NCEA Level 1

Health Education

Learning Journal and Workbook

NZHEA

NZ HEALTH EDUCATION ASSOCIATION

NEX

NETWORKS OF EXPERTISE

The learning activities in this resource are to support students in **Health Education courses** whose learning is being assessed by the **Health Studies Achievement Standards** in 2025

New Zealand Health Education Association (NZHEA)

NCEA Level 1 Health Education Learning Journal and Workbook

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THIS REVISION: January 2025

Developed with the support of **Networks of Expertise**, the Ministry of Education PLD fund

NZHEA website https://healtheducation.org.nz/

Citation: New Zealand Health Education Association (2025). *NCEA Level 1 Health Education Learning Journal and Workbook*. NZHEA.

Teachers may adapt these materials for use in their school.

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PART A: Preparing for Learning in Health Education

and assessment with the Health Studies Achievement Standards

PART A: Preparing for Learning in Health Education and assessment with the Health Studies Achievement Standards

Introduction: What is 'Health Studies'?

Your school has decided the name of the course where Health Education is being taught at Year 11. Whether it is called 'Health Education' or something else, for NCEA Level 1 it will be assessed using the 'Health Studies' Achievement Standards. The reason why the Achievement Standards are called 'Health Studies' is because schools can choose what combination of Relationships and Sexuality Education, Mental Health Education and Food and Nutrition topics are taught. Some school may focus more on Relationships and Sexuality Education, Mental Health Education and call the course Health Education, while other schools might focus more on Food and Nutrition topics and call the course by that name.

Regardless of the topics being taught or what your course is called, what they all have in common is a focus on the 'Big Ideas' and 'Significant Learning' statements that are listed later in this section.

The Big Ideas are related to the Health Education underlying concepts, one of which is **hauora** that you have learnt about at year 9 and 10. The other concepts you will learn more about this year. That is the **socio-ecological perspective** which is when you learn about personal, interpersonal, and societal aspects of a hauora and wellbeing issues, **health promotion** which is when you learn about strategies for taking action to support wellbeing, and **attitudes and values** like respect, and being fair and inclusive when we take action.

Across your Health Education course you will cover a range of hauora and wellbeing topics. Some of these will be learnt about by the whole class, and for other topics you may have some choice.

A1. Student Instructions: How to use this resource

This is a **Word** document.

- You can copy it into an online folder on your school's digital learning platform and work on it where it should be saved automatically.
- Or you can use it on your computer desktop – remembering to save your work each time you add something new or make changes if this is not done automatically on your device.

Across the activities you will be able to add your own:

- Written text
- Images and illustration (see below)
- Tables and graphs (e.g. produced in Excel when displaying data)
- Smart art, flow charts or other visual representations created using digital applications in Word or another programme
- Links to audio or video recordings made by you which are filed online.

Managing your Learning Journal and Workbook

- If you use this resource for a lot of activities it will grow quite big, especially if you are adding in lots of images. You may decide to divide the file into smaller files to make them more manageable. Give each of these files a name that makes sense to you for when you need to refer back to it.

Your teacher will guide you as to which activities you will focus on and when. If you have been given access to the whole resource, please note that it is NOT expected that your course will cover everything, and your teacher may have ideas about other topics to replace some of those included.

If you are creating large files like video recordings or PowerPoints, file these online (e.g. in a video channel social media page or the school's digital learning platform where you file all your work) and provide a link to these materials in your Learning Journal and Workbook

A1.1. Illustrating this resource

NZHEA has not provided illustrations in this resource because **we want YOU to illustrate it** as you complete various activities. The illustrations could be:

- Your own photos cut and pasted into the text (make sure you ask permission if the photos include other people that can be recognised)
- Photos of group work like posters, presentations etc
- Photos of your own drawn images
- Digitally created images
- Links to videos you have made that are stored online, or on a social media or video channel
- Screen shots or 'snipped' images found in a range of online sources – remember to include the URL of the site you found the image in case you need to refer to it or find it again.

Use the activity instructions to guide your selection of illustrations.

A1.2. Other ways to personalise your Learning Journal and Workbook

As well as using images related to Health Education ideas to illustrate and personalise your Learning Journal and Workbook, you can also use short written 'illustrations'. Over time, make a collection of the following that mean something to you:

- Whakataukī (Māori sayings)
- Other cultural sayings
- Quotes
- Affirmations
- Song lyrics (a chorus or verse)
- Poems

There are many examples of these online. Start an item bank of sayings (etc) below (or provide a link to an online source). When you can see your learning relates to one of these ideas, copy and paste the text at an appropriate place in your Learning Journal and Workbook. Make it stand out with colour, a different type and size font, put it in a frame, add a picture, (etc) – like you see in published materials.

A2. Important links and support

A2.1. NCEA

The Level 1 Health Studies website

- Although this site is designed more for teachers, students can access it.
- Use the menu bar to navigate the Health Studies pages.

Assessment specifications (these provide guidance on the external assessments for the current year)

Report submission date 2024 for AS92011 (Health Studies 1.4) report submission Wednesday 30th October, 2024

Examination dates 2024 for AS92010 (Health Studies 1.3) Tuesday 19th November 2024 (2pm).

A2.2. Links to online materials for the learning activities

Many of the activities in this resource require you to link to online sources. These appear as hyperlinks with the activity. A summary list of the full URLs is provided at the end of each section if you need these. You may like to add to this list to make your own reference list of websites.

A2.3. People who can help

Your safety as learners in Health Education

Sometimes the sensitive subject matter covered in Health Education causes students to become distressed and upset. It is normal that some things upset us, especially when the learning is about something we have experienced personally. If this happens to you at any time you can talk to:

- Your teacher
- The school counsellor or other designated support person in your school (especially for matters where you want to talk about confidentially)
- The school nurse
- A parent or guardian
- The Year 11 Dean
- Another trusted adult
- A support agency (see below). Note that these agencies will feature as part of the learning with the strategies activities.

Activity - Links to support agencies

Agency	What this agency helps young people with
Mental Health Foundation - Helplines and support (directory)	
The Lowdown	
Youthline	
Lifeline helpline	
Family Planning clinics	
Bullying support - with links to other agencies	
Netsafe Cybersafety	
Citizens Advice Bureau	
Youth Law	
Add other support agencies that you learn about	

Activity - Names of support people in my school

Activity	Name these people at your school
Health Education teacher	
School counsellor and/or other pastoral support people	
Year 11 Dean	
School nurse	
Add the names of other people at your school who support student wellbeing	

A2.4. 2025-year long schedule

Dates for school term and school holidays can be found here.

- Fill in 1.1 and 1.2 submission dates
- Fill in the 1.3 and 1.4 examination dates – see the timetable here.
- Block out any time when you know will be preparing assessments for submission.
- Add in dates like Pink Shirt Day and Mental Health Awareness Week and other events your school observes that support student wellbeing.

TERM 1		**Term start and end dates and school holidays** **Term 1 starts Monday 27 January and ends Friday 11 April**	**Your notes**
1	27/01		
2	3/02	Waitangi Day – Thursday 6 February	
3	10/02		
4	17/02		
5	24/02		
6	4/03		
7	10/03		
8	17/03		
9	24/03		
10	31/03		
11	7/04		
TERM 2		School holidays - Saturday 12 April to Sunday 27 April Includes Good Friday 18 April, Easter Monday 21 April, Easter Tuesday 22 April and ANZAC Day – Thursday 25 April **Term 2 - Monday 28 April to Friday 27 June 2025**	
1	28/04		
2	5/05		
3	12/05		
4	19/05		
5	26/05		
6	2/06	King's Birthday – Monday 2 June	
7	9/06		
8	16/06	Matariki – Friday 20 June	
9	23/06		
TERM 3		School holidays - Saturday 28 June to Sunday 13 July 2025. **Term 3 - Monday 14 July to Friday 19 September 2025**	
1	14/07		
2	21/07		
3	28/07		
4	4/08		
5	11/08		
6	18/08		
7	25/08		
8	1/09		
9	8/09		
10	15/09		
TERM 4		School holidays - Saturday 20 September to Sunday 5 October **Monday 6 October to no later than Friday 19 December**	
1	6/10		
2	13/10		

3	20/10		
4	27/10	Labour Day – Monday 27 October	
5	3/11	NZQA NCEA Examinations start Tuesday 4 November and end Friday 28 November	
6	10/11		
7	17/11		
8	24/11		

A2.5. Preparation for learning

Task	Tick when underway or competed	Additional notes (add where useful or required)
I know where my Health Education class is.		
I know who my Health Education teacher is.		
I have an overall understanding of the Health Education course this year and have set up a calendar of events with assessment dates etc *(template provided).*		
I know which Health Studies Achievement Standards I will be completing.		
I know when the internal assessment dates are for 1.1 and 1.2 completion and submission.		
I know when the external assessment dates are for the 1.4 report submission and the 1.3 exam.		
I have set up my learning journal on the school's digital learning platform.		
I know how to use basic word processing tools to produce a well formatted Word document (and pdf).		
I know how to use tools like copy and paste, snipping tool etc to add images into my learning journal.		
I know how to transfer photographs from a device (like my phone) to my learning journal.		
I have started to identify and bookmark essential sites for the course (*you will add to this over time*).		
I have started a Health Education glossary of terms I need to know *(template provided).*		
I have started a kuputaka (glossary) of kupu Māori (words in te reo Māori) with translations.		
[If applicable] I have started a Health Education glossary of terms using my home language.		
I have participated in an activity with the rest of the class to negotiate and establish class safety guidelines.		
I have completed at least one activity to help others understand that this is me, this is how I'm connected, and this is what is important for my wellbeing.		
I know the first names of everyone in my class and how to pronounce their name.		
I know how to use digital devices safely and responsibly		

I know where I can get support if anything I learn about in my Health Education course causes me to become upset, or if something upsetting happens to me at home or at school (*e.g. from the school counsellor or other designated support person*).		
I have completed some activities at the beginning of the year to recap what I learnt in Health Education in Years 9&10.		
I have had a chance to give my ideas about the health education topics I would be interested in learning about this year.		
I have reflected on the things that help me to learn *(template provided).*		
Add other tasks that are important for you as you start your learning in Health Education		

A2.6. Glossaries

Glossary of English language terms used in Health Education

- *Add in Health Education terms that you need to learn.*
- *Insert more rows to the table when needed.*
- *Note that some topics in this Learning Journal and Workbook have their own glossary, especially when there are a lot of topic specific words.*

English language term	Meaning and/or how it is used in a sentence.	Translation to other languages (see also te reo Māori kuputaka below)
A		
B		
C		
D		
E		
F		
G		

H		
I		
J		
K		
L		
M		
N		
O		
P		

Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

Kuputaka (glossary) of kupu Māori (words in te reo Māori)

As your learning includes kupu Māori, add these to the kuputaka below, along with the approximate translation and any notes about the use and meaning of the kupu that will support your learning.

Insert more rows to the table when needed.

Two useful online sources of kupu Māori that contain many Health Education-related terms are:

- Te Aka Māori Dictionary
- Paekupu Māori to English and English to Māori
- Use local sources of kupu Māori where these are available.

Te reo Māori kupu (words)	Approximate translation in English	Notes related to meaning and use of kupu in te reo Māori
A		
E		
H		
I		

K		
M		
N		
O		
R		

T		
U		
W		

A3. Personalising my learning

A3.1. This is me

The way we identify ourselves is personal is us. Some of the ways we may identify ourselves reflect who we are culturally or ethnically, where we live, or where we have come from. We may identify ourselves through the things that connect us and make us similar, and/or the things that make us unique. We may identify ourselves in relation to our sexuality and gender, our interests and abilities, or what we value and believe.

Use this page to create an artefact (video, piece of writing, a visual image, etc) that shows other people something about yourself – it needs to be something you are prepared to share. This could be:

- A recorded or written pepeha or mihi based on formal cultural practices for this
- Another form of cultural expression used to identify yourself
- A traditional image (like a coat of arms) redrawn to represent you and your identity
- A contemporary image (or collage of images) repurposed and labelled or annotated to help show who you are
- A short video recording of you talking about what is important for you and your identity
- Some other creative way of expressing your ideas about your identity

File a copy of your artefact in you Learning Journal and Workbook or, if it is a recording, file it with your recordings and provide a link to the recording.

You may choose to complete more than one of these activities.

Write, or copy and paste your 'this is me' artefact here.

And/or provide a link to a recording here.

A3.2. What helps me learn?

- **Self-assessment**
- **Linking mana-enhancing classroom actions to my learning**

Self-assessment: There are two versions of this self-assessment. Select the version that is more useful for you.

Version 1. Below is an item bank of things that may or may not help you to learn. Your task is to organise these ideas according to what helps you to learn. The table below suggests how you might organise these ideas. If you have a better idea, you can redesign this table or use another format. You can also add other ideas that you think of.

Things that **always** help me to learn	Things that **sometimes** help me to learn (depends on the situation)
Things that are **not important** for my learning	Things that **get in the way** and stop me from learning

Once you have decided the format you will use to organise your ideas, drag and drop (or cut and paste) the items from the item bank into your personal 'what helps me to learn' self-assessment summary.

Asking questions	Having graphs and tables to show data
Being a confident reader	Having practical activities or experiences to back up the learning
Being a confident writer	Having time to think for myself
Being able and feeling safe to ask questions	Having very fixed set ideas of my own about what is right or wrong
Being able to connect new learning with things I already know	Knowing what I am supposed to be doing
Being able to have a conversation with others	Learning a little bit every day (rather than trying to learn a lot at once)
Being able to read or look at the work of other students in my class	Leaning about things that interest me
Being able to record my learning (orally or on video)	Listening to music
Being able to show my ideas visually	Looking at pictures as well as or instead of reading words
Being able to talk to a teacher or other adult who knows what I need to learn	Making mistakes
Being able to use more than one language	Mind mapping or another form of visual organiser
Being open to new ideas	Not being distracted by others
Checking my social media every time I get a notification	Quiet
Doing practice assessments	Quizzes or tests
Eating well	Responding every time my phone tells me I have a text or message
Enjoying learning	Reviewing my work after class
Exercise and movement	Seeing the relevance of the learning and why it might be important to learn
Explaining what I have learnt to someone else	Setting clear progress and achievement goals
Feeling confident in myself	Summarising what you read in your own words
Focusing on one thing at a time	Taking notes and reviewing them

Getting advice from my teacher about what I need to do next to support my learning	Thinking positively
Getting plenty of sleep	Trying to teach someone else what I have learnt (or need to learn)
Getting feedback from my teachers about what I am doing well	Turning off my phone
Getting feedback from my teacher about what I need to do differently or improve	Using flash cards
Handwriting my ideas	Using the internet efficiently
Have the right tools e.g. a laptop	Watching videos about a topic
Having 'tricks' or tools to help remember lists of ideas	Write notes or questions as you are reading
Having a parent or older brother or sister, or other family member to help me at home	Writing a summary of the main points of my learning from the lesson in my own words (as homework)
Having a place at home to do homework	Writing my ideas on a computer
Having another student in my class check my work	Writing things in my own words (instead of copying someone else's words)
Having brain breaks	
Having choice who I sit next to or work with in class	
Having discussions with others in the class	
Having parents or other whānau who take an interest in what I am learning at school	
Add your own ideas	

Version 2. Rate the importance of these things for your learning

In the classroom, what things help you to learn?	Not at all	A little	Quite a bit	A Lot
Working by myself				
Working in groups with friends or people I know well and to discuss what we are learning				
Working in groups with people I don't know well to discuss what we are learning				
Activities that help me to understand the language being used				
Activities that include ideas that are relevant and personal to my life				
Activities that help me to write down what I know				
Activities that allow me to say out loud what I know				
Whole class discussions				
Carrying out an investigation where I find my own information				
Carrying out an investigation in groups where we each contribute information				
Knowing that my teacher is interested in me and my learning				
Knowing that my teacher knows me as a person				
Knowing that my teacher has high expectations of me and that I will do well in my NCEA assessments				
Knowing that my teacher respects me, my individuality, my identity, my culture				
Knowing that my teacher is there to help me learn and not judge me if I get things wrong				
Knowing how well I am doing				
That if I need to do better, my teacher tells me what I need to improve on				
When learning about new things that are less familiar to me *(which is an important part of learning at senior secondary level) ….*				
When I need to complete work after class, it helps …	**Not at all**	**A little**	**Quite a bit**	**A Lot**
Having a quiet place to work at school				
Having access to a computer at school				
Having access to the library at school				
Being able to ask questions using an online forum (*name the platform used by your school)*				
Being able to email my teacher				
Having a quiet space to work at home				
Having a computer at home				
I enjoy …	**Not at all**	**A little**	**Quite a bit**	**A Lot**
Presenting or sharing my ideas to the whole class				
Demonstrating skills through activities like roleplay				
Sharing my work with others online *[name the platform(s) used by your school*]				
Thinking through difficult or challenging situations and making sense of them by myself				
Thinking through difficult or challenging situations and making sense of them using ideas shared with other people in my group				
Getting feedback about my work so I know what to do next	**Not at all**	**A little**	**Quite a bit**	**A Lot**
I like to have feedback written on my work				

I like to have a face-to-face conversation with the teacher about my work				
I like to have feedback provided through email or Facebook or other online facility *[name the school's digital platform]*				
Using digital technology	**No**	**Sometimes**	**Yes**	
I have access to a computer at home that I can complete my work on				
I have internet access at home that allows me to work online (e.g. to use the school's digital learning platform and to access the internet)				
I rely on using the computers provided at school for completing my homework and assessments				

Mana model

The mana model was developed by university academics Professor Melinda Webber (Ngāpuhi, Ngāti Hau, Ngāti Kahu, Ngāti Whakāue) and Professor Angus Macfarlane (Ngāti Rangiwewewhi, Ngāti Whakāue,). It was designed for teachers to help them make decisions about what they teach and how they teach. The main purpose of the model is to get teachers to think about how they can support and enhance the mana of their students. You will learn more about this in later activities. Watch the mana model video here.

Locate a copy of the Mana Model online and copy and paste it here.

Parts of the mana model *Ākonga = students or learners*	What you think your teacher could do in Health Education to support this aspect of your mana?
Mana ūkaipō develops when ākonga feel connected to the place where they live and learn. This mana is linked to a sense of tūrangawaewae, of belonging in the learning environment and having strong supportive relationships with the other people in that environment. Mana ūkaipō is supported when ākonga have access to learning that celebrates the history of their school or community and their local hapū and iwi, for example, by sharing whānau stories and whakapapa. Ākonga who are developing mana ūkaipō may say: *"I am proud to go to my kura." "I know about my family history and whakapapa."* ***Ūkaipō** (noun) in this context refers to origin, real home. It can also mean mother, source of sustenance.*	
Mana tū develops as ākonga gain the qualities and the skills that they need to understand and respond to difference, complexity, and adversity. These qualities include courage, humility, determination, and self-discipline. Ākonga also need to develop critical-thinking skills to deepen their understanding of curriculum content. Ākonga who are developing mana tū may say: *"I have a manawa tītī (determined and tenacious) attitude towards learning." "I am good at problem solving and decision making."* ***Tū** has various meanings depending on the (grammatical) context it is used: e.g. (noun) position, stand, stance, or (verb) to stand, take place, set in place, establish, hold, convene.*	
Mana tangatarua develops when ākonga have the skills, knowledge, and confidence to navigate two or more worlds. As they develop this mana, ākonga become increasingly open to learning different ways of doing things and can make decisions with integrity while being appreciative of other people's values and needs. Ākonga who are developing mana tangatarua may say: *"I know how to be a tuakana and a teina." "I am interested in other cultures and how others experience the world."* ***Tangatarua** translates as 'two peoples, together in one place in one land'.*	
Mana motuhake develops when ākonga believe that they can achieve at school and be successful – by setting goals, working hard, being persistent, and taking responsibility for themselves. Mana motuhake is supported when the school and whānau have high expectations for ākonga, show them how to succeed,	

and provide positive role models who ākonga can aspire to be like. Ākonga who are developing mana motuhake may say: *"I show up to learn." "I can see myself represented in positive role models."* ***Motuhake*** *(verb) means to separate, set aside, position independently, be stand-alone, or (as used as a modifier) separated, special, distinct, independent, unattached.*	
Mana whānau is critical; it is the foundation for the development of the other four kinds of mana. Mana whānau develops when ākonga know that they are accepted and valued within their whānau – including their school whānau. Ākonga learn best when they feel connected to others and when they are aware that someone in the school knows what their strengths and interests are. Ākonga who are developing mana whānau may say: "*I know that I make my teachers, school, and whānau proud." "I know what I am good at and can tell you about my strengths and interests."* *Whānau (noun) extended family, family group, a familiar term of address to a number of people - the primary economic unit of traditional Māori society. In the modern context the term is sometimes used to include friends who may not have any kinship ties to other members.*	

Dictionary meanings of kupu Māori are from Te Aka Māori Dictionary

A3.3. Hauora and wellbeing issues for teenagers that interest me

Being a teenager introduces you to all sorts of different things through: your friendships and relationships, where you live and your community, your country, and sometimes what is happening overseas or globally. You are exposed to a LOT of new things online through the internet and social media. Many of these things impact young people's wellbeing.

With a group of students in the class, brainstorm as many topics or issues as you can think of that relate to young people's hauora and wellbeing that could be interesting to learn about.

Note that these topics do not have to affect you personally, you just need to be interested in them and learning more about them.

Brainstorm of the group's ideas:

Once you have compiled a list (and you may get further ideas from other groups), decide your 'top 5 hauora and wellbeing topics', with a reason why you are interested in learning more about this topic or issue.

My top 5 hauora and wellbeing topics	Why I am interested in learning more about these topics
1	
2	
3	
4	
5	

Your teacher will use some of your ideas to help decide topics the whole class will learn about, and you can use other ideas on your list for the aspects of your learning where you get to choose a topic you want inquire about.

A3.4. Summary of the class safety guidelines

Your teacher will engage the class in an activity to negotiate class safety guidelines.

Insert an image of the class safety guidelines here

Make your own ranked list of what YOU think are the most important safety guidelines for your Health Education class	Give a reason why you have selected and ranked the guidelines this way.
1	
2	
3	
4	
5	

What are (or should be) the consequences for people not keeping to these safety guidelines?	
What needs to happen if the whole class decides these guidelines are not working them?	

A4. What you will learn about in Health Education, assessed by the Health Studies Achievement Standards

This activity is to help track your learning across the year.

Your teacher has designed your Health Education Learning programme to include the Health Studies **Significant Learning**. This is a list of statements describing the important learning that a course using the Health Studies Achievement Standards needs to cover.

It is important that your teacher makes sure your learning covers aspects of these ideas because your Achievement Standard assessments draws on this learning, as shown below.

	Significant Learning
Health Studies 1.1 Demonstrate understanding of hauora in a health-related context through the application of a model of health	• apply a variety of holistic models of health to a range of situations to develop understanding of hauora • investigate the importance of Māori values within hauora, such as tiakitanga, manaakitanga, and whanaungatanga, across individual, whānau, and community contexts • inquire into Pacific values, knowledges, and practices, such as vā, in relation to individual, whānau, and community health contexts.
Health Studies 1.2 Demonstrate understanding of decision-making in a health-related situation	• understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • use critical thinking in relation to values, attitudes, and beliefs that inform approaches to hauora • investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility.
Health Studies 1.3 Demonstrate understanding of factors that influence hauora	• understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility.
Health Studies 1.4 Demonstrate understanding of strategies that enhance hauora	• understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • investigate diverse strategies to help manage change situations that impact hauora • use critical thinking in relation to social constructs, power imbalances, biases, and assumptions that impact hauora.

Setting up your digital scrapbook

Your task: You need to start this activity early in the year by setting up a **PowerPoint or a digital e-book** or some other digital application that you can **use like a scrapbook**. Keep this with your other digital files. Across the year you will add snippets into your digital scrapbook to show some of the learning that you have done. These snippets would be a screenshot of your work, a photo, a link to a digital recording you made, your reflections on your learning, etc. You do not need to put everything in your scrapbook – that's what your Learning Journal and Workbook is for. Rather, it is a type of reflection on your learning and recognising when you have covered an aspect of the Significant Learning in some way.

Once you have decided the digital application you will use for your scrapbook, head up each page with one of the Significant Learning Statements from the list below. Over time you may want of make more than one page for some

ideas. Note that it is suggested that you set up a separate page for each of these three main topic areas of Food and Nutrition, Relationships and Sexuality, and Mental Health.

- Take time to think about what you want to put on the cover of your scrapbook, and when you have decided, complete the cover.
- Across the year you should be able to add a 'snippet' or a 'scrap' to each of the pages of your scrapbook to show something of the learning you did, related to most of the Significant Leaning ideas.
- As this is a reflective activity, you may also like to add in some of the reflection comments about your learning and what you personally gained from the learning .

Significant Learning
apply a variety of holistic models of health to a range of situations to develop understanding of hauora
investigate the importance of Māori values within hauora, such as tiakitanga, manaakitanga, and whanaungatanga, across individual, whānau, and community contexts
inquire into Māori knowledges and practices related to hauora *(e.g. such as rongoā and maramataka – although note that a Health Education course will focus on other Māori knowledge)*
inquire into Pacific values, knowledges, and practices, such as vā, in relation to individual, whānau, and community health contexts
identify and engage in strategies and practices that foster values such as tiakitanga, manaakitanga, whanaungatanga, and vā
explore how mana and identity are connected with a sense of self-worth
investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility
practise personal and interpersonal skills that can enhance hauora, such as goal setting, self-management, and effective communication
investigate and critique a variety of health-promotion actions that enhance hauora at personal, interpersonal, and societal levels
understand how personal, interpersonal, and societal factors impact hauora and inform decision-making
investigate diverse strategies to help manage change situations that impact hauora
develop understanding of how social justice, including fairness and inclusiveness, is essential to hauora
use critical thinking in relation to values, attitudes, and beliefs that inform approaches to hauora
use critical thinking in relation to social constructs, power imbalances, biases, and assumptions that impact hauora
experience learning within a selection of Food and Nutrition, Relationships and Sexuality, and Mental Health contexts. *It is suggested that you set up a separate page for each of these three main topic areas.*

A4.1. Health Studies Achievement Standards

Overview

- There are FOUR Health Studies Achievement Standards.
- Two standards are internally assessed where you complete an assessment task in class. Internal assessment tasks are marked by your teacher.
- Two standards are externally assessed. These are assessed in different ways as described below. External assessments are sent away to be marked by an assessment panel made up of a group of teachers who are not teachers at your school.
- All standards are worth five credits.
- Your school will decide how many Health Studies standards you complete.

Section E contains further information about the Health Studies Achievement Standards.

The two internally assessed standards are as follows:

HEALTH STUDIES 1.1 AS92008, 5 credits, internal
Demonstrate understanding of hauora in a health-related context through the application of a model of health

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of hauora in a health-related context through the application of a model of health	**Explain hauora in a health-related context through the application of a model of health**	**Evaluate hauora in a health-related context through the application of a model of health**
Demonstrate understanding of hauora in a health-related context through the application of a model of health involves: • describing how hauora is affected by an activity, using a model of health, including supporting evidence • describing how the different parts of the model interconnect in relation to the activity.	*Explain hauora in a health-related context through the application of a model of health involves:* • explaining why hauora is affected by an activity, using a model of health, including supporting evidence • explaining why the different parts of the model interconnect in relation to the activity.	EN1. *Evaluate hauora in a health-related context through the application of a model of health involves:* • drawing conclusions about how hauora is affected by an activity in the short and long-term, with reference to a model of health, including supporting evidence.

HEALTH STUDIES 1.2 AS92099, 5 credits, internal
Demonstrate understanding of decision-making in a health-related situation

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of decision-making in a health-related situation	**Explain decision-making in a health-related situation**	**Evaluate decision-making in a health-related situation**
Demonstrate understanding of decision-making in a health-related situation involves: • describing factors relevant to decision-making and possible consequences of a health-related situation • describing a proposed decision in response to the health-related situation, in relation to hauora, with reference to the factors and anticipated consequences of the decision.	*Explain decision-making in a health-related situation involves:* • discussing why the factors and anticipated consequences are significant to the proposed decision • explaining how the factors and anticipated consequences interrelate to influence the proposed decision, in relation to hauora.	*Evaluate decision-making in a health-related situation involves:* • drawing conclusions about the significance of the decision-making in response to the health-related situation, in relation to hauora.

The two externally assessed standards are as follows:
Health Studies 1.3 is an exam which is sat during the end of year examination period.

HEALTH STUDIES 1.3 AS92010, 5 credits, external **Demonstrate understanding of factors that influence hauora**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of factors that influence hauora	**Explain factors that influence hauora**	**Evaluate factors that influence hauora**
Demonstrate understanding of factors that influence hauora involves: • identifying and describing a variety of factors that influence hauora • describing how the factors influence hauora, using examples.	*Explain factors that influence hauora involves:* • discussing how and why the factors interrelate to influence hauora, using examples.	*Evaluate factors that influence hauora involves:* • drawing conclusions about the implications of the factors, in relation to how they influence hauora.

Health Studies 1.4 is a report which is completed in class under test-like conditions across several class periods in term 3 or 4. The report has to be submitted by a fixed date just before the end of year examination period starts.

HEALTH STUDIES 1.4 AS92011, 5 credits, external **Demonstrate understanding of strategies that enhance hauora**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of strategies that enhance hauora	**Explain strategies that enhance hauora**	**Evaluate strategies that enhance hauora**
Demonstrate understanding of strategies that enhance hauora involves: • identifying and describing strategies that enhance hauora with reference to a relevant underlying concept • describing how the strategies enhance hauora, using examples.	*Explain strategies that enhance hauora involves:* • discussing how the strategies work together to enhance hauora with reference to a relevant underlying concept, using examples.	*Evaluate strategies that enhance hauora involves:* • drawing conclusions about the effectiveness of the strategies to enhance hauora in relation to a relevant underlying concept, using examples.

Note that the terms used in the AME criteria are defined for you:

- **Identify:** To recognise or single out
- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Explain:** To make a judgement based on criteria, determine the value with reasons
- **Evaluate:** To make known the cause or detail of something

Links to websites listed in the resources

This list includes all the URLs to websites mentioned in the activities in case the hyperlinks are lost from the text. If the link no longer works when you come to use it, use a search for the materials and try to find another source of the same material, or something similar.

Assessment Specifications https://www2.nzqa.govt.nz/ncea/subjects/subject/health/

Bullying support - links to other agencies https://bullyingfree.nz/need-help-now/students-need-help-now/

Citizens Advice Bureau https://www.cab.org.nz/

Examination dates 2024 https://www2.nzqa.govt.nz/ncea/exam-timetable-and-key-assessment-dates/exam-timetable/

Family Planning clinics https://www.familyplanning.org.nz/clinics

Lifeline helpline https://www.lifeline.org.nz/services/lifeline-helpline/

Mental Health Foundation - Helplines and support (directory) https://mentalhealth.org.nz/helplines

NCEA Health Studies https://ncea.education.govt.nz/health-and-physical-education/health-studies?view=learning

Netsafe Cybersafety https://netsafe.org.nz/easy-read-where-to-get-help/

Paekupu Māori to English https://paekupu.co.nz/words/wordlist/hauora/maori-to-english and English to Māori https://paekupu.co.nz/words/wordlist/hauora/english-to-maori

School terms and holidays https://www.education.govt.nz/school/school-terms-and-holiday-dates/

Te Aka Māori Dictionary https://maoridictionary.co.nz/

The Lowdown https://www.thelowdown.co.nz/

Youth Law https://youthlaw.co.nz/

Youthline https://www.youthline.co.nz/counselling.html

References for materials used in the activities

Mana model (video) https://newzealandcurriculum.tahurangi.education.govt.nz/mental-health-education-guide/5637165639.p with text and further references in *Mental health education: A guide for teachers, leaders, and school boards.*

PART B:

Hauora and wellbeing

B1. What is hauora and wellbeing?

What you will learn from these activities

- Meanings of terms and kupu related to hauora and wellbeing
- What is meant by 'holistic' health and wellbeing
- What health models are used for
- Māori health models
- Pacific health models
- Other health and wellbeing models
- How to design your own health model
- How to apply ideas from a model to a range of hauora and wellbeing situations

The activities in this section provide most of the learning for the internal assessment of Achievement Standard AS92008 HEALTH STUDIES 1.1 **Demonstrate understanding of hauora in a health-related context through the application of a model of health**.

The main **Significant Learning** points to be covered are as follows (although your learning will not be limited to these).

- apply a variety of holistic models of health to a range of situations to develop understanding of hauora
- investigate the importance of Māori values within hauora, such as tiakitanga, manaakitanga, and whanaungatanga, across individual, whānau, and community contexts
- inquire into Pacific values, knowledges, and practices, such as vā, in relation to individual, whānau, and community health contexts.

Health Studies 1.1 Demonstrate understanding of hauora in a health-related context through the application of a model of health	• apply a variety of holistic models of health to a range of situations to develop understanding of hauora • investigate the importance of Māori values within hauora, such as tiakitanga, manaakitanga, and whanaungatanga, across individual, whānau, and community contexts • inquire into Pacific values, knowledges, and practices, such as vā, in relation to individual, whānau, and community health contexts.

B1.1 The language of hauora and wellbeing

Internationally there are many ways health and wellbeing are named and described.

For example, since the 1940s the World Health Organization have used the definition that *Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*

In addition to this definition, WHO go on to state that their commitment as an international health organisation focuses on:

- The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.
- The health of all peoples is fundamental to the attainment of peace and security and is dependent on the fullest co-operation of individuals and States.
- The achievement of any State in the promotion and protection of health is of value to all.
- Unequal development in different countries in the promotion of health and control of diseases, especially communicable disease, is a common danger.
- Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development.
- The extension to all peoples of the benefits of medical, psychological and related knowledge is essential to the fullest attainment of health.
- Informed opinion and active co-operation on the part of the public are of the utmost importance in the improvement of the health of the people.
- Governments have a responsibility for the health of their peoples which can be fulfilled only by the provision of adequate health and social measures.

More recently, in the World Health Organization Geneva Charter for Wellbeing , they talk about the foundations of well-being requiring a positive vision of health that integrates physical, mental, spiritual and social well-being.

These international ideas are threaded through a lot of what you learn about in Health Education in The New Zealand Curriculum.

Your prior learning about hauora and wellbeing in Health Education

It is expected that all students learning in Health Education have, throughout their years of learning at school, developed an understanding of hauora that includes the aspects (or dimensions) of:

- Physical wellbeing
- Social wellbeing
- Mental and emotional wellbeing
- Spiritual wellbeing.

Learning in The New Zealand Curriculum develops these ideas through te whare tapa whā model. This understanding of hauora and wellbeing will be used repeatedly across many of the activities in this resource as the foundation understanding of hauora and wellbeing.

However, you will also be invited to use other health models to explore other understandings of hauora and wellbeing across a range of contexts. Some of these models have much the same or similar aspects or dimensions, and some use related but different ideas. Having opportunities to explore and experience some of these other ways of understanding hauora and wellbeing, through these different models, is a feature of learning at senior secondary NCEA level.

There are a range of words in English, and kupu in te reo Māori, as well as many other terms across languages around the world, that related to understandings of health and wellbeing. The list below contains just a few examples.

Word / kupu	Shift the word or kupu from the left-hand column into this column to match the meaning with the term in the righthand column	Meaning
Health		Livelihood, welfare, health, living
Wellbeing		Health, vigour
Hauora		A state of being that is settled, composed, and relaxed because the elements of wellbeing – emotional, mental, social, cultural, spiritual, and environmental – are all aligned.
Hauora *(Health and Physical Education definition)*		A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity
Oranga		Life principle, life force, vital essence, special nature, a material symbol of a life principle, source of emotions - the essential quality and vitality of a being or entity. Also used for a physical object, individual, ecosystem or social group in which this essence is located.
Oranga mauri		Health, soundness
Mauri		A holistic conceptualisation of wellbeing, comprising three dimensions of individual and collective wellbeing that contribute to overall wellbeing and vitality – mauri taonga, mauri taiao, and mauri tangata (Māori cultural ways of thinking, being, and doing).
Mauri tau		A resource for daily life that is determined by social, economic and environmental conditions, and encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose
Waiora		A Māori philosophy of health unique to Aotearoa. It comprises: Taha tinana (the physical dimension), Taha hinengaro (the mental dimension), Taha whānau (the family dimension), Taha wairua (the spiritual dimension). Each of these four dimensions influences and supports the others.

Kupu Māori meanings for *hauora, oranga, mauri* and *waiora* are from Te Aka Māori Dictionary. *Oranga mauri* and *mauri tau* meanings are from the Ministry of Education Mental Health Education Guide, and the HPE definition of *hauora* is from The New Zealand Curriculum.

What does hauora or health and wellbeing mean to you?

If someone asked you to describe (or draw a picture of) your **health or hauora**, what would it include?	
If someone asked you to describe (or draw a picture of) your **wellbeing**, would it include anything different to your list above. If so what and why is this?	

Just for fun

Develop an A-Z of hauora, health and wellbeing words. The words can be anything related to your understanding of health and wellbeing. Try to include words from at least two languages or provide translations into one or more other languages for as many terms as possible.

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	

B1.2 Health and wellbeing models - overview

What is a 'model'

A 'model' in this sense is a pattern, a template, or a framework of ideas that is used to give shape to or help understand a situation – in this case, situations about hauora and wellbeing.

Models are useful to help focus attention on some key ideas, especially in complex situations like hauora and wellbeing where there is so much that you could learn about.

Learning using models isn't just learning what the model is about, but importantly how you can apply the model to a situation.

Explain how you have used a 'model' to help you understand an idea in another subject.	

What is a health (or wellbeing) model?

A health or wellbeing model typically describes the different considerations, parts or aspects of health and wellbeing. Although it is more a definition than a model, the World Health Organization statement that says '*health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'* is saying health is made up of three aspects - physical, mental and social well-being. Other definitions include more aspects or different aspects about the things that make up 'health'.

A model of health (or wellbeing) then is a template or a framework that contains several aspects that make up an understanding of what health is.

When we use the Health and Physical Education concept of hauora, we are working with the understanding that health and wellbeing is a combination of physical wellbeing, social wellbeing, mental and emotional wellbeing, and spiritual wellbeing, so we are interested in health models that show this in some way.

Across your years of schooling in New Zealand you should have learnt about te whare tapa whā as an example of health model that shows these different aspects of health and wellbeing. For NCEA Level 1 you will continue to learn about this model but also be introduced to others.

Holistic understanding of hauora, health and wellbeing
We say that this approach to understand hauora and wellbeing, and the models of health that support these understandings, are 'holistic'.

Holistic means relating to or being concerned with the whole of something, rather than with the individual parts. So a holistic model of health considers the 'whole' person – their physical, social, mental and emotional, and spiritual well-being. That said, to understand the whole and how everything fits together and interconnects, we also need to understand what each of these parts contributes to the whole.

A key part of understanding a holistic approach to hauora and wellbeing and health models, is to understand how all the parts of the model interconnect to make up a state of health and wellbeing. These interconnections are a key part of how you will build on your Year 9&10 learning.

For wellbeing, these different aspects of wellbeing need to be in balance. The imagery used for the models – like the wharenui in te whare tapa whā – being a form of 4-sided house – illustrates this. To be in balance all the walls of the house must be standing and support each other. If one is weak or falls it has implications for all the other walls. If you design your own model (activity B1.3) you might like to think about how your imagery shows these ideas about balance and one part of wellbeing being connected to another. Around the world there are many, many health models. You will learn about just a few of them.

Why do you think Health Education focuses on a holistic understanding of hauora and wellbeing, and not just one aspect like physical health or mental health?	

Health models vs health promotion models

There are another group of models called health (or wellbeing) **promotion** models. These have a different purpose. Health promotion models provide a framework of ideas for taking action that either set out a set of principles or map out a *process for taking action*. These models tend to be more complex, and you can learn about these at Level 3. Confusingly, some health models are also models for health promotion!

Recall your prior learning about te whare tapa whā as a model of health and the dimensions of this model. *If you need to revise te whare tapa whā first, complete activity 1.2.1 before competing the task below.*

Locate an online copy of the '5 ways to wellbeing' approach - copy and paste a small image of this into the box on the right.	
How do the parts of the 5 ways to wellbeing approach to promoting wellbeing differ from the 4 dimensions of te whare tapa whā as a health model? Think particularly about whether 5 ways to wellbeing describes aspects of health or if it contains ideas for taking action.	
Identify a situation where you think 5 ways to wellbeing might be used.	
Locate an online copy of Te Pae Mahutonga health promotion model - copy and paste a small image of this into the box on the right. *Te Pae Mahutonga refers to the Southern Cross star constellation.*	
How do the parts of Te Pae Mahutonga as a health promotion model differ from the 4 dimensions of te whare tapa whā as a health model? Think particularly about whether Te Pae Mahutonga describes aspects of health or if it contains ideas for taking action.	
Identify a situation where you think a health promotion model like Te Pae Mahutonga might be used.	

B1.2.1. Te whare tapa whā

Professor Sir Mason Durie (Rangitāne, Ngāti Kauwhata, Ngāti Raukawa) developed the model of te whare tapa whā building on work of many other Māori. It originally appeared in his booked called *Whaiora* although you can trace the ideas back well before this. Professor Durie trained as a psychiatrist and a lot of his books and writing relate to people working in the health sector. He has also written many books that consider issues for Māori beyond just health matters.

Recalling your prior learning about te whare tapa whā

First, use an online search to locate a diagram of te whare tapa whā – there are many images because it is widely used (note the source of this image). Alternatively your teacher may provide an image they want you to use. Or you can draw your own version of te whare tapa whā.

Copy and paste your image here.
Image source:

What does te whare tapa whā translate to – in context of this model?	Te Whare Tapa Whā
How does this naming of the model relate to the image used for te whare tapa whā?	
What is the symbolism of having four sides or four walls? Relate your ideas to: • How this idea relates to a holistic understanding of hauora and wellbeing • The idea of things being in balance • How the dimensions are interconnected • Why we cannot consider only one dimension in isolation.	

Te whare tapa whā has four inter-related dimensions:

- Taha tinana – ideas related to mental and emotional wellbeing
- Taha whānau – ideas related to social wellbeing
- Taha hinengaro – ideas related to mental and emotional wellbeing
- Taha Wairua – ideas related to spiritual wellbeing

Te whare tapa whā was originally developed to help people working in the medical profession work with Māori patients. When Health and Physical Education started to use te whare tapa whā in the 1990s, it had an added and different use whereby all students could learn about the model and its application the model to a wide range of hauora and wellbeing situations.

As a 'model' (a framework or a pattern or template), the focus is not so much about working with one specific understanding of each dimension. Professor Sir Mason Durie has said that he developed the model with the expectation that people could bring their own meaning to it which is why we say 'ideas related to' for each dimension.

Taha tinana – ideas related to physical wellbeing e.g. • Knowing how the body grows and develops and how it body works • Knowing how to care for the body • Keeping life in balance (e.g. sleep, nutrition and exercise) to maintain physical well-being • Managing situations when physical illness makes us unwell or we are injured	**Taha whānau – ideas related to social wellbeing** e.g. • Having friends and getting along with people • Having good family relationships • Having a range of people to communicate with and be supported by • Being able to support and care for others • Having meaningful interactions with people when learning, playing, engaging in recreation and other social activities
Provide some specific examples that are important for your physical wellbeing:	**Provide some specific examples that are important for your social wellbeing:**
Taha hinengaro – ideas related to mental and emotional wellbeing e.g. • Being able to think clearly and confidently and having knowledge to make healthy decisions • Being able to identify feelings and express these in healthy ways • Knowing how to manage stressful situations • Knowing how to communicate effectively with others • Feeling good about ourselves	**Taha Wairua – ideas related to spiritual wellbeing** e.g. • Believing that life has purpose and meaning • Having values and beliefs • Knowing who I am and what is important to me • Having hopes and dreams for the future • Having a sense of belonging and connectedness (to people, places, ancestry, culture – as relevant) *Note that for some people spirituality may include religious, metaphysical or supernatural ideas, for others it does not.*
Provide some specific examples that are important for your mental and emotional wellbeing:	**Provide some specific examples that are important for your spiritual wellbeing:**
Explain how you see some of these ideas form each dimensions interconnecting.	

You will have a lot of use for te whare tapa whā across all aspects of your learning in Health Education and you will use these ideas to explore many different Health Education topics.

Applying the dimensions to hauora and wellbeing situations

To indicate some possible ways you might make links with te whare tapa whā across your learning, use the ideas in the chart below to decide which dimension(s) of hauora each of the following situations relates to.

