

Level 3: Smokefree Unit Plan

Purpose: Students engage in taking action to improve hauora of themselves and others through the context of a smokefree school.

Curriculum Level(s) 3

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>Safety management</i> <ul style="list-style-type: none"> Identify risks and their causes and describe safe practices to manage these. 	<ul style="list-style-type: none"> identify appropriate and inappropriate use of drugs including medicinal and describe the consequences on wellbeing describe strategies and actions for managing stressful situations and set a personal goal in relation to this.
		Relationships with other people <i>Relationships</i> <ul style="list-style-type: none"> Identify and compare ways of establishing relationships and managing changing relationships. <i>Interpersonal skills</i> <ul style="list-style-type: none"> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. 	<ul style="list-style-type: none"> describe their feelings, beliefs and actions in relation to drug use identify factors that can influence interactions with other people and demonstrate basic assertive strategies to manage these.
		Healthy communities and environments <i>Rights, responsibilities, and laws</i> Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.	<ul style="list-style-type: none"> take action to enhance the effectiveness of current school health and safety drug-related guidelines and practices for student wellbeing.
English		Listening, reading and viewing <i>Processes and strategies</i> Integrate sources of information, processes, and strategies with developed confidence to identify, form and express ideas. <ul style="list-style-type: none"> Recognises and understands the connections between oral, written, and visual language Selects and uses a range of processing and comprehension strategies with growing understanding and confidence Monitors, self evaluates, and describes progress with growing confidence. 	<ul style="list-style-type: none"> recognise and understand how texts are constructed for a range of purposes, audiences and situations start to make connections by thinking about underlying ideas in and between texts use an increasing vocabulary to make meaning.
		Speaking, writing, and presenting <i>Processes and strategies</i> Integrate sources of information, processes, and strategies with developing confidence to identify, form and express ideas. <ul style="list-style-type: none"> Uses a developing understanding of the connections between oral, written and visual language when creating texts Creates a range of texts by integrating sources of information and processing strategies with developing confidence Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence. 	<ul style="list-style-type: none"> construct texts that show a growing awareness of purpose and audience through careful choice of content, language and text form form and express ideas and information with increased clarity, drawing on a range of resources use oral, written and visual language features to create meaning and effect and engage interest.

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Mathematics and Statistics	Statistics	<p>In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:</p> <p><i>Statistical investigation</i></p> <p>Conduct investigations using the statistical enquiry cycle:</p> <ul style="list-style-type: none"> gathering, sorting and displaying category and whole-number data and simple time-series data to answer questions communicating findings, using data displays. 	<ul style="list-style-type: none"> depending on the nature of the group inquiry, some students may choose to focus on a full statistical investigation.
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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.educationallleaders.govt.nz/Leading-change/Maori-education-success/Podcast-Professor-Russell-Bishop

Assessment

The New Zealand Curriculum Reading and Writing Standards for years 1–8

The Reading Standard – By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3. Students will locate, evaluate and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

The Writing Standard – By the end of year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3. Students will use their writing to think about, record and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Mathematics Standard for years 1–8

Statistics

In contexts that require them to solve problems or model situations, students will be able to:

- investigate summary and comparison questions by using the statistical enquiry cycle:
 - gather or access multivariate category and whole-number data
 - sort data into categories or intervals, display it in different ways, and identify patterns
 - interpret results in context, accepting that samples vary
- order the likelihoods of outcomes for situations involving chance, considering experimental results and models of all possible outcomes.

National Standards

<http://nzcurriculum.tki.org.nz/National-Standards>

Fact sheets <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets>

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.

Spotlight on: Inquiry-based learning, e-learning

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

Links and resources

TKI

Action Competence Model <http://healthylifestyles.tki.org.nz/national-nutrition-resource-list/food-and-nutrition-for-healthy-confident-kids>

Everybody Belongs <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Everybody-Belongs>

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>

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>

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

Primary Pathways: An integrated Approach to Drug Education contact www.nzdf.org.nz/resources/schools for your free copy

