

How teachers teach health education

Health education IS	Health education IS NOT
Teachers engaging students in critical thinking processes to build knowledge of health and wellbeing. This includes learning about social, mental, emotional, spiritual, and physical wellbeing.	Teachers telling students medical facts about how to be healthy.
Teachers engaging students in group work to share ideas that support their learning about a range of health and wellbeing issues.	Teachers standing at the front telling students what they need to know.
Teachers providing opportunities for understanding wellbeing , the diversity of people, and different perspectives on issues.	Teachers giving students 'one-size-fits-all' messages.
Teachers providing opportunities that develop understanding of the complex factors affecting wellbeing , personal and lifestyle choices, such as relationships both in communities and as a society.	Teachers promoting an individual-only focus to being healthy.
Teachers providing opportunities that clarify personal values, beliefs and to develop understanding of actions that support and promote health and wellbeing for self and others.	Teachers making moral judgements about what is 'right' and 'wrong' on issues like sex, sexuality, alcohol and other drugs.
Teachers responding to learning needs and class interest by selecting topics/activities, using the direction provided by the New Zealand Curriculum.	Teachers teaching to a prescribed curriculum of things that 'must be taught'.
Teachers creating a safe, supportive learning environment . Students can challenge ideas and be challenged, while learning and developing a deeper understanding about factors that affect wellbeing, and how to promote wellbeing for all people.	Teachers ignoring the social and cultural context of their students.
Teachers encouraging students to question and challenge what they see and hear, and use ideas generated by other students as a resource for learning.	Teachers having all the knowledge.