Decide a colour code for each dimension and add these to each dimension below .

Taha tinana – ideas related to physical wellbeing	Taha whanau – ideas related to social wellbeing	Taha hinengaro – ideas related to mental and emotional wellbeing	Taha Wairua – ideas related to spiritual wellbeing

Colour code each of the following items. You may find some ideas cover more than one dimension.

1. Getting a hug from someone I'm friends with	2. Spending time with a friend talking about what we are interested in	3. Helping someone with a problem	4. Enjoying nature and the outdoors
5. Knowing what I want to do after leaving school	6. Playing sport with a team	7. Getting enough sleep	8. Participating in community events that are meaningful for me
9. Having connections with my culture	10. Eating fresh vegetables everyday	11. Completing my schoolwork and assessments on time	12. Having hope for the future
13. Learning something from a grandparent or other family member	14. Making art, or other objects (e.g. hobbies) or performing (dance, kapa haka, drama)	15. Being in love or loving someone	16. Reading, listening to music, watching movies
17. Having a cleaning and tidy bedroom	18. Knowing what is important in life	19. Knowing how to cope when stressed	20. Do something enjoyable every day
21. Eating cake or chocolate or lollies	22. Spending time alone	23. Being confident enough to try new things	24. Organising my time to get everything done
25. Having nice clothes to wear	26. Resisting pressure from others to do things I don't want to do	27. Being a part of a community in person or online	28. Spending time in a special place

To show how a situation can impact all dimensions of hauora and wellbeing directly or indirectly, complete the following. Add two more scenarios of your own.

Scenario 1: Two friends have a big disagreement when one of them is dishonest and they break up (social well-being)	Scenario 2: A teenager has an accident and has to several weeks recuperating (physical well-being)
Mental and emotional:	Mental and emotional:
Physical:	Spiritual:
Spiritual:	Social:
Scenario 3: A teenager has experienced a major disappointment as a result of missing out on an opportunity they thought should have been their right and this makes them question what their values, how	Scenario 4: A student is cyberbullied for being seen as 'different' (mental and emotional wellbeing)

other people see them, and what they think is important in life (spiritual well-being)	
Mental and emotional:	Physical:
Physical:	Spiritual:
Social:	Social:
Scenario 5 (your choice):	Scenario 6 (your choice):

B1.2.2. Te Huia

Associate Professor Sonja Macfarlane (Ngāi Tahu; Ngāti Waewae) developed te Huia model for use in education settings like schools. Te Huia is based on te whare tapa wha, but with some differences. The four main ideas are called DOMAINS, and the ideas that support these domains are the 12 dimensions (NOT to be confused with the 4 te whare tapa whā dimensions). The 12 dimensions of Te Huia model are NOT used in isolation. To apply the model you need to firstly use the 4 domains, and then consider how some of the dimensions *relevant to the situation* may add depth and breadth of understanding to the domain.

	Domains			
	Hononga (Relational aspects)	**Hinengaro** (Psychological aspects)	**Tinana** (Physical aspects)	**Mauri** (Unique essence)
Dimensions	**Whānau** (Interdependence and connectedness)	**Motivation** (Inspiration and drive)	**Demeanour** (Appearance and body language)	**Cultural identity** (Pride and security)
	Whenua (Kinship and belonging)	**Emotions** (Thoughts and feelings)	Energy levels (Alertness and zeal)	**Attitude and spirit** (Manner and disposition)
	Friendships (Cooperation and empathy)	**Cognition** (Learning and understanding)	**Physical safety** (Respect for self and others)	**Potential** (Courage and confidence)

Use Te Aka Māori Dictionary (or another translation source your school uses) to give the approximate English translations of these terms:	Translation
Hononga	
Hinengaro	
Tinana	
Mauri	

How is this model **similar** to te whare tapa whā?	
How does this model **differ** from te whare tapa whā??	
Who do you think would be interested in using and model like this?	
What do you think are the main advantages of using this model?	
What do you think could be the disadvantages (if any) of using this model? *Perhaps think about this in comparison to other models have studied.*	
Do you think this would be a good model for you to use for your assessment? Why or why not?	

More about Te Huia model

Find a picture of a huia bird and copy and paste it here.	
The huia is now extinct. Locate a story that explains how it became extinct. *Hint: check out the story with the photo of the huia on Te Ara.* https://teara.govt.nz/en/natural-environment/page-5	
The huia has 12 tail feathers. How can you see this symbolism relates to the model?	
If the huia is now extinct, why do you think Associate Professor Macfarlane used the huia as the basis for her model?	
[Optional] What other New Zealand native bird do you think could be used symbolically for developing a health or wellbeing model? Copy and paste an image of the bird here and a little bit of the story about the bird that makes you think this could be useful to use as a model. *Hint: check out the Forest and Bird information about native birds.*	
Explain the main features on the hauora or wellbeing model you would develop based on the story of this bird. *See also Activity B1.3 designing your own model.*	

B1.2.3. Fonofale

Fonofale is a Samoan model developed by Fuimaono Karl Pulotu-Endemann.

Find an image of the Fonofale model online and copy and paste it here:

Provide a link to the source information about the model.	
Copy some brief text that explains the model if this is provided at the source you select.	
How is this model **similar** to ONE of the models you studied previously? Name the model and bullet point the similarities.	
How does this model **differ** from ONE of the models you studied previously? (It can be the same model that you used for the similarities question or another model.) Name the model and bullet point the differences.	
Who do you think would be interested in using and model like this?	
What do you think are the main advantages of using this model?	
What do you think could be the disadvantages (if any) of using this model? *Perhaps think about this in comparison to other models have studied.*	
Do you think this would be a good model for you to use for your assessment? Why or why not?	

B1.2.4. Other models

Your teacher may recommend considering other health models. For example:

Māori models	Pacific models	Asian models
Te wheke A model used by local iwi	Fonua (Tonga) Te Vaka Atafaga (Tokelau) Another Pacific model	Asia New Zealand Foundation: Cultural Diversity resources. Locate the **Health resources** on the list provided, download the pdf and go to page 15 to find a list of Asian models.

Using a similar process to the previous health models activities, complete the following task.

Name the model	
Provide a link to the source information about the model.	
If you can find it, name the person who developed the model and some information about them.	
Copy and paste an image of the model *if there is one* …	
And/or … Copy some brief text that explains the model if this is provided at the source you select.	
How is this model **similar** to ONE of the models you studied previously? Name the model you are comparing this one to and bullet point the similarities.	
How does this model **differ** from ONE of the models you studied previously? (It can be the same model that you used for the similarities question or another model.) Name the model and bullet point the differences.	
Who do you think could be interested in using and model like this?	
What do you think are the main advantages of using this model?	
What do you think could be the disadvantages (if any) of using this model? *Perhaps think about this in comparison to other models have studied.*	
Do you think this would be a good model for you to use for your assessment? Why or why not?	

B1.3 Designing your own health or wellbeing model

1. You can work by yourself to create your model, or you can work in small groups - 3 is suggested. Your teacher will provide guidance about this.

2. Look at a range of health models (see previous activities about Māori, Pacific and other health models).

- Note the imagery used and the relevance of this.
- Note the dimensions and the association of these with the image.
- Note any explanations of the model – the symbolism, analogies, cultural meaning, etc.

3. Think about the sort of imagery that is meaningful to you. It could be:

    - Something from nature – animal, plant, landscape/place
    - A traditional cultural artefact (object)
    - A contemporary artefact (object)
    - A symbolic representation – pattern, iconography
    - Other?

4. Be thinking about how your image says something about health and wellbeing and how you will relate parts of the image to your selected dimensions to create your 'model'.

5. If you are working in a group, reach agreement about your selected image.

6. Discuss which dimensions of health and wellbeing are important to include. You can do this if you are designing your own model or working in a group. You can recycle ideas from existing models and/or decide your own dimensions. TRY to associate each dimension with a part of the image. If you are working in a group, reach an agreement about which dimensions your model will include. Include a minimum of 4 dimensions – more is fine.

7. **Create your model** using the materials provided in class – or use any of your own drawing equipment. Either:

    - Draw your model on paper and take a photo of it with your phone. Copy and paste the jpg image into the assessment template. OR
    - Create your model digitally, save as a jpg or other format and paste this into your learning journal.

8. **Name your model** – something that captures the nature of the image or the reason for it.

9. **Other points:**

    - Use own/home languages if you wish. Provide a translation/key to support others to understand your model.

10. Make notes about the reasons for your design decisions.

11. **Describe how the various dimensions of your model relate to aspects of your wellbeing.**

B1.4.1. Te ao Māori concepts – whanaungatanga

Whanaungatanga

Te Aka Māori dictionary definition: *relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group. It also extends to others to whom one develops a close familial, friendship or reciprocal relationship***.**

Find 3 more definitions of whanaungatanga. Note the source of this information. Try to find at least one definition from a source (a group or and organisation's website) close to where you live or go to school.

Definition	Source
1	
2	
3	

Select one of the health models you have studied.

Name of health model	
Main aspects/parts/dimensions of the model (list these in the rows below)	**Describe how a sense of whanaungatanga relates to each of these directly or indirectly.**

You may explore the concept of whanaungatanga across a range of contexts in your Health Education course.

The term '**whakawhanaungatanga'** is the ***process*** *of establishing relationships, relating well to others*. **Whakawhanaungatanga** requires some form of action to be taken or skills to be used. When learning about strategies that enhance hauora wellbeing (Part D of the Learning Journal and Workbook) you will find many of the skills you learn about contribute to whanaungatanga.

B1.4.2. Te ao Māori concepts – manaakitanga

Manaakitanga

NCEA definition: *the process of showing respect and care; reciprocity between people, living things, and places.*

Te Aka Māori dictionary definition: *hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others.*

Note that the term '**manaaki'** means support, hospitality, caring for. This is derived from:
'**mana**' = prestige, authority, pride, having positive sense of self concept
'**aki**' = to cherish or nurture
Professor Melinda Webber (Ngāpuhi, Ngāti Hau, Ngāti Kahu, Ngāti Whakaue) describes manaaki as doing things that cherish a person's mana.

Adding the suffix **'tanga'** shifts the meaning to focus on the process of showing respect and care (etc). To show manaaki requires some form of action to be taken or skills to be used. When learning about strategies that enhance hauora wellbeing (Part D of the Learning Journal and Workbook) you will find many of the skills you learn about contribute to manaakitanga. Te Aka Māori Dictionary states that when 'tanga' is used as a suffix (word ending) it makes verbs into nouns, sometimes called derived nouns. These nouns usually mean the place or the time of the verb's action.

Find 3 more definitions of manaakitanga. Note the source of this information. Try to find at least one definition from a source (a group or an organisation's website) close to where you live or go to school.

Definition	Source
1	
2	
3	

Select one of the health models you have studied.

Name of health model	
Main aspects/parts/dimensions of the model (list these in the rows below)	**Describe how a sense of manaakitanga relates to each of these directly or indirectly.**

You may explore the concept of manaakitanga across a range of contexts in your Health Education course.

B1.4.3. Te ao Māori concepts – tiakitanga

Tiakitanga

Te Aka Māori dictionary definition: *guardianship, caring of, protection, upkeep.*

Kaitiakitanga
Te Aka Māori dictionary definition of the term **'kaitiakitanga'** *guardianship, stewardship, trusteeship, trustee.*

Te Ara Encyclopedia of New Zealand says **kaitiakitanga** means guardianship and protection. It is a way of managing the environment, based on the Māori world view.

In Health Education the term 'tiakitanga' is more applicable for contexts like mental health and relationships and sexuality education topics. Tiakitanga can talk more broadly to considerations of as caring and protection of people and not just guardianship of the environment that most explanations of kaitiakitanga focus on. For example:

Te Taumutu Rūnanga talk about tiakitanga as *to guard, tend, watch for, care, protect, conserve, look after and maintain.* A *kiatiaki is the term used for the person, or people, who looks after or cares for something.*

They provide an example of the application of tiakitanga in their resource *Te Tauwhakaaro ki Ngā Ūara Māori – Student voice matching activity.*

"Tiakitanga is the concept of guarding, looking after, preserving, fostering, protecting and/or sheltering something. The application of tiakitanga is wide, ranging from the care and wise management of the environment and its resources, through to guarding and/or protection of an individual, whānau, kōrero~story, waiata~song or a physical item."

Select one of the health models you have studied.

Name of health model	
Main aspects/parts/dimensions of the model (list these in the rows below)	**Describe how a sense of tiakitanga relates to each of these directly or indirectly.**

You may explore the concept of tiakitanga across a range of contexts in your Health Education course.

B1.4.4. The Pacific concept of vā

Explaining Vā

The va, va'a or vaha is a pan-Pacific notion that describes the spatial and relational context within which secular and spiritual relationships unfold. Social, spiritual, and relational contexts allow for personal and collective well-being and growth through knowledge generation, social action, and cultural transformation. In Teu Le Va, relationships are given space and valued so that all involved may benefit (Melani Anae, 2007).
Source: Tapasa support materials

The table below features information from the NCEA Pacific Values Framework (PVF), PVF Workbook, and PVF Learning Area Guides.

Pacific Values Framework (PVF)	Understanding our values: In Health & Physical Education	Our values in practice… examples
Alofa In Samoan, Alofa means 'love'. While love is a universal value and underpins much of what people do - in an education context, expressing Alofa also means maintaining high expectations of Pacific learners, their whānau and communities. It is critical that Pacific learners feel that they have a voice in how and what they learn and can participate in decisions which impact them. This means upholding the mana of the learner and understanding that teaching and learning should be reciprocal, acknowledging that the knowledges, experiences, skills, and values of Pacific learners, their whānau and communities are inherently valuable to their learning.	Alofa might be defined as care and respect for the holistic health and well-being of self, others and the community.	Alofa in HPE might include teachers and learners engaging in talanoa with local knowledge holders on relevant but sensitive issues, such as food sovereignty, non-communicable diseases, and equitable access to healthcare.
Kuleana In Hawaii, Kuleana is understood as 'responsibility'. This value or concept implores us to think about both the individual, and collective responsibility to design programmes of learning in NCEA that are inclusive of Pacific learners and contexts. In turn, this will support Pacific learners to then pursue meaningful pathway that enable them to fulfil their own Kuleana to themselves, their whānau, peers, teachers, school, community and wider society.	Kuleana might be understood as responsibility to oneself, one's family and peoples to maintain the health and wellbeing in the household and community.	Kuleana in HPE Education might be the creation of a family wellbeing plan, including exercise and nutrition, over the course of a month, and equipping students with the capacity to put this into practice. Another example could be understanding one's place and responsibility to their sports team to enhance the performance of the unit as a whole.
Vā Vā is widely understood across New Zealand Pacific communities as 'Sharing, giving, creating, and navigating space'. Vā speaks to relationships as being of the utmost importance to Pacific learners. Pacific peoples often connect with others "through our hearts before we connect through our heads" (Fitisemanu, 2015) points	Vā might be nurturing relationships inside and outside of the classroom. This includes creating a culture of care within groups as well as valuing self-care.	Vā in HPE might include learners examining the importance of the vā in hauora and creating a diagram of their own community of care, indicating all of the relationships that help

out. Looking after the Vā is caring for the relationships in our classrooms and communities. When applied to teaching and learning, Vā could be applied as a conduit for understanding the differences and similarities within and between individuals and/or groups, shared environments, history, genealogy, and responsibilities – to each other, our environments, families, communities, and ourselves		them sustain their wellbeing. This might include relationships with places and objects.
Vaka Vaka in many Pacific languages means 'canoe'. The analogy of a Vaka highlights Pacific navigation and way-finding, and the innovation, creativity, and courage of Pacific peoples to determine their own pathways, journeys, and stories. This value encourages us to understand who and where we come from in order to inform how we move today to influence tomorrow. It is important to also understand the diverse stories of Pacific peoples and recognize that the diversity of cultures, languages, and identities also need to be reflected in our approaches to teaching and learning of Pacific learners and the many pathways that our young people may pursue.	Vaka could be understanding the importance of the journey to pursue excellence and accepting that this will require practice and learning from mistakes in order to improve and achieve success.	Vaka in practice might be a collaboration between learners in interpreting and presenting their understandings of the Fonofale model for health and wellbeing. These presentations may be oral, visual or written. In their model, they might give examples from their own cultures of the different parts of the fale, and how this relates to their health and wellbeing.
Fonua In Tongan, Fonua, relates to land and people but traditionally, refers to the placenta as a symbol of birth and safety. As a concept, Fonua highlights the importance of belonging and connectedness to both the people and place of learning, as well as the learner's own journey as a Pacific person. It is important to consider that for many Pacific learners, regardless of where they were raised, a sense of belonging and connectedness is critical to their education. For many Pacific learners, making meaningful connections to one's culture, language, histories or land is critical in shaping a positive learning experience. Pacific learners should feel a sense of belonging and that they have "a place to stand" where they feel secure, safe, respected and accepted for who they are, where and who they come from, and what they bring.	Fonua might mean understanding one's own heritage and identity and how this will support a holistic understanding of their health and wellbeing.	Fonua in practice might begin with an investigation of cultural identity, and the wellbeing customs and traditional practices of Pacific peoples in their homelands.

Exploring the concept of vā

Using the guidance provided in the PVF above about the use of the concept of vā in Health and PE, create a diagram of your relationships within your own community of care.

Pay particular attention to all the relationships that help you sustain your wellbeing. This can include relationships with **places** and **objects**, as well as the more obvious **relationships with people**.

- Choose the way you want to graphically depict your ideas.
- Your image can be created by hand or digitally.
- Use imagery and/or symbolism relevant to you.

Insert a copy of your image here:

Using ideas from the PVF, how do you see the other concepts of the PVF linking with your learning in Health Education?	For example, think about ways some of these ideas might relate to learning about a health model, how they link to the concept of hauora, or how they relate to a particular Health Education topic you have studied.
Alofa	
Kuleana	
Vaka	
Fonua	

B2. Exploring teenage hauora and wellbeing

Preparation and resources

Your teacher will direct you to the investigations that you need to complete about the application of a health model to an aspect of hauora and wellbeing. This selection should relate to topics you have studied. **These investigations aim to help consolidate (*bring all your ideas together into one overall understanding*) and summarise your learning about these topics.**

If the activities provided do not include an issue you are interested in, there is also the opportunity to carry out your own inquiry in B3.1.

Each of the following activities in this section contain:

- **A health or wellbeing situation** that you will use as the basis for your investigation.
- Where required - instructions for compiling a collection of **resource material** related to the topic. Links are provided for these materials, and/or your teacher make suggest other resources for you to use. You may also have knowledge of other suitable topic-related materials that you can use from prior learning. Create a digital folder of these useful materials.
- *Some* activities have an **additional task** to help process what is in the resources and in some cases, a scenario. If no further activity is provided, go straight to the summary template.
- **A template** for summarising the main ideas for your investigations. The questions and tasks in the template are intended to help you organise your learning, in preparation for your assessment. ***Please note that to complete these summary templates well, it is best that you draw on previous learning, as well as the materials and the task provided in the Learning Journal and Workbook.***
- In most cases the selection of a **health model** is part of the investigation process. Only a small number of investigations will recommend the use of a particular health model for the activity.

Task instructions

Use the instructions with each activity to help prepare a summary of your investigation. Use the template shown below – and as provided with each activity – to summarise the key ideas about application of the model to an aspect of hauora and wellbeing.

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health, Relationships and Sexuality, and/or Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

• List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below. • Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.		
1		HOW hauora is affected

		WHY hauora is affected
2		HOW hauora is affected WHY hauora is affected
3		HOW hauora is affected WHY hauora is affected
4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.1. Identity *(mental health and relationships and sexuality education)*

Resources

Sexuality and gender identity

- Youthline - use the links to other sources from this site https://www.youthline.co.nz/sexual-orientation--gender-identity.html
- Navigating two tides (Pacific rainbow identity) https://interactives.stuff.co.nz/2022/04/navigating-two-tides/
- Gender diversity - Māori and Pasifika gender identities - Takatāpui by Johanna Schmidt

Te Ara - the Encyclopedia of New Zealand stories:

- Ngā tuakiri hōu – new Māori identities by Rawiri Taonui,
- Tongans - Pacific Islands identity by Melenaite Taumoefolau
- Samoans - Culture and identity by Lupematasila Melani Anae

Your teacher may provide you with other materials focused on identity

Definition: American Psychological Association states that identity is …
an individual's sense of self defined by a set of physical, psychological, and interpersonal characteristics that is not wholly shared with any other person and a range of affiliations (e.g., ethnicity) and social roles. Identity involves a sense of continuity, or the feeling that one is the same person today that one was yesterday or last year (despite physical or other changes). Such a sense is derived from one's body sensations; one's body image; and the feeling that one's memories, goals, values, expectations, and beliefs belong to the self. Also called personal identity.

There are different bodies of knowledge that contribute to our understandings of identity. For example:

- In universities the most widely known one would be through the study of psychology.
- We can also understand identity through indigenous knowledge and other cultural knowledges.
- Popular culture has also shaped the way we think about 'identity'.

In Health Education, ideas about identity can relate to Mental Health and Relationships and Sexuality Education.

Using your general/personal knowledge (and common sense) map out a range of ideas to highlight how identity, and mental health and wellbeing, are linked. Include some ideas related to culture and ethnicity.

Insert your map here.

Identity and Culture

Identity is different to culture although cultural identity is a major and important part of understanding identity.

A basic definition of 'culture' is that it is about the ideas, customs, and social behaviour of a particular people or society.

When **StatsNZ collects** data about New Zealanders through each census they are focusing on information about New Zealanders' way of life. Culture is about how people act and what they believe. Measures of culture for NZStats purposes include: languages spoken, people's sense of belonging, religious affiliation, participation in cultural activities, trust and participation in government, the wellbeing of different groups.

The key difference is that *identity* is about an **individual person's sense of themselves**, *culture* is about the **ideas, customs, and social behaviour** of a **particular group of people or society.** Culture (in all forms) shapes and influences aspects of a person's identity, and in many different ways, so it's not surprising that the two ideas often go hand in hand with each other.

Aspects of an individual person's being. Imagine you had to describe yourself in some detail to another person that doesn't know you. Which of these ideas would you include as part of describing your 'identity'? Highlight these (or delete the ones you wouldn't use). Y*ou may need to find out what some of these ideas refer to.*	Of the items you select, how would you identify yourself? Overall be thinking about how you would answer the question *"who am I?".*	Thinking about the aspects of identity you selected, how do these aspects of your identity link in some way to your hauora and wellbeing – answer this an 'overall' statement.
Biological sex		Mental and emotional wellbeing Spiritual wellbeing Social wellbeing Physical wellbeing
Gender		
Sexuality		
Age		
Ethnicity		
Culture		
Nationality		
Country of birth		
Where you live		
Wealth or socio-economic status		
Physical appearance *e.g. skin colour, hair colour, eye colour, body size, and/or body shape.*		
Language(s) spoken		
Physical health status		
Mental health status		
Physical ability		
Neurotypical or neurodiverse		
Religion		
Intelligence		
Values and beliefs		
Hobbies		
Sporting interests		
Creative interests		
Your position in your family		
Your family structure		
Add other ideas		

Something to think about – filling out forms that ask for your sex or gender

Questions	Your thoughts and ideas
When we fill out form to register or apply for something, we often get asked about our (biological) sex or gender. Try to think of a recent example of a form you filled out. Were you asked for your sex or your gender?	
Did you stop to think why they were asking for your sex or your gender? And regardless of the words they used, what were you thinking of when you answered – your biological sex or how you see yourself as a matter of gender?	
Do you think most people make a distinction between biological sex and their socially constructed ideas of gender? Why or why not?	
Whether you were asked for sex or gender, what options were given/what words were used (e.g. male, female, other gender, etc) – most forms will ask you to tick a box according to what *they* want to know.	
Do you think it matters what you are asked for? Why or why not? Who might it matter for – perhaps more than others?	
Have you ever encountered a situation where it made no sense for you to be asked your sex or gender? If so, what was this?	
Why do the likes of banks or schools or health services or (name another organisation that collects your data) need to know your biological sex or your gender?	
What do you think you would do if you objected to being asked your biological sex or gender (e.g. it had nothing to do with what you are responding to or applying for), or you objected to the way it was being asked?	

You might like to think about repeating this thinking activity around the way some forms ask you to identify your ethnicity, nationality, or culture.

Exploring the identity and wellbeing of others (1)

Select **three** people from very different walks of life – media celebrities, entertainers, authors, musicians, sports people, politicians, social commentators, people held in high esteem for their good work, cultural leaders, people who have become champions for a cause based because of the marginalisation (or discrimination) of their identity, their health status, or abilities etc.

- One of the people can be a fictious character from a film, story, or game if you wish.
- Perhaps think about including someone who is known because they have made known their identity as a way to help others in a similar situation – for example people with diverse sexuality or gender identities, or people living with a particular health condition, or physical or neurological ability.

Make sure they are in the public arena as you will need to find a photo and some information about them.

Insert a thumbnail size picture of them below.	How would you describe the identity of this person?	Based on some of the information you can find about the person when they have been interviewed or written about, how do you think they would describe their own identity?	Based on what some of this information seems to be suggesting about the persons wellbeing, how would you link ideas about their identity to their wellbeing? You only need to focus on the aspects or dimensions of wellbeing that feature in the information you are using.
1			
2			
3			

Using avatars in video games is a feature of role-playing games. One of the things that makes these games popular is this idea of playing the part of someone else. Why do you think some people like playing games where they get to play a different character to the person they are in real life?	
Find out which 'identities' are protected under the New Zealand Human Rights Act. *Hint: find out the circumstances under which it is illegal to discriminate against people in New Zealand.* Use an online search and include a URL to the source you select as this information appears in a number of places.	
In Health Education we pay a lot of attention to sexuality and gender identity, and also the way ethnic and cultural identities intersect with these ideas. Think also about the ways some young (and older) people identify themselves in the way they belong to a subcultural group e.g. a group of gamers, of skateboarders, a gang, etc. What are some examples of the ways that young people 'identify' themselves in relation to the activities they participate in or groups they belong to? Try to think of ones relevant to your community. Do you think these group affiliations and associated identities support wellbeing or not? Why is this?	

Exploring the identity and wellbeing of others (2)

Select one of the readings about sexuality and gender identity or cultural identity from the resource list for this activity. Your teacher may support you to read these with a literacy strategy.

'Test' the usefulness of te whare tapa whā and Te Huia models for summarising the links between identity and wellbeing by noting examples of each dimension (te whare tapa whā) and domain (Te Huia) indicated in the material you select.

Te whare tapa whā – dimensions	Te Huia – domains
Taha whanau Ideas related to social wellbeing	Hononga Relational aspects
Taha hinengaro Ideas related to social wellbeing	Hinengaro Psychological aspects
Taha tinana Ideas related to physical wellbeing	Tinana Physical aspects
Taha wairua Ideas related to spiritual wellbeing	Mauri Unique essence

Did either of these models provide more opportunity than the other for linking ideas about identity to hauora and wellbeing? If so which and why was this? If not, why do you think this is the case?	

Identity

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.2. Enhancing mana *(mental health)*

Te Aka Māori Dictionary definition of **Mana** - *prestige, authority, control, power, influence, status, spiritual power, charisma*

Resources

Mana: The power in knowing who you are - Tame Iti (video)

Mana by Chris Winitana, and Cleve Barlow, Treaty Resource Centre – He Puna Mātauranga o Te Tiriti (this is a more detailed article which compiles a number of readings and extracts about mana)

The meaning of mana by Chris Winitana, New Zealand Geographic (article)

A framework for mana-enhancing communication is provided by the Mental Health foundation. It is designed more for workplaces but you may find a use for it in other situations.

A long time ago, Te Raukura (Maniapoto) considered there to be three kinds of mana:

- **Mana whenua** – everyone is born with mana whenua – it's what you get from your land, your tūrangawaewae
- **Mana tūpuna** – everyone is born with mana tupuna – that's the mana you get from your ancestors
- **Mana tangata** – comes from how you develop as a person, it's your individual mana.

More recently, Professor Melinda Webber (Ngapuhi, Ngāti Hau, Ngāti Kahu, Ngāti Whakaue) has described mana this way:

- **Mana whakaheke** – the mana a person is born with which comes from the whakapapa or genealogy of a person *(whakaheke = to hand down, bequeath, pass down)*
- **Mana tuku** – the mana that the people give you in recognition of your deeds or actions *(tuku = to relinquish, cede, grant, gift)*
- **Mana-ā-rōpu** – group mana such as the mana of a marae, or a group that has been successful in a performance or a sporting competition *(rōpū = group, party of people, company, gang, association, entourage, committee, organisation)*

You can read more about these forms of mana in a resource called Mental Health Education and Hauora by Fitzpatrick, Wells, Tasker, Webber, Reidel – go to page 128-129 of this digital book.

Based on the information above, and a selection of the material in the resources section, how would you explain the way mana is a part of a person's hauora and wellbeing? *What are the links between mana and hauora/mental health/wellbeing?* You can think about mana overall, and/or in relation to its parts.	

Professor Melinda Webber also developed a model to help teachers support the wellbeing of their students – see also the preparation activity in the 'what helps me to learn' section (Activity A3.2).

The main ideas from the mana model are provided below.

Parts of the mana model Ākonga = students or learners	If a teacher (or someone else) supported a young person this way, how would this support their hauora and wellbeing? Try to link these ideas to either: mental and emotional, social, spiritual, and physical wellbeing (te whare tapa whā model); OR hononga, hinengaro, tinana, and mauri (Te Huia model)
Mana ūkaipō develops when ākonga feel connected to the place where they live and learn. ***Ūkaipō*** *(noun) in this context refers to origin, real home. It can also mean mother, source of sustenance.*	
Mana tū develops as ākonga gain the qualities and the skills that they need to understand and respond to difference, complexity, and adversity. ***Tū*** *has various meanings depending on the (grammatical) context it is used: e.g. (noun) position, stand, stance, or (verb) to stand, take place, set in place, establish, hold, convene.*	
Mana tangatarua develops when ākonga have the skills, knowledge, and confidence to navigate two or more worlds. ***Tangatarua*** *translates as 'two peoples, together in one place in one land'.*	
Mana motuhake develops when ākonga believe that they can achieve at school and be successful – by setting goals, working hard, being persistent, and taking responsibility for themselves. ***Motuhake*** *(verb) means to separate, set aside, position independently, be stand-alone, or (as used as a modifier) separated, special, distinct, independent, unattached.*	
Mana whānau is critical; it is the foundation for the development of the other four kinds of mana. Mana whānau develops when ākonga know that they are accepted and valued within their whānau – including their school whānau. *Whānau (noun) extended family, family group, a familiar term of address to a number of people - the primary economic unit of traditional Māori society. In the modern context the term is sometimes used to include friends who may not have any kinship ties to other members.*	

Enhancing mana

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	*Try using Associate Professor Macfarlane's Te Huia model for this activity – see Activity B1.2.2.*
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.3. My Tūrangawaewae *(mental health)*

Te Aka Māori Dictionary d**efinition of turangawaewae** *domicile, standing, place where one has the right to stand - place where one has rights of residence and belonging through kinship and whakapapa.*

Tūranga = *stand, position, situation, site, foundation, stance*
Waewae = *leg, foot, footprint*

The ideas in this definition can be linked with mental health education.

Resources

- My Tūrangawaewae by Georgina Barnes – School Journal June 2023
- Describing Your Tūrangawaewae: A Writing Activity With Year 7-8 Writers.
- See if your school library has a copy of the book ***Tūrangawaewae; Identity and Belonging in Aotearoa,*** by Ella Kahu, Helen Dollery Te Ra Moriarty and Richard Shaw.

Introduction

Source at least one of the materials in the resources list (or your teacher may direct to other materials used as your school to explore the idea of tūrangawaewae):

- Read the School Journal article;
- Have a look at the writing activity; and/or
- Browse the book.

Your task is to create your own visual image that says something about your tūrangawaewae. You can choose to do this with a group where you tūrangawaewae might be your local community, for example.

You can create a poster, a zine, and e-book or use some other way to communicate your ideas visually.

Things you could include in your 'My tūrangawaewae' image:

- Photographs or drawings of your turangawaewae
- Whakataukī or other sayings that have meaning for you related to your tūrangawaewae
- Snippets of history related to your tūrangawaewae, and your family connections and ancestry associated with the area (if appropriate)
- Images related to ideas of kinship (a sharing of characteristics or origins), and/or ancestry (if this includes photos of family members make sure you have permission to use these).
- Artefacts (things like cultural imagery), or particular features of the land and environment associated with your tūrangawaewae that remind you of your sense of place in the world.
- Words or kupu that reflect your thoughts and feelings about having knowledge of your tūrangawaewae.

As you complete your image be thinking about which model of health you are going to use to make links between **having a sense of knowing about your tūrangawaewae** and your **wellbeing**.

Summarise these ideas in the following template.

Take a photo of your image and file in your Learning Journal.

My Tūrangawaewae

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.4. Managing changes and building resilience *(mental health)*

Resources

The Lowdown – use the 'Explore' options on the homepage to look for topics related to changes in young people's lives

Youth Development Strategy Aotearoa (2002) – although this is an old resource it is still highly relevant for today.

Information

Resilience
Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

A number of factors contribute to how well people adapt to adversities, including the ways in which individuals view and engage with the world, the availability and quality of social resources, and specific coping strategies.

Psychological research demonstrates that the resources and skills associated with resilience can be cultivated and practiced.
American Psychological Association, adapted from the American Dictionary of Psychology.

Teenage lives can change in many, different ways. This is a normal part of growing up. The way changes affect hauora and wellbeing varies from person to person. Managing change in a positive, helpful, and healthy way restores hauora and wellbeing after a change has happened. However, to be able to bounce back from a major change or continue to cope with highly stressful or adverse conditions, requires many supporting factors.

- We call the factors that get in the way of people being able to manage change and stressful life situations (and often make things worse) **'risk factors'.**
- We call the factors that help people to manage change and stressful life situations **'protective factors'.**

What are some examples of major life changes that a teenager might experience?	
What sorts of life circumstances might mean some teenagers live with adversity (hardship) for an ongoing period of time?	
Optional: For the following activity you might like to think about one of these situations as you respond to the questions about the impact on hauora and wellbeing. Name this situation here.	

Risk factors

If a teenager has experienced a major change or loss in their lives, or if they live in continually stressful situations like conflict or poverty … *Select 5 of these to focus on.*	…. How could these **risk factors** add to the negative impacts on their hauora and wellbeing already experienced from the change they experienced or the adverse situation they live in? *Across your 5 selected risk factors, try to make links with each of mental and emotional, social, spiritual, and physical wellbeing.*
Truancy, academic failure and dropping out of school	

Heavy use of alcohol and other drugs, especially where this is self-medication	
Experiencing divorce while growing up	
Chronic marital conflict, particularly where it is in front of the children, destructive and/or involves violence	
Multiple problems or disadvantages in the family, including poor accommodation, mental health problems, unemployment, violence, addiction, crime and poverty	
Chronic illness, mental health or behaviour or learning problems	
Transience high mobility (*moving around a lot – different homes, different schools etc*),	
Sexual abuse as well as emotional, physical and verbal abuse, bullying or neglect	
Low self-esteem, poor social or coping skills	
Low income in the family	
Parenting that is: overly harsh; sets insufficient boundaries; inflexible with regard to changing needs with age; overly permissive; abusive; violent; and neglectful	
Lack of social support from family, neighbourhood and wider community	

Protective factors

If a teenager has experienced a major change or loss in their lives, or if they live in continually stressful situations like conflict or poverty … *Select 5 of these to focus on.*	…. How could these **protective factors** support their hauora and wellbeing while they are managing the change or coping with and adverse living situation? *Across your 5 selected protective factors, try to make links with each of mental and emotional, social, spiritual, and physical wellbeing.*
Involved in extracurricular activities and having many interests and hobbies	
Neighbours and local people who watch out for young people and provide supervision, informal limit setting and support	
Faith that life has meaning, optimism, aspirations, hopes and plans for the future	
Meaningful employment (especially for older teenagers)	
Mainly law-abiding friends with positive interests	
Attachment to the community and one's culture	
Thinking skills, including problem solving and seeing things from others' perspectives	
Staying longer at school and achieving well	
Safe, supportive neighbourhoods	
Positive social interactions with other people, and especially with a significant adult other than a parent.	
Local people who provide work opportunities after school and recreational opportunities	
A crime-free environment	
At least one close friend	
Parenting that combines warmth with clear limits and firm consequences	

Large network of social support from wider family, teachers, school, workplace, church, youth organisations and leaders	

Use a combination of these ideas to help complete the following summary template.

Managing changes and building resilience

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	

In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.5. Substance use; Alcohol, vaping, cannabis, and/or caffeinated energy drinks *(mental health)*

Understanding the impacts of substance use is part of mental health education. Although substances have obvious effects on physical health, we are more interested in the mental and emotional, and social reasons that influence people to use substances, and the impact of substance use (positive and negative) on these and other aspects of hauora and wellbeing.

Resources

- Alcohol - Amoiha te Waiora see for example impacts of alcohol
- Vaping – Vaping the facts
- Cannabis - New Zealand Drug Foundation Te Puna Whakaiti Pāmamae Kai Whakapiri (and use other links from this site)
- New Zealand Nutrition Foundation Behind the hype: Energy drinks - Caffeinated energy drinks

You can also search for other materials online. If you are selecting other websites for information, please ensure these are reputable sources and try to use sites relevant to New Zealand.

Your teacher may also direct you to documentaries or other video resources related to the substance you select for this activity.

- For example The REAL Drug Talk

Select one substance for the investigation. Note that you can repeat this activity for more than one substance.

- Alcohol
- Vaping
- Cannabis
- Caffeinated energy drinks

A main source of information for each substance is provided in the resource section above.

In addition to this main source, find 2-4 other New Zealand specific items containing information related to the selected substance e.g. a news item. List these sources here.	List the URL links to these sources here
1	
2	
3	
4	

Select the health model you are going to use as a way to reflect on the impacts of substance use on health and wellbeing.

Health model selected	Reason for the selection of this health model

Create a poster showing how each aspect of health and wellbeing (featured in your selected model) is affected by using the named substance.

- Think about how the use of the substance impacts the different aspects (dimensions) of wellbeing directly or immediately.
- Then think about how you will show cause and effect type relationships where the immediate impact goes on to affect another aspect of wellbeing.
- Add in ideas about short- and long-term impacts of the substance on hauora.
- Consider positive and negative impacts of some substances.
- Also consider indirect impacts e.g. the impacts of breaking the law or school rules and getting into trouble over substance use.

Substance use; Alcohol, vaping, cannabis, and/or caffeinated energy drinks

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.6. Friendships and other social connections *(mental health)*

[Optional] Numeracy task:
New Zealand data about friendships

Log onto the CensusAtSchool website to explore the data. In 2023 almost 40,000 students, mostly in years 8-11 (about 10–16-year-olds), took part in the CensusAtSchool survey.

To explore the data:

- Click the orange 'sample' button
- Tick the box to agree to the conditions and then select the data you want to look at.
- Go to '3. Select variable' and click on 'Specific variables'.
- Scroll down the list to find **'Close friends'** under the 'Opinions' heading. Click on this option.
- Note that you can also select year levels, gender, and region under '2. Select subpopulation' if you want to explore similarities and differences within these groups.
- Under '5. Select sample size', enter 1000.
- From there you can export the data and save it as an Excel file to analyse using the functions in Excel. Alternatively, if you click on the green database button instead of the orange sample button at the start you can use the analysis tools within the CensusAtSchool website.

Find out answers to questions like:

- How many students say they have 1-2 friends or 3-5 friends, or more than 5 friends?
- What was the most common answer to the question 'how many close friends do you have'?
- How many students said they had no friends? *Why would we be concerned about from a wellbeing perspective?*
- Some students say they have 10 friends or more. *What do you think 8–16-year-olds understand a 'close friend' is? Do you think a younger person has a different ideas about close friends to an older teenager? Why or why not? Do you think people actually have this many close friends? Why or why not?*

If the data raises other questions, investigate these to find an answer.

Relationships in general

Relationships are about our associations and interactions with other people. The nature of these relationships varies greatly such as those that are very close and intimate, where we have strong and deep feelings about another person, to those that are more distant, where we may know a person but have few if any feelings about them.

On the continuum below, identify the sorts of people you would put into each main grouping or your relationships. Think of people like your best friend, parents and other family, your classmates and peers at school, teachers, doctor, community people you know etc.

The sorts of people I have a very close relationship with and deep feelings for	The people I have a relationship with, but I am not that close to them and my feelings for them are not particularly deep	The sorts of people I know and interact with but have few if any feelings for

Recalling ideas about friendships	Your ideas
As a special type of relationship, how would you describe a friendship? How are they similar and different to other sorts of relationships?	
What sorts of people do we have friendships with? (Think for example about other people our own age, people who are older or younger, people of the same and opposite sex, and family members).	
Do you think of your parents as being your friends? Why or why not?	
Do you think of your brothers and sisters as your friends? Why or why not?	
In your opinion, is there a difference between 'friends' and 'mates'? Explain why or why not.	
As a teenager, why are your relationships with friends important?	
Do you think couples (people in a committed partnership which is another sort of relationship) like boyfriends and girlfriends (same and opposite sex), and married people are 'friends? Why or why not?	

Qualities of friendships

A 'quality' is an important feature, characteristic or attribute – some we value about a person or a thing. The qualities we see in other people are due to factors like their disposition and behaviours, attitudes, values and beliefs, etc.

- Complete the table below by rating each possible friendship quality as 'high', 'medium' and 'low' according to how important you think it is in a friendship.
- For each of the qualities you said are 'high' importance, state why it is an important quality for your friendships. (Think of what the quality adds to your friendships.)

Possible friendship qualities	(a) Level of importance for you – high medium or low?	(b) For each of the qualities you said are 'high' importance, state why it is an important quality for your friendships.
Loyal e.g. always supports you		
Honest, reliable, dependable and trustworthy		
Fun to be with and brings out the best in you		
Sharing and cooperative		
Physical attributes such as fit, slim, tall, athletic, good looking		
Interested in you and a good listener		

Intelligent		
Sensitive, helpful and caring		
Outgoing and confident		
Tolerant, understanding and forgiving		
Good communicator		

Barriers to friendships

A barrier is anything that can get in the way of a good friendship. Think of a barrier as being like a wall that gets in the way, and one we need to break down to be able to form, develop and maintain our friendships. In the wall below, list a range of barriers that can get in the way of teenage friendships.

What do you think are the most difficult barriers that teenage friendships encounter? Why is this?	
What can people do in their friendships to help overcome any barriers that they might face? See Section D skills for much more on this.	

Friendships and well-being

Friendships can significantly affect people's well-being. Friendships during the teenage years are particularly important as they help young people to come to understand who they are and what is important in their lives. If a friendship is going well, it is likely to have positive effects on well-being. If a person is having problems within their friendships, their well-being can be impacted negatively.

In the spaces below, describe examples of how friendships can impact on an individual's well-being. ***Some of these impacts may come as a consequence of other effects on well-being, and not directly from the friendship itself, or they may relate to things friends do together or for each other.***

Social well-being	Mental and Emotional well-being
Physical well-being	**Spiritual well-being**

Friendship scenario

Read the scenario and respond to the tasks that follow.

Scenario:
Jack and Mila are 15 years old. Mila's parents separated several years ago and she has moved around a lot of houses and towns in her life. She is quiet and shy and has no brothers or sisters. Mila moved into the house next door to Jack almost three years ago at the start of year 9. She and Jack have been good friends since then. Jack is popular and well-liked at school, and he is sporty and plays the guitar. Jack and Mila have similar interests in music and sport, and they share friends in common and both go to the same high school. For the whole time they have been friends they have always walked to and from school together and have been in the same mixed gender friendship group. Recently however, Jack has been spending time with other musicians in the school. He has also started to develop feelings for a girl in his class and they are spending a lot of time together in and out of school. Mila feels like anoutsider in the group when Jack is not around and is really missing having him around. She's also wondering if her acceptance by their group of friends was really about Jack's popularity than considering her a genuine friend.

