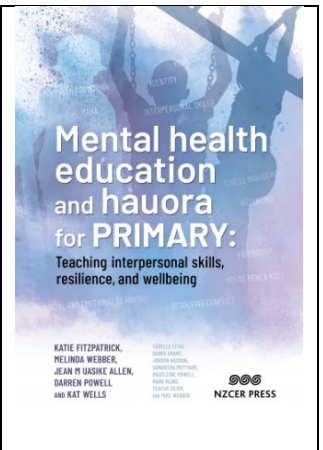


Mental health and hauora for primary: Teaching interpersonal skills, resilience, and wellbeing (2023)

Print copies \$65 from NZCER - <https://www.nzcer.org.nz/nzcerpress/mental-health-and-hauora-for-primary>

Print and digital copies from meBooks (\$45)

<https://mebooks.co.nz/education/p,1124,mental-health-education-and-hauora-for-primary,nzcer-press.html> and Amazon



Task	You are provided with the content pages from the resource. Working in small groups, discuss and complete the task below.
Year level(s) of students for focus and any other considerations of the class/school/community.	
Main identified health education learning need(s). If the 'need' is based on known or observed behavioural/ wellbeing needs, think about what (all) students could learn about this situation or topic.	
Based on the activity titles (and a copy of the resource if you have one) select 5-6 activities that would make up a unit of learning to respond to these learning needs.	1 2 3 4 5 6
Identify any other activities that you know of that could supplement these activities/this resource (e.g. Sparklers)	
(How) could this learning contribute to a whole school approach to promote student mental health and wellbeing?	

SECTION 1: IDENTITY

Overview of this section

- Lesson 1 Mana Motuhake – my strengths, interests, and aspirations
- Lesson 2 Mana Tū – learning from and alongside others
- Lesson 3 Mana Ūkaipō – belonging to places and spaces
- Lesson 4 Mana Whānau – belonging and connection to others
- Lesson 5 Mana Tangatarua – respecting other worldviews
- Lesson 6 Who is significant to me?
- Lesson 7 I am many things in many spaces
- Lesson 8 My layers and labels
- Lesson 9 Labels from others – identifying discrimination
- Lesson 10 Gender and identity
- Lesson 11 We are all capable, anything is possible
- Lesson 12 Favourites, interests, and preferences
- Lesson 13 Family is the compass that guides us
- Lesson 14 He Hokinga Mahara – autobiography
- Lesson 15 Whānau interviews and reflections
- Lesson 16 The multiple mirrors of personal success
- Lesson 17 Personal choices vs difficult decisions

SECTION 3: INTERPERSONAL SKILLS

Overview of this section . . . AND COMMUNICATION . . .

3.1 Listening skills

- Lesson 48 Nonverbal communication
- Lesson 49 Active listening and half-listening
- Lesson 50 Whole body listening: Give Me 5
- Lesson 51 Reading facial expressions
- Lesson 52 In your own words: paraphrasing
- Lesson 53 Observing and reflecting feelings
- Lesson 54 Practising listening skills

3.2 Friendship

- Lesson 55 Others in my world
- Lesson 56 Taonga tākaro
- Lesson 57 Am I a good friend?
- Lesson 58 Exploring friendships
- Lesson 59 Positive aspects of friendships
- Lesson 60 Qualities in friendships
- Lesson 61 Fears about friendship
- Lesson 62 Obstacles within friendships

3.3 Speaking up and self-confidence

- Lesson 63 Checking in – self-awareness
- Lesson 64 Finding my positive character traits
- Lesson 65 Finding your voice
- Lesson 66 “I” statements
- Lesson 67 Challenging negative talk
- Lesson 68 Advocating for yourself
- Lesson 69 Positive aspects of friendships
- Lesson 70 Influence and peer pressure
- Lesson 71 Reaching out

3.4 Resolving conflict

- Lesson 72 Understanding conflict
- Lesson 73 Resolving conflicts
- Lesson 74 Applying a model for resolving conflict