Australian Drug Foundation www.adf.org.au

Cancer Society www.cancernz.org.nz

DrugInfo Clearinghouse www.druginfo.adf.org.au

Kidsline www.kidsline.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>

Human Rights Commission <http://www.hrc.co.nz>

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		
<p>Needs Analysis</p> <ul style="list-style-type: none"> • 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 		
<p>Everybody Belongs http://health.tki.org.nz/Key-collections/Curriculum-in-action/Everybody-Belongs</p>	<p>Review Hauora</p> <p>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. Refer to Everybody Belongs for possible suggestions.</p> <p>Banners big enough to stand out in the four corners of the room these may be created by the students. Hauora headings:</p> <ul style="list-style-type: none"> • physical – taha tinana • mental and emotional – taha hinengaro • social – taha whānau • spiritual – taha wairua <p>Strips of coloured paper</p> <p>Connect – Brainstorm with the students what ‘connected’ means. Consider how we might feel ‘connected’ in our school community. Group the students using a game such as <i>Halve your class size</i> (15 if class has 30 in it). Number students off to that total, then start again. Each person must find the other person with the same number as them. Working in pairs, write responses to ‘What makes us feel connected at school?’ on large strips of paper. Encourage the students to list as many things as possible.</p> <p>Demonstrate – Using a large picture of a house, unpack with the students the importance of having four walls that make the house stand up. Consider: What would happen if one of the walls was to fall down? Explain that, just like the four walls that support a house, we need these four things to support us and keep us well. Write the hauora headings on the house.</p> <p>Activate – Give the students time, in their pairs, to discuss under which of the four hauora headings they think their statements would fit.</p>	

Resources	Structure	Assessment
	<p>Consolidate – Having placed each of the four banners in a corner of the room, have the students, in turns, read out their statements. Share with the class which banner they think it should go under and place accordingly. Repeat the process having turns. Identify where similar statements may be placed under different aspects of hauora and why this might happen. For example, “I feel connected when I am playing basketball in the gym at lunchtime.”</p> <p>One pair may place this under <i>physical – taha tinana</i>, stating that playing a sport is impacting on their physical wellbeing whilst another pair might place theirs under <i>social – taha whānau</i>, stating that engaging in activities with your friends is social and therefore helps you to connect socially.</p> <p>Explain to the students that we will be referring to our four banners as we look at how important it is for us to feel connected if we are going to achieve, both academically and socially, at the level we are capable of. These banners can be used to unpack both positive and negative situations that occur daily with the students. They can be used to encourage students on thinking more deeply about how our actions affect others. Please note that developing an in-depth understanding of hauora can be a unit on its own, therefore, it is important to keep reflecting on te whare tapa whā model.</p>	Formative

Resources	Structure	Assessment
Lesson 2		
<p><i>Oh the Places You'll Go</i> by Dr Seuss (available in many school libraries and from all good bookshops)</p> <p>Resource 1 – Learning Journal</p> <p><i>Primary Pathways</i> – available free from www.nzdf.org.nz/resources/schools</p>	<p>Prepare – Picture book <i>Oh, the Places You'll Go</i> by Dr Seuss</p> <ul style="list-style-type: none"> • Resource 1 – Learning Journal <p>Connect – Think, pair, share – What is resilience? Why is it important for all of us – children, students and adults? Record an agreed definition such as: “<i>Resilience is the ability to bounce back when things aren't going well</i>”.</p> <p>Activate – Recap on the hauora banners and our thinking around resiliency and ask the students to consider these as the book <i>Oh, the Places You'll Go</i> is read.</p> <p>Demonstrate – 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. “Move 2 places clockwise.”)</p> <p>Unpack the story by asking questions at identified, significant points:</p> <ul style="list-style-type: none"> • What things would you need to take on your journey? • What streets would you not want to go down? • Identify some of the ‘bang ups’ and ‘hang ups’ that might happen on the way – how could you solve these? • Identify people who could support you on your journey <p>Consolidate – Have the students draw a wave pattern in their learning journal (alternatively use the template from <i>Primary Pathways</i>, page 198 (v) Waves – Resilience factors). In one colour, identify ups and downs from the story shared. In another colour, record examples from your own life where you have experienced ups and downs.</p> <p>Please note that there is opportunity for a lot of unpacking of this story and therefore it may require two lessons.</p>	Formative

