a literacy-rich focus can be brought to a topic using some of the previous activities (or adaptations and extensions of these).

Note: These activities could also be used for other substances such as alcohol or cannabis.

## Activity 6A. Using a model of health as a framework for analysing a vaping related health promotion website

### Reading

### Visual and media literacy

#### Activity overview

In this version of a health model activity, students are (in effect) analysing the information on a New Zealand health promotion website, and using the dimensions of wellbeing featured in the model as a 'lens' through which to view the information. The task the students undertake is to draw conclusions about the way, and to what extent, their selected website considers all dimensions of wellbeing featured in the model. This activity requires prior learning about health models.

#### Resources

Online access to a New Zealand website, either:

- [Vaping Facts](#) or
- [Protect Your Breath](#)

#### Teaching and learning process

- Introduce the activity using the overview above. Recall the features of the health model selected for this task and check for understanding. For the sake of illustration these activity instructions use Te Whare Tapa Whā.
- Direct students, working in pairs, to one of the two recommended websites. Explain that their task is to analyse how well their selected website considers all dimensions of a health model. They won't necessarily see the words of the model used on the website, but they should be able to recognise examples of physical wellbeing, social wellbeing etc.
- Students record findings in a table similar to the one below. Students should construct their own version of this and copy and paste web text or screenshots into it.
- Use the website navigation to try and find three examples for each dimension of wellbeing. Once they have recorded three ideas, any further examples can just be recorded as a tick or other symbol to show how often they are seeing ideas related to that dimension. If they find instances where the website is considering dimensions in combination, also note these examples. Limit the time on this – about 15 minutes is suggested.

Vaping and ... physical wellbeing – taha tinana	Vaping and .... mental and emotional wellbeing – taha hinengaro
Vaping and ... social wellbeing – taha whānau	Vaping and ... spiritual wellbeing ... taha wairua
Interconnectedness of the dimensions	



- Provide opportunity for students to share with another pair – if possible, share with a pair who used a different website.
- Debrief question: What conclusions can you draw about how ‘holistic’ the website is about the way it considers vaping and health or wellbeing? In other words, did the website cover all dimensions/aspects of the health model?

#### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their analysis in their learning journal and respond to the following prompt: Using only information from the Vaping Facts (or other) website, what can you conclude about the ways vaping impacts the four dimensions of health and wellbeing?

### Activity 6B. Values continuum – using discussion as a ‘starter’ for writing about different perspectives using a setting T chart

#### Writing

#### Oral language

#### Activity overview

This version of a values continuum is completed as a group activity although a whole class version could also be used (see the variations on using a continuum in the Part 2 Wellbeing section - Activity I). Students use discussion from a continuum activity to generate a range of ideas and use aspects of this discussion as the source of information for a quick writing exercise.

#### Resources

- Set of continuum statements – provided

#### References

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p.124

#### Teaching and learning process

- Explain why we use a continuum ie *To elicit a range of views on options on a range of health matters, in this case vaping.*
- Revisit the class safety guidelines to emphasise that people will have different views and that we need to be respectful of what others say. If we disagree with what someone else says, we need to own that (e.g. ‘*well I have another view on that because ...*’) and not suggest the other person is wrong.
- Explain the selected continuum process to the students: working in groups of four, distribute the statement cards evenly around the group. Place the ‘agree’ and ‘disagree’ cards at each end of the table and leave the ‘unsure’ card off to the side. One at a time the students read their statement and place their card on the agree-disagree continuum (or the don’t know pile) stating why they are putting it there. Once placed and justified, other members of the group may move the statement but must say why. Repeat until all cards are placed. *Alternatively, this can also be done as a whole class activity. See continuum activities in Part 1 Activity 5B for detailed instructions.*
- Ask the class which statement caused the most debate and what were the different perspectives presented?
- Check if the activity raised any questions that can be answered or investigated.
- Direct students to the quick write activity using a ‘setting T chart’ to record some of the different perspectives. The idea of the “T” is that the cross bar at the top of the T is where the setting or situation is noted and then the two sides of the vertical line of the T provide space for the big picture and the individual considerations. This should be completed individually although discussion to create the chart is recommended.
  - Here the ‘setting’ is people’s perspectives on vaping, and the “T” chart refers to the format below. Students will need to create their own version of this.

