

Level 6: Smokefree Unit Plan

Purpose: To investigate issues relating to drug use and misuse and identify effective action that will bring about change in relation to developing and/or enhancing hauora/wellbeing within our school community to support smokefree.

Curriculum Level(s) 6

Curriculum Areas Incorporated		Achievement Objectives <i>Relevant to the activity, including possible links</i>	Specific Learning Outcomes Students will be able to:
Health and Physical Education	Health	Personal health and physical development <i>Personal growth and development</i> <ul style="list-style-type: none"> Investigate and understand reasons for the choices people make that affect their wellbeing and explore and evaluate options and consequences. <i>Safety management</i> <ul style="list-style-type: none"> Demonstrate understanding of responsible behaviours required to ensure that challenges are managed safely in physical and societal environments. 	<ul style="list-style-type: none"> investigate and understand reasons for and consequences of the choices people make that affect their wellbeing and social norms identify a range of strategies that can be used to take responsible health-enhancing decisions when challenged.
		Relationships with other people <i>Relationships</i> <ul style="list-style-type: none"> Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. <i>Identity, sensitivity, and respect</i> <ul style="list-style-type: none"> Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. <i>Interpersonal skills</i> <ul style="list-style-type: none"> Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately. 	<ul style="list-style-type: none"> investigate the value of support structures (such as family and friendship groups) in drug-related situations demonstrate an understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments in relation to drugs select and use a range of appropriate strategies that enable them to respond to challenging situations in a health-enhancing way.
		Healthy communities and environments <i>Societal attitudes and values</i> <ul style="list-style-type: none"> Analyse societal influences that shape community health goals and physical activity patterns. <i>Rights, responsibilities, and laws</i> <ul style="list-style-type: none"> Compare and contrast personal values and practices with policies, rules and laws and investigate how the latter contributes to safety in the school and community. 	<ul style="list-style-type: none"> complete the steps of a decision-making model that reflect valid health-enhancing choices evaluate the effectiveness of the model and identify possible next steps.

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English		Listening, reading, and viewing <i>Processes and strategies</i> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. 	<ul style="list-style-type: none"> show a discriminating understanding of ideas within, across and beyond texts.
		Speaking, writing, and presenting <i>Processes and strategies</i> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. 	<ul style="list-style-type: none"> show a discriminating understanding of how to shape texts for different audiences select, develop and communicate sustained ideas on a range of topics organise texts, using a range of appropriate, coherent and effective structures.
Mathematics and Statistics	Statistics	Statistics <i>Statistical investigation</i> Plan and conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> justifying the variables and measures used managing sources of variation, including through the use of random sampling identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displays making informal inferences about populations from sample data justifying findings using displays and measures. <i>Statistical literacy</i> <ul style="list-style-type: none"> Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used to the claims made. 	<ul style="list-style-type: none"> identify questions that need to be posed to complete a needs analysis, using an identified target group representative of the school community gather, sort and display data using graphs to support the answering of the questions make summary statements to communicate findings.

Links to Curriculum

To be encouraged, modelled and explored (NZC p9–11). What aspects of the values does this activity explore, encourage or model?

Vision What we want for our young people.	Principles Beliefs about what is important.	Values Expressed in thought and actions.	Key competencies Which of the key competencies (NZC p12–13) are used in the activity? Specific examples rather than just thinking, what type of thinking?	Pedagogical Approaches Based on the HPS Inquiry Model. All units follow this process. Aspects of effective pedagogy (NZC p34–36) are highlighted in the activity.
<ul style="list-style-type: none"> • Confident • Connected • Actively involved • Lifelong learners 	<ul style="list-style-type: none"> • High expectations • Treaty of Waitangi • Cultural diversity • Inclusion • Learning to learn • Community engagement • Coherence • Future focus 	<ul style="list-style-type: none"> • Excellence • Innovation, inquiry and curiosity • Diversity • Equity • Community and participation • Ecological sustainability • Integrity 	<ul style="list-style-type: none"> • Thinking e.g. planning and, reflecting • Using language, symbols and texts e.g. collecting, interpreting and presenting data • Managing self e.g. preparing a survey on time, making good use of resources • Relating to others e.g. carrying out interviews • Participating and contributing e.g. contributing constructively to pair and group work, making a presentation 	<ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Māori/Pasifika students and their communities http://www.educationalleaders.govt.nz/Leading-change/Maori-education-success/Podcast-Professor-Russell-Bishop

Assessments

Planned Assessments

Assessments should include both formative and summative, and any suggestions made in this unit need to be cognisant of student needs and abilities. Within the inquiry model, assessment should be on-going, reflecting understanding at key points along the way.

