Mental Health and Wellbeing Education with SPARX

Teaching and learning materials for health education in the New Zealand Curriculum

Contents

PART A: Introduction

Aim of this resource

The aim of this resource is to provide teachers with a collection of teaching and learning activities about mental health and wellbeing as part of an educational process for all students. These activities are designed to complement the SPARX app that some students may use as a mental health intervention for mild to moderate mental distress (e.g., depression, anxiety, feeling low or down).

Teaching and learning

Teaching and learning about mental health in the curriculum provides students with opportunities to understand:

- The nature of mental health and wellbeing;

- Factors that impact people's mental health and wellbeing;

- Skills that enhance or maintain mental health and wellbeing which includes self-management, ways of supporting others, contributing to community wellbeing, and accessing community support services.

Effective mental health education in the curriculum is measured in terms of learning outcomes. These outcomes should be achievable by all students engaged in the processes of learning, regardless of their personal life circumstances, or health and wellbeing status. The expectations of teachers who are teaching mental health and wellbeing in the curriculum are framed within the professional requirements that apply to all teachers (Teaching Council, 2017 https://teachingcouncil.nz/professional-practice/our-code-our-standards/).

The 12 teaching and learning activities in this resource are designed to supplement those in other mental health and wellbeing resources developed for The New Zealand Curriculum. The activities may be selected individually and combined with other learning, or a group of activities from this resource may be selected to form part of a unit.

Although these activities are presented in a recipe-book like fashion, the content and process may be adapted to meet the learning needs of the students, and to include other locally relevant material.

At the beginning of each activity there is an overview section providing **information for teachers** about the nature and purpose of the learning framed by the activity. Where useful to do so, consideration of content and pedagogical knowledge has also been included to support teachers' professional knowledge.

In addition to the detailed description of the teaching and learning process, ideas are provided for the type of **student learning artefacts** produced through the learning process that can be used to make judgements about learning achievement and progress, along with **reflective questions for teachers** to help consider the effectiveness of the teaching and learning, and next steps.

Whole school approaches to promote and respond to student wellbeing

As well as providing methods to help and support students, mental health education learned in curriculum-based class lessons may complement situations where students require additional wellbeing-related support from a counsellor, health professional, or other designated person in a supporting role.

Teaching and learning about mental health in the curriculum should be closely related to but distinct from the purpose and processes of whole school approaches (WSA) to the promotion of student wellbeing. A WSA involves a collaborative systems-level approach covering policy, procedures, collective school and community actions aimed at wellbeing promotion (prevention) for all students, and methods of supporting those students who require wellbeing-related interventions. See the Ministry of Education Wellbeing in Education website for a range of policy details (https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/)

The SPARX app offers an intervention approach to support young people (13-19 years) experiencing mild to moderate forms of mental distress. These activities are designed as an educational approach that all students can learn from, and which can be facilitated by teachers. For students who are experiencing distress, the activities may help them to develop knowledge and understanding of their experiences, as well as possible skills they could use to help restore wellbeing (or how to support others), how to access support, and to complement any intervention-level support they are receiving from a specialist.

An extended discussion about mental health and wellbeing education can be found in the resource Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

A print copy of this resource was sent to all schools in 2020 with students in years 7-13.

The digital text and supporting resources can be found at https://healtheducation.org.nz/resources/mental-health-education/

The underlying concepts of health education

Teaching and learning about mental health in The New Zealand Curriculum is underpinned by four concepts, which provide a framework for all curriculum knowledge in health education.

The four underlying concepts

(1) Hauora as a concept of holistic wellbeing, described using Durie's (1994) model of te whare tapa whā.

Although a focus on mental health aligns with the taha hinengaro dimension (that is, ideas related to mental and emotional wellbeing), mental health is learned about in relation to all dimensions of wellbeing. Therefore, factors related to mental health are explored in consideration of their interdependence with:

· **Taha whānau** - ideas related to social wellbeing

· **Taha tinana** - ideas related to physical wellbeing

· **Taha wairua** - ideas related to spiritual wellbeing – Note: in a curriculum context this refers to ideas about people's sense of belonging and connectedness, their values and beliefs, having a sense of purpose in life, and their identities.

2) **A socio-ecological perspective (SEP)** contributes to health education subject knowledge by providing a way to view and understand the interrelationships that exist between the individual, others, and society. An SEP diagram is usually shown as a series of concentric circles representing different levels of social organisation and relationships between individuals, others, groups, communities, and all of society.

SOCIETY
COMMUNITIES
GROUPS
OTHERS
INDIVIDUALS
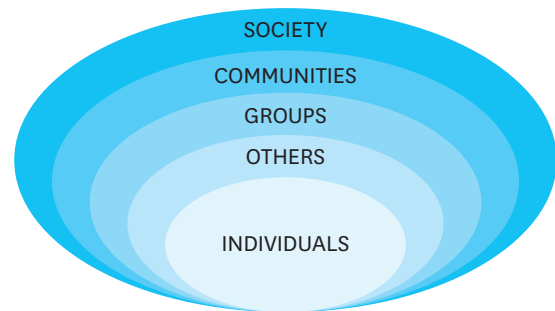
(3) Health promotion adds to health education by providing extensive subject knowledge and skills for understanding the processes to develop and maintain supportive environments for wellbeing promotion. For curriculum purposes, this involves students learning skills for participating in personal and collective action.

(4) Attitudes and values focus health education subject knowledge on promoting positive, responsible attitudes towards students' own well-being, respect, care, and concern for other people and the environment, and a sense of social justice (especially ideas to do with fairness and inclusiveness). Arguably, attitudes and values in themselves are not concepts. It is when certain attitudes and values are selected and used as a lens to analyse and evaluate the way people think and act on health and wellbeing matters, that they become a concept. That is, respect, care and concern for other people and the environment, and a sense of social justice, become the ideas by which we understand what is going on in a wellbeing related situation, why people think and act this way, and how to act ethically and responsibly.
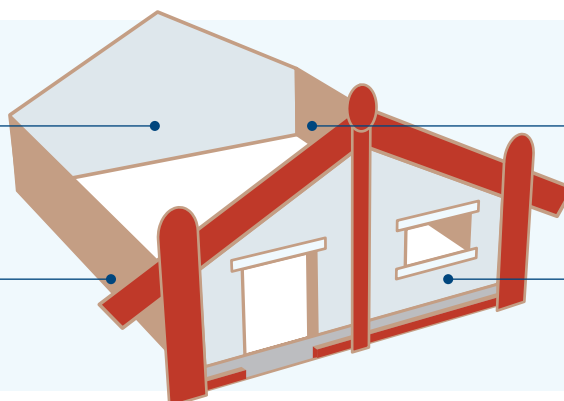
Te whare tapa whā

Te taha hinengaro
Mental & emotional wellbeing

Te taha tinana
Physical wellbeing

Te taha whānau
Family & Social wellbeing

Te taha wairua
Spiritual wellbeing

Mental health as a key area of learning in health education

The scope of what is meant by 'mental health education' was established with the previous curriculum document, Health and Physical Education in the New Zealand Curriculum (Ministry of Education, 1999 https://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999). While this document is no longer policy, it remains a useful resource to explain the intended scope of 'mental health education'. Topic matter that falls under this broad umbrella of health education includes knowledge, understandings, and skills for managing situations related to:

- personal identity and self-worth

- friendships and relationships

- managing change and building resilience

- stress, disappointment, and loss

- alcohol and other drug use

- discrimination and stereotyping

- bullying, cyberbullying, harassment, and abuse

- benefits of physical activity, relaxation, and recreation in relation to mental health

- attitudes, values, beliefs, and behaviours that support mental health for self, other people, and society.

The activities in this resource incorporate most of these topics.

Although dominant social discourses around the word 'mental health' often focus on mental illness (problems, disorders, and deficits), mental health education focuses on wellness and wellbeing NOT mental illness. Occasionally attention may be drawn to instances of mental health issues or named illnesses where relevant (e.g., anxiety and depression). However, the learning focus is not so much about the clinical aspects of the disorder, but on factors that may contribute to these conditions. Importantly, learning focuses on what can be done to support people in restoring and enhancing their wellbeing and creating inclusive communities that support people experiencing mental distress.

Health education has reclaimed the word 'mental' to refer to the processes of the mind – thoughts and feelings. The activities in this resource focus on understanding how these thoughts and feelings lead to the behaviours or actions people take.

SPARX uses a cognitive behaviour therapy (CBT) approach as an intervention for young people experiencing mild to medium mental distress. Many of the skills included in a CBT approach mirror popular and well-known health education teaching and learning activities. However, the different setting in which these skills are learned and applied mean the purposes, processes and (measurable) outcomes differ from a learning programme.

Teacher pedagogy

Effective pedagogy is critical for teaching and learning in mental health education.

Effective pedagogy requires teachers to plan learning experiences that respond to students learning needs, based on the learning achievement of their students, and what they are yet to learn (as guided by the curriculum).

Expectations of teacher practice regardless of the subject matter are detailed in the Teaching Council *Our Code Our Responsibility* (2017 https://teachingcouncil.nz/professional-practice/our-code-our-standards/).

The New Zealand Curriculum statement also describes the main evidence-based features of effective pedagogy. That is that teachers:

- create a supportive learning environment

- encourage reflective thought and action

- enhance the relevance of new learning

- facilitate shared learning

- make connections to prior learning and experience

- provide sufficient opportunities to learn

- inquire into the teaching–learning relationship (a process known as 'teaching as inquiry' which requires teachers to collect data about what students have learned and are yet to learn, what strategies help them to learn, and data to show what impact the teaching process had on student learning).

In consideration of the sometimes-sensitive subject matter that features in health education learning programmes, teachers also need to understand:

- ethical teaching practice and know where professional boundaries extend to and when they must refer to school systems on concerns about student safety – which also requires having

knowledge of school pastoral support systems and procedures.

- how to facilitate a wide range of cooperative and collaborative group learning processes for diverse learners

- how to provide multiple opportunities for critical thinking about mental health and wellbeing situations (a key competency for learning in *The New Zealand Curriculum*)

- how to access (or at least have knowledge of) a range of locally relevant expertise and resources

- how to plan coherent learning pathways that continue to build student knowledge, skills and understanding about mental health and wellbeing

- how to select age and developmentally appropriate learning material that considers 11-14 year old experiences of the world to make connections to prior learning and experience and enhance the relevance of new learning.

What **is not** supported as part of health education teacher pedagogy and practice includes:

- didactic and passive knowledge transmission ('telling') only approaches

- adults-know-best with no acknowledgement of students experiences of the world or only adult-specific examples that don't relate to young people's experiences

- individualised fill-in worksheet tasks (with no supporting discussion and processing of the ideas)

- extended video watching 'about' mental health topics (especially with no follow up)

- information that is dominantly clinical or biomedical in nature, or fear based approaches e.g. the 'survivor stories' from people (still) experiencing mental health issues, or the recovered drug user, which may not be understood by children and young teenagers and result in unintended messages being received

- handing lessons over to an external provider who delivers a one-size-fits-all programme. Accessing expertise external to the school to support the learning programme should be done in partnership and the programme adapted to meet the specific learning needs of the students and the school community context.

There is no expectation that the mental health education teacher is a mental health professional or social worker. It is a breach of the teachers' code of professionally responsibility and the teaching standards for a teacher to step into a clinical intervention role. When the professional circumstance or situation is educational with a teacher–learner relationship, not doctor-patient or clinician/therapist-client, professional boundaries must be observed. It is essential that teachers know where these boundaries lie, and how to access school systems that support students.

Critical thinking in health education

Through the pedagogical approaches noted above, teachers can provide rich learning experiences that enable students to think critically about the wellbeing contexts they are studying. For health education purposes, critical thinking involves cognitive skills like analysing, assessing and evaluating, asking questions to challenge assumptions and taken-for-granted beliefs, seeing different perspectives on an issue, and reconstructing knowledge.

Critical thinking requires students to respond to questions. Examples of these questions are incorporated across the activities and below.

- What do I know about the wellbeing of the person/people in this situation? How do I know this? What knowledge(s) do I draw on to understand this situation? What information is missing? What's the bigger socio-cultural, socio-economic or socio-political context surrounding this situation?

- Whose voices are being heard? Whose voices are not being heard?

- Who holds the power and authority in this situation? What are the values and beliefs of the person/people who hold this power and how is it impacting people's wellbeing?

- What is fair or unfair about this wellbeing situation? (Or what is (not) inclusive, (un)ethical, (un)just, (un) equal, or (in)equitable?)

- Who is advantaged or whose wellbeing is benefited in this situation? Who is disadvantaged or whose wellbeing is harmed in this situation?

- What needs to change to enhance people's wellbeing in this situation? What could be done – what actions could be taken to make these changes? What can I do to contribute to these actions?