- Explain the ‘**zoom out**’ ideas as those perspectives that are focused on **big picture** ideas that place the problem of vaping with **wider society**.
- ‘**Zoom in**’ ideas are those perspectives that focus on **specific aspects** of vaping that place the problem of vaping with **individuals**.
- Students need to reflect on their continuum statement discussions and draw a selection of ideas from these. Not everything discussed needs to be included.

<b>Setting:</b> People’s perspectives (or views) on vaping	
<b>Zoom out</b> (big picture ideas that place the problem of vaping with wider society)	<b>Zoom in</b> (specific aspects of vaping that place the problem of vaping with individuals)

Debrief question: Did you end up with more ‘zoom out’ or ‘zoom in’ ideas? Why do you think this was the case?

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students file a copy of their setting T chart in their learning journal.

### **Activity 6C. Cloze activities (with variations) – using health language in a vaping context**

<b>Vocabulary</b>	<b>Reading</b>
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#### **Activity overview**

A cloze is simply a practice exercise where students have to replace words missing from a text. Cloze activities require students to be able to read the text to decide which word(s) are missing. In this case a variety of words have been removed and need to be placed in the correct spaces, so the passage makes sense. The focus for this cloze is about using the text to deduce which word needs to be inserted for the sentences to make sense.

Cloze activities can be used as a diagnostic tool to see what students already know, or what they can deduct from the text, or as a summative activity to check on what has been learnt. *See also the sexual health cloze activity.*

#### **Resources**

- Sample of text with words removed – example provided.

#### **References**

[Asthma Foundation](#) Vaping FAQs text is used for the cloze activity

#### **Teaching and learning process**

- Provide students with a copy of the cloze activity text and missing words.
- Instruct students to work in pairs or individually - as required.
- Either use group expertise to check for shared understanding of answers or check correct placement of words as a whole class.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- File the completed cloze activity in the learning journal.
- Optional: Use another piece of text with selected words removed as a homework task.



## Activity 6D. Being assertive in vaping situations – story board

### Visual language

#### Activity overview

Knowing how to be assertive in a situation where substances are being used is an essential skill for minimising harm. In this activity students create a visual story board with a written script that can then be rehearsed verbally in Activity E (following).

This activity requires prior learning about the nature of being assertive (in contrast to being passive or aggressive), why assertiveness supports wellbeing, and what an assertive response includes.

This activity extends the interpersonal skills activities in the Friendship section Part 2. Effective listening and communication skills as well as managing conflict in friendships using a joint problem-solving model.

#### Resources

- Storyboard template – provided

#### References

- Teaching assertiveness features in many Health Education resources, see for example [Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing](#) by Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel (NZCER, 2018)

#### Teaching and learning process

- Activate prior knowledge by asking students about what they understand it means to be assertive (in contrast to being passive or aggressive), why assertiveness supports wellbeing, and what an assertive response includes – what is said, how it is said, body language etc. Recall (or teach) what the DESC model is (see activity sheet or a Health Education resource).
- Explain that in this activity they are going to prepare a storyboard – much like preparing for a play or movie – where they will sketch out a series of simple drawings of what the people will do, and a simple script that overall, shows an assertive response in a vaping situation.
- Discuss possible vaping situations - think beyond the obvious one of a friend or classmate pressuring someone to vape (which can still be used), to consider challenging a friend who is under 18 buying vapes, a parent who is vaping at home, a friend who vapes all the time out of class though no one else in the group does, a friend who is often in trouble for being out of class (because they need to vape), a friend who is often in trouble for being caught vaping etc.
- Instruct students on how to fill out the storyboard. They can work in pairs or individually for this.
- Use the storyboard as the basis for a role play skills rehearsal – see Activity E following.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file their completed storyboard in their learning journal.

## Activity 6E. Being assertive in vaping situations – role play/skills rehearsal

### Oral language

#### Activity overview

For students who are less socially confident the idea of ‘performing’ a role play to demonstrate a learned skill, in front of the whole class, risks contradicting the very purpose for doing the activity. For Health Education purposes role play is not about performance, it is about rehearsing skills – practising how to do and say something - in this case, how to be assertive. The focus here is not only oral language, but also the ‘message’ and meaning in body language when using a skill like assertiveness.

