

Support wellbeing and hauora

A suggestion for implementing the strategy 'Prepare ākonga with future-focused skills' from the Guide: [Preparing students to leave school](#)

Includes:

- Use the Mana model
- Plan for social support
- Foster identity and self-advocacy skills
- Offer tools to manage anxiety
- Use the five ways to wellbeing
- Access support for wellbeing

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From

Guide: [Preparing students to leave school](#)

Strategy: [Prepare ākongā with future-focused skills](#)

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Date

15 June 2026

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Use the Mana model

A holistic approach to leaving school includes maintaining lifelong health and wellbeing.

Melinda Webber explains the Mana model, which features in Mental Health Education: A Guide for Teachers, Leaders, and School Boards.



Video hosted on Vimeo <http://vimeo.com/748597903>

Closed Captions

Source:

[Health and Physical Education - Ministry of Education](https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education/)
<https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education/>

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Plan for social support

Support learners to develop the social side of their transition plan.

Pose questions such as:

- Who is important to me?
- How will I keep in touch with my friends when I leave school?
- Who will be my support people when I leave school – at home, at my tertiary institution, at work and in the community?
- What can I do now to build social connections?
- Are there new things I would like to try?
- What skills do I need to learn to support my independence?
- What places and activities are important to me?

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Foster identity and self-advocacy skills

Future planning is dependent on identity and self-awareness.

Use the Health and Physical Education curriculum materials to explore the unique things that make up identity. The resource includes: Oho – My identity cards, Ata – Emotion cards, and This is me – my identity activity sheet.

Foster identity, self-knowledge and self-awareness through real experiences when possible:

- Identity – whakapapa, heritage, and links to people, places and ancestors.
- Cultural identity and recognition of the place of Māori as tangata whenua in Aotearoa.
- Self-knowledge – personal aspirations, strengths, weaknesses, and motivations.
- A sense of self and an ability to imagine a future self.
- Aspirations for lifestyle that are strongly influenced by culture and context.
- Awareness of personal, social, psychological, and environmental factors.
- Awareness of the influences from whānau and community.

Adapted from: [Me, right Now!](#) – Health and Physical Education.

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Offer tools to manage anxiety

Introduce students to resources and tools that can help them manage their anxiety or feelings of being overwhelmed or stuck.

- ✓ [SPARX](#) is a gaming-style tool from the University of Auckland. SPARX helps young people learn skills to build resilience, and to power through stressful and negative emotions.
- ✓ [The Lowdown](#) is a space created with rangatahi, for rangatahi. Supports hauora, identity, culture and mental health.

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Use the five ways to wellbeing



Source:

Adapted from [Five Ways to Wellbeing – Mental Health Foundation of New Zealand](#)

<https://mentalhealth.org.nz/five-ways-to-wellbeing>

[View full image \(391 KB\)](#)

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Access support for wellbeing

Make connections to local organisations that can provide support for young people.

Introduce students to local support networks, such as:

- iwi
- youth centres
- disabled youth movements, such as [i.lead](#)
- local sports, community and church groups.

Access services provided by Te Whatu Ora Health New Zealand, such as:

- kaupapa Māori wellbeing services
- pacific-led wellbeing services
- wellbeing services from local doctors
- youth wellbeing services
- rural wellbeing services
- digital tools
- helplines with trained counsellors.

For more information see: [Boost your wellbeing](#) – Te Whatu Ora Health New Zealand.

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