Adapted from the questions in Ministry of Education (2004). The Curriculum in Action Making Meaning Making a Difference, page 27 https://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning

Learning programme planning considerations

Local Curriculum: Designing rich opportunities and coherent pathways for all learners

Your local curriculum is the way you bring The New Zealand Curriculum to life in your school. It should:

- be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of your learners and their families

- have a clear focus on what supports the progress of all learners

- help students understand Te Tiriti o Waitangi – its past, present, and future (you will also be planning learning that helps students live the Treaty as citizens of Aotearoa)

- help learners engage with the knowledge, values, and key competencies, so they can go on to be confident and connected lifelong learners.

Source: Ministry of Education Leading Local Curriculum Guide series https://nzcurriculum.tki.org.nz/Reviewing-your-curriculum/Leading-Local-Curriculum-Guide-series

Learning about mental health is 'Not leaving learning to chance', and therefore is:

- deliberately and purposefully planned

- based on students' learning needs, using the direction provided by the Health and Physical Education curriculum statement in The New Zealand Curriculum to interpret these learning needs

- framed within meaningful and relevant contexts ('topics' or themes) to help the students see the practical application. Abstract ideas devoid of any tangible and 'real' context and application can make it difficult for young people to transfer ideas across their learning, or to use in their lives.

- planned in response to students' identities, languages, cultures, interests, strengths, and aspirations of them and their families (see the

Tūturu consultation resources https://www.tuturu.org.nz/healthconsultation/)

- organised in way that ensures that the essential aspects of that learning are contained within a coherent 'unit' within the learning programme, as part of the school curriculum – and not dispersed and hard to find.

This is to ensure that:

- messaging about mental health and wellbeing is clear

- student safety is assured by contained and focused learning

- evidence of learning (through student learning artefacts) specific to the learning intentions is accessible and apparent for making judgements about student learning achievement and progress

- mental health education learning is not 'lost' in the midst of other learning

- links between mental health education learning and whole school approaches to the promotion of student wellbeing are clearly understood.

Professional learning and development

Discussion frameworks for leaders and teachers planning mental health education programmes.

Use these questions to guide professional learning conversations around learning programme design, the role of the teacher, and for understanding how the pastoral system works within the school (and the roles and responsibilities that are key to this).

1. Curriculum design

Overall – local school curriculum

- How do we see mental health education connecting with and reflecting the principles of our local school curriculum?

- What guidance do we have from the parent and whānau feedback from our biennial community consultation for the health education programme that has relevance for the mental health education aspects of our learning programme?

Thinking specifically about learning programme design for year levels and individual classes

- What does our student achievement data and their learning artefacts indicate about students' prior mental health learning?

- What sorts of learning activities help our students learn? What are their capabilities for working independently and cooperatively, and in which situations do they benefit from a more scaffolded and supported approach?

- What reading, writing and oral language aspects of literacy development need to be considered for this mental health learning to be meaningful for our students? How/where can we incorporate literacy strategies with their learning about mental health?

- What do we know about our students' digital literacy and digital fluency capabilities and how can we incorporate digital strategies in their learning about mental health?

- How do we ensure coherence across the learning programme and the development of knowledge – to understand mental health and wellbeing situations, knowledge of skills and of how and when to apply the skills and evaluate the effectiveness of their use?

- What learning artefacts can be collected from the learning programme to make judgments about our students' learning achievement in mental health education?

- What additional teaching and learning resources will complement the activities in this resource?

- How do we see this learning making connections with whole school approaches to promote student wellbeing?

2. Pastoral support

Overall

- What is the overall 'map' of the pastoral support system in the school for students experiencing distress?

- Who is responsible for what situations?

Note: these systems are distinct from pastoral and other specialist support for students with special education needs (e.g., behavioural and cognitive/ learning needs associated with known conditions).

Thinking specifically about teachers:

- What are teachers expected to 'notice' (e.g., changes in levels of achievement, changes in behaviour, mood swings, withdrawn, anger and lashing out, obvious signs of distress and not coping, agitation, unable to concentrate, crying, etc.)?

- What are the overall expectations of classroom teachers in situations where a student is presenting with apparent mental health and wellbeing concerns?

- What to say/what not to say to a student in distress.

- When to refer on – and who to refer on to.

- What are the referral procedures in instances where students are experiencing distress?

- What can a teacher NOT do (without consulting a designated senior or middle leader e.g., contact parents or an outside agency on behalf of the student, give counselling or clinical type advice to students, support the student one-to-one outside of school, etc)?

- What are the implications for teachers who do not use established school systems and safety protocols?

For leaders:

What PLD do all teachers and support staff at the school receive for the following:

- noticing changes in students that may signal mental health and wellbeing concerns

- knowing how to act in response to expected school procedures

- understanding how the whole school approach to promoting wellbeing for all students fits together i.e., curriculum mental health education, and responding to mental health and wellbeing needs for some students.

- evaluating the effectiveness of actions that promote student wellbeing at school (See the Education Review Office Wellbeing for success: a resource for schools https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/).

PART B: Teaching and learning activities

Introduction to the activities in this resource

The 12 activities below contain:

- An **overview** to provide the teacher with a sense of the activity, any pedagogical and/or content knowledge relevant to the activity, along with further teacher references.

- A **learning intention** with links to the HPE **Achievement Objectives**. Most activities are pitched about NZC Level 4 but with minor modifications they could be used across NZC Levels 3-5. Note: A popular form of shorthand is used to refer to the Achievement Objectives e.g., '4A4' means HPE NZC Level 4, Strand A is the first strand 'personal health and physical development', and the remain 4 refers to the fourth AO on the list under 'personal identity'.

- A **suggested time**, noting that this is only a guide to assist activity selection and lesson planning.

- NZC links – an indication of the main one or two **key competencies** featured in the activity (i.e., critical thinking, relating to others, using language, symbols, and texts, managing self, or participating and contributing).

- **Resources** required for the activity. Where a resource sheet is required, a formatted page or template has been provided.

- A detailed description of the **teaching and learning process**.

- Suggestions about **student learning artefact**(s) that could be included in students' learning journal and used for assessment purposes.

- **Reflective questions** for teachers to support the teaching as inquiry approach.

1. Building a wellbeing vocabulary

Overview

All learning in health education requires students to have good literacy skills – skills for reading and oral comprehension to take in information, and skills for writing and oral communication to communicate their knowledge and ideas.

This activity is designed to be included early in a learning programme to check on students' acquisition of wellbeing language (giving the activity a diagnostic purpose), and as a language development activity to add further terms that can be used across the learning programme.

Teachers are encouraged to edit and adapt the list provided on the resource page to include:

- Terms the students are expected to know from prior learning

- Terms that will be included in the planned learning programme

- Other cultural language representing students' home languages

- Popularly used terms and formal health education terminology

A series of short activities is outlined below, all of which use the resource sheet of mental health education words provided. An introductory group activity is used to familiarise students with the language and then teachers can select from different options: creating a wall or words, constructing a mind map of words, and/or developing short written statements using the words.

Alternative approaches could include:

- Cloze activities to use the terms in sentences

- Accompanying the terms with meanings for a mix and match activity where terms require more explanation (although the activity suggestion for these year levels is that the students add these meanings themselves)

- Separating the English and te reo Māori terms (where there are approximations of each other) so these can also be used in a mix and match activity.

Other teacher references

- Literacy online (https://literacyonline.tki.org.nz/) has many strategies for building student vocabulary and using subject specific terminology in activities

- Te reo Māori language source (Māori dictionary https://maoridictionary.co.nz/). Note: use of te reo Māori terminology can vary regionally. Please seek guidance for local terminology. The curriculum uses the term 'hauora' along with the ways the dimensions of hauora are named (based on Durie's original te whare tapa whā model). This varies slightly from dictionary sources. Additionally, some terms do not readily translate between English and te reo Māori.

Learning intention:

Students will develop their vocabulary of mental health education language *(required for achieving all curriculum Achievement Objectives)*

Suggested time:

1 hour

Curriculum links – key competencies:

Participating and contributing using language, symbols and texts

Resources required for the activity:

- Copies of the resource sheet to cut up (alternatively the words can be provided digitally, and a content curation application can be used to organise the words into groups, or a mindmapping application can be used to mind map the words to show how they can be linked).

- Coloured card to make bricks for the wall of words in option 1.

Teaching and learning process

Introductory activity:

- Allocate groups of 3-4 students a page of words. After cutting these up, students are instructed to group these words in a way that is meaningful to the group (e.g., words they do and don't know (have/have not heard of), words that mean or refer to similar things, words that refer to health knowledge and ideas, and words that are about actions. Accept all interpretations of the task.

- Optional: If students have other words related to these ideas that they think should be included, add these on other cards.

- Ask the groups to share with the class how they decided to group their words and why this was the case. Ask groups to record a digital image of their group's word arrangements and file this on the class digital learning platform and/or in their personal learning journal.

- Instruct the class to repeat the activity using one of the ideas from another group (or another way of grouping the words they have thought of). Share any new ways of grouping the words. Make a digital record of these word arrangements.

- Ask students why they think they are doing a literacy activity in health education (e.g., we need words to communicate our ideas and how we are feeling, we need language to ask for help or support someone else, we need to be able to read to understand health issues in the media, etc.).

- Select one or more of the following options in response to students' language learning needs.

Option 1. Wall of words

- Extending the introductory activity, negotiate with the class how they will make a wall of words for the classroom. Ask each student or pair of students to make a 'brick' for the wall using the word allocated to them. Alternatively, a hexagonal quilt shape or other interlocking shape can be used. As a class think about how the different sorts of words will be shown in the wall (e.g., different coloured bricks, where they are placed, - which go on top, which sit underneath, and what information or visual imagery will be added to the 'bricks' to aid their use of the words in future learning).

- Facilitate the creation of a wall of words in a designated space on the classroom wall. Refer to these words across the learning programme to reinforce use and meaning.

Option 2. Mind mapping

- In addition, or as an alternative, to the wall of words, students working in pairs create a mind map of the way they see these words linking together. This may require the addition of anchor words to form the main branches of the mind map.

- Share the mindmaps on the class digital learning platform.

Option 3. Making meaning

- In response to school wide literacy goals, use established writing strategies to help students meaningfully use a selection of terms. Allocate individuals or pairs of students with a different term to use in a short-written statement about a wellbeing situation. Compile all statements into a 'compendium', grouping similar or related ideas under some main headings, and make this available to all students through the class digital learning platform.

Student learning artefact(s):

Students file all images of their group and whole class word arrangements, mind map, and any recorded word meanings for ongoing use in their learning journal

Teacher reflection:

What did this activity reveal about students' language acquisition to date and their confidence to use health education terminology?

What are the implications of this when considering the way vocabulary and other literacy strategies are included in future activities?

Resource page

Oranga Wellbeing	Hauora Health	Mauri Life force
Oranga Tinana Physical wellbeing	Oranga Wairua Spiritual wellbeing	Oranga Pāpori Social wellbeing
Oranga Hinengaro Mental and emotional wellbeing		Kaingākau Values
Kiritau Self-esteem, self-worth	Tuakiritanga Identity	Mana Prestige, authority
Whanaungatanga Relationships	Manaakitanga Kindness, support	Tino rangatiratanga Self determination
Whakapono Beliefs	Mātāpono Principles	Waiaro Attitudes
Wairua Feelings	Ngākau Whakaute Respect	Hohenga Actions
Whanonga Behaviours	Manawaroa Resilience	Tika Tūāpapa Rights
Whakatā Relaxation	Whai Āwhina Help seeking	Tautoko Supporting
Matatika Fairness	Whakakotahi Inclusiveness	Haepapa Responsibilities
Hanga Whakataunga Decision making	Whakatika Raru Problem solving	Whakaaro Pai Positive thinking
Whakatopatopa Assertiveness	Whakaōritenga Compromise	Whiriwhirihia Negotiation
Ata Whakarongo Effective listening	Whakapuaki Wairua Expressing feelings	Whakahaere Pōraruraru Stress management

2. Kete of actions to promote own and others' wellbeing

Overview:

Learning self-management skills and communication skills, as well as other ways to support self and others, are key features of learning in health education. Learning these skills enables students to:

- name the skills

- recognise situations where the skills need to be used, and how to transfer the basic skills to different wellbeing contexts

- know the features or the steps that make up the overall process of the skills

- rehearse and demonstrate the skills in a form of skills practice activity

- self-assess and peer assess the application and demonstration of these skills in a range of health education related activities

These skills include but are not limited to:

Personal self-management skills	Interpersonal communication and support skills
• Positive self-talk (positive thinking)	• Respectful and effective communication which includes effective listening, using 'I' statements, assertiveness, giving constructive feedback, giving compliments, negotiation and compromise, shared problem solving
• Self-affirmation	
• Identifying and expressing feelings appropriately	
• Decision making	
• Own problem solving	• Ways of supporting and caring
• Help seeking	• Showing empathy
• Personal goal setting	
• Stress management and relaxation	
• Managing loss and disappointment	

Either the learning of the skill, or the application of some of these skills are included in this resource. Although these skills may be taught and learnt in isolation, over time and as their learning progresses, students develop the ability to make connections between these skills and develop the understanding that in many wellbeing contexts more than one skill is required to manage the situation.

