

**PY
BC**

**PLAY YOUR
BEST CARD**

Teaching and Learning Activities for Health Education

ACKNOWLEDGEMENTS

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This resource was developed by the New Zealand Health Education Association with funding from the Health Promotion Agency/Te Hiringa Hauora (HPA).

About *Play Your Best Card*

Play Your Best Card is a team-based game that encourages teens to have conversations on a range of topics relevant to young people. It also encourages them to discuss challenges and what to do in a range of different situations.

The game is key to raising awareness of youth organisations that young people can contact when they need help. It aims to inspire teens' critical thinking and encourage them to have conversations about issues that they are experiencing right now, or that they might encounter in the future.

Unlike other resources or tools that might focus on one topic, *Play Your Best Card* can spark conversations on a range of topics relevant to young people. The discussions change every time the game is played, as young people are given the creative challenge of coming up with relatable stories based on the cards in the deck.

Play Your Best Card was co-designed with teens, secondary school teachers, and youth facilitators. Find out more about the game at www.hpa.org.nz/education/play-your-best-card

This guide is available online at www.hpa.org.nz/education/play-your-best-card and www.healtheducation.org.nz/resources

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June 2019

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INTRODUCTION

This resource provides teachers with a collection of learning activities to link the card game *Play Your Best Card* from the Health Promotion Agency/Te Hīringa Hauora (HPA) with Health and Physical Education in The New Zealand Curriculum.

The activities have been designed to supplement existing learning programmes. Not all of the activities need to be used, nor do they need to be taught in sequence. You should consider how they might adapt the activities to meet your learners' needs.

The resource provides:

- considerations for a safe classroom environment and effective pedagogy in health education.
- a summary of the teaching and learning activities, along with links to health education learning contexts (New Zealand Curriculum (NZC) Level 5), and National Certificate of Educational Achievement (NCEA) Achievement Standards (L1 and L2), and cross-curriculum links where applicable
- links to other useful documents that support learning using *Play Your Best Card* in health education.

Each teaching and learning activity includes:

- a learning outcome(s)
- NZC and NCEA links, and cross curricular links where applicable
- resources required to facilitate the activity
- Templates for activities where these are an integral part of the learning activity
- a possible teaching and learning sequence
- teacher reflection questions
- a suggested student learning artefact to show evidence of learning, including reflection questions, or a task to consolidate the learning.

A number of websites and online resources are mentioned throughout this resource. The links to these are listed on pages 42 and 43 of this guide.

CREATING A SAFE CLASSROOM ENVIRONMENT

A safe classroom environment in health education is paramount. Strategies for developing class safety guidelines can be found in a range of resources. For example:

- *The Curriculum in Action: Everybody Belongs* (class korowai)
- *Mental Health Matters*
- *Alcohol and Other Drugs: A resource of teaching and learning activities for teachers of students in years 9–11* (NZHEA members' resource).

Teachers also contribute to the safety of the classroom environment. In *Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*, the commitment to learners states that teachers will work in the best interests of learners by:

- promoting the wellbeing of learners and protecting them from harm
- promoting inclusive practices to support the needs and abilities of all learners
- being fair and effectively managing my assumptions and personal beliefs.

If using the game in a way that uses Step 4 (set out in the ‘Responders instructions’ whereby a ‘winner’ is selected in each round), ensure that students have previously discussed and agreed on the criteria for making this judgement. This will require consideration of the class safety guidelines and what constitutes a best response or a ‘winner’ in the context of this game. In health education this means reflecting the attitudes and values of the HPE learning area, that is, *“a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.”*

CONSIDERATIONS FOR EFFECTIVE PEDAGOGY

<p>The standards for the teaching profession require teachers to “respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace”. These practices include:</p>	<p>For more information:</p>
<p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p>	<ul style="list-style-type: none"> ❑ Effective pedagogy in the NZC including teaching as inquiry. ❑ E-learning and developing digital fluency ❑ Subject specific literacy. ❑ Tātaiako cultural competencies for teachers of Māori students. ❑ Tapasā cultural competencies for teachers of Pasifika students.
<p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p>	<ul style="list-style-type: none"> ❑ Cross curriculum links to provide rich, authentic learning experiences (reviewing your curriculum).
<p>Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.</p>	<ul style="list-style-type: none"> ❑ Key Competencies.
<p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>	<ul style="list-style-type: none"> ❑ Assessment online.

DIRECTORY OF THE TEACHING AND LEARNING ACTIVITIES

Page	Activity title	Description	Learning intentions	NCEA links
7	1. Recording our stories	A template for recording information as students play the game. Information is used to build scenarios for use in later teaching and learning activities. Includes reflection questions.	(Preparatory activity)	
11	2. Making our own cards	A process with prompt questions for students to create their own cards to add to the game.	Students will identify wellbeing-related situations relevant to their own lives and/or community. (Contributes to 4/5D1)	L1: A deliberate selection of cards focused on a particular context (eg, Alcohol and other Drugs (AoD) use, mental or sexual health) can provide learning opportunities for most standards. L2 (AS 91237). Create a new version of the game for your school community.
15	3. Feelings wheel	An activity to broaden students' vocabulary around feelings and emotions and developing understanding of feelings by the way they are associated with other similar feelings. This activity uses all of the words in the PYBC feelings cards as well as many others provided in an item bank.	Students will develop their vocabulary and understanding of feelings and the way feelings are linked. (Contributes to 5A1)	L1 (AS 91097). Managing change - feelings.
19	4. Short- and long-term impacts of 'disruptors' on personal wellbeing	An activity for students to make connections between the four aspects of wellbeing and the situation in the scenarios (generated from playing the PYBC game), as well as considering short-term and long-term implications for wellbeing.	Students will understand how different situations can impact on personal wellbeing. (5/6A1) Students will understand how short-term impacts can affect people's wellbeing in the long-term. (6A1)	L1: A deliberate selection of cards focused on a particular context (eg, AoD use, mental or sexual health) can generate scenarios for use in learning related to most standards.

Page	Activity title	Description	Learning intentions	NCEA links
20	5. Taking action to enhance wellbeing	An activity for students to explore actions that can be taken at personal, interpersonal and societal levels to enhance wellbeing, using scenarios generated from playing the PYBC game (connects with the previous activity).	Students will develop awareness and understanding of a range of actions that can be taken at personal, interpersonal and societal levels to enhance wellbeing. (Contributes to 5/6A1, 5/6A3, 5/6C3, 5/6D2)	L1: A deliberate selection of cards focused on a particular context (eg, AoD use, mental or sexual health) can provide learning opportunities for most standards.
22	6. Influences on decision making	An activity for students to apply a decision making model to a wellbeing-related situation, using scenarios generated from playing the PYBC game, and with a focus on personal, interpersonal and societal influences on decision making.	Students will demonstrate the application of a decision making model to a well-being-related situation, and justify why the decision is health enhancing. (5/6A3)	L1 (AS 90975). Decision making in alcohol and drug related contexts.
24	7. Problem solving	An activity for students to apply a problem-solving process to enhance wellbeing, using scenarios generated from playing the PYBC game.	Students will demonstrate the application of a problem solving process to a wellbeing-related situation, to achieve a health-enhancing outcome. (5/6A3, 5/6C3)	L1 (AS90973) Interpersonal skills – problem solving.
27	8. Accessing and using good quality online information	An activity providing the opportunity for students to explore the different types of support offered by the range of organisations and websites included among action cards from the PYBC game.	Students will develop skills for finding information about health-related agencies and online support for wellbeing and develop knowledge of online support services that are available in Aotearoa. (5D2)	L1: Knowledge of societal/ community supports.
31	9. Promoting wellbeing messages in a poster	Following on from the online investigation activity above, students produce posters to raise awareness of online supports available to young people.	Students will communicate information about helping agencies as a way to promote wellbeing. (5D2)	L1: Knowledge of societal/ community supports. L2 (AS 91237). Posters could be used as one action in an overall health promotion strategy.