Describe two qualities that you think Jack contributes to the friendship	Describe two qualities that you think Mila contributes to the friendship
1 2	1 2
Describe two possible barriers to this friendship going forward	1 2
Describe two changes that this friendship has undergone and explain how this change could be affecting the friendship.	1 2
How are the changes to this friendship affecting Jack's wellbeing? *As before, some of these impacts may come as a consequence of other effects on well-being, and not directly from the friendship itself, or they may relate to things friends do together or for each other.*	Social wellbeing Mental and emotional wellbeing Spiritual wellbeing Physical wellbeing
How are the changes to this friendship affecting Mila's wellbeing? *As before, some of these impacts may come as a consequence of other effects on well-being, and not directly from the friendship itself, or they may relate to things friends do together or for each other.*	Social wellbeing Mental and emotional wellbeing Spiritual wellbeing Physical wellbeing

Film or TV programme analysis of a friendship

You may have opportunity to view part of a film or TV programme to analyse the features of a friendship – what supports the friends and what gets in the way. If this is a case, make a summary of these features and how they impact one or more aspects of hauora and wellbeing.

Name of film or TV programme (or other video)	
Names of the friends the analysis focuses on	
What qualities support this friendship?	
Which aspects of wellbeing are affected positively by these qualities? Give examples.	
What factors are a barrier to this friendship?	
Which aspects of wellbeing are affected negatively by these barriers? Give examples.	
What would it take to overcome these barriers? *See Section D for ideas.*	

Friendships and other social connections

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

1		HOW hauora is affected WHY hauora is affected
2		HOW hauora is affected WHY hauora is affected
3		HOW hauora is affected WHY hauora is affected
4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.7. Bullying and cyberbullying *(mental health)*

Resources

Netsafe

- What is online bullying?

BullyingfreeNZ

- What is bullying?
- The effects of bullying
- Cyberbullying

The Lowdown (bullying)

Bullying in New Zealand schools

The Youth 2000 surveys, carried out in 2001, 2007, 2012 and 2019 by the Adolescent Health Research Group at Auckland University, have found little change in rates of bullying in New Zealand schools over the past decade, with the exception of cyberbullying which is on the rise.

Both the Trends in International Mathematics and Science Study (TIMSS) 2018/19 and Programme for International Student Assessment (PISA) 2018 Wellbeing reports show rates of bullying in New Zealand schools are high compared with many other countries and have been raising since the last PISA study 2015.

The links between bullying, cyberbullying and mental health are now widely known. Use your prior learning and some of the resource material listed above to complete the following.

Type of behaviours	Effects of (cyber)bullying	Effects of bullying - how these impact hauora and wellbeing
Examples of behaviours considered to be bullying – note the different forms of bullying.	What are some of the **reported** effects of **bullying** on wellbeing?	Making links with the aspects/ dimensions of hauora and wellbeing.
		Mental and emotional wellbeing Social wellbeing Spiritual wellbeing Physical wellbeing
Cyberbullying	What are some of the **reported** effects of **cyberbullying** on wellbeing?	Making links with the aspects/ dimensions of hauora and wellbeing.
		Mental and emotional wellbeing Social wellbeing Spiritual wellbeing Physical wellbeing

Why do you think (cyber)bullying can have such profound and negative effects of a person's hauora and wellbeing?	

Bullying and cyberbullying	
Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

1		HOW hauora is affected WHY hauora is affected
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3		HOW hauora is affected WHY hauora is affected
4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	

In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B.2.8. Reflecting on skill use e.g. goal setting, problem solving, effective communication *(mental health)*

This investigation requires you to reflect on your use of a skill like goal setting, problem solving, using effective listening, or being assertive (see Part D for these activities). When you have learnt to use the skill and completed a range of activities to apply the skill, the use the summary template to reflect on how the use of this skills relates to all aspects of hauora and wellbeing.

Reflecting on skill use	
Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation. In this case, which skill (see section D) are you reflecting on?	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.9. Healthy relationships *(mental health with relationships and sexuality)*

Resources

Use an online search to find a copy of a '**Power and Control Wheel'** and a related **'Equality'** wheel used for healthy relationships/sexual and partner violence prevention education. Copy and paste an example of each of these diagrams into your Learning Journal and Workbook. The text from an example of these diagrams is used for this activity. The Power and Control Wheel, used internationally, is based on the Duluth Model. This model proposes that the principal cause of domestic violence is a social and cultural, patriarchal ideology that has allowed men to control women through power and violence. The model does not assume that domestic violence is caused by other issues such as mental or behavioural health problems.

Power and control wheel – *copy and paste an image here. Note your source.*
Equality wheel – *copy and paste an image here. Note your source.*

Move the text from the righthand Equality wheel column into the centre column so it sits next to the Power and Control behaviours that the relationship Equality behaviours need to replace.

- You may decide you can move a whole section of relationship Equality ideas next to the Power and control behaviours, or
- You may want to move some bullets from a section of the relationship Equality behaviours to one of the Power and control sections and other bullets to another part.
- You can use ideas more than once.

When you have moved all of the relationship Equality behaviours to the centre column, **highlight the sections that you think are more applicable to teenagers.**

Forms of power and control in relationships *(text from the Power and control wheel)*	**How equality could be shown in relationships**	**Equality in relationships** (move these ideas into the centre column as instructed above)
Using intimidation • Making her afraid by using looks, actions, gestures • Smashing things • Destroying her property • Abusing pets • Displaying weapons		**Trust and support** • Supporting her goals in life • Respecting her rights to her own feelings, friends, activities and opinions
Using emotional abuse • Putting her down • Making her feel bad about herself • Calling her names • Making her think she's crazy • Playing mind games • Humiliating her • Making her feel guilty		**Respect** • Listening to her non-judgmentally • Being emotionally affirming and understanding • Valuing opinions

• Limiting her outside involvement • Using jealously to justify actions		
Using isolation • Controlling what she does, who she sees and talks to, what she reads, where she goes		**Non-Threatening behaviour** • Talking and acting so that she feels safe and comfortable expressing herself and doing things
Minimizing, denying and blaming • Making light of the abuse and not taking her concerns about it seriously • Saying the abuse didn't happen • Shifting responsibility for abusive behaviour • Saying she caused it		**Negotiation and fairness** • Seeking mutually satisfying solutions to conflict • Accepting change • Being willing to compromise
Using children • Making her feel guilty about the children • Using the children to relay messages • Using visitation to harass her • Threatening to take the children away		**Economic partnership** • Making money decisions together • Making sure both partners benefit from financial arrangements
Using male privilege • Treating her like a servant • Making all the big decisions • Acting like the "master of the castle" • Being the one to define men's and women's roles		**Honesty and Accountability** • Accepting responsibility for self • Acknowledging past use of violence • Admitting being wrong • Communicating openly and truthfully
Using economic abuse • Preventing her from getting or keeping a job • Making her ask for money • Giving her an allowance • Taking her money • Not letting her know about or have access to family income		**Shared responsibility** • Mutually agreeing on a fair distribution of work • Making family decisions together
Using coercion and threats • Making and/ or carrying out threats to do something to hurt her • Threatening to leave her, to commit suicide, to report her to welfare • Making her drop charges • Making her do illegal things		**Responsible parenting** • Sharing parental responsibilities • Being a positive non-violent role model for the children

Select 3 sections of the table that you think could apply to some teenagers. Copy and paste these sections into the table below.

Forms of power and control in relationships	**How equality could be shown in relationships** *instead of the behaviours in the power and control column*	**Describe how a combination of mental and emotional, social, spiritual and physical wellbeing could be affected by this situation. Answer firstly in the negative – in relation to the power and control behaviours, and then in the positive – in relation to the quality behaviours**
1		Effects on wellbeing of power and control in relationships Effects on wellbeing of equality in relationships
2		Effects on wellbeing of power and control in relationships Effects on wellbeing of equality in relationships
3		Effects on wellbeing of power and control in relationships Effects on wellbeing of equality in relationships

Summarise these ideas in the template following.

Healthy relationships

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health and Relationships and Sexuality situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

1		HOW hauora is affected WHY hauora is affected
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4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.10. Social media *(mental health with relationships and sexuality)*

[Optional] Numeracy task:
New Zealand data about being online

Log onto the CensusAtSchool website to explore the data. In 2023 almost 40,000 students, mostly in years 8-11 (about 10–16-year-olds), took part in the CensusAtSchool survey.

To explore the data:

- Click the orange 'sample' button.
- Tick the box to agree to the conditions and then select the data you want to look at.
- Go to **'3. Select variable'** and click on **'Specific variables'.**

Scroll down the list to find the 'Opinions' heading and select one of these options (or more if you have time)	**Survey questions the students responded to:**
(1) Select **'Best online'** and **'Worst online'.**	Q24 a. In five words or less, what do you think is the best thing about going online for you? Q24 b. In five words or less, what do you think is the worst thing about going online for you? Note that students wrote answers for this – suggest a sample of 100-200 items only
(2) Select **'Blocked'**	Q24 c. Have you blocked anyone online in the past week? Yes, No
OR, scroll down the list to find the 'Activities' heading and select one of these options (or more if you have time)	**Survey questions the students responded to:**
(3) Select **'Screentime after school'**	Q22. For your most recent whole school day, how much total screen time did you have after school before going to sleep? Answer to the nearest 15 minutes. Enter zero if you spent no time on screens.
(4) Select **'Technology'** and/or **'Technology' yesterday'**	23 a. Which of the following have you used in the last week? (You may tick more than one.) *own cell phone, YouTube, Instagram, Snapchat, Facebook, Twitter, TikTok, Twitch,* *Pinterest, BeReal, Whatsapp, Reddit, Discord, none of these* 23 b. Which of the following did you use four or more separate times yesterday? (You may tick more than one.) *own cell phone, YouTube, Instagram, Snapchat, Facebook, Twitter, TikTok, Twitch, Pinterest, BeReal, Whatsapp, Reddit, Discord, none of these*

Note that you can also select year levels, gender and region under 2. Select subpopulation if you want to explore similarities and differences within these groups.

- Under 5. Select sample size, enter 1000. If you play around with the population variable you can download samples of 1000 for Year 11 females for example.

Analysis

- From there you can export the data and save it as an Excel file to analyse using the functions in Excel.

Alternatively if you click on the green database button instead of the orange sample button you can use the analysis tools within the CensusAtSchool website.

What can you summarise about students' use of the online environment in relation to the aspect of the data you selected and analysed?

If the data raises other questions, investigate these to find an answer.

Resources

- *Teens looking in the cracked mirror of social media* By Matthew Scott, Newsroom article
- The REAL Sex Talk - Nudes, Sexy Selfies & Revenge Porn (video)
- Keeping it Real Online

Netsafe reports

- Factsheet: Who is sending and sharing potentially harmful digital communications?
- Ngā taiohi matihiko o Aotearoa – New Zealand Kids Online (2019) Netsafe report *Ngā taiohi matihiko o Aotearoa – New Zealand kids online* https://netsafe.org.nz/children-technology-access-use-skills-opportunities-2019/
- Netsafe Digital Self-harm Report (2019)

See also the previous cyberbullying investigation and the materials with sections C2.3 and C2.4.

Questions	Responses Try to identify at least 5 benefits and 5 (or more) negative effects.	How would you link these effects with aspects or dimensions of hauora – physical, mental and emotional, social, and spiritual wellbeing? Be prepared to think about immediate and short-term as well as long-term impacts. Where more than one aspect of hauora is impacted, explain how these are interconnected.
What are some of the positive benefits of being online?	1 2 3 4 5	
What are some of the negative effects of being online? Try to associate these with specific social media platforms, or ways people use their devices.	1 2 3 4 5	

Which aspects or dimensions dominate these impacts on hauora and wellbeing? Why do you think this is the case?	
Thinking about the aspects or dimensions mentioned the least in your responses above, how can you see this/these dimensions being indirectly linked to some of the effects on hauora you identified?	

Certain types of social media and device use have now been well researched for the harms they may cause. Using the resources provided and others you have access to, identify ways particular social media platforms or device use impact hauora and wellbeing.

Select one of the situations below. *You can do more than one if you have time or choose a different topic to others in your group and then share your summaries.*	How do these behaviours and actions impact hauora and wellbeing? Note your main ideas here, and then complete the summary template following.
A person judges their worth and their acceptance by others based on how many social media 'likes' they receive.	
A person posts dozens, if not hundreds of selfies every week on their social media page and people comment on these – sometimes positively sometimes negatively. The comments are only about their appearance and no other aspect of the person.	
A person receives only negative (or highly sexual) comments on social media posts about their appearance in a selfie, and one negative comment leads to another and another.	
A person has many hours of screentime every day viewing all sorts of material online.	
A person copies the dangerous challenges screened on a platform like Tik Tok that invite others to copy them (possibly for prizes or to get many more 'likes').	
A young person is viewing violent or degrading pornography.	
A person is scrolling through social media posts until late at night for fear of missing out on knowing something as soon as it is posted (FOMO).	
A person is flattered by the romantic and sexual attention they are receiving online. They don't actually know who is posting the comments.	
A person posts negative things about someone else once they see others are doing it – *what's the possible impact on the wellbeing of the person who posts these comments?*	
A person posts anonymous hurtful comments on the personal social media pages of many other people – *what's the possible impact on the wellbeing of the person who posts these comments?*	
Add other situations that you know about that cause harm to mental health.	

Another way to think about social media harms to mental health are in the specific types of online behaviours and digital world activities that people engage in. Or the harm could be through the behaviours that are done to them by other people, or actions that result from the way social media and the online environment is programmed to operate.

Online behaviours – select 3-4 of these to focus on	Are these behaviours that people have control over and do (to) themselves, or are they behaviours and actions that they have no control over because others do it them? Or both?	What is the impact of these particular online activities behaviours on mental health and wellbeing? Note how these effects may connect with other aspects or dimensions.
Cyberstalking, cyberbullying		
Sexting		
Echo chambers, radicalisation, conspiracy theories		
Grooming, revenge porn, photoshopping		
Ghosting		
Fake news, misinformation, disinformation, hate speech,		
Doom scrolling, trauma dumping, sadfishing		
Blocking, unfriend (or unfollow), cancelled		
Trolling		
Clickbait, cookies, phishing		
You can add other online behaviours that you know about.		

Social media

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.11. Sexual health - prevention of STIs and unplanned pregnancy *(relationships and sexuality)*

Resources

Sexual Wellbeing Aotearoa Advice – see various topics.

Additional information source (NZ) - Healthify

- STIs
- Contraception note this site also contains a range of other information about contraception such as: Contraception for trans or non-binary people; Contraception topics; Contraception – fertility awareness; Contraception – help me choose; Contraception – long-acting reversibles; Contraceptive pills and injections. *Use the A-Z search for 'contraception'.*

You can also watch these videos:

- The Real Sex Talk - STIs
- The Real Sex Talk - Contraception & Protection

Use the family Planning Advice section to answer the following. You can also check out the Healthify website for further information.	Your responses
What is meant by the term 'safer sex'?	
What is contraception used for?	
Name the methods of contraction a teenager could use. Highlight the methods that require seeing a doctor.	
Why do we talk about 'unplanned pregnancy' rather than 'unwanted pregnancy'?	
What are STIs? Using the information from the STI advice page: • Name the STIs you have heard of before: • Name the STIs you haven't heard of before:	
What are the particular health concerns associated with: • Chlamydia • HPV and genital warts • Syphilis • HIV and AIDS	
Which conditions are also associated with genital health (but are not necessarily transmitted sexually)?	
How does a person get a pregnancy test?	
How does a person get a check or a test for STIs?	
Where is the nearest Family Planning clinic to you?	

If there is no Family Planning clinic in your town, where can a teenager go for medical support with sexual health matters?	

Caring for sexual health has obvious benefits for physical wellbeing but also for mental and emotional, social, and spiritual wellbeing. Focus on the aspect(s) of hauora and wellbeing that are affected in these situations.	Describe which aspects or dimensions of hauora – physical, mental and emotional, social, and spiritual wellbeing – are, or could be affected in these situations. Be prepared to think about immediate and short-term as well as long-term impacts. Where more than one aspect of hauora is impacted, explain how these are interconnected.
A young person has very little knowledge of contraception – what it is, how to use it or how to get it. They are sexually attracted to someone at school and, at a party, they find themselves in a sexual situation with this person they like.	
A young couple think that because the female is using a form of hormonal contraception that's enough – 'as long as there's no risk of getting pregnant'.	
A person is pressured or coerced into having sex. No one is using contraception.	
A couple are copying what they saw in a porn video. No contraception is being used.	
A male refuses to use a condom saying it reduces sensitivity and his sexual pleasure.	
A female uses a hormone-based contraceptive and always insists her male partner uses a condom.	
Use of contraceptives is against a teenager's cultural or religious beliefs, so they have sex without using them.	
A sexually active teenager always carries condoms with them.	
A sexually active teenager is too embarrassed to buy condoms or go to a doctor for contraceptives.	
A young person always makes sure they check the expiry date on a condom pack and puts it on with the light on to ensure it is on properly.	
Add other situations that you come across in the resource materials or videos.	

Sexual health - prevention of STIs and unplanned pregnancy

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Relationships and Sexuality situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.12. Menstruation *(relationships and sexuality)*

Resources

- Sexual Wellbeing Aotearoa - What are periods?
- The period place
- Dignity Period Poverty in Aotearoa https://www.dignitynz.com/pages/period-poverty-advocacy
- Healthify
- Women's Health Action

You may also be able to access the book *Waiwhero: Red Waters: A Celebration of Womanhood: He Whakahirahiratanga o te Ira Wahine* by Ngahuia Murphy which provides a te ao Māori perspective on menstruation. Include ideas from this book with your investigation summary.

Alternatively this article can be accessed online: *Decolonise your body! The fascinating history of Māori and periods* By Leonie Hayden

For a historical account of menstruation stigma, this is a useful article: *'Dirty red': how periods have been stigmatised through history to the modern day* by Rachael Gillibrand

People's experience of menstruation can impact hauora and wellbeing in multiple ways. The table below features a range of considerations that may impact hauora and wellbeing in relation to menstruation.

Select at least 4 of these ideas. Use the resources above, and others that you have access to, to help understand the impacts on hauora and wellbeing of these situations.	Describe how aspects of hauora can be affected in this situation – select the most relevant from mental and emotional wellbeing, social wellbeing, physical wellbeing and spiritual wellbeing.
Having a trusted adult to talk to about periods (a parent or other family member for example) vs *not having someone to talk to*	
Having a lot of knowledge about periods vs *having very little knowledge about periods*	
Having reputable, factual knowledge about periods vs *having myths and misconceptions about periods (e.g. 'old wives' tales')*	
Having painful periods	
Having irregular periods	
Having a condition like endometriosis, poly-cystic ovary syndrome, or abnormal vaginal bleeding (you can select just one of these)	
Being able to access to suitable menstrual products of choice (e.g. safe and effective, culturally appropriate, affordable, environmentally sustainable) vs *not being able to access products of choice*	
Having access to free period products at school	
Not being able to afford period products and not being able to go to school or particate in an activity because of this (period poverty)	

Experiencing menstruation stigma such as being made to feel dirty or ashamed when having a period	
Being marketed to by advertisers of period products with messages that menstruation is something to be hidden, by calling it something else, or that it's inconvenient or a hassle	
Being expected to use a certain type of menstrual product in order to participate in an event (e.g. using tampons to go swimming or for another water-based activity)	
Having a mishap (e.g. leaking of period blood) that is seen by others	
Having cultural knowledge and beliefs about periods different to the dominant culture	
Being pressured by others to use a certain type of period product because of other people's values and beliefs but which contradict another person's beliefs *e.g. pressure to use a menstrual cup because its more environmentally sustainable vs cultural beliefs about not inserting objects into the vagina*	
Period product advertising that uses blue dye instead of red dye to show absorption of period products	

Menstruation

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Relationships and Sexuality situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.13. Sleep *(mental health)*

Introduction: Research continues to highlight the importance of getting enough good quality sleep for mental health and overall health and wellbeing. The increased use of personal digital technology has resulted in many teenagers not getting enough quality sleep. This investigation requires you to find out about the importance of sleep for mental health in particular – as well as how sleep can impact all dimensions of health.

Resources

- You will need to access at least one reputable, preferably New Zealand based, source of information about the importance of quality sleep for teenagers and the effects on mental health of not getting enough sleep.
- Locate at least one recent research report about the causes of teenagers not getting enough sleep.

Task: Reading

- Read some research-based information about the importance of sleep – how it supports health and wellbeing – covering as many dimensions of hauora as possible, what is meant by quality sleep, how much sleep is needed by teenagers, and what helps or hinders getting enough sleep?

Task: Collecting evidence

Part 1.

- Through personal investigation, keep a log of your sleep patterns and sleep-related behaviours for a week – for example: the time you go to bed, the time you actually went to sleep, the time you wake up, the time you get up, the number of times you woke during the night, when you last looked at your digital device before going to sleep, if you looked at your digital device if you go up during the night, what you were doing in the hours before going to bed (include when you ate your evening meal, time doing homework, time at sports, cultural or other practice, time watching TV or on online/ony our device.
  Note down each day how alert or tired you feel when you get up, and before you go to bed.
  Where possible, develop this reflection log as a class based on what you read about the importance of quality sleep and what gets in the way of getting enough quality sleep. You may decide there are some things that are important for you to include that may not be as important for others.
  Overall limit yourself to about 10-12 ideas and decide on a simple way to log the information e.g. in a spreadsheet.
  Include a notes column in your log to record anything specific that either got in the way of getting enough good quality sleep, or helped you sleep well and for a suitable length of time.

Part 2.

- Based on your findings in Part 1 set a goal to either improve the amount of quality sleep you get or maintain good quality sleep (if you already get enough but sometimes things might get in the way). The goal will need to include actions about the thing(s) you will or will not do – try to include 2-3 of the most important actions that will help you to get enough sleep e.g. no device use between 7pm or before 7am (and leave your device in the kitchen/not in your bedroom); go to bed by 9pm (or other suitable time to ensure sufficient hours of recommended sleep before needing to get up); leave time for at least [xxx] hours of relaxation between the evening meal/homework/sports or other practice, and going to bed; ensuring the sleeping space/bedroom is as dark, quiet, temperature appropriate (not too hot or cold) as possible; ensuring feeling safe to be asleep (securing windows and doors etc); etc.
- Implement the goal and keep a daily log of whether you were able to achieve your actions each day – and if so, what helped, and if not, what got in the way of getting enough good quality sleep?

- In a notes column record your reflections on how getting enough (or not enough) sleep impacts aspects of your wellbeing.
- Note down how some of these impacts on the dimensions or hauora interconnect.

Task: Linking the reading and evidence with a model of health

- Select a model of health that you think will be appropriate to use with this reading. *Your teacher may provide guidance for this.*
- Complete the activity by making a summary of the main ideas in the following summary table.

Investigation summary		Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the sleep related actions included in your goals that are the focus for the investigation.		
Name of health or wellbeing model selected for use in the investigation		
Why did you select this model?		
• List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below. • Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.		
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6		HOW hauora is affected WHY hauora is affected
Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*		

For aspects of hauora that are not directly impacted, think about how the effects on some dimensions may then impact other dimensions.	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	
If you managed to change any sleep related behaviours, what will help sustain these, or what might get in the way and cause you to slip back into old habits?	

B2.14.1. Personal health condition *(mental health)*

Introduction: Many people experience medical health conditions that affect their physical or mental health – for part or all their life. These conditions can be a result of an injury, an illness that results from a disease that they either caught or developed over time (which they may or may not recover from), or perhaps a condition they were born with that they will always have. Regardless of the type of condition a person has it impacts their wellbeing in many different ways - well beyond just the physical or mental aspect of health that the condition focuses on.

In this investigation you will have opportunity to investigate the way a named health condition impacts all dimensions of hauora, not just the physical or mental aspects of health usually associated with the 'health' condition.

This learning is being placed under the 'mental health' heading in recognition of the fact that significant health conditions of any type impact a person's sense of (mental) wellbeing in some way.

Note that it is not the intention that this investigation is applied to a minor illness like having a cold or a minor injury, but something quite significant that a person has for a longer period of time, or all their life.

This condition can be one that:

- You experience personally (but make sure it is one that you are okay to have other people know about)
- Experienced by a person you know well who is prepared to share their experiences e.g. a family member or a close friend
- Someone in the media who has shared their experiences of their health condition.

Safety net

- If you are using your **own experiences**, please ensure you are doing this willingly – your teacher cannot insist that you must use personal health experiences for your learning or your assessment.
- If you are using the **experiences of someone you know personally,** please make sure you have their permission to use their information – keep it anonymous and just call them a family member or a friend – unless they say you can identify them.

Resources

- You will need to access at least one reputable, preferably New Zealand based, source of information about the condition.
- Where they exist, include a support agency that specifically supports people with the condition.
- A log or diary of reflections of your experiences living with the condition, or recording(s) of an interview with another person living with the condition, or access to a documentary about a person with a health condition.

Task: Reading

- Read some information about the condition – enough to understand how the condition impacts the physical or mental dimension(s) of health.
- Also read about ways people with this condition can be supported to manage their condition. Include medical support as well as social and other support. Where available include any information about culturally responsive support.
- If relevant to the condition, find out about any added challenges people with this condition face e.g. access to medication or services, stigma and discrimination from the public, being included at school or work, etc. Also find out if/how these challenges can be overcome and any public health promotion actions that raise awareness about the condition.

Task: Collecting evidence

- Through personal reflection, or interview of another person, or viewing a documentary (etc) determine how the condition impacts all dimensions of health and wellbeing directly and indirectly.
- Note down how some of these impacts on the dimensions or hauora interconnect.

Task: Linking the reading and evidence with a model of health

- Select a model of health that you think will be appropriate to use with this reading. *Your teacher may provide guidance for this.*
- Complete the activity by making a summary of the main ideas in the following summary table.

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the personal health situation for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.* *For aspects of hauora that are not directly impacted, think about how the effects on some dimensions may then impact other dimensions.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.14.1. Living with disability or being differently abled *(mental health)*

Introduction: Many people in New Zealand live with some form of disability. This affects their physical and/or mental health for part or all of their life. These conditions can be a result of an injury, an illness that results from a disease that they either caught or developed over time (which they may or may not recover from), or perhaps a condition they were born with that they will always have.

Also there are many people who live with a form of neurodiversity like ADHD or autism or some other condition that affects the way they see the world, learn, process and communicate information, and engage socially.

Regardless of the nature of the disability or form of neurodiversity experienced by a person it can impact their wellbeing in many different ways - well beyond the more obvious physical or mental aspects of the condition.

In this investigation you will have opportunity to investigate the way the experience of a named disability or form of neurodiversity impacts all dimensions of hauora, not just the physical or mental aspects of health usually associated with the condition.

This learning is being placed under the 'mental health' heading in recognition of the fact that significant disability and neurodiversity conditions of any type can impact a person's sense of (mental) wellbeing in some way.

This condition can be one that:

- You experience personally (but make sure it is one that you are okay to have other people know about)
- Experienced by a person you know well who is prepared to share their experiences e.g. a family member or a close friend
- Someone in the media who has shared their experiences of their disability or neurodiversity.

Safety net

- If you are using your **own experiences**, please ensure you are doing this willingly – your teacher cannot insist that you must use personal experiences for your learning or your assessment.
- If you are using the **experiences of someone you know personally,** please make sure you have their permission to use their information – keep it anonymous and just call them a family member or a friend – unless they say you can identify them.

Resources

- You will need to access at least one reputable, preferably New Zealand based, source of information about the condition.
- The New Zealand Disability Strategy 2016-2026
- Where they exist, include a support agency that specifically supports people with the condition and/or broader focused support like the Health and Disability Commissioner
- A log or diary of reflections of your experiences living with the condition, or recording(s) of an interview with another person living with the condition, or access to a documentary about a person with the condition.

Task: Reading

- Read some information about the condition – enough to understand how the condition impacts the physical and/or mental dimension(s) of health and wellbeing.
- Find out about the language (words and phrases) that are most appropriate to use when referring to people with the condition. Also which words and phrases to avoid using.

- Also read about ways people with this condition can be supported to manage their condition. Include medical or specialist clinical support as well as social and other support. Where available include any information about culturally responsive support.
- If relevant to the condition, find out about any added challenges people with this condition face e.g. access to medical and clinical services, stigma and discrimination from the public, being included at school or work, etc. Also find out if/how these challenges can be overcome and any health promotion actions that raise awareness about the condition.

Task: Collecting evidence

- Through personal reflection, or interview of another person, or viewing a documentary (etc) determine how the condition impacts all dimensions of health and wellbeing directly and indirectly.
- Note down how some of these impacts on the dimensions or hauora interconnect.

Task: Linking the reading and evidence with a model of health

- Select a model of health that you think will be appropriate to use with this reading. *Your teacher may provide guidance for this.*
- Complete the activity by making a summary of the main ideas in the following summary table.

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the disability or neurodiversity situation for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.* *For aspects of hauora that are not directly impacted, think about how the effects on some dimensions may then impact other dimensions.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.15. Participating in school or community health promotion events e.g. Pink Shirt Day *(mental health)*

Pink Shirt Day is Friday 16 May 2025.
This activity needs to coincide with this event.

Resources

Pink Shirt Day website

Alternatively, other health promotion event days can also be observed. Check out the list at Toi Te Ora Public Health (Bay of Plenty) or other similar sources.

After participating in Pink Shirt Day events at your school, reflect on the ways a health promotion event like this affects aspects of hauora and wellbeing and use these ideas to complete the summary below.

Participating in school or community health promotion events

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health, Relationships and Sexuality, or Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.*	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B.2.16. Safe and inclusive schools *(mental health with relationships and sexuality)*

Resources

The Ministry of Education Inclusive Education Guide: Supporting LGBTIQA+ students

You may also find useful ideas with the InsideOut resource collection https://insideout.org.nz/resources/

Additional information:

- The Real Sex Talk – Gender Identity (video)
- The REAL Sex Talk – Sexuality (video)

Watch the video about an inclusive school community at Beckham School.

Identify the ways the school takes action to promote inclusiveness of its rainbow community.	How would these actions support one or more aspects of hauora and wellbeing for a rainbow student or adult in the school community?
1	
2	
3	
4	
5	
6	
How does the wellbeing of everyone in the school benefit from promoting inclusiveness of diversity – *not only rainbow students*?	

The Ministry of Education **Inclusive Education Guide for Supporting LGBTIQA+ students** recommend the following strategies for action	Suggestions for implementing this strategy (note there is a large amount of material at the website link above if you need more information about these actions) *Select 6-8 of these bullets for this investigation – highlight your selection.*	How would these actions support one or more aspects of hauora and wellbeing for a rainbow student?
1. Build knowledge of sex, gender, and sexuality diversity	• Build understanding of key concepts and terms • Explore Māori and Pasifika understandings • Understand legal obligations and children's rights	
2. Design inclusive school-wide systems and processes	• Engage with community • Develop inclusive policies and systems • Create safe, inclusive environments with students • Provide support systems • Support and resource sexuality and gender education • Provide professional learning	
3. Address immediate environmental,	• Respond to bullying • Address equitable uniform options • Provide accessible, gender-neutral toilets	

physical and social needs	• Provide safe spaces and changing rooms and school trips • Provide access to youth-friendly health care services	
4. Develop an inclusive classroom and curriculum	• Develop inclusive classroom routines • Use inclusive language • Make LGBTIQA+ content visible • Use targeted programmes to facilitate discussion • Plan sexuality and gender education years 1-8 • Plan sexuality and gender education years 9-13	

Which aspects or dimensions of hauora and wellbeing (if any) dominate your ideas? Or was there a balance of ideas across mental and emotional, social, spiritual and physical wellbeing? Why do you think this is the case?	
And if relevant based on answer above … Which aspects or dimensions of hauora and wellbeing were less apparent among your ideas? Why do you think this is the case? Looking back over all your ideas, and also some of the actions you didn't select to focus on, can you see an area where this aspect or dimension could have relevance? Describe this situation.	
Thinking about your school, which of the actions on the list above are you aware of happening in your school? Is there anything you think your school could to better to support the hauora and wellbeing of rainbow students? If so, what does your school need to do better or do differently – and why?	

Safe and inclusive schools

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Mental Health, Relationships and Sexuality situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B2.17. Food literacy *(food and nutrition)*

Resources

Food Literacy Program Manual (extract provided below)

Food literacy can be defined as "*a collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat food to meet needs*."
(Dr Helen Vidgen)

How does the understanding of food literacy (above) link with hauora and wellbeing?
For each aspect below, make links with at least one aspect of hauora.
Use P = physical wellbeing, M&E = mental and emotional wellbeing, S = social wellbeing, Sp = spiritual wellbeing.
Obviously, the physical dimension will dominate. Explain your links with the M&E, S and Sp aspects of wellbeing – you may need to think beyond the points listed below and consider how these things happen in a person's life.

Food literacy encompasses four main domains:	Links between food literacy domains (left) and aspects of hauora
1 Planning and management of food	
• Prioritising money and time for food.	
• Planning for regular access of food irrespective of changes in circumstances or environment.	
• Make feasible food decisions which balance food needs (nutrition, taste, hunger) with available resources (time, money, skill, equipment).	
2 Selection of food	
• Accessing food through multiple sources.	
• Determining what is in a food product, where it came from and how to correctly store and use it.	
• Judging the quality of the food.	
3 Preparation of food	
Making a good tasting meal from whatever is available. This includes:	
• being able to prepare commonly available foods	
• using common pieces of kitchen equipment	
• adapting recipes and experimenting with food and ingredients	
• applying safe food hygiene and handling principles.	
4 Eating of food	
• Understanding impact of food on personal wellbeing.	
• Self-awareness of balancing food intake. This includes:	
○ knowing which foods to include for good health	
○ suitable portion size and frequency of foods.	
• The social aspect of eating joining in and eating together.	
***Overall,* food literacy involves the ability of the individual to:**	
• appropriately source food	
• understand the nutritional benefits (or drawback) of various foods	
• be adaptable with the foods available	
• prepare and store food hygienically, and	

• be able to maintain these skills throughout all of life's ups and downs.	
When people have greater cooking skills and confidence in their skills and abilities, they are better able to prepare and cook foods at home.	

Which aspects or dimensions of hauora were the easiest to link with these ideas about food literacy? Why do you think this is the case?	
Which aspect or dimension of hauora was the most difficult to link with these ideas about food literacy? Why do you think this was the case? Think of one idea you would add to this list that would include this aspect - you can either add to a point already on the list or come up with one of your own.	
When we think of food in relation to this idea of 'food literacy', why do you think it is important that we consider all dimensions of hauora, and not just the physical nutritional aspects of food?	

Linking food literacy with hauora	
Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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4		HOW hauora is affected WHY hauora is affected
5		HOW hauora is affected WHY hauora is affected
6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or*	

those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B.2.18. Food traditions *(food and nutrition)*

Resources

Māori feasts and ceremonial eating – hākari - Food in Māori tradition
by Basil Keane, Te Ara - the Encyclopedia of New Zealand, 2013

Other Te Ara links if interested:

- Charles Royal and Jenny Kaka-Scott, *'Māori foods – kai Māori'*
- Manuka Henare, *'Te mahi kai – food production economics'*

Alternatively, you may have access to other resources and/or people with knowledge of food traditions that can be used.

You could also think about food traditions not associated with ethnic culture but other forms of 'culture' – groups with particular beliefs or interests for example.

Task: Reading

Locate the article **Māori feasts and ceremonial eating – hākari - Food in Māori tradition** on Te Ara, The Encyclopedia of New Zealand listed in the resource section above.

Read the article. Note that your teacher may recommend the use of a literacy strategy to help you cover the whole article and understand what it is about.

Task: Linking the reading with a model of health

Select a model of health that you think will be appropriate to use with this reading. *Your teacher may provide guidance for this.*

Download a digital copy of the article (the 'print' version) and save it as a Word doc so you can highlight words and passages.

- In the Word document, add in a colour coded key (e.g. highlights or font colour) that contains the names of the main aspects (dimensions or domains) of hauora featured in the model. Work back through the article using your colour codes to highlight words or parts of sentences that you think relate to that aspect of hauora.
- If you do this as a group, give each member of the group access to a shared doc and then you can each take a page of the story to analyse for links to the model.

Complete the activity by making a summary of the main ideas in the following summary table.

Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

1		HOW hauora is affected WHY hauora is affected
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6		HOW hauora is affected WHY hauora is affected

Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or*	

those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B.2.19. Feeding communities *(food and nutrition)*

Background

Eating nutritious food every day is a basic human need, and vital for child growth and development. However, around one in seven children (13% to 17%) in Aotearoa New Zealand experience food insecurity. Food insecurity means that the state does not guarantee these children physical, social and economic access to sufficient food that meets their dietary needs for a healthy and active life. Child Action Poverty Group (CPAG)

Definitions

- ***Food security*** *is commonly defined in New Zealand as 'all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life'.*
- Ministry of Social Development
- ***Food insecurity*** *is defined as a limited or uncertain availability of nutritionally adequate and safe foods or limited ability to acquire personally acceptable foods that meet cultural needs in a socially acceptable way.*
- Ministry of Health

In New Zealand there are many ways communities support people and families who are food insecure (that is, they cannot afford to buy enough nutritious food).

Ways communities can address food insecurity	How do these ways of providing food operate? Who provides the food, how do people access it, etc?	Try to find out if there is an example of this way of providing food in communities near you. Note these here.
Food banks		
Social supermarkets		
Pataka kai		
Food rescue		
Food buying co-ops		
Community gardens		
Add other examples you know about in your community		

Select 3 of the examples in the table above- write these into the lefthand column. Locate at least one online source of information about each of these ways communities help to reduce food insecurity and use this website information for ideas.

Identify how these ways of reducing food insecurity impact hauora and wellbeing *for the people receiving support*. Note that you may decide there are some negative impacts as well as the obvious positive impacts. Complete the following summary.

Ways communities can address food insecurity	Provide a ink to a website with some information about this way communities can help reduce food insecurity.	How this way of helping to feed communities supports people who are food insecure
1		physical wellbeing mental and emotional wellbeing social wellbeing spiritual wellbeing
2		physical wellbeing mental and emotional wellbeing social wellbeing spiritual wellbeing
3		physical wellbeing mental and emotional wellbeing social wellbeing spiritual wellbeing

In what ways do you think the wellbeing of the people providing these services might be impacted e.g. people providing the food, people handing out food or delivering food to people.	

Feeding communities and reducing food insecurity	
Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic as well as other learning about this topic.
Describe the Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years.	

You may need to draw on other information and learning for this and think beyond your experiences or those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B.2.20. Food preparation and being a critical consumer *(food and nutrition)*

Resources

- Food a fact of life: Consumer Awareness (14-16 years) (Australian resources)
- What is food ethics?
- The Complexities of Ethical Eating by Marissa Thiry
- Food Ethics Made Easy: Two Simple Strategies for More Ethical Eating by Anne Barnhill, Nicole Civita, Claire Davis, and Cara Wychgram

The list below contains identifies a range of knowledge and skills that are useful for making food-related decisions for self and others. The ideas focus on having knowledge of food preparation and how to be a critical consumer.

A **'critical consumer'** is someone who is **conscious of the choices they make when deciding to buy or not buy a product** because of ethical and political beliefs (e.g. environmental sustainability and respect of workers' rights), or the nutritional value of the food, where it has come from, and so on.

Task: Identify how you would group the ideas in the lists below into 3-5 themes – ideas that seem to have something in common related to hauora and wellbeing. Add these themes to the lefthand column of the table following.

Decide which ideas below fit with which each of your themes. You may decide that some items fit with more than one theme. Cut and paste these ideas from the list below and add them to the table following.

Complete the task by explaining which aspects or dimensions of hauora dominate each of your themes.

Prepare food hygienically	Prepare food with confidence
Prepare a meal on a budget for a family or group of [number] people (so that there is enough nutritious food to for everyone)	Prepare a meal for someone with a food allergy or intolerance
Making supermarket (or other food seller) food purchasing choices with consideration of the cost of the products and how much product there is for the price (e.g. the overall cost of one meal, is it cheaper to buy 2 smaller or one larger, etc)	Prepare a meal with nutritional balance e.g. using broadly accepted understandings of foods to eat more of and food to eat less of and the relative proportions (how much) of these
Prepare a meal for someone with a health condition that requires a special diet	Prepare a meal for someone with a particular diet e.g. vegetarian or vegan
Prepare a mean for a very young child	Prepare a meal for an active teenager
Preparing a meal for an elderly person who has difficulties eating many foods	Prepare a meal reflecting particular cultural traditions
Preparing a meal while also teaching someone else to prepare food (e.g. a younger sibling)	Preparing food to minimise food waste
Reading and understand a food label for its nutritional information and the ingredients contained in the food	Reading and understanding a recipe (and how to swap ingredients for reason of food quality, cost, ethics (e.g. about the source of the food)
Finding out about how to be a critical consumer in relation to food sources e.g. knowing where the food has been sourced, where it has been grown, is it supporting local growers, etc	Finding out how to be a critical consumer in relation to food processing techniques and understanding the manipulation of food products.

Finding out about how to be a critical consumer in relation to other environmental issues e.g. selecting products that minimise packaging waste, how far has the food travelled from source to point of sale, is it ethically sourced (note that ethical food production includes consideration of people, the environment and animals ie workers' welfare and whether they are on small farms, producer co-operatives, large estates or plantations; environmental sustainability; animal rights and welfare, etc)	Finding out about how to be a critical consumer in relation to marketing and advertising e.g. resisting advertising pressures for foods and beverages with little nutritional value (e.g. high in salt, sugar or fat); resisting pressure to buy easily prepared meal options when a small amount of food preparation with individual ingredients can be much cheaper/feed far more people for the same cost; selecting which brand of product is value for money (quality, quantity – and cost); checking that special offers are actually cheaper (is one larger size product more or less expensive than two smaller sizes with the same amount of food product?)

Identify 3-5 themes	Items from the list you have associated with this theme. *Cut and paste these from the list above and bullet point your newly organised list.*	Explain the *hauora and wellbeing* related reason(s) for grouping these ideas into this theme. State which dimensions of hauora – physical, social, mental and emotional, and/or spiritual dominate this theme.
1		
2		
3		
4		
5		

Food ethics

Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.
What is Ethics? By Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, Markkula Center for Applied Ethics

Basic principles of food ethics	Use the resource link provided or other sources you know of to briefly explain these principles of food ethics.	How do you see these ideas being linked with people's hauora and wellbeing? Focus on the most obvious aspects or dimensions of hauora and wellbeing.
Healthy eating		
Fair trade and social justice for workers		
Saving the planet and looking after the environment		
Animal welfare and the humane treatment of animals		

Food preparation and being a critical consumer	
Investigation summary	Complete all the sections relevant to the investigation using the resources and suggested tasks as well as other learning about this topic.
Describe the Food and Nutrition situation (or topic) for the investigation.	
Was the investigation an activity you participated in or one where you viewed or read about the participation and experiences of others (e.g. in a video, on a website, news items etc)?	
Name of health or wellbeing model selected for use in the investigation	
Why did you select this model?	

- List the main aspects (dimensions, domains) of the model most relevant to the situation in your investigation. List a minimum of 4 - maximum of 6 aspects below.
- Explain how each of these aspects of hauora feature in the activity that you or another person participated in. Focus on HOW hauora is affected and then WHY hauora is affected.

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Explain how you see all these aspects of hauora and wellbeing interconnecting in some way, based on the model you selected. *Overall your ideas should show the need for balance between the aspects of hauora and how they interrelate and/or how one aspect affects another.*	
In this situation, how is hauora and wellbeing affected in the **short-term**? That is, immediately while involved in the activity or over the next few days or weeks.	
In this situation, how is hauora and wellbeing likely to be affected in the **long-term**? That is, months or years. *You may need to draw on other information and learning for this and think beyond your experiences or*	

those of the person/people in the resources you were viewing or reading.	
What other questions were raised for you about the situation or topic that were not answered by the resource material? Where do you think you could find further information about this topic (e.g. a website, or the name of someone with expert knowledge).	

B3.1 Individual or group inquiry – topic of choice

Preparation and practice for the assessment

In Health Studies we are interested in many issues that impact teenagers hauora and wellbeing.

You may not have had opportunity to investigate a topic of particular interest to you in your classes so far.

This inquiry will allow you to:

- Select your own hauora or wellbeing issue - although you will need to check with your teacher that your topic is a suitable one for the inquiry.
- Select your choice a of health model.
- Collect a range of data and evidence to use for your inquiry.

Preparation

1. Selection of your issue: Based on the ideas explored in class, select one topical teenage wellbeing issue. It can be a topic that the class has not yet covered, or another aspect of a topic that you have learnt about and want to investigate further. Check this decision with your teacher before proceeding with your inquiry.