AS90957 Health 1.6 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations

AS90973 Health 1.4 Demonstrate understanding of interpersonal skills used to enhance relationships

Useful assessment tools <http://assessment.tki.org.nz/Assessment-tool-resources>

Spotlight on: Inquiry based learning, e-learning

Inquiry Learning – Developing Rubrics <http://www.galileo.org/research/publications/rubric.pdf>

Links and resources

TKI

Student Wellbeing Case Studies <http://healthylifestyles.tki.org.nz/student-well-being-case-studies>

English exemplars http://www.tki.org.nz/r/assessment/exemplars/eng/index_e.php

Statistical investigations <http://www.nzmaths.co.nz/statistical-investigations-units-work>

Making Meaning – Making a Difference <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning>

Enhancing Resilience <http://www.mindmatters.edu.au/docs/default-source/resources-archive/enhancing-resilience-i>

Ministry of Education

Ministry of Education resource catalogue <http://www.thechair.minedu.govt.nz/>

Promoting Student Health and Wellbeing: A Guide to Drug Education in Schools <http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/SpecialEducation/SupportForStudentsQuickGuide/DrugEducationGuidelines80410.pdf>

Caring for Yourself and Others – An Alcohol Education Resource for Secondary Schools, Christchurch College of Education, New Zealand, written by Dr Gillian Tasker.

Smokefree/Auahi Kore Schools

Smokefree/Auahi Kore Schools website <http://www.smokefreeschools.org.nz/>

A Guide to a Smokefree/Auahi Kore School http://www.smokefreeschools.org.nz/sites/all/files/AF-AK_Schools_Guidelines_09_July.pdf

Protective factors poster <http://smokefree.org.nz/sites/default/files/SF%20Schools-Pro%20factors%20A3-web.pdf>

Other relevant sites

ASH www.ash.org.nz ASH year 10 studies <http://www.ash.org.nz/?t=139>

The Smokefree Coalition: te ohu auahi kore <http://www.sfc.org.nz/>

New Zealand Drug Foundation www.drugfoundation.org.nz

Australian Drug Foundation www.adf.org.au

Cancer Society www.cancernz.org.nz

National Poisons Centre www.poisons.co.nz

Quit www.quit.org.nz

Youth2007 Report <http://www.youth2000.ac.nz/publications/reports-1142.htm>

Mind Matters resources

<http://www.mindmatters.edu.au>

Enhancing Resilience <http://www.mindmatters.edu.au/docs/default-source/resources-archive/enhancing-resilience-i>

A guide to good survey design <http://www.stats.govt.nz/methods/survey-design-data-collection/guide-to-good-survey-design-2nd-edition.aspx>

Unit Plan: Lesson Sequence

Resources	Structure	Assessment
Lesson 1: Reflection <ul style="list-style-type: none"> Needs analysis What things help us do well at school/ work? What can we do better? Students survey <ul style="list-style-type: none"> Self Peers (4) Family (4) Identify most popular things Class, collect, analyse, prioritise 		
Making Meaning – Making A Difference Enhancing Resilience Resource 1 – Hauora Grid Resource 2 – Learning Journal	Review hauora Prepare – It is essential for a class to have developed a safe, supportive learning environment prior to commencing any unit in health education. This should involve the students in developing safety guidelines ensuring all feel comfortable. You may wish to choose some activities out of <i>Making Meaning – Making A Difference</i> or <i>Enhancing Resilience</i> . <ul style="list-style-type: none"> Copies of Resource 1 – Hauora Grid Connect – Review te whare tapa whā model by using Resource 1 – Hauora Grid. As a group, consider examples of ways in which we support our own wellbeing and the wellbeing of others, ensuring that consideration is given to each dimension (you may wish to state a specified timeframe, e.g. the last week). Activate – Reflect on own hauora over the last couple of weeks and share with a partner what aspects of your hauora you give time to the most. Consider where the gaps are. Demonstrate – Record on Resource 1 – Hauora Grid identifying in each of the squares how smoking can impact on an individual's wellbeing and/or the wellbeing of others. As a class, discuss the wider implications of smoking on hauora across society. Consolidate – Summarise this lesson reinforcing the importance of hauora. Add hauora grids to Resource 2 – Learning Journal.	Formative

Resources	Structure	Assessment
Lesson 2		
<p>Determinants of Health http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Health-education2/Determinants-of-Health</p> <p>Social Determinants of Health: The Solid Facts http://www.euro.who.int/__data/assets/pdf_file/0005/98438/e81384.pdf</p> <p>Resource 3 – Determinants of Health: Doughnut Questions</p> <p>Resource 1 – Hauora Grid</p> <p>Resource 2 – Learning Journal</p>	<p>Determinants of health</p> <p>Prepare – If required, provide some teacher-generated scenarios.</p> <p>Connect – Using the resources listed, brainstorm determinants of health (a World Health Organisation concept to describe factors that influence the health of populations). Those that are important to health education are the combination of political, economic, cultural and social.</p> <p>Activate – In groups, students develop a scenario demonstrating a situation in which students are undergoing change, such as a change in their personal or family circumstances or relocation. Ensure that the people in the scenario are not identified with real people known to them. They decide that person's ethnicity, interests, personality, family background, and other characteristics. Alternatively, they find an account of a young person at a time of change. Teachers may also develop their own scenarios.</p> <p>Demonstrate – Ask each group to identify factors that could influence the wellbeing of the young person in their scenario in positive and negative ways. Using Resource 1 – Hauora Grid, record how each dimension of the person's hauora could be affected in the situations described.</p> <p>Consider:</p> <ul style="list-style-type: none"> • personal factors – the person's own attitudes, values and beliefs, and behaviours • interpersonal factors – how others respond to them and how they respond to others • societal factors – such as social norms, the news media, employment opportunities in the local community, the physical environment, and housing conditions. <p>Consolidate – Use the doughnut strategy. (Students make two circles, an inside and outside one. Each student faces a partner and, after a question has been asked by the teacher, the teacher then moves one of the circles around, e.g. "Inside circle moves 2 places clockwise.") Consider further one particular scenario using the questions posed in Resource 3 – Determinants of Health: Doughnut Questions. Allow for reflection in Learning Journals.</p>	