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 1 – Learning Journal • Resource 2 – Continuum Statements • Resource 3 – Continuum Signs 	<p>Prepare – Cut up Resource 2 – Continuum Statements and Resource 3 – Continuum Signs</p> <ul style="list-style-type: none"> • Signs ‘Strongly agree’ and ‘Strongly disagree’ placed at different ends of the classroom <p>Setting the scene – important information for the teacher</p> <p>Research on effective drug education suggests that classroom programmes should provide opportunities for students to build resiliency protective factors, i.e. social competence; a positive sense of self-worth and personal identity; problem-solving and decision-making skills; goal setting and a strong sense of hope. It is important that students are encouraged to inquire into ways in which they can strengthen these factors. The focus should be on the positive impact that smokefree has on hauora.</p> <p>Connect – Having identified a space to carry out a continuum (you may need to move desks back), place the signs at either end. Give each student a statement and allow time for them to think about it. Model an example of your own, e.g. “My statement says that I should be able to move anywhere in my community 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.</p> <p>Demonstrate – 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).</p> <p>Have the students reflect in their learning journals on their initial thinking after completing the continuum activity.</p>	

Resources	Structure	Assessment
Lesson 4		
<ul style="list-style-type: none"> • Resource 4 – De Bono’s Problem-solving Information Sheet • Resource 5 – De Bono’s Thinking Hats Worksheet • Resource 6 – Resource List • Enhancing Resilience http://www.mindmatters.edu.au/docs/default-source/resources-archive/enhancing-resilience-i 	<p>Prepare –</p> <ul style="list-style-type: none"> • Copies of Resource 4 – De Bono’s Problem-solving Information Sheet • Copies of Resource 5 – De Bono’s Thinking Hats Worksheet • Copies of resource information appropriate for student needs (refer to Resource 6 – Resource List) • Strips of paper <p>Connect – If the students have not used De Bono’s Thinking Hats before, take some time to go through Resource 4 – De Bono’s Problem-solving Information Sheet. Alternatively, you may wish to use other thinking tools, e.g. Bloom’s, Habits of Mind. Introduce the resource information that has been identified for use and then model how one of these could be unpacked using Resource 5 – De Bono’s Thinking Hats Worksheet. Discuss why the resource information has been chosen and how it could relate to students being smokefree.</p> <p>Activate – Using a grouping game strategy (refer to <i>Enhancing Resilience</i>), divide students into groups of 3. In their groups, have students read their resource information identifying key points.</p> <p>Demonstrate – Using Resource 5 – De Bono’s Thinking Hats Worksheet and with students working in their groups, have them identify a key statement from their resource information and record this in the appropriate space. Refer to Resource 4 – De Bono’s Problem-solving Information Sheet and work through the critical-thinking process recording the group’s thinking, ensuring that the original statement is unpacked from a variety of perspectives.</p> <p>Consolidate – Each group reports back on their thinking using their De Bono’s Thinking Hats Worksheet. As the groups read out their statements, the teacher records significant points on strips of paper. At the end of the group sharing, have the students discuss how each of the statements could impact on hauora. Add these under the appropriate hauora banners.</p>	

Resources	Structure	Assessment
Lessons 5–6: Problem/Essential Question		
<p>What can we do better at school to ensure we stay healthy?</p> <ul style="list-style-type: none"> • 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"> • Completed Resource 4 – De Bono’s Thinking Hats Worksheet (lesson 4) • Resource 7 – De Bono’s Question Stems • Resource 1 – Learning Journal 	<p>Prepare – Completed Resource 4 – De Bono’s Thinking Hats Worksheet (lesson 4)</p> <ul style="list-style-type: none"> • Resource 7 – De Bono’s Question Stems <p>Connect – Reflect on the key statements from the unpacking of their resource information.</p> <p>Activate – Brainstorm with the students the big questions they have been thinking about upon this reflection, recording them on a whiteboard. Consider what question might be answered through the answering of all the subsidiary questions. For example:</p> <p>Big question: What action can we do to ensure the hauora of all our community?</p> <p>Subsidiary questions: What does our school do to make sure we are smokefree? What are the negative aspects of smoking? How can we improve one part of our hauora? How do we feel when we work together to improve our school community? What can we do to make everyone aware of how important it is to support our smokefree school?</p> <p>Demonstrate – Model how we can use De Bono’s Thinking Hats to create subsidiary questions that relate to our unpacking of our resource information from lesson 4 using Resource 7 – De Bono’s Question Stems. Display examples of subsidiary questions.</p> <p>Consolidate – Have the students record any wonderings they have in relation to the questions posed in their Learning Journal. These could be further questions or possible responses (hypotheses).</p>	Formative