2. Information sources for your inquiry: You will need to find 8-10 sources of information about your issue. Try to include a range of different sources from the following list (not all will apply):

- Information from a reputable, and New Zealand relevant, agency website who supports people affected by this issue e.g. if you chose bullying this would include Bullying Free NZ website.
- News articles from reputable news sources
- Research reports from key agencies e.g. Youth19, Netsafe.
- Interview with a person who has expert knowledge about the issue.
- Video or podcast given by an expert on the issue.
- Interview with a person who has experience of the issue (check this out with your teacher first to make sure this is safe and ethical to do).
- Survey of your peers (check this out with your teacher first to make sure this is safe and ethical to do).
- Other sources specific to your selected issue.

3. Selection of a health model: It is suggested that you select **te whare tapa whā** or **the fonofale** model for this inquiry. If you would like to select a different model, please discuss this with your teacher first.

4. Developing your inquiry: The task below forms your inquiry. Use the task instructions to organise your ideas.

Inquiry task

State:

- Your selected teenage wellbeing issue
- Your selected health model

1. Describe and explain how a teenager's wellbeing could be affected by your selected issue. You will need to:

a) Link the ways wellbeing is affected to at least FOUR dimensions of your selected model.

b) Give examples from your information sources to show how each dimension of wellbeing is affected.

How wellbeing is affected could include consideration of:

- positive and/or negative impacts on wellbeing
- short- and long-term effects on wellbeing

*A **description** states what the effect on wellbeing is, with examples to show what you mean. An **explanation** goes on to say why or because, and uses examples to justify the answer.*

Approx 450 words.

2. Describe and **explain how** the different aspects of wellbeing **interconnect** to provide a holistic understanding of wellbeing in relation to your selected issue.

Approx 150 words.

3. Draw conclusions about how teenage wellbeing is affected by your selected issue by responding to the TWO following questions (noting that you also have a choice within the questions). **Use examples from your information sources to justify all your answers.** These answers should also relate to your ideas in (1) and (2).

- Are the effects on wellbeing mainly about one dimension because of the nature of the situation, and if so, what is the implication of this? OR Do the effects on wellbeing cover most/all dimensions because of the nature of the situation and if so, what is the implication of this?
- Does your issue focus mostly on the positive or negative impacts on wellbeing and, based on this, what can you conclude about the seriousness of the issue for teenagers? OR Does your issue focus mostly on the short- or long-term effects on wellbeing and, based on this, what can you conclude about the seriousness of the issue for teenagers?
- How easy or how difficult would it be for a teenager to maintain a balance between the aspects of wellbeing if they were affected by this issue? OR How useful do you think your selected model is for understanding how wellbeing is affected in relation to your issue?

Approx 200 words.

Make a list of all your information sources at the end of your assessment.

How to present your inquiry:

- 800-word written report or PowerPoint presentation
- 3-4 minute recording – video or audio

Links to websites listed in the resources

Amoiha te Waiora https://www.alcohol.org.nz/ - impacts of alcohol

Anne Barnhill, Nicole Civita, Claire Davis, and Cara Wychgram. Food Ethics Made Easy: Two Simple Strategies for More Ethical Eating https://bioethics.jhu.edu/research-and-outreach/projects/global-food-ethics-policy-program/past-projects/choose-food-ethically-benchmarking-food-systems/food-ethics-made-easy/

Asia New Zealand Foundation Cultural Diversity resources https://www.asianz.org.nz/our-resources/educational-resources/cultural-diversity-resource/

Beckham School (video) https://newzealandcurriculum.tahurangi.education.govt.nz/beckenham-school/5637165793.p

BullyingfreeNZ - Cyberbullying https://bullyingfree.nz/about-bullying/cyberbullying/

BullyingfreeNZ - The effects of bullying https://bullyingfree.nz/about-bullying/the-effects-of-bullying/

BullyingfreeNZ - What is bullying? https://bullyingfree.nz/about-bullying/what-is-bullying/

Cannabis - New Zealand Drug Foundation Te Puna Whakaiti Pāmamae Kai Whakapiri https://drugfoundation.org.nz/drugs-a-z/cannabis

Child Action Poverty Group (CPAG) https://www.cpag.org.nz/policy-briefs/food-security

Chris Winitana, *The meaning of mana*. New Zealand Geographic https://www.nzgeo.com/stories/the-meaning-of-mana/

Chris Winitana and Cleve Barlow (n.d.). *Mana*. Treaty Resource Centre – He Puna Mātauranga o Te Tiriti https://www.trc.org.nz/digital-library/mana/

Describing Your Tūrangawaewae: A Writing Activity With Year 7-8 Writers. https://murraygadd.co.nz/classroom-stories/describing-your-turangawaewae-a-writing-activity-with-year-7-8-writers/

Dignity Period Poverty in Aotearoa https://www.dignitynz.com/pages/period-poverty-advocacy

Fitzpatrick, K., Wells, K., Tasker, G., Webber, M., & Reide, R. (2018). *Mental Health Education and Hauora: Teaching interpersonal skills, resilience and wellbeing.* https://healtheducation.org.nz/resources/mental-health-education/

Food a fact of life: Consumer Awareness (14-16 years) (Australian resources) https://www.foodafactoflife.org.uk/14-16-years/consumer-awareness-14-16-years/

Food Literacy Program Manual https://nutritionaustralia.org/category/fact-sheets/

Forest and Bird https://www.birdoftheyear.org.nz/

Geneva Charter for Wellbeing https://www.who.int/publications/m/item/the-geneva-charter-for-well-being

Georgina Barnes by *My Tūrangawaewae*– School Journal June 2023 https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-June-2023/My-Turangawaewae

Health and Disability Commissioner — Te Toihau Hauora, Hauātanga https://www.hdc.org.nz/

Healthify - Contraception https://healthify.nz/health-a-z/c/contraception/

Healthify - STIs https://healthify.nz/health-a-z/s/sexually-transmitted-infections-stis/

Healthify https://healthify.nz/health-a-z/m/menstruation/ and https://healthify.nz/health-a-z/v/vaginal-bleeding-abnormal

InsideOut resource collection https://insideout.org.nz/resources/

Keeping it Real Online https://www.keepitrealonline.govt.nz/

Leonie Hayden. *Decolonise your body! The fascinating history of Māori and periods* https://thespinoff.co.nz/atea/17-04-2019/decolonising-your-body-maori-attitudes-to-periods

Marissa Thiry. *The Complexities of Ethical Eating* https://foodandnutrition.org/from-the-magazine/the-complexities-of-ethical-eating/

Matthew Scott. *Teens looking in the cracked mirror of social media*. Newsroom article https://newsroom.co.nz/2021/08/05/teens-looking-in-the-cracked-mirror-of-social-media/

Mental Health Foundation - A framework for mana-enhancing communication https://mentalhealth.org.nz/workplaces-v2/a-framework-for-mana-enhancing-communication

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The Real Sex Talk – Gender Identity (video) https://www.youtube.com/watch?v=MMlo0MK0FiU&list=PL1qhITQ33Nj_Be3Tacr850sLFXUnsIB2I&index=8&t=19s

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PART C:

Factors that influence hauora and wellbeing

C1. What factors influence hauora and wellbeing?

Introduction

What are 'factors'?
Factors are just things, components, aspects, considerations. It is a very general term and it is not until we join the term with another word or idea that it takes on more meaning.

What are 'influences'?
Influences are things that cause, shape, impact, have an effect on, or have implications for something – in this case we're interested in influences on hauora and wellbeing.

What are factors that influence hauora and wellbeing?
In Health Education (Studies) we are interested in a wide range of **personal (P), interpersonal (IP), and societal (S)** influences on hauora and wellbeing *(note that we often think of societal as being all-encompassing of everyone in a country but for our purposes it also refers to 'community' level factors).* The introductory activity following helps you to understand some of these influencing factors.

Note: In Health Education we call this combination of personal (P), interpersonal (IP), and societal (s) considerations a **'socioecological perspective'** (socio ~ to do with people; perspective ~ a way of viewing things). A socioecological perspective is usually drawn as a series on concentric circles (one circle inside the other). You will complete an introductory activity using this idea. *You don't actually need to know this term although everything you do in this section features this concept.*

Health Studies 1.3 Demonstrate understanding of factors that influence hauora	The Health Studies Significant Learning covered in this part of the Learning Journal and Workbook includes: • understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility.

IMPORTANT

- When you sit the examination for 1.3 *Demonstrate understanding of factors that influence hauora* you are NOT being assessed on your recall of specific topic knowledge. Simply recalling information about a topic is not the point of the assessment.
- **What you need to show the exam marker is that you know what personal (P), interpersonal (IP), and societal (S) influences on hauora and wellbeing are and how these factors inter-relate.** You do this by using the information in a scenario and the resource material provided in the exam ***which will be based on a topic that you have not necessarily studied before.***
- Prior to the exam you will know that one topic option will be Food and Nutrition focused, and the other topic will be Mental Health *or* Relationships and Sexuality Education focused.
- The activities in this section of the Learning Journal and Workbook are designed to give you opportunity to practice identifying personal (P), interpersonal (IP), and societal (S) factors across a wide range of contexts.

There are MANY of personal (P), interpersonal (IP), and societal (S) influences on hauora and wellbeing so it is useful to have a collection of these ideas summarised and ready to refer to. The following table of influences is for you to use and add to.

Factors that influence hauora and wellbeing

Note that this is not a fixed list. More ideas can be added, and it depends on the situation as to whether some of these ideas will be seen as personal (P), interpersonal (IP), and societal (S) influences.

Personal factors that influence wellbeing include things like a person's own:

- Values and beliefs about the situation – and whether or not these support their wellbeing
- Feelings of self-worth, self-belief, self-confidence, etc
- State of mind – self-esteem, etc
- State of health – whether the person is physically or mentally well or not well
- Knowledge – *do they have knowledge to know how to deal with this situation?*
- Skills like …. being able to manage self (time management, set goals, plan, various stress management strategies and techniques, etc), communicate effectively (use I statements, give and receive feedback, listen effectively), be assertive, make decisions, problem solve, think critically and rationally … noting some of these become interpersonal skills when they are used but in a person has to have their own knowledge of these skills (and confidence/ability to use them) in the first place
- Life experiences – do they have experience of managing situations like this before – do they know what to do?
- Circumstances – what financial resources they have, where they live, how stable is their family life, do they have friends, hobbies, interests, etc.

Add others

Interpersonal factors that influence wellbeing include things like:

- The quality of people's relationships with their friends, family and peers, and relationships with romantic/sexual partners
- The quality of communication between people
- The capabilities of people in relationships to communicate effectively – has everyone in the relationship got effective communications skills and other skills like problem solving and negotiation, etc
- The fact that a person has quality relationships with others
- How supportive and equal their relationships are – or if there is a power imbalance in the relationship.
- The values and beliefs of people about their relationships and how these are shown in their interactions
- Whether or not a people are being pressured or mistreated by those that they know (e.g. bullied, cyberbullied, harassed, abused intimidated, victimised, assaulted).

Add others

Societal factors that influence wellbeing include things like:

- Cultural and social norms – attitudes, values, beliefs and practices that are shown and impact people through things like:
  - Media – news, film & TV, social media, music, etc
  - Community events
  - Social organisations (like schools)
  - The provision of services in communities – what's valued and available - and what isn't
  - Who communities 'include' (and celebrate or embrace) and who they 'exclude' (and discriminate against or marginalise)
  - Globalisation (through multinational companies marketing of their goods, social media, internet, etc)
  - The practices and traditions of ethnic and other cultural groups, or subcultures
- What laws and policies how well operate at national and local/community level (including school policy)
- People's access to resources – financial and other (usually what money buys or needs money to pay for it so it can be provided), e.g. access to opportunities like education, health services and other community-based facilities, access to recreational opportunities and community events, opportunities for meaningful employment etc.

Think of societal as also being about (local) communities and not just nationwide.

Note: These societal ideas are developed in much more detail at Levels 2&3 NCEA so you only need to have basic understanding at Level 1.

How can you work out the different between personal (P), interpersonal (IP), and societal (S) factors?

It can be tricky in some situations working out if something is a personal (P), interpersonal (IP), or societal (S) influence because the ideas can be very interrelated.

As a rule of thumb we think of it this way:

A **personal** influence is something an **individual** has control over – that is, their own:

- knowledge, values, attitudes, and beliefs – even though these will have been shaped by many influences around them, they are still specific to the individual person and will influence what they think and do in relation to their own hauora and wellbeing
- their own behaviours
- life experiences
- health status or circumstances
- tastes and preferences (like food, music, etc)

An **interpersonal** influence comes from **interactions and communications** directly between people ('inter' = between', personal = related to a person). Interpersonal influences can come from people we know really well (such as friends and family), through to those people who don't personally know that well, if at all, but we still interact with them or communicate with them as we go about our daily lives.

A **societal** (or community) influence refers to those factors that tend to come from more 'distant' sources or sources where we don't interact with people directly but we rely on or make use of the things that they do, or to make decisions and take actions for us such as: organisations that provide services and support, all forms of media that we use for information or entertainment; government or council (or other organisation) laws and policy that protect our interests, and so on. Societal factors also include things like cultural values and beliefs, and 'social norms' that are held by lots of people in a community and these values (etc) become apparent through some of these organisations and through the media.

Task (a) – Exploring personal (P), interpersonal (IP), and societal (S) factors in your own life

It is easier to do this on paper unless you have a digital application that allows you to draw circles and write in them. If you complete this on paper, you can take a photo of it and copy and paste in into the space below.

1. Draw 3 concentric circles – one circle inside the other – take up a whole page to do this.
- In the innermost circle write 'personal influences'
- In the middle circle write 'interpersonal influences'
- In the outer circle write 'societal influences'.

[Optional] Draw a line through the middle of all the circles and label one half positive influences and the other half negative influences. You may even decide some influences are neutral (not positive or negative) and divide the circle diagram into 3 segments.

2. Think about your life as a teenager and think particularly about the things (the factors) that affect your hauora and wellbeing in some way.
3. Now think about what has caused or influenced your wellbeing this way. Use the previous table of ideas, and other ideas you think of, to identify factors that have contributed to your teenage wellbeing.
4. Write as many influences as you can that relate to the personal (P), interpersonal (IP), and societal (S) factors that have influenced your teenage hauora and wellbeing.

Insert your image here

Do you think these influences remain the same across your life? Why or why not?	
Give an example of a type of influence that might stay the same across your life, and an example of an influence that you think will change as your get older.	

Task (b) - Using social justice photo essays to explore personal (P), interpersonal (IP), and societal (S) factors

Resources

For this activity you need to locate a photo essay by James Mollison. Select either:

- Where Children Sleep OR
- Playground

You can view the photos in these books from these links.

Note: Other versions of these photo essays are used in Activity C2.11 looking at children and young people's access to healthier food choices.

1. Select the photo essay you want to use for this activity.
2. Select TWO pictures that show children or young people in two very different life circumstances (e.g. rich or poor, different parts of the world, different culture or ethnicity, etc). You can copy and paste a screen shot these images into your Learning Journal and Workbook for reference.
3. Use the same process as task (a) to draw your circles. You will need to divide the circles in half – one half for each of your two photos. Alternatively you can make a table with sections for each of personal (P), interpersonal (IP), and societal (S) factors for each photo.
4. Use clues from the photos (and any text where it is provided) to try and decide which factors have impacted the hauora and wellbeing of the young person/people in your selected photos.
5. Copy and paste your completed circle diagram into the space below.

Insert your image here

What influences did you think were common to both of your images (if any)? Why do you think this was the case?	
Give some examples of influences that differ for the young people in each of the images. Why do you think these differences exist?	

C2. Investigating factors that influence hauora and wellbeing

Preparation and resources

Your teacher will direct you to the investigations into the influences on hauora and wellbeing that you need to complete. *You are not expected to complete all the examples provided in the Learning Journal and Workbook!* Each of the following activities in this section contain:

1. Instructions for compiling a collection of **resource material** related to the topic. Links are provided for these materials, or your teacher may suggest other resources for you to use. You may also have knowledge of other suitable topic-related materials that you can use.

   Note that each collection of materials is far more than you will get in the resource booklet in the examination. These activities are to support your learning in preparation for assessment. Use your learning experiences and opportunities to explore these issues in detail so that you are prepared to answer just a few questions with a smaller amount of material in the end of year examination.

2. **A scenario** about a teenager, or a series of situations teenagers may experience, related to the topic that you will use as the basis for your investigation.

3. *Some* activities have an **additional task** to help process what is in the resources and scenario. If no further activity is provided, go straight to the summary template.

4. **A template** for summarising the main ideas for your investigations. The questions and tasks in the template are intended to help you organise your learning, in preparation for the end of year examination.

Task instructions

(These instructions are the same for each investigation into the influences on an aspect of teenage hauora and wellbeing.)

Read the scenario or the situation.

- Annotate (make notes) on the scenario where you can see examples of personal, interpersonal and societal (or community) factors are influencing the teenagers hauora and wellbeing. Name these influences using the lists of P-IP-S factors provided in the previous section. Make these notes in a different colour to the scenario text or highlight them, and perhaps colour code for each of P-IP-S.
- As a check to see that you've identified how the teenagers hauora and wellbeing are affected by the situation, use another way of coding the scenario to show where the different dimensions of hauora are being impacted (physical, social, mental and emotional, and/or spiritual wellbeing). An examination question may ask for an example to assess that you understand how these factors are influencing hauora and wellbeing, but it is not expected that you need to answer questions for every dimension.

Make a collection of the resource materials

- Use the links and instructions provided with each investigation to locate this. Create a digital folder of these materials.
  Note that you can add to or replace these with other materials you find or ones the teacher recommends.

Browse the resource materials to find <u>evidence (examples)</u> that supports your ideas about the P-IP-S factors influencing hauora and wellbeing.

- What you are looking for is evidence that will support the P-IP-S factors you identified in the scenario. Also look out for information in the resources about other factors influencing hauora and wellbeing in this situation that don't appear in the scenario.
- *Make note of the materials, and the sections of the materials that appear most or more useful. Some resources will provide you with more information than others. Some materials are just to stimulate your thinking.*

Additional activity

- Some investigations contain an additional activity to help you use the resource materials.

Please note

- The resource materials will not necessarily provide you with a direct answer about the factors influencing hauora and wellbeing and you may need to infer this from what the resource material is saying or showing.

Prepare a summary of your investigation

- Use the template shown below – and as provided with each activity – to summarise the key ideas about the influences on hauora and wellbeing that feature in the scenario and resource material.

Describe factors that influence hauora [in a specific situation]. • You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
1 Personal factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing
1 Interpersonal factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing
1 Societal (or community) factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing

2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing
Explain how personal, interpersonal, and societal factors interact with each other to influence hauora. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

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C2.1.1. What factors influence teenage substance use: alcohol? *(mental health)*

Resources

Alcohol and the law

- New Zealand Police
- Youth Law website (alcohol)

New Zealand Research

- Youth19 alcohol use fact sheet
- Or you can also access the full Youth19 report on substance use - see Fleming, T., Ball, J., Peiris-John, R., Crengle, S., Bavin, L., Tiatia-Seath, J., Archer, D., & Clark, T. (2020*). Youth19 Rangatahi Smart Survey, Initial Findings: Substance Use*. Youth19 Research Group, The University of Auckland and Victoria University of Wellington, New Zealand.

Amoiha te Waiora and te Whatu Ora Health New Zealand
Effects on the body – short term and long term

Ad campaign
"Go the Distance" – part of the "Say Yeah Nah" campaign

Scenario

Tahlia is 16 years old and in Year 12 at school. At the start of the year, Tahlia moved to a new school. She discovered that her new friends were into drinking alcohol, sometimes at school where the teachers don't see them, or sometimes after school in a local park, or at the house of one of the group when their parents are not at home.

Tahlia wanted to fit in, so she sneaked a bottle of vodka from her parent's drinks cupboard and took this to her friend's place after school. Whenever it was 'her turn' to bring a bottle, she would either take another from her parent's supply, or ask her older brother Samuel (who is 19) or one of his friends to buy it for her.

Tahlia's older brother Samuel and his friends know about Tahlia's alcohol habits. They often see Tahlia and her friend's drinking alcohol at the park, or at someone else's house where Tahlia and Samuel have friends who are siblings. More than once Samuel has had to get his drunk sister safety home without their parents finding out. She can also be bit of an embarrassment the way she 'come's onto' his friends.

By the end of the year, Tahlia has developed a habit of binge drinking and got drunk at least once a week. Tahlia likes her friends but is worried about the health effects of binge drinking on her body. She is also concerned about getting caught.

Tahlia wants to do well at school and has a goal to be a student leader next year, part of which includes a trip away from her hometown. She is worried that if she gets caught either taking alcohol from her parent's cupboard, or being drunk, it will go on her school record and affect her chances to be a student leader, or her parents will ban her from going on the trip.

Describe factors that influence teenage alcohol use

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

1 Personal factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing
1 Interpersonal factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing
1 Societal (or community) factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
2	WHAT the factor is HOW the factor is influencing hauora and wellbeing
3	WHAT the factor is HOW the factor is influencing hauora and wellbeing

Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	

Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.1.2. What factors influence teenage substance use: vaping? *(mental health)*

Resources

Bookmark the **New Zealand vaping information website** *'Vaping The Facts'*. Take note of the sections for schools and laws/policy

Make a collection of **vaping-related images** from:

- Vape advertising
- Images of vape shops
- Images from websites that sell vapes

Articles about vaping in the news – there are many of these. Search a New Zealand newspaper site for 'vaping' and 'teenage'. For example:
"Vaping: Teens hooked speak out as Smokefree 2025 release proposal to raise minimum age" Rotorua Daily Post

Recent **data on youth vaping** can be found through:

- ASH (Year 10 only)
- Asthma Foundation Vaping In New Zealand Youth Survey 2021

[If required] For comparing and contrasting to anti-smoking campaigns, see for example:

- Australian quit smoking advertisement and the parallel ad for men's smoking

Scenario

Like many teenagers in New Zealand, Chrissie and Craig have both tried vaping. While Craig decided he didn't like it, he still vapes occasionally, especially when all his friends are vaping and he does it to fit in.

Chrissie however can't last for more than a class period without vaping. She buys vapes with high levels of nicotine in them and likes the colourful vape pens and the fruity flavoured vapes. Craig keeps telling her she's 'addicted' and she needs to cut down because she's always so irritable and restless and can't concentrate in class. He's told her that her behaviour is damaging their friendship and she's not always nice to be with.

Chrissie spends a lot of time on social media where there is a lot of advertising of vape products and a lot of pictures of people vaping. Although the vape shop near her school won't sell to anyone in school uniform, she has found she can buy them online without having to prove how old she is.

She's been caught vaping in the school toilets and the in playground. This meant having a meeting with the principal and her parents to reach an agreement and make a plan about the way her behaviour would improve at school - before there were more serious consequences - but she's still really struggling not to vape at school.

Chrissie recently got into an argument with Craig over the safety of vaping. She was making the excuse that the Ministry of Health promote e-cigarettes (vapes) as a way to give up smoking and they promoted it a safe option. But when Craig pointed out to her that she had never been a smoker, that wasn't good reason to take up vaping and also, while vaping is not thought to be as damaging as tobacco smoking, it still has health risks.

Describe factors that influence teenage vaping

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

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1 Societal (or community) factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
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3	WHAT the factor is HOW the factor is influencing hauora and wellbeing

Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	

Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.1.3. What factors influence teenage substance use: cannabis? *(mental health)*

Resources

Cannabis fact sheets and legal information

- New Zealand Police
- The Level

Effects of cannabis use

- New Zealand Drug Foundation
- HealthEd (govt)

New Zealand research

- Youth 19 substance use fact sheet

Scenario

Alex, Sam and Tony have been friends since Intermediate and they are now in Year 11 at the same high school. The boys have all recently celebrated their 15th birthday.

Halfway through the year, Alex was selected to go on an all-expenses paid three-day leadership camp with a small group of other year 11 students. His parents and teachers have high expectations for Alex as a role model. Family members of those selected were invited to a whole school assembly to congratulate the students on their achievement. Sam and Tony were proud of Alex but were disappointed they couldn't go and felt left out.

On the first night, Sam persuades his 17-year-old brother Jesse into driving him and Tony out to the leadership camp so they can meet up with Alex. Sam texts Alex to surprise him and tells him come out of the cabin and meet them outside in Jesse's car.

Alex was happy to see his mates but while they were talking Jesse lights up a cannabis joint, starts puffing on it and passes it around to the boys. Alex is a non-smoker, and he has learnt about the effects of cannabis in health class. He also knows it is illegal.

Sam and Tony think they will have more fun if they all get "stoned" together as the friends have watched lots of movies where people have smoked cannabis making it seem cool and enjoyable. Alex has heard about other students at school talk about using cannabis at the weekend and this seems to be normal behaviour.

Alex does not want to disappoint his friends who have driven out to see him, so when Sam passes him the cannabis joint and tells him "to take a big puff and hold it in" Alex feels pressured to try it. Suddenly, there is a knock on the car window. It is one of the teachers who is supervising the students at the leadership camp. The teacher looks shocked and disappointed when he realises what has been going on.

Describe factors that influence teenage cannabis use

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

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3	WHAT the factor is HOW the factor is influencing hauora and wellbeing

Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.2. What factors influence teenagers to be (dis)stressed?

(mental health)

Resources

- [News item] *Study identifies four key factors affecting youth mental health* (2023)
- Youthline: *A guide to understanding and dealing with stress*
- Youth19 Research; [News item] *New Zealand young people facing 'silent pandemic of psychological distress'* (2020) – look of the section on 'Causes of worsening youth mental health: So why have these rates risen so quickly?'
- Note that you can find all the Youth19 reports at this link but note there is a LOT of reading in these.
- Search for a copy of the *Stress Performance Curve* – there are MANY of these online, for example

Other sources

- There are also many **health promotion pamphlets** or websites about managing stress, some of which contain ideas about what causes stress in the first place.
- Also, many youth-themed movies and TV programmes feature teens experiencing a form of stress. One of these could be analysed for the P-IP-S factors causing the teen stress.
  Overall, try to keep the focus on teenage experiences of stress.

Scenario

Mel is feeling stressed. Really stressed. She feels like things are piling up and with every week there's more and more to deal with. At home she thinks her mum and dad are constantly on at her to help around the house, clean up her room, do well at school, telling her she can't go out to parties, she has to get to sports practice on time, finish her assignment. It never stops. Her brother, who does really well at everything, just laughs which makes her angry because she has to work hard for everything.

Some days she gives up and spends hours on social media comparing her situation with others – which never makes her feel any better – and then when she realises she has wasted hours of time – and still has to finish her assignment, and get up and go to school on time next day, it all feels like too much to cope with. Recently she has been the target of cyberbullying after she posted a picture of herself online and it was commented on negatively and misused by others.

At school she's often 'in trouble' with her teachers because she doesn't get her work finished on time or she is being told that it is 'not up to her usual standard' and 'she can do better'. But then doesn't take up any offers of support from the teacher to help her improve.

Her friends often comment on her bad mood and she's noticed they don't always ask her to join in. She can sometimes be quick abrupt and 'snippy' with them which makes the problem worse and some days he can go all day without talking to her friends because they are avoiding her. This makes her feel pretty stink.

In some of her classes they are learning about some of the big social, political and climate issues of the day which can feel overwhelming and just adds to all her other stresses.

Describe factors that influence teenage stress

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	

Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.3. What factors influence teenage use of social media (and in ways that impact their wellbeing)? *(mental health)*

Resources

Main article

- Teens looking in the cracked mirror of social media (2021)

Netsafe reports

- Ngā taiohi matihiko o Aotearoa – New Zealand Kids Online (2019)
- Netsafe Digital Self-harm Report (2019)

Newspaper headlines

Make a collection of New Zealand newspaper headlines and images related to teens social media use and online behaviours. Examples:

- *Teens, social media and mental health: 'New Zealand has been incredibly slow to respond'*
- *Teens turn to TikTok in search of a mental health diagnosis*

Mental Health Promotion campaign images

- Search for and make a collection of 6-10 mental health promotion images related to being online e.g.

Scenario

Ange spends a LOT of time online. On her social media pages (she has several accounts) she often posts selfies along with comments and questions which invites other to comment about her appearance, what she says, or what she has been doing. A lot of what she posts isn't true, she just does it to get attention. Although the comments from her friends are mostly positive, strangers often make nasty comments. When she gets a negative comment, she tends to fixate on it and it suddenly becomes far more important than all of the positive comments.

Ange has never blocked anyone from her social media pages – she's far more interested in how many followers she has than whether the say nice things.

When she is scrolling through her social media pages, she is often thinking about how she compares with others – does she look as good, is she as rich as them, does she have as much new stuff as them (like clothes). In a week she probably compares herself with someone over a hundred times - probably much more.

She is very interested in a number of social media influencers who promote products she likes and all her money from her part time job goes on buying the products they recommend.

At night, Ange can spend hours scrolling though posts from friends and when there is lots of communication between them, she finds it hard to turn off her phone and go to sleep in case she misses seeing or reading something as soon as it is posted online – she doesn't like to be the last one to find out.

She's also attracted to posts where people dump all their problems online without warning or invitation to do that (called trauma dumping). She often reaches out to these people with sympathy, but she hasn't yet realised that these people are looking for attention and to validate their own distorted or unfortunate experiences of the world, and that many of their posts are quite disturbing and upsetting.

More recently Ange has got sucked deeper and deeper into some sites that have quite extreme and disturbing content. She doesn't realise that the more links she clicks on, the more extreme material she is taken to. She

knows how upsetting some of this can be but at the same time she finds it fascinating and hard to ignore. Afterwards she has trouble sleeping.

Describe factors that influence teenage use of social media

Describe the factors that influence the hauora of the person in the scenario.

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	

Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.4. What factors influence teenagers' online behaviours?
(mental health)

Resources

Netsafe reports

- Factsheet: Who is sending and sharing potentially harmful digital communications?
- Ngā taiohi matihiko o Aotearoa – New Zealand Kids Online (2019)
- Netsafe Digital Self-harm Report (2019)

Research article *(your teacher may support you to focus on sections of this) or you may search for other information)*

- Problematic Online Behaviors among Adolescents and Emerging Adults: Associations between Cyberbullying Perpetration, Problematic Social Media Use, and Psychosocial Factors (2019) by Kagan Kırcaburun, Constantinos M. Kokkinos, Zsolt Demetrovics, Orsolya Király, Mark D. Griffiths & Tuğba Seda Çolak

Scenario

Janie's class had been learning about the impacts of device use and social media on mental health. For one of the activities they made a list of all the toxic or harmful online behaviours they had heard of (and others they found the names of online) that might cause someone to become distressed.

The class listed all of these behaviours: cyberstalking, cyberbullying, sexting, echo chambers, gleefishing, doxing, fabotage, flaming, clickbait, doom scrolling, trauma dumping, sadfishing, filter bubble, phishing, grooming, griefing, catfishing, forcie, sexting, thrillification, FOMO, cookies, fake news, misinformation, disinformation, conspiracy theory, ghosting, social bots, trolling, link farms, emotional (or complex) contagion, hate speech, radicalisation, blocking, bash board, cancelled, finsta, hacking, geotagging, photoshopping, revenge porn, shoulder surfing, text bombing, unfriend (or unfollow), webcrastinate, webdrawls. Janie realised that had never heard of many of these before. *You can add others to this list that you know of.*

After finding out what some of these terms mean, it led the class to ask why some people would do things like this to other people online when they know it causes them hurt, shame and embarrassment, it's upsetting and distressing, and sometimes shocking or scary – and so on. They came up with a list of questions to investigate.

- Why do some people think it is OK to send an unsolicited (unwanted, not asked for) nude? And why do others think it is OK to share nudes with others when they were the only person the sender intended to see it?
- Why do some teenagers get drawn into 'echo chambers' and think it is OK to make remarks that discriminate against others?
- How do some teenagers end up with radical views by being online?
- Why do some teenagers think it is OK to bullying someone anonymously online?
- Why do some people think it is OK to dump all their anxieties or anger online?
- Why do some people seek out more and more 'news' about a tragic event (doomscrolling)?

You may like to add other questions of your own to their list.

Task – influences on toxic online behaviours

Imagine you are a member of Janie's class and this is the activity your group has been assigned.

Select three online behaviours that cause harm to people - to themselves or to another person	Online behaviour 1	Online behaviour 3	Online behaviour 3
Briefly, what does the behaviour involve?			
In what sense does it cause harm? *Or why it is 'toxic'?*			
Why do you think the person does this behaviour online?			
What factors do you think have influenced the person to behave this way?:			
• Personal factors			
• Interpersonal factors			
• Societal factors			

Describe the factors that influence teenagers' online behaviours	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.5. What factors influence teenage body image? *(mental health with relationships and sexuality education)*

Resources

New Zealand research about female body image:

- Link to the YWCA materials on body image. Locate the report. Browse these materials.

Males:

- The Conversation Body image issues are rising in men – research suggests techniques to improve it
- How young men struggle with body image pressures – this contains a link to the video 'One for the boys' – a documentary, article and photo series about masculinity in Aotearoa today.

See also:

- The Lowdown

Definition

A psychological definition of **body image** is that it is a person's thoughts, feelings, and perceptions about their body.

Other terms related to body image:

- A **positive body image** is about having body satisfaction
- A **negative body image** is about having body dissatisfaction
- **Body positivity** is the claim that all people deserve to have a positive body image, regardless of how society and popular culture view ideal shape, size, and appearance.
- Body neutrality is when a person takes a neutral stance, emotionally and physically, toward their body. That means they neither hate their body and its "limitations" but nor do they love their body. They simply accept their body for what it is.
- **Body appearance** or the image of the body (not to be confused with the concept of 'body image') is simply what the body looks like – the appearance of the body.

Task: Focusing questions to think about

Questions – draw on your existing ideas to think about these questions	Briefly note your ideas
1. What helps people have a positive body image or be satisfied with their body?	
2. What gets in the way of people having a positive body image, or leads to people being dissatisfied with their body?	
3. What is body neutrality and why is this more realistic for some people?	
4. Do body image issues impact females and males? Is one gender more affected than the other? Why do you think this?	
5. Do body image issues impact children as well as teenagers, younger adults and older adults? Who is more affected? Why do you think this?	
6. Do you think all people from different cultural and ethnic backgrounds are affected by body image issues? Why do you think this?	

7. What behaviours can result from having a negative body image?	
8. What behaviours can result from having a positive body image?	
9. How do friends influence or have an effect on our body image?	
10. How do family influence or have an effect on our body image?	
11. When some people look at magazines, or watch people on TV or in films, why is it they are left feeling dissatisfied about their own body?	
12. How does social media impact positively or negatively on body image?	
13. What is an idealised body appearance? Who gets to decide what is an 'ideal' body appearance (or how we should look)?	
14. Why do some media promote a certain ideal of beauty and attractiveness? Whose interests are being served when the media do this?	

Scenarios:	**What are the values and beliefs of the person exerting the pressure in these situations?**	**Where do you think their ideas have come from?** **For each situation try to identify at least 2 of personal, interpersonal, and societal influences**
(1) One of the girls in a friendship group is always going on about how fat her thighs are and drawing attention to them. This usually results in comments from her friends like, *"no they're not, you're skinnier than all of us"* or "*so what, [named celebrity] has thighs like that and look at how popular she is*."		Personal influences Interpersonal influences Societal influences
(2) One of the very muscular boys is always showing off his muscles in the changing room before and after PE. He makes a point of going up to the skinny and fat students in the class - posing in front of them and flexing his muscles - without actually saying anything.		Personal influences Interpersonal influences Societal influences
(3) One of the students in the class always makes it known that s/he just eats salads and points out to everyone else in the class how fattening their food is, even when their food is consistent with understandings of a balanced nutritional diet.		Personal influences Interpersonal influences Societal influences
(4) A student comes from a home where mum is always on a weight reducing diet, and dad is always saying how good she looks when she's lost a few kilos, but also makes comments about how fat mum is		Personal influences Interpersonal influences Societal influences

looking if she slips up and eats some junk food.		
(5) A young female student lives in a house where the males (dad and brothers) make comments like – "*if you get fat you'll never get a boyfriend*," or "*you'll never get a good job if you're fat*."		Personal influences Interpersonal influences Societal influences
(6) At school a group of girls is always looking at fashion magazines or social media sites with images of models and celebrities. They compare their bodies with those in the photos and say things like "o*h if I could lose a few kilos [here], I'd look like that,"* or *"she's so lucky to look like that,"* or *"I wish my breasts were that big," etc.*		Personal influences Interpersonal influences Societal influences
Add your 1-2 of your own scenarios based on your own experiences or use ideas from the resource materials.		Personal influences Interpersonal influences Societal influences
		Personal influences Interpersonal influences Societal influences

Describe the factors that influence teenage body image

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
- You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.

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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	

Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.6. What factors influence a teenager's ability to manage life changes? *(mental health)*

Resources

The Lowdown – use the 'Explore' options on the homepage to look for topics related to changes in young people's lives

Youth Development Strategy Aotearoa (2002) – although this is an old resource it is still highly relevant for today - focus on pages 15-24.

Information

Teenage lives can change in many, different ways. This is a normal part of growing up. How well teenagers manage and cope with the changes in their lives is influenced by many interrelated personal, interpersonal, and societal (or community) factors. Managing change in a positive, helpful, and healthy way restores hauora and wellbeing after a change has happened.

- We call the factors that help people to manage change **'protective factors'.**
- We call the factors that get in the way of people being able to manage change (and often make things worse) **'risk factors'.**

In the item bank below there are a mix of risk and protective factors.

A crime-free environment	Lack of social support from family, neighbourhood and wider community	Parenting that combines warmth with clear limits and firm consequences
At least one close friend	Large network of social support from wider family, teachers, school, workplace, church, youth organisations and leaders	Parenting that is: overly harsh; sets insufficient boundaries; inflexible with regard to changing needs with age; overly permissive; abusive; violent; and neglectful
Attachment to the community and one's culture	Local people who provide work opportunities after school and recreational opportunities	Positive social interactions with other people.
Chronic illness, mental health or behaviour or learning problems	Low income in the family	Safe, supportive neighbourhoods
Chronic marital conflict, particularly where it is in front of the children, destructive and/or involves violence	Low self-esteem, poor social or coping skills	Sexual abuse as well as emotional, physical and verbal abuse, bullying or neglect
Experiencing divorce while growing up	Mainly law-abiding friends with positive interests	Staying longer at school and achieving well
Faith that life has meaning, optimism, aspirations, hopes and plans for the future	Meaningful employment (especially for older teenagers)	Thinking skills, including problem solving and seeing things from others' perspectives
Heavy use of alcohol and other drugs, especially where this is self-medication	Multiple problems or disadvantages in the family, including poor accommodation, mental health problems, unemployment, violence, addiction, crime and poverty	Transience, high mobility

Involved in extracurricular activities and having many interests and hobbies	Neighbours and local people who watch out for young people and provide supervision, informal limit setting and support (this can include local businesses and services such as police, church and youth organisations)	Truancy, academic failure and dropping out of school

Are the risk and protective factors above a personal, interpersonal, or societal influence?

Sort these into the separate risk and protective factors and as you do, decide if they are personal, interpersonal, and societal influences, or it you think they are a combination of two or more influences. Drag and drop or cut and paste from the box above into the table below. *Note there are many more risk and protective factors than those listed here.*

Protective factors - personal	Risk factors – personal
Protective factors – interpersonal	**Risk factors – interpersonal**
Protective factors – societal	**Risk factors – societal**
Protective factors – combination of two or more P-IP-S	**Risk factors - combination of two or more P-IP-S**

Situations – changes for (some) teenagers		
Ending one friendship and starting a new one when leaving intermediate and going to high school	Growing much taller and bigger	Experiencing the death of a grandparent or other family member
Experiencing a major injury (e.g. an accident) or illness (ie physical illness or a mental health issue)	Experiencing a family breakup e.g. parents separate	Moving to another town, city or country
Missing out on something that used to be taken for granted and would just be expected to happen e.g. *member of the top sports team, lead role in a performance, high marks in assessments, etc*	Living in adverse conditions e.g. having very little money due to parents in low paid work or out of work; living in a violent household or community where there is a lot of ongoing conflict.	Romantic relationship breakup.

1. Select ONE of these situations.
2. Use the risk and protective factors above, and other influences that you know about, to decide what will help the teenager manage the change and restore their hauora and wellbeing. Note that you can also think of positive or protective factors as being the ABSENCE of risk factors *e.g. having good self-esteem and coping skills or, having a stable home life and living in one place for an extended period of time.*
3. Summarise the factors influencing how well a young person will manage the change using the following summary chart.

Describe the factors that influence a teenager's ability to manage life changes	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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1 Societal (or community) factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.7. What factors influence teenage sexual health? *(relationships and sexuality)*

Resources

Sexual Wellbeing Aotearoa – Advice about contraception and STIs

Articles:

- Get the Facts (Australia, 2018) Tips for Negotiating Condom Use
- Contraception important for New Zealanders
- Proactive approach to teenage contraception needed – researchers

Use your prior learning and ideas from a selection of the resources (and other resource you have access to) to respond to the situations and questions below.

Situation: **Reasons why some teenagers don't use contraception**	Do you think the influence on this is personal (P), interpersonal (IP) and/or societal (S)?	Explain the reason for your P-IP-S decision.	If a sexually active teenager was to have positive influences that supported them to use contraception, what would a positive influence be in this situation?
Doesn't know much about contraception and why it needs to be used			
Found themselves in an intimate situation but with no contraception and had sex anyway			
The male didn't want to use a condom because he said it reduces sensitivity			
The male thinks it's the female's responsibility since she's the one that might get pregnant			
The female (or the male) doesn't know s/he has the right to ask her partner to use contraception			
The female (or the male) doesn't know s/he has the right to say no to sex in the first place			
Can't afford to buy condoms or get an appointment to get contraction from a doctor.			
Can't get to see a doctor for contraception because of location and transport issues			
Can't get to see a doctor for contraception that they			

think they can trust and will keep their confidentiality			
They have a medical condition which means they cannot use certain forms of contraception (e.g. hormone-based contraceptives or an allergy to rubber)			
Their religion or culture does not believe in the use of contraceptives.			
They are too scared to ask someone for information about contraction for fear of being told off			
Reasons why some teenagers don't use protection against STIs or take personal responsibility for preventing the transmission of an STI	Do you think the influence on this is personal (P), interpersonal (IP) and/or societal (S)?	Explain the reason for your P-IP-S decision.	If a sexually active teenager was to have positive influences that supported them to use some form of STI prevention, what would a positive influence be in this situation?
Have little knowledge of what STIs are and how they are spread			
Don't understand the long-term health risks of some STIs			
Don't know how to use condoms (or a dental dam) properly			
Refuse to use a condom (or a dental dam)			
No respect for their partner's health (even when they think or know they might have and STI)			
Don't know where to go to see a doctor if they think they have an STI			
Too scared or embarrassed to see a doctor if they think they have an STI			
Can't afford to see a doctor if they think they have an STI (And don't know they can get treated for free)			

Summarise the ideas in the table above using the summary template following.

Describe the factors that influence the hauora of a sexually active young person.	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.8. What factors influence teenage experience of menstruation? *(relationships and sexuality)*

Resources

Select from the following or you may use other resources that you know about, including your own school period product distribution procedures.

Understanding menstruation

- What are Periods?

Health issues associated with menstruation

- Premenstrual syndrome (PMS)
- Endometriosis – Sexual Wellbeing Aotearoa or Endometriosis New Zealand

Menstruation sigma and period poverty

- YWCA report on period poverty and stories
- Ministry of Education statement Ikura | Manaakitia te whare tangata Period products in schools
- 'Normalising periods': 1 million period products provided free to schools
- Paraparaumu College and Kāpiti College students join forces to fight period stigma
- Dignity Instagram post

Period product options

- Family Planning Period products

Cultural perspectives on menstruation

- Your school library or Health Education department may have a copy of this book: *Waiwhero: Red Waters: A Celebration of Womanhood: He Whakahirahiratanga o te Ira Wahine* By Ngahuia Murphy
- Period poverty in the Pacific: Exploring opportunities and barriers to progress menstrual health

Situation: **Menstruation experiences**	Do you think the influence on this is personal (P), interpersonal (IP) and/or societal (S)?	Explain the reason for your P-IP-S decision.	If young people who menstruate are to have more positive experiences of menstruation, what would a positive influence be in this situation?
Don't know much menstruation and having periods because it's not talked about at home			
Can't afford menstrual products			
Many schools provide free menstrual products – some don't			
Bad period pain is not seen as a reason for being exempt from class			

Not having access to suitable pain medication to relieve chronic period pain			
No one at home or school calls a period or menstruation by its name			
A person who menstruates has had an incident where their menstrual blood leaked into their clothes, and this was visible from behind. When teased about it they got very embarrassed ….			
… even days after the incident they are still being teased and called names			
Nowhere at school (or community venues) to privately and hygienically empty and wash a menstrual cup			
Reusable and washable period underpants (for being more environmentally friendly) are expensive to buy			
Cultural traditions treat females who are menstruating as unclean and prevent them from participating in family or community life.			
Conditions like endometriosis are not recognised or under diagnosed			
Environmentalists are persuading people who menstruate to use menstrual cups but it's against some cultural beliefs to insert anything into a vagina			
To go swimming people who menstruate are told they have to use a tampon and go swimming			
A person who menstruates has their period start when they are away from home and have no period products with them (e.g. at school, shopping mall, or some other public venue)			

A social media site tells girls they can't get pregnant if they have sex during their period			
Some period product advertising treats having periods as a 'problem' or provides brand merchandise to disguise the period products			
Some members of the public complain about a news item that featured period blood			
Some advertisements show the absorption of period products using blue fluid (or any colour but red)			
Add other situations that you know of or read about in the resources			

Summarise some of the ideas in the table above using the summary template following.