Resources	Structure	Assessment
Lesson 3: Knowledge Attack		
<ul style="list-style-type: none"> • Most popular items from needs survey • The class or students choose one area for study 		
<ul style="list-style-type: none"> • Resource 4 – Continuum Statements • Resource 5 – Continuum Signs • Resource 2 – Learning Journal 	<p>Prepare – Cut up Resource 2 – Continuum Statements and Resource 3 – Continuum Signs</p> <p>Connect – Having identified a space to carry out a continuum (you may need to move desks back), place the continuum signs at either end. Give each student a statement and allow time for them to think about it.</p> <p>Demonstrate – Model an example of your own, e.g. “My statement says that I should be able to move anywhere in the community I live and expect that the air will be smokefree.” The teacher then places the statement where he/she wants to place it, stating that this is their belief.</p> <p>Activate – One by one, have the students place their statement on the continuum, giving their reason why. After each student has had the opportunity to place their statement, allow time for discussion and unpacking. It is important that students consider points of view.</p> <p>Consolidate – Discuss with the students that they will be given an opportunity to consider an aspect of healthy lifestyles impacting on their learning (ultimately our lives). Have the students record their thinking in their Learning Journal.</p>	

Resources	Structure	Assessment
Lessons 4–5		
<ul style="list-style-type: none"> • Resource 6 – Resource List • Resource 7 – Four-level Approach to Whole-school Change • Resource 8 – Unpacking Article Template • Articles from www.stuff.co.nz 	<p>Prepare – Copies of at least five articles – refer to Resource 6 – Resource List. Alternatively, have the students search www.stuff.co.nz for articles relating to drug issues. Ensure that any material selected does not relate personally to any student and that they are selected according to student ability and needs. It is important to include a variety of strength-based readings along with some relating to the issue of smoking.</p> <ul style="list-style-type: none"> • Copies of Resource 7 – Four-level Approach to Whole-school Change • Duct tape or something similar to create a triangle on the floor with the following headings placed alongside the triangle: Whole-school environment; Curriculum teaching and learning; Additional support through the school; and Additional support beyond the school. • Copies of Resource 8 – Unpacking Article Template • Post its <p>Connect – Discuss with the students the WHO triangle in Resource 7 and allow the students to think, pair, share in relation to developing a safe and supportive, smokefree environment. Have the students record on one colour post its what they see as already happening in their school that reflects the four key headings. This may require some prompting.</p> <p>Activate – Divide students by numbering 1–5. Each student reads an allocated article. On completion of reading, group all the 1s together (and 2s, 3s etc.) so that they can summarise the key points using Resource 8 – Unpacking Article Template. Each group presents their key findings using Resource 3 to guide them.</p> <p>Demonstrate – Reflect back to the WHO triangle and, using a different colour post it, record anything else that the students and wider school community could be doing to support hauora through being smokefree. Add these to the already existing post its.</p> <p>Consolidate – Have the students reflect verbally:</p> <ul style="list-style-type: none"> • Is there a balance of initiatives/strategies, across the school environment? For example, the largest sections of the triangle should have the greatest number of initiatives/strategies happening. • Does the information that we have just collected represent the viewpoint of all the school, e.g. staff, parents/whānau/fono? What do we need to do to ensure that as many viewpoints as possible are reflected? <p>Keep the post its, as these will be used in the next lesson.</p>	