This activity is an ongoing activity and the following instructions are a guide to support students set up a section of their digital or paper-based learning journal in which they file all of the learning artefacts (digital – audio or video, photographic, print, visual) showing the strategies and skills they learn across the period of their learning. This extends beyond just the activities in this resource.

Ideally some digital storage will be needed, especially for recordings of skills demonstrations. This material, print and/or digital, is referred back to over time.

This setting-up activity can be done at the start of the learning programme, or once the students have started to collect a range of learning artefacts and the purpose of the file or folder becomes more meaningful.

Other teacher references

A comprehensive collection of teaching and learning activities to help develop these skills can be found in the resource Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

Learning intention:

Students will have knowledge of a wide range of skills to use for the promotion of their own wellbeing and to support that of others. *(Contributes to Achievement Objectives across all strands of the HPE learning area).*

Suggested time:

Ongoing – a few minutes for each activity where skills are being learned and developed.

Curriculum links – key competencies:

All

Resources required for the activity

Student's own paper based or digital learning portfolio.

Teaching and learning process

Introduction:

- Explain to the students that they are going to set up a section of their learning journal to file all of their learning related to the skills they learn in their health education programme. This is so they can easily refer back to it when they need to use that skill in another health education topic later on, or perhaps when they want to use the skill in their own lives.

- Depending on whether the learning journal is digital or paper based, provide students with overall guidance about the technical aspects of setting up this file or folder.

Designing the folder:

- Think about some form of design and imagery as well as a title for the 'cover'.

- Discuss possibilities for how to organise the

contents (this may need to change over time as more skills are learned and added to the folder). As a suggestion, 'skills that I can use to support myself', and 'skills I can use to support others' would be a reasonable starting point.

Discussion: How their folder can be used to file:

- Digital recordings (video or audio) of skills demonstrations

- Still photographs of 'scenes' constructed by the students to demonstrate a skill

- Still photos of posters or other visual imagery made by the students not able to be filed in original form or where the artefact is produced by a group and each student needs a record of the artefact

- Written statements like decision making or problem-solving grids

- Written text like a roleplay script

Discussion: Ethical and responsible use of the artefacts:

- For learning artefacts that show images of themselves and their peers, discuss the importance of keeping these files private and confidential and not using the images for anything other than their learning purpose. The learning artefacts can be shown to parents and whānau to discuss the learning.

Debrief:

- Explain to the students that over time they will keep adding to this file. As the first learning artefact for the file is produced, use a few minutes of the lesson to ensure students have filed their learning artefact and that their folder set up 'works' for this purpose.

Teacher reflection:

(Over time) How useful is it for students to have a file of skills to refer back to so that they learn to transfer learning across different health education contexts?

What evidence do you have that students are making use of these artefacts by themselves without prompting from you?

Are there any ways to enhance the use of a file or kete of ideas like this in your health education programme?

3. Managing day-to-day stresses

Overview

Talk about things being 'stressful' is ubiquitous in mental health education. However, what people find stressful and how they respond to stress differs greatly.

This activity assumes some prior learning about what stress is, what causes it and how it affects people's wellbeing. This activity extends students' prior learning about stress to identify what for many people would be deemed 'smaller' everyday stresses and 'low level' stress management approaches. The purpose of this activity is for students consider what might be assumed to be 'small' everyday stresses and, from their own perspective, decide on the sorts of strategies or actions they may use to manage these stresses. They will also consider why it is important to deal to the small stresses and not just ignore them and have them build up and compound each other.

However, on the understanding that what might seem small to one person may cause substantial stress for another person, the activity goes on to look at some of the situations with the addition of another perspective that complicates the situation. Students are supported to see how everyday situations might be experienced very differently for some people, especially if, for example, they have a predisposition to anxiety in certain situations, or if the so-called 'little' stresses come on top of a whole lot of other 'little' or not so little stressful life events.

The activity is based around a series of prepared scenarios which form the basis of a group discussion activity. These can be adapted or changed to reflect situations relevant to the students. One of the situations is based on the experience of disappointment which leads into Activity 4.

If individual students are showing signs of distress, consider referring them to the SPARX app with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

- More stress related teaching and learning activities can be found in Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

- The New Zealand Mental Health Foundation has a range of student relevant, informative materials about stress if further background reading is required. Search the website https://www.mentalhealth.org.nz/

Learning intention: Students will understand that:

- Managing stress is important for wellbeing (Achievement Objective: contributes to 4A3,4C1, 4C3)
- Stress is experienced differently by different people (Achievement Objective: contributes to 4/5A4)

Suggested time:

1 hour

Curriculum links – key competencies:

Thinking critically, participating and contributing

Resources required for the activity:

- Print or digital copy of the resource sheet for students to use

Teaching and learning process

Introduction:

- Make connections with any prior learning about stress.

- Ask the students if they think some stresses could be considered smaller everyday stress and others as bigger (perhaps less common) stresses. Why or why not?

- Who gets to judge if a stress is 'small' or 'big'?

- Explain to the students they are going to work in small groups. They will be given a resource sheet with a list of situations and some questions to guide their discussion about the stressful aspects of the situation.

Using the resource sheets to guide discussion:

- Group students using a preferred method, distribute resource sheet (1), and provide further instructions as required. Allow time for students to work through the questions. For time management purposes it may be appropriate to allocate a set number of situations to each group.

- Once complete, ask for a selection of responses to the questions and the debrief question. Use these ideas to segue into the second task on resource sheet (2).

- Ask students what they think will happen to the wellbeing of the students in these situations if they are also dealing with other stressful situations as well as this one. Accept all responses.

- Back in their groups, students are provided with resource sheet (2). Provide further instructions as required. Again, allow time for students to work through the questions and for time management purposes it may be appropriate to allocate a set number of situations to each group.

Debrief:

Ask for class feedback about a selection of the situations and the debrief questions.

- Can we ever call things 'big' or 'little' stresses? Why or why not?

- Why is it important not to judge other people because of the way they respond to stress?

- What conclusion can we draw from today's activities about stress and managing stress?

Student learning artefact(s):

- Students file a copy of their group's resource sheet in their learning journal.

- As a summary reflective task, students write their own scenario describing a situation they have found somewhat stressful, how they dealt with it at the time, and why they (now) realise it is important to manage stressful situations as they arise, and not leave them to pile up.

Teacher reflection:

How readily were students able to draw on their existing knowledge to identify stress management strategies? What are the implications of this for future learning?

How well were students able to respond to the second task where they needed to add another perspective? Could they see how assumed 'smaller' stresses can become complicated if people are experiencing other major life events and changes? What are the implications for future activities when students need to be able to see other perspectives on issues?

Resource page (1)

Situation	In what way(s) could this situation cause the student some stress and affect their wellbeing?	Describe an achievable action or an approach the student could take *now* to stop this stress growing into something bigger.	If the student does nothing, how might their stress level grow?
A student goes out socialising with friends, doesn't complete an assignment on time and hands it in late.			
A student is sometimes called names by their friends, based on an aspect of their appearance.			
A student trips and falls in front of everyone and is laughed at by all who see it.			
A student can't do one of the activities in PE because they don't have the skills and the teacher wants to observe each student doing the activity for an assessment.			
A student gets asked a question in class and has no idea what the teacher is talking about.			
A student is with a group of their peers who are talking about something and using words that the student doesn't understand, apart from the fact it's something sexual.			
A student misses out on place in the sport team/drama production (etc)			
A student doesn't have enough money to buy something that all their friends have.			

Debrief question:	Your responses
Does your group think the situations in this list are all 'small' everyday stresses? Why or why not?	

Resource page (2)

(A) Situation	(B) As well as the situation in the left-hand column the student also ….	If the student was already experiencing these stresses (column B), how could their experience of the stress in (column A) become more complicated?	What support do you think someone else could provide for the student in this case?
A student can't do one of the activities in PE because they don't have the skills and the teacher wants to observe each student doing the activity for an assessment.	Gets anxious about being out in open areas.		
A student misses out on place in the sport team/drama production	Has experienced the loss of their grandma.		
A student is sometimes called names by their friends, based on an aspect of their appearance.	Comes from a home where their parents often argue.		
A student gets asked a question in class and has no idea what the teacher is talking about.	Has a learning disability which means they can understand what is said but can't quickly communicate ideas back.		
A student doesn't have enough money to buy something that all their friends have.	Comes from a home where a parent has lost their job.		
A student is with a group of their peers who are talking about something and using words that the student doesn't understand, apart from the fact it's something sexual.	The student has been sent inappropriate sexual materials by text and false sexual comments have been made about them on social media.		

Debrief question:	Your responses
Can we ever call stresses 'big' or 'little'? Why or why not?	
Why is it important not to judge yourself, because of the way you respond to stress?	
Why is it important not to judge other people because of the way they respond to stress?	

4. Learning from disappointment

Overview

When we live in a world that places so much focus on notions of success there is a tendency to ignore the realities of life and living a world where people cannot always be successful. Giving focus to the experience of disappointment acknowledges that:

- we don't get our own way all of the time

- we are not always in control of situations

- things happen to us and around us that aren't always the way we want them to be

- we don't have to be perfect at everything

- we are not successful all the time - we fail, we miss out, or things just don't go the way we want them to

- we can learn from these experiences

For health education purposes, learning about the relationship of success and disappointment with wellbeing is part of a broader understanding of the way changes in people's lives can impact positively or negatively on their stress levels and overall wellbeing.

A key message in this learning is that disappointment of itself is not negative. As long as people learn from the experience and analyse rationally and logically any situation that they had control over that resulted in disappointment, and decide what could be done differently. For situations people have no control over, the learning is more about how they coped, and what helped them to manage the situation – ideas they could carry over into other situations in future should they occur.

The fact that people have experiences of disappointment also means this activity speaks to people's attitudes, values and beliefs about the notion of success. It is assumed students will have had some prior learning about notions of success. If not, the brief introduction to the activity may need to be expanded – see activity ideas with the reference below.

After a teacher-led brainstorming activity to generate a range of ideas, this activity requires students to develop a 'storyboard' in preparation for a short video that shows young people why it is important to learn from disappointment and how to manage it.

Be aware of any students who seem not to cope well with situations where they are not in control, or not successful all of the time. Also note students who strive for perfection and respond negatively when they do not achieve this. Discuss any of these concerns about students with the person in charge of pastoral care at the school. If individual students are showing signs of distress, consider referring them to the SPARX app with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

- For a learning activity on different notions of success see Making connections with Pacific ideas in health education (NZHEA, 2020 https://healtheducation.org.nz/resources/).

Learning intention:

Students will understand how the experience of disappointment impacts wellbeing and ways to manage disappointment (contributes to 5A1, 4A4/5A4)

Suggested time:

1 hour

Curriculum links – key competencies:

Critical thinking, participating and contributing

Resources required for the activity:

- A3 copies of the blank storyboard (resource sheet) or have students construct their own

- Colour pens and pencils

- Optional – brainstorm discussion questions on cards, or a content curation app if this activity is to be done in groups

- *A digital solution maybe an option of students have access to suitable devices and drawing applications.*

Teaching and learning process

Introduction: focusing questions and discussion:

- Lead the class in a brainstorm activity on the white board (or using a digital app that curates content) to explore a relevant selection of the questions in the table below (in consideration of prior learning about success). Include the questions specifically about disappointment.

- Alternatively, groups may be allocated one part of the brainstorm and asked to come up with as many ideas as they can think of related to the prompt question. Provide opportunity to read and share responses if completed as a group activity.

Preparing the storyboard:

- Explain to the class working individually or in pairs that they are going to create a storyboard for a short video that shows young people why it is important to learn from disappointment and how to manage disappointment.

- Distribute an A3 template to each student/pair.

- Using ideas from the brainstorm, and the prompts provided in the storyboard (which can be adapted to better reflect the students learning needs and issues raised by the class), instruct the students to develop their story in a way that shows how people can learn from disappointment. They can use a combination of words, word-pictures, and drawings.

Sharing ideas:

- Provide the opportunity for students to share their storyboards with other groups or the whole class.

Debrief:

- Draw conclusions to the question 'why is it important for wellbeing that people 'learn from disappointment' and learn to manage or cope with disappointment?'

Student learning artefact(s):

Students file a copy of their storyboard in their learning journal.

Teacher reflection:

Did any of the students challenge the idea, or were resistant to the idea, that people can't be successful all of the time, and that's not a bad thing? If so, what appeared to be the values and beliefs underpinning their position? Is any further action needed for these students or can future learning revisit some of these ideas in other contexts?

How well did students grasp the idea that they can 'learn from disappointment'? Where else in the learning programme might ideas about success and disappointment feature and where some of these ideas can be revisited?