Use a selection of the group mixer and roleplay/skills rehearsal preparation activities from the Part 1 if students need to develop confidence to rehearse skills.

#### Resources

- Students' storyboards completed in Activity D above
- Assertiveness skills rehearsal recording sheet one per person – provided

#### References

- Teaching assertiveness features in many Health Education resources, see for example [Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing](#) by Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel (NZCER, 2018)

#### Teaching and learning process

- [This activity is a continuation of Activity D above] Reconnect students with their assertiveness story board.
- Use one or two of the quick role play/skills rehearsal or mixer activities in Part 1 to prepare students for their group skills rehearsals.
- Group the students so there are two storyboards per group (e.g. if the storyboards were developed in pairs, then 2 pairs making a group of four).
- Explain that each pair is going to 'rehearse' (or role play) their story board and demonstrate it to the other pair in their group who will check off all the features of being assertive that they see, using a recording sheet. Each person will have a chance to be the assertive person – that is, the role play will be repeated for each person in each group. Emphasise that this is not about 'performing', it is about demonstrating all the features of being assertive.
- Instruct the students about the use of the recording sheet and any other management details which may include some preparation time.
- [Optional] Students record their rehearsal so they can match the recording sheet with the evidence in their rehearsal/role play.

#### Learning artefact(s) developed by students and evidence of literacy use or development

- Students file the assertiveness skills rehearsal check sheet in their learning journal. [Optional] A digital recording of their assertiveness skills rehearsal is also filed. The speed writing activity following may also be added here.

### Activity 6F. How to resist pressure to vape – speed writing

#### Writing

#### Activity overview

This activity builds on storyboard and assertiveness role plays above in Activities D&E. It is a short writing exercise to help consolidate prior learning using a speed writing technique.

#### Resources

- Paper or digital materials for writing

#### References

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p.127

#### Teaching and learning process

- Explain that this is a short writing activity to practise writing Health Education ideas. In this case the writing is about how to resist the pressure to vape. Acknowledge that in the class there will be students who do vape and students who don't. Whether they do or do not vape they need to take a

position on how they would resist the pressure to vape – noting that the pressure to vape might be different for those who do and those who don't – and that's fine.

- Let the students know that a partner will be reading their answer.
- The topic (write this on the board) – “*Explain how you would resist the pressure vape*”.
- The criterion for the writing is to (1) clearly indicate what would be done to resist pressure (i.e. the action) and (2) give an explanation why (noting that an explanation needs to say ‘because ...’) – add these criteria to the topic on the board.
- Tell the students they will have 5 minutes to write their response (or adjust the time to reflect the learners in the class).
- When you say start, they start writing and they must stop when you say stop.
- Students swap their writing with a partner who reads it, proofreads it correcting spelling and grammar (as best they know), and giving feedback about the two criteria.
- Debrief question: How easy is it to write an answer in a short amount of time? What does this suggest about the need to practise this skill? Apart from school or university exams, what other life situations are there where a person might have to give an oral or written answer to something on the spot and with a time pressure? Think of jobs that require people to give a response on the spot.

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students quick writing is filed in their learning journal. As a homework activity students can be given another quick write topic and criteria and they can time themselves and then ask a parent or other adult they live with to read and check they have met the criteria.

### **Activity 6G. Using news articles as information sources**

#### **Media literacy**

#### **Information literacy**

#### **Activity overview**

Newspaper articles are not typically written for a teenage audience. However, when a news item, such as the one on vaping used for this activity, contains a lot of information relevant to a study of vaping and wellbeing, students can be supported to unpack the article to extract useful information. Throughout this lesson, students are challenged to think about the way that health-related information is presented. The news article offers a starting point for thinking about the target audience and the role of news in sharing information with the public.

#### **Resources**

- [Youth vaping: First-of-its-kind NZ study reveals worrying misconceptions among teens](#) - NZ Herald article

#### **Teaching and learning process**

##### *Activate Prior Knowledge*

- Ask students to reflect on what messages they have been told about vaping in the media. Discussion about where these messages come from.
- “New Zealand has one of the highest youth vaping rates in the world.” Why is this? What helped to normalise vaping for youth?