Resources	Structure	Assessment
Lessons 6–7: Problem/Essential Question		
<ul style="list-style-type: none"> • How can we improve hauora/wellbeing by developing a smokefree community? • How will we go about answering the question? • Do we understand the question/problem? • Brainstorm possible solutions to the question 		
<ul style="list-style-type: none"> • Resource 9 – Needs Analysis Planner • Resource 10 – Needs Analysis Resource List • Responses to Resource 8 – Unpacking Article Template • Post it responses from WHO triangle activity • A guide to good survey design http://www.stats.govt.nz/methods/survey-design-data-collection/guide-to-good-survey-design-2nd-edition.aspx • Resource 2 – Learning Journal 	<p>Identify a health promotion strategy that you will use to take positive action to bring about change in relation to ensuring a safe and supportive, smokefree school community. The focus for taking action will be dependent on whether you will be covering any of the unit standards mentioned above.</p> <p>Prepare – Copies of Resource 9 – Needs Analysis Planner</p> <ul style="list-style-type: none"> • Examples from Resource 10 – Needs Analysis Resource List • Responses to Resource 8 – Unpacking Article Template • Wonderings recorded on post its from WHO triangle activity <p>Connect – Recap on our wonderings from the WHO triangle activity. Focusing the students in on the two largest parts of the triangle, identify who the target groups would be, from our school community. Reflect on Resource 8 – Unpacking Article Template question 2: What could our health action be as a result of this reading?</p> <p>Activate – Identify ways in which information can be gathered from target groups within our school community so that an area of need for health promotion action can be identified. Examples may include random survey across a year group, focus group interview, phone interview, bus stop activity with an identified group, online survey, whānau and/or fono focus group etc. Refer to Resource 10 – Needs Analysis Resource List.</p> <p>Demonstrate – In working groups (how the groups are established will depend on the working relationships of the class and the knowledge of student needs), identify:</p> <ul style="list-style-type: none"> • a target group that you will gather data from • the method in which you will gather the data • the analysis of the data leading to identification of your health promotion strategy <p>Complete Resource 9 – Needs Analysis Planner and ensure that it is checked off with your teacher. Carry out needs analysis action as per identified steps on your planner.</p> <p>Consolidate – Students reflect upon needs analysis action in their Learning Journal and share outcomes using round table discussion strategy. (The class forms a circle and students share their responses to the Learning Journal. They are encouraged by the teacher to give each other feedback. The teacher's role is largely facilitation, adding comments only when student interaction needs guidance or further information. Amendments to the Learning Journal may occur as a result of the process.) Upon reflecting on the results of the needs analysis, students consider a health promotion strategy that their group could implement, in relation to developing a safe and supportive, smokefree community.</p>	Formative and summative

Resources	Structure	Assessment
Lessons 8–10: Plan/Gathering Data		
<ul style="list-style-type: none"> • How will we design our study? • What should we measure/research and how should this be done? • Recording results? • Collecting information from whom and where? 		
<ul style="list-style-type: none"> • Collection (how?) • Management • Cleaning • What do we currently do? • What does research says we should be doing as individuals, class, school, family and community? 		
<ul style="list-style-type: none"> • Resource 11 – Decision-making Template • Resource 2 – Learning Journal 	<p>Design a health promotion strategy that you will implement to take positive action to bring about change in relation to ensuring a safe and supportive, smokefree school community.</p> <p>Prepare –</p> <ul style="list-style-type: none"> • Completed Resource 9 – Needs Analysis Planner (lesson 6–7) • Resource 11 – Decision-making Template <p>Connect – In their working groups, allow students opportunity to reflect on their needs analysis findings and identify which health promotion strategy they will implement.</p> <p>Activate – In working groups, consider how you can use a decision-making model to make health-enhancing choices in a drug-related situation. A variety of formats may be used depending on the skills of the students and what they are familiar with. Decision-making models should involve the students in:</p> <ul style="list-style-type: none"> • identification of a situation, problem or dilemma • choices that could be taken in response to the situation • consequences of each choice including the identification of feelings • making a health-enhancing decision • evaluating the decision. <p>Demonstrate – In working groups and or as individuals, complete Resource 11 – Decision-making Template, noting that the health-enhancing decision will become the action for the student's health promotion strategy. Have the students reflect back on the scenarios unpacked in lessons 4–5 with a required focus being on thinking critically about a selection of drug-related situations including the influences, the effects and issues of these situations as well as showing understanding of the underlying concepts of the learning area.</p> <p>Consolidate – Ensure that any evidence from Resource 11 – Decision-making Template is added to the student's Learning Journals. Teacher conferences each group and or individuals' decision-making process taking careful note of whether the students can show evidence of thinking critically about a selection of drug-related situations including the influences, the effects and issues of these situations taking into account an understanding of the underlying concepts of the learning area.</p>	Formative and summative