Resources	Structure	Assessment
Lessons 7–8: Plan		
<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"> • Resource 8 – Group Inquiry Planner • Resource 7 – De Bono’s Question Stems 	<p>Prepare – Resource 8 – Group Inquiry Planner</p> <p>Copies of Completed De Bono’s Thinking Hats Worksheet (lesson 4)</p> <p>Connect – Ensure, at this planning stage, students understand the need to gather data from those who will be impacted by any health action. This could include students, family, whānau, and fono. This should influence the development of appropriate subsidiary questions.</p> <p>Activate – Brainstorm possible areas for inquiry, ensuring that they link with the big question. Group students either as they were in the previous lessons or depending on the interest they show in the identified areas for inquiry. Ensure that student needs are taken into account.</p> <p>Go through the Group Inquiry Planner with the students, identifying expectations of what is required at the planning stage.</p> <p>Demonstrate – In groups, students consider possible subsidiary questions, ensuring that they link to the big question. Record these on the Group Inquiry Planner. Refer to Resource 7 – De Bono’s Question Stems suggestions for developing subsidiary questions. Encourage the students to develop questions using each hat.</p> <p>Consolidate – Groups report back on initial thinking with opportunity for constructive comment on subsidiary questions.</p>	<p>Summative Assessment Task 1</p>

Resources	Structure	Assessment
Lessons 9–10: Gathering Data		
<ul style="list-style-type: none"> • Collection (how?) • Management • Cleaning • What do we currently do? • What does research say we should be doing as individuals, class, school, family and community? 		
<ul style="list-style-type: none"> • Resource 8 – Group Inquiry Planner • Resource 9 – Needs Analysis Planner • A guide to good survey design http://www.stats.govt.nz/methods/survey-design-data-collection/guide-to-good-survey-design-2nd-edition.aspx 	<p>Prepare – Clarify with the students the importance of making sure that, when you engage in health action, you need to make sure you know what is presently happening (needs analysis) so that you can show that, through our health action, we are making a difference.</p> <p>Connect – Ensure that all students are clear on the big question – make sure it is clearly displayed. Allow time for the groups to check that their subsidiary questions link to the big question.</p> <p>Activate – Brainstorm with the students particular groups within our school community that we may wish to complete a needs analysis with and the most effective ways in which we could gather information from the identified group. It is important to identify the many ways students can go about gathering information – photo stories, video clips, focus groups, surveys. You may wish to model the process of writing a set of interview questions (approximately 5). Unpack with the students how the questions might need to be altered to meet the needs of the school community.</p> <p>Demonstrate – Working in their inquiry groups, students identify a group of the school community (the focus group) they wish to work with. Work through Resource 9 – Needs Analysis Planner recording the strategies the group will use to carry out their analysis.</p> <p>Consolidate – Teacher has individual time with each group to complete Checkpoint 1 of Resource 8 – Group Inquiry Planner, ensuring the students have clearly identified the process in which they will go through to investigate an aspect of improving/developing a safe, supportive school environment. Make sure all planning sheets are passed in Resource 8 – Group Inquiry Planner and Resource 9 – Needs Analysis Planner.</p>	
Lesson 11		
<ul style="list-style-type: none"> • Resource 8 – Group Inquiry Planner • Resource 9 – Needs Analysis Planner • Inquiry folders • Resource 1 – Learning Journal • Resource 10 – PMI 	<p>Prepare – Inquiry folders for each group with copies of their Needs Analysis Planner and Group Inquiry Planner and any materials required identified in their Needs Analysis Planner to carry out their needs analysis.</p> <ul style="list-style-type: none"> • Check that participants for each group’s needs analysis have been invited to be part of the students’ inquiry and that a suitable time and place has been identified for the process. • Digital camera (optional) to record snapshots of process. <p>Connect – Identify the elements of speaking, listening and writing that will be required to carry out gathering of data.</p> <p>Activate – Each group check off against their Needs Analysis Planner that they have all the equipment they need.</p> <p>Demonstrate – Carry out the gathering of data with identified focus group.</p> <p>Consolidate – Regroup back in class. Collect in folders. Each group reflects using Resource 10 – PMI.</p>	Formative