##### *Vaping Article - Media Literacy*

- Students read the article.
- Evaluate the source of the article.
  - Who wrote it?
  - What do we know about the NZ Herald brand?
  - What biases might the NZ Herald have? (Note: *NZ Herald is a commercial news outlet, part of NZME. It focuses largely on an Auckland audience as this is where the majority of its audience are based. The company adheres to the principles set out by the New Zealand Media Council*

*and therefore is held accountable for unethical reporting. Complaints about reporting in the NZ Herald can be made to the NZ Media Council.)*

- Do you see any examples of emotive language or any use of statistics or personal stories used to convince readers of a perspective?
  - Who is the target audience for this article? Who is most likely to read it? *Adults. NZ Herald have a largely 30+ audience.*
- If this article was to be written for teenagers, how would it be different? Where would teenagers typically encounter such information? *Make a distinction between mainstream news media and social media. In mainstream media the harms of vaping are typically used to frame news stories. On social media there are much more diverse perspective because it is not just news outlets producing content on social media.*
- Who would benefit from creating content that promotes vaping? Consider both harm reduction, and commercial vaping.

#### *Vaping Article - Well-being*

Answer questions based on the article:

1. Marketing Strategies
  - a. How do vape companies target young people?
  - b. What language or techniques make vaping seem appealing?
2. Social Dynamics
  - a. "Within friend groups, vaping attitudes and behaviours were pretty consistent" - What are the implications of this quote?
  - b. What peer pressures exist around vaping?
3. Mental Health Connections
  - a. Analyse the statement about stress relief vs. long-term impacts
  - b. How might addiction affect emotional well-being?

- Discussion questions to pose:
  - Why do some teens resist vaping?
  - What support systems could help prevent teen vaping?
  - How can media literacy help young people make informed choices?

#### **Learning artefact(s) developed by students and evidence of literacy use or development**

- Students complete a written reflection using some of the questions above as prompts. Alternatively the resource sheet for Activity G contains a more detailed activity to practise using newspaper articles as information sources.

## Activity 6H. Taking action to reduce vaping

### Writing

#### Activity overview

This activity is designed to be a summary of the learning with a view it could be used as a type of summative activity to provide evidence that the main points of the learning have been achieved. It requires the students to make a 'pizza book' (see *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p209 with the photocopy template on p235 – an explanation of which follows.

#### Resources

- Pizza book template – or students can make their own.  
*Think of the shape of a of pizza that has been cut into wedges. Students will need to cut out 6-8 wedge shaped pieces of light card approximately 10cm wide at the bottom of the wedge (the outer rounded edge of the pizza) and about 15 cm from the bottom of the wedge to the tip (or the centre of the pizza). The bottom edge of the wedge needs to be rounded so that when the 6-8 wedges are secured with a split pin and fanned out into a circle it looks like a pizza that has been cut into segments. The pointed 1cm of the tip that will form the centre can be cut off to avoid the points getting in the way. Each wedge needs a small hole punched through it about 1cm from the tip so that a split pin can be pushed through to hold all the wedges together.*
- Light card
- Split pins or similar to hold the wedges together and allow for the wedge to fan out into a 'pizza'
- Materials for drawing and/or a source of found images e.g. magazines to cut up or screenshots of images printed from online sources

*It is recommended that the teacher makes an undecorated mock-up of a pizza book to show students what is required.*

#### References

- *The Writing Book: A Practical Guide for Teachers*, Sheena Cameron & Louise Dempsey (2013) p209 and p235 (template if required)

#### Teaching and learning process

- Explain to students that they are going to summarise their learning about vaping as a 'pizza book'. Show the class what this looks like.
  - They will complete this in groups of 3-4.
  - They will need 6-8 wedges. Either decide this or give some flexibility – based on group size and with each student taking responsibility for 2 wedges. Or if time is limited, students could prepare one wedge each on their assigned topic.
  - Instruct students on how to make the wedges – see resources above.
  - Outline the expectation of how each wedge will be decorated e.g. some words and something visual which may still be a word or number based visual if a pictorial image isn't relevant.
  - Provide a list of topics to be covered. An example is provided below. Adapt this based on the learning that has been covered – it is expected that students will (mostly) be able to draw on prior learning with minimal need for accessing additional material.
1. What is vaping? Why is it an issue for some young people?
  2. The substances that are found in vapes
  3. The known and unknown effects of vaping on health
  4. Data about the proportion of young people in New Zealand who vape
  5. Websites where young people can go to for more information about being vape free and what these websites are useful for
  6. Tips on how to resist the pressure to vape
  7. Tips for how to read news items about vaping critically
  8. Tips on where to get support to quit vaping

- Allow time for students to complete their wedges. Get students to put their name on the back of the wedge(s) they completed as 'authors' of the pizza book.
- Provide a split pin or similar to join the pizza book together.
- Provide opportunity for students to read and view the pizza books of other groups. Display the pizza books in the class or school library for others to read.