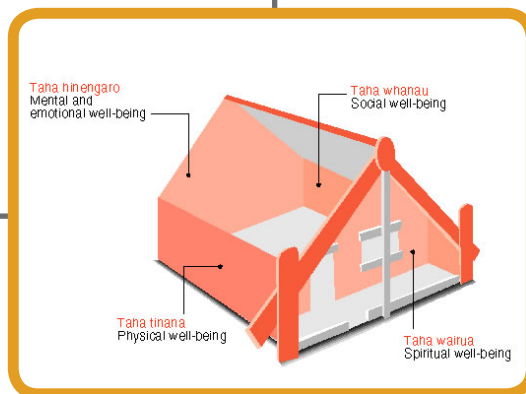
Resources	Structure	Assessment
Lessons 11–16: Implementing Action		
<ul style="list-style-type: none"> • Take individual or collective action as identified in action plan • Collect evidence of action • Record action in Learning Journal • Reflect on process in Learning Journal 		
<ul style="list-style-type: none"> • Completed Resource 11 – Decision-making Template (lesson 10) • Resource 12 – Health Action Planning Sheet 	<p>Planning for and implementing action to bring about change in relation to ensuring a safe and supportive, smokefree school community.</p> <p>Prepare – Resource 12 – Health Action Planning Sheets A3 size</p> <ul style="list-style-type: none"> • Learning Journals with evidence of Resource 11 – Decision-making Template completed up to stage 4 (health-enhancing decision) • Equipment required to complete the identified health action <p>Connect – At the beginning of each lesson, the teacher will need to focus the students on the specific step that they will be carrying out for that day. If the students are working in groups, it is likely that each group will be doing something different. However, a generic approach can be taken for individuals and/or groups dependent on health promotion goals. This might include key questions on the whiteboard relating to tasks:</p> <ul style="list-style-type: none"> • Have you identified which member of the group is responsible for today's tasks to complete the step? • Have you gathered all the resources you will need to carry out today's action? • Have you ensured that the members of your target group are aware of the time or actions that may be required of them today? • What evidence will you provide to support today's actions? <p>Using Resource 12 – Health Action Planning Sheet, model with the whole class the possible steps that may need to be taken to successfully reach their goal. Reiterate that, although groups and/or individuals may have similar goals, the action could be very different depending on the critical thinking that the students have engaged in.</p> <p>Activate – Students complete Resource 12 – Health Action Planning Sheet, ensuring that they are ready to carry out action individually and or collectively. This may require negotiation to maximise use of time.</p> <p>Demonstrate – Students carry out the action, for the necessary step, as identified in their action plan. The teacher visits the groups and/or individuals noting progress.</p> <p>Consolidate – The students regroup before the end of class to reflect on their action using their learning journal. This will be signed off by the teacher at regular intervals. Upon reflection, students may need to consider tasks not completed and negotiate how these will be completed. This should also be recorded in their Learning Journals.</p>	Formative and summative

Resources	Structure	Assessment
Lessons 17–18: Conclusion/Report		
<ul style="list-style-type: none"> • Interpretation • Conclusion • New ideas • Communication of recommended actions 		
<ul style="list-style-type: none"> • Resource 2 – Learning Journal • Evidence/data gathered from health action carried out • Resource 13 – Placemat Template 	<p>Prepare – Learning journals</p> <ul style="list-style-type: none"> • Evidence/data gathered from health action carried out • A3 copies of Resource 13 – Placemat Template <p>Connect – Brainstorm with the students how best they can use their evidence of health action, which should include some form of data, to form a conclusion.</p> <p>Activate – In their working groups, students allocate a section of Resource 13 – Placemat Template in which they record what they interpret as the impact of their health action. Alternatively, if a student has worked independently, they may wish to use the placemat to breakdown the findings of their health action into the four underlying concepts of the learning area. Focus on the effect the health action has had on their focus group showing connection with the underlying concepts. Upon completing their section, take turns at sharing their points. If the majority of the students share the same or similar point, record this in the middle of the placemat. Give the students time to discuss next steps in relation to their health action that could support sustainability of their outcomes.</p> <p>Demonstrate – Use the bullet points in the middle of their placemats to prepare an oral or written summary of their health promotion action.</p> <p>Consolidate – Each group share their conclusions in an oral presentation (they may wish to use their placemats as a prompt).</p>	Formative

Resources	Structure	Assessment
Lessons 19–20: Sharing Action		
<p>Report in public forum, e.g.</p> <ul style="list-style-type: none"> • School newsletter • Report/presentation to Board of Trustees • Letter to editor of newspaper • Letter to principal and staff presentation • Letter to local council • Presentation to parents 		
<ul style="list-style-type: none"> • Resource 14 – Sharing Health Action 	<p>Prepare – Completed Resource 13 – Placemat Template</p> <ul style="list-style-type: none"> • Digital cameras • Large sheets of paper • A3 copies of Resource 14 – Sharing Health Action • Any equipment required to present evidence <p>Connect – Have the students consider how they can best share their health action using Resource 14 – Sharing Health Action.</p> <p>Activate – Each group completes the template by:</p> <ul style="list-style-type: none"> • filling in the outcomes of their action – inner circle (what we should share) • recording the strengths of each member of the group – middle circle (what is the best way to share our outcomes) • those who have been affected by our action – outer circle (the audience to whom we should be presenting to). <p>Demonstrate – Students brainstorm possible format for presentation. Using evidence accumulated from carrying out the action plan, prepare the presentation. Depending on the strengths of the students within the group, this could be photographs, video, digital story, wiki, podcast, case study to share on Health Promoting Schools website, drama production, song, assembly presentation, workshop for targeted group etc.</p> <p>Consolidate – Students share their presentations to an invited audience in a celebration of our health action. Allow opportunity for feedback.</p>	Formative
Lesson 21: Evaluation Progress of Actions		
<ul style="list-style-type: none"> • Did the actions achieve the desired outcome? • Have our actions helped us to do better work at school/work? 		
<ul style="list-style-type: none"> • Resource 11 – Decision-making Template • Resource 15 – Connection Reflection Statements 	<p>Connect – Outline the assessment conditions required to carry out any assessment tasks.</p> <p>Complete the last steps of Resource 11 – Decision-making Template – Evaluation of the decision by recording responses in relation to the health action carried out.</p> <p>Consolidate – Give the students time to reflect on how the health action of other groups could impact on their own hauora. Using the doughnut strategy (create an inside/outside circle with students facing each other), pose reflection questions engaging students in opportunity to connect with health actions taken by other groups. (refer to Resource 15 – Connection Reflection Statements).</p>	Summative and formative

taha wairua

taha hinengaro



taha tinana

taha whānau

Unit:

Learning intention:

Developing ideas:



Next steps:

Feedback:

The following questions could be used to help students further explore these factors by unpacking a specific scenario related to drug use.