Resource page

Brainstorm questions for the teacher (or distributed to groups of students) – select from these to identify students' prior learning about notions of success and give priority to those questions that focus on their ideas about disappointment:

In what ways can people be 'successful'? What values and beliefs are associated with these ideas about success? *Try to think beyond just the obvious ideas.*	How do people feel when they are successful? How does it affect their wellbeing?	How do people feel when they are NOT successful? What terms do we associate with not being successful?	What messages does your school give you about success and what it means to be successful? What about the messages when people are not successful?
What sorts of messages do families give their children about success and what it means to be successful? Do you think it is the same for all families? Why or why not? What about the messages when children are not successful?	What do you think the terms 'helicopter parents' or 'lawnmower parents' refer to? Do you think it is a good thing that some parents closely monitor and control their children's lives to try and reduce the likelihood of their child experiencing distress or disappointment?	What sorts of messages does your culture or 'NZ culture' give about success and what it means to be successful? What about the messages when people are not successful?	Think about situations where people are not successful but they have control over – where they experience disappointment. How does this experience affect their wellbeing? e.g. what do they think, feel and do?
Think about situations where people are not successful and that they have NO control over – where they experience disappointment. How does this experience affect their wellbeing? e.g. what do they think, feel and do?	Can all people be successful all of the time? Why or why not? Is feeling disappointment a 'bad thing'? Why or why not? If people feel they have to be successful all of the time, how could this affect their wellbeing?	Focusing on the experience of disappointment. In what sorts of situations can people feel 'disappointed? What other words do we associate with disappointment and how does it differ from other feelings?	When we say we 'learn from our disappointments' what is it you think we learn? Why is it important for wellbeing that people 'learn from disappointment' and learn to manage or cope with disappointment?

Resource page

Storyboard – managing disappointment

Describe a situation where a young person has experienced disappointment	Identify their first thoughts and feelings about the situation – make clear what it is they are disappointed about	Add any other messages or comments they might get from friends, family and/or school (as relevant to the situation)
Describe what they might do if they took the situation badly and didn't deal with their disappointment in a helpful way.	Identify one way the young person could support their own wellbeing in this situation	Identify another way the young person could support their own wellbeing in this situation
Identify one way another person could help the young person support their wellbeing in this situation	How does coping with or managing situations of disappointment contribute to wellbeing?	What can be learned from taking action to manage situations of disappointment?

5. Managing the hard times

Overview

Building on the managing stress activity (3), this activity is based on the idea that when people experience distress and adversity in their lives, how others see their situation may result in inaccurate assumptions or judgements being made. The negative response from others is often based on limited information and, for people experiencing highly stressful life events this, can make a hard situation even harder to deal with.

In New Zealand, everyone has a right to privacy, including young people, and young people as students in schools. Since it is sometimes hard to know the full story, how can people - like friends, extended family, peers, colleagues, and others - show understanding and support people's wellbeing when they don't have all of the information, and a person's right to privacy means it's not their business to know?

After an initial mini-version of the activity to set the scene, this activity provides students in groups with a scenario where they only get one part of the story at a time. Their task is to consider the sort of wellbeing support that might be recommended based on the information available, which at first is quite limited, building to a fuller picture of the young person's life (which only a few people may know about).

Teachers, and the students themselves, are not doctors, mental health professionals, counsellors and other therapists, lawyers, or social workers, and cannot be expected to understand the situation of others (even with all the information) and do not have the specialist qualifications or authority to act in these roles. So how do we expect students, and their teachers, to respond to situations where it is apparent that another person is experiencing a major life event that is having a serious impact on their health and wellbeing?

This activity explores the roles of non-specialists - like students at school - around supporting others, and why taking time to try and see the situation from different perspectives is important before rushing to judge and make assumptions about what a person in distress is experiencing, and how best to support them.

Prior or follow up learning about empathy will enhance learning related to this activity.

If individual students are showing signs of distress, consider referring them to the SPARX app with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

For activities about showing empathy see *Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing* by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

Learning intention:

Students will demonstrate understanding of ways to support others experiencing stressful life situations. (Achievement objective: contributes to 4C1 and 5C2)

Suggested time:

1 hour

Curriculum links – key competencies:

Critical thinking, Relating to others

Resources required for the activity:

- Scenario and discussion cards in the resource sheet (1) copied and cut up ready for distribution

- Post it squares or similar sized pieces of paper

- Scenario from resource sheet (2) in print or digital form. Alternatively, a short story, TV programme, article or part of a film that depicts someone manging a major life change - but where everyone around them is seeing something different about the situation - may be used for this activity.

Teaching and learning process

Introductory activity

- Ask the class why, in some situations, people see things very differently to someone else (e.g., due to different: experiences of the world, values and beliefs, knowledge, understanding of the situation, etc). An alternative to this question is to search online for ambiguous or reversible images (e.g., the old/young woman, the duck/rabbit) and select a few of these. Make the introductory point that we all see situations differently for many different reasons.

- Without much explanation, organise students into groups of 5. Make a copy of the scenario from resource sheet 1 available to each group.

- Distribute a post-it note and the 5 role cards - one to each member of the group and in a way that they don't get to see each other's cards. Instruct the students not to show each other their cards just yet.

- Read the scenario and ask the students to 'in role' answer the question on the card 'what words would you use to describe Matiu at the moment – without discussing it with each other?' Note these words down on the post-it note.

- Ask the students one by one to read out the words they are using to describe Matiu.

- Ask the students to identify obvious similarities and differences between their words and ask why they think this is the case.

- Give students a few minutes to then read out their role card and discuss why it is they saw Matiu the way they did.

- Debrief questions:

  - Why is jumping to conclusions about people potentially damaging when we don't have all of the information?

  Sometimes confidentiality and privacy means we don't get to know about people's personal details, so if they are behaving in a way that is out of character, or different to what we would usually expect of them, what should we be thinking of before we make assumptions or rush to judge them?

- Acknowledge that situations like these can be hard for anyone to manage, not just the person experiencing the distressing situation.

- Introduce the next activity which shifts the focus more toward ways of supporting people experiencing distress.

Main activity

- Working in groups of 3-4 and using a similar process to the above (where only one part of the story is given out at a time), allow time for students to discuss and decide what could be done by the people named in the questions with each part of the scenario. Emphasise that the actions need to focus on supporting Rena's (and others') wellbeing.

- With each section of the story, ask for a selection of ideas from the groups about what could be done to support Rena's (and others') wellbeing. Acknowledge the shifts and changes in their ideas with each successive part of the scenario and ask why this is the case.

Debrief:

Draw ideas from the introductory activity and build on these, for example,

- Why is jumping to conclusions about people potentially damaging when we don't have all of the information?

- Why do we sometimes have to accept that we won't have all of the information about a person, but it is still important to find a suitable way to support them?

- Why does supporting young people – like Rena in her situation, require many people to provide support? Why don't we expect Rena just to stand up for herself and manage things all on her own?

- Conclude by checking that students understand how to access the guidance counsellor or pastoral support person in their school, and what they can expect to happen when they talk with this person about issues that are affecting their wellbeing, especially the right to privacy and confidentiality.

Student learning artefact(s):

Students file a copy of their group's ideas about ways of supporting Rena in their learning journal. As a reflective comment they complete these sentence starters:

1. If I felt I wasn't coping, one thing I could do to support myself would be to …

2. One thing I would say to a friend about my situation would be …

3. One way I would ask a friend to support me would be ….

4. One thing I would say to a parent or other trusted adult (like a grandparent or other family member, teacher or someone else at school) about my situation would be …

5. One way I would ask this adult to support me would be ….

Teacher reflection:

How readily did students take on board the idea that even when we don't have all of the information about a person's situation, we must not race to judge them, because to do so may add to their wellbeing concerns?

Was there evidence that the students could empathise with the young person in each of the scenarios? What does this indicate about the need for focused learning on the skills for showing empathy?

Resource page (1)

Scenario	*Matiu is in trouble at school. He lashed out at and hit one of the other boys who jokingly called him a sad-sack and that he needed counselling or some pills to make him happy again.*

Person 1: the friend	As Matiu's best friend you know he's been having a tough time lately. He mentioned that his koro/granddad died last week after a long illness. **You know about the incident at school. What words would you use to describe Matiu at the moment?**

Person 2: the ex-girlfriend	As Matiu's ex-girlfriend you're still angry with him for breaking up with you last week. He gave no reason, just said it was over and he didn't want to talk about it. **You know about the incident at school. What words would you use to describe Matiu at the moment?**

Person 3: the parent	You're a parent of Matiu and you're consumed with grief over the loss of your father. **You know about the incident at school. What words would you use to describe Matiu at the moment?**

Person 4: the teacher	As one of Matiu's teachers you've noticed his work decline over several months but have not been told why. After a small outburst by one of the girls in the class you have come to learn that she broke off a long term relationship with Matiu last week. **You know about the incident at school. What words would you use to describe Matiu at the moment?**

Person 5: the principal	You're the school principal. When you asked Matiu about why he hit the other boy he sat there and said nothing which made you angry. You said he would be stood down immediately and he would be notified of the board hearing where a decision would be made about his future at the school. **What words would you use to describe Matiu at the moment?**

Person 5: the counsellor	Matui has been referred to you for counselling after the incident. You know from previous discussions with Matiu (after his teachers expressed concerns about the drop off in his school work) that he had been spending a lot of time with his sick grandfather. **What words would you use to describe Matiu at the moment?**

Resource page (2)

Scenario part 1.
Rena is 13 years old. She's in trouble at school for a string of things. On top of missing sports practice and getting to school late most days, she's now let her group down by not finishing her part of a project so it didn't get handed in on time. This meant the other students in the group got angry with her and there's been a bit of conflict and lots of arguments between them. Rena has been called lazy and unreliable by her group. The teacher has picked up on this and is trying to negotiate an agreeable solution. On talking with the group it becomes apparent that Rena 'has some stuff going on at home' but won't say what that is in front of everyone.

Self – Rena
What do you think would be reasonable to ask Rena to agree to in this situation? How would this support her wellbeing?

Others – the students in the group
What do you think would be reasonable to ask the whole group to agree to in this situation? How would this support the wellbeing of Rena and all members of the group?

School/community – the school dean, guidance counsellor or pastoral support person
If this situation was passed onto the dean, guidance counsellor or a student support person at the school, how could they support Rena? How would this support her wellbeing?

Scenario part 2.
After class the teacher calls Rena back for a talk about her behaviour. The teacher says she suspects something is going on and did she want to talk about it, or would she go to the guidance counsellor or pastoral support person? At that point Rena started crying. The teacher waited for a bit acknowledging that Rena was clearly upset over something and it would help to know what that was. All Rena could say was that her mum was really sick. The teacher then asked lots more questions but this just made Rena cry even more.

Self – Rena
What do you think would be reasonable to ask Rena to do in this situation? How would this support her wellbeing?

Others – the teacher
What do you think would be reasonable to ask the teacher to in this situation? How would this support Rena's wellbeing?

School/community – the school dean, guidance counsellor or pastoral support person
If this situation was passed onto the dean or a student support person at the school, how could they support Rena? How would this support her wellbeing?

Scenario part 3.
Rena agrees to talk with the guidance counsellor or pastoral support person. After setting up a safe environment for her to talk, it becomes apparent that her mum has had a serious illness for some time and can't work, and there's no more sick pay so dad is working long hours to earn enough for the family to live on. At home, Rena looks after her little brother, especially on bad days when mum is feeling really sick and can't get up, which is the reason why she is often late and doesn't get her school work finished. Rena doesn't always get enough sleep worrying about everything and most days she doesn't feel in control, nor does she know what to do and she just feels helpless.

Self – Rena
What do you think would be reasonable for Rena to do in this situation? How would this support her wellbeing?

Others – teachers
What do you think would be reasonable to ask Rena's teachers to do in this situation? How would this support Rena's wellbeing?

School/community – the school community
As well as providing counselling or access to a student support person, what sort of community organisation or agency might be able to help Rena and her family? How would this support Rena's wellbeing?

6. Bouncing back from the big changes

Overview:

The concept of resilience has been used in New Zealand health education for about two decades. For curriculum teaching and learning purposes, a psychological definition of resilience is used:

Resilience is … the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. As much as resilience involves "bouncing back" from these difficult experiences, it can also involve profound personal growth. Source https://dictionary.apa.org/resilience

At NZC levels 4-5 students may be introduced to the concept of resilience, although ideas may only be forming at this time without deeper conceptual meaning of the term. The main ideas for health education learning across the year levels include:

- Resilience is a capacity people have to a greater or lesser degree. Resilience is not a fixed thing that once learned or acquired is always there to be used whenever needed.

- No one really knows how resilient they are until the experience adverse life events. People may appear resilient in some situations but less so in others.

- How well people 'bounce back' from adversity depends on a wide range of factors. These include a range of personal attributes, supportive relationships with others, and wider community considerations.

- What helps people to have good outcomes when they experience adversity are often referred to as the 'protective factors', and what gets in the way of people having good outcomes after major stressful life events are called the 'risk factors'.