**Learning artefact(s) developed by students and evidence of literacy use or development**

File a photograph of the group's pizza book in the learning journal.

**Teacher reflection on vaping activities**

Health-related news items from reputable news sources are often useful resources for Health Education learning. What other techniques do you use to help students understand the content of written news items?

Activity 6B. Continuum cards – vaping

Agree	Disagree
Strongly agree	Strongly disagree
Don't know/unsure	

1 Teenagers who vape can just quit anytime they want.	2 It is easy for someone under 18 to buy vapes.
3 Vape retailers should not be able to have shops within 500m (half a kilometre) from a school.	4 Parents who vape are basically telling their children that it's OK to vape.
5 Vaping is a big problem for New Zealand secondary schools.	6 Being caught vaping at school should be treated the same way as being caught with alcohol or cannabis.
7 Vape advertising is the main reason why teens take up vaping.	8 If New Zealand wants to stop teenage vaping all they need to do is close all the vape shops.
9 Vaping is addictive.	10 Vaping is a problem in primary schools.
11 Vapes should be treated as prescription medicine and only people who are trying to quit tobacco smoking should be allowed to purchase vapes.	12 Vaping is harmful to people's health.

## Vaping FAQs (Frequently Asked Questions)

Source: Asthma foundation <https://www.asthmafoundation.org.nz/your-health/e-cigarettes-and-vaping/vaping-some-more-facts>

### What are vapes?

Vapes are devices which produce a (1) \_\_\_\_\_ (aerosol) that the user inhales. This vapour is created by heating a liquid inside the vape. There are a variety of different liquids, or juices, available. These liquids contain a base (usually propylene glycol or vegetable glycerine), flavourings and many also contain nicotine.

Vapes are also called e-cigarettes or ENDS (electronic nicotine delivery systems) products and come in many forms including pens, pods, pipes and tanks.

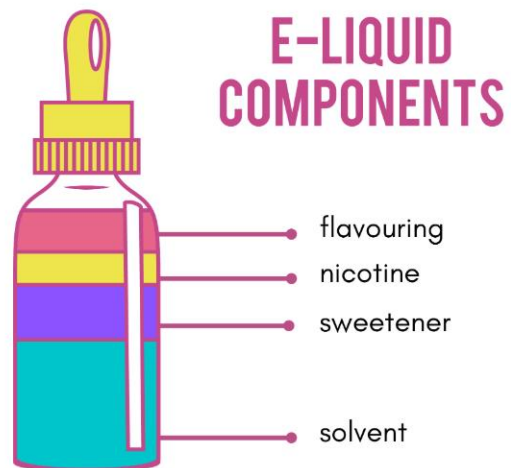
Vapes have widely been promoted as a quit-smoking tool, however since their introduction in New Zealand vaping has become increasingly prevalent amongst young New Zealanders, including those who have never smoked. The most recent statistics from the NZ Health Survey show that daily vaping rates have (2) \_\_\_\_\_ amongst young people aged 15 to 24 years to 18.6%.

### What are in vapes?

The e-liquids or 'juices' used in electronic vaping devices generally consist of three key components: (3) \_\_\_\_\_, flavours and sweeteners, with some juices also containing nicotine. When you inhale the aerosol vapour produced by these devices you are also inhaling the fine particles of these ingredients.

Little is known about the effects these ingredients have on the human body when inhaled, with research in this area still developing. However, what we do know is that many of the ingredients commonly found in vaping devices break down to form dangerous compounds when heated, with some ingredients being found to have (4) \_\_\_\_\_ properties.

There are even instances where vapes have been found to include traces of toxic heavy metals leached from the heating elements.