- How might the person have acquired their attitudes, values and beliefs?
 - How realistic are their beliefs? Are they based on facts or on assumptions and suppositions?
 - How might these values and beliefs influence their behaviour in relation to themselves and other people?
 - Who might be advantaged and who might be disadvantaged by these values, attitudes, beliefs and behaviours? How? What might have led to this state of affairs?
 - What needs to change if no one is to be disadvantaged?
- What attitudes towards and beliefs about the person in this scenario might other people have? How might they have acquired these attitudes and beliefs (for example, by assimilating those of their peers, their families, the media or their school)? Give reasons for your answers. For example, “They might have picked up from their peers that it is cool to smoke.”
 - How valid are these attitudes and beliefs? Are they based on facts or on assumptions and suppositions?
 - How might these attitudes and beliefs influence their behaviour towards the person in the story?
 - What conflicts might these other people experience in relation to their attitudes and beliefs as a result of receiving mixed messages from different sources? For example, “The magazines say one thing, but my parents say another.”
- How could each dimension of the hauora of the person in the story be enhanced by the behaviour of others at this time of change? Which of their attitudes and beliefs might other people need to change before they could demonstrate such behaviours?

Adapted from Curriculum in Action: Making Meaning – Making a Difference

Smoking is addictive for everyone.

Involving yourself in physical activity may reduce your chance of starting smoking.

The majority of students are smokefree.

Smoking can cause lung cancer.

Tobacco and alcohol put more people in hospital than all the other drugs.

When you smoke, you don't really hurt anybody else. People just say that to make you feel guilty.

Students who communicate confidently and have a strong sense of identity are less likely to smoke.

Being smokefree is normal and socially acceptable.

Involving yourself in co-curricular activities increases the likelihood of staying smokefree.

Students who do not have access to tobacco are less likely to take up smoking.

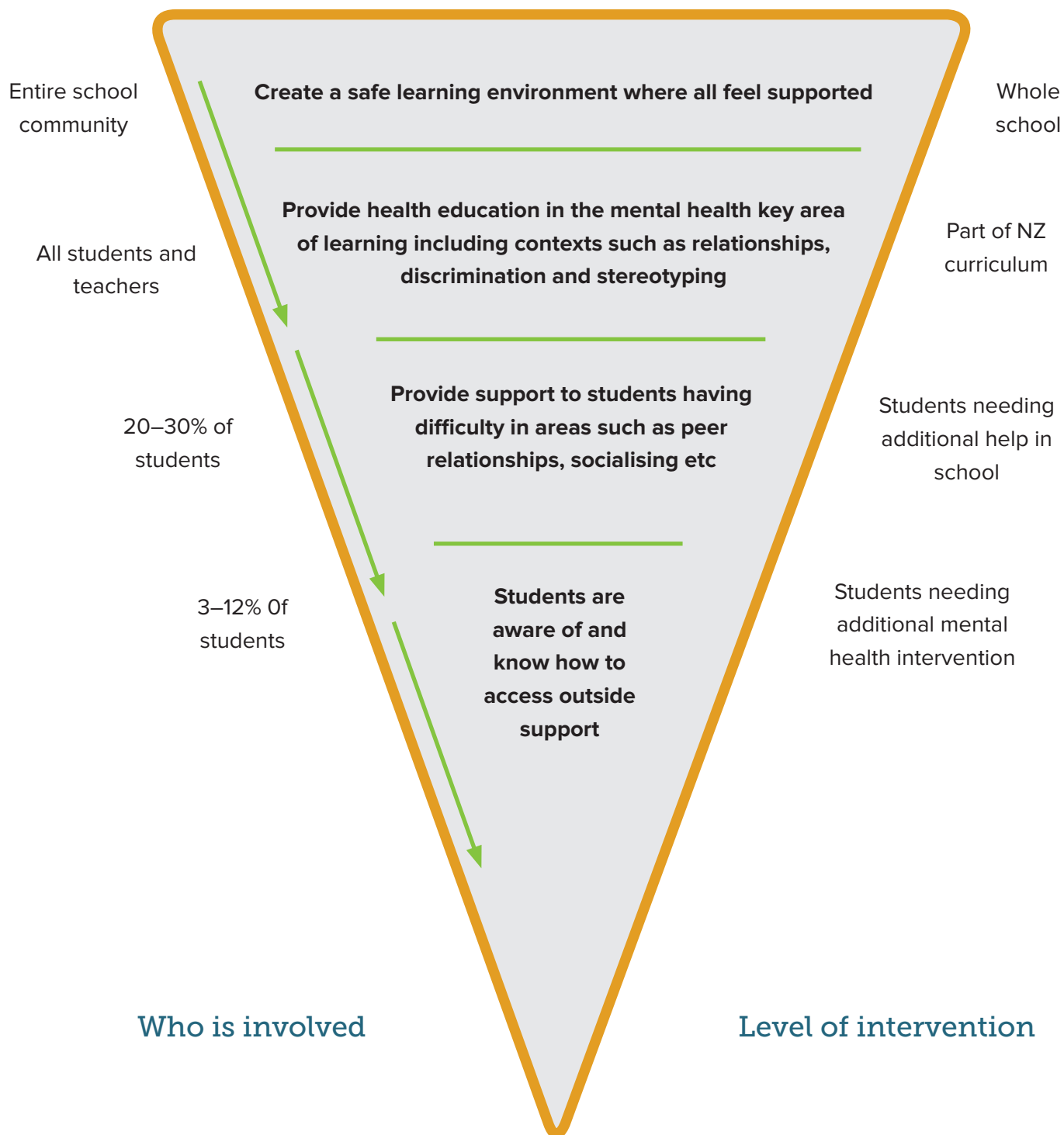
Students who achieve well academically are more likely to be smokefree.