SECTION 2: WELLBEING

Overview of this section

- Lesson 18 Kei te pēhea koe?
- Lesson 19 Feelings in my heart
- Lesson 20 Happy
- Lesson 21 How are our feelings connected?
- Lesson 22 Using texture in art to explore emotions/feelings
- Lesson 23 Creating a collaborative piece of art by exploring emotions
- Lesson 24 My happiness mood board
- Lesson 25 Dealing with fear
- Lesson 26 Understanding mindfulness
- Lesson 27 “Clear the deck” mindfulness exercise
- Lesson 28 Listening mindfulness exercise
- Lesson 29 Visualisation mindfulness exercise
- Lesson 30 Body relaxation exercise
- Lesson 31 Mindful of time
- Lesson 32 Understanding change
- Lesson 33 Coping with loss and disappointment
- Lesson 34 Coping with loss and grief
- Lesson 35 Embracing change, loss, and grief
- Lesson 36 Coping with changes
- Lesson 37 Change – then and now
- Lesson 38 How to lose gracefully
- Lesson 39 Understanding grief
- Lesson 40 How does being online strengthen our wellbeing?
- Lesson 41 Online Me, Real Life Me
- Lesson 42 Creating a whānau online safety treaty
- Lesson 43 Our online safety shields
- Lesson 44 Online wellbeing – Conversation Starters
- Lesson 45 Online wellbeing – online identity
- Lesson 46 Help-seeking – the four steps
- Lesson 47 Online scenarios and seeking help

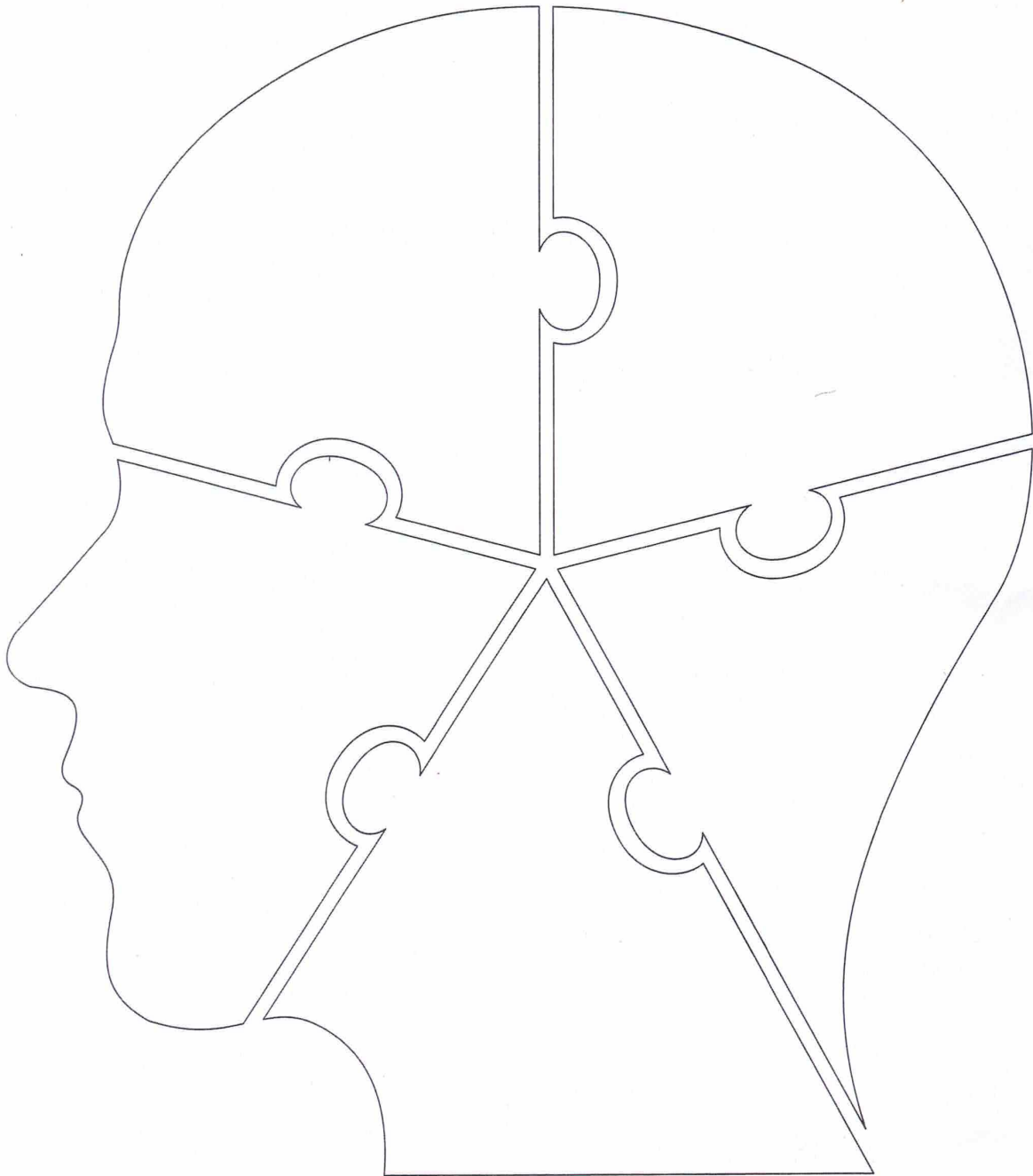
Possible ways of identifying yourself (note that some of this list has been adapted for an adult audience)	Ways of identifying that I like and use – often, sometimes, or occasionally (depending on the situation)	In relation to these ideas I use or like, I identify (or describe) myself as
Biological sex		
Gender		
Sexuality		
Age		
Ethnicity		
Culture		
Nationality		
Religion or faith-based beliefs (named religion or belief system) or lack of		
Country of birth		
Where you live		
Wealth or socio-economic status		
Physical appearance e.g. skin colour, hair colour, eye colour, height, body size, and/or body shape.		
Personality traits		
Language(s) spoken		
Physical health status		
Mental health status		
Physical ability		
Neurotypical or neurodiverse		
Intelligence		
Values and beliefs		
Hobbies		
Sporting interests		
Creative interests		
Your position in your family		
Your family structure		
Son, daughter, child of Stepson, stepdaughter, stepchild of ...		
Sister, brother, sibling of Stepsister, stepbrother, step sibling of ...		
Niece, nephew, relation of ...		
Granddaughter, grandson, grandchild of ... (or great grand)		
Occupation/job/profession		
Marital status (and for women, titles for these)		
Student, learner, ākongā, tauira		
Add other ideas		