Source: <https://dontgetsucked.in.co.nz/whats-in-a-vape/>

### How many New Zealanders are vaping?

The most recent research from the NZ Health Survey 2021/2022 found that 10.3% of New Zealanders over the age of 15 were vaping at least once a month. This has increased from 3.9% in 2017/2018.

The ASH Year 10 Snapshot Survey for 2022 found that daily vaping rates amongst 14- to 15-year-olds was 10.1%. However for Māori teens, the rate was 21.7%.

The Secondary Principals' Association of NZ/ ARFNZ 2021 survey of 19,000 students in Year 9 to 13, found that 27% of young people reported vaping in the last week, compared to 15% smoking traditional (5) \_\_\_\_\_.



### What are the health risks of vaping?

The long-term health risks of vaping are not yet known. But research so far has found that vaping and second-hand vaping can irritate the lungs, increase coughing and worsen symptoms of respiratory conditions like (6) \_\_\_\_\_.

Many vapes contain (7) \_\_\_\_\_, including products that claim to be nicotine-free. Nicotine is highly addictive and impacts brain development in young people and can cause problems with concentration and mood. Vapes also contain additives and flavours which have been approved for use in food products but haven't been tested if they are safe when inhaled into the lungs.

Vaping and e-cigarettes can also raise your blood pressure, (8) \_\_\_\_\_ and can alter your heart's function.

### What are the current rules around vaping in New Zealand?

In June 2023, the Government announced a new range of measures to stop young people taking up vaping. These included:

- Banning new specialist vape retailers from setting up within 300 metres of (9) \_\_\_\_\_ and marae
- Making it mandatory for all vaping products to have removeable or replaceable batteries, as well as child safety mechanisms
- Restricting flavour names to generic names; for example, 'cotton candy' would become 'candy'
- Decreasing the maximum nicotine salt content in disposable vapes from 50mg/ml to 35mg/ml

### What is the Asthma Foundation's position on vaping?

The best thing that you can do for your respiratory health is to be smokefree and vape free. The Asthma Foundation was pleased that the Government announced new regulations to curb youth vaping in June 2023, however we do not think these regulations go far enough. We want to see:

- Greater (10) \_\_\_\_\_ on maximum nicotine concentrations: We need to follow the European Union's lead and restrict the maximum nicotine concentrations allowed in all vapes to 20mg/ml.
- Greater enforcement of the current rules, so that young people cannot access vapes so readily and stronger penalties for those breaking the rules.
- Cap the number of retailers who can sell vapes
- Close the (11) \_\_\_\_\_ that allows dairies to operate as Specialist Vaping Retailers (SVR) by cornering off part of their premises.
- Ban disposable vaping products

### Why should the maximum nicotine level in vapes be reduced to 20mg/ml?

The current allowable limit of nicotine in vaping products in New Zealand is 28.5mg/ml – which is a very (12) \_\_\_\_\_ level of nicotine. To put that into perspective, anything over 18mg/ml is considered a high strength nicotine vape. 50mg/ml is equal to smoking 25 to 50 cigarettes – and because of the way the nicotine is often incorporated into vapes (as a salt) it is less harsh on the throat and therefore more easily palatable making it more addictive and more palatable. The Asthma Foundation wants the maximum level to be set at 20mg/ml in line with the European Union.

### Word list

asthma	cancer-causing	heart rate	high
increased	cigarettes	loophole	nicotine
restrictions	schools	solvents	vapour

## Activity 6D. Being assertive in vaping situations – story board

### Instructions:

1. Identify a vaping related situation where a person needs to be assertive.
2. Complete the story board below to show an assertive response. In the white boxes sketch a simple picture. In the grey boxes add text of the script they will be saying.
3. 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.
4. Across the storyboard there should be evidence that you have used the DESC model:

**DESC model** - In your script include:

**D=describe:** Describe how the person being assertive feels about the situation – make sure they use an “I feel ...” statement

**E=explain:** Explain specifically the situation that has caused these feelings ...

**S=specific:** ... Specify the change the person wants to either repair or restore the situation

**C=consequences:** Describe the positive consequence for the person being assertive wellbeing (as well as relationship with the other person) when they have made this change.