Resources	Structure	Assessment
Lessons 12–13: Analysis		
<ul style="list-style-type: none"> • Sort data • Construct tables and graphs • Look for patterns • Identify gap between what we do and what research says we should be doing • Relook at our first hypotheses 		
<ul style="list-style-type: none"> • Resource 8 – Group Inquiry Planner • Resource 9 – Needs Analysis Planner • Inquiry folders 	<p>Prepare –</p> <ul style="list-style-type: none"> • Inquiry folders • Butcher paper • Computers <p>Connect – Brainstorm how we could summarise our findings. Depending on the needs of the students and the focus you wish to take, e.g. maths – statistics or ICT using a variety of tools, model and/or have the students model examples. Identify with the students what order they will need to go through to analyse their results. Record on the whiteboard: We will need to ...</p> <p>Activate – In groups students identify the tasks and allocate. This may also be done by the teacher using cooperative learning model.</p> <p>Demonstrate – Students carry out the following tasks:</p> <ul style="list-style-type: none"> • Identify how best you can summarise your data, e.g. graphs • Record any anecdotal comments (if gathered) • Record findings using chosen method • Make four initial statements from the process. <p>Consolidate – Each group reflects on how the process went for them.</p> <p>Reflect on hauora: Using the initial statements consider what aspects of hauora could be strengthened by inquiring into our big question.</p>	Formative

Resources	Structure	Assessment
Lesson 14: Conclusion/Report		
<ul style="list-style-type: none"> • Interpretation • Conclusion • New ideas • Communication of recommended actions 		
<ul style="list-style-type: none"> • Resource 8 – Group Inquiry Planner • Resource 9 – Needs Analysis Planner • Inquiry folders • Resource 1 – Learning Journal 	<p>Prepare – Inquiry folders including Group Inquiry Planner, Needs Analysis Planner as well as copies of initial statements recorded in Lesson 13</p> <ul style="list-style-type: none"> • Computers (where possible) <p>Connect – Teacher to share with the students that, when inquiring about an aspect of health such as improving hauora for all, it is not only important for us to think critically but also to take responsibility by taking action to improve our environment.</p> <p>Activate – In your inquiry groups, discuss how you can share your key findings, with the class, in a 5-minute session. This will vary depending on the collective skills of the group, and differentiation should be encouraged. Emphasise that this is to be a brief summary of the key findings of your data. It may involve such things as sharing a graph, a slide show or an oral presentation.</p> <p>Demonstrate – In inquiry groups, students develop their summarised findings using the identified method.</p> <p>Consolidate – Groups share their reports – allow opportunity for feedback from peers. This should involve peers offering one positive about other groups’ presentations followed by a reflective question. You may get the students to record this as a peer assessment, which could be added to their Learning Journal.</p>	

Resources	Structure	Assessment
Lessons 15–19: Action		
<p>Carry out health action 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"> • 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 • Resource 11 – Health Action Planning Sheet • Resource 12 – Health Action Planning Sheet Example • Journal Surf http://journalsurf.co.nz • Manaia View Case Study http://www.smokefreeschools.org.nz/school-stories/manaia-view-school 	<p>Teacher checkpoint: Prior to engaging students in possible health action, refer back to specific learning outcomes on page 1 of this unit and <i>Promoting Student Health and Wellbeing: A Guide to Drug Education in Schools</i> (Matrix Level 3, Page 38–39) to reflect on areas for possible health action.</p> <p>Prepare –</p> <ul style="list-style-type: none"> • Resource 11 – Health Action Planning Sheet A3 size enough for each group • Resource 12 – Health Action Planning Sheet Example • Story to model possible health action <p>Connect – Depending on student needs, choose a journal story from Journal Surf that identifies some aspect of taking action or positive decision making, e.g. <i>Our Cafe: Te Kauta</i> (Connect 1, 2003). Unpack the story, identifying what action was taken and steps involved to successfully reach goals. In addition, you may wish the students to view the case study of Manaia View School and the action they took. http://www.smokefreeschools.org.nz/school-stories/manaia-view-school</p> <p>Activate – Brainstorm ideas for possible health action, making sure that questions are posed to ensure that the students’ action is manageable. Encourage the students to reflect back on all that they have learned from their inquiry to date, e.g. the four aspects of hauora. Please note, it is important that students are encouraged to come up with their own ideas of action.</p> <p>Go through Resource 11 – Health Action Planning Sheet engaging the students in how to use it – model an example (using Resource 12 – Health Action Planning Sheet Example). At this stage, a basic assessment rubric could be developed by the teacher and the students.</p> <p>Demonstrate – The necessary time will need to be given for the students to develop the plan, carry out the action and reflect on the process as well as the end result. On-going monitoring by the teacher is required at each step.</p> <p>Consolidate – To ensure on-going progress towards the students’ health action goals, after each lesson, the students need to have opportunity to share:</p> <ul style="list-style-type: none"> • what is going well • one thing we could be doing better. <p>The focus is on the students taking action, and it is important that the teacher is seen as a facilitator of supporting the students to take action (health promotion).</p>	Formative