- Some of these protective factors - mainly the skills - can be learned (as are ways of mitigating some risk factors). Similarly, communities (like school communities) can put in place systems and structures that support people to bounce back if they experience highly stressful life events.

- Building resilience is not so much learning how to manage the 'everyday' changes and stresses (although these ideas contribute some knowledge and skills). Building resilience is about learning what helps people cope when major life events occur that significantly impact wellbeing, and which people need to manage (and be supported to manage) to restore their wellbeing.

There is no expectation that students at NZC levels 4/5 learn about risk and protective factors as such. They can learn these terms but what is more important is that they are developing ideas that will later be identified as risk and protective factors at higher levels of the curriculum.

The activity requires students working in small groups to select a person in the public eye (a sports person, entertainment celebrity, someone in public office, or someone who has had their story told in a book, TV programme, or film) who has experienced adversity or a tragic life event. Using readily accessed information from online (or other) sources students develop a paper based or digital poster highlighting all the factors that supported the person to 'bounce back' after the major event in their lives. These images are shared and displayed.

Safety considerations

To remove students from their own personal experiences, noting that many students will not have experience of a traumatic life event, this activity uses information about a publicly known person. Monitor students' selection to ensure that it is someone who has clearly had a good outcome and 'bounced back'. Avoid:

- anyone whose situation is complicated by issues to do with self-harm, or attempted suicide (see the Ministry of Education Suicide Prevention guidelines about this https://www.education.govt.nz/assets/Uploads/MOE-Suicide-Prevention-Publication-Updated-2019.pdf)

- anyone whose personal wealth was obviously a factor in them being able to buy the sort of support that led to a good outcome (which is not realistic for most people)

- anyone who has an alcohol or other drug problem and where this is a major feature of their situation

- anyone with a complex mental health problem beyond what is reasonable for 11–14-year-olds to understand.

If using a guest speaker, select someone whose story fits the criteria above.

Learning intention:

Students will identify factors that support people to bounce back after a highly stressful life event. (Achievement Objectives: contributes to 4A3, 4C1, 5D2)

Suggested time:

1-2 hours with homework time for online research

Curriculum links – key competencies:

Participating and contributing

Resources required for the activity:

- Access to online sources of information about people in the public eye who have experienced adversity.

- Poster making materials (large paper pens etc) or a digital solution for cutting and pasting images and adding text to develop a poster.

Teaching and learning process

Introductory discussion

- Ask students what they understand the term 'resilience' means when it applies to people. If it doesn't come up, offer the idea about 'bouncing back', particularly after someone has experienced a major stressful life event.

- Ask students to reflect back on previous learning to identify the sorts of situations that impact people's wellbeing that they are likely to need to 'bounce back' from. Provide prompts as required to draw out ideas about significant and highly stressful life events that people will, or may, experience across their life time. Think of major injury or illness, significant losses like separation, breakup, death, living in poverty and having to go without, living in a country that is at war, etc. Provide ideas in preparation for the selection of a person upon whom the poster will be based.

- Ask students what they think helps people to 'bounce back' when they experience events like this. Accept a range of response and prompt as needed to try and elicit existing understandings of the way personal or individual attributes, support from others, as well as community level support, all make a contribution.

Main activity – poster

- Explain to the students that, working in pairs or small groups, they need to select someone who is known publicly who has experienced a major life change and coped well or bounced back, and

restored their wellbeing. This has to have been reported in the news or online (e.g., sports injury or a major accident resulting in injury, major physical or mental illness, tragic loss). Monitor this selection as indicated in the background statement above. Alternatively, a short story, TV programme, article, or part of a film that depicts someone manging a major life change may be used.

- Set the task of finding out about the person from a range of online (or other supplied) sources, focusing especially on the factors that helped them to 'bounce back'. Students can also make notes of things that got in the way of the person bouncing back.

- Once the information for the poster has been collected, discuss how the poster will be organised. Will a cut and pasted image of the person be used, or will they draw a representation of them? What other visual imagery could be added instead of lots of words (can this be drawn or collaged from various sources)? How will the information be organised so that it is meaningful and logical to follow? (The personal/individual, support from others, and support from community approach is one suggestion). If students have collected information about what got in the way of bouncing back, how will this information be included without dominating the poster?

- Allow time for the poster to be completed.

Debrief:

- Provide time for each pair/group to share their posters.

- Ask students to summarise the commonly repeated ideas from across all the posters and draw conclusions about the factors that help people to bounce back or 'be resilient'.

Student learning artefact(s):

- Students file an image of their group's poster in their learning journal.

Teacher reflection:

How readily were students able to see that the issue of resilience is not so much about the major life event itself, but about all the ways of supporting self, and being supported by others and community that enables people to 'bounce back' from adversity?

How well did the students grasp the idea of needing multiple factors in combination for building resilience or being resilient? As this is a big idea for future learning, where else in the learning programme can these ideas be revisited?

7. Thinking positively

Overview

Among the many skills for self-management for wellbeing is the idea of thinking positively. In other health education resources, it is also called self-talk or destressing thoughts (among other names).

As a skill, thinking positively is something people can learn to do as a deliberate exercise.

This activity uses the same ideas about positive thinking that feature in the SPARX app. When removed from its cognitive behaviour therapy (intervention) context and placed in an educational one, thinking positively becomes an activity that all students may learn from. In situations where students go on to use the app, the benefit of learning about positive thinking prior to or in conjunction with using the app may enhance understanding of the skill and its use in an intervention situation.

The basic premise of this thinking positively activity is that, for many people, thinking negatively about a situation can be automatic. The activity is to pay attention to these thoughts and to learn how to turn them around. Overall, learning the skill aims to eliminate negative talk like - it's always this … or never that; I'm a failure, I can't do it, I'm hopeless; it's all my fault; there's no point in trying because they will never accept me… and so on.

As these thoughts are in people's heads, working with what people are thinking about can become somewhat abstract, unless these thoughts manifest as tangible behaviours. For some students, it may take more than one opportunity to establish the point of the learning. In this case consider trying different activities from different resources to find one that works.

The activity offers a step-by-step approach to support students to identify GNATs (Gloomy Negative Automatic Thoughts) and change these GNATs to become more realistic thoughts.

Other teacher references

Other destressing thoughts and self-talk activities can be found in:

- *Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing* by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

- *Mental Health Matters* (Mental Health Foundation, 2nd edition 2009) https://www.mentalhealth.org.nz/assets/ResourceFinder/Mental-health-matters-a-health-education-resource-for-junior-secondary-school.pdf

Learning intention:

Students will demonstrate understanding of skills for turning negative thoughts into positive thoughts that support wellbeing *(Achievement Objective contributes to 3A1, 3A4 and could contribute to contexts for 5A1, 5A4)*

Suggested time:

1 hour

Curriculum links – key competencies:

Participating and contributing, Relating to others

Resources required for the activity:

- A print or electronic copy of the resource pages for each student provided with this activity.

Teaching and learning process

Introduction:

- Ask students what they think it means to 'think positively' (compared to thinking negatively). How do you know when you are thinking positively? What sorts of things are you saying to yourself (or what ideas are going through your mind) when you think positively? Accept all reasonable ideas.

- So how does thinking positively relate to wellbeing? Accept a range of ideas. These will likely connect thoughts with feelings – if we think positively, we feel more positive about ourselves etc.

- Who gets to judge if you are thinking positively (when others can't see inside your head)? How do you think another person might know if we're having positive or negative thoughts? Ideas may relate to the way we behave, what we do, our mood etc.

- Pose a few of these situations – ask the students to think about what they would think in these situations for themselves (or add others that have known relevance for the students):

  - You didn't do very well in an assessment.

  - Your trip and fall over in the playground. Those who see it laugh at you.

  - You have big pimple on your face.

  - You've lost or broken a precious possession.

  - You can't answer a question that the teacher asks you – but the rest of the class can.

  - You miss out on a place in the team/performance group (etc.).

- Ask: who was conscious of having quite negative thoughts in relation to those situations? Who was thinking in more positive and reasonable ways? How do you think we know, or learn, to think this way? Why do you think some people think more negatively than others? What factors affect how negatively or positively we think about things (and why does this change from day to day, week to week, etc)?

Main activity:

- Explain to the students that the purpose of this activity is to deliberately focus on turning negative thoughts into positive thoughts.

- Provide each student with the resource page for this activity. Organise the class into pairs or small groups to work together.

- Instruct the class to fill out Resource page 1 – identifying GNATs. Model the first example and provide as much support as is required for the students to complete the rest of the table.

- Ask for a selection of examples for each GNAT to be shared with the class.

- Explain that they are now going to turn these thoughts into something more positive – thoughts that are more reasonable or more rational. Distribute Resource page 2 to students working again in pairs or small groups.

- Model how to fill out the template. Students can select two of the scenarios from Resource page 1 or they can make up their own scenarios. Emphasise that turning negative into positive thoughts doesn't mean the situation or the problem magically disappears, and they can't undo what has been done. It just means to be more reasonable about the situation – the always/never becomes sometimes/maybe; expectations of perfection become a compromise and what is good enough (a bit of give and take); being a 'downer' means changing the situation around to look for the positives in the situation; and so on.

- Note that for some students this is not an easy task and it may take a few examples for some students to get the learning point of it and to be able to turn the negative thoughts into positive ones.

Debrief:

- Why do you think it is important for our wellbeing that we learn how to recognise our negative thoughts and turn them into positive thoughts?

- What can make it hard at times to turn negative thoughts into positive thoughts?

- If you are struggling to think positively, where can you get added support for dealing with these thoughts and things going on in your life?

Student learning artefact(s):

- Students file the examples of negative and positive thoughts into their learning journal or their kete of actions (activity 2).

Teacher reflection:

How well did students respond to this activity? Did they get the point? Could they see the importance of it?

Learning to turn negative thoughts into positive thoughts can be challenging for some students. Where else in the learning programme could students apply and practice this skill again?

Resource page (1)

Turning negative thoughts into positive thoughts - how to spot a GNAT

How to SPOT a GNAT? Gloomy Negative Automatic Thoughts	*If a person was having a GNAT like those in the left-hand column, what thoughts could they have in the following situations? (Write your ideas below.)*
Downer When a person looks at the downside and overlooks the positive	Millie has been selected to represent the school at the regional speech competitions after she won the school competition. However, she doubts her ability. Her GNAT might be ….
Perfectionist When a person expects to be perfect	Bobby has failed an assessment because he misunderstood the task instructions. Bobby expects to be perfect all the time in everything he does. His GNAT might be ….
Mind reader When a person thinks they can predict what someone else will think or what will happen in future	Hone has decided not to try out for the team because he thinks they won't select him. His GNAT might be ….
Guilty When a person thinks everything is their fault	Rangimarie has had an argument with her best friend Aroha after she went to party with another friend (and without Aroha). Now they are not talking and Aroha is saying they are no longer friends. Her GNAT might be ….
Disaster When a person makes something out to be a bigger deal than it is	Teuila has a rash on her face and she's worried it's making her ugly and that she's somehow contagious – and it's her birthday party this weekend. Her GNAT might be ….
All or nothing When a person sees things in extremes with nothing in between, such as always/never	Iosefa failed to pass the ball to a team-mate at a critical moment which meant they lost the game. His GNAT might be ….

Resource page (2)

Turning negative thoughts into positive thoughts - how to swap a GNAT

How to SWAP a GNAT? RAPA Key:	Your selected scenario:
Reality check How do you know the thought is true? Is it realistic?	
Another view is there another way to think about it? What is this?	
Perspective Is it really as bad as the person thinks it is? Why not?	
Think Action! Think solutions, not problems. **What would a more positive thought be?**	

Example 2

How to SWAP a GNAT? RAPA Key:	Your selected scenario:
Reality check How do you know the thought is true? Is it realistic?	
Another view is there another way to think about it? What is this?	
Perspective Is it really as bad as the person thinks it is? Why not?	
Think Action! Think solutions, not problems. **What would a more positive thought be?**	

8. Healthier and more helpful ways of coping

Overview

Depictions in popular media, along with students' own experiences of the world, mean that they will already have knowledge of behaviours that may be deemed 'healthy' and 'less healthy'. For this activity, the focus is not only about impacts of people's behaviours on their 'health', but also impacts of behaviours on a broader understanding of wellbeing. In particular, the focus is on behavioural responses to thinking and feeling negatively and how to turn this around to respond in more helpful and healthy ways that support wellbeing.

This activity assumes prior learning about hauora and the dimensions of wellbeing described through te whare tapa whā model.

After an introductory activity exploring alternatives to less healthy or risky behaviours due to negative thoughts and feelings, students working in pairs prepare a page for a class booklet providing guidance around helpful and healthier responses to situations. This booklet is made available for sharing among the students.