Page	Activity title	Description	Learning intentions	NCEA links
33	10. Create a story or media product	This activity provides an opportunity for students to develop an artefact for a particular audience to show their health education knowledge. Most suggested artefacts include a formal written component to help develop students' writing skills. This activity has potential for cross curricular learning experiences.	Students will communicate their health and wellbeing knowledge to a selected audience. (The HPE Achievement Objective(s) for this activity will vary depending on the nature of the health knowledge communicated in the artefact.)	L1: Could be used as a scenario across the L1 units, or the demonstration of interpersonal skills. L2: (AS 91235, 91236, 91239) Could be used to help develop a scenario for formative assessment (or summative assessment of AS 91236.
35	11. Demonstrating personal and interpersonal skills	This activity involves students preparing a role-play to demonstrate the use of personal and interpersonal skills as a way to enhance wellbeing, using ideas from the scenarios generated from playing the PYBC game.	Students will develop knowledge of personal and interpersonal skills and demonstrate these in range of wellbeing-related situations. (5/6C3)	L1: (AS 90973). Demonstration of interpersonal skills.
37	12. My 'Character card' and how 'I play my best card'	This activity requires students to think about their own character and, using a combination of characteristics listed on the PYBC game cards and their own ideas, reflect on how their characteristics are used to support the wellbeing of self and others, as well as consider how different characteristics may sometimes be a barrier to supporting others.	Students will identify some of the characteristics and strengths that define them. (5A4) Students will describe how these characteristics enable them to support the wellbeing of self and others (or are barriers to supporting self or others). (5A4, 5C2)	

Teaching and learning activities

1. RECORDING OUR STORIES

This activity needs to be completed in preparation for several of the activities that follow.

Overview

A template (see page 9) is used as the game is played to record ideas from the discussion. These notes can then be used as stimulus material for developing short scenarios for the other teaching and learning activities. The recording template allows for three rounds of the game to be played. This can be adapted. One member of each group will record details from their group's game.

Teachers may need to write some scenarios of their own to ensure coverage of learning contexts (eg, alcohol and other drugs, mental health, sexuality and relationships), and opportunities for extrapolating ideas that can be used to discuss impacts on all dimensions of wellbeing, personal, interpersonal and societal considerations, taking action, including decision making, problem solving and interpersonal skills like assertiveness.

These scenarios are compiled into a class resource for use in a number of the following activities.

Student instructions

- Nominate one person in your group to be the recorder as you play the game.
- Use the instructions with the cards to play the game.
- For each round you play, use the template below to record information about the character and their personality traits, the setting, the disruptor, feels, the actions we discussed (circle the one we decided on), any other information about the scenario we developed.
- After the three rounds, reflect on your game by answering the questions at the bottom of the template.

Teacher reflection

- To what extent was the recording template helpful as students played the game?
- Were ALL students involved in the process, or would adjustments be needed when facilitating this game again? If so, what changes need to be made? What changes could be made to how the game is played?

Student learning artefact

- Students write a short scenario based on the information from one of the rounds in the game.

Example 1:

Character	Kat is a 17-year-old girl who is kind, honest and likes things to be perfect.
Setting	While at a beach party for the day ...
Disruptor	... her friends bring out a six pack of beer and start pressuring her to drink. She tries to ignore them, but this doesn't work.
Feelings	She knows her parents will be disappointed if she drinks [PYBC emoji].
Action	She left the group at the beach and rang her mum and dad to come and pick her up, which is what they had agreed to she could do before she left home if she thought she wasn't safe.

Example 2:

Character	Harry is laid back, honest, but feeling lost and that his life isn't going anywhere.
Setting	It's the weekend and he's hanging out by himself at the local park.
Disruptor	Harry's parent split up a while back and are now divorced. He spends most time at his mum's although he would prefer to live with dad.
Feelings	Most of the time he feels quite sad and down [PYBC emoji] and just wants to be left alone. He finds it too much of an effort to explain himself to his friends.
Action	After one of his mates commented that he wasn't fun to be around any more and needed to get some help, he went online to find the Lowdown website to see what advice and help he could get.

Example 3 (alternative suggestion using two characters):

Character	Anaru is a strong and sociable young man who is known for being bit of a 'player' when it comes to relationships.	Rebecca is seen as a leader in her peer group despite being judgmental of other people. She is known for being bit of a risk taker.
Setting	Party at a friend's house where they are attending as a couple.	
Disruptor	They break up after Anaru cheats on Rebecca, dancing with and kissing another girl at the party – someone that he's been out with in the past. Rebecca knew of his reputation – after all that's how she came to be going out with Anaru in the first place – but thought he was worth the risk because she thought she could 'tame him'. What's more, it's a girl that Rebecca has been nasty to at school making judgmental comments about her appearance and trying to undermine her popularity (Rebecca is actually jealous of her and sees her as a threat to her leadership and is trying to exclude her from the social group).	
Feelings	#yeah the boys – Anaru feels little about the situation, Rebecca was just another score.	#rejected – Rebecca feels rejected as well as hurt, embarrassed, and humiliated by Anaru's behaviour – especially as everyone at the party saw it happening.
Action	Just ignored it all and left with the girl he had been dancing with.	Posts a photo of Anaru and this other girl on Instagram with a caption calling them [expletive words] and telling other girls not to have anything to do with him, or guys to have anything to do with her, and then added sexual information about them that was a complete lie.

RECORDING OUR STORIES

Round one:

Character and personality traits	Setting	Disruptor
Feels	The actions we discussed – <i>circle the one chosen</i>	Any other information

Round two:

Character and personality traits	Setting	Disruptor
Feels	The actions we discussed – <i>circle the one chosen</i>	Any other information

Round three:

Character and personality traits	Setting	Disruptor
Feels	The actions we discussed – <i>circle the one chosen</i>	Any other information

Reflective questions (discuss as a group and record your main ideas):

Which scenario created the most discussion? Why do you think this was the case?	Which listening and communication skills did members of your group use while playing the game?
What was the key learning for members of your group from playing the card game?	Which 'round' did the group decide was the best story or the 'winner'? What information decided this?
Which round would you select to write a short scenario and further explore the issue discussed? Why this one?	Other questions raised, or information discussed by the group that you would like to follow up on.

2. MAKING OUR OWN CARDS

Learning outcome

- Students will identify wellbeing-related situations relevant to their own lives and/or community. (Contributes to 4/5D1)

NZC - HPE

- Health promotion – for example discussion of local actions or support agencies.
- Social justice – for example discussion about diversity and inclusiveness.
- Interpersonal skills – listening to the views of others, communicating own ideas.

NZC – Key Competencies

- Participating and contributing.
- Using language, symbols and texts.
- Critical thinking.
- Relating to others.

NCEA

- L1 NCEA standards depending on the focus of the additional cards. For example, alcohol and drug use (AS90975), sexuality (AS90974), interpersonal skills (AS90973).
- L2 (AS91237) – based on survey data gathered from students, create a new version of the game for your school community.

Cross-curricular links

- English – shape a text for a specific audience and purpose using appropriate features. For example, if students develop a written submission outlining and explaining their recommendations for additional cards to the HPA.

Resources required:

- Paper for brainstorming in groups
- Card and coloured pens OR
- Template OR access to digital resources for creating visual content (page 13).

TEACHER INSTRUCTIONS:

- Explain to the students that this activity requires them to reflect on the relevance of the cards in the game for their lives and suggest improvements based on their wellbeing needs, learning interests, and situations in their local community.
- Explain to the students that they are going to add to the PYBC game by creating their own cards.
- There are several reasons why additional cards might be useful for playing the game. For example to provide:
 - characters and situations that relate specifically to the experiences of learners
 - disruptor cards that are themed around a specific health issue or topic being explored
 - action cards that feature local help services
 - action cards that feature new websites or apps (as they are developed and become popular)
 - feels cards that feature new emojis or hashtags
 - settings that the students relate to
 - better connections to health education concepts and language (including a wide range of named feelings emotions – see the following feelings wheel activity)
 - opportunities to be creative and use their own ideas.

