

Theme:

Wellbeing and taking action to promote personal wellbeing

TEACHING AND LEARNING SCENARIO:

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

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

SUGGESTED ACTIVITIES FROM THE RESOURCE:

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

Other connections:

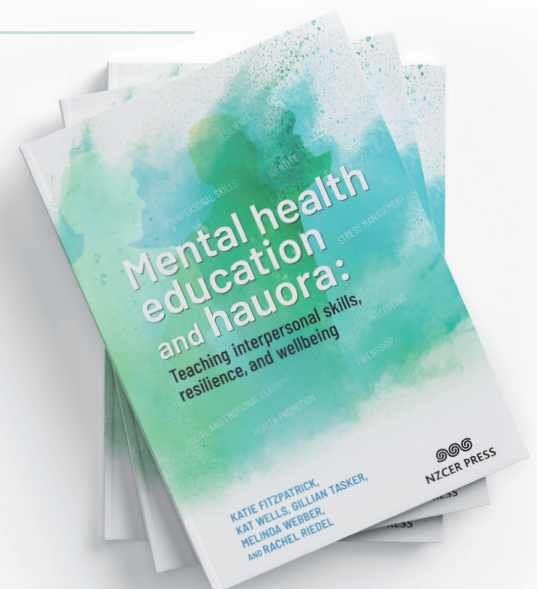
- » Make links with any whole school actions that aim to promote student wellbeing and incorporate reference to these in the learning.
- » Ministry of Education Wellbeing in Education policy and strategy level resources for leaders and teachers <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/>

Learning artefact(s) to show evidence of learning:

- » Students documentation of their own model of wellbeing, and their goal setting/action planning.

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

- » These ideas about wellbeing are applied across a range of health and wellbeing contexts or topics.



Theme:

Being a good friend and communicating effectively

TEACHING AND LEARNING SCENARIO:

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

SUGGESTED ACTIVITIES FROM THE RESOURCE:

Lesson 131: How many of you (warm up)	p244	Students initially reflect on who the important other people are in their lives and the importance of trust in these relationships.	Lesson 78: Non-verbal communication	p228	Students develop knowledge of the various components of effective listening and they formally learn the various skills required for effective listening including non-verbal communication, paraphrasing reflecting feelings.
Lesson 85: Others in my world	p245		AND Lesson 79: Real listening and pseudo listening	p231	
AND Lesson 86: Taonga tākaro			AND Lesson 82: Practising paraphrasing and summarising	p237	<i>If further development of ideas is needed Lesson 80 Improving listening skills and/or Lesson 81: Analysing chat show hosts can be added.</i>
Lesson 87: Am I a good friend?	p247	The reflection continues with an individual continuum activity where students consider whether they are a good friend.	AND Lesson 83: Observing and reflecting feelings	p239	
Lesson 88: Exploring friendships	p249	Students then develop understanding of the changing nature of friendships over time	Lesson 84: Practising and monitoring listening skills	p241	Students then demonstrate these effective listening skills as a form of 'skill rehearsal' or roleplay.
Lesson 89: Qualities in friendships	p250 leading to being able to identify the qualities of good friendships, and how these positive aspects of friendships are good for wellbeing.	Lesson 128: Winking partners	p329	After a negotiation-related warm up activity
AND Lesson 90: Positive aspects of friendships	p251		Lesson 108: Defining negotiation	p292 students engage in learning about negotiation, what it is and when it is used, as well as demonstrating skills of how to negotiate in a friendship situation.
Lesson 57: Belonging to groups	p183	As well as thinking about friendships, students also consider their interactions with, and membership of, groups and how many of the qualities of friendships (and later the skills) still apply in these situations.	AND Lesson 109: Practising negation	p294	

Other connections:

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

Learning artefact(s) to show evidence of learning:

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

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

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