Task: Complete the activity above. Reduce your ways of identifying yourself to **five main ideas** – you can collapse several ideas under one heading. Add these to the ‘jigsaw head’ image (provided). Colour code these or using the available resources, add icons and images that reflect something about each aspect of your identity. *Opportunity for sharing your ‘identity’ diagram.*

Discussion: When some of the identity ‘labels’ above are used by others to identify you, how do these labels make you feel? *Choose a couple you do and a couple you don’t like.*

How do you respond to the use of labels that you don’t like? How do you challenge the labels you don’t like, and/or encourage people to use the ones you do like? What can we be teaching primary school aged students about identity and wellbeing? Think of how we choose to identify ourselves, and how to respond to the labels others may give us or know us by.

ACTIVITY SHEET



New Zealand Health Education Association NZHEA



Networks of Expertise PLD facilitation provided by:

- Jenny Robertson, NZHEA NEX Project Manager
- Leigh Morgan, NZHEA NEX Kaikōtuitui Arataki Oranga (kaiārahi)

Email: NZHEA support kaiarahi@healtheducation.org.nz

We can provide individual school, Kahui Ako or local cluster support for New Zealand Curriculum, Health Education teaching and learning-related PLD.

Please contact us via email to discuss your PLD needs.

As our services are already funded by the Ministry of Education there are no costs to your school associated with our PLD facilitation.

Other links

<p>NZHEA website (resource landing page) https://healtheducation.org.nz/resources/ (see for example the community consultation resource published this year)</p>	
<p>For the Secondary level mental health education resource (<i>actually more like years 7-10</i>) Mental health and hauora: Teaching interpersonal skills, resilience, and wellbeing (2018) – download a free digital copy of this at https://healtheducation.org.nz/resources/mental-health-education/</p>	
<p>Mental health and hauora for primary: Teaching interpersonal skills, resilience, and wellbeing (2023)</p> <p>Print copies \$65 from NZCER - https://www.nzcer.org.nz/nzcerpress/mental-health-and-hauora-for-primary Print and digital copies from meBooks (\$45) https://mebooks.co.nz/education/p,1124,mental-health-education-and-hauora-for-primary,nzcer-press.html and Amazon</p>	
<p>Ministry of Education Mental Health Education Guide</p> <p>https://newzealandcurriculum.tahurangi.education.govt.nz/mental-health-education-guide/5637165639.p See also the suite of MHEd activities</p> <p>Although the Tāhūrangi site that replacing TKI is appallingly organised, there are a number of Mental Health Education activities here: https://newzealandcurriculum.tahurangi.education.govt.nz/new-zealand-curriculum-online/learning-content-resources/health-and-physical-education/5637144625.c</p>	

https://newzealandcurriculum.tahurangi.education.govt.nz/mental-health/5637166478.p	
Sparklers Useful activities for years 1-2 (especially) https://sparklers.org.nz/	
Mitey Mental health Education activities (and PLD support for teachers) from the Sir John Kirwan Foundation Mitey programme https://www.mitey.org.nz/	