Describe factors that influence the hauora and wellbeing of people who menstruate	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.9. What factors influence healthy teenage relationships – and giving consent? *(relationships and sexuality)*

Resources

- The Real Sex Talk – Consent (video)
- The Real Sex Talk - Respect, Relationships & Peer Pressure (video)
- Youthline
- Are You OK?
- Whatsup
- The Lowdown - Let's Talk about Ai - Toxic Relationships, Dating and Sex

A range of other resources are available online such as:

- Teen Dating Violence Awareness Month Teacher Activities Toolkit 2021
- Power and control wheel - there are many online sources of this diagram – use a search to find an example.

Sexual situations	Consent or NOT consent?	What combination of personal, interpersonal and/or societal factors do you think led to this situation?	For the items that are NOT and example of giving consent, what needs to change (based on the P-IP-S influences)?
A potential sexual partner is disengaged, nonresponsive, or visibly upset.			
Asking permission before changing the type or level of sexual activity with phrases like “Is this OK?”			
Assuming that wearing certain clothes, flirting, or kissing is an invitation for anything more, or ‘asking for it’.			
Assuming permission to engage in a sexual act because a couple have done it in the past			
Confirming with the other person that they are interested before initiating any physical touch.			
Explicitly agreeing to certain activities, either by saying “yes” or another affirmative statement, like “we can try that.”			

Letting a partner know the sex can stop at any time.			
Periodically checking in with a partner by asking “Is this still okay?”			
Pressuring someone into sexual activity by using fear or intimidation.			
Providing positive feedback when comfortable with a sexual activity.			
Refusing to acknowledge “no” and not taking “no” for an answer.			
Someone is having sex while being incapacitated because of drug or alcohol use.			
Someone being under the legal age of consent, as defined by law (in NZ that’s under 16).			
Someone has not explicitly said ‘yes’ or ‘no’ to sex and their partner takes this to mean ‘yes’.			
Using physical cues to let the other person know it’s OK go to the next level.			

Describe the factors that influence healthy teenage relationships – and giving consent	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.10. What factors influence teenage viewing of pornography? *(relationships and sexuality)*

Resources

- The Light Project https://thelightproject.co.nz/
- Classification Office research reports https://www.classificationoffice.govt.nz/resources/research/ for example:
  - NZ Youth and porn
  - Growing up with porn
  - Breaking done porn

  Use the summary pages and the infographics in these documents.
- Keeping it Real Online campaign https://www.keepitrealonline.govt.nz/ and controls and settings https://www.keepitrealonline.govt.nz/parents/controls-and-settings/
- Netsafe – Parental controls on devices https://netsafe.org.nz/parental-controls/ Harmful content online https://netsafe.org.nz/harmful-content-online/
- The Real Sex Talk – Porn (video) https://www.youtube.com/watch?v=VAIg99JRodI&list=PL1qhITQ33Nj_Be3Tacr850sLFXUnsIB2I&index=10

Key findings from: NZ Youth and Porn: Research findings of a survey on how and why young New Zealanders view online pornography.	Select 10 of these key findings. What personal, interpersonal, and/or societal influences do you think have contributed to these findings? Use a selection of the resources for ideas.
Overall, two-thirds (67%) of New Zealanders aged 14-17 have seen pornography. By age 17, three-quarters (75%) have seen porn.	
One in four (27%) have seen pornography by age 12, and a majority (53%) have seen porn by age 14.	
Most are not seeking out pornography when they first see it. They are more likely to see pornography by accident (37%) or because someone else showed it to them (34%).	
Of those who had seen porn in the past six months, 65% viewed it on a mobile phone.	
A minority see porn regularly: (15%) see pornography at least once a month, and 8% see porn weekly or daily.	
Around one-in-ten (9%) become regular viewers of porn by age 14.	
Most regular viewers have seen violence or aggression (69%), or non-consensual activity (72%) in pornography. They are more likely to see a focus on men's pleasure and dominance of others, while also being more likely	

to see women being demeaned, subject to violence or aggression, and subject to non-consensual behaviour.	
Around nine-in-ten (89%) 14-17 year-olds think that pornography can influence the way people think or act. Most (86%) think porn can have negative influences, and around half (52%) think it can have positive influences.	
A majority (54%) of those who have seen porn in the past six months say they use it as a way to learn about sex, including 73% of those who see porn at least monthly.	
Of those who have seen porn in the past six months, one-in-five (22%) have tried something they have seen in porn, and one-in-four (24%) would like to try something they've seen.	
Of those who have seen porn in the past six months and are currently in a relationship, 59% have tried something they had seen in porn.	
Two thirds (66%) of young people have not talked to a parent or caregiver about porn. Young people are unlikely to raise the topic of porn at home.	
Of those who have seen porn in the past six months, curiosity is the most common reason for looking at porn (76%) followed by accidental exposure (58%), entertainment (57%), sexual arousal or pleasure (57%), and boredom (56%).	
When young people see porn, they most often feel curious (75%), sexually aroused or turned on (71%), or worried about being caught (63%).	
Most (72%) see things in porn that make them feel uncomfortable, including 70% of regular viewers (those who see porn monthly or more often).	
Of regular viewers, 42% say they would sometimes or often like to spend less time looking at porn, but find this hard to do.	
Young people overwhelmingly agreed that it isn't ok for children to look at pornography (89%).	
Most (71%) believe children and teens' access to online porn should be restricted in some way, including half (51%) of regular viewers of pornography.	

After responding to 10 of these findings, and viewing some of the resource materials, summarise the factors influencing teenage viewing of porn. Keep the focus on factors that influence why they view it.

Describe the factors that influence teenage viewing of pornography	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.11. What factors influence children and teenagers' access to healthier food? *(food and nutrition)*

Resources

Select ONE of these photo essay books – you can access the photos for these online

- What I eat Peter Menzel
- Hungry Planet Peter Menzel
- Daily Bread Gregg Segal

Scenario

Luca's class had been talking about the foods they most commonly eat at home. What they eat as everyday meals, what they eat for celebrations days, what they eat for breakfast (if they eat breakfast), whether they brought a packed lunch from home, or if they brought lunch at the school canteen, or if they had one of the school lunches provided by the Ka Ora Ka Ako school lunch programme (and what they liked/didn't like about these lunches). Across the class there was a great variety of ideas reflecting their various family and cultural traditions and their personal and dislikes.

When the teacher asked if they knew how much their household spent of food each week, no one in the class had any idea.

Luca knows his family don't have a lot of money. They never go without a meal but sometimes it's pretty basic and with lots of rice or pasta to bulk out the meat and veges (his mum is quite good at making a small amount of meat and veges go a long way when she has to). Luca gets a little bit of money babysitting for another family member so he has some money to buy food at the local shopping mall if he is there after school with his friends.

Luca knows one of his friends came from a home where the money to buy food often ran out each week and he knows that his friend, as well as making use of the Ka ora, Ka Ako lunch, will often take home any leftover lunches for his family. Also, he never has any money to go and buy a burger or anything after school.

Luca noticed his teacher didn't press the class for more information about what their parent(s) spend on food and he suspected she was being sensitive to students like his friend.

1. Select the photo essay you want to use for this activity. If you have time, you can look at more than one.
2. Select FOUR pictures that show children or young people, or a family in very different life circumstances (e.g. rich or poor, different parts of the world, different culture or ethnicity, etc). You can copy and paste a screen shot these images into your Learning Journal and Workbook for reference.
3. Fill in the table to summarise the factors influencing the food choices of the person/family.
4. Answer the reflective questions.
5. Fill in the investigation summary as far as this is possible with the information available in the scenario and resources.

Briefly describe the selected photo – *you may also cut and paste a thumbnail size image into the table*	What can you infer (*conclude something from evidence and reasoning rather than from explicit statement*) or deduce (*arrive at a conclusion from evidence and reasoning*) about the factors influencing the food choices of the person/family in each photo?		
	Personal influences	Interpersonal influences	Societal influences
Photo 1			
Photo 2			
Photo 3			
Photo 4			

What influences did you think were common to all your images (if any)? Why do you think this was the case?	
Give some examples of influences that differ for the young people/families in each of the images. Why do you think these differences exist?	
Thinking back to the scenario, what factors do you think might influence food choices in Luca's family?	
What do you think are the main factors influencing the food choices of his friend and his family?	

Describe the factors that influence children and teenagers' access to healthier food	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.12. What factors influence whether a teenager has a healthy school lunch? *(food and nutrition)*

Resources

- Information about Ka Ora, Ka Ako Healthy School Lunches programme
- Ka Ora, Ka Ako nutrition guidelines (traffic light system)
- Information about special meals for Ka Ora, Ka Ako Healthy School Lunches
- Picture of meal components (parts) for Ka Ora, Ka Ako Healthy School Lunches

If needed for explaining some of the information in the Ka Ora, Ka Ako resources see also

- Food insecurity
- Socio-economic factors

Scenario

Samantha and her family have recently moved to New Zealand. Since arriving, Samantha's mum has been cooking the type of food they used to eat before moving countries that matches the family's cultural beliefs. Samantha likes her mum's cooking and eating familiar food makes Samantha feel like she is keeping ties to her culture.

Samantha has a good knowledge of healthier eating, much of it learnt from her mum, and values and appreciates a healthier diet. She has a goal to eat in a healthier way as much as she can, as she knows how less healthy eating can affect her, physically and mentally.

Samantha is starting year 11, has settled in well and made a good group of friends at her new school. There are students and families from many different cultural backgrounds in the local community. Samantha's school is taking part in the school lunches programme which means all students receive a free meal every day. There are even special meals prepared, which means Samantha can eat healthier food that also matches her cultural beliefs.

Samantha's mum is very thankful as previously she was getting up early every morning before work to prepare lunch for her family members. Samantha is also grateful as she knows her parents work hard and have had a lot of expenses since moving to New Zealand so the school lunches programme will save her family some money on the food bill each week.

Recently, a small group of year 12 students started teasing younger students who were lining up to get one of the lunches making Samantha and other students feel uncomfortable and embarrassed collecting and eating them. Samantha's friends have also not been eating the school lunches and instead go to the bakery and dairy across the road before school to buy pies, donuts, sausage rolls and fizzy drinks. Samantha is not too keen on this type of food, but there seems to be a culture of eating less healthy food and most her friends just think this is normal teenage eating.

After school, Samantha and her friends like to hang out at the local shops, where her friends enjoy takeaways. Samantha feels that she must eat this food too, to fit in with her friends. It doesn't taste that good, and she know that many of the takeaway foods they are eating are high in fat, salt and sugar. After eating with her friends, a few hours later, Samantha often feels like she has no energy, so she knows this food is not good for her. She also feels guilty spending money when there is healthier food she can eat for free at school.

Describe the factors that influence whether a teenager has a healthy school lunch	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Interpersonal and societal influences	
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C2.13. What factors influence teenage use of energy (and other sugary) drinks? *(food and nutrition)*

Resources

Articles (you only need to read short sections). You may also find other articles similar to these. As far as possible, try and select New Zealand articles.

- *Thousands of junk food ads within 500 metres of Auckland schools, study shows* by Emma Clark-Dow 2022
- *Factors Influencing Energy Drink Consumption in Participants and Viewers of Extreme Sports* by Goodhew CA, Perry TL, Rehrer NJ. (2020). Factors Influencing Energy Drink Consumption in Participants and Viewers of Extreme Sports. J Nutr Metab.
- *Consumption of energy drinks by children and young people: a rapid review examining evidence of physical effects and consumer attitudes* by Visram, Cheetham, Riby, Crossley & Lake (2015) Consumption of energy drinks by children and young people: a rapid review examining evidence of physical effects and consumer attitudes. BMJ Journals. 6(1).
- *Energy Drink Use in Teens has Adverse Effects* (2018)

Copy and paste images of the following into your Learning Journal and Workbook

- [Poster] How much sugar is in your children's drink?
- [Poster] New Zealand Beverage Council – responsible advertising
- Search for a collection of sugary drink and energy drink advertising images and images of brand placement of these products in dairies and other food outlets. Collect 6-10 images

Scenario

Steve really likes energy drinks. He usually drinks 2-3 cans a day. He has his favourite brand, but he occasionally tries other brands as well. He follows some influencers online who help promote the brands he likes, and sometimes posts images of himself drinking the products and wearing the brand merchandise on their social media page. This gets him lots of positive comments.

He is always clicking on other links to energy drink promotions that pop up on his social media pages. Although he doesn't realise it, he sees hundreds of advertisements for energy drinks every week.

When he goes into his local diary to buy an energy drink they are always placed at eye level and are easy to get to. One day last week there were some younger boys arguing over which energy drink brand to buy. He suggested the brand that they should try and why – he felt quite good after that because they sort of looked up to him as he knew about all of the merchandise that came with the brand and which websites or social media site to visit to find out more about this.

He also enjoys watching all of the extreme sports that his favourite energy drink brand sponsors. He hopes that one day he can do some of these sports as well.

Steve finds that if he has to go without an energy drink for a day – as sometimes happens when he runs out of money for the week and mum and dad refuse to buy energy drinks for him (they keep telling him that they are not healthy and he should just drink water) – he sort of 'crashes' and has real cravings for an energy drink. This can make him quite irritable.

Many of Steve's male friends also use energy drinks, especially before sports games or training, but they don't drink as many as he does. His friends who know how many energy drinks he has often comment on how 'wired' he is and perhaps he should cut back a bit.

Describe the factors that influence teenage use of energy (and other sugary) drinks	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
1 Personal factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
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1 Societal (or community) factors	WHAT the factor is HOW the factor is influencing hauora and wellbeing
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Explain how personal, interpersonal, and societal factors interact with each other to influence hauora in this situation. Use examples related to the topic featured in the scenario and the resource materials.	
Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.14. What factors influence teenage food choices – with a focus on eating vegetables? *(food and nutrition)*

Resources:

- Ministry of Health and Te Hiringa Hauora guidelines on a healthy balanced eating
- Recommended vegetable intake for teenagers in New Zealand
- Vegetables for Teenagers - From vegetables.co.nz

Scenario

Bobby is 15 years old. He does not like vegetables. As he grew up it was the cause of many arguments at the family dinner table. He can't say exactly why he doesn't like vegetables – he just doesn't - he says he just likes the taste of other foods more. He tries to make a case that he eats potatoes (as fried potato chips), and wheat is used to make the flour for the bread he eats, so he does eat 'vegetables'.

His family have always grown vegetables and it still is the source of family pride as to whose vegetables are the best and biggest, and it brings the generations of the family together. But Bobby can't see what all the fuss is about. He is more interested in the social media posts from body builders and advertisements for protein supplements for muscle development.

Recently Bobby had to see the family doctor about his stomach pains. After asking him lots of questions about his health the doctor suggested that eating more fruit and vegetables and getting more fibre in his diet would help relieve his stomach and bowel problems, as well as give him more energy. The nurse gave him some pamphlets about healthy eating for teens which he looked at and threw out because 'he didn't agree with what they had to say' and thought the social media information about protein supplements was more useful for him. Later that week, when the class was exploring different models for explaining the idea of a healthy balanced diet, he thought the 'eat the rainbow' and 'healthy plate' activity was 'ridiculous' and he coloured his plate brown and white - half with meat and half with potato fries.

Bobby's friends think dislike his of vegetables is extreme. The way he removes any vegetables from a burger has become bit of a joke (when the person at the takeaway outlet doesn't follow his 'no-vege' order). However, his attitude toward vegetables is also causing conflict with two of friends who are vegetarian, as his food choices limits situations where they can share food.

As part of a class investigation into healthy food options at school, Bobby claimed that vegetable-based lunch options at the café were more expensive, and their analysis of café food prices showed this was the case. They also discovered that the vegetable-only options were often the unsold foods each day and most of the students said this was because they preferred the options that had some meat or other form of protein in them.

Describe the factors that influence teenage food choices – eating vegetables	
• You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this. • You need to describe **WHAT the factor** is AND **HOW the factor is influencing hauora and wellbeing – it is a good idea to identify the main dimension(s) of hauora that is being affected.** You need to use **examples** from the scenario and the resource material as part of your descriptions.	
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Personal and interpersonal influences	
Personal and societal influences	
Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

C2.15. How does food advertising influence food choices? *(food and nutrition)*

Resources

Advertising Standards Authority – Code for Advertising Food (persons 14 years and over)

If focusing on advertising food to children, see the Children's Code for Advertising Food

Situation

'Nutritionism' is a term invented by Gyorgy Scrinis to describe advertising and marketing practices that reduce the focus on food to only it's (claimed) nutritional benefits. There are a number of ways that marketers draw attention to the nutrient content of food to try and make the food seem more desirable to customers. Some of these food production practices and the ways these products are then marketed are listed in the lefthand column below.

Types of advertising and marketing practices that reflect 'nutritionism'	Insert an image of a food product matching this description below. *(HINT: online supermarket shopping has easy search and access images of packaged food products and the information about these products that appear on the food label.)*
Nutritionally marketed foods focus attention on the 'healthier' nutrition content or value of food that the product manufacturer and advertiser want to promote e.g. Milo with *less sugar*, or baked beans with *less salt*, *lite or low-fat* sour cream or milk, the % of protein in breakfast cereal, vegan and gluten free ice cream - often disguising what else is still in the food such as additives for flavour, or that 'low in salt' or 'high in protein' might still mean high in sugar for example.	
Functionally marketed foods are food products that make health claims e.g. like some margarine claiming to lower cholesterol.	
Nutritionally engineered foods have had their nutrients deliberately modified, such as vitamins or minerals added to breakfast cereals, folic acid added to bread, or genetically engineered foods like beta-carotene enhanced rice.	
'Transnutric' foods (trans = across) are foods that have nutrients added that would not normally be present e.g. calcium in orange juice or tuna – in this case the calcium, usually found in dairy foods has been added orange juice or tuna	
Also, there is still a persistent idea that foods are *'good' or 'bad'.* For example, polyunsaturated plant-based oils (or 'fats') are often advertised as 'good' and saturated	

animal-based fat as bad (or not as healthy). Locate food labels for butter and margarine products. Copy these into the space on the right. Compare the composition of butter saturated fat) and margarine unsaturated fat.	

Nutritionism: Analysis of the situation	Your ideas
When foods are only marketed for their claimed nutritional value, what other benefits of food are ignored? *(Hint think about the models of health you studied*.)	
When food manufacturers and advertisers claim, 'low salt' or 'low fat, or 'high protein' (etc), what might this 'healthier' food messaging be hiding about the products? Find an example of this. *(Hint look at breakfast cereal food label,s or margarine vs butter.)*	
Do you think there is a reason to be concerned about things like nutritionally engineered or 'transnutric' foods? What's your opinion and why is this?	
Are you persuaded to buy food products because of this type of nutrition-focused marketing and advertising? Why or why not?	
Why do you think other people are persuaded to buy food products with this type of marketing and advertising? *If it didn't work advertisers wouldn't do it* - so why do you think some people are persuaded by these advertising messages about the nutritional value of food products? Do you think it's fair to advertise food products this way? Why or why not?	
The purpose of adverting food products is to help sell them. Whether a person is persuaded by advertising depends on many factors.	Your ideas
Societal factors - Laws and policies How could the Advertising Standards Authority – Code for Advertising Food (see link in resources section) help people realise and become more critical of the way they are being marketed to?	
Personal factors If an individual person is easily persuaded by these nutrition messages, what might this suggest about their personal knowledge, values, and beliefs about food? And … If an individual person is NOT easily persuaded by these nutrition messages, what might this suggest about their personal knowledge, values, and beliefs about food?	
Interpersonal factors If friends or family members who are – or who are NOT – influenced by these advertising messages to buy these nutritionally market foods, how might they influence others to buy (or not buy) these foods?	

Pop-up ads on social media and the internet

As television (and TV commercial) viewing has lessened, but social media use has increased, advertisers have found ways to market products to users of social media and the internet.

Thinking questions	Your ideas
Have you noticed that if you search for or click on an advertisement for a food or drink product that you suddenly see a lot more of them pop up on your social media posts (etc) when you are online? If so, which food or drink products have you noticed you see more of when you are online? Do you think it is fair to advertise this way? Why or why not?	
In the same way that watching a certain type of online video will result in you being offered more examples of similar videos, product manufacturers are able to use this internet and social media technology to make sure you see more of their product as pop ups on your screen. For example, whenever you 'accept' cookies on websites you are enabling these pop ups to happen. What can you do on your devices (phone, computer) to limit the amount of pop-up advertising you see?	
Do you think this type of pop-up advertising influences food or drink buying choices? If so, how is it influencing you (or others) to buy these products?	
What else have you noticed about the way you are marketed to when you are online? Do you find yourself taking notice of these products or can you ignore them? What influences you to be persuaded by or to take an interest in these products? And/or, what influences your ability to ignore them?	

Describe the how advertising influences food choices

- You will need to describe *at least ONE* of each of **personal (P), interpersonal (IP) and societal (S)** factors. Include more than one where you can – there are space below for this.
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Interpersonal and societal influences	
Which personal, interpersonal, or societal factors are likely to have more influence on hauora than others in this situation? Justify (ie give reasons) why you think this is the case, using examples from the resource materials.	

Links to websites listed in the resources

Advertising Standards Authority – Code for Advertising Food (persons 14 years and over) https://www.asa.co.nz/codes/codes/code-for-advertising-food/

Advertising Standards Authority - Children's Code for Advertising Food https://www.asa.co.nz/codes/codes/children-and-young-people/

Amoiha te Waiora and te Whatu Ora Health New Zealand Effects on the body – short term https://www.alcohol.org.nz/wellbeing/tinana-physical-health/effects-on-the-body and long term https://order.healthpromotion.govt.nz/products/long-term-effects-of-drinking-alcohol-a4-poster

Are You OK? http://www.areyouok.org.nz/

ASH (Year 10 only) https://www.ash.org.nz/

Asthma Foundation Vaping In New Zealand Youth Survey 2021 https://www.asthmafoundation.org.nz/your-health/e-cigarettes-and-vaping/vaping-in-new-zealand-youth-survey-2021

Australian quit smoking advertisement https://www.health.gov.au/resources/publications/stop-smoking-start-repairing-health-benefits-for-women?language=en and the parallel ad for men's smoking

Child and Youth Wellbeing Strategy - Food insecurity https://www.childyouthwellbeing.govt.nz/measuring-success/indicators/food-insecurity

Classification Office - Breaking done porn https://www.classificationoffice.govt.nz/resources/research/

Classification Office - Growing up with porn https://www.classificationoffice.govt.nz/resources/research/

Classification Office - NZ Youth and porn https://www.classificationoffice.govt.nz/resources/research/

Dignity - Instagram post https://www.instagram.com/p/CrrN8BYSKGn/?img_index=1

Emma Clark-Dow (2022) *Thousands of junk food ads within 500 metres of Auckland schools, study shows* https://www.stuff.co.nz/national/health/300564884/thousands-of-junk-food-ads-within-500-metres-of-auckland-schools-study-shows#:~:text=Not%20only%20are%20children%20being,of%20Auckland%20study%20has%20shown

Energy Drink Use in Teens has Adverse Effects (2018) https://blogs.chapman.edu/research/2018/01/30/energy-drink-use-in-teens-has-adverse-effects/

Sexual wellbeing Aotearoa - Endometriosis – Family Planning https://familyplanning.org.nz/adv/periods/endometriosis/ or Endometriosis New Zealand https://nzendo.org.nz/endo-information/

Family Planning - Premenstrual syndrome (PMS) https://familyplanning.org.nz/srv/period-problems/

Family Planning - What are Periods? https://familyplanning.org.nz/adv/periods/what-are-periods/

Family Planning (NZ) – Advice about contraception and STIs https://familyplanning.org.nz/advice/

Fleming, T., Ball, J., Peiris-John, R., Crengle, S., Bavin, L., Tiatia-Seath, J., Archer, D., & Clark, T. (2020*). Youth19 Rangatahi Smart Survey, Initial Findings: Substance Use*. Youth19 Research Group, The University of Auckland and Victoria University of Wellington, New Zealand. https://www.youth19.ac.nz/publications/2020/8/12/youth19-rangatahi-smart-survey-initial-findings-substance-use

Get the Facts (Australia, 2018) Tips for Negotiating Condom Use https://www.getthefacts.health.wa.gov.au/fun-stuff/lets-talk/inline-content/tips-for-negotiating-condom-use

Goodhew CA, Perry TL, Rehrer NJ. (2020). *Factors Influencing Energy Drink Consumption in Participants and Viewers of Extreme Sports* by Factors Influencing Energy Drink Consumption in Participants and Viewers of Extreme Sports. J Nutr Metab. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7563047/#:~:text=Furthermore%2C%20high%20energy%20drink%20consumers,as%20exams%20or%20major%20deadlines.

Gregg Segal - Daily Bread https://greggsegal.com/P-Projects/Daily-Bread/1/caption

HealthEd - Recommended vegetable intake for teenagers in New Zealand https://www.healthed.govt.nz/system/files/resource-files/HE1230_Healthy%20Eating%20for%20Young%20people.pdf

HealthEd (cannabis) https://healthed.govt.nz/products/cannabis-and-your-health

How young men struggle with body image pressures – https://www.1news.co.nz/2021/06/04/how-young-men-struggle-with-body-image-pressures/ this contains a link to the video 'One for the boys' – a documentary, article and photo series about masculinity in Aotearoa today.

Jame Mollison - Playground https://www.jamesmollison.com/playground-copystand

James Mollison - Where Children Sleep https://www.jamesmollison.com/where-children-sleep

Ka Ora, Ka Ako Healthy School Lunches - Information about special meals https://assets.education.govt.nz/public/HCN-diets-factsheet-for-schools-July-2021.pdf

Ka Ora, Ka Ako Healthy School Lunches - Picture of meal components https://kaorakaako.education.govt.nz/file-download/Nutrition%20Standards%202022.pdf

Ka Ora, Ka Ako Healthy School Lunches programme https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/free-and-healthy-school-lunches/

Ka Ora, Ka Ako nutrition guidelines (traffic light system) https://assets.education.govt.nz/public/Uploads/20210927-Nutrition-Guidance-Formatted-FINAL.pdf

Kagan Kırcaburun, Constantinos M. Kokkinos, Zsolt Demetrovics, Orsolya Király, Mark D. Griffiths & Tuğba Seda Çolak (2019) *Problematic Online Behaviors among Adolescents and Emerging Adults: Associations between Cyberbullying Perpetration, Problematic Social Media Use, and Psychosocial Factors* https://link.springer.com/article/10.1007/s11469-018-9894-8

Keeping it Real Online campaign https://www.keepitrealonline.govt.nz/ and controls and settings https://www.keepitrealonline.govt.nz/parents/controls-and-settings/

Mental health promotion images related to being online http://www.corporatementalhealth.ca/blog/mentalhealthweek2017

Ministry of Education statement Ikura|Manaakitia te whare tangata Period products in schools https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/ikura-manaakitia-te-whare-tangata-period-products-in-schools/

Ministry of Health and Te Hiringa Hauora guidelines on a healthy balanced eating https://www.health.govt.nz/system/files/documents/publications/choose-balance-healthy-food-every-day-dec20.pdf

Netsafe - Digital Self-harm Report 2019 https://netsafe.org.nz/digital-self-harm-19/

Netsafe - Factsheet: Who is sending and sharing potentially harmful digital communications? https://netsafe.org.nz/perpetration/

Netsafe - Ngā taiohi matihiko o Aotearoa – New Zealand Kids Online (2019) https://netsafe.org.nz/children-technology-access-use-skills-opportunities-2019/

Netsafe – Parental controls on devices https://netsafe.org.nz/parental-controls/ Harmful content online https://netsafe.org.nz/harmful-content-online/

New Zealand Beverage Council – responsible advertising https://www.nzbeveragecouncil.org.nz/positions/responsible-advertising/

New Zealand Drug Foundation (cannabis) https://www.drugfoundation.org.nz/info/did-you-know/cannabis/

New Zealand Police (cannabis) https://www.police.govt.nz/advice-services/drugs-and-alcohol/cannabis-and-law#:~:text=Penalties%20associated%20with%20cannabis%20range,(depending%20on%20the%20amount

New Zealand Police (laws) https://www.police.govt.nz/advice/drugs-and-alcohol/alcohol-laws-and-penalties

'Normalising periods': 1 million period products provided free to schools https://www.stuff.co.nz/national/wellington/131928714/normalising-periods-1-million-period-products-provided-free-to-schools

NZ Government - Contraception important for New Zealanders https://www.beehive.govt.nz/release/contraception-important-new-zealanders

Paraparaumu College and Kāpiti College students join forces to fight period stigma https://www.nzherald.co.nz/kapiti-news/news/paraparaumu-college-and-kapiti-college-students-join-forces-to-fight-period-stigma/ES7UYHX3PVDNBNT7FUWLXVJ6LI/?fbclid=IwAR3c7HTRd9lRDrCU75xk6XOb3MXsgIoKdD_R8sxZzJpADr2QdPXWlrYdqKk

Period poverty in the Pacific: Exploring opportunities and barriers to progress menstrual health https://www.wateraid.org/au/articles/period-poverty-in-the-pacific-exploring-opportunities-and-barriers-to-progress-menstrual

Peter Menzel - Hungry Planet https://www.menzelphoto.com/portfolio/G0000s3jj73.5TSs

Peter Menzel - What I eat https://www.menzelphoto.com/portfolio/G0000bKlicjjOIpY

Proactive approach to teenage contraception needed – researchers https://www.nzdoctor.co.nz/article/proactive-approach-teenage-contraception-needed-researchers

Rotorua Daily Post "Vaping: Teens hooked speak out as Smokefree 2025 release proposal to raise minimum age" https://www.nzherald.co.nz/rotorua-daily-post/news/should-nzs-vaping-age-be-raised-addicted-teens-share-their-thoughts/UFOQ5NWR4BGX5HA6DJBYFMDCM4/

Say Yeah Nah "Go the Distance" https://www.alcohol.org.nz/resources-research/campaigns/say-yeah-nah/go-the-distance

Sexual wellbeing Aotearoa - Endometriosis https://sexualwellbeing.org.nz/adv/periods/endometriosis/ –or Endometriosis New Zealand https://nzendo.org.nz/endo-information/

Sexual wellbeing Aotearoa - Premenstrual syndrome (PMS) https://sexualwellbeing.org.nz/adv/periods/premenstrual-syndrome/

Sexual wellbeing Aotearoa - What are Periods? https://sexualwellbeing.org.nz/adv/periods/

Sexual wellbeing Aotearoa – Advice about contraception and STIs https://sexualwellbeing.org.nz/adv/contraception/ and https://sexualwellbeing.org.nz/adv/stis/

Stress Performance Curve https://www.selfloverainbow.com/the-stress-performance-curve

Study identifies four key factors affecting youth mental health (2023) https://www.newshub.co.nz/home/new-zealand/2023/05/study-identifies-four-key-factors-affecting-youth-mental-health.html

Te Ara Encyclopedia of New Zealand - Socio-economic factors https://teara.govt.nz/en/health-and-society/page-2

Te Hiringa Hauora - How much sugar is in your children's drink? https://order.hpa.org.nz/products/how-much-sugar-do-you-drink-schools-poster-a3

Teen Dating Violence Awareness Month Teacher Activities Toolkit 2021 https://www.communitysolutions.org/wp-content/uploads/2021/08/Healthy-Relationships-Teacher-Toolkit2021.pdf

Teens looking in the cracked mirror of social media (2021) https://www.newsroom.co.nz/teens-looking-in-the-cracked-mirror-of-social-media

Teens turn to TikTok in search of a mental health diagnosis https://www.nzherald.co.nz/lifestyle/teens-turn-to-tiktok-in-search-of-a-mental-health-diagnosis/7YCI7K5Y6FAVTDYNHCCVAM5PQY/

Teens, social media and mental health: 'New Zealand has been incredibly slow to respond' https://www.nzherald.co.nz/nz/teens-social-media-and-mental-health-new-zealand-has-been-incredibly-slow-to-respond/OVGD2B25SZCQZDWPH6LM3VUTW4/

The Conversation - *Body image issues are rising in men – research suggests techniques to improve it* https://theconversation.com/body-image-issues-are-rising-in-men-research-suggests-techniques-to-improve-it-219451

The Level (cannabis) https://thelevel.org.nz/drugs-and-the-law/

The Light Project https://thelightproject.co.nz/

The Lowdown - 'Explore' options on the homepage to look for topics related to changes in young people's lives https://www.thelowdown.co.nz/

The Lowdown – body image https://www.thelowdown.co.nz/article/body-image

The Lowdown - Dating and Sex https://www.thelowdown.co.nz/article/dating-and-sex

The Lowdown - Let's Talk about Ai - Toxic Relationships https://www.thelowdown.co.nz/video/lets-talk-about-ai-toxic-relationships

The Real Sex Talk – Consent (video) https://www.youtube.com/watch?v=vnM83Cp0kQ8

The Real Sex Talk - Respect, Relationships & Peer Pressure (video) https://www.youtube.com/watch?v=zxEal95_pjM

Vaping The Facts - section for schools https://vapingfacts.health.nz/vapefree-schools/law-on-vaping.html and laws/policy https://vapingfacts.health.nz/the-facts-of-vaping/vaping-law-and-policy/

Vegetables for Teenagers - From vegetables.co.nz https://www.vegetables.co.nz/family/preparing-vegetables-for-baby-3/

Visram, Cheetham, Riby, Crossley & Lake (2015). *Consumption of energy drinks by children and young people: a rapid review examining evidence of physical effects and consumer attitudes.* BMJ Journals. 6(1). https://bmjopen.bmj.com/content/6/10/e010380

Whatsup http://www.whatsup.co.nz/

Youth 19 substance use fact sheet https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/5f3396209830484e5a9b3a0d/1597216310364/Youth19+Substance+Use+Report.pdf

Youth Development Strategy Aotearoa (2002) https://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html

Youth Law website (alcohol) https://youthlaw.co.nz/rights/health-wellbeing/alcohol/

Youth19 alcohol use fact sheet https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/5f3396209830484e5a9b3a0d/1597216310364/Youth19+Substance+Use+Report.pdf

Youth19 reports https://www.youth19.ac.nz/publications/category/Reports

Youth19 Research (2020) *New Zealand young people facing 'silent pandemic of psychological distress'*– look of the section on 'Causes of worsening youth mental health: So why have these rates risen so quickly?' https://www.rnz.co.nz/news/national/425172/new-zealand-young-people-facing-silent-pandemic-of-psychological-distress

Youthline – get help http://www.youthline.co.nz/get-help

Youthline: *A guide to understanding and dealing with stress* https://www.youthline.co.nz/stories/a-guide-to-understanding-and-dealing-with-stress

YWCA materials on body image https://www.ywca.org.nz/insights/

YWCA report on period poverty https://www.ywca.org.nz/insights/period-poverty/ and stories https://www.ywca.org.nz/our-stories/insights-report-period-poverty/

References for materials used in the activities

Office of Film and Literature Classification. (2018). *NZ Youth and Porn: Research findings of a survey on how and why young New Zealanders view online pornography*. Wellington, NZ: Office of Film and Literature Classification. https://www.classificationoffice.govt.nz/resources/research/

Scrinis G. (2008). On the Ideology of Nutritionism *Gastronomica, 8* (1): 39–48. https://online.ucpress.edu/gastronomica/article-abstract/8/1/39/47129/On-the-Ideology-of-Nutritionism?redirectedFrom=PDF

PART D:

What can people do to support hauora and wellbeing?

D1. Overview of strategies in Health Education and the Health Studies Achievement Standards

People can take many different forms of action to support the hauora and wellbeing of themselves (personal skills), of other people (interpersonal skills), and their communities (societal strategies). Communities can also support the hauora and wellbeing of people by providing particular forms of support (e.g. through health and wellbeing focused agencies, organisations, and community services) and promote values and behaviours that enhance the wellbeing of everyone.

Many of these skills you will have learnt about in previous years. Your learning in Year 11 will reinforce what you already know, and you will also learn about some more of these skills.

Your teacher will provide guidance about which of the following activities you will use for your learning. Some skills you will learn about in detail, others you will learn about briefly. Note that you do not need to learn about all the skills, but the more the better.

In year 11 Learning about strategies will develop knowledge about many different types of skills, why certain skills are used in particular situations when enhancing hauora and wellbeing, and why some of these skills are used together.

Learning about strategies can contribute to all the Health Studies Achievement Standards I different ways, although most focus on strategies is in 1.2 and 1.4.

Learning about strategies contributes to Health Studies Achievement Standards assessments in various ways.	
For Achievement Standard 92008 (Health Studies 1.1) **Demonstrate understanding of hauora in a health-related context through the application of a model of health**	One of the many possible 'activities' students could participate in for this assessment is a skill-based activity such as goal setting or problem solving.
For Achievement Standard 92009 (Health Studies 1.2) **Demonstrate understanding of decision-making in a health-related situation**	**There is a major focus on learning about decision-making at the centre of this standard.** *For this reason the decision-making activity includes a lot more detail than some of the other skills-based activities.*
For Achievement Standard 920010 (Health Studies 1.3) **Demonstrate understanding of factors that influence hauora**	The presence or absence of skills or strategies is an example of an influence on hauora and wellbeing, and this idea can be applied at personal, interpersonal, or societal level.
For Achievement Standard 92011 (Health Studies 1.4) **Demonstrate understanding of strategies that enhance hauora**	**There is a major focus on a range of skills needed to respond to hauora and wellbeing situations. The more skills you know how to apply to a range of situations, and why, the better.** The Assessment Specifications for the 1.4 report will also stipulate a **'theme'** that the strategies need to respond to. *See the activity about this.*

Strategies, skills or actions?

We often use these words interchangeably but there is a difference.

Strategies – think of a strategy as an approach. It's a way to go about doing something to achieve a desired outcome, which in this case is improved or enhanced hauora/health and wellbeing. *If something is said to be 'strategic' it means to identify the long(er)-term or overall aims and interests specific to the situation and the means of achieving them.*

Actions – simply refer to what is done to improve or enhance hauora and wellbeing.

Skills – refer to the named actions that need to be taken to improve or enhance hauora and wellbeing. Skills often require a series of steps to be worked through or a process to be followed that puts the skill into action. In some situations skills may also be called capabilities.

We think of skills or actions as strategies once they are specifically selected to be used in a specific situation to promote or enhance hauora and wellbeing in a particular way. An overall strategy usually requires more than one skill and often requires several skills or actions to be used in combination.

Note: Where an action can't be named as a known skill, the nature of the action can be described.

Linking the Significant Learning to the Achievement Standards where skills and strategies are a major feature

Health Studies 1.2 Demonstrate understanding of decision-making in a health-related situation	• understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • use critical thinking in relation to values, attitudes, and beliefs that inform approaches to hauora • investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility.
Health Studies 1.4 Demonstrate understanding of strategies that enhance hauora	• understand how personal, interpersonal, and societal factors impact hauora and inform decision-making • investigate diverse strategies to help manage change situations that impact hauora • use critical thinking in relation to social constructs, power imbalances, biases, and assumptions that impact hauora.

Skills commonly used in Health Education include the following

Personal actions and skills for managing self	Interpersonal skills support the wellbeing of the other person and/or support the relationship between people, such as:	Local community or nationwide ('societal') health promotion strategies include using knowledge and skills when working collectively to take action. This includes actions such as:

• Self-management e.g. stress management, time management, self-nurturing
• Positive self-talk (rational thinking)
• Decision making - taking personal responsibility for acting in ways that promote wellbeing
• Personal goal setting, action planning, implanting, reflecting and evaluating
• Critical thinking and using reliable information
• Values clarification
• Having personal knowledge and skills* and knowing when to use them such as:
  ○ *Effective interpersonal communication (see the list of interpersonal actions right)*
  ○ *Expressing feelings appropriately*
  ○ *Asking for help from trusted others*
  ○ *Help seeking - accessing and using systems and agencies (e.g. at school or in community) that support wellbeing*
	When interacting with others using:
	• Effective listening
	• Assertiveness and using I statements,
	• Joint problem solving,
	• Giving positive and negative feedback
	• Negotiation and compromise,
	• Supporting and caring
	• Showing empathy
	• Valuing others - respecting the diversity of others – being inclusive. *In other words, NOT to bully, harass, intimidate, abuse or discriminate against people*
		• Advocacy – letter writing, petitioning, protesting, campaigning for change
		• Group processes for identifying issues to know where to target actions, e.g. questioning, surveying, interviewing …
		• … Critical thinking to understand situations – e.g. who is advantaged/ disadvantaged, seeing different perspectives and using these understandings to make decisions about actions
		• Collective goal setting, action planning, implementing, reflecting and evaluating (ACLP used for collective action)
		• Campaigning, presenting, advertising – making people aware of issues and what they can do about them
		• Implementing existing laws, policies or other guidelines at local community level and more widely

*Sometimes, deciding what is a 'personal skill' and what is an 'interpersonal skill' is situation specific.

Generally speaking interpersonal skills are any skills we use when we interact and communicate with other people.

- Sometimes we might say these skills are personal when we are talking about having **personal knowledge** of these skills – knowledge of what the skills are and the 'skill' of knowing how and when to use them.
- In other situations we use interpersonal skills when contributing to community actions, especially when we need to communicate our ideas or contribute to some form of action.

This can be confusing so in most cases it pays to say that **interpersonal skills** are any skills used to interact or communicate *directly with another person*.
If we are using *interpersonal skills to contribute to a community action,* we tend to think of this as a **societal** action or strategy.

D1.1. Preparation task: Names of skills in English and te reo Māori

TASK: Highlight, drag and drop the terms from either the English or te reo Māori column to match the terms in the other column. Once the centre column is complete, you can delete the empty column.

Consider adding some of these kupu Māori to your Learning Journal and Workbook as you complete the activities in this section.

English words		Kupu Māori
actions		aroha
assertiveness		ata whakarongo
compromise		awhi
decision making		awhina
effective listening		hanga whakataunga
expressing feelings		hautūtanga
feel concern for, feel compassion, empathise, love		hohenga
goal setting		kōkiri
help seeking		kōrero
leadership		pūkenga auaki
leadership skills		pūkenga kaiārahi
listening		tautoko
negotiation		whai āwhina
positive thinking		whakaaro
problem solve		whakaaro pai
problem solving		whakahaere pōrarurarau
self-management skills		whakahaere wā
stress management		whakakakau
support; supporting		whakaōritenga
take care of		whakaoti rapanga
time management		whakapuaki wairua
to assist, help, support, benefit		whakarongo
to champion (a cause), promote, advocate, lead		whakatakoto whāinga
to disclose, make known, reveal, communicate, announce		whakatika raru
to tell, say, speak, read, talk, address		whakatopatopa
to think, plan, consider, decide		whiriwhirihia

Check Te Aka Māori dictionary for any you are unsure about.

Note: If the dialect of te reo Māori in your region has different kupu to those above, add or replace these with kupu from your local area.

Add these terms to you kuputaka (glossary).

D1.2. Preparation task: Attitudes and values

Understanding attitudes and values is an important part of understanding what affects hauora and wellbeing, and the actions we take to enhance wellbeing.

In Health and Physical Education:
"Attitudes and values are *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."*

When we take action there is a value-based reason as to why we do these things.

- When you show how to make a decision for **Achievement Standard 1.2**, you will find that many of the factors influencing decision making come from what we value and what we believe is important for our wellbeing and that of others.

- As part of your report for the **Achievement Standard 1.4** assessment, you need to explain reasons for the strategies to be used. One of the things you may be asked about is how attitudes and values come into why certain strategies are selected.