<i>Person pressuring</i>  Simple diagram (or description) to show who is speaking and what they are doing	<i>Person being assertive</i>	<i>Person pressuring</i>
Text stating what the person is saying ...		
<i>Person being assertive</i>	<i>Person pressuring</i>	<i>Person being assertive</i>
<i>Person pressuring</i>	<i>Person being assertive</i>	

## Activity 6E. Assertiveness skills rehearsal

**Rehearsal:** Using your storyboard script, rehearse your script in groups:

- One at a time, take the role of the person in your script who needs to be assertive.
- Your partner takes the role of the person you need to make an assertive response to.
- The other pair in your group are the observers and recorders. They record their observations in the template below.
- Make sure everyone gets to play an assertive role and receive a completed 'assessment' template for their learning journal.
- Your teacher may also suggest you digitally record this skills demonstration.

**Name of person being assertive:** \_\_\_\_\_

Did the person:	Tick when you have seen this	Any comments about what the person did well, or suggestions for improvement
<b>D=describe:</b> Describe how the person felt about the situation using an "I feel ..." statement?		
<b>E=explain:</b> Explain specifically the situation that has caused these feelings?		
<b>S=specific:</b> ... Specify the change they wanted made to repair or restore the situation?		
<b>C=consequences:</b> Describe the positive consequences for them and their relationship with the other person when they made this change?		
Use appropriate eye contact and facial expressions?		
Use appropriate tone of voice?		
Use appropriate body posture?		
<b>Overall</b> was there a clear demonstration of how an assertive response was needed in this situation?		

## Activity 6G. Analysing a news item about vaping to identify wellbeing-related information

Read the statement about critical reading below.

### What is Critical Reading?

“Critical reading involves the reader posing questions or applying models and theories to a text. As a result, the reader will have a clearer understanding of what the text is saying, what it's trying to say and what it means. Rather than just skimming a text, critical reading takes a deeper look at it and takes it apart - it allows us to understand how it works and find out what makes it tick.

Having a critical eye when reading doesn't mean we're looking for the faults and flaws in a piece of writing. It means we're analysing and evaluating what we read, rather than simply taking it at face value. To read critically means to use your own judgement when you're reading. If you only take things at face value without taking the time to consider the context, what it means beneath the surface, and so on, you can miss important details.

You can also be misled, depending on the type of text. For example, authors of persuasive writing can heavily emphasise their points and hide the opposing side to create an unbalanced argument, all in an effort to persuade you to take their side. This happens most often in advertisements. It's essential to have a critical eye and analyse if what you're being told is the whole truth.”

Source: [Twinkl](#)

**Reflection:** Think of a time when you've had to 'read critically' in Health Education or in another subject. What do you recall from that activity – how did it help you to understand the situation you were learning about? Discuss this briefly with your pair/group.

Once you have selected your news article about youth vaping, discuss the following questions with your group and note down some of the main ideas from your discussion.

Features of critical literacy	Questions for discussion – focus on the ones that appear more relevant for your article.	Your notes about the main points from your discussion
Questioning how knowledge is constructed and used.	<ul style="list-style-type: none"><li>• What is the 'news' that is being reported?</li><li>• How does the author know about vaping? E.g. are they basing their article on research or are they reporting an incident based on observations of witnesses or others involved in the situation?</li><li>• How well informed do you think the author of the article is?</li><li>• Do they have personal experience of vaping? Do they need to have personal experience to write the story?</li><li>• What's the point the author is making beyond just reporting the news? <i>What is their 'angle'?</i></li></ul>	
Investigating whether the writer has the authority to speak for a group or position or to tell particular stories.		
Considering how power relationships are established and	<ul style="list-style-type: none"><li>• Whose voice(s) dominates the story? Is it just adults or are the voices of young people also included?</li></ul>	

whether a text includes or excludes particular readers or perspectives.	<ul style="list-style-type: none"> <li>• Which adult voices are included – e.g. health advocates, retailers, policy makers, parents, principals?</li> <li>• As the story is about youth vaping, are a diversity of youth and their experiences included? What is your evidence for this? <i>Note: This could be research that collects evidence from young people or directly interviewing them.</i></li> </ul>	
Examining the ways in which texts can position a reader.	<ul style="list-style-type: none"> <li>• What is the author of the article encouraging you, the reader, to think about youth vaping? Why do you say this?</li> <li>• Do you think they are trying to get you to take a side on the vaping issue? Why or why not?</li> </ul>	