Strongly agree

Strongly disagree

This is not intended to be an exhaustive list but rather some sites in which to gather a variety of information that the students may use. Teachers will need to be selective depending on student needs and maturity.

Source	Link	Information
ASH New Zealand	www.ash.org.nz	ASH is a registered charity dedicated to eliminating the death and disease caused by tobacco. The site includes research and information.
Cancer Society	www.cancernz.org.nz/information	Some useful information but need to be aware of using certain information that could be harming to students' emotional wellbeing.
Heart Foundation	www.heartfoundation.org.nz	Resources including facts sheets
Human Rights Commission	www.hrc.co.nz	Children's rights
Newspaper stories	www.stuff.co.nz	Interesting to check balance of media reporting
Family TLC	www.familytlc.net/resilient_children_preteen.html	Protective factors
Smokefree/Auahi Kore site	www.smokefreeschools.org.nz	This site includes a variety of resources, case studies, resiliency factors poster etc.
Strengthening Drug Education in School Communities	www.myd.govt.nz/resources-and-reports/publications/strengthening-drug-education-in-school-communities.html	Ministry of Youth Development resource for teachers and BOTs
The New Zealand Drug Foundation	www.nzdf.org.nz/tobacco	This site contains useful articles, current debates and drug information
Youth 2000 – Research site	www.youth2000.ac.nz	Youth 2000 – New Zealand Youth: A Profile of their health and wellbeing



Adapted from WHO four-level whole-school approach to school change

Briefly outline the situation described in this drug-related article.

Record any issues that are identified or that you can see.

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Identify the effects that any decisions made as a result of the issues recorded could have on either yourself, others or society.

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Names		Timeframe	Start date:	
			Finish date:	
Context	Developing a safe and supportive smokefree school community	Main curriculum area	Health	
		Cross-curricular links		

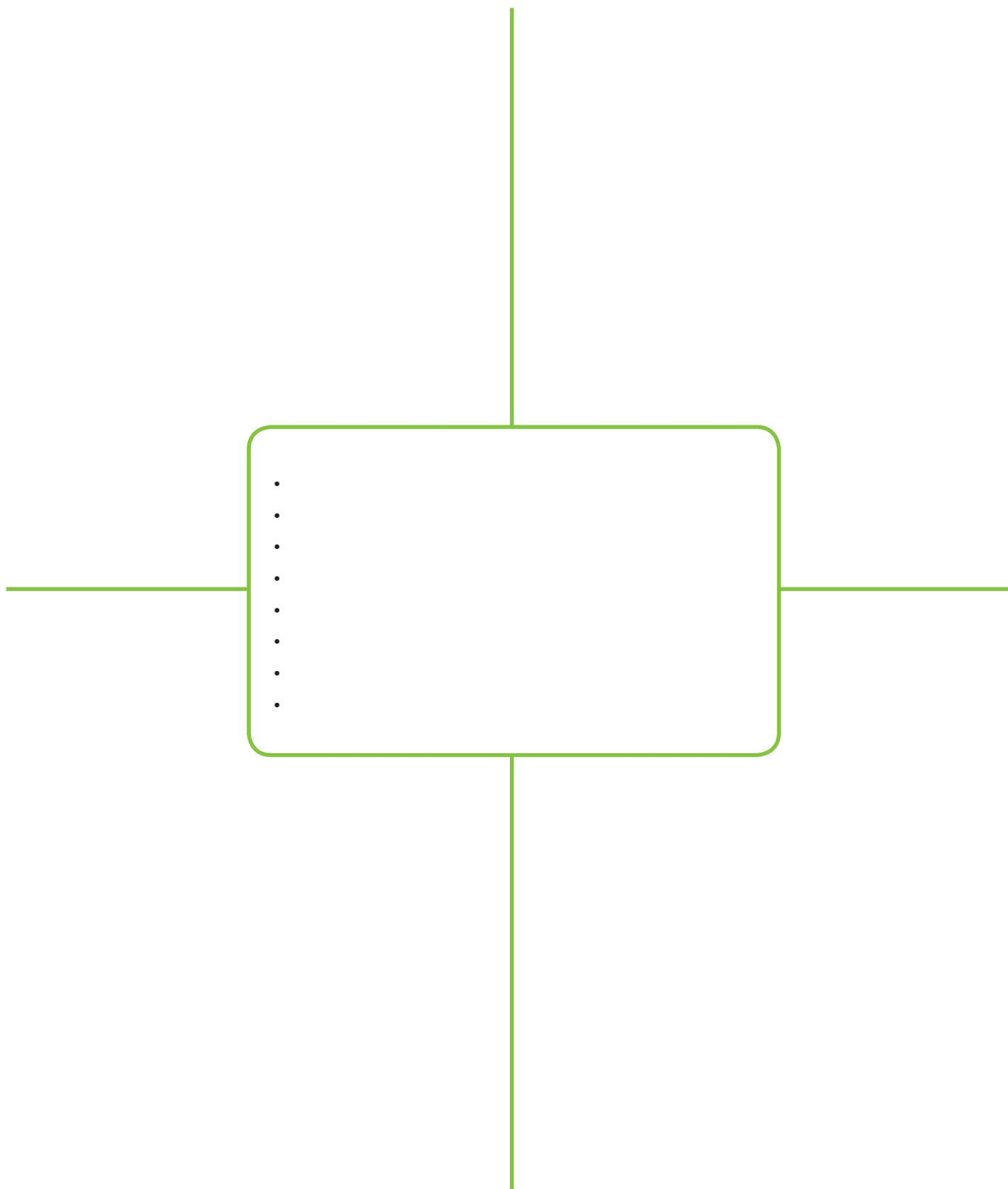
Task
Complete a needs analysis to establish what health promotion action you could take to bring about change in relation to developing and/or enhancing hauora/wellbeing within our school community to support smokefree.