TASK: Use an online dictionary to find the meanings of these terms

Term	Dictionary meaning	Use this column to explain the differences between each pair of words. This can be tricky!
Attitudes		
Values		
Beliefs		
Morals		
Knowledge		
Assumptions		
Opinions		
Perspectives or viewpoint		

TASK: Show understanding of these terms by answering the question at the top of the table.

Term	**If a person was showing this for themselves or to others, what sorts of things would they be doing (or not doing)?**
Positive, responsible attitude	
Respect	
Care	
Concern	
Social justice	
Fairness	
Inclusiveness	

D1.3. Preparation task: Words / kupu related to attitudes and values in English and te reo Māori

TASK: Highlight, drag and drop the terms from either the English or te reo Māori column to match the terms in the other column. Once the centre column is complete, you can delete the empty column.

Consider adding some of these kupu Māori to your Learning Journal and Workbook as you complete the activities in this section.

English words		Kupu Māori
attitudes		haepapa
be true, valid, honest, genuine, sincere		kaingākau
beliefs		kanorautanga
compassionate		kiritau
desire, to value		mana taurite
diversity		manawanui
equal status, equity, equality		mātāpono
equality		matatika
fairness		ngakau aroha
inclusiveness		ngākau whakaute
peace, peacefulness, harmony		noho ōrite - mana ōrite
principles		pono
respect		rangimarie
responsibilities		tika tūāpapa
rights		uara
self-esteem, self-worth, self-respect		waiaro
to respect, appreciate		whakakotahi
tolerant		whakapono
values		whakaute

Check Te Aka Māori dictionary for any you are unsure about.

Note: If the dialect of te reo Māori in your region has different kupu to those above, add or replace these with kupu from your local area.

Add these terms to you kuputaka (glossary).

D2. Personal skills

In this section you will explore a range of **personal skills**.

Personal skills are used to support and enhance our **own** hauora and wellbeing.

- Personal goal setting
- Decision making – ***this learning contributes specifically to Achievement Standard 1.2***
- Stress management including positive self-talk
- (Own) Problem solving
- Thinking critically and using reliable information
- Values clarification

D2.1. Personal goal setting

What is the skill for?
Setting goals helps with short-term motivation and gives you long-term vision. It focuses learning of new knowledge and skills, and helps to organise your time and resources so that people can maintain or enhance their hauora and wellbeing.

What is involved in using the skill?
After a person has decided what they want to achieve over a particular period, the goal setting process requires them to set a goal stating what is to be achieved (to enhance wellbeing) and the development of action plan that responds to this goal. As the plan is implemented, progress towards the goal is monitored, and the impact of the actions is evaluated once the planned action(s) have been completed.

In what sorts of situations is the skill used?
Any situation where a person wants to change an aspect of their behaviour and enhance their hauora and wellbeing.

How is it used with other skills?
Goal setting might follow on after decision-making – once a decision has been made it needs to be put into action. The actions that are planned to achieve the goal may draw on many other skills like communication.

Links to assessment
Knowledge about personal goal setting may be used for assessment with:

- AS92008 HEALTH STUDIES 1.1 *Demonstrate understanding of hauora in a health-related context through the application of a model of health.* In this assessment goal setting can be used as the 'activity' that you apply a health model to show that you have a holistic understanding of hauora and wellbeing. To do this you need to work through a goal setting and action planning process.
- AS92011 HEALTH STUDIES 1.4 *Demonstrate understanding of strategies that enhance hauora.* In this assessment goal setting is one of many skills that you may need to know about to show that you understand what strategies are needed to enhance hauora and wellbeing is a particular situation.

Note that in both standards it is **not the process of goal setting that is assessed as such** but your understanding of how you reflect on goal setting in relation to a model of health (1.1) or that you understand situations where goal setting could be used to enhance hauora and wellbeing (1.4).

The following activities teach you how to use the process of goal setting.

Goal setting is a process. It involves a series of steps.

- Using information to identify an aspect of hauora and wellbeing that needs to be enhanced
- Developing a SMART goal
- Planning actions to achieve the goal
- Identifying and overcoming barriers and making use of enablers
- Implementing actions to achieve the goal
- Monitoring progress toward the goal (and keeping a logbook as a record of the monitoring)
- Evaluating how well the goal was met
- Skills for managing achievement and non-achievement of goals
- Reflecting on the overall goal setting and implementation process

SMART goals

A goal is an aim or an intention to do something. People use goals to give themselves direction and focus in life. Goals help motivate people to achieve.

When setting individual goals, it is important that they are **SMART**. The 'SMART' acronym (an abbreviation using the letters of a statement an abbreviation formed from the initial letters of other words and pronounced as a word) is used around the world as a guide to effective goal setting. 'SMART' stands for:

S: Specific to you.
M: Measurable (you can measure progress and achievement).
A: Achievable (you will be able to achieve or reach the goal).
R: Realistic (when we set unrealistic goals we cannot achieve them because of the limitations of what we can actually do).
T: Timeframe is given (eg: one month, one year…).

Some additional considerations when setting goals to increase their likely effectiveness are: the time available to achieve the goal, the financial cost of achieving the goal, family, work, and other commitments, and resources (or things) needed to help achieve the goal.

An example of a SMART goal: "I will improve my well-being by replacing my after-school snacks of chips and lollies with fruit and vegetables for the next month."

S - It will improve my well-being	✓ It's specific to me
M – I'll be able to monitor each day that I have had fruit or vege snacks, not chips or lollies	✓ I can measure my progress
A - Yes this is achievable	✓ This is achievable, I can actually do this
R - Yes this is realistic	✓ It is within my ability and resources to do this
T - The next month.	✓ There is a timeframe

TASK: Goals can be…	In general, a goal is an aim. People use goals to give themselves direction and focus in life. Goals help motivate people to achieve and help get things back on track if setbacks occur. Give an example for each of these goals.
Short term goals	
Long term goals	
Related to daily routines	

TASK: SMART goals

Ensuring you have developed a SMART goal is important to get right at the start of the goal setting process.

What does the acronym 'SMART' stand for? *Note there is more than one version of this. You may like to search online for some of the variations of 'SMART'.*	
Why are SMART goals more likely to be effective and successful than non-SMART goals?	
For each of the goals listed below, indicate whether you think each goal is likely to be effective or ineffective. Give two reasons why you have decided that each goal is effective or ineffective.	
I'm going to give up vaping	effective / ineffective Reason 1. Reason 2.
I will work fulltime over the holidays to save $1000 for a new phone	effective / ineffective Reason 1. Reason 2.
I'll do my assessment on the first day of the holidays – after that I'll relax	effective / ineffective Reason 1. Reason 2.
I'm going to be nice to my friends every day	effective / ineffective Reason 1. Reason 2.
Add 2 more examples	effective / ineffective Reason 1. Reason 2.
	effective / ineffective Reason 1. Reason 2.

TASK: Your goal setting process

Your teacher will guide you about the sorts of situations that will be suitable for goal setting. Use the following tasks to map out your goal setting process.

Which aspect of wellbeing to use for your goal setting process?	
What is your hauora and wellbeing now in this situation? What is your evidence for this?	
What is your goal – what do you aim to achieve over the next three weeks?	
Check: is your goal a smart goal? Describe why you are saying it is a SMART goal.	
S	
M	
A	
R	
T	

TASK: Linking goals to the dimensions of hauora and wellbeing

Describe how each aspect of your well-being could be affected if your goal is implemented successfully? Think of immediate and shorter-term impacts (now, this week), as well as longer term impacts (months or years). Note that not all may apply.

Dimension of hauora and wellbeing	My hauora and wellbeing now (related to the goal)	Immediate or shorter term	Longer term
Physical well-being – TAHA TINANA			
Mental and emotional well-being – TAHA HINENGARO			
Social well-being – TAHA WHĀNAU			
Spiritual well-being – TAHA WAIRUA			

TASK: Linking goals to the factors that influence hauora and wellbeing

Thinking about personal, interpersonal and societal influences related to your goal:	
Which personal influences could encourage you to do nothing and keep the situation as it is now?	
Which personal influences are encouraging you to make a change?	
Which interpersonal influences could encourage you to do nothing and keep the situation as it is now?	
Which interpersonal influences are encouraging you to make a change?	
Which societal influences could encourage you to do nothing and keep the situation as it is now?	
Which societal influences are encouraging you to make a change?	
Sustainable hauora and wellbeing goals tend to be those that try to change the some of the factors that influenced the situation in the first place, rather than to try and fix (only) the consequences or the effect once it has become a problem. **What do you think will help make your goal sustainable over time?**	

TASK: Goal setting plan

Describe the tasks or actions will you need to take achieve your goal.	Why do you need to take these actions to achieve your goal?
1	
2	
3	
4	
5	
Add more rows if needed	

Note: You should aim to keep your actions going for 3 weeks, or another length of time indicated by your teacher.

TASK: Barriers and enablers

A **barrier** is…	
For example, barriers can include:	
In general, how can we overcome barriers when striving to achieve a goal?	
An **enabler** is…	
For example, enablers can include:	
Why is it important to use our enablers when striving to achieve a goal?	
Describe the barriers there might be to reaching your goal.	
How could you overcome these barriers?	
Describe the things that might help or enable you to reach this goal.	
How could family and/or friends help you to reach this goal?	

TASK: Prioritising time for the implementation of the goal setting plan

Implementing your goal setting plan requires you to make the **time** and stay **committed** to it, in order to complete the planned actions and gather together evidence for your assessment.

Time management tips:

- Learn to put priorities on your activities and your time – rank the things you want to do from most important to least important
- Do one thing at a time –you don't want to overload yourself
- Divide large tasks into smaller parts and tackle these one at a time
- Include time for leisure and relaxation each day
- Use a diary, a calendar with plenty of space, or your own recording system for noting down tasks
- Spread your commitments over a period of time and work at a comfortable pace to accomplish your tasks.

Add any other tips that are specific to you in your life.	
In what areas of your life can you improve your time management which will also help you achieve your goal?	
Describe any time management skills that you already have and use. How do they help you?	

Prioritising your time:

Even if your time is well-organised, it can be difficult to fit everything in. This can be especially true when you're a busy teenager (school, homework, part-time job, sports, friends and family commitments). This is why it is important to set priorities when you are striving to achieve a goal or just to manage your time effectively.

The table below separates your daily tasks into three categories of priorities. Fill in each section with ideas from your own life.

What do I **need** to get done?	What **should** I get done?	What **could** I get done (time permitting)?

Reflecting on your time management	
Who benefits from us setting priorities on our daily tasks and how do these people benefit?	
Describing how the way you prioritise your time impacts upon your well-being, positively and/or negatively.	
Describe any additional actions you will need to take to allow yourself time to complete the tasks or actions listed in your goal setting plan.	
Do you find time spend on your device (e.g. your phone) gets in the way of you completing tasks? If so, how do you think you could manage your screen time better and complete the tasks expected of you?	

TASK: Implementing the goal setting plan to take personal health promoting action

Logbook

As evidence that you implemented the plan and to help monitor your progress, you will need to keep a logbook. The template below provides spaces in which to record your progress. Your logbook needs to contain the following:

- A description of the actions taken: *Across the total time allowed for implementation, these descriptions will need to cover all of the smaller actions listed in the action plan. However, each separate logbook entry will not necessarily include mention of all the smaller actions.*
- Monitoring the action: *Comment on what you actually did or what happened; when and where it happened, how long it took etc.*
- Reflections on the level of success of the action: *Questions to consider: Was the planned action successfully achieved? What else happened? Is there anything you had to change? Were there other barriers to overcome, or other enablers not already identified in the plan? Did you realise there was a better way to achieve your goal?*

You should aim to keep your actions going for 3 weeks, or another length of time indicated by your teacher.

You may have access to an app on your phone or other device that helps you keep your logbook up to date.

Entry	Date	Description of the actions taken	Monitoring the action	Reflections on the level of success of the action

Add rows as required.

TASK: Evaluation of the goal setting plan and implementation

Restate your SMART goal.	
Identify and explain how TWO aspects of your well-being that were positively affected by your action.	
Which of your actions were most successful? Explain.	
Which of your actions were not successful or were less successful? Explain.	
Identify one additional barrier to achieving your goal (one you had not thought of during planning) and explain how you overcame this barrier.	
Identify one additional enabler to achieving your goal (one you had not thought of during planning) and explained how/why it was helpful.	
Did you meet your goal fully, partially or not at all? Explain why this was the case and how this made you feel.	
What recommendations would you make when setting and implementing goal plans in the future (what would you do differently or what would you repeat)? Explain your answer.	
What did you enjoy about setting and working towards the goal? Explain.	

The following reflection activities may add to the evaluation of the goal setting plan and implementation.

TASK: Skills for managing achievement and non-achievement of goals

Coping Strategies Listed below are seven strategies that could be used to cope with the achievement or non-achievement of your goals. You need to state: what each coping strategy requires a person to do why it helps to cope with achievement or non-achievement of goals.	
Self-talk	This is: Using self-talk helps because:
Acknowledging feelings	This is: Acknowledging feelings helps because:
Re-assessment of goals (when the goal is not achieved)	This is: Re-assessment of goals helps because:
Seeking support	This is: Seeking help, helps because:
Re-assessing goals (when the goal is achieved)	This is: Re-assessment of goals helps because:
Self-affirmation	This is: Self-affirmation helps because:
Sharing with others	This is: Sharing with others helps because:

Building Resilience Defining resilience: a resilient person as "*someone who has the ability to bounce back after experiencing stressful life events or who is able to cope despite the adverse conditions they live in. They become resilient because they have a sense of being valued, they feel secure, and they have many connections with other people. The concept of resilience can be widened to apply to families and whole communities*."	
Explain what you think it means to be a resilient teenager.	
If I am a resilient person, I will be able to:	1 2 3 4 5
People are not all born resilient. There are things that go on in our lives that can build up our resilience, known as protective factors, or that can break down our resilience, known as risk factors.	
Based on your knowledge of the factors that can have a negative influence on hauora and well-being, make a list of things that put people 'at risk' (and undermine their ability to cope with change and disappointment such as not achieving their goals).	
Based on your knowledge of the factors that can have a positive influence on hauora and well-being, make a list of the sorts of things that you think 'protect' people (that helps them cope with major changes).	
How can being resilient (or taking action and having the support that helps build our resilience) help us cope when we do not achieve our goals?	

TASK: Managing achievement and non-achievement of goals

Whether or not your goal was successful, reflect on and respond to the following tasks.

Describe three actions (things you could do to help you cope if you did not achieve your goal.	1 2 3
Describe three actions a friend and/or family member could take to support you if you did not achieve your goal.	1 2 3
Describe three ways you could 'celebrate' and build upon your success. *(Note: at least two of these responses must include actions that lead to further action and do not require the one-off spending of money or having a party!)*	1 2 3
Describe a situation from your own life when you have been disappointed that you did not achieve a personal goal *(choose something you are happy to have other people, like your teacher, know about you.)*	
Describe three actions (things you did do, or could have done) that helped you to cope with the disappointment when you did not achieve your goal.	1 2 3
Describe three actions taken by a friend or other person (or actions they could have taken) that helped you cope with the disappointment when you did not achieve your goal.	1 2 3

TASK: Reflecting on the goal setting process

Reflect on your goal setting process and respond to the following statements.	
1. Two things I did well during this goal setting, implementation and evaluation process were:	
2. The part of the goal setting, implementation and evaluation I am most pleased about (and why) is:	
3. Things I found easy or did really well were:	
4. Things I found difficult were (or did not do as well):	
5. Therefore, what I could focus on in future learning is:	
6. When I come to do goal setting again in health education or another subject, I think the most important things to consider or remember will be:	

D2.2. Decision making

What is the skill for? To help decide which choice to make in a sitiaon where there are two or more possible options or pathways to take.

What is involved in using the skill? Decision making requires thinking through a series of steps to:
Define the health-related situation and the nature of the decision to be made

- Consider influencing factors in making the decision: *What are these and why/how are they influencing the decision-making process?*
- Identify the choices that could be made.
- Identify the consequences of each choice.
- Identification of your own and others' feelings about each choice.
- Making (deciding) a health-enhancing decision and giving a justification for this.
- Evaluating of the decision to check that everything that need to be thought about has been.

This process is usually worked through using a decision-making template.

In what sorts of situations is the skill used?
MANY. Making healthier choices about what to eat or safe choices about substance use; decide what to do in a peer pressure or bullying situation or managing a change situation; and much more.

How is it used with other skills?
Decision-making often happens before other skills are used like goal setting, or sometimes it is used with a skill such as problem solving. Decision making requires people to use evidence to help them think critically and decide which is the best option to choose and why.

Links to assessment

In-depth learning about decision making is required for AS92099 HEALTH STUDIES 1.2 Demonstrate understanding of decision-making in a health-related situation.

Avoid confusing decision making with problem solving or goal setting

These skills are all 'processes' and they overlap in some situations. However they all have a distinct purpose and process.

The distinction is as follows:

- **Decision-making** is the cognitive/thinking process a person goes through when they are in a situation that presents them with a number of possible options, choices, or pathways each of which must be weighed up or evaluated to decide the best course of action. The decision-making process is about the steps the person works through to decide which is the best choice to make to support their wellbeing (and that of others in the situation), and which options are rejected – and why. **Decision-making is about sorting out which option to choose when there are two or more to choose from.**

"Decision-making is the process of choosing a solution based on your judgement, situation, facts, knowledge or a combination of available data. The goal is to avoid potential difficulties. Identifying opportunity is an important part of the decision-making process. Making decisions is often a part of problem-solving."
Source Decision-Making and Problem-Solving: What's the Difference?

Problem solving is the process an individual, pair or group go through to resolve or find a solution to a known problem. Problem solving can look very like decision-making but the point of difference is that **problem solving is about sorting out a solution to a problem.**

*"Problem-solving is an analytical method to **identify potential solutions to** a situation. It's a complex process and judgement calls, or decisions, may have to be made on the way. The primary goal is to find the best solution. Problem-solving involves identifying an issue, finding causes, asking questions and brainstorming solutions. Gathering facts helps make the solution more obvious."*
Source Decision-Making and Problem-Solving: What's the Difference?

Goal setting: After a person has decided what they want to achieve over a particular period, the goal setting process requires them to set a goal stating what is to be achieved (to enhance wellbeing) and the development of action plan that responds to this goal. As the plan is implemented, progress towards the goal is monitored, and the impact of the actions is evaluated once the planned action(s) have been completed.

All these skills can be carried out individually, or in a group however, a lot of the Level 1 application for decision making tends to be individual. Group decision-making runs the risk of turning into problem solving if the focus is not maintained around a defined decision-making process.

Decision making template (or grid)

There are different 'models' and templates for decision-making. They are all very similar. The one below is particularly useful for Health Education as it contains all the points needed for assessment. HOWEVER, PLEASE note that ONLY filling out a decision-making grid is not sufficient for assessment. You also need to respond to questions to explain your process.

Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for EACH choice.		
Consequences of each choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

Understanding the decision-making template	
Define the health-related situation and the nature of the decision to be made.	*A list of some ideas follows with the activities.*
(At least 3) Choices that could be made	In Year 11 we are interested in situations that are more complex than simply seeing the two obvious choices. In other words, the choices need to be more than just '*yes do this because its supports wellbeing*' or '*no don't do that because it could harm a person's wellbeing*'. Decide on at least 3 choices or pathways that could be taken in the situation presented . Be thinking about choices where people need to be asking things like … '*this seems to be the obvious choice but if I make this choice, how will this affect someone else?'* or *'what else could happen to me later on if I make this choice?'* and so on.
Consider influencing factors* in making the decision: *What are these and why/how are they influencing the decision-making process?*	In a decision-making template this section might be filled in briefly at first. **However, in the assessment this is where you will need to explain the influencing factors in much more detail.** There are MANY reasons why a person would reject some choices and finally choose one option. *See the item bank of ideas below. Use a selection of these ideas when you are working through some decision-making examples.* Where possible, use actual examples as evidence to help develop your ideas about factors that influence decision-making. Start thinking about how some of these factors interconnect or how one thing leads to another.
Consequences of each choice *for the wellbeing of the person AND anyone else in the situation*	If you choose a situation where there are multiple possible choices or pathways to take, you can then start thinking about the consequences for the person making the decision, as well as other people in the situation, and perhaps the consequences for their community, before coming to a final decision. Once you get to the consequences you might need to go back to the factors and the influencing factors again to check that you have thought about the situation from all sorts of angles and in a lot of detail.
Your own and others' feelings about each choice:	This section about feelings helps to reinforce and add more depth to understanding the consequences for each choice above. *If one person feels good about the choice but it makes someone else feel bad, then it may not be the most health-enhancing choice – but that will depend on the situation.*
Health-enhancing decision and justification:	Weighing up all the information above, decide which is the most health-enhancing choice and why. Identify the main reasons that led you to this decision. It is also useful here to think about the reasons why the other choices were rejected to reinforce why this was the most health-enhancing decision.

Evaluation of the decision:	Reflecting on the whole process and the final decision made, answer these questions to draw overall conclusions: • What would be the **long-term impact** of this decision? Was the long-term impact of the decision actually considered – or was it just the immediate/short term consequences of the decision that were thought about? If the long term wasn't considered, is there anything else that should have been thought about before making this decision? • Were the **impacts on other people** involved in the situation, and **community** (where relevant) thought about? If not, what else should have been thought about before making this decision? • Reflecting on the decision made, what attitudes and values were apparent in the final decision? Does the decision show care and respect for self and others, is the decision fair to or inclusive of everyone in the situation?

***Use this table as an item bank of ideas.**

Factors Influencing decision making	
Depending on the situation, the influence could be the presence or a lack of these factors. Think about HOW or WHY a selection of factors influence the decision a person makes, and which options they reject.	
Personal (self, individual) factors (or lack of these)	
Personal knowledge of the situation and what enhances or harms hauora and wellbeing	Personal sense of care and concern, aroha and rangimarie for others
Personal values and beliefs about the situation	Personal sense and understanding of mauri
Personal skills to manage the situation e.g. Knowing how to communicate effectively, problem solve, negotiate, be assertive, etc	Personal sense of place – turangawaewae
Personal sense of knowing what to do in the situation	Personal knowledge of whakapapa
Personal knowledge of the long-term implications of the situation	Knowing personal rights (and responsibilities) in the situation
Past experience of similar situations	Having personal opportunities for engaging in experiences where the values and practices of whanaungatanga feature
Personal fears or concerns about the situation	Having personal opportunities for engaging in experiences where the values and practices of manaakitanga feature
Personal confidence and understanding about the situation	Having personal opportunities for engaging in experiences where the values and practices of kotahitanga feature
Personal sense of empathy for others in the situation	Personal access to money (for things that cost)
Personal ability to think critically about the situation and see it form different perspectives	Personal resources and material goods (things people have like clothes, digital technology, sports or recreational gear, etc)
Personal sense of identity or Tuakiri (knowing who you are and what is important – related to values and beliefs)	Personal health and wellbeing status
Personal mana (and knowing what is mana-enhancing) in the situation	Having access to a significant adult – other than a parent or immediate family member
Personal knowledge of tikanga	
Add other ideas	

Interpersonal factors	Community or societal factors
The quality of family relationships – parents, grandparents, siblings, wider whanau	Financial or economic status of the community
The extent of family relationships	Community resources available
The quality of friendships	Dominant societal or community values and beliefs (social norms)
The extent of the friendship group	Societal expectations about the situation
Peer pressure	Laws and polices related to the situation
The quality of intimate partner relationships	Access to support agencies, websites etc
Other people's values, beliefs and attitudes – and how these are shown	Media messaging about the situation
Respect and empathy shown by others	Social media
The capacity of others (friends and family) to use effective communication and other skills	Collective sense of community identity
The knowledge and/or experience that other people have about the situation	Community role models
The actions of others that show care and concern, aroha and rangimarie	Community opportunities for engagement in a range of recreational and social activities
The actions of others that show observance with tikanga (or other cultural traditions)	Safety of the neighbourhood
The actions of others that show a sense of whanaungatanga	Quality of schooling and access to suitable education
The actions of others that show a sense of manaakitanga	Access to specialist hauora and wellbeing support services in the community
The actions of others that show a sense of tiakitanga	*Add other ideas*
Parents (or other family) access to money and resources that cost	
Health and wellbeing status of friends or family	
Mentors or champions that provide personalised support	
Add other ideas	

You may think of other factors that influence decision making. Add these to the table.

TASK:

1. Select **one situation from each of the columns below**. *Alternatively your teacher may make other suggestions to link your learning about decision-making to other topics covered in your course.*

You can make up a more detailed a story around this situation if it helps to think about the decision that needs to be made.

Mental health situations	Relationships and sexuality situations	Food and nutrition situations
• Deciding if or how to limit screentime • Deciding if or how to be an upstander when witnessing, or becoming aware of someone being bullied • Deciding if or how to support a friend or family member who has experienced a distressing life event • Deciding if or how to express individuality, especially in situations where identity does not reflect dominant social norm how to • Deciding how to respond when there are competing priorities for time e.g. schoolwork, sport or cultural commitments, family and friends etc.	• Deciding whether to stay in a relationship where there is conflict (or some other issue like a lack of trust) • Deciding whether to respond to sexual pressure to 'keep' a partner/stay in a relationship • Deciding which menstrual products to choose • Deciding if or how to address homophobic or other non-inclusive attitudes in the school or community • Deciding which contraceptive method(s) to use/ how to prevent an unplanned pregnancy	• Deciding if or how to request that the person in the house who buys the food to include a greater diversity of food options (e.g. foods that support nutritional health and wellbeing, more fresh food/les processed food) • Deciding how to make food purchasing choices on a limited budget • Deciding which sources of information about healthy eating for teens are most reliable • Deciding if or how to resist pressure from friends or peers to conform with their food behaviours e.g. related to dieting or fad foods, etc • Deciding if or how to manage tensions or challenges about making food choices when the food traditions of family differ from those food behaviours of peers, or social norms in the community

2. For each situation, complete a decision-making template.

- Use the information provided to help you fill out the templates.
- Use some of the ideas in the factors influencing decision making table above. You can add to these if you think of other influencing factors.

Situation 1.

Write a short scenario based on the situation you selected. Make sure there is a named person in the scenario who needs to make a decision based on the situation you have selected.		
Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for EACH choice.		
Consequences of each choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

Situation 2.

Write a short scenario based on the situation you selected. Make sure there is a named person in the scenario who needs to make a decision based on the situation you have selected.		
Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for EACH choice.		
Consequences of each choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

Situation 3.

Write a short scenario based on the situation you selected. Make sure there is a named person in the scenario who needs to make a decision based on the situation you have selected.		
Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for each choice.		
Consequences of EACH choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

D2.3. Stress management including positive self-talk

What is the skill for?

There are many ways to manage stress. Stress comes in many forms and people experience stress differently. This means that we need many different types of techniques and skills for 'stress management'.

"Stress is difficult to define because it is so different for each of us. A good example is afforded by observing passengers on a steep roller coaster ride. Some are hunched down in the back seats, eyes shut, jaws clenched and white knuckled with an iron grip on the retaining bar. They can't wait for the ride in the torture chamber to end so they can get back on solid ground and scamper away. But up front are the wide-eyed thrill seekers, yelling and relishing each steep plunge who race to get on the very next ride. And in between you may find a few with an air of nonchalance that borders on boredom. So, was the roller coaster ride stressful?"
The American Institute of Stress.

What is involved in using the skill?

Wide range of techniques e.g. some require physical forms of relaxation, some are thinking exercises, some are about engaging in pleasurable and valued activities.

In what sorts of situations is the skill used?
Any situation where a person is experiencing a form of stress that that is negatively impacting their wellbeing.

Note there are wide range of stressful situations. The focus here is on the everyday stresses, and not major life changes that occur occasionally.

TASK: The game of life stresses

For this activity, work in pairs or small groups if you can. You can also do this by yourself. Your task is to create a simple board game: either a snakes and ladders type game where players go back and forth depending on the square on the board they land on after throwing the die (or dice); or dominoes where the cause of stress on one tile matches to a way to reduce stress on the next tile; or a Monopoly type game where landing on a square means picking up a card from the pile which then instructs the player what to do next.

Preparing ideas for your game

Based on what you have learnt before, make a list of as many things as you can that causes you and other people to feel stress. You will need at least 10 ideas.	
Using your prior learning about stress, identify at least one way a person could manage each stress listed above. If you need ideas find the Mental Health Foundation resource online called **'***Stress and how to handle it'*. You will need at least 10 ideas.	

To plan the game select at least **10 and up to 20 factors that cause stress**, and **actions that reduce stress** (about the same number of each). Match the positive statements about stress (e.g. things people do to reduce stress) with any instructions to advance in the game, negative statements about stress (e.g. things people do that increases their stress) with any instructions to go backwards in the game, and any ineffective actions (or doing nothing) with 'miss a turn' type instructions.

Choose the type of board game you want to make. Keep this realistic for the time allowed. Use the available materials to draw up the basic board with about 50 squares in any arrangement that will work for the type of game you are designing. Fill in the squares with instructions related to thigs that cause stress, or techniques or skills for managing stress. E.g. A snakes-and-ladder type design where landing on the head of the snake has a statement about a factor that causes stress and so the player has to go down the snake, and if they land on a square at the bottom of the ladder they get and instruction about a skill for managing stress so they can go up the ladder. If using a Monopoly-type approach, the board will need to have some squares marked to say to pick up a card and if they pick up a strategy they can move forwards, but if a form of stress go backward or miss a turn. Play your own game before swapping games with another group and play the game designed by this group to 'test' the game and give feedback to the game developers.

Positive self-talk (or rational thinking (or de-stressing thoughts)

Rational thinking, also called self-talk or de-stressing thoughts is about the things people tell themselves that. If these thoughts are positive and reasonable it can help 'destress' the situation, or if negative, add they may to the stress and worsen the situation. In this activity you will learn to distinguish between negative thinking, and positive, rational thinking, and how using positive rational thinking is a useful skill for managing and reducing stress.

Have you ever thought like this: If a person is in the habit of saying to themselves (or to other people) "*oh I'm so useless, I can't do anything right*" whenever they make the smallest mistake; or "*I'm no good at this, I'll never get it right*" – even when they have only tried it once; or "*I must do this perfectly*" even when good enough is fine; or "*I am so thick and stupid, I'll never pass*" even though they seldom fail; "*no one will ever want to be friends/go out with me because I'm ugly*" even though they have friends … etc.

When people are thinking irrationally or negatively their thoughts are often exaggerations, self-defeating, absolutes, overstating, selective (and focus only on the negatives), make worst case assumptions, etc. such as:

- *Being absolute or black and white, right or wrong, inflexible about things (always/never, or must or shouldn't, can/can't)*
- *Exaggerating things and blowing single events out of proportion: "If I don't do … I will never …"*
- *Overstating the negative part and not looking at the whole picture: "I only got an 'achieved.' I'll be lucky if I get my NCEA now" – even when the person has merits and excellences for everything else.*
- *Being unrealistic or irrational: "I must always do …"*
- *Being self-defeating before the event has even happened: "I will fail my driver's license" or "I can't cope with this."*
- *Assume the worst or jump to conclusions: "My teacher will be mad because I got the answer wrong."*

TASK: Turn the irrational thinking in the table below into rational thinking and identify the sort of negative self-talk the person was doing in this instance. A worked example is provided in the template.

The irrational thought or talk	Reframe this into a rational statement	What the person was doing (see notes below) and therefore, what needed to be changed?
I'm lonely at school because everyone thinks I'm a reject. They probably think I smell or something.	*I don't have many friends at school but I have one good friend who lives next door.*	*Avoid exaggerating – the person has a friend who presumably doesn't think they are a reject and avoid using negative names like 'reject'. Jumping to conclusions (about smelling bad) – leave this out.*
My friends think I'm an idiot. What was I thinking turning up wearing (.....), I'm so stupid to think they would accept me wearing that.		

I'm useless on the (…..) team, I missed that goal. Now they will want to kick me off the team for the rest of the season.		
People ignore me because I'm ugly and a failure. I haven't got any talent, I don't do well at anything at school.		
(Add own examples)		

Relaxation techniques

How would explain to someone else what it means to 'be relaxed'.	
'Relaxation techniques' are ways to reduce stress, to chill out, take your mind off things, take the tension away from muscles (etc.); Examples include *doing yoga, listening to music, meditating, having a massage, breathing techniques, creative visualisation (or guided imagery), progressive muscle relaxation etc.* Which of these techniques have you used	
Add any other relaxation techniques not listed here.	
Some people say they use substances like alcohol, cannabis, or nicotine (in vapes for example). Do you think this is a health-enhancing way to relax? Why or why not?	

Using a relaxation technique – try this for homework

Use an online search to find either:

- a physical relaxation technique (breathing or progressive muscle relaxation, or
- a mindfulness/creative visualisation/guided imagery technique – there are many written 'scripts' for these online, or audio/video of people reading these scripts.

Work through the process following the instructions provided.

What did you notice happening to your physical body and/or mind as you worked through these techniques? How is it they help people 'relax'?	
You may search online for biomedical information explaining what happens to the body when a person relaxes.	

D2.4. (Own) Problem solving

What is the skill for?
*"Problem-solving is an analytical method to **identify potential solutions to** a situation. It's a complex process and judgement calls, or decisions, may have to be made on the way. The primary goal is to find the best solution. Problem-solving involves identifying an issue, finding causes, asking questions and brainstorming solutions. Gathering facts helps make the solution more obvious."*
Source Decision-Making and Problem-Solving: What's the Difference?

What is involved in using the skill?
Working through a series of steps to decide a solution to the problem. The models used in this activity is the DESC model.

In what sorts of situations is the skill used?
For own problem solving – when the problem is a person; s own and not shared with someone else.

How is it used with other skills?
Problem solving often goes hand in hand with decision making. Depending on the nature of the problem, personal skills might be need like critical thinking, values clarification, help seeking, etc, as well as interpersonal skills if resolving the problem means communicating with other people.

How is problem solving different from decision making and goal setting?
See the statement in the decision-making activity.

Problem solving model. When one person 'owns' the problem

The DESC model (D=describe, E-explain, S=specific, C=consequences)

Example situation	Another student has called you a put-down name based on your appearance, culture or identity *(you can decide the specific details)*
D=describe: Describe how you feel about the situation using an "I feel …" statement	How you are feeling
E=explain: Explain specifically the situation that has caused these feelings …	Why you feel this way
S=specific: … and specifically the change you want made to repair or restore the situation.	What you want to change
C=consequences: Describe the positive consequence for you (as well the relationship with the other person) when they have made this change	Consequences of this change

(Your choice) Situation	
D=describe: Describe how you feel about the situation using an "I feel …" statement	How you are feeling
E=explain: Explain specifically the situation that has caused these feelings …	Why you feel this way
S=specific: … and specifically the change you want made to repair or restore the situation.	What you want to change
C=consequences: Describe the positive consequence for yourself (and others) when this change is made	Consequences of this change

Ideas as for further problem solving practice

- Your sister is playing really loud music while you are trying to study.
- Someone pushes in front of you and other people in the queue at the cafe.
- Your brother has been on the computer for a while and you need it to finish an assignment.
- Your friend always smokes around you. He knows it irritates your asthma.
- Your friend thinks she may have been assaulted last night at a party (she was drunk).
- Your sister is always borrowing your clothes without asking. You'd prefer if she asked first.
- You want to go camping with your friends for the weekend but your parents want you to stay home and study.
- Your friend has asked you to help her with a problem: Her brother is smoking dope.
- You and your sister are going to the movies together. She wants to see the latest romantic comedy movie and you want to see the latest action movie.
- My friend always goes on about how ugly she thinks she is. She is way more popular than me and people find her much more attractive. She seems to say it just for the attention it gets her.

Combining skills – problem solving and assertiveness (see Activity D3.4.)

Select one scenario from the list above and give an assertive response to the other person in the situation. *See Assertiveness in the interpersonal skills section.*	
What could you say to the person? (Remember to state your feelings and the change of behaviour you want to happen.)	
What eye contact and facial expression would you need to use?	
What would your tone of voice sound like?	
What would you body posture look like?	
Why would being assertive help you in this situation?	

D2.5. Thinking critically and using reliable information

What is the skill for? What is involved in using the skill?
Critical thinking is used to generate innovative solutions to wellbeing situations, plan and think strategically, and use reasoning skills to analyse and evaluate.

In what sorts of situations is the skill used?
Every situation in health education should include an element of critical thinking!

How is it used with other skills?
Critical thinking and using reliable information are important aspects of all strategies where skills are used, and action is taken to enhance wellbeing. Without critical thinking and reliable information the strategy may not work.

HPE statement on the value of critical thinking

Critical thinking includes examining, questioning, evaluating, and challenging taken-for-granted assumptions about issues and practices. **Critical action** is action based on critical thinking.

By adopting this definition of critical thinking and applying it to their learning in education contexts, ākonga can:

- become broad and adventurous thinkers
- generate innovative solutions
- use their reasoning skills to analyse and evaluate
- plan and think strategically.

Critical thinking enables ākonga to:

- think about and evaluate their own thinking and behaviour on issues related to health education and physical education
- make reasonable and defensible decisions about issues related to individual and community wellbeing
- individually and collectively challenge, and take action to address, social, cultural, economic, and political inequalities
- understand the role and significance of the movement culture and its influence on our daily lives and the lives of people in our community.

In order to help their students to develop critical-thinking skills and to take critical action, kaiako [teachers] need to:

- have a sound knowledge base from which to support students as they delve more deeply into content
- remain open to challenge by students, not representing themselves as the sole source of knowledge
- encourage students to look at the big picture by engaging them in critical-thinking processes that have relevance beyond the classroom
- be prepared to listen to voices that originate in the classroom and to use the personal experiences of ākonga as starting points for gathering information
- encourage ākonga to question and challenge existing beliefs, structures, and practices
- avoid offering 'how to do it' approaches
- encourage ākonga to be sensitive to the feelings of others
- provide opportunities for inquiry by giving ākonga time for planning, processing, and debriefing
- structure lessons so that students can work safely and co-operatively and develop creative forms of shared responsibility
- encourage students to take critical action. When students learn to use democratic processes inside the classroom, they can transfer these to situations outside the classroom.

(The list above is based on Smyth, 2000, p. 507.)

Questions for critical thinking

This list of critical thinking questions is widely used across Health Education topics. You may not answer all questions exactly as worded below or with every topic, but you will have answered versions of these from time to time.

Choose a popular Health Education topic you have studied in some detail this year and/or in years 9 or 10 e.g. vaping, consent, or social media use.

Find the following sources of information about your topic (your teacher may help you with this):

- Locate your Learning Journal and Workbook notes about the topic
- Locate 4-5 recent news items about the topic
- Locate a New Zealand website focused on the topic
- Locate any recent New Zealand research bout the topic
  Note that you may already have links to these last three items in your Learning Journal and Workbook.

Using the information collected, answer as many of the following questions as possible. For this activity you only need to give short bullet point responses.

Critical thinking questions	Your responses
What do you know about this issue or situation?	
How did you come to know this?	
How do you feel about this issue or situation?	
What is the evidence for this knowledge?	
What are your beliefs about this knowledge? And why do you believe this?	
What information is missing from this picture?	
Why is this information missing?	
Have the social, cultural, economic, political, and/or ethical aspects of this situation been considered?	
Whose voice is heard in this writing, article, or classroom activity?	
Whose interests are being served? Who has the power in this situation?	
Who is being advantaged?	
Who is not being heard or served?	
Who is being disadvantaged?	
What are the inequalities that exist in this situation?	
What needs to change? *What action needs to be taken to enhance wellbeing?*	
How can you contribute to this change?	

Source: Based on Brookfield, 1995, and Smyth, 1992, in The New Zealand Curriculum.	

Overall: Why is a critical thinking approach important to go through BEFORE taking action?	

Reliable information

There is an acronym to help remember the essentials for seeking realisable information – TRAAP (or CRAAP).
Use an online search to find out what each of these points refer to and note it below.

T=timeliness (or C=currency)	
R=relevance	
A=accuracy	
A=authority	
P=purpose	

Another framework for seeking out reliable information is Rauru Whakarare Evaluation Framework

Locate a copy the overall framework and copy and paste this into your Learning Journal and Workbook for reference.
OR you may have access to a digital literacy framework that your school uses.

Copy of the Rauru Whakarare Evaluation Framework

Make a list of situations where you have used reliable information during your Health Education course e.g. the information: • It comes from a .govt, .org or .ac website • It is relevant to New Zealand • It is recently published • Is based on reliable research • It comes from an original source (and not from social media for example)	
What are the possible consequences for peoples' wellbeing **if unreliable sources of information** are used. Give some examples of what could happen if unreliable information is used as the basis for making decisions about hauora and wellbeing.	

D2.6. Values clarification

What is the skill for?
Our values shape our behaviour and our actions. If we can identify our values, it will help us to understand why we act the way we do. In situations where our (or someone else's) actions are causing distress or harm, then it helps to identify the values underpinning our behaviours and actions, in order to make wellbeing enhancing changes.

What is involved in using the skill? How is it used with other skills?
Values clarification is a reflective, critical thinking exercise.

In what sorts of situations is the skill used?
ANY situation where a person's values are implicated in behaviours that affect their wellbeing.

Values are the beliefs and principles that you believe are important in the way that you live your life, learn at school, and work. Ideally your values determine your priorities and guide your decisions and the way you act towards others.

Recap this preparation task:

Term	Dictionary meaning	Use this column to explain the differences between each pair of words. This can be tricky!
Attitudes		
Values		
Beliefs		
Morals		
Knowledge		
Assumptions		
Opinions		
Perspectives or viewpoint		

The following item bank provides you with a wide range of values. Use this item bank for the activity that follows. There are many online sources of these if you would prefer to use a different list.

You only need to use the values that you know about and have relevance for you.

Item bank of values

Abundance	Decisiveness	Humour	Purpose	Understanding
Acceptance	Dedication	Imagination	Quality	Uniqueness
Accomplishment	Dependability	Inclusiveness - whakakotahi	Reason/Logic	Unity
Accountability	Determination	Independence	Recognition	Vision
Accuracy	Devotion	Individuality	Reliability	Vitality
Achievement	Dignity	Inner Harmony	Respect - whakaute	Wealth
Adaptability	Discipline	Innovation	Responsibility - haepapa	Welcoming
Adventure	Diversity - kanorautanga	Insightful	Restraint	Winning
Affection	Efficiency	Inspiring	Results-oriented	Wisdom
Alertness	Empathy	Integrity	Rights - tika tūāpapa	Wonder
Altruism/Helping	Endurance	Intelligence	Rigour	Work
Ambition	Energy	Introspection	Security	
Assertiveness	Enjoyment	Intuitive	Self-actualisation	*Add others*
Attentive	Enthusiasm	Joy	Self-control	
Authenticity	Equal status - equity, equality mana taurite	Justice	Self-development	
Awareness	Equality - noho ōrite - mana ōrite	Kindness	Selfless	
Balance	Ethical	Knowledge	Self-reliance	
Beauty	Excellence	Lawful	Self-respect, self-esteem, self-worth - kiritau	
Boldness	Excitement	Leadership	Sensitivity	
Bravery	Experience	Learning	Serenity	
Brilliance	Expertise	Love	Service	
Calmness	Exploration	Loyalty	Sharing	
Capable	Fairness - matatika	Mastery	Silence	
Careful	Faith	Maturity	Simplicity	
Caring	Fame	Meaning	Sincerity - genuine, be true, pono	
Caring	Family	Moderation	Skillfulness	
Certainty	Fearless	Modesty	Solitude	
Challenge	Fidelity	Motivation	Speed	
Charity	Fitness	Nature	Spirituality/Faith	
Cleanliness	Focus	Obedience	Stability/Security	
Clear	Foresight	Open-Mindedness	Status	
Clever	Forgiveness	Openness	Stewardship	
Comfort	Freedom	Optimism	Strength	
Commitment	Friendliness	Order	Structure	
Communication	Friendship	Organisation	Success	
Community	Fun	Originality	Support	
Compassion - ngakau aroha	Generosity	Others	Surprise	
Competence	Giving	Passion	Sustainability	
Confidence	Goodness	Patience	Teamwork	
Connection	Grace	Patriotism	Temperance	

Consistency	Gratitude	Peace, peacefulness, harmony rangimarie	Thankful	
Contentment	Growth	Philanthropy	Thorough	
Contribution	Happiness	Play/ Playfulness	Thoughtfulness	
Control	Hard Work	Poise	Timeliness	
Cooperation	Harmony	Positivity	Tolerance-manawanui	
Courage	Health	Power	Toughness	
Courtesy	Honesty	Privacy	Traditional	
Creativity	Honor	Productivity	Tranquillity	
Credibility	Hopefulness	Professionalism	Transparency	
Curiosity	Humility	Prosperity	Trustworthiness	

- From the item bank select **20 values** that you would **generally** say are important to you in your life. You can select more if you wish. Add these into the table below. Consider translating all these terms into te reo Māori where a translation is available (see the glossary links earlier in Part D), and/or use another home language.