STUDENT ACTIVITY:

1. Students select the way they will make their cards (either card and colouring pens, or using a digital option). Note, in order to add to the card set, the size of the new cards needs to remain the same, as do the general principles of the game as established through the scene setter cards (character, feels and setting), and the responder cards (disrupter and actions). Use the cards in the PYBC set as a form of template.
2. After they have played the game with the existing cards, students use the following prompts to consider which new cards they could create:
 - What's missing from the cards?
 - What other characters are needed to better relate to the diversity in our school?
 - What settings are more realistic for us, in our community/where we live?
 - What local actions can you think of to add to the set?
 - For the disrupter cards, what other cards could be developed in the areas of alcohol or other drugs, friendships and relationships, sex and sexuality, mental health.
3. After students have brainstormed, planned and developed new cards, an optional activity is to write a submission to HPA that outlines and explains the changes they have made to meet local needs, and to recommend changes for future versions of the game. This could be done in conjunction with learning in English.

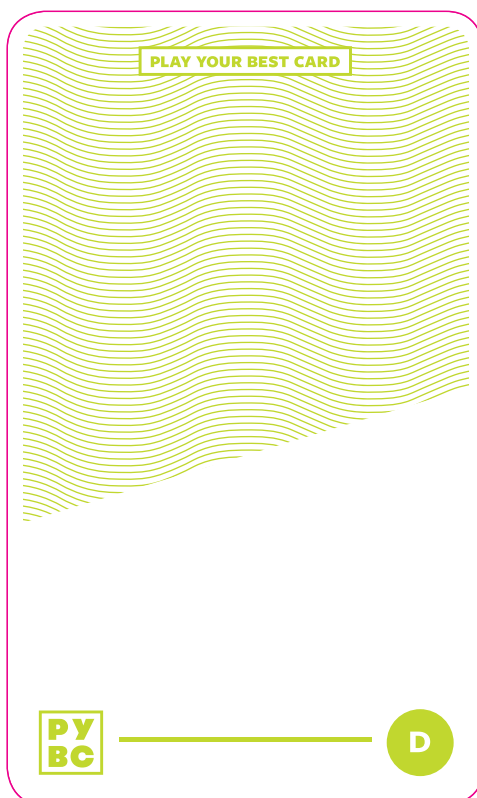
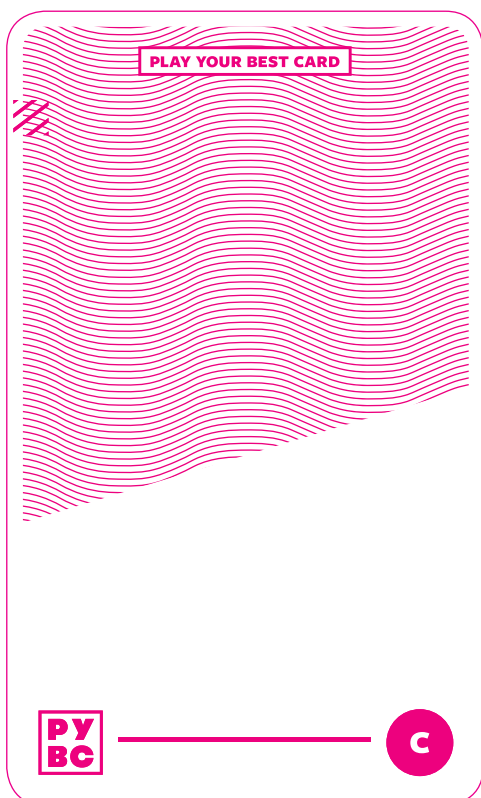
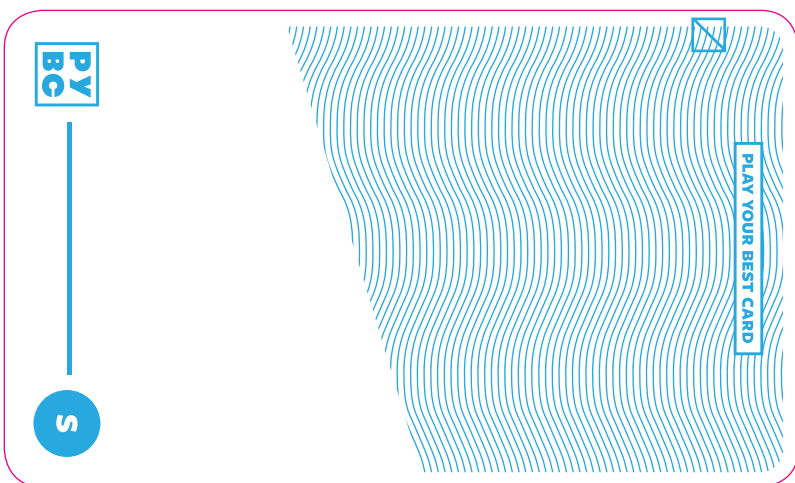
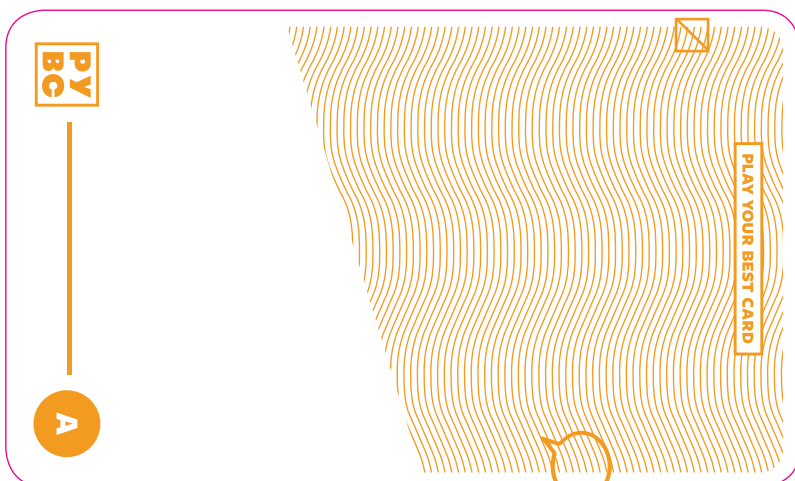
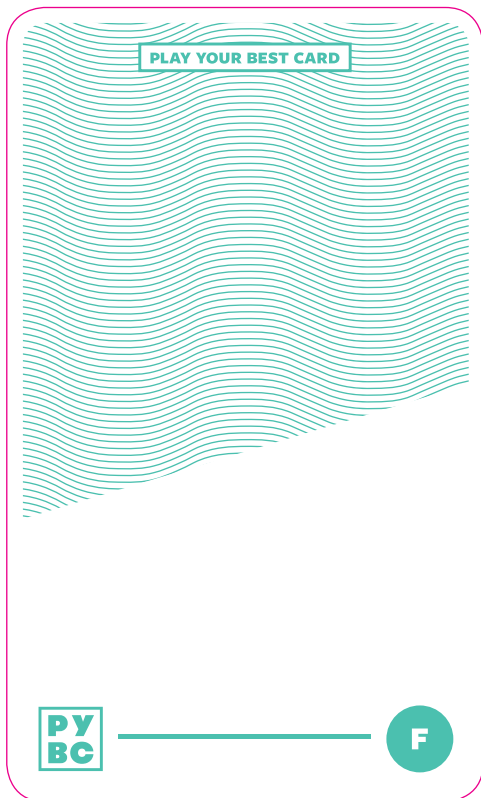
TEACHER REFLECTION

- Were my students able to discuss and develop new ideas for the card game? What were their strengths and/or the challenges to completing this task? What added support did I need to give? Was this health education specific support, or did it relate to wider curriculum considerations (like literacy, digital literacy and fluency, and the key competencies)? How might I strengthen this aspect of my students' learning in future?
- What else could I add to the set of cards to connect the game more authentically with students' lives, school, and local community issues?

STUDENT LEARNING ARTEFACT

- The illustrated card(s) developed in class.

OUR CARDS



ACTIONS

A

PLAY YOUR BEST CARD

SETTING

S

PLAY YOUR BEST CARD

FEELS

F

PLAY YOUR BEST CARD

DISRUPTER

D

PLAY YOUR BEST CARD

CHARACTER

C

PLAY YOUR BEST CARD

3. FEELINGS WHEEL

Learning outcome

- Students will develop their vocabulary and understanding of feelings and the way feelings are linked. (Contributes to 5A1)

Resources required:

- Template with segments for feelings to be added and/or sheets for drawing own.
- Access to a thesaurus (print or digital).