Safety

To keep some distance from student's personal (and private) experiences, this activity uses prepared templates to focus the learning. These templates can be adapted to include other situations that may have arisen in other activities. The point of the learning is not so much the problem behaviour, but the healthier alternative to the situation in response to the person's thoughts and feelings. If students show added interest in some of the situations, e.g., healthier alternatives to self-medicating with substances like alcohol or other drugs, under or over-consumption of food, social withdrawal, bullying, or loss and grief, other resources will need to be referred to (see below).

If this activity results in students mentioning self-harm and suicide or eating disorders, shifting the learning focus back to wellbeing is essential. See the Ministry of Education Preventing and responding to suicide document for guidance https://www.education.govt.nz/assets/Uploads/MOE-Suicide-Prevention-Publication-Updated-2019.pdf and the and on the matter of eating disorders see the *NZHEA Position statement on mental health in the NZC* (2019) https://healtheducation.org.nz/resources/.

If individual students are showing signs of distress, consider referring them to the SPARX app, with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

A range of alcohol and other drug information and resources can be found at:

· https://healtheducation.org.nz/resources/

· Tūturu https://www.tuturu.org.nz/resource-hub/

· New Zealand Drug Foundation https://www.drugfoundation.org.nz/

· Health Promotion Agency https://www.alcohol.org.nz/

Resources about bullying can be found across a range of mental health resources – see previous listings and also

· Bullyingfree NZ https://www.bullyingfree.nz/

Change Loss and Grief resources

· *The Curriculum in Action: Change, Loss and Grief*, Ministry of education https://health.tki.org.nz/Key-collections/Curriculum-in-action/Change-loss-and-grief

· Change, Loss and Grief (2000) Mental Health Foundation: (print only)

Mental health and wellbeing resources:

· *Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing* by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

Learning intention:

Students will identify healthier and helpful ways to respond to situations that impact wellbeing. (Achievement Objective: contributes to 4A2, 4A3, 4A4, and the activity can step up to Level 5 Strand A)

Suggested time:

1-2 hours depending on the approach taken for the development of the class booklet

Curriculum links – key competencies:

Critical thinking, participating and contributing

Resources required for the activity:

- Digital or print copy of the resource pages for each student – these can be adapted for class use.

- Access to materials for producing either a digital class booklet or a paper-based booklet.

Teaching and learning process

Introductory discussion:

- Ask students what they know about some of the less healthy or less helpful things some people might do if they have negative thoughts and feelings (e.g., doing reckless/dangerous things, pick fights, withdraw, act out, use drugs or alcohol, over or under eat, etc.). Note: the safety comment in the background statement above if self-harm and suicide or eating disorders are mentioned.

- Use these ideas to help make decisions about the situations to focus on for the rest of this activity and to keep the focus within student's knowledge and experience of the world.

Focusing activity:

- Distribute a copy of Resource page 1 to each student. Instruct the students working in pairs or small groups that they need to respond to two or three of the seven situations (decide on a way allocate situations to groups so that all are covered).

- Model filling in the template for one character if required.

- Allow time for students to complete their allocated characters and provide the opportunity for feeding back a range of ideas to the class.

Main activity:

- Explain to the class that working in pairs they are going to prepare a page for a student guidebook – a suggested (or working) title is 'help for the hard times'. Students may wish to agree to a title of their own using language that reflects the cultural identities of those in the class.

- Explain the requirements of the page and therefore the purpose of the booklet using Resource page 2 – students may suggest additions or alternatives to the basic structure and layout of this but make sure the focus on wellbeing and the healthier options is maintained.

- Discuss how they will choose their situation (e.g., one from Resource page 1 with adaptations if required, or a situation of their own) and monitor these for safety as signalled in the overview above.

- Discuss where they will get their information from (e.g., prior learning, ideas from others, reputable resources or website, or teacher input).

- Discuss layout, illustrations, and any other production requirements so that all pages can be included in a class booklet.

- Allow time for the page to be completed, and monitor the appropriateness of the content prior to the pages being assembled as a booklet.

- Once complete, make a digital copy available to students. If paper-based, consider scanning and turning this into a digital booklet for distribution.

Student learning artefact(s):

- Students file the copy of the class booklet in their learning journal or their kete of actions (activity 2).

Teacher reflection:

How readily were students able to identify positive/healthier/more helpful alternatives to behaviour? What are the implications of this for other learning where unhealthy behaviours are a feature of the issue being studied?

Resource page (1)

Healthier alternatives that support wellbeing

Situation	Likely thoughts and feelings of the person in this situation	Why you think they behave this way in their situation?	What is an alternative action that would better support their wellbeing?
Sam prefers to stay indoors playing video games where he can pretend to be the character in a game than to deal with real people face to face.	**Think** **Feel**		
Sia gets really anxious whenever she has to be around other people. She finds if she smokes cannabis this calms her down and she can cope.	**Think** **Feel**		
Dan is grieving after the passing of his granddad. To numb the pain, he has started drinking a lot more alcohol, and he drinks far more often than he used to.	**Think** **Feel**		
Dev's parents recently separated after months of arguments. Dev 'let's off steam' by picking fights and doing other dangerous things as a way to deal with his feelings.	**Think** **Feel**		
Ana finds food really comforting when she's feeling lonely, which is most of the time. She would rather stay at home watching TV and eating her favourite foods than go out with other people or get some fresh air.	**Think** **Feel**		
Bob feels miserable all the time. He recently broke up with his partner and now he just doesn't want to get out of bed in the morning. If his mum lets him, he stays in bed all day.	**Think** **Feel**		
Kim has long been bullied about her appearance. In response to a particularly nasty recent bullying incident, she has started dressing in very sexy clothes, wearing a lot of makeup, and saying she goes to nightclubs.	**Think** **Feel**		

Resource page (2)

Template for booklet page

Situation	

Negative thoughts	Resulting feelings

Less healthy or less helpful behaviour as a result of these thoughts and feelings	

Dimensions of wellbeing most affected by this behaviour	How the other dimensions of wellbeing could be affected by this behaviour

Alternative healthier or helpful behaviour	

Who can help the person achieve and maintain this behaviour?	How the person can help themselves

Positive thoughts as a result of this behaviour	Positive feelings as a result of this behaviour

Dimensions of wellbeing most positively affected by the alternative behaviour	How the other dimensions of wellbeing could be positively affected by this alternative behaviour

9. Enhancing cybersafety

Overview

With a range of other anti-bullying resources available, and the New Zealand Netsafe kit for all matters related to cybersafety, this activity aims to draw attention to the way cyberbullying and online abuse, through behaviours like trolling, impacts wellbeing. Consideration is also given to the need for people to be personally responsible for regulating their own online behaviour in relation to what they post and what they view and be socially responsible when responding or replying to others.

After an initial discussion to highlight the positives and negatives of communicating in the digital world, students engage in a critical thinking activity to view cybersafety related incidents from different perspectives and to challenge their thinking about social media and internet use. The activity culminates in the development of a set of cybersafety protocols for self and others.

While this activity obviously condemns the actions of cyberbullies and online trolls, it also encourages students to consider the appropriateness of the content of their own social media posts and question why some young people feel the need to post so much personal information online, share so many images of themselves, or 'sound off' about matters. As part of a school wide approach to developing digital citizenship, students need to develop knowledge of the way the information and images they post online can be used against them. This abuse is not only not by cyberbullies, but by anyone wanting to use or even steal personal information, exploit their interests for commercial purposes, be aggressively marketed to, track and monitor their behaviours, expose them to scams, or be led to other 'similar' online materials which may get more and more extreme and disturbing. Consequently, the messages in this activity go beyond just cyberbullying and give focus to a range of situations related to personal and social responsibility in all situations when engaging online.

This activity assumes some prior learning about bullying and cyberbullying and what to do about it – see Bullyingfree NZ https://www.bullyingfree.nz/ and the Netsafe kit https://www.netsafe.org.nz/the-kit/).

This activity also connects with school systems and processes that support students to develop digital fluency https://elearning.tki.org.nz/Teaching/Digital-fluency and digital citizenship https://www.netsafe.org.nz/digital-citizenship-and-digital-literacy/ .

If individual students are showing signs of distress in relation to their online interactions, consider referring them to the SPARX app with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

As above.

The Netflix video The Social Dilemma (2020) may offer teachers further ideas that could be developed for this activity.

Learning intention:

Students will identify the way cybersafety is important for wellbeing and recommend personally and socially responsible strategies for cybersafety. (Achievement Objectives 4A3, 5A3, 5C2)

Suggested time:

1 hour, or longer if the class protocols for safe and responsible social media use are developed as a more detailed activity.

Curriculum links – key competencies:

Critical thinking, Relating to others

Resources required for the activity:

- A print or digital copy of one or other of the resource pages is required for each student. Select a scenario(s) suitable for the year level.

Teaching and learning process

Introductory activity:

- Ask students what they consider to be the positive and negative aspects of social media when thinking about people's wellbeing. Create two summary lists on the board making clear the links between social media use and wellbeing.

- Explain that, for the moment, they will focus on the negative aspects of social media use before returning

to the positive uses of social media. Ask students to recall what they understand cyberbullying includes (e.g., spreading rumours or gossip about someone online; taking an embarrassing photo or video of someone and sharing it without permission; pretending to be someone else by creating a fake online profile; threatening someone online or in a text message or sending mean and nasty emails, texts or instant messages; or saying hurtful things about someone on social media).

- How does cyberbullying specifically, impact wellbeing? Draw attention to the anonymity of many cyberbullies, the fact that so many other people can see the cyberbullying (when in a social media environment), especially when information is shared beyond the original post.

- Ask the students if they think cyberbullying can ever be eliminated. Why or why not?

- For the sake of argument pose a deliberately contentious question such as, do people who are cyberbullied have to take some responsibility for cyberbullying because of what they post? Do people who post their opinions online have to just accept it when someone trolls them – because everyone has a right to have their say? For now, accept all responses that can give a reason why or why not. Explain that you will return to these ideas at the end.

Main activity:

- Explain to the students that they are going to be given a 'talking frame' to help unpack a cyberbullying or trolling situation. Give students a choice of which situation (resource page 1 or 2) they will use.

- Working in groups of 3-4 allow time for students to work through the discussion, making brief notes as they answer each question.

- Once students have developed lists of actions for the social and personal responsibility sections, coordinate the collection of these into 2 lists (written either on a large sheet of paper or digitally curated).

Debrief:

- Share the summary of the protocols for social and personal responsibility online. Seek feedback on this and if the class want to make any changes or add other ideas to the list. Make this available in print and/or digitally for future reference.

- After emphasising the obvious point that in no way are the actions of the cyberbullies or online trolls acceptable or socially responsible, revisit a version of the contentious questions above. Summarising student ideas and responses where possible, stress that no one deserves to be or asks to be cyberbullied or trolled, but everyone has to take personal responsibility for what they post online about themselves (for the many reasons listed in the overview). Ask students if this activity resulted in them thinking differently or did it reinforce what they thought earlier in relation to personal responsibility?

- Revisit the question, how is social media also a way to support wellbeing – what are the good things about it?

Student learning artefact(s):

- Students file a copy of the documentation from their discussion in their learning journal along with a copy of the class protocols for personal and social responsibilities for cybersafety.

Teacher reflection:

Was there much student resistance to any of the points being made in this activity? If so, what was the nature of this resistance and how might this be addressed in future learning?

To what extent do students seem to understand the concern about cybersafety beyond the more obvious cyberbullying considerations? Are there other school wide initiatives around digital fluency and digital citizenship that can be utilised to further students' understanding of these matters?

Resource page (1)

Situation: Cyberbullying

Mae posts a selfie on her social media page wearing her new bikini. She adds the caption 'thought I looked cute in this so sharing it with you all'. Among the positive comments from her friends there were also some nastier anonymous replies such as she:

- was ugly and should cover her face
- was arrogant to say she thought was cute
- she was fat and needed to go on a diet
- looked OK – still good enough to have sex with but 'not pretty enough to be my girlfriend'.

One person even took the image of her face, pasted it onto a pornographic image, and reposted it on her social media page which was then shared by many others.

What is Mae likely to be thinking after reading these posts?	
What is Mae likely to be feeling after reading these posts?	
What do you think Mae will do in response to these thoughts and feelings (in the hours or days following)?	
Where have you got your information from about these likely thoughts, feeling and behaviours? (How do you know this?)	
Describe Mae's overall wellbeing after receiving these replies to her post – try and include all four dimensions of wellbeing.	
Thinking about the cyberbullies: What could you conclude about their values and beliefs in relation to the way they think they can treat other people? What do you think it says about them?	
If you were to suggest 3 actions for being socially responsible online when replying to other people's posts (as a way to eliminate this sort of cyberbullying), what would these actions be?	
Thinking about Mae: What could you conclude about Mae's values and beliefs around the way she expresses herself online? What do you think it says about her?	
If a future employer or organisation she was applying to saw this post and the replies, what might they think about Mae?	
If you were to suggest 3 actions for being personally responsible for your own online safety when posting material, what would these actions be?	
The actions of the cyberbullies are completely unacceptable and socially irresponsible. However, in this situation, do you think Mae has to take some personal responsibility for what she posts? Why or why not? e.g., Who benefits when a girl posts images of herself in a bikini and how do they benefit? Who is disadvantaged and why?	