Resources	Structure	Assessment
Lesson 20: Evaluation of Progress of Actions		
<p>Did the actions achieve the desired outcome? Have our actions helped us to do better work at school/work?</p>		
	<p>Prepare – A digital camera</p> <ul style="list-style-type: none"> • Computer • Large sheets of paper • Any equipment/materials identified in action plan <p>Connect – Brainstorm with the students all the people who have been involved in achieving their health action goal, those who may benefit from this action and other interested people, e.g. parent community/whānau/fono, neighbouring early childhood centres and HPS Facilitators. This is the audience to whom they need to share their achievements.</p> <p>Activate – With the class, model, identifying each step, how to create a presentation for their audience. This will vary depending on strengths/abilities of students within each group. Differentiation should be encouraged.</p> <p>Demonstrate – Students brainstorm possible format for presentation. Negotiate, with the advice of the teacher. Using evidence accumulated from carrying out the action plan, prepare presentation.</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		
<ul style="list-style-type: none"> • Resource 13 – Group Inquiry Reflection Sheet • Resource 1 – Learning Journal 	<p>Prepare – Presentations are displayed</p> <ul style="list-style-type: none"> • Resource 15 – Group Inquiry Reflection Sheet <p>Connect – Allow the students the opportunity to share how their presentations went.</p> <p>Activate – Provide opportunity for the students to self-assess their work, identifying their learning and possible next steps (using Resource 13 – Group Inquiry Reflection Sheet). This may include the use of a rubric.</p> <p>Demonstrate – Teacher provides feedback to individuals and groups including reflection on next steps.</p> <p>Consolidate – In your Learning Journal, consider how we can continue to improve hauora and what other action could be taken as a result of our health action.</p>	Formative and summative

Unit:

Learning intention:

Developing ideas:

Next steps:

Feedback:

SHARING OUR THINKING: SMOKEFREE

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.

Smoking is cool.

Being smokefree is normal and socially acceptable.

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







Strongly agree

Strongly disagree

Each hat represents a role your mind plays in the critical-thinking process. By switching from one hat to another as you think about your topic, you are forced to look at your topic from a variety of perspectives. With your group, select a topic or problem that you would like to think about or work on. Start with the first hat and then, one at a time, work through all six, jotting down notes on the thoughts that come to you with each hat.







The table below identifies the six hats, their characteristics and some of the questions you should ask with each one. You may think of other questions as well. If you have used all six hats and have jotted down at least three points for each, you will know that you've covered the major points in the critical-thinking process!

Hat	Characteristics	Questions
White hat	Used to think about facts, figures and other objective information	<ul style="list-style-type: none"> • What facts would do I need to make a decision or go further with what I am doing? • How can I get those facts?
Red hat	Used to think about the feelings, emotions, hunches and intuition concerned with what I am doing.	<ul style="list-style-type: none"> • How do I really feel? Am I doing the right thing? Could I do it better? • What is my gut feeling about this problem?
Black hat	Used to discover why some ideas will not work	<ul style="list-style-type: none"> • What are the possible risks and problems? • What is the worst thing that can happen?
Yellow hat	Used to think about the positive opportunities, possibilities and benefits	<ul style="list-style-type: none"> • What are the advantages? • What would be the best possible outcome?
Green hat	Used to find creative new ideas	<ul style="list-style-type: none"> • What completely new, fresh, innovative approaches can I think of? • What creative ideas can I dream up to help me see the problem in a new way?
Blue hat	Used as a master hat to control the thinking process	<ul style="list-style-type: none"> • Review my thoughts. • Sum up what I've learned and think about what the next logical step is