NZC - HPE

- Hauora and wellbeing (with a focus on mental and emotional wellbeing).
- Personal growth and emotional development.

NZC – Key Competencies

- Using language, symbols and texts
- Participating and contributing
- Relating to others.

NCEA

- L1 NCEA – AS 91097 (managing change - feelings).

TEACHER PREPARATION:

- For an idea of what the finished product could look like, use an online search for an image of a “feelings wheel”.
- Students can use the template provided or can choose their own layout, depending on how many feelings and levels they come up with.
- Adapt the student activity instructions below to reflect the students’ learning needs throughout the activity.
- This could be a challenging activity, especially when students are working on the outer layer of the wheel – it may be useful to use an online thesaurus at this time, or there are many online sites that name feelings and emotions. Alternatively, an item bank of possible feelings and emotions is provided.
- This activity can be done in groups, or as a whole class discussion, or individually.
- Ask students what they understand to be the similarities and differences between ‘feelings and ‘emotions’ (suggest students look this up). As this understanding is complex (and involves understanding how the brain works), there is no expectation that students will know the differences. Consequently, what goes into their feelings wheel will likely be a combination of feelings and emotions.

- Ask students what the benefits and the limitations of the feels card in the PYBC game might be (ie, the familiarity of ‘urban’ or text language and graphic emojis, but also the limited scope and meaning of these for expressing deep and complex feelings).

STUDENT ACTIVITY:

1. Start with a blank template with three layers, and sections within those.
2. The first level (closest to the middle) has space for four basic emotions. Ask students to think of four basic emotions (eg, sad, happy, anger, fear) and add them to the middle.
3. The second level has three segments for each feeling above. Brainstorm other feelings that connect to the feelings in the middle, in each respective section.
4. The third level has two segments for every one segment in level two. Again, students brainstorm feelings words for this level that connect with the previous level and the feeling in the middle.
5. If completed in groups, students might present their wheels to the class, and they could display their wheels on the wall, or the groups’ wheels might be combined into one final class version for display (poster size paper).

SOME EXAMPLES:

Inner level feelings	Middle level feelings	Outer level feelings
Sad	Lonely	Isolated
Scared	Helpless	Inadequate
Happy	Hopeful	Optimistic
Peaceful	Content	Relaxed

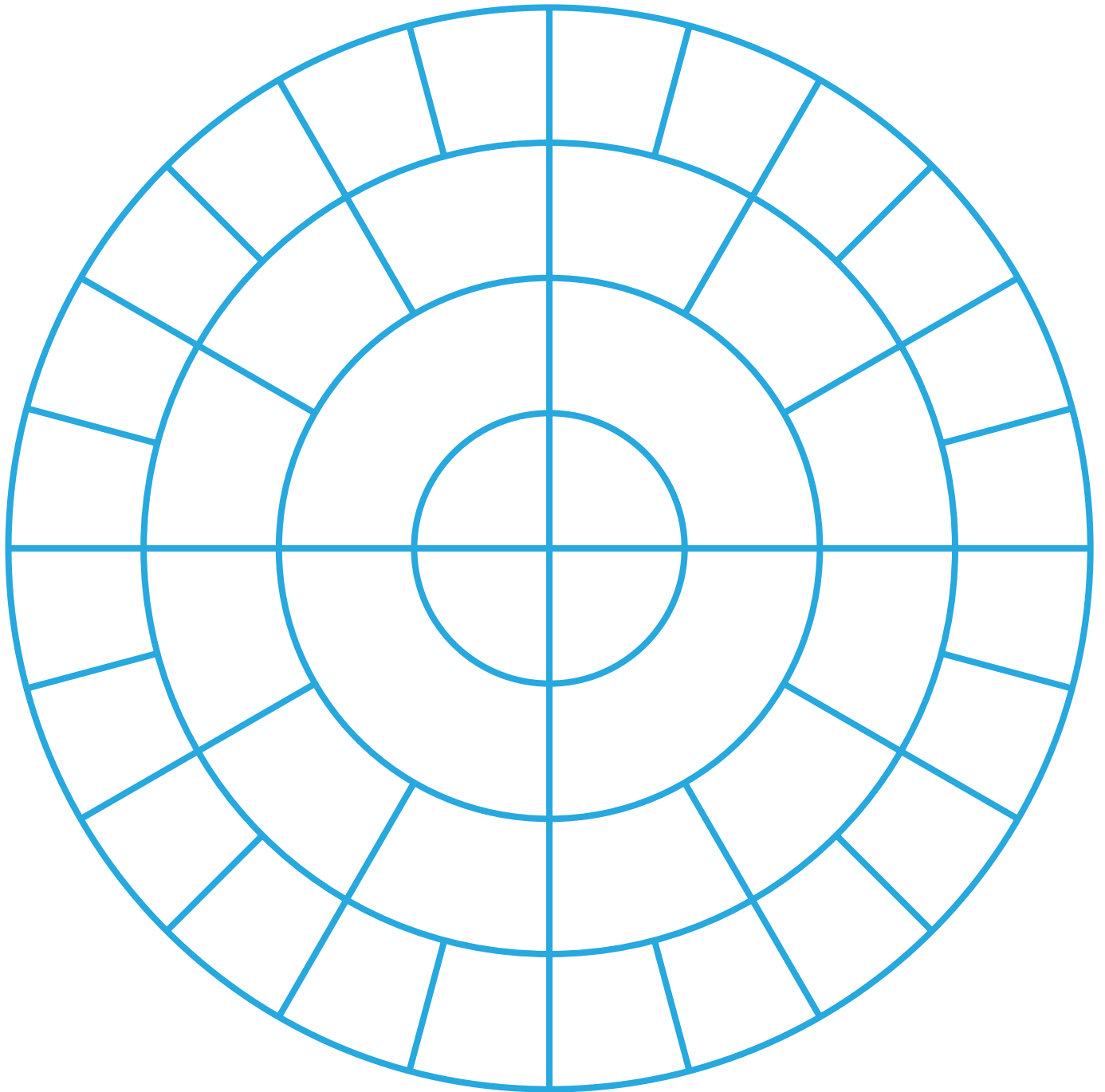
TEACHER REFLECTION:

- How challenging was it for students to identify a wide range of feelings words? What helped them to identify a range of feelings and emotions that could be added into the wheel?
- What other health education learning will this activity contribute to?

STUDENT LEARNING ARTEFACT:

- Reflect on how challenging or easy it was to identify a wide range of feelings words. Why do you think, for you, this was the case?
- Talk to a parent/caregiver/member of your whānau about the activity you did in class – what words could they add that you hadn't thought of?

FEELINGS WHEEL



Item bank of feelings and emotions

Accepting	Adoring	Affectionate	Aggravated	Aggressive
Agitated	Alarm	Alienation	Amazed	Ambivalent
Amused	Anger	Anticipation	Anxiety	Apathy
Appreciated	Apprehensive	Aroused	Ashamed	Astonished
Attraction	Aware	Bewildered	Bitterness	Bliss
Bored	Caring	Cheerful	Compassion	Confident
Confused	Contempt	Content	Creative	Critical
Daring	Delight	Depressed	Desire	Discerning
Discouraged	Disgust	Distant	Distress	Doubtful
Dread	Ecstasy	Elation	Embarrassed	Empathy
Energetic	Enthusiasm	Envy	Euphoria	Excited
Exhilaration	Faithful	Fascinated	Fear	Fondness
Forgiving	Fright	Frustrated	Fury	Gaiety
Gratitude	Grief	Grouchy	Guilt	Happiness
Hateful	Helpless	Homesick	Hopeful	Horror
Hostile	Humiliated	Hunger	Hurt	Hysteria
Important	Inadequate	Infatuation	Inferior	Insecure
Insignificant	Interested	Intimate	Irritated	Isolated
Jealous	Joyful	Jubilation	Loathing	Loneliness
Lonely	Longing	Loving	Lust	Mad
Mortified	Nurturing	Obsession	Optimistic	Overwhelmed
Panic	Paranoia	Passion	Peaceful	Pensive
Pity	Playful	Pleasure	Powerful	Pride / Proud
Rage	Regret	Rejected	Relaxed	Remorseful
Resentment	Respected	Responsive	Revulsion	Sad / Sadness
Sarcastic	Scared	Secure	Selfish	Sensuous
Sentimental	Serene	Shame	Shock	Skeptical
Sleepy	Stimulating	Stupid	Submissive	Successful
Suffering	Surprise	Sympathy	Tense	Terror
Thankful	Thoughtful	Thrill	Tired	Trusting
Uneasiness	Valuable	Worry	Worthwhile	Wrath
Zest				