Resource page (2)

Situation: Trolling

Zac has felt like bit of an outsider all of his school life. He never really fitted in. He wasn't interested in sport and the 'usual things' boys were expected to like. Some of his classmates found his interest and tastes in music, clothing, films and video games a 'bit extreme' which really just meant his tastes and interests weren't the same as theirs. He was into issues like being fair and inclusive of everyone, despite their differences. He spent a lot of time visiting online forums and chat rooms where people who seem to think similar things to him post their ideas.

After some months following one group he finally got up enough courage to post his own views on a social issue that was important to him. However, he was immediately trolled by someone who contradicted everything he said and gave an opposite viewpoint, put him down for his views and called him offensive names, and then told him he was an idiot for thinking that way and if he continued, he was going to get beaten up. It was only after he had replied to this person several times, getting more and more aggressive and abusive himself in his replies, that he realised he was being intentionally upset and provoked into displaying an emotional response for the troll's amusement, and to disrupt the activities of the online community.

What is Zac likely to be thinking after reading these posts?	
What is Zac likely to be feeling after reading these posts?	
What do you think Zac will do in response to these thoughts and feelings (in days following)?	
Where have you got your information from about these likely thoughts, feeling and behaviours? (How do you know this?)	
Describe Zac's overall wellbeing after receiving these replies to his posts – try and include all four dimensions of wellbeing.	
Thinking about the online trolls: What could you conclude about their values and beliefs in relation to the way they think they can treat other people? What do you think it says about them?	
If you were to suggest 3 actions for being socially responsible online when replying to other people's posts (as a way to eliminate trolling), what would these actions be?	
Thinking about Zac: What could you conclude about Zac's values and beliefs around the way he expresses himself online? What do you think it says about him?	
If a future employer or organisation he was applying to saw these posts and the replies, what might they think about Zac?	
If you were to suggest 3 actions for being personally responsible for your own online safety when posting material, what would these actions be?	

10. Responding to unreasonable expectations

Overview

Many students in years 7-10, for whom these activities are designed, find themselves dealing with situations beyond what is fair and reasonable to expect of them at this age. One such situation is being exposed to distressing and disturbing content online and being expected to understand and deal with it. As Netsafe notes, this includes scary texts, violent or scary images, hateful content, sexual material or illegal material (e.g., pornography, age restricted material, child sexual abuse material, bestiality, and extreme violence toward people and animals etc).

This activity uses a simple student-in-role approach to explore some of these issues and to personally distance students from any distressing experiences they may have had online.

The introductory part of the activity is modelled on the familiar 'diversity walk' or 'privilege walk' where each student responds to a series of questions based on the character or 'role' they develop using a character profile template. Their responses at this time are nonverbal and answering 'yes' or 'no' is indicated by taking steps forward or backward from a starting place in the room, or remaining in place for don't know. After a debrief students move into groups and, staying in character, are 'interviewed' as part of a 'focus group' to decide how best to prevent young people being exposed to distressing material, and what to do if they are.

This activity can be managed safely by avoiding unnecessary reference to potentially distressing materials beyond what the students already have knowledge of. Teachers themselves do not need to have personal knowledge or experience of this distressing and disturbing material to facilitate the learning in this activity. Needless to say, under no circumstances is any of this material to be shown in class, nor is there any need to engage students in discussion about the details of this material.

If it becomes apparent that students have experience of this material, and whether they found it distressing, or if they show a fascination or keen interest in it, refer to the established cybersafety protocols for your school, or see the Netsafe material at the link below. Ideas from these Netsafe materials have been incorporated throughout the activities.

If individual students are showing signs of distress for reasons related to this activity, consider referring them to the SPARX app, with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

- Netsafe: Helping young people exposed to upsetting content https://www.netsafe.org.nz/upsetting-content/

- 'Keep it Real' campaign https://www.keepitrealonline.govt.nz/

Learning intention:

Students will identify ways to stay safe online. (Achievement Objectives 4A3, 5A3, 5C2)

Suggested time:

1 – 2 hours

Curriculum links – key competencies:

Participating and contributing; Relating to others

Resources required for the activity:

- Character profile – one per student – this can be adapted to consider locally relevant situations

- Teacher's script for the 'cyber-experience walk'

- Script for the interview (two per group) plus paper for recording, or (optional) access to a content sharing app for the focus group interview recording – this script can be adapted for use.

- Optional: access to the 'Keep it Real Online' campaign advertisements https://www.keepitrealonline.govt.nz/

Teaching and learning process

- Explain to the students that they are going to explore what is fair and reasonable to expect young people to manage, given their age and life experiences. The situation they are going to use for this is disturbing and distressing content online.

- Ask what they think is meant by 'disturbing' or 'distressing content' online. In this case, avoid undue prompting for ideas and work with what students appear to know, rather than offer ideas they may not yet have heard of.

- Explain that the activity has three parts. Firstly, they are going to create a character to use in a form of roleplay. This is so they can answer questions without having to answer from their own experience (this is to keep them safe). They are then going to answer a series of questions about online behaviours from their character's perspective, after which they will form groups and participate in a 'focus group' interview to explore ways of being safer online. They will also consider what is fair and reasonable to expect young people to do for themselves, and what adults need to do, to support them to be safe online.

Role play characters

- Distribute a print version of the Character profile Resource page to each student. Allow time for students to complete this, providing guidance as required. Stress the point in the instructions to keep in mind that they have to be able to roleplay the character in the following activities and to make sure they choose characteristics that they think they know something about.

'Cyber-experience walk'

- Organise an open space in the classroom or outdoors. The space needs to be big enough for all of the students to line up across the middle of the space (squashed up at first) and then space to spread out as they take steps forwards or backwards answering each question. See the Resource sheet containing the script for the 'cyber-experience walk' and the remainder of the task instructions.

Focus group interviews

- Once the groups have been formed at the conclusion of the 'cyber-experience walk' and allocated a space to work, distribute an interview schedule / recording sheet to each group. Each group of 5 will need to decide who will be the 'interviewer' – this person will need to come out of their own character's role and become the interviewer. One person needs to be appointed recorder for the group – but they can stay in role and participate in the focus group discussion. Recording can be on paper or preferably in a content sharing application where it can be made available to the whole group and class.

- Allow time for students to work through the discussion questions and record their main ideas, providing guidance as required.

- Once complete, ask each group for a summary of responses to selected questions.

- If recording is on paper, organise a way to curate the summaries from each group (if digital this will already exist) to compile a list of safety procedures for staying safe online.

- Add these ideas to the cybersafety protocols list in Activity 9.

- De-role students (e.g., ask them to place their character profile in the recycle box and as they do they step out of their character's shoes and back into their own, or mime taking off their character's hat or stepping out of their characters shoes using the same de-role instruction).

- Optional: View the 'Keep it Real' online ads and ask students how they think their ideas match with this campaign. Focus particularly on the role of parents and other adults and how young people require adult support for being safe online.

Student learning artefact(s):

- Students file an updated version of the class cybersafety protocols in their learning journal, along with a copy of their group's responses to the interview questions.

Teacher reflection:

How 'informed' were students about the need to be concerned about distressing, disturbing and harmful online content? What are the implications of this for future learning and school wide approaches to cybersafety?

Resource page

Character profile

Instructions: Develop your character for the role play by completing each section. Answer these questions as your character, NOT as yourself. You will need to select one option, unless otherwise indicated. Keep in mind that you have to be able to roleplay the character in an activity so make sure you choose characteristics that you think you know something about.

1	Age	1-12	13-15	2	Gender	Male	Female	Other gender/ non binary
3	How many close friends do you have?	None			A few		Lots	
4	What sort of relationship do you have with your parents?	Close/loving/supportive ➡ ➡ ➡ ➡ Distant/lot of conflict/not well supported						
5	What digital devices do you have personal access to? Select all that apply.	Laptop / computer			Tablet		Smartphone	
6	What do you know about the privacy and other safety settings on your devices?	Nothing		A little		Quite a bit		A lot
7	How would you describe yourself? Choose at least 4 ideas from the list that best reflect your character – make sure they are characteristics that would realistically go together.	• Tough / staunch OR Easily upset /emotional • Relaxed/ Chilled / easy going OR Nervous / anxious • In control of emotions OR Easily irritated / prone to getting angry • Often dependent on others for support OR Independent and look after myself • Outgoing and communicate confidently OR shy and introverted, and tend to only talk to people when they start the conversation • Intelligent, smart, can thinking critically about situations and work out what is real or fake OR not that smart, get easily sucked in and not good at working out what is real or fake • Resourceful, usually know what to do in a situation OR often not sure what to do in a situation							
8	Optional: add 2 more personality traits about your character							
9	Do your parents monitor what you are watching and doing online?	No Never ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ Often						
10	Could you talk with your parents if you saw something upsetting or distressing online?	No, not at all ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ Yes, for sure						
11	Could you talk with your friends if you saw something upsetting or distressing online?	No, not at all ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ ➡ Yes, for sure						
12	Do you have filters on your devices that restrict your access to distressing content?	Yes			No		Don't Know	
13	If yes (to above) who put the filters on your devices (tick all that apply)	Parents			Myself		School or other organisation	
14	Do you have online friends (people you have never met in person)?	Yes				No		
15	How many hours a day would you spend on social media (e.g. Instagram, Twitter, Facebook etc)	None	Less than 1 hour	1-2 hours		3-5 hours	More than 5 hours	
16	How many hours a day do you watch online videos (e.g. YouTube, Tik Tok and other sources)	None	Less than 1 hour	1-2 hours		3-5 hours	More than 5 hours	

Resource page

Script and instructions for the 'cyber-experience walk'

Once the students are lined up across the middle of the room free of tables and chairs, or in a central area of an outdoor space (they need room to step forwards or backwards and spread out), explain that they need to think about how their character would respond to each of the questions you are about to read out. They answer the question as their character, not as themselves.

- If their character can answer YES (or YES THAT IS TRUE FOR ME) to the questions they take ONE step FORWARD.

- If their character would answer NO (or NO THAT IS NOT TRUE FOR ME) they take ONE step BACK.

- If their character doesn't know or it doesn't apply to them they stay in the same place

Questions:

1. My access to digital devices and the internet is unlimited (e.g., by parents, by school, or by the devices I own).

2. I spend several hours a day and many hours a week online (social media, watching videos, playing online video games).

3. My parents have no idea what I watch and what I do online.

4. I always believe what I see online.

5. I can't tell the difference between what is real and what is fake online.

6. I have seen things online that distressed/upset/disturbed me.

7. For me, doing nothing is the right thing to do when I see distressing material online.

8. For me, never talking to my parents or my friends about what I see online is the right thing to do.

9. I have online 'friends' that I've never met in person, or know for sure who they are and what they look like.

10. I don't know how to use the privacy and other safety settings on my devices.

11. I think young people are to blame if they see distressing or disturbing content online.

12. Overall, my attitude is that scary, sexual or illegal content online is 'no big deal' and people should just accept that it's there and avoid it if they think it's a problem.

Debrief:

Note for teacher: Overall a 'yes' answer to most questions (noting students will interpret some of these differently depending on their actual life experiences and knowledge, and not just the character they are playing) would indicate a character who is potentially reading or viewing distressing or unsafe materials online.

- Ask the students to look around at where others are standing and why they think they have spread out like that.

- Ask those who answered 'NO' to most questions what it was about their character that meant they are standing where they are.

- Repeat the question for a few students standing about the middle of the group, and again for the students who answered 'yes' to a lot of the questions.

- Summarise some main points, drawing attention to the potentially unsafe situations for some of the characters at the 'yes' end of the group.

Explain that the next step will be to unpack some of these questions and ideas in more detail and that groups of about 5 are required. Shuffle the students into a line so that the 'no' through to 'yes groupings are still more or less intact. Number the class off 1-5 along the line. All the 1s form a group, 2's another group, 3s and so on to ensure each new grouping has a mixture of characters in it. Proceed with the 'interview' activity.