- Select 4 life situations in the table below (more if you have time).
- For **each selected life situation** organise the 20 values across most important, somewhat important, and least important – in that situation.

Life situation – select 4 of these	Most important values in this situation	Somewhat important	Least important
Family			
Friends			
Romantic relationships			
School			
Community			
Work			
Culture			
Recreation, sports, arts etc			

Reflection	
Do the same values remain important in every situation, or do they change?	
What do you notice about the way some values are ranked? What do you think this says about you as a person?	
What are the implications for your wellbeing in each of these situations given your values?	
Do you think your values help or hinder your sense of wellbeing in each of these situations? If you think your one or more of your values may impact your wellbeing in certain situations, what do you think you could think about or do differently to support your wellbeing?	

Overall, why is it important to consider the way a person's values influence their actions, and how these actions then impact their own wellbeing and the wellbeing of others?	

D3. Interpersonal skills

In this section you will explore a range of **interpersonal skills**.

Interpersonal skills are used to support and enhance our **relationships with others**.

- Naming and expressing feelings (used with a range of other skills)
- Effective listening
- Respectful communication - giving and receiving negative feedback (including “I feel” statements)
- Assertiveness, including using “I” statements
- Joint problem solving, including negotiation and compromise
- Managing conflict in relationships
- Showing empathy
- Ways of supporting others

D3.1. Naming and expressing feelings, and "I feel statements" (used with a range of other skills)

What is the skill for?
Expressing feelings lets other people know how you feel about a situation. These feelings maybe positive or negative. Just as it is good to have positive feelings it is OK to have negative feelings like being angry, or sad. It is how we express these feelings to support the wellbeing of ourselves and others that is important. On one hand being able to identify and name feelings is a personal skill, but it has been included here as an interpersonal skill because of the way we express our feelings when communicating with other people.

What is involved in using the skill?
Being able to identify and name the feeling(s) and be able to say 'I feel …''' as part of an assertive response or other form of communication – see the assertiveness activity.

In what sorts of situations is the skill used?
MANY interpersonal situations where people are interacting and communicating and where people need to understand how others feel to respond appropriately.

How is it used with other skills?
Being assertive, asking for a change, problem solving, decision making, etc

Recap of learning about feelings

How does a 'feeling' differ from a 'thought' *(This is a tricky question. Look up the meanings in a dictionary if you need to.)*	
How are feelings and emotions similar and different? *(This is a tricky question. Look up the meanings in a dictionary if you need to.)*	
Feelings can be positive and negative, and we can feel good or bad. Feelings help us deal with a situation while at other times they get us into trouble, so what purpose do 'feelings' have for people – why do you think humans have feelings?	
Give three ideas that link your present ideas about 'feelings' with your knowledge of hauora and well-being.	

Brainstorm the names of as many feelings as you can think of. Try to do this with other people in your class.

Regroup these feelings as …		
positive feelings	negative feeling	could be either, depending on the situation

Select 5 feelings from the ones you brainstormed. Use this feeling is a statement that starts "I feel [*name of feeling*] when ….".

Name of a feeling	"I feel xxx when ….."
1.	
2.	
3.	
4.	
5.	

People also express feelings in ways that don't use words in their 'body language'. Identify 5 ways people show positive feelings without saying anything, and 5 ways they show negative feelings without using words.

Showing positive feelings without words	Showing negative feelings without using words

Some people, like artists, might express feelings through colour and visual imagery. Use coloured pens or pencils to fill in each box to show how <u>you</u> would express your feelings using only lines or shading, and colour – *and without drawing an actual picture or writing any words*:

Happy, joyful, glad	Sad, melancholy, unhappy	Nervous, anxious, twitchy
Loving, caring, compassionate	**Foolish, silly, embarrassed**	**Down, depressed, 'blue'**
Pressured, hassled, stressed	**Scared, frightened, afraid**	**Lonely, isolated, abandoned**
Unsure, uncertain, ambivalent	**Powerful, confident, in control**	**Popular, liked, important**

Why do you think we associate certain colours with particular feelings? Where do we 'learn' this?	
What sort of people (other than artists) might make use of knowledge that shows how we associate colour and feelings?	
Which task did you find easier – expressing feelings with words or colour? Why do you think this is the case for you?	

Identifying feelings of others: Read the following short story about Jono and identify the possible feelings he was experiencing.

- Underline key parts of the scenario where he could be experiencing a feeling.
- In two different colours, one for more positive feelings and one for more negative feelings, insert the name of a feeling into the sentence next to the underlined part.

Jono was having a bad day. He woke up late because his mum had gone to work early and hadn't woken him. In a rush he didn't eat breakfast and then forgot to take his laptop with him. He arrived at school only to have it recorded that he was 'late' – again. He missed the start of his first class and when he sat down, he didn't know what he was supposed to be doing. Obviously, he needed his computer, so he tried to hide behind others in his group, although the teacher noticed, and he had to explain himself in front of everyone which brought a range of groans and comments like 'again Jono …' Fortunately it was group activity so he could share with someone else. The morning classes seemed to drag on endlessly. In period two he found out he had failed his last assessment as none of the new work the class had been doing made any sense. When he asked for help the teacher just told him off for not trying and he just had to do more homework – which was part of the problem, how could he do his homework if he didn't understand how to do it! Now he felt so far behind he thought he may as well just wag lessons and give up. Third period was history … something about some old overseas war … what use was this to him in NZ … why couldn't the teacher make it relevant. The teacher tried to explain to him that to understand what happens overseas helps to understand what happens here. At one point he tried to give a 'smart' answer to a question the teacher asked, by comparing the situation to something he had recently seen in an action hero movie but was only told off for being ridiculous.

Lunchtime … finally …. but by the time he had got to the counter the café had sold out of his favorite food and have something 'healthy', which was OK, it just wasn't what he wanted when he was starving, having not eaten all morning.

After lunch he entered class full of dread about what the afternoon would bring. He was grateful that the teacher had organised some fun activities for the afternoon and Jono managed to get his group's task working so well that the teacher asked him to demonstrate it to the rest of the class. On his way out of the room at the end of the lesson, the teacher thanked him and made sure he knew what he had to do for an upcoming assessment.

Finally ... last period …. Health Education – that was always interesting. The class had just started their relationships sexuality education unit. He had felt a little embarrassed last lesson because he didn't think teachers talked about this stuff with kids – he certainly thought he couldn't talk with his parents about it. But it was all good fun. They learnt about ways teenagers might ask each other out when they liked someone else in a romantic way, and how it wasn't acceptable to put pressure on people to make them do sexual things they didn't want to do.
This made him feel much better because he wasn't really sure what he was expected to do in these sorts of situations, which is something he said out loud to the whole class during the discussion. The teacher congratulated him for the thoughtful and responsible ideas he contributed to the lesson.
Walking home, one of the students from the class asked him if he would like to go to the school social – they were trying out one of the suggestions that the class came up with in Health Education. He had secretly liked them for ages but didn't think they liked him, so he quickly said yes.

Add two more short paragraphs of your own to identify situations that could happen to Jono (or things he could do) later that afternoon that would result in more positive feelings.
1
2

Using "I" statements

'I' statements are short phrases we say when we need to 'own' what we are saying and express how we feel.

We use them as part of our communication with others when we need to respond to a situation that has upset or hurt us, makes us feel uncomfortable, when someone doesn't listen or criticises us, or when we don't agree with someone. **'I' statements are essential for assertive communication.**

"I" statements are quite simple but they can be really hard to actually say out loud to someone else if we're not used to saying such things. For example, if someone:

- Interrupts you and you don't get to finish what you wanted to say.
- Makes comments about someone you know that are incorrect and based on rumours.
- Says something nasty about you to your face (calls you names, or criticises what you look like, or tells you that you're no good at something).
- Ignores what you said and does what they want.

For many people, how easy do you think it is to respond to these sorts of situations? Easy or difficult?	
Why do you think this is the case?	

Using 'I' statements takes practice and it is useful to try out or 'rehearse' them. Put simply an 'I' statement requires the speaker to say how a situation has made them feel, much like expressing feelings in the activity above.

Outline of the steps for an 'I' statement:	Situation: Someone in your class has said something rude and insulting to you.
1. Express the feeling by including the 'I' at the beginning of the statement and own the feeling	I feel angry and insulted when …..
2. Be specific about what it is the other person has said or done that has upset or hurt you	… you call me names that have nothing to do with who I am or what I do ….
3. You may add some further reasoning related to the effect of their words or actions on you, in addition to the original feeling	… it makes me feel like you don't know me or are even interested in getting to know me …..
4. And finally, using 'I' again, state what you would like the person to do differently	… I would like you to apologise for the insult and in future if you want to speak to me, say something thoughtful and polite, or ask me something that you want to know.

Select 2 of the situations below (or decide upon 2 of your own) and work through the steps:

- Someone you know sent a text or an image you found offensive.
- Someone made an insulting comment about one of your friends or family member.
- You lent a friend money and they haven't paid you back.
- A classmate keeps asking if they can get your notes so they can finish their work when they haven't bothered to do the work in class.
- A teammate or group member is always late for the start of a game or a performance.
- The group you have to work with in class always isolates you and doesn't include you in activities.
- You hear a group of students gossiping about one of the other students. Their gossip contains things you know are not true.

Steps	Situation 1	Situation 2
1		
2		
3		
4		

Saying it with emojis

Many emojis or emoticons show an expression of a feeling. Select around 10 emojis that are associated with showing positive and negative feelings or emotions.

Emojis used to show a positive feeling	Emojis used to show negative feelings

Create a short story about a person's hauora wellbeing using only emojis. You will need to use a combination of feelings emojis as well as a range of images to give your story some focus or purpose. Copy and paste your emojis into a story board.

You may like to 'translate' your emoji story into words:

Share you story with another person.

D3.2. Effective listening

Effective listening is one of the most important interpersonal skills to learn about in Health Education because it is essential for healthy relationships. Ideally, you will have learnt about effective listening since primary school and most of this activity should be revision.

What is the skill for?
Effective listening is to listen to understand, not just hear what was said. Effective listening supports maintenance of relationships and the (mental and emotional) wellbeing of the people in the relationship. It shows other people that you care about and are interested in what they are saying.

What is involved in using the skill?
Effective listening requires a range of behaviours to be used by the listener like paraphrasing, reflecting feelings, minimal encouragers and so on. It is not a series of steps but more a set of skills to use in combination.

In what sorts of situations is the skill used?
ANY situation where we need to understand important information being told to us by another person. Effective listening helps us to build knowledge and to identify or anticipate problems.

How is it used with other skills?
Maintaining and enhancing relationships requires a combination of personal self-management and interpersonal communication skills like values clarification, supporting others, showing empathy, etc.

Stephen R. Covey, who is famous around the world for his books on habits of successful people says we listen on five different levels:

- **Ignoring** – we completely ignore what has been said
- **Pretend listening** – we use body language and eye contact that shows that you are listening, but the reality is you are not
- **Selective listening** – we listen to the part that interests us and switch off for the parts that don't
- **Attentive listening** – we pay attention and take on board what has been said
- **Empathetically listening** – we concentrate and listen to understand the intent behind the message

Effective listening means we should at least be using attentive listening, and we should always aim to be an empathetic listener.

The skills of effective listening

Being able to listen effectively to others is an important skill for maintaining and enhancing relationships.

What do you think is meant by 'real listening'	
What do you think is meant by 'pseudo (=false) listening'	

The following chart table is an item bank containing the features of effective listening and some examples of these features. Use these ideas to complete the table that follows.

Descriptions of effective listening skills, and examples of these features			
Maintain appropriate eye contact but be sensitive to cultural difference; in some cultures, deliberate and prolonged eye contact may show a lack of respect	Avoid fiddling with things and refrain from using personal habits that may be distracting to the speaker	*Sue:* "For a while I was improving, but now I seem to have lost my confidence. What's the use of trying?" *Teacher:* "You're not performing as well as I know you can and sound discouraged"	Position the body reasonably close but not so close that the speaker's personal space is being encroached upon
Mmm… Uh-huh…	Help the speaker to keep speaking and show the listener is interested	Keep body posture relaxed and upright, perhaps with a slight forward lean to indicate interest.	Why did you….?, What happened next?
Body movements, facial expressions	Use of voice is warm and matches that of the speaker	Questions cannot be answered with a yes or no and encourage the speaker to find answers and explain	Make appropriate head and facial movements like occasional nods, smiling and generally matching the speaker's mood
Really? Go on…	When did you…..?, Where did you…..?	Reflecting the content of what the speaker but not repeating it word for word	Spoken words
Do you feel……about this?	The listener shows they understand how the speaker is feeling	So you're feeling……	

Use all the items in the table above to complete the right-hand column of the table below.

Feature of effective listening	Description or purpose of this skill and examples
Non-verbal Behaviour	Description or purpose of the skill: Example:
Minimal Encouragement or "Door Openers"	Description or purpose of the skill: Example:
Reflecting Feelings	Description or purpose of the skill: Example:
Paraphrasing	Description or purpose of the skill: Example:
Asking Open-Ended Questions	Description or purpose of the skill: Example:

Watching non-verbal behaviour of people in a video

Watch a short piece of film or TV programming, or a video on social media, where people are talking with each other. Focus on their non-verbal behaviour. As you watch the people communicate, complete the table below, to show you can identify non-verbal features of effective listening.

Non–verbal behaviour	Tick if you see this	How did the non-verbal behaviour, shown by the listener, affect the speaker in this situation?
Eye contact		
Head and facial movements (eg: Nod)		
Personal habits (eg: Fiddling)		
Voice (tone, volume)		
Body posture		

Identifying the verbal skills of effective listening

Watch the video again, this time focusing on the people's voices and what they said. Complete the following table to show you can identify the skills and the effect the use of these skills has on the speaker.

Verbal Listening Skill	Examples seen in the film or programme	Effect on the speaker when the skill was used
Minimal encouragers		
Reflecting content (paraphrasing)		
Reflecting feelings		
Open-ended questions		

Identifying listening skills from a script (1) Teenage conversation

Read the conversation below and use ideas from the text to fill in the table that follows.

Cam:	That party you missed on Saturday night was great!
Ari:	(*Smiles*) You had a good time then?
Cam:	Yep – Pene was there and we talked for ages
Ari:	Really?
Cam:	It's too bad you had to work
Ari:	(*Nods*) I know – I didn't want to be at work
Cam:	Oh, and you know who else was there?
Ari:	(*leans forward*) Who?
Cam:	Chris! I talked to them a bit too and he was bummed you couldn't make it
Ari:	Seriously? What did they say?
Cam:	Um…They asked where you were and wondered if you'd turn up after work.
Ari:	Wow! I really wish I could have gone…
Cam:	(*Nods*) Yeah I bet you are really annoyed!
Ari:	Yep. So how did you leave it with Pene?
Cam:	They said he'd text me but they haven't yet (*frowns*)
Ari:	Don't worry…I think they are quite keen on you
Cam:	(*Smiles*) You think they like me? Well, we did talk for ages at the party.
Ari:	(*Nods*) Hey if we are really lucky we could double date with Pene *and* Chris!
Cam:	(Laughs) That would be great! Hey I just got a text!

Fill in the table below to show that you can identify the skills of effective listening.

Listening skill	Example(s) from the conversation	How using this skill enhances the communication between Cam and Ari
(i) Minimal Encourager		
(ii) Reflecting Feelings		
(iii) Paraphrasing		
(iv) Asking open questions		

(v) Non Verbal Behaviour		

Identifying listening skills from a script (2) Teenage - parent conversation

Read the conversation and fill in the table below to show you can identify examples of listening skills and their effects on the communication between Jack and his Dad.

Jack:	I don't like to go to rugby training every day, day after day. I get sick of it.
Dad:	*(Turns to face Jack and leans forward)* You sound like you're getting really tired of rugby
Jack:	Yeah, sometimes I just hate it.
Dad:	*(Nods)*
Jack:	Yeah, we get too much hassle from the coach and I hate the way he makes fun of us and yells at us when we don't try hard enough. And the more tired I get the slower I get and he yells more and calls me names.
Dad:	You hate everything about rugby?
Jack:	Well, I don't hate it all the time – some of the other guys on the team are really nice. The guys who the coach treats the same as me are OK 'cause they know what it feels like.
Dad:	*(Raises his eyebrows)* So it's all about the coach huh?
Jack:	Yeah, I can't stand him
Dad:	Uh – huh. What is it exactly that you don't like about him?
Jack:	Well, he never listens to what we have to say and he expects us to know everything, to be really good all the time even when we're really tired. He expects us to miss school work just to get good for him.
Dad:	So you feel angry at the way he treats you?
Jack:	Yeah, we've got so many games this season and I really need some help.
Dad:	(*Mmmmm hmm)*
Jack:	And I know it's not just me, several of the others have said how unfair the coach is.
Dad:	What do you think you can do about it?
Jack:	I think I'll go to the Sports coordinator on Monday, she says we're supposed to tell her if things aren't working out with the sports coaches.
Dad:	That sounds like a really good idea. Let me know how you get on and if you need some support.
Jack:	Thanks dad.

Listening skill	Example(s) from the conversation	How using this skill enhances the communication between Cam and Ari
Minimal encourager		

Reflecting feelings		
Paraphrasing		
Asking open questions		
Non-verbal behaviour		

Rehearsing your own effective listening conversation

You need to work in a group of 3.

One at a time take turns to be:

- The effective listener
- The person talking about something that is a concern for them.
- The observer who completes the checklist below.

A list of possible ideas for the conversation is provided below.

If it helps to have the conversation, write out a script like this above before you rehearse it with a partner.

Effective listening conversation ideas

- What do you think about our school uniform?
- What do you want to achieve during the rest of your time here at school?
- How did you spend your last summer holiday?
- What news item is of interest to you at the moment?
- What was the most enjoyable movie you have seen recently?
- What do you think are the best things about our school / our community / our town / our city?
- What are your views on … [*a current event in the community or media*]?
- How well do you think our school supports the diversity of all people?
- What do you like to do most when you're not at school?
- What foods do you most like to eat?
- Which social media platform do you like to use?
- What do you think the biggest problem is facing New Zealand and/or the world?

Recording sheet

Listening skill	Example(s) from the conversation	How using this skill enhances the communication between Cam and Ari
Minimal encourager		
Reflecting feelings		
Paraphrasing		
Asking open questions		
Non-verbal behaviour		

D3.3. Respectful communication - giving and receiving positive and negative feedback

Respectful communication includes many skills featured in this section of the Learning Journal and Workbook, such as effective listening, showing empathy, and being assertive.

The focus on **giving and receiving positive and negative feedback** in this section ***adds to*** many of these other skills.

What is the skill for?
A further group of skills required by people in relationships that enables them to communicate their thoughts and feelings, and respond to those expressed by others,

- One is **giving and receiving negative feedback**. Negative feedback is when one person tells another that what they have done has upset, insulted, annoyed, angered, offended, humiliated, embarrassed, or hurt them.
- Another is **giving and receiving positive feedback** Positive feedback includes things like compliments, being congratulated, or being given positive affirmations. The giving of compliments (or not) and how we receive and respond to them, is often influenced by cultural norms that we learn from our families, from people in the communities we live in, and perhaps through some media portrayals of the way personal achievement and success is depicted. *In extreme circumstances 'tall poppy syndrome' might prevail, where very successful people might be cut down or criticised for their success, rather than be congratulated and recognised for their accomplishments.*

What is involved in using the skill? In what sorts of situations is the skill used?
Giving and receiving positive and negative feedback reuses and adds to several of the other skills in the Learning Journal and Workbook, such as when using a problem-solving model, or being assertive and using "I feel …" statements.

Giving negative feedback – what to do and what NOT to do

Giving negative feedback, for example when you need to challenge someone about something they have said or done that offended, upset or hurt you, it is as much about what you don't do, as what you do. Even when negative feedback must be given, we are tyring to restore the relationship with the other person, *not make it worse*.

The table below contains what giving negative feedback should include. Add your ideas into the right-hand column. to suggest what NOT to do. Use clues in the UPPER-CASE words to identify what not to do.

DO this	DON'T do this
Describe YOUR FEELINGS about the situation	
Describe SPECIFICALLY THE BEHAVIOUR or what was said that YOU are objecting to	
Speak about the person RESPECTFULLY	
Ask for a SPECIFIC AND REALISTIC change	
ASK HOW THE OTHER PERSON FEELS about what you have said and what you have asked of them	
LET THE OTHER PERSON KNOW when you have seen that they have made the changes requested – and thanking them for doing this	

Deal with the situation WHEN IT HAPPENS	

Giving positive feedback

What is a 'compliment'?	
What sorts of things do young people receive compliments for – and who gives them compliments?	
What does it feel like when we receive a compliment when we have achieved something, have done something well, or someone says something nice about us?	
Why do you think some people think it feels good to get a compliment, or it's a good thing to be recognised, feel appreciated and valued?	
Why do you think some people may feel embarrassed or uncomfortable having attention drawn to them when they are given a compliment?	
Why do you think some people brush off or dismiss a compliment?	
Why do you think some people may feel unsure if the person is being genuine and sincere or making fun of you, or false praise with comments like "we are all winners here" and other such platitudes/clichés?	
Overall, do you think people find it easier to dismiss compliments or accept them graciously (politely or civilly)? Why do you think this is the case?	
What 'tall poppy syndrome'? How does it affect people's wellbeing?	
How do you usually respond if someone gives you a compliment?	
If a compliment is genuine, how can it support a person's wellbeing?	

If you need some ideas for some of the answers above, use some of these prompts

- *it supports having a sense of being valued for what was achieved*
- *that people think what I've done is important*
- *it relates to having a sense of belonging and connectedness*
- *you feel included and an important part of the community*
- *it shows you that what you do matters*
- *they don't think they deserve it or feel unworthy*
- *they are modest or they think it is wrong to boast (which may be learned in some cultures)*
- *they feel embarrassed or uncomfortable*
- *they don't trust the person saying it or think they are insincere*

Responding to compliments

In the table below show your ideas about how and why compliments might be dismissed, and how compliments could be responded to in a way that reflects the sincerity with which they were given (by thinking of the compliment as being given a gift).

If a person was given this compliment ….	What might they say (or do) to dismiss the compliment? *Think also about body language here.*	Why might a person dismiss this compliment?	Instead, what could they say in receiving the compliment to reflect the sincerity with which it was given? *Think of the compliment like being given a gift*.
Your teacher congratulates you for doing really well in an NCEA assessment.			
You are recognised at an assembly and congratulated for winning a sports or cultural award.			
Your friend says to you: "thank you for helping me with … That was more than I was expecting - I really appreciate it."			
Mum and dad are thrilled about your success in … they keep saying "well done" and they are so pleased for you.			
A complete stranger on the street compliments you saying how nice you look [haircut, clothes, your smile, etc.].			
Your boss compliments you on the quality of your work and how the customers really appreciate the way you treat them.			
Your coach or team leader compliments you on the contribution you have made to the team and how the team's success was largely thanks to your efforts.			

D3.4. Assertiveness

What is the skill for?
Being assertive means people are standing up for themselves in ways that support their own wellbeing, and not let the attitudes and viewpoints, or actions of others that impact their wellbeing go unchecked.

What is involved in using the skill?
Using a combination of communication skills to respond to a situation such as using "I feel …" statements, requesting a behaviour change, and using appropriate body language to convey their message.

In what sorts of situations is the skill used?
Any situation where a person needs to communicate with others in a direct and honest manner to assert their position on a matter, or to challenge other people's behaviour which is causing upset or harm, but to do it in a way that is not intentionally hurting anyone's feelings.

How is it used with other skills?
Assertiveness maybe needed when problem solving - in particular using the DESC model for own problem solving, giving negative feedback, using "I feel" statements.

Types of behaviour

Aggressive behaviour is when someone is expressing their beliefs, thoughts or emotions without taking into consideration the other person. This is often confrontational behaviour and the person does not listen and over rides the feelings and wishes of others leaving them feeling humiliated, upset or put down. *When being aggressive a person will normally have loud voice (even to the pint of yelling or screaming) and will probably invade personal space.*

Passive behaviour is often referred to as being a "doormat" and being walked all over, such as when someone allows other people to make their decisions for them. A person who displays passive behaviour does not stand up for their own rights. *When displaying passive behaviour a person will often use a low tone of voice or say nothing at all, they will probably not make eye contact and shy away from the other person.*

Assertiveness is when people express their beliefs and how they feel openly and honestly. When communicating assertively the other person's feelings and thoughts are also taken into account. Assertiveness is therefore an important skill to learn so you can stand up for your own rights without putting others down. Assertive behaviour is often used when under pressure and includes being able to say no.

Note that **passive-aggressive** behaviour is a pattern of *indirectly expressing negative feelings* instead of openly addressing them. There's a mismatch between what a person who exhibits passive-aggressive behaviour says and what they do.

Assertive and wellbeing
How does the use of assertiveness skills support mental and emotional wellbeing? Why do we promote assertiveness over being passive or aggressive? Being assertive allows people to maintain/restore their wellbeing when something is said or done that upsets or hurts them; it allows them to maintain their self-respect and their integrity (or honour, mana) because they don't give into the situation by being passive, or make the situation worse by being aggressive; if they don't give into situations they feel better about themselves and have higher self-esteem; they have greater confidence to deal with situations in future; and deal with situations in a way that avoids undue anxiety and stress.

When being assertive, people need to:
- Work through the **DESC** Model for solving own problems
- Make **eye contact** with the person they are talking to

- **Stand confidently**: Shoulders back, stand tall
- Have a **calm and controlled voice** (not high pitched), talk clearly.
- Use **"I" statements** to clearly convey the needs and feelings associated with the situation and without blaming, ridiculing or putting down the other person

Recognising types of behaviour (1)

For each of the following situations, identify whether the response is passive, aggressive or assertive.

Situation	You say:	Passive, aggressive or assertive? Give a reason why.	How could this response make the other person feel, or what might they do as a result?
You have just bought new shoes. You notice that the shop assistance has shortchanged you.	"What are you doing? Trying to rip me off?"		
	"Excuse me, but you see to have given me the incorrect change"		
	"Thanks"		
You are at a party. Someone offers you a drink which you assume is alcohol.	"No thanks, I don't drink"		
	"Um, er, I don't know…… oh, all right".		
	"Get lost. You're probably only giving it to me because you've spiked it".		
You are playing football. You are in the perfect position to shoot a goal. You take the shot but it just misses. A domineering team mate comes up to you and says, "Next time pass it to me".	"Okay"		
	"Only if you are in a better position than me"		
	"Go to hell, you're a not a team player anyway and just want all the glory for yourself"		

Recognising types of behaviour (2)

Select a TV programme or in a film (comedy or drama) or in a social media video where there is a lot of interaction between the characters. Fill in the table below based on your observations. You need to fill in at least one example of each of the three types of behaviour. If using social media sources, you may need to view a variety of videos.

Name of TV programme or film	
Links to social media videos	

Type of behaviour	Who was it?	What did they say and do?	How did others respond?
Assertive			
Aggressive			
Passive			

Benefits of being assertive

Describe at least three benefits of being assertive for a relationship.	Short term: 1 2 3 Long term: 1 2 3
Describe at least three benefits of being assertive for person's own well-being.	Short term: 1 2 3 Long term: 1 2 3

How could being assertive relate to all dimensions of wellbeing?	Mental and emotional wellbeing: Social wellbeing: Spiritual wellbeing: Physical wellbeing:

Understanding assertiveness skills

Verbal and non-verbal components of assertiveness

	Based on your existing knowledge of assertiveness skills, summarise the non-verbal and verbal components of being assertive.
Verbal parts of being assertive	
Non-verbal parts of being assertive	

Prepare an appropriate assertive response to the scenario below. You need to consider both verbal (what is said) and non-verbal (how it is said) aspects. Use the questions provided below to write your response.

Scenario: You are at a party with a friend. Before ethe party you agreed to look out for each other and keep each other safe all night. However, they have become really interested in someone else and now want to leave the party without you to be with them. How will you respond assertively?

You can replace this scenario with another idea if you wish.

What could you say to your friend? In your script include: **D=describe:** Describe how you feel about the situation using an "I feel …" statement **E=explain:** Explain specifically the situation that has caused these feelings … **S=specific: …** and specifically the change you want made to repair or restore the situation **C=consequences:** Describe the positive consequence for your wellbeing (as well as your relationship with the other person) when they have made this change.	
What eye contact and facial expression would you need to use?	
What would your tone of voice sound like?	
What would your body posture look like?	

Why would being assertive help you in this situation?	

Demonstrating the skills of assertiveness (1) Storyboard template for assertiveness demonstration

Select from the following list a situation where a person needs to be assertive (or you can provide a situation of your own).

Complete the story board below to show an assertive response. In the white boxes sketch a simple picture. In the grey boxes add text of the script they will be saying.

Each cell contains the words and actions of ONE person. When the other person speaks, put this in a new cell on the storyboard. Use as many cells as needed.

Person pressuring Simple diagram (or description) to show who is speaking and what they are doing	*Person being assertive*	*Person pressuring*
Text stating what the person is saying …		
Person being assertive	*Person pressuring*	*Person being assertive*
Person pressuring	*Person being assertive*	

Ideas for situations for demonstrating assertiveness skills

1. You're at party. Most people are drinking heavily and getting drunk. You don't want to drink (*decide the reasons why*). Your friends are pressuring you to drink, and calling you names, making fun of you (etc.) for not joining in …

2. You're at school. A group of students think it would be a laugh to take a photo of one of the socially shy students when they are getting changed in the changing rooms, but they need to 'set it up' to get the person in a position to take the photo (they usually hide in one of the stalls to change). The group target you to help them because they think you know this person well enough that they will trust you …

3. You're at home. You've got NCEA assessments due. You've made a homework plan to help you finish them on time and fit in sports practice. However mum and dad want you to help around the house over the weekend and expect you to look after your younger siblings after school until they get home from work, all of which takes away several hours of your planned homework time …

4. You're socialising with friends. They are comparing themselves to pictures of celebrities (sports people, actors, etc.) who are celebrated for their attractive body appearance. They are pointing out each other's body parts that look most like those in the photos, and making suggestions about what they could do to look like that (diet, exercise or lift weights, take protein supplements, etc.). Your body size and shape are nothing like those in the pictures and your friends are telling you what they think you should do …

Rehearsal: Once your storyboard is complete, rehearse your script in groups of 3:

- You take the role of the person in your script who needs to be assertive.
- Another person takes the role of the person you need to make an assertive response to
- A third person is the observer and recorder. They record their observations in the template below.
- Swap turns with each person rehearsing their own script.

Did the person:	**Tick when you have seen this**	Any comments about what the person did well, or suggestions for improvement
D=describe: Describe how the person felt about the situation using an "I feel …" statement?		
E=explain: Explain specifically the situation that has caused these feelings?		
S=specific: … Specifically explain the change they want made to repair or restore the situation?		
C=consequences: Describe the positive consequences for themselves and their relationship with the other person when they have made this change?		
Use appropriate eye contact and facial expressions?		
Use appropriate tone of voice?		
Use appropriate body posture?		
Overall was there a clear demonstration of how an assertive response was needed in this situation?		

D3.5. Joint problem solving, including negotiation and compromise

The skill of problem solving can be applied to a wide range of situations. Key to deciding which approach to problem solving is most applicable first requires determining who owns the problem. In interpersonal relationships, if both people 'own' the problem (where both have feelings and both are invested in the outcome), a **joint problem-solving** approach is needed.

What is the skill for? In what sorts of situations is the skill used?
Resolving differences or conflict in relationships or when having to work with someone else.

What is involved in using the skill?
Working through a process to decide what action will be taken.

How is it used with other skills?
Joint problem solving to resolve the conflict requires many skills in combination such as effective listening, respectful communication, being assertive, expressing feelings, negotiation and compromise.

How is problem solving different from decision making and goal setting?
See the statement with the decision-making activity.

TASK: use an online search to find a cartoon depicting joint problem solving (the two donkeys one is universally popular but there are other versions of this as well as comical accounts of the nature of problem solving).

Copy and paste an example of a joint problem-solving cartoon here

Joint problem solving

Draw your own cartoon strip using simple figures and speech bubbles to show how the people in the conflict situation solve their problem (you may swap the situation for another one you think is more relevant).

You may not need all the frames (where these are repeated) or you can add more if you need to. Make sure there is something for each step.

Note that it might be useful to complete the negotiation and compromise activity following before completing your cartoon.

Relationship conflict situation:
The 'best beach party' of the year is this weekend and 'everyone' is going. Two friends have been told by their parents "*no way – you're not going – it's not safe*". One friend believes it's OK to sneak out to the party at night and the other believes it is more important to comply with their parents' wishes (and anyway, they don't want the hassle of getting into trouble). The friend who wants to sneak out is pressuring the other friend to do the same and it's causing a lot of conflict between them.

Joint problem solving process

STEP 1. Identifying the problem Person 1 talks (other person listens carefully)	Identifying the problem Person 2 talks (other person listens carefully)	**STEP 2.** Together, brainstorm some possible solutions to the problem (1)
Possible solutions to the problem (2)	Possible solutions to the problem (3)	Possible solutions to the problem (4)
STEP 3. Decide ONE solution that suits both people – this requires discussion (1)	Discussion to reach solution (2)	Discussion to reach solution (3)
STEP 4. Make an agreement to try out the decision e.g. what each person needs to do and by what time (1)	Agreement to try out the decision (2)	**STEP 5.** Sometime later … evaluate how well things went

Negotiation and compromise

Being in a relationship means needing to **compromise** on some things when each person in the relationship has different wants or needs, or a different view on a matter. Compromise is not about one person completely giving into the wishes of the other person, but discussing the situation to come to an agreement that both people can live with i.e. 'reach common ground'. The process to reach a compromise requires negotiation – the to and fro (or back and forth) of ideas and positions on the issue to work out what each person can agree to. **Negotiation and compromise are part of a joint problem-solving process.**

Find definitions for these terms *(as they relate to the overall idea of negotiation)*	
1. Negotiate	
2. Proposal and counter proposal	
3. Compromise	
4. Right of refusal	
5. Bargaining	
6. Consensus	

Discuss these questions in your group and provide a response	
What are two situations where the process of negotiation could be, or needs to be used?	
How does negotiation help promote wellbeing in relationships?	

The situation: Your class has won a prize in a competition. The prize is $20,000 worth of digital technology equipment. Half of the class want to keep it for use in their classroom because it is much needed to help them with their course work, while the other half want to sell the equipment and use the cash to fund an educational trip that the class is currently fundraising for. ***Divide your group into two – each group takes one side. To complete step 1, you will need to move apart from each other to privately discuss what you want to happen.***

The negotiation process	**Your responses**
Step 1. Each side decides three things they would like to happen – a best possible outcome, an acceptable/OK outcome, and a worst-case outcome which would still be acceptable. ***Options 2 & 3 are not usually revealed until step 3.***	1 Best
	2 Acceptable/OK
	3 Worst (but still acceptable)
	Add the other groups' ideas once you have heard them
	1 Best
	2 Acceptable/OK
	3 Worst (but still acceptable)

Step 2. Describe the situation to each other – your thoughts and feelings about the matter and any 'facts' you are using to make your case. **You want to present your 'best case' at this time.**	*Note any additional information here that might be useful for the negotiation.*
Step 3. • One side makes an offer or a request – this is usually the best case. • The other side makes a counter offer. Repeat the process over and over to try and reach a decision that both parties can agree to. This may require the two sides to 'move away from the bargaining table' to rethink and discuss what they will offer next, based on what the other side has said, and come back to the table with their counter offer.	*Note the main ideas discussed.*
Step 4. Agreement/disagreement: Was a decision reached? If so write it here. If not, explain what it is the two sides won't agree on.	
Debrief: Write on your responses above where you had to **compromise**, which were your **proposals**, which were the **counter proposals**, where you reached **consensus** (if you did).	
Reflection: 1. What did you find hardest about the negotiation process? Why do you think this was the case? 2. Revisit the earlier question '*how does negotiation help promote wellbeing in relationships*?' What further ideas can you add to your earlier answer?	

D3.6. Managing conflict in relationships

What is the skill for?
Restoring a relationship when something has happened to cause upset and distress between the people in the relationship. For example, when there is a lack of respect, care and concern between people in the relationship; or there is an imbalance of power in a relationship where one person's rights are not being respected and the other person is failing in their responsibilities by not treating the person fairly.

In what sorts of situations is the skill used? What is involved in using the skill?
Strategies for managing conflict in relationships need to consider different situations. E.g.

- Situations where conflict is unavoidable because of the nature of the circumstances within or external to the relationship, and conflict resolution skills need to be used to restore the relationship.
- Situations where people in relationships don't have the knowledge or interpersonal communication skills for effective conflict resolution (which means minor issues can escalate into major ones because the situation is not well managed) so they need to learn how to use conflict resolution skills.

How is it used with other skills?
Strategies for restoring wellbeing of the individuals in a relationship after a conflict, can include many personal/self-management skills and interpersonal communication skills like values clarification, effective listening, showing empathy, problem solving, negotiation and compromise.

Managing conflict

Highlight the importance of using a combination of skills for resolving conflict, and how the use of skills for resolving conflict, needs to align with the factors that caused the conflict in the first place. In other words the 'strategy' is that when resolving conflict the skills selected need to match the situation

What can happen in a relationship that means people are in conflict? Identity at least 5 things that can cause conflict.	1 2 3 4 5
What knowledge and skills are needed for managing conflict in relationships?	
If people don't have these skills, what are the likely consequences for their relationship?	

'Societal' or community level strategies for managing conflict in relationships	Provide an example of a relationship conflict situation where this action could be one that is used as part of an overall response to the situation.
Health education programmes that teach students knowledge about healthy relationships, and skills for decision making and effective communication, etc.	
Pastoral support systems for students experiencing relationship difficulties e.g. peer support	
Safe-school policy and procedures	
Guidance counsellor for students experiencing significant mental and emotional distress	
School wide promotion of respectful communication and inclusiveness as shown through teachers and other adults modelling inclusive values and practices – and expecting these to be practised by students	
Providing opportunities for the wider school community, including families, to engage in actions (similar to above) that promote inclusive attitudes, values and practices	
Providing links with specialist support services in the community for students with particular well-being needs (usually organised confidentially through the guidance counsellor)	

Aligning the cause of conflict with strategies and actions to reduce or resolve conflict

Select ONE of these situations and complete the template following using ideas from class discussion.

- Teens who have attitudes and values whereby they think they can tell their friend or partner what to do – what to wear, who they can see, where they can go, etc.
- Teens who are always arguing or fighting with their friend or partner because they lack conflict resolution or anger management skills.
- Teenage couples who have no interests in common and believe in different things (and their relationship only exists because of the expectations of others), and/or teens who don't understand their rights and responsibilities in a romantic or sexual relationship.
- Adolescents who don't know how to end a romantic/sexual relationship in a healthy way
- Teens who lack effective interpersonal communication skills (assertiveness, effective listening, stating feelings, using I statements, etc.), and/or lack decision making skills that result in them doing things that are not healthy.
- Teens who bully, harass, intimidate or victimise others they have a friendship or relationship with (or teens in relationships who have been bullied, etc.) by others and this is having an impact on their relationships).
- Teens from families with values that mean they place restrictions on who they have as friends and have to approve their relationship choices (and the conflict this then causes in their relationships).
- Teens who are vulnerable to peer pressure e.g. to drink, have sex, etc. and the conflict this then causes in their relationships.

Selected situation	
What are the possible influences or causes of the conflict in this relationship situation?	
Personal influences	
Interpersonal influences	
Societal influences	
Strategies (overall approaches) and/or specific actions to be taken. *Link the reason for the action or strategy back to the factors that influenced or caused the issue in the first place and make clear what needs to be changed and improved so that conflict is managed, and the relationship is maintained or enhanced.*	
Personal actions or strategies	
Why is this strategy or action required?	
Interpersonal actions or strategies	
Why is this strategy or action required?	
Societal actions or strategies	
Why is this strategy or action required?	
Which values are being considered with these actions or approaches? (*Think of respect, care and concern, social justice, fairness, inclusiveness, non-discrimination)*	

D3.7. Showing empathy

A definition of **empathy** is that it is about '*the ability to understand and share the feelings of another'*. This is in contrast with **sympathy** which is about having or showing '*feelings of pity and sorrow for someone else's misfortune'*.

What is the skill for? In what sorts of situations is the skill used?
Showing empathy ensures that the support being offered is useful and appropriate for the person that the support is intended to benefit. When showing or providing support to enhance the wellbeing of another person, showing empathy is an important aspect of that support.

What is involved in using the skill?
Showing empathy requires seeing the situation from the perspective of another person, and not judging the situation based on our own attitudes, values, beliefs and experiences.

How is it used with other skills?
Empathy is shown when listening effectively and communicating respectfully.

Showing empathy

Sympathy or empathy? Colour the actions that would tend to show sympathy in one colour and actions that would tend to be used to show empathy in another. Any actions that do not fit with an understanding of sympathy or empathy are coded with a third colour. Include a key.

COLOUR KEY	Sympathy	Empathy	Neither

Use effective listening skills like paraphrasing and reflecting feelings	Telling them what they should do and give them advice	Let them express their feelings – whatever these are
Tell the person about something similar that happened to you	Let the other person do most of the talking about things they want to talk about – if they want to	Make judgements about the situation – giving your opinion of what is right and wrong (etc.)
Put your own views aside and let the other person's views be heard	Be non-judgmental	Ask what they would like to do
Do something for them without asking whether or not it would be helpful	Ask how you can support them	State what your values and beliefs are about the situation
Tell them how they should feel at this time	Do most of the talking yourself	Tell them to stop crying and feeling sorry for themselves
Tell everyone else about the person's situation e.g. on social media	Ask prying questions	Ask questions that clarify your understanding of how they are feeling and what they are thinking
Tell them how sorry you are and how sad you feel	Be authentic and genuine in your support for the person	Show pity for them and their situation

Demonstrating empathy: skills rehearsal

To put these ideas into practice, select a situation from the scenarios suggested below (or use your own situation if you have one that is suitable for talking about in class).

Write (or audio record) a short script of a conversation between two people that shows empathy toward the person whose wellbeing is being affected by an event in their life. Use ideas from the table above. This will be rehearsed with another group, or the whole class, to demonstrate what is required when showing empathy – and how difficult this can be.

- Your friend has not passed their NCEA assessment.
- Your friend has just broken up with their boy/girlfriend.
- A student in your class has just returned to school after a major injury or serious illness.
- After a recent natural disaster, other students in the class have been far more negatively affected than you and your family.
- A friend of yours has been viciously cyberbullied.
- Another student in your wider social group has not been accepted into the sports team or school production – you have.

D3.8. Ways of supporting others

The idea of 'showing support', or 'providing support' is an expression in everyday use. But what does it mean to show or provide support in a way that makes a positive contribution to the wellbeing of others? These forms of support tend to be in what people say and the way they say it (effective communication), and the fact that they are prepared to be supportive of another person – whatever form that support takes.

What is the skill for? In what sorts of situations is the skill used?
As the name suggests, these are ways of supporting the wellbeing of other people. This happens in MANY different situations.

What is involved in using the skill?
Support can come in the form of tangible actions where people do things for others, be with them as a companion, act on their behalf, visit or phone to ask how they are and to talk, take them out for a walk or to an event, etc. Support may also come in less tangible forms and be a reflection of a person's values and beliefs, such as treating people with respect, and showing a sense of care and concern, showing empathy, treating people fairly and being inclusive of everyone regardless of their diverse identities and life circumstances.

Network of social support'

A network of social or wellbeing support diagram is a visual representation of the layers of people who support us and our wellbeing – those closest to us, those less close but known to us who we interact with, those more distant who we might not have much to do with but we know them and we might communicate occasionally for reasons related to our wellbeing (formally this includes people like doctors and other health providers, informally this might be parents' friends). Visually this can be represented in any way that conveys the closeness of the person, and the nature of the support they provide.

Recreate a 'network of wellbeing support' diagram like you drew in junior Health Education. It might be easier to draw this on paper like a mind map and then take a photo of it copy and paste the image here.