4. SHORT AND LONG-TERM IMPACTS OF 'DISRUPTORS' ON PERSONAL WELLBEING

<p>Learning outcome</p> <ul style="list-style-type: none"> Students will understand how different situations can impact on personal wellbeing. (5/6A1) Students will understand how short-term impacts can affect people's wellbeing in the long-term. (6A1) 	<p>Resources required:</p> <ul style="list-style-type: none"> A selection of short scenarios developed by the teacher or by students from Activity 1, or co-constructed as a class from the information when students played PYBC. A wellbeing grid with spaces for the four dimensions of wellbeing and short-term and long-term considerations, or students can design their own way of graphically presenting the information. Alternatively, student answers can be recorded using a shared learning space on the school's digital learning platform or an online content curation application.
<p>NZC - HPE</p> <ul style="list-style-type: none"> Hauora and wellbeing. <p>NZC – Key Competencies</p> <ul style="list-style-type: none"> Using language, symbols and texts. Critical thinking. Relating to others. <p>NCEA</p> <ul style="list-style-type: none"> L1 NCEA – standard will be dependent on the context depicted in the scenarios. 	

TEACHER PREPARATION

Choose a context that reflects the focus of learning eg, alcohol or other drug use, mental health, or sexuality.

STUDENT ACTIVITY

- Recall what is meant by short-term (eg, straight away, hours, days) and long-term (eg, weeks, months, years).
- Working in pairs or groups, students are given a scenario to discuss (one they have developed or someone else's). They record (on paper or digitally) how each dimension of personal wellbeing might be affected in the short-term as a result of the situation described in the scenario, and how overall wellbeing might be affected long-term if the situation is unable to be resolved, and if it is resolved.

- Pairs/groups swap their scenario and recorded notes with another pair/group and invite other ideas to be added.
- Pairs/groups report back to the class.

TEACHER REFLECTION

How challenging was it for students to connect short-term and long-term impacts for wellbeing? What are the implications for future teaching when these ideas are needed again in different contexts?

STUDENT LEARNING ARTEFACT

Students choose a different scenario to the one that was used previously and write down how personal wellbeing might be affected by the situation, in the short-term and long-term.

5. TAKING ACTION TO ENHANCE WELLBEING

Learning outcome <ul style="list-style-type: none">Students will develop awareness and understanding of a range of actions that can be taken at personal, interpersonal and societal levels to enhance wellbeing. (Contributes to 5/6A1, 5/6A3, 5/6C3, 5/6D2)	Resources required: <ul style="list-style-type: none">A selection of short scenarios developed by students from Activity 1.Paper or digital solution for recording ideas – develop a template if needed.
NZC - HPE <ul style="list-style-type: none">Health promotion – taking action at personal, interpersonal and societal/community levels.Socio-ecological perspective (personal (P), interpersonal (IP) and social (S)).Hauora and wellbeing. NZC – Key Competencies <ul style="list-style-type: none">Using language, symbols and texts.Critical thinking.Participating and contributing. NCEA <ul style="list-style-type: none">L1 NCEA – standard will be dependent on the context depicted in the scenarios. This activity is required knowledge and understanding for level 1 NCEA ‘strategies’. Learning includes a description of the action required to promote wellbeing – what the action involves or is called, who carries out the action, and how/ why it will enhance wellbeing in a given situation.	

TEACHER PREPARATION

- Activity 4 is recommended as prior learning for this activity.
 - As an introduction, select the action cards from the PYBC pack. Organise these into piles of different types of ‘support’ (1) the website and support services cards, (2) social media and phone-based cards, (3) other suggestion cards, (4) the wild cards. Distribute these around groups of students so that each group has 1 or 2 cards of each type of action card.
 - Ask students to decide and agree which cards are more likely to support wellbeing, and why, and which actions will not support wellbeing, and why.
 - Ask students to identify any themes or recurrent ideas about the cards they thought were not helpful (eg. social media actions that only make the situation worse – why do these actions not support wellbeing?).
 - Thinking back to when they played the game, what sort of actions did students suggest if they played ‘wild card’, or what actions could be included among these wild cards that are missing from the PYBC pack? Make a record of these.
 - Explain to students that in this activity they will work in pairs or small groups and apply their knowledge of personal, interpersonal and societal actions and strategies to one of the scenarios.
 - Ask students to recall the difference between the personal, interpersonal and societal levels and to recall the actions that they discussed and chose when playing the game – were these P, IP or S actions?
- At the conclusion of the group feedback to the class, identify any action cards the class think should be included in the PYBC game.

STUDENT ACTIVITY

1. For a selected scenario, students discuss and decide a range of health-enhancing actions that could be taken at P, IP and S levels.
2. What barriers and enablers exist to taking the action? How will the action enhance personal (and or societal) wellbeing (short-term and long-term)?
3. Each group records a summary of their discussion and presents this to the class, along with their selected scenario.

TEACHER REFLECTION

Where are my students at with their understanding of actions at personal, interpersonal and societal levels? Which, if any areas, are weaker? What understanding seems to be lacking? In which other contexts will there be opportunity to keep developing these ideas?

STUDENT LEARNING ARTEFACT

After reflecting on the barriers and enablers to taking action to support the wellbeing of teenagers in their (school) community, students develop a short list of recommendations that they could make to the Minister of Health, or the local council, to better support the wellbeing of youth in the area.



6. INFLUENCES ON DECISION MAKING

Learning outcome <ul style="list-style-type: none">Students will demonstrate the application of a decision making model to a wellbeing-related situation, and justify why the decision is health enhancing. (5/6A3)	Resources required: <ul style="list-style-type: none">A selection of short scenarios where a decision needs to be made to enhance wellbeing.Decision making template (page 23).
NZC - HPE <ul style="list-style-type: none">Strategies to manage situations of risk.Socio-ecological perspective – the range of factors that influence young people’s decisions.Health promotion – actions that can be taken to enhance wellbeing.Hauora and wellbeing. NZC – Key Competencies <ul style="list-style-type: none">Managing self.Critical thinking.Participating and contributing.Relating to others. NCEA <ul style="list-style-type: none">L1 NCEA - Decision making is an assessed component of AS90975 (alcohol and other drugs).	

TEACHER PREPARATION

- Learning to use a decision making process is a standard activity in year 10 and 11 health education, with many templates for decision making processes already in use.
- As a point of difference, the suggested template in this resource includes consideration of personal, interpersonal and societal factors that may influence a young person’s decisions in wellbeing-related situations. However, the decision making template provided may be replaced with a preferred format.
- Prompt students to reflect on the decision chosen and to evaluate the decision and why it is health-enhancing.

STUDENT ACTIVITY

- Working in groups, pairs, or individually, students select a scenario from Activity 1 where the character(s) need to make a decision.
- Use the decision making process provided by the teacher to make a health-enhancing decision in this situation.

3. Reflective prompts:

- How easy or challenging was it to think of three options in this situation?
- After having made a decision from the options you thought of, would you go back and consider different options – why/why not?
- What do you think was the biggest influence(s) on the person in the situation? How did this sway or influence the final decision?

TEACHER REFLECTION

How difficult was it for students working together (or individually) to complete the process? What was your evidence for this? Which steps of the process seemed to be more straightforward for students, and which steps required more scaffolding and support? What are the implications for this when using decision making in other learning contexts or at previous or senior year levels?

STUDENT LEARNING ARTEFACT

The completed decision making grid with the reflection.