Needs analysis	
Our focus group is:	
We will gather data by:	
To do this we will:	
We will need the following to carry out our needs analysis:	
We will use the following method(s) to analyse our data:	
Teacher checkpoint Date:	Comment:

Title	Author	Source	Explanation
Behaviour and attendance: In-depth audit for primary schools	UK Government	http://www.tes.co.uk/teaching-resource/Behaviour-and-Attendance-In-Depth-Audit-Primary-6095720/	A series of 5 booklets supporting schools to examine school culture. Each booklet contains student, staff and community surveys/interviews, typical findings and next steps.
Break Free	The Quit Group and the Health Funding Authority	www.smokefreeschools.org.nz/sites/all/files/Breakfree.pdf	This short guide provides strategies to help young smokers quit and includes a short quiz.
California Healthy Kids Survey	CA Dept of Education	http://chks.wested.org/resources/mshs-tobacco-1415_watermark.pdf	This module assesses a wider range of tobacco-related behaviours and attitudes in greater depth and provides programme-related data, including peer norms, approval and behavioural intentions.
Framework for Reducing Smoking Initiation in Aotearoa New Zealand	HSC (Health Sponsorship Council)	www.smokefreeschools.org.nz/sites/all/files/RSI-Framework-Final-4.pdf	A comprehensive array of interventions and initiatives to reduce smoking initiation in Aotearoa – New Zealand.
Guidelines for Mentally Healthy Schools	Mental Health Foundation	http://www.mentalhealth.org.nz/file/downloads/pdf/file_250.pdf	Several examples of comprehensive surveys and strategies.
Me and My School Survey	NZCER	http://www.nzcersurvey.org.nz/index.php	A student engagement survey designed for New Zealand students in years 7 to 10. The survey measures how connected students feel to their school and how they view themselves as learners. Students' scores on the survey can be converted to locations on a described engagement scale and their levels of engagement tracked over time and compared with national benchmarks.
Resilience Project	The International Resilience Project	http://www.resilienceresearch.org/research/projects/international-resilience	You can access examples of the question used with students.
Student Survey	MindMatters	http://www.mindmatters.edu.au/docs/default-source/survey-examples/student-survey---short-version.pdf?sfvrsn=4	Rapid survey for students designed to gather information on mental health and wellbeing.

Problem or dilemma	
Choice:	Consequences: <ul style="list-style-type: none">••••
Choice:	Consequences: <ul style="list-style-type: none">••••
Choice:	Consequences: <ul style="list-style-type: none">••••
Choice:	Consequences: <ul style="list-style-type: none">••••
Health-enhancing decision:	
Evaluation of the decision:	

Group and/ or individual name				
From our needs analysis, we found out:				
Our health action goal is:				
	What do we need to do?	Who will do this? Who can help us?	What will we need?	How will we know we have done this?
Step 1				
Step 2				
Step 3				
Step 4				
Step 5				
Step 6				
Step 7				





1. One positive that I would like to share with you about your health promotion action is ...
2. Something that I could relate to with your health promotion action was ...
3. A question I have about your health promotion action is ...
4. One way your health promotion action will improve my hauora is ...
5. What do you think was the best part of your health promotion action?
6. How do you think you could have improved your health promotion action?