<p>White hat</p> 	
<p>Red hat</p> 	
<p>Black hat</p> 	
<p>Yellow hat</p> 	
<p>Green hat</p> 	
<p>Blue hat</p> 	


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
Family TLC	www.familytlc.net/resilient_children_preteen.html	Protective factors
Primary Pathways	www.nzdf.org.nz/resources/schools	Fact sheets at the back
Kidsline	www.kidsline.org.nz	Resource site
Smokefree/Auahi Kore	www.smokefreeschools.org.nz	Resources – a variety of resources
Newspaper stories	www.stuff.co.nz	These alone can be useful to unpack using six hats. Interesting to check balance of reporting.
Human Rights Commission	www.hrc.co.nz	Children's rights
Heart Foundation	www.heartfoundation.org.nz	Resources including facts sheets
Cancer Society	www.cancernz.org.nz/information	Need to be aware of using certain information that could be harming to students' emotional wellbeing
Australian Scholarship Group	http://www.asg.com.au/resilience-education-issues	Building resilience

Hat	Used for	Question matrix
	What information is missing, identifies the facts	<p>What is...? Who is...? Where is...? How is...? What can...?</p>
	Looks at a topic from the point of view of emotions and feelings	<p>What would...? How does...affect our relationships? Describe how you would feel if...</p>
	Examines the negative aspects of a topic	<p>Why did...? How will this impact negatively...? What are the negative outcomes of...? What did...?</p>
	Focuses on the positive aspects of a topic	<p>What are the positive points of...? When will...? Who can strengthen our community? How will...?</p>
	Requires creative and lateral thinking about a topic	<p>How can we...? Why might we...? What is a creative way to...?</p>
	Thinking about the thinking that is required, reflection and the need to understand the big picture	<p>How can we change...? What can we do...? What will we need to do to...? How will we know...?</p>

Name		Timeframe	Start date	Finish date
			Week	Week
Context		Main curriculum area		
Concepts		Cross-curricular links		
The big question				
Subsidiary questions			Sources I will use	
Checkpoint 1	Teacher comment			
Signed:				
Date:				
Key words				
Researching and gathering information		Checkpoint 2		
Note taking completed		Teacher:		
Note making completed		Date:		
Sharing my learning		Final checkpoint		
We will use	To make	Presentation checked		
		Presentation shared		
		Reflection sheet completed		

Group name	
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Areas we need to check	Response	What we need	Tick when done
Our big question is...			
Our subsidiary questions are... 			
We are collecting information from...			
We are going to collect information by ...			
We are going to record our results by...			

Plus	Minus	Interesting

	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?
Group name				
From our interview, we found out:				
Our health action goal is:				
Prepare/plan				
Take action				
Reflection				

	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?
Group name				
From our needs analysis, we found out: That some of our peers do not know how the inappropriate use of drugs can impact on our wellbeing.				
Our health action goal is: To present a rap at assembly where we can share what we have learned and have our peers join in the rap.				
Prepare/plan	<ul style="list-style-type: none"> Organise a meeting with school management to organise a time when we can present the rap. Organise a meeting time with the teacher in charge of music (or other interested adults) who can guide us through creating our rap. 			
Take action	<ul style="list-style-type: none"> Create the lyrics for the rap. Check that the information shared in the rap is accurate. Organise the dance moves. Create a rehearsal schedule. Create interest in the assembly performance, e.g advertising. Make posters, sharing the lyrics, to be displayed around the school. 			
Reflection	<ul style="list-style-type: none"> Reflect on own performance. Identify what peers have learnt the rap. 			

Group name		Date	
Context		Big question	
Subsidiary questions			
Presentation format used			
	Yes ✓	No ✓	Comments
We identified an area of need relevant to the topic.			
We identified and used sources successfully, cross checking information.			
We successfully planned and carried out a needs analysis for our focus group.			
We gained answers/solutions to our subsidiary questions and our big question.			
We are pleased with our end result and the way our presentation went.			
If we could redo anything, it would be:			
These are some of the new skills we have learned:			
Something we need help or practice with is:			
Some new knowledge we have gained is:			
The action we have taken is:			