DECISION MAKING

Step 1: A decision needs to be made in the following situation:		
Step 2: Options in this situation:		
1	2	3
Step 3: What might influence the person to choose this option? (Try to consider personal, interpersonal and societal influences).		
P	P	P
IP	IP	IP
S	S	S
Step 4: What might happen as result if this option was chosen? (That is, possible consequences, or effects of each choice – you could include short-term and long-term considerations along with any feelings the person might have as a result of these effects).		
ST	ST	ST
LT	LT	LT
Step 5: Select (from option 1, 2 or 3) and justify the most health-enhancing decision in this situation.		
Reflection (answers to questions):		

7. PROBLEM SOLVING

Learning outcome <ul style="list-style-type: none">Students will demonstrate the application of a problem solving process to a wellbeing-related situation, to achieve a health-enhancing outcome. (5/6A3, 5/6C3)	Resources required: <ul style="list-style-type: none">Problem solving template (page 25).
NZC - HPE <ul style="list-style-type: none">Strategies to manage situations involving conflict.Socio-ecological perspective – the range of factors that influence young people’s decisions.Health promotion – actions that can be taken to enhance wellbeing.Hauora and wellbeing. NZC – Key Competencies <ul style="list-style-type: none">Managing self.Critical thinking.Relating to others. NCEA <ul style="list-style-type: none">L1 NCEA – Problem solving is an assessed component of AS90973 (interpersonal communication skills).	

TEACHER PREPARATION

- Ask students to recall their understanding of:
 - problem solving
 - assertiveness
- Support students to select a scenario from Activity 1 where the situation involves a young person who needs to solve a problem eg, a situation involving some form of conflict, or where they are under some sort of pressure to do something. Try to select a scenario where the person could take action for themselves, with some help from others.

STUDENT ACTIVITY

Working in pairs, students complete the problem solving process in the template provided.

TEACHER REFLECTION

How readily were students able to step their way through this thinking process? Which, if any, steps needed more scaffolding and support? What are the implications of this when students are learning about other step-wise processes for taking action?

STUDENT LEARNING ARTEFACT

Student apply the problem solving process to another situation, either another of the scenarios, or a situation of their own choosing.

PROBLEM SOLVING

Problem solving step	Response
<p>STEP 1. What's the problem?</p> <p>Think carefully about the situation in the scenario and clearly identify what the problem is that needs to be solved.</p>	
<p>STEP 2. Needs and feelings</p> <p>What are the needs of the young person in this situation? What are their rights in this situation? What are their feelings about the situation?</p>	
<p>STEP 3. Other people's needs and feelings</p> <p>Who else is involved in this situation? What are their needs? What are their rights? How might they be feeling?</p>	
<p>STEP 4. Solutions</p> <p>What are the possible solutions to this problem? What responsibilities does the young person have to themselves and others in this situation?</p> <p>Recall all of your learning about effective communication and try and include an assertive response in here.</p>	
<p>STEP 5. Outcome</p> <p>What does the young person want to be the result or outcome of the situation once the problem is 'solved'? What will they need to do to make this happen? What can help them (enablers)? What will get in the way (barriers)? How could the teen overcome these? What else do they need to know?</p>	

Problem solving step	Response
<p>STEP 6. (If applicable) Involving others</p> <p>If the actions require meeting with another person, or people, how will the young person go about doing this?</p>	
<p>STEP 7. Reflection/evaluation</p> <p>How will applying the steps this model enhance the wellbeing of the young person?</p>	

8. ACCESSING AND USING GOOD QUALITY ONLINE INFORMATION

Learning outcome

- Students will develop skills for finding information about health-related agencies and online support for wellbeing, and develop knowledge of online support services that are available in Aotearoa. (5D2)

Resources required:

- Internet access.
- Question sheet.

NZC - HPE

- Strategies to manage situations of risk.
- Community services that support and promote wellbeing.
- Hauora and wellbeing.
- Health promotion.
- Socio-ecological perspective.

NZC – Key Competencies

- Using language, symbols and texts.
- Critical thinking.
- Participating and contributing.

NCEA

- L1 NCEA – knowledge of societal and local community support organisations and services.

Cross-curricular links

- English – formal writing.

TEACHER PREPARATION

- In the PYBC game, nine action cards are contacts for services and organisations that provide online or telephone support. These are alcohol and drug helpline, Youthline, What's Up? The Lowdown, Rainbow Youth, SPARX, Common Ground, HELPline, and Aunty Dee. Divide these specific action cards between members in the class (working in pairs or threes) – these can be duplicated across groups. Students may have developed more cards to include other locally available services and other online support – these can be used as well.

Options – Use the template provided to summarise findings (adapting it to match the option(s) selected).

- Students investigate one service or website they think might be suitable for them if they had an issue they needed support for.

OR

- Students could be allocated two websites or services to investigate, so that they can also compare and contrast the websites and services offered. Students present their findings to the class and/or contribute their summaries to a class file that is made available to all students.

Note

- Item 6 on the template provides the opportunity for an activity with links to English formal writing: Craft a formal letter to the website/organisation with the recommendations.
- If any further websites are identified for item 8, these could be added to the game as action cards (Activity 2).
- Teachers should be familiar with the websites listed above, to ensure suitability/relevancy for learners.

STUDENT ACTIVITY

Use the framework (template on page 29) provided to summarise the investigation.

TEACHER REFLECTION

How proficient were students at seeking out information relevant to this task? What added support did they need? What are the teaching and learning implications [of this for other activities when students need to use websites with a lot of information, only some of which is relevant to the task?

Were students able to make evaluative comments about the quality of information that they found (item 6)?

STUDENT TASK

Students access one of the other websites at home with a parent/caregiver or sibling as a way to share their health education learning.



ONLINE INFORMATION

1. Name of service(s) or organisation(s)		
2. Contact details (phone number or URL to website homepage)		
Access the website of the support service or organisation allocated and find out		
3. Who is the target audience?		
4. What is the nature of wellbeing support offered? What sorts of issues does the service or organisation provide support for?		
5. Explain, with reasons, how you think this service or organisation could enhance a teenager's wellbeing (or how it might help the character in a specific scenario).		
After doing this, think about and answer the following questions		
6. Do you have any recommendations for increasing the website's appeal to young people, or the usefulness, quality, or relevance of information offered by the service or on the site?		
7. [Where applicable] How is the website or service, and the support offered, similar and different to another website? (That is, compare and contrast the websites or services.)		
8. What other websites do you know of (or find) that provide wellbeing-related support services in Aotearoa? Are there any that are more specific to your local area?		

Added challenge questions

9. Websites that provide wellbeing support may have their limitations. For example, if a person expects their problems will be solved just by reading some information online, or reads something that they don't want to hear (because it's something they don't want to admit to or deal with), or they think it's not relevant to them (but it is), what other support systems might be needed in this case?

10. Some websites may not offer support to a diversity of people, especially people from diverse cultural backgrounds. Identify one support website that offers specific support for a particular cultural group – either the whole website or a section of it. How does this support differ from other websites?

9. PROMOTING WELLBEING MESSAGES IN A POSTER

Learning outcome

- Students will communicate information about helping agencies as a way to promote wellbeing. (5D2)

Resources required:

- Information collected from Activity 8.
- Materials for creating a poster – either large sheets of poster paper, felt pens etc, or a digital application for creating an infographic.

NZC - HPE

- Community services that support and promote wellbeing.
- Hauora and wellbeing.
- Health promotion in conjunction with the socio-ecological perspective.

NZC – Key Competencies

- Using language, symbols and texts.
- Critical thinking.
- Participating and contributing.

NCEA

- L1 NCEA – knowledge of societal and community support organisations.
- L2 NCEA – as a part of an overall health promotion strategy for the ‘taking action’ unit.

Cross-curricular links

- English – creating a visual text.
- Digital technology – learning to use specialist applications to produce a digital product.