Resource page

Instructions for the interviewer and recorder

Script for the 'interview'	Recorder – note the main points agreed to by the focus group
Introduce yourself and the purpose of the interview/discussion: My name is …. I'm a researcher for the community cybersafety committee and we're wanting feedback from you about the way our community needs to support our young people to be safer online. This is my recorder (name) and s/he will record the main ideas from our discussion. We are particularly interested in how we can protect young people from exposure to disturbing or distressing materials online. Is that OK and do you have any questions before we start?	
1. So we are clear on what we are talking about, and without being too graphic or explicit, what sort of disturbing or distressing material might young people encounter online? What sort of material are we most concerned about? 2. Do you think young people actually understand what this material is about if they see? Why or why not?	
3. Do you think most young people go looking for this material or do they come across it by accident looking for other things? 4. Do you think it is fair that some young people see this material when they didn't want to? Why or why not?	
5. How do you think this material affects some young people's wellbeing? Think about their thoughts, feelings and what they might do (their actions or behaviours) as a result of these thoughts and feelings.	
6. Do you think young people are good at telling the difference between real and fake material online? Why or why not?	
7. Do you think most young people know what to do if they see disturbing or distressing material online? Why or why not?	
8. What role do you think parents and other adults have to play in keeping young people safe online?	
9. If a young person tells an adult about disturbing content online, do you think the adult should always take them seriously? 10. Do you think adults should blame young people for viewing this material? Do you think young people should be told they are just over-reacting to a situation and it's the internet – it's 'normal'? Why or why not?	
11. How do you think parents and other adults can prevent young people's exposure to upsetting content?	
12. How do you think young people can help themselves avoid exposure to these materials online?	
13. What support do you think needs to be available if a young person is exposed to upsetting content? If needed, prompt the group to think about home and family, school, and wider community.	

11. Managing transitions (1) – heading to secondary school

Overview

It has been known for a long time that students in transition are vulnerable. Although the shift from primary school to secondary school is a transition all young people in New Zealand make, when this change occurs alongside other changes and vulnerabilities, it can be distressing, and have long term consequences.

This activity needs to be included as part of a suite of activities and events to support students in Year 8 transitioning from primary school (intermediate) to secondary school.

After a brainstorm of the sorts of expectations, concerns, fears, and unanswered questions about the changes in the move from primary to secondary school, the activity engages students in a type of needs analysis to help them identify what may cause them distress. A resource sheet is provided for this which can be adapted to reflect local needs (or different schooling types like year 1-13 or year 7-13 schools). Once the needs analysis is completed, students select those items that they rate as 'really important' to know about (or are most concerning) and are supported to seek answers to these questions.

Some of the students' questions or concerns about the pending transition may not be answerable until they actually start at their new school. Where possible, combine this activity with:

- an orientation visit to their new school while still in year 8

- a visit from secondary school staff or students where year 8 students can ask questions (if secondary students are available to visit the school, then small group discussions could be used).

If these opportunities are not available, teachers will need to draw on their own knowledge of the secondary school and exercise their professional judgement to answer the students as best as possible. The secondary school website will also contain some information.

If individual students are showing signs of distress in anticipation of changing schools, consider referring them to the SPARX app, with supervision from the school's designated leader of pastoral support.

Other teacher references

- See the Education Review Office report (2012) *Transition from Primary to Secondary School* https://www.ero.govt.nz/publications/evaluation-at-a-glance-transitions-from-primary-to-secondary-school/6-transition-from-primary-to-secondary-school/

- Education Review Office (2016) *Wellbeing for success: a resource for schools* https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/

Learning intention:

Students will identify ways to support their wellbeing as they transition from primary to secondary school. (Achievement Objective 4A3, 4C1)

Suggested time:

1-2 hours combined with a school visit, or guest speaker(s) from the secondary school

Curriculum links – key competencies:

Managing self

Resources required for the activity:

- Needs analysis – see Resource sheets – adapt this to reflect the local school context and the students' needs

- Personnel or resources to answer students' questions (e.g., online information about the school and any print materials the school provides for new students prior to enrolment).

Teaching and learning process

Introduction:

- As this activity needs to be part of a suite of related activities and events supporting Year 8 students transitioning to secondary school, summarise for the students' activities already undertaken and events yet to occur. Explain that this activity is a type of needs analysis to get them thinking about all the things that could make their move to secondary as easy as possible, and what things might be stressful.

Main activity:

- Provide each student with a print or digital copy of the needs analysis sheet (Resource page provided). After an initial read through the list, ask students if there are other items that need to be added or items that need to be changed. This can be ongoing if these ideas are not immediately apparent.

- Explain the way the class will complete the 'answers' column of this needs analysis (e.g., with a visit to or visitor from the school as indicated above).

- Allow time for the students to work their way through the needs analysis – they do this individually but added to by discussion with a partner/group where needed. Provide support where required to explain meanings or intent of the statements.

- Once complete ask students to highlight the 'really important' statements.

- Using whatever information sources are available – class teacher's own knowledge, school website information or other literature, visiting teacher or student knowledge – students write a response to each 'really important' statement with an answer or information – as far as it is available at the time. Don't be limited only to these 'really important' statements where time is available for considering 'mostly important' ideas.

- Monitor students' completion of this and provide opportunity to share information (e.g., where it appears many students have the same 'really important' need identified and the answer is on the school website or is known to the teacher but not readily accessed from online, or hasn't been offered by the visiting school).

- Complete the needs analysis as far as possible and with consideration of other future transition-related activities and events.

Debrief:

- Where/when do students think they will be able to answer any unanswered questions? Assure students that any questions that cannot be answered now will be able to be in future, and not to be anxious about this. Explain what is known about the peer support and the other sorts of support they can expect once they get to secondary school.

- Refer to future activities and events that are part of their transition to secondary school.

Student learning artefact(s):

- Students file their needs analysis sheet and responses to questions in their learning journal for ongoing reference and completion.

Teacher reflection:

Do you think the combination of activities and events provided by your school is sufficient for a safe and supported transition of your students to secondary school? What does the school do well / not so well, and what is your evidence for this?

What could the school do better? What could your learning programme further contribute to this transition process?

Resource page

What's important for me and what do I need to know when I move to secondary school?

When I get to secondary school ….	Not important	A little bit	Mostly	Really Important	Answer OR where I can get information from later on
Where am I supposed to be at each time of the day (each class period)?					
What is the best way to find and get to all of my classes?					
Where are the toilets?					
Where do I eat lunch?					
Where can I buy lunch?					
Where do I catch the bus home/leave my bike/get picked up by a parent?					
Can I leave school during the day?					
What do I do if I've got a doctors' appointment?					
Will I be in the same class as my friends?					
How will I meet and make new friends?					
What do I do if I forget my lunch and have no lunch money?					
Can I ask the teacher for help if I don't know something?					
How do I join a cultural and other interest group?					
How do I join a sports team?					
Are we allowed phones at school?					
Do I need to have my own computer?					
What do I need to take to school each day and take to each class?					
Where can I safely put all of my stuff? Which locker can I use (and what is the best lock to buy)?					
If I need help to deal with bullying or cyberbullying, what do I do?					
If I need help to resist pressure to do things I don't want to do, what do I do?					
If I need help dealing with all the older students, what do I do?					
If I need help fitting in but still trying to be my own person/an individual, what do I do?					
Where do I get sanitary products if I get caught short?					
What do I do if I feel sick during the day?					
Add your own ideas					
	Not important	A little bit	Mostly	Really Important	Answer OR where I can get information from later on

12. Managing transitions (2) – making connections and belonging at secondary school

Overview

As previously stated in Activity 11, It has been known for a long time that students in transition are vulnerable. Although the shift from primary school to secondary school is a transition all young people in New Zealand make, when this change occurs alongside other changes and vulnerabilities, it can be distressing, and have long term consequences.

This activity needs to be included as part of the health education programme in the earlier part of the school year, and as part of learning that supports students entering Year 9.

The activity focuses on the identity work that goes on for young adolescents, in this case, their identities as learners and as young people in context of their secondary school.

The activity draws inspiration from the SPARX app whereby users of the app select an avatar before they work their way through the stages of the intervention.

For this activity, students select an image - either a human form, something from a mythical or fantasy world, or an image that is more symbolic - as a way to frame and draw attention to the growing ways they identify themselves, how they feel a sense of belonging and connectedness to their school, and how these connections extend beyond school. They produce a visual artefact illustrating and describing these growing understandings.

If individual students are showing signs of distress fitting in at secondary school and appear to be struggling to develop a sense of belonging and connectedness, consider referring them to the SPARX app, with supervision from the school's guidance counsellor or other designated leader of pastoral support.

Other teacher references

- See the Education Review Office report (2012) *Transition from Primary to Secondary School* https://www.ero.govt.nz/publications/evaluation-at-a-glance-transitions-from-primary-to-secondary-school/6-transition-from-primary-to-secondary-school/

- Education Review Office (2016) *Wellbeing for success: a resource for schools* https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/

- An activity for students to design their own model of wellbeing can be found in *Mental Health Education and Hauora: Teaching interpersonal skills, resilience, and wellbeing* by Katie Fitzpatrick, Kat Wells, Melinda Webber, Gillian Tasker, & Rachel Riedel (2018, NZCER Press).

Learning intention:

Students will identify ways they define themselves and how this relates to feeling a sense of belonging and connectedness. (Achievement Objective 5A4)

Suggested time:

1 hour, although an extended time may be needed for the development of the visual artefact

Curriculum links – key competencies:

Managing self

Resources required for the activity:

- Paper based materials for producing a visual artefact – drawing and /or collage materials, or access to a digital drawing/illustration application.

Teaching and learning process

Introductory discussion:

- Summarise for the students the range of activities that have been available to the class in their health education programme and as part of wider school events that aim to support their transition to secondary school.

- Ask the students what they think has helped them so far to fit in at school.

- Do they have any feedback at this time about things that haven't gone as well for them as they have tried to fit in and feel safe, comfortable, connected and a sense of belonging at their new school? Acknowledge their feedback, seeking clarification where needed and responding to anything that can be attended to at the time. Note any feedback that will be picked up on and dealt with separately at a later date.

- Explain that the focus today is to look at the connections between the things that make them who they are (their identity) and the things that help to give them a sense of belonging and connectedness at school.

- Ask what they think it feels like when you have a 'sense of belonging' – name some feelings – how would they know they 'belong' at the school?

- Ask what they think it means to have a sense of connectedness. How do you know if you have sense of connection to a place like school, or the land, or another place of importance?

- Ask why they think having a sense of belonging and connectedness is important for wellbeing? If students have already learned about hauora using te whare tapa whā, they should be able to link these ideas with spiritual wellbeing.

Main activity:

- Explain to the students that they are going to do an individual activity (although they can discuss it with their partner or peers as they develop their ideas) whereby they will create a visual artefact (using pictures and words) to make connections between their identity – who they are and what is important to them - and their sense of belonging and connectedness at school and beyond.

- Explain the expectations of the visual artefact (e.g., print/paper based and materials available for this and/or a digital solution). At the centre of the image will be an avatar (like the ones in the SPARX app), or some other representation. It doesn't have to be human, or even a creature, it can also be a symbol or an object. The completed visual artefact can also contain text where ideas are not readily illustrated. (If students have completed an activity to design their own model of wellbeing, some of these ideas may be able to be carried over to this activity – see teacher references).

- Distribute a copy of the resource page to each student. Guide them through the instructions and allow time for the students to generate some ideas as directed. Provide as much support and prompting as needed.

- Once students have sufficient ideas to work with, provide time for them to create their visual artefact. Consider discussing ways that the connections between aspects of their identity, and how they have a sense of belonging and connectedness at school, and beyond school, could be shown visually.

- With their permission, ask students to share some of their images with their peers. If students' ideas are quite personal, they may not wish to do this.

Debrief:

- Acknowledge this is quite complex thinking and our ideas about identity and how we feel a sense of belonging and connectedness change over time, so the activity today is not all-defining or permanent.

- Ask again why they think having a sense of belonging and connectedness is important for wellbeing and build on their earlier ideas about this.

Student learning artefact(s):

- Students file their visual artefact in their learning journal along with their planning notes.

- As a reflective statement in their journal, students answer these questions:

  - What does my school do well to support my identity and my sense of belonging and connectedness?

  - What could my school do better to support my identity and my sense of belonging and connectedness, now or in the future?

Teacher reflection:

How readily did students make the connection between their identity and feeling a sense of belonging and connectedness at school? Where else in the learning programme can these ideas be developed?

Resource page

Ideas generator to link my identity with ideas about belonging and connectedness at school and beyond

Use the prompts on this page to help identify what you will include in your visual artefact.

1. Select those ideas in the left-hand column that you think are important for your identity at this time. Cross out or delete the others. Add any other ideas you think are important for you and your identity – *who you are*.

2. Make brief notes in the boxes of the items you have selected to identify specifically what it is that is important to you.

3. In the middle column, note how those things that are important to you are somehow supported or reflected at school – think of the opportunities and experiences available to you at school that allow you to be you. You may find you cannot include all of the ideas in the left-hand column.

4. Repeat (3) with the right-hand column, this time thinking about opportunities and experiences available to you beyond school that allow you to be you. *Between the middle and right-hand column try to include a connection with everything you have selected in the left-hand column*.

Aspect of my identity: what is important to me about…	Feeling a sense of belonging and connectedness at school	Belonging and connection beyond school
My sexuality and/or gender		
My culture		
My academic ability		
My learning		
My music or art or performance		
My sporting interests		
As a member of a family		
As a friend		
As a peer or classmate		
My hobbies and interests		
My values and beliefs		
What I think is important in life		
Add other ideas		

Acknowledgements

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