TEACHER PREPARATION

- Discuss with students the place of information posters that raise awareness of wellbeing issues and give health promoting messages, within an overall health promotion approach. This might include discussion about social marketing and could introduce health promotion terminology such as behaviour change, self-empowerment, and collective action to help understand the type of health promotion approach being used in this situation.
- Explain the criteria for the poster (eg, that it is to promote wellbeing by raising awareness about one or more websites and support services that young people can access – a ‘where to get help’ information poster), make clear the purpose of the poster – what is being promoted, what to include – and what to leave out, production considerations (size, colour, visuals – imagery, amount of writing), paper based or digital, etc.
 - Provide access and direct students to agencies who currently produce health promotion posters to help identify the features of an effective poster eg, HPA, Mental Health Foundation and HealthEd. Draw attention to the use of colour, limited number of words that focus on the message, a call to action, eye-catching imagery, etc noting that links with learning in English may support this.
 - Working individually, in pairs, or groups, and time for completing the poster.
 - Planning for a display of the posters – where in the school? Why? Can they be photographed and included as digital images on the school intranet or public part of the school website?

STUDENT ACTIVITY

Using information collected in Activity 8 (students' own and/or others in the class) create a paper-based or digital poster to raise awareness about wellbeing support offered through a website or websites, and/or local services for display in the school.

TEACHER REFLECTION

What contribution could the posters make to a wider wellbeing promotion strategy in the school? What cross-curricular opportunities were available for this activity? What did they add to the overall production of the poster? What future opportunities might there be to extend these cross-curricular connections?

STUDENT LEARNING ARTEFACT

After presenting their poster, students reflect on the process and write in their learning journal a response to the question: What are the limitations of using posters to raise awareness of services and/or promote wellbeing?



10. CREATE A STORY OR MEDIA PRODUCT

Learning outcome

- Students will communicate their health and wellbeing knowledge to a selected audience. (The HPE Achievement Objective(s) for this activity will vary depending on the nature of the health knowledge communicated in the artefact).

NZC - HPE

- The HPE underlying concepts.

NZC – Key Competencies

- Using language, symbols and texts.
- Critical thinking.
- Participating and contributing.
- Managing self.

NCEA

- L1 NCEA – eg, the artefact could show the demonstration of interpersonal skills.
- L2 NCEA – eg, the artefact could be used as a scenario for the resilience unit, or as practice scenarios for the externally-assessed standards.

Cross-curricular links

- Connections to English, media studies, digital technology, or design.

Resources required:

- Scenarios from Activity 1.
- Depending on the type of artefact(s) being produced, this activity will require additional resourcing from other sources, eg, scaffolds like sentence starters, a pro forma for letter writing, a word bank of concepts for context-specific terms, templates for storyboards, digital application for production of digital artefacts, etc.

TEACHER PREPARATION

- Explain to the students that this is an opportunity to produce an artefact that shows their health education knowledge and understandings about wellbeing, in a way that can be shared with others.
- Decide whether students will be given a choice of artefact, or whether this will be decided in advance (consider the cross curricular opportunities when making this decision). For example:
 - letter to the Editor – formal writing
 - short non-fiction – creative writing
 - storyboard or comic strip
 - static image or visual text (see Activity 9)
 - magazine feature
 - letter to/from Agony Aunt

- short video
- script for a role play involving listening skills and/or assertiveness skills (see Activity 11).
- Decide whether students will complete this individually or in pairs, or in small groups.

STUDENT ACTIVITY

Students create a wellbeing-related artefact using ideas drawn from scenario(s) in Activity 1.

TEACHER REFLECTION

How confident were students to develop and craft a written artefact for selected audience using health education ideas? Did the requirement to produce an artefact for another audience/in another format involving knowledge and skills taught in other subjects appear to enhance their health education knowledge? What is your evidence for this?

STUDENT LEARNING ARTEFACT

After presenting their artefact, students reflect on the process and write in their learning journal a response to the question 'How easy or challenging was it to use health education ideas in an activity that would usually be done in other subjects? Why was this the case?'



11. DEMONSTRATING PERSONAL AND INTERPERSONAL SKILLS

Learning outcome

- Students will develop knowledge of personal and interpersonal skills and demonstrate these in a range of wellbeing-related situations. (5/6C3)

NZC - HPE

- Interpersonal skills.
- Strategies to manage situations of risk.
- Health promotion.
- Hauora and wellbeing.

NZC – Key Competencies

- Participating and contributing.
- Managing self.
- Relating to others.

NCEA

- L1 NCEA – AS90973 demonstration of interpersonal skills. This activity could use scripts developed in Activity 10 to provide the opportunity for students to practise or to be assessed on listening skills and/or assertiveness skills.

Resources required:

- A selection of short scenarios that require use of personal and interpersonal skills to enhance wellbeing.
- Note, there are other health education resources with detailed teacher instructions for facilitating activities to practice their skills. See for example NZCER's *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*.

TEACHER PREPARATION

- Role play, 'skills practice' or skills rehearsal is a commonly used activity in health education when developing students' knowledge and capabilities for using personal and interpersonal skills.
- Based on established ways of working in the class, choose the preferred approach to role play or rehearse skills eg, in pairs, small groups, or as a whole class.
- Provide students with the following framework to guide the development and presentation of their role play.

STUDENT ACTIVITY

Students use the framework provided to develop their role play and to demonstrate skills.

TEACHER REFLECTION

In what ways are role play activities a useful learning strategy for your students? What's your evidence for this? What are the limitations of role play for learning health education ideas, and for some students? What are some alternative approaches to achieve the same learning outcomes?

STUDENT LEARNING ARTEFACT

After developing their script and demonstrating personal and interpersonal skills, students reflect on and write a response to the following question in their learning journal 'To what extent do you find role-playing useful to help you learning in health education? Give reasons for your answer.'

ROLE PLAY

Framework for developing your role play, and demonstrating personal and interpersonal skills to enhance wellbeing

1. Script development

In pairs or small groups, students choose a scenario that focuses on a person/people who need to take health-enhancing action to manage the situation they are faced with. You can use ideas from the scenario you or others in the class developed after playing the PYBC game, or you can mix and match ideas on the cards to come up with a new scenario that provides plenty of ideas for your role play.

Write a short script for a role play to demonstrate the personal and interpersonal skills the people in the scenario need to use to support their own wellbeing, and that of others. You need to include the following:

- Characters – name them and briefly describe their character (use ideas from the original PYBC character cards for this, and you can add your own).
- Scene – what setting or situation are they in?
- Dialogue – what they will say as they demonstrate the personal and interpersonal skills.
- The health-enhancing action to be taken (use the PYBC action card ideas where these apply, and add your own ideas, eg, assertive communication, listening skills, phoning a trusted adult, problem- solving, negotiation and compromise).
- Consider the movement and body language of characters in the role play.

2. Practice and demonstrate the skills in your role play

You may demonstrate your skills to your group, the whole class, or record the demonstration on your device and make it available for viewing by your teacher on the school's digital learning platform.

3. Use the following prompts to reflect on your role play

- When you demonstrated the skills (the actions) to enhance wellbeing, did they seem to be ones that could be adapted for use in real life? Why/why not?
- After demonstrating your understanding and use of personal and interpersonal skills in this role play, reflect on how effective you think your role play was for showing how these skills need to be used to enhancing wellbeing. What changes could you make to the script to better show how these skills need to be used, or which other skills could be added?
- How would taking this type of action, in this particular scenario, enhance the wellbeing of everyone involved?

12. MY 'CHARACTER CARD' AND HOW 'I PLAY MY BEST CARD'

<p>Learning outcome</p> <ul style="list-style-type: none">■ Students will identify some of the characteristics and strengths that define them. (5A4)■ Students will describe how these characteristics enable them to support the wellbeing of self and others (or are barriers to supporting self or others). (5A4, 5C2)	<p>Resources required:</p> <ul style="list-style-type: none">■ Student activity template.■ Copies of the item bank of words listing the character traits from PYBC.■ (Optional) materials for making own character cards – see Activity 2.
<p>NZC - HPE</p> <ul style="list-style-type: none">■ Hauora and wellbeing.■ Care and respect for self and others, being inclusive of diversity.■ Health promotion. <p>NZC – Key Competencies</p> <ul style="list-style-type: none">■ Critical thinking.	

TEACHER PREPARATION

- Putting into words how we identify our own 'character' – our disposition, attributes, strengths, personality, demeanor, or identity – is a challenging task. It's often how we see ourselves as similar or different to each other, or how others see us, that tells us something about ourselves.

Note, the focus on identity here is not so much to do with identity related to sex, gender and sexuality, or culture and ethnicity, but more about those (other) human attributes that make us unique – what might be termed as our personality or our disposition – our character.

It is not the intent of this activity to dig deeply into the field of psychology as that can stray into Westernised constructs that may not apply across all cultures in a diverse society. That said, a lot of the terminology being used here has particular meaning in this area of knowledge. However, there is no expectation at this time that students will adhere to psychological understandings of these terms and concepts.

- This activity uses the personality traits and dispositions on the PYBC character cards as a starting point for students to think about their character and how this contributes to their identity as a person. They then consider how these

characteristics or dispositions might help them support their own wellbeing, and how it helps them support others, and/or why they think it can be sometimes difficult to be supportive, especially when others have very different personalities and dispositions.

- An activity sheet is provided for this activity. This can be adapted to reflect learner needs.
- Ask students to choose three characteristics or dispositions from the item bank, much like the character cards, plus another two of their own choosing. If any students think that none of these listed characteristics apply to them, they have the option of choosing all of their own characteristics.
- Although this activity is completed individually, encourage students to consider their selection of characteristics with a partner or group, and to discuss their responses to the questions with each other.
- Optional – as a 'take home' activity, students can make their own character card and decorate it with their image and any symbols or images that relate to them. If safe to do so, they could use their own character cards when playing the PYBC game to put themselves in a position where they might need to deal with a potentially risky situation (a disruptor card).

STUDENT ACTIVITY

Students use the item bank of character descriptions from the PBYC game, along with their own ideas to discuss and complete the activity sheet.

TEACHER REFLECTION

How readily were students able to identify their own characteristics? What did this reveal about students' own sense of themselves? What other opportunities are there in the learning programme to consider other aspects of identity and the way similarities and differences in our identities (and the attitudes and values that are a part of this) influence the wellbeing of others? Is there anything in this activity that could be used as the basis for personal goal setting?

STUDENT LEARNING ARTEFACT

Students' reflective responses to questions in the activity sheet.

Students may like to create their own character card using the template on page 39. Encourage them to photocopy a photo of themselves, cut around it, and glue it on to the template. They can write their name and three attributes on the template.



MY CHARACTER CARD

PLAY YOUR BEST CARD

///

PY
BC

C

My Character card and how I ‘play my best card’ to support my own wellbeing and the wellbeing of others

This activity requires you to think about and identify what you consider to be your characteristics – the things that identify you - like the character cards in the PYBC game. This is not about your physical characteristics and what you look like, but it’s about the dispositions (a person’s qualities of mind and character) that make you, you. Other words and ideas that mean similar things include your personality traits, attitudes, strengths, qualities, identity, or demeanor.

My Character profile	My qualities, strengths, dispositions, personality traits, attitudes	How do you know this is one of your characteristics? How do you know this characteristic is a part of your identity - ‘who I am’ or ‘what makes me, me’?	How do you use this characteristic to support your own wellbeing? <i>OR, if you think this characteristic does not support your wellbeing, say why not and how you overcome this to support your wellbeing in other ways.</i>
Select three words from the item bank that you think most strongly relate to you. <i>These are all of the words on the PYBC character cards.</i>	1		
	2		
	3		
Select TWO other characteristics that you think are an important part of who you are that are not on the list. <i>Try to use your own words, although you can use others from the list if you wish.</i>	4		
	5		

Which of these characteristics are useful when you support the wellbeing of other people like friends or family members? Explain how you 'use' these qualities when supporting others.		
Do you think any of your characteristics get in the way when trying to act in ways that supports the wellbeing of others (think of when your characteristics are very different to others)? If so which, and what could you do to overcome any barriers or conflict in these situations?		
How do you think your 'character' contributes to your overall sense of wellbeing and self-worth?		

Over thinker	Problem solver	Thoughtful	Open-minded
Private	Self-conscious	Dramatic	Lost
Dependable	Sociable	Friendly	Kind
Loyal	Leader	Inclusive	Passionate
Responsible	Trustworthy	Understanding	Protective
Arrogant	Strong	Proud	Determined
Funny	Fun loving	Spontaneous	Mischievous
Hard working	Loud	Outspoken	Likes to gossip
Adventurous	Competitive	Player	Unpredictable
Confident	Honest	Judgmental	Laid back
Shy	Quiet	Worrier	Carefree
Independent	Resilient	Easily stressed	
Stubborn	Risk taker	Perfectionist	

WEBSITES AND ONLINE RESOURCES

Introduction – Page 2

Play Your Best Card

www.hpa.org.nz/education/play-your-best-card

HPE in the New Zealand Curriculum

www.nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education

Creating a safe classroom environment – Page 2

The Curriculum in Action: Everyone Belongs

www.health.tki.org.nz/Key-collections/Curriculum-in-action/Everybody-Belongs/Possible-learning-experiences/Personal-identity-and-self-worth

Mental Health Matters

www.mentalhealth.org.nz/assets/ResourceFinder/Mental-health-matters-a-health-education-resource-for-junior-secondary-school.pdf

Alcohol and Other Drugs: A resource of teaching and learning activities for teachers of students in years 9-11

www.healtheducation.org.nz/resources/

Teaching and learning environments

www.health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-environments

Code of Professional Responsibility and Standards for the Teaching Profession

www.teachingcouncil.nz/content/our-code-our-standards

Attitudes and Values of HPE

www.nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about

Considerations for effective pedagogy – Page 3

Teaching as inquiry

www.nzcurriculum.tki.org.nz/Teaching-as-inquiry

E-learning

www.elearning.tki.org.nz/

Literacy

www.literacyonline.tki.org.nz/

Tātaiako

www.teachingcouncil.nz/content/t%C4%81taiako-cultural-competencies-teachers-of-m%C4%81ori-learners

Tapasā

www.pasifika.tki.org.nz/Tapasā

Reviewing your curriculum

www.nzcurriculum.tki.org.nz/Reviewing-your-curriculum

Key Competencies

www.nzcurriculum.tki.org.nz/Key-competencies

Assessment Online

www.assessment.tki.org.nz/

Promoting wellbeing messages in a poster – Page 31

Health promotion terminology

<http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>

HPA

www.hpa.org.nz/

HealthEd

www.healthed.govt.nz/

Mental Health Foundation

www.mentalhealth.org.nz/

Demonstrating personal and interpersonal skills – Page 35

Mental Health Education and Hauora

www.nzcer.org.nz/nzcerpress/mental-health-education

PYBC INFORMATION AND OTHER RESOURCES

Play Your Best Card

Play Your Best Card website

www.hpa.org.nz/education/play-your-best-card

Play Your Best Card facilitator instructions

www.hpa.org.nz/sites/default/files/PYBC%20Facilitator%20Instructions_WEB%20ONLY.pdf

Ways to use Play Your Best Card with larger groups.

Some activities on this sheet would also be useful for learning in Health Education.

www.hpa.org.nz/sites/default/files/3.0%20MH131%20PYBC%20Ways%20to%20Play%20Info%20Sheet.pdf

Mental health teaching and learning resources

Mental Health and Resilience Teaching and Learning Activities for NZC Levels 6-8

NZHEA teaching and learning resource

www.healtheducation.org.nz/resources/

Mental Health Matters

Mental Health Foundation teaching and learning resource

www.mentalhealth.org.nz/assets/ResourceFinder/Mental-health-matters-a-health-education-resource-for-junior-secondary-school.pdf

Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing - teaching and learning resource

www.nzcer.org.nz/nzcerpress/mental-health-education

Tūturu

A whole school approach to promoting student wellbeing in relation to alcohol and other drugs

www.tuturu.org.nz/resource-hub/

Other resources

Digital technologies in the HPE learning area

www.elearning.tki.org.nz/Teaching/Curriculum-areas/Health-and-PE

The Curriculum in Action: Making Meaning, Making a Difference

Ministry of Education resource (for health promotion models)

www.health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion

ESA learning workbooks and study guides

(contain explanations of how the HPE are applied in Health Education contexts, and glossaries for key words).

www.esa.co.nz

NOTES

**PY
BC**

**PLAY YOUR
BEST CARD**

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health
promotion
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