What do these people actually do to support your wellbeing? Try to identify 4-5 different themes such as *look after my social wellbeing, look after my medical health, etc*

Themes related to the ways people in my network support my wellbeing	Examples of these people and what they actually do to support my wellbeing
1	
2	
3	
4	
5	

Supporting someone to manage stress and change

Read the following scenario. Highlight with different colours (or use symbols or a code) the following parts of the scenario.

1. **Negative factors** that resulted in Wiremu feeling stressed, depressed, worried, etc.
2. **Positive factors** that could contribute to Wiremu's wellbeing (now or in the future).

CHANGE SCENARIO

Wiremu's grandad died at the end of last year, just as school finished for the year. All summer holidays Wiremu was really sad and he just moped about - he missed his grandad terribly. He used to spend a lot of time with grandad, who lived with his family. His mum and dad worked long hours, and grandma had passed some years ago. Grandad had recently taught Wiremu how to drive and helped him to get his license. In weekends and holidays they used to go fishing together, and when grandad took him to visit his old friends and their families, grandad liked to 'show off' his talented grandson. Wiremu had done really well at school in his studies and had the lead role in the school production which got him a lot of attention in the local community paper. Grandad and his friends taught him a lot about his extended family, and the history of the area where he was born. In between them telling their stories, Wiremu would show grandad and his friends how to use their cell phones properly, and how to set up their TVs so they could get lots of different channels.

After grandad passed, mum and dad decided it would be better if they moved into the city so it was closer to their work, and where there were better work opportunities. The move meant Wiremu had to change schools and go to a much bigger school. Wiremu started the new school year with his head still in bit of a blur as he was still grieving the loss of his grandad. No one at his new school was informed of his recent loss, and he didn't know anyone at the school. The dean who processed his enrolment tried to help him decide on an NCEA course that focused on what he was good at, and what he was interested in (based on his previous school reports), and made some suggestions about what groups he could join. The dean realised Wiremu wasn't happy (Wiremu said it was just because he was changing schools) and made sure Wiremu's tutor teacher buddied him with someone in the class with interests similar to his. She also told Wiremu about the different people he could talk with if he was worried about anything.

If Wiremu's wellbeing is to be restored:	**Your ideas:**
Give two examples of things he could do to help himself.	
One thing mum or dad could do.	

One thing his tutor teacher (or another teacher) could do.	
One thing his assigned 'buddy' could do.	
Something further that the dean could do.	
Besides the school counsellor, who or what else might be available at school, or in the local community, to support Wiremu as he starts at his new school, and while he is still grieving over the loss of his grandad?	

Supporting someone dealing with a problem

Note that this is a 'generic' model which means it can be applied to any problem-solving situation *in general*. It can be used for own problem solving, problem solving when another person 'owns' the problem, or joint problem solving when the problem is shared.

The example used here it is for situations where someone else owns problem – not you, but they need support and it's up to you to help them out.

This is not 'joint' problem solving because the problem is not yours. However, without your support the other person might not get the help they need your help.

Steps to problem solving	
What's the situation? *Select one, or use another situation you are interested in.*	Your friend can't decide whether to break up with their partner after they went out with someone else. OR Your friend is in trouble with their parents after going against their wishes (e.g. about school, job, romantic relationship etc)
Step 1: Clearly define the problem to yourself and help the person (as necessary) to define what their problem is.	Your understanding of the problem to be resolved: How/why it is the other person's problem – not yours.
Step 2: Identify your own needs and the feelings – it is important that you do not get tangled up in other people's problems but remain in the role of support person.	

Step 3: Identify the needs and feelings of others connected with the problem (that is, the other person/your friend).	
Step 4: List the possible solutions (try to identify at least 3) and the effects of these solutions on those involved.	1 2 3
Step 5: What is it that the person with the problem wants to achieve (and what will help or enable them, and what might make it difficult or be a barrier to them achieving this?)	
Step 6: Organise a time and place to discuss the problem with all of those involved, in order to resolve the problem.	

D4. Skills for contributing to community or societal actions

In this section you will explore a range of **ways people can contribute to community hauora and wellbeing**

- Advocacy
- Contributing to community actions

D4.1. Advocacy

What is the skill for? In what sorts of situations is the skill used?
In situations where the health status or life circumstances of people means they are unable to make official decisions on their own, an 'advocate' is a person who puts forward a case and speaks on their behalf. In situations where a group of people want to publicly show their support for an issue, or recommend a particular course of action, or change policy, they need to make a case and ask others in positions of responsibility to change the way something is done. 'Advocacy' is the act or process of supporting a cause and it is achieved through a combination of actions that make a case or recommendations for change. In this activity you will investigate a range of actions by which people 'advocate' and the situations where this type of action is needed to promote wellbeing.

What is involved in using the skill? How is it used with other skills?
A range of effective and respectful communication skills, showing empathy and problem solving.

When an issue requires a change to policy for example, or the way something is done at community or national level needs to be done differently because it's not working for a lot of people, how do concerned community members or citizens go about asking the people who are in charge of organisations to make these changes? They can go on *protest marches or hikoi, they can petition, writing to their MP, council, or other organisation, or use social media to voice their concerns and get support, etc.*

When a person's ability to communicate their needs is impaired (e.g. mental health issues, cognitive disability or impairment), the person who speaks on their behalf and makes decisions that they may not be able to comprehend the implications of and, therefore, make informed judgements about is called an 'advocate'.

When people need to advocate change, what do they *actually do*?
'Advocacy' is a way of taking action. Formal advocacy, especially as a collective action by a community group, typically requires:

- Data to be gathered that can be used as evidence to make a case (e.g. petitioning or surveying to show that many people think the same way).
- The preparation of a formally organised report, whether written, video, or other – something that meaningfully conveys what the concerns of the group are.
- A clear statement of the recommended changes to policy or practice – as relevant to the situation.

Advocacy scenarios: select one of these situations and respond to each of the questions below.
1. Students at a secondary school think it is unfair that their school uniform policy requires boys to wear shorts and girls to wear skirts.
2. Students are concerned about the large number of fast-food billboards near the schools in their area, as well as the advertising in the windows of the fast-food outlets on the main roads that the students have to travel along to get to school. OR the advertising on local billboards and in other publicly seen spaces like shop windows, repeatedly shows people of a particular body type and ethnicity posing in sexualised ways.

3. A community group (ethnic or cultural group, or a group with particular interests/identity) thinks it is unfair that their group is not represented at local community events – either they are not invited in the first place or have been refused the right to participate by event organisers. *If you select this option, it would help to choose and name a group that this situation could apply to.*

Selected advocacy scenario	
What group might be concerned about this issue? Why are they concerned? *Keep the focus here on how the situation impacts on wellbeing.*	
What changes does this group want to see?	
Who is responsible for / who is in a position to make these changes?	
What sort of information would be needed to make a 'case'?	
How could this group gather this information to show there was widespread support for the change the group is seeking?	
Who would they present their case to? Why to this person/these people or organisation?	
How would the group know their actions had been successful?	
If the group was unsuccessful, what else could they do in this situation?	

D4.2. Contributing to community actions

Community or collective actions aims to contribute to a great social good hat benefits everyone, even if the people contributing to the action and not directly impacted by the situation.

For example, if some people in a school are bullied and some are not, the fact that some are bullied means it is potentially not a safe place for anyone. The people who are not bullied have a responsibility to take a stand and say it's not OK for anyone to bully or be bullied in their school, and to act if they see it happening.

When people contribute to a collective or community action, or even contribute to nationwide goals focused on promoting people's wellbeing, they need many personal and interpersonal skills.

It can be useful to think of community actions as people putting their personal and interpersonal skills into action all at them same time or all for the same cause.

For example, what skills do people need to contribute to an overall strategy aimed at:

- Creating a sense of belonging and connectedness at school?
- Eliminating bullying in school?
- Eliminating discrimination in a community?
- Creating and maintenance of an inclusive school community?
- Creating a body friendly school?
- *And so on.*

How and why are the following skills needed when contributing to community action?	**Reasons**
Personal skills	
Values clarification	
Decision making	
Interpersonal skills	
Effective listening and showing empathy	
Assertiveness and giving negative feedback	
Skills for contributing to community or societal actions	
Advocacy	
Knowing about laws and policies	
Add other skills you think could be important when contributing to community action	

D5. Ways communities and society support people's hauora and wellbeing

In this section you will explore a range of community organisations and agencies and how they support the wellbeing of young people.

- Websites, apps, and helping agencies
- Using laws and regulations that support wellbeing

D5.1. Websites, apps, and helping agencies

What is the skill for?

- Seeking information about wellbeing issues from online sources.
- Knowing which community service providers to go to for particular health and wellbeing issues.

What is involved in using the skill?

Being able to use the internet efficiently and be able to select high quality information from reputable **sources.**

In what sorts of situations is the skill used?

- ANY wellbeing situation where a person wants to find some information about health and wellbeing issues concerning them.
- ANY wellbeing situation where a person needs expert and specialist help for health and wellbeing issues concerning them.

How is it used with other skills?

Critical thinking is important for helping to sort out which is the most reliable and relevant information. Help seeking skills are needed to know where to look, or who to ask for support and what to ask for.

Brainstorm all the support agencies and organisations, online websites, and apps you know of aimed at supporting young people's wellbeing. Try to do this with a group so that you get lots of ideas. Make a list of these websites with the URL to the website, or name the app.

Names of support agency, website ,or app	URL to website or agency

Select ONE of the items on your list and complete the following critique. When you have completed yours, ask 3 other people who have looked at a different agency, website or app to swap their summary with you.

Name the website, app or agency					
What is the main **type of support** offered for young people who use this website, app or agency?					
Who is the website, app or agency targeting (all young people, young people of a particular cultural background or ethnicity, sexual or gender identity, or in a particular region, with particular health or wellbeing issues, etc.)?					
URL to weblink (website of where to download app) or other contact information					
Critique: Respond to each statement below by giving the website, app or agency a rating of 1-3. If statement is not applicable use the 'does not apply' column. Added comments are optional.	Does not apply	Rating			Comments e.g. why/why not
		1. No/ can't say from info provided	2. Some/ partly	3. Yes	
1. Is it easy to find the website or app?					
2. Is it visually appealing and engaging for young people?					
3. Is it easy to navigate around the site or app to find what you want?					
4. Is it clear who the audience is that the website, app, or agency is aimed at?					
5. Is it clear what support, guidance, or service the website, app, or agency offers?					

6. [For websites, apps and agencies that are for ANY young person] As best as you can tell, would the support or service offered actually help young people and promote their wellbeing?					
7. [For websites, apps and agencies that are for ANY young person] Does it cater for cultural and ethnic diversity?					
8. [For websites, apps and agencies that are for SPECIFIC GROUPS of young people] As best as you can tell, would the support or service offered actually help this group of young people and promote their wellbeing?					
9. [For websites, apps and agencies that are for SPECIFIC GROUPS of young people] As best as you can tell, does the support or service offered provide guidance for *other people* to help the young people the support service is aimed at?					
10. **Overall,** would you recommend this website, app or agency to young people?		No		Maybe – with conditions	Yes, definitely
Why or why not (or what conditions)?					

D5.2. Using laws and regulations that support wellbeing

What is the skill for?
Many of the community and nationwide systems that support young people's health and wellbeing are underpinned by laws and policies. These laws and policies guide the practice of the organisations and agencies that support young people's health and wellbeing.

What is involved in using the skill? In what sorts of situations is the skill used?
Having knowledge of relevant laws and policies and being able to recognise situations where the law applies, and to know how to use the law.

How is it used with other skills?
Critical thinking is useful for seeing situations from different perspectives, and to help recognise where a legal perspective needs to be considered.

Preparation:

Thinking in general, how do laws and policies support people's health and wellbeing? Give some examples that you know of.	
How do laws and policies come into force? What do people actually have to do so that laws and policies support people's health and wellbeing? Give some examples that you know of.	

	In general, how could these websites support young people with legal information related to wellbeing issues?
Youth Law website	
Citizens Advice Bureau website	

Your teacher will direct you to which of the following tasks are useful to complete. You only need to focus on material that relates to other aspects of your learning. *Although you can look up everything if you want to and have the time and interest.* **You will need to use an online search to find some information about each of these.**

There are many laws (and related policies) that protect the wellbeing and interests of young people.	Find out how some of these Acts might support young people's wellbeing in some way.
Crimes Act (1961) e.*g. as related to violence and abuse, substance use*	
Children's Act (1994) *and see the Child Protection Policy for the Ministry of Education*	
Bill of Rights (1990)	
Human Rights Act (1993)	
Employment Relations Act (2000) *e.g. bullying and harassment in the workplace*	

Contraception, Sterilisation, and Abortion Act (1977 – with recent amendments)	
Abortion Legislation Act (2020)	
Conversion Practices Prohibition Legislation Act (2022)	
Births, Deaths, Marriages and Relationships Act (2021) *e.g. relationship status, self-identification of sex*	
Health Practitioners Assurance Act (2003) *e.g. the qualifications and authority required of medical practitioners*	
Medicines Act (1981) and the associated education sector requirements	
Smokefree Environments and Regulated Products (Vaping) Amendment Act (2020)	
Sale and Supply of Alcohol Act (2012)	
Misuse of Drugs Act (1975 – with revisions)	
Add others that you come across	

There are also **national strategy** statements, **polices** and **action plans** that are in support of young people's wellbeing.

National strategies that support young people's wellbeing	How do these strategies support young people's wellbeing?
Child and Youth Wellbeing Strategy (2019)	
Te Aorerekura – the National Strategy to Eliminate Family Violence and Sexual Violence (2022)	
Disability Strategy 2016-2026	
National Education Learning Priorities (NELP)	
Ka Hikitia Ka Hapaitia	
Action Plan for Pacific Education 2020–2030	
Ministry of Primary Industries *e.g. Labelling and composition of food and drinks*	
Advertising Standards Authority *e.g. advertising to children, alcohol advertising*	
Guidelines for school food programmes	
Add others that you come across	

To find out about **school policies** that support student wellbeing your teacher might invite a school leader to talk with the class. You will need to add these examples, so that the list is specific to your school.

School polices that support student wellbeing	How this policy supports student wellbeing

Legal ages

The Youth Law website contains useful information about legal ages.

Visit this page and make a note of the following	Your selection
5 legal ages that you think are useful for you to know about	1 2 3 4 5
5 legal ages that relate to something you have learnt about in health education at high school	1 2 3 4 5
2 legal ages you were surprised about	1 2
2 legal ages you never realised existed	1 2
Anything else you think is interesting or useful to record about legal ages.	

Other useful information on the Youth Law website.

Firstly, look at the 'trending topics' on the landing page. Is there anything relevant to your Health education studies here? If so, note this.	
In relation to two of the topics you have learnt about in Health Education, find out what Youth Law says about this topic from a legal perspective. Try one or more of: Resources Your Rights and select from the list of topics • legal ages • home & family • sex & relationships • bullying & violence • school	1
	2

• police & the youth justice system • driving • health & wellbeing • human rights • welfare & benefits • young adults	

D6. Skills summary

This activity is a way to summarise what you have learnt about a range of personal and interpersonal skills that enhance hauora and wellbeing. If possible, complete this activity with a partner or in a small group.

- One by one, work your way through the cards (see below) and finish the sentence by stating which skill(s) you would use to enhance wellbeing in this situation. Use the prompt card to help you identify these skills.
- Also note if you think they need to use a personal and/or an interpersonal skills using the distinction that: personal skills are *those skills I have that mean I can do things for myself and for my own wellbeing*, and interpersonal skills are *skills I have but I use them when I communicate and interact with other people and support the relationship between us.*
- Once you have completed this, identity 2-3 situations where you think a community action could support the person either through the services of a support agency or by the community getting together and contributing to an action.

Prompt card - Personal and interpersonal skills for maintaining friendships and relationships

Use these ideas, as well as ideas of your own, when completing the sentence starter on the card:

- Self-management e.g. stress management, time management, self-nurturing
- Positive self-talk (rational thinking)
- Expressing feelings appropriately
- Decision making - taking personal responsibility for acting in ways that promote wellbeing
- Asking for help from trusted others
- Help seeking - accessing and using systems and agencies (e.g. at school or in community) that support wellbeing
- Personal goal setting, action planning, implementing, reflecting and evaluating
- Effective interpersonal communication
- Effective listening including paraphrasing, reflecting feelings, and non-verbal communication
- Negotiation and compromise
- Using “I feel” statements
- Assertiveness
- (Joint and own) problem solving
- Giving constructive feedback
- Respectful communication
- Supporting and caring
- Showing empathy
- Valuing others - respecting the diversity of others

Cards: Personal and interpersonal skills for maintaining friendships and relationships

When someone says something to me that is offensive and I need to tell them how hurtful their comments are I use ...	When I do something embarrassing in front of my friends and start to think negatively about myself, I need to change this and use …	When my friend is telling me something, I check that I have understood what they mean by …	When my friend is deeply upset or crying but doesn't want to talk I could …
When someone is telling me about something that is important to them I need to …	When faced with a situation where I could make a range of different choices, for my own wellbeing I need to make …	When someone says or does something that does not support my wellbeing I need to respond to the situation by being …	When someone says or does something that makes me angry and I need to express those feelings I could …
When I am feeling really stressed and this is making me lose sleep and feel sick, so much so that I don't spend time with my friends, I could …	When someone is talking to me and it's important to let them do the talking and not to interrupt, I encourage them to keep talking by …	When a friend experiences a major loss in their life I support them by seeing the situation from their perspective and showing …	When I have a personal problem that I don't know how to deal with by myself I could …
When I feel I have been giving too much of my time and attention to my friends and I need to do something to look after myself I could …	When my friend and I disagree on something and it is causing conflict between us, we could resolve this by …	When someone pays me a compliment (e.g. saying how well I've done) I could say …	When I am feeling really stressed and overwhelmed by everything - I can't get anything done, and don't have time for my friends - I could …
When my friend and I each want to do different things we could reach an agreement by …	When someone makes a 'put-down' comment to me I could respond with a comment that …	When having a conversation with someone whose beliefs and values are very different to my own I could …	When I know I need to take action to do something to support my wellbeing I could …
When I am feeling really stressed and I find myself getting irritated by people and getting into arguments with them I could …	When I object to something my friend has done but they don't think it's a problem for them I could …	When my friend is telling me about something that has upset them, I check that I have understood how they are feeling by …	When I need to find out information to help me to decide what I could do about a relationship problem I am having, I could …

D7. Preparation activity: Relating strategies to a theme

As a way to help you understand how strategies are inter-related, as well as ways to incorporate te ao Māori concepts across strategies, it is useful to apply a 'theme' to your learning about strategies. For example, think about the way familiar concepts like manaakitanga and whanaungatanga could be applied to many strategies for promoting wellbeing.

Manaaki
Means to support, take care of, give hospitality to, protect, look out for - show respect, generosity and care for others (Te Aka Māori Dictionary)
Manaakitanga
The **process** of showing respect and care; reciprocity between people, living things and places. This often manifests as tautoko (support) and encouragement, particularly when working with others in collaborative situations.
You may also use other local definitions and understandings of the concept of manaakitanga.

Whanaungatanga
The development and maintenance of relationships through communication, shared experience, and working together.
Whakawhanaungatanga
The process of establishing relationships, relating well to others.
You may also use other local definitions and understandings of the concept of whanaungatanga.

Work through the table below making links between the list of skills and each of manaakitanga and whanaungatanga. Not all skills will link. Some links maybe indirect *e.g. a person may need to use a personal skill such as values clarification so that when they are listening effectively and showing empathy to another person, they can understand how their values differ. If the person does not assume their values are the same, they are less likely to impose their values on the other person and this supports respectful communications and the relationship between the people.*

Personal, interpersonal and community or societal skills and actions	Which of these skills link in some way to an understanding of **manaakitanga?** Explain how you are making these connections.	Which of these skills link in some way to an understanding of **whanaungatanga**? Explain how you are making these connections.
Personal goal setting		
Decision making		
Stress management including positive self-talk		
(Own) Problem solving		
Seeking help		
Thinking critically and using reliable information		
Vaues clarification		
Naming and expressing feelings		

Effective listening		
Respectful communication - giving and receiving negative feedback (including "I feel" statements)		
Assertiveness, including using "I" statements		
Joint problem solving, including negotiation and compromise		
Managing conflict in relationships		
Showing empathy		
Ways of supporting others		
Advocacy		
Websites, apps, and helping agencies		
Using laws and regulations that support wellbeing		

To practice using a theme, some more ideas are provided below. Choose TWO themes that interest you and see if you can make links between the theme and the list of skills.

Possible themes	**Possible themes**
Whanaungatanga *(2022)*	Diversity / Kanorautanga
Manaakitanga *(2023)*	Equal status, equity, equality / Mana taurite, Noho ōrite, Mana ōrite
Kaitiakitanga	Self-esteem, self-worth, self-respect / Kiritau
(Managing) Change	Compassion / Ngakau aroha
(Building) Resilience / Manawaroa	Respect, appreciation / Ngākau whakaute
Fairness / Matatika	Tolerance / Manawanui
Inclusiveness / Whakakotahi	Sustainability
Kotahitanga	Identity/ tuakiritanga
Mana	Rights & Responsibilities / Tika Tūāpapa & Haepapa

Personal, interpersonal and community or societal skills and actions	Which of these skills link in some way to an understanding of _____**?** Explain how you are making these connections.	Which of these skills link in some way to an understanding of _____? Explain how you are making these connections.
Personal goal setting		
Decision making		
Stress management including positive self-talk		
(Own) Problem solving		
Seeking help		
Thinking critically and using reliable information		
Values clarification		

Naming and expressing feelings		
Effective listening		
Respectful communication - giving and receiving negative feedback (including “I feel” statements)		
Assertiveness, including using “I” statements		
Joint problem solving, including negotiation and compromise		
Managing conflict in relationships		
Showing empathy		
Ways of supporting others		
Advocacy		
Websites, apps, and helping agencies		
Using laws and regulations that support wellbeing		

D8. Applying skills to situations to support hauora and wellbeing

To understand what turns 'skills' and actions into '**strategies**', we need to apply them to situations that are known to affect hauora and wellbeing. Your teacher will provide guidance about which of the situations in this section you will focus your learning on.

For each activity you need to:

1. Read the materials provided.
2. Source any online resource material required (links are provided for this) – *note that you may be able to find more recent material for some of the highly topical issues and replace the materials suggested with your newer material.*
3. Carry out any additional activities.
4. Respond to the questions in the summary template shown below (this is provided with each activity).

Note that you will also need to refer to the activities that develop skills in:
Section D7.2. personal strategies
Section D7.3. Interpersonal strategies
Section D7.4. and D7.5 Community and societal strategies

The summary template helps you to focus your investigation on the points that will be important for your assessment report. What is important is that you can answer questions like these for ANY Health Education situation, using the materials provided.

TEMPLATE Summarising strategies for …	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	

Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga*	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

Note that several of the activities in this section build on activities in Parts B and C of the Learning Journal and Workbook.

These connections are noted with the contents list in case you need to refer back to this learning.

D8.1. Skills for managing friendships *(mental health)*

Friendships – prior learning

Recall from previous learning:	
Explain the similarities and differences between: • Friendships and relationships • A friend and a mate (classmate, teammate etc) • A friend and a romantic or sexual partner • A friend and an acquaintance • A friendship and a family relationship	
What are some of the qualities of genuine friendships?	
Which qualities are most important to you in a friendship? Why is this?	
For you, are there different qualities that are more important in a friendship than some other form of relationship? Explain why or why not.	
What skills are needed for forming new friendships?	
What skills are needed for keeping and maintaining friendships?	
What skills are needed for managing changes to friendships (e.g. conflict, breakup, drifting apart, etc)?	

Rights and responsibilities in friendships

In any type of relationship, people have rights and responsibilities.

- Your **rights** are the way in which the other people should treat you.
- Your **responsibilities** are the way in which you should treat other people.

For example, you expect to be treated with respect in your relationships. This is your right. In return, you have a responsibility to treat others with respect.

Describe five rights you would expect to have in your friendships.	Describe five responsibilities you would expect to have in your friendships with others.
1	1
2	2
3	3
4	4
5	5

Why is it important that rights and responsibilities are considered in a friendship?	

Identify two friendship rights and two responsibilities from your list above and explain how each supports and enhances friendships.

	This enhances the friendship because…	This enhances wellbeing because …
Right 1:		
Right 2:		
Responsibility 1:		
Responsibility 2:		

The Lowdown and Youthline

- Link to The Lowdown and read through the material on **friendships**.
- And/or access the Youthline information about friendships and read the information provided.

Use these ideas and others that you have about friendships to complete the following.

Managing conflict and other disruptions to friendships

Identify 5 situations that may cause conflict or some form of disruption in a friendship. An example is provided.	What thoughts or feelings are associated with this situation? *(How does the situation affect wellbeing?)*	Identify the skill(s) needed to manage the situation and restore respectful communication and/or positive feelings between the friends.
Your friend has spent more time after school with their new girlfriend/ boyfriend/ partner than with you.		
1		
2		
3		
4		
5		

Managing changes to friendships

Changes to friendships are one of the big changes many people go through at some time in their lives. Everyone needs to have strategies to cope with changes in friendships.

Identify 5 reasons why friendships can change and the possible effect this change will have on the friendship.

Reason why friendships can change	Effect of change on the friendship
1	
2	
3	
4	
5	

Describe four personal and four interpersonal strategies teenagers could use to help themselves cope with changes to friendships. Refer to your ideas and the online sources above, and the skills activities in Section D.

Personal Strategies	This strategy could help manage changes to a friendship because
1	
2	
3	
4	
Interpersonal Strategies	**This strategy could help manage changes to a friendship because**
1	
2	
3	
4	

Support strategies others can use to help	This strategy could help manage changes to a friendship because
Make a list of the people who might be able to help a teenager experiencing changes to their friendships.	
Describe two strategies you (as a support person) could use to help other teens who are experiencing changes to their friendships. Explain why these strategies could support wellbeing.	1
	2

Summarising strategies for managing friendships	
Identify the strategies (skills or actions) that could be used to enhance or improve hauora in friendship situations. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.2. Skills for navigating and managing the digital world *(mental health with relationships and sexuality)*

Resources

Netsafe has a wide range of information and advice for young people. These are some examples:

- Managing online time
- What to do if something upsets you
- What you need to know about unsolicited nudes
- Safe online relationships
- Distressing content

See also:

- The Bare Facts
- Keeping it Real Online
- The Lowdown (range of topics)

For all the positive benefits of being online there are also many negative ones which are now well known through research. The focus for this activity is to identify a wide range of skills that young people need to manage the digital world in a way that supports their wellbeing.

Use a selection of the resources listed above (and other reputable sites you know of) to identify a range of strategies that would support the wellbeing of the people in the situations below.

Situation	Describe the wellbeing benefit or harm	What sort of personal, interpersonal AND/OR societal strategies would support wellbeing in each of the situations that are causing some form of harm?
1. A teenager finds that social networking sites help them deal with social anxiety and they can more easily initiate and maintain social connections online.		
2. A teenager who is on social networking sites 6-8 hours a day is often stressed because they feel the need to be constantly connected to the online world.		
3. A teenager who is on social networking sites at least 8 hours a day and staying up late to use social media, has problems falling asleep and their lack of sleep seems to be leading to worsened feelings of anxiety.		
4. A teenager often fears leaving the house. Social media makes it easier for them to deal with their social anxiety, to become involved and connect with others.		
5. A teenager lives with the constant feeling of anxiety they will be left out, or miss out on an exciting or interesting event may currently be happening elsewhere (and being the first to see it and re-post it). *(FOMO = fear of missing out).*		

6. A teenager lives with feelings of inadequacy when they get fewer "likes" or comments on their own post, compared those of others.		
7. A teenager experiences less anxiety after interacting online where it allows them to practice social skills in what feels like a safer environment.		
8. A teenager lives with feelings of inadequacy when they see all of the great things other people are posting about.		
9. A teenager finds that social media sites makes them think about all the things they don't have in their life.		
10. A teenager finds they get better support and understanding online from others living with social anxieties or distressing situations that negatively impact their wellbeing.		
11. A teenager doesn't realise it but the way they connect anonymously online to deal with their social anxiety and low self-esteem, means that when they express themselves in the same way in real life, it is not appealing to others, and other people have trouble connecting with them.		
12. A teenager on holiday is too busy taking selfies and posting online and misses out on the experience of being in all of the amazing places they visit.		
13. A teenager who feels socially isolated, even though they are around people every day, finds they can more readily share their feelings about things concerning them, in the anonymity of the online environment.		
14. A teenager who experiences social anxiety makes weaker friendships online than those built in real-life even though in real-life they have fewer connections or trouble meeting new people.		
15. A teenager who finds out too much about someone before meeting them person (in effect "stalking" them) has increased social anxiety when they finally meet up with that person in real-life.		
16. A teenager reading about others' (anonymous) experiences of anxiety, and feeling isolated and alone, allows them to look at their situation in a more rational and reasoned way and realise they are not alone.		
17. A teenager with social anxiety feels more comfortable behind a screen and has become totally reliant on social media, to the exclusion of making real-world connections with people.		
18. A teenager with existing depression and addiction issues spends a lot of time online.		

Although they are unaware of it, the use of social media is associated with the worsening of their mental health issues.		
19. A teenager constantly lives with feelings of inadequacy when they see all of pictures posted online of people showing off their 'ideal' bodies.		
20. A teenager tries one of the extreme challenges posted online, seriously injures themselves and gets into a lot of trouble because of the damage caused.		

Digital Citizenship

Netsafe

WHAT IS A 'DIGITAL CITIZEN'?
We have defined a successful digital citizen as someone who:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity and ethical behaviour in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

Preparing class protocols for being responsible digital citizens (and eliminating cyberbullying and other harmful online behaviours)

Netsafe states that: ***A successful digital citizen is someone who:***	**Planning:** If our class protocols aim to describe **what we will do personally,** and **what we expect of others**, how can the principles of digital citizenship guide our ideas?
• *uses and develops **critical thinking** skills in cyberspace*	
• *uses ICT to **relate to others in positive, meaningful ways***	
• *demonstrates **honesty and integrity** and **ethical behaviour** in their use of ICT*	
• *respects the concepts of **privacy** and freedom of speech in a digital world*	
• ***contributes** to and **actively promotes the values** of digital citizenship.*	

What we will **personally** do when using social media, email, texting, etc. (how we will personally contribute to a safe online environment as a way to eliminate cyberbullying):	What we **expect of others** when using social media, email, texting, etc. (how we expect others to contribute to a safe online environment as a way to eliminate cyberbullying):

Your teacher will need to provide a way for you to combine all the ideas identified by the class to prepare a list of class protocols for digital citizenship.

Summarising strategies for navigating and managing the digital world	
Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.3. Skills for reducing exposure to disturbing content online
(mental health)

Resources

Netsafe has a wide range of information and advice for young people. These are some examples:

- What to do if something upsets you
- What you need to know about unsolicited nudes
- Safe online relationships
- Distressing content
- Online bullying
- Doxxing

See also:

- The Bare Facts
- Keeping it Real Online
- Community Law

Scene setting: Cyberbullying

Several studies in recent years have shown about one third of young New Zealanders have been cyberbullied. New Zealand is reported to have some of the highest youth cyberbullying statistics in the world.

What behaviours are specifically 'cyberbullying' (or online bullying)? Hint: check out bullyingfreenz Netsafe and Community Law	
What do you know about the impacts of cyberbullying on wellbeing?	
Are any harmful online behaviours not considered to be cyberbullying (and they are called something else) – if so which and why?	
Do you think cyberbullying is more or less harmful than other forms of bullying? Why?	
What do you know about what to do if you have been cyberbullied?	
What law protects people's safety online?	
What do you know about ways to stop cyberbullying happening in the first place?	
What information does the Netsafe website provide?	

There are a range of online behaviours that impact wellbeing. Cyberbullying is just one of these.

The following list contains a range of other online behaviours that have negative effects of people's wellbeing. Select 3 that you are interested in and answer the questions based on your selected scenarios. Use the resources provided, and any others you have access to, to make recommendations about the ways the situation could be managed, and how wellbeing could be restored.

Scenarios	Discussion questions	Responses
Ghosting Aroha is being ghosted by the person she thought was her boyfriend. He has ceased all communication with her, as well as her friends. There was no warning or reason given, he hadn't said they were breaking up. All attempts to reach out or communicate with him have been ignored and she hasn't been able to find him at school or at his home to talk about it. She's not sure what to think.	1. How could this behaviour impact Aroha's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing?	
Trolling Mitch is being antagonised by someone in one of the online discussion groups he is a part of. The person (who doesn't use their real name) deliberately posts inflammatory, irrelevant/off-topic, or offensive comments and other disruptive content. This creates all sorts of conflict and arguments among the members of the group. The group have come to realise the person is a social media troll who is being purposely controversial to get a rise out of them, but it's hard to not react and just ignore them. Asking them to go away or be more respectful to the group just leads to even more outrageous comments being made.	1. How could this behaviour impact Mitch's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing?	
Cyberbullying Raina is being relentlessly cyberbullied by a group of girls from school. Privately by email and phone messages, as well as on her social media page she is called names, has rumours and lies spread about her, receives lots of unwanted messages about all sorts of irrelevant things,	1. How could this behaviour impact Raina's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the	5.

and has private information about her posted on social media. Recently the group even set up a fake account to make fun of her when she blocked them from her personal social media pages. They use her face in offensive memes that got sent around all of the other students at the school, and the group impersonate her sending horrible messages to other students that appear to come from her.	behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing?	
Echo chambers and extremism Simon has been drawn into an online community who have strong political views about a social issue. He knows it's not a popular view and one many people disagree with. In fact, if he went and did some of the things they talked about he would be breaking the law. But what they say makes sense to him and it all sounds really convincing. He likes joining in their conversations because everyone has the same opinions and believe similar things to him. He's not aware of it but his own views have shifted over time to become more extreme, and much like others who lead the group. He feels he belongs with this group as his existing views are reinforced, and alternative ideas that the group disagree with are rejected.	1. How could this behaviour impact Simon's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing?	
Cyberstalking Loula has a cyberstalker and she doesn't know who it is. Her stalker is harassing her by making false accusations, monitoring what she does online and tells her she is 'being watched', occasionally they send threats that say they will 'tell everyone her sexy secrets', and on a couple of occasions her stalker has tried to remove some of her online information and manipulate other information. The cyberstalker knows her email, how to instant message her, her phone number, and all of her social media platforms. The person is obsessive, and Loula receives some form of message on a daily basis. She knows what the stalker is doing it is probably illegal but not knowing who it is, doesn't know how to stop them.	1. How could this behaviour impact Loula's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing?	

Viewing extreme video content Reese spends a lot of time viewing 'interesting' videos online. He says the videos cover a wide range of topics and interests but in reality most of what he watches is 'pretty extreme'. Most of the videos show people getting hurt either through their own actions or through that of others. Some of it is pornographic (and not just ordinary sex – most of it is quite violent sex), some it shows animals being harmed or property being destroyed. On one occasion it showed a child being sexually assaulted although he didn't realise at first what was happening in the video. He felt disgusted by it and quickly switched away from it, however he's now found (like with so many other videos he watches) that he is offered more and more similar content like that he has just watched. He knows this is just clickbait to attract his attention and try and encourage him to click on a link to a particular web page, but he's 'hooked' and finds it hard not to look.	1. How could this behaviour impact Reese's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing?	5.
Being sent an unsolicited nude photo Sal has been sent a text with a 'dick-pic' by one of the boys in her class. She opened the text in class and was embarrassed by what she saw. The boy who sent it, and his friends, saw that she had opened the text and then started making suggestive and sexual remarks to her about what they thought she should do and the 'pleasure' it would give her if she had sex with the boy. Having never dealt with a situation like this before and not knowing how to respond she got upset and scared.	1. How could this behaviour impact Sal's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can she do in this situation to restore her wellbeing?	
Seeing pornography online without meaning to Chrissy was searching online for some images for a presentation she was preparing but one of her searches that she clicked on was not what she expected – it showed a	1. How could this behaviour impact Chrissy's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation?	

very graphic sex scene. At first she was just curious, and stopped to watch for a bit but when the man started treating the woman badly she felt quite shocked. She closed the page down quickly at that point but the image of the woman being treated that way has stuck in her head and is making her feel quite disgusted.	3. Taking action. Do you think she will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. What else can she do in this situation to restore her wellbeing?	
Doxxing (or 'doxing') Matt has found himself as a victim of doxing (a type of online harassment where people share personal or identifying information about someone online without their consent). Using Matt's personal information found online - including his full legal name, address, place of work, phone number and contact details for family members. The person doxing him was able to use some of this information to access his private information by hacking into his online account by guessing his password. He has now found out that his personal information has been widely shared online.	1. How could this behaviour impact Mitch's wellbeing? 2. Are there any laws or policies that could offer guidance about what to do in this situation? 3. Taking action. Do you think he will be able to stop the behaviour, prevent the behaviour recurring in future, just avoid the behaviour, or is some other response needed? Explain why you decided this. 4. What else can he do in this situation to restore his wellbeing?	

Summarising strategies for reducing exposure to disturbing content online	
Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.4. Skills for e-whanaungatanga *(mental health)*

E- whanaungatanga

E- whanaungatanga refers to online spaces of respectful, safe engagement which foster empowering online relationships: it is the kawa of Kaupapa Māori principles in the virtual world. That is, it is the strength of these relationships that will influence the success of any social media initiative that involves Māori development for individuals, whānau, hapü or iwi. Tino rangatiratanga is essential to this concept because the user- generated and collaborative nature of the medium allows an environment that is "by Māori, for Māori". Social media allows indigenous people a forum to determine how they are represented and how their knowledge and information is shared. (p54)

Indigenous online spaces (p55)

	Signs of empowerment	**Signs of disempowerment**
Mana tangata Psychological empowerment	***Wellbeing and self- esteem enhanced through:*** • Native language/custom promoted and learners encouraged • Participation in discussion encouraged • All opinions valued • Clear guidelines of use	***Wellbeing and self- esteem diminished through:*** • Exclusion due to lack of knowledge • Opinions not valued • Personal attacks • No guidelines for appropriate behaviour
Whanaungatanga Social empowerment	***Community and solidarity enhanced through:*** • Connections to whänau, marae, hapü, iwi sites or other groups • Regular updates • Regular user interaction • Relevant information shared • All ages included	***Community and solidarity diminished through:*** • Disregard of page kaupapa - for example, advertising • Infrequent updates • Inappropriate discussion • Uploading unauthorized information—for example, whakapapa, tapu images • Kaumätua not involved
Tino rangatiratanga Political empowerment	***Self- determination enhanced through:*** • Ownership of site and content • Access to varied sources • Open discussion • Interaction with similar groups and people • Raised awareness about political issues • Determination to change status quo • Online political action -for example, submission making, petition signing • Organization of offline action -for example, protest	***Self- determination diminished through:*** • No control over site content • Sparse networks • Moderator strictly controls discussions • Information comes from mainstream sources reinforcing mainstream ideas • Sites under corporate or government surveillance • No encouragement of online or offline action

Source: Structure adapted from Friedmann (1992) and Scheyvens (1999)

From Joanne Waitoa, Regina Scheyvens, & Te Rina Warren (2015). E-Whanaungatanga The role of social media in Māori political empowerment. *Alternative 11*(1) p45-58.

Glossary

- *Whanaungatanga = relationships, networks*
- *E- whanaungatanga = electronic relationships/networks*
- *Kawa = cultural protocol and etiquette*
- *Kaupapa Māori = Māori values*
- *Tino rangatiratanga = self- determination*
- *Empowerment = authority or power given to someone to do something*

- *Disempowerment = to cause (a person or a group of people) to be less likely than others to succeed or to prevent (a person or group) from having power, authority, or influence.*

Use ideas from the table above and any other learning about whanaungatanga to suggest strategies that would promote e-whanaungatanga. Many of these ideas require some form of community or societal action but also be thinking about the way individual people can personally and interpersonally contribute to these actions.

(Source: P56 in Waitoa, Scheyvens, & Warren) *"Overall it can be recommended that e- whanaungatanga can seek to ensure positive, respectful and empowering interaction via social media through:*	Identify personal, interpersonal and societal strategies that will enable e-whanaungatanga and support people's wellbeing in online spaces - *or in other words, what needs to be done to make this list of actions happen?*
• development of social media that is carefully considered in consultation with all community stakeholders;	
• digital and cultural literacy that integrates "indigenous online spaces"	
• social media that facilitates e- whanaungatanga, ultimately enabling physical reconnection with people and lands;	
• social media that engages with kaumātua;	
• online action that is partnered with offline action;	
• social media initiatives that reflect the protection of indigenous knowledge, encourage full participation of indigenous peoples, and include partnership and collaboration with indigenous groups; and	
• policy and legislation around indigenous intellectual property in the digital age.	

Link to the Netsafe Te reo Māori online safety resources. In what ways do you think this material responds to one or more of the actions listed above?	

Summarising strategies for E-whanaungatanga

Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora.
Identify <u>at least</u> 3 strategies overall.
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year**]?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may*	

mention specific dimensions where it is relevant to do so.	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.5. Skills for managing change *(mental health)*

When something changes in our lives it can impact our wellbeing. Changes can lead to our wellbeing being harmed, or change could lead to improved wellbeing. Sometimes change just results in something being different. Whatever the circumstances, we need to be able to draw on a range of skills and support from others and our communities when things change, especially in situations where that change has a negative effect on our wellbeing.

Select TWO of the following scenarios. Highlight the scenario with two different colours to show:

1. **Negative factors** that resulted in the person experiencing the change to feeling stressed, depressed, worried, etc.

2. **Positive factors** that could contribute to the wellbeing of the person experiencing the change (now or in the future).

Scenarios

Chloe broke up with her boyfriend three months ago – he dumped her because he wanted to go out with another girl in the school. Whenever she went to a party or other event in the few weeks after the breakup, she always ended up getting really drunk, especially if her ex and his new girlfriend were there. When she still felt upset after these parties, she would sometimes sneak alcohol from the liquor cabinet at home and drink in her bedroom. At school Chloe has several good friends who have stuck by her and made sure she kept up with all her schoolwork. They are always prepared to listen to her when she wants to let off steam. One of her teachers noticed she was a bit withdrawn and asked if she was ok. Chloe said she was (without telling the teacher about her breakup). The teacher has been really kind and asks how she is but without prying and makes sure she knows she can talk if she needs to. At home mum and dad just say well-meaning things like 'it will get better', 'we've all had our hearts broken – we all learn from it' which don't really help. It's Chloe's nan that gives her big hugs and lets her cry - without any judgement.

Jayesh's parents separated recently. He thought this wasn't common for adults in his culture and none of the adults in his family will talk about it which has made him even more angry and frustrated. When he was around at his friends place soon after it happened, his friend – whose parents were already divorced - offered Jayesh alcohol to help him calm down and 'chill out'. Jayesh got a bit drunk, and it just made him talk more and he got even angrier. His friend said he knew what it was like, and it would get worse before it got better, and he reckoned alcohol helped him cope when his parents were arguing. Jayesh wasn't sure about that, his parents didn't drink alcohol at home, and he didn't look old enough to buy it so wasn't sure how he would get it. His friend said to steal it but as Jayesh had always been taught to be law abiding and respectful of others, he couldn't see himself doing that. Anyway, he found that playing music calmed him down and allowed him to focus on other things besides his parents' problems. He was continuing to do really well at school and knew he had to keep his achievement grades up to get into university.

Anahera's grandma died several weeks ago. Gran had been her 'rock' – she never judged or yelled and was always kind and helpful – she had taught Anahera many things like traditional weaving, gardening, and cooking. Family members were often commenting about the wonderful things they made and did together. After the tangi things got worse at home - mum was getting angry all the time and ended up arguing with her dad and then ended up crying. Anahera's aunty said her mum was just grieving and to give her time. At school most of her friends left her alone when she didn't want to join them although one friends said she was sorry about her grandma, and she knew how much it hurt to lose someone so close. At a recent family gathering a cousin had noticed she was moody and depressed and offered her marijuana – he said it would help take her mind off things and block out the adults arguing – he made it sound very tempting, but she didn't accept it. She didn't like what she had seen marijuana do to some of the kids at school.

Lucas was in a major car accident six months ago along with three other boys from school. He was a passenger and the one who came off worse because his side of the car smashed into a pole. He knows he will have a permanent injury and he will never be able to achieve the tennis scholarship and career that he was aiming for. After the wounds and breaks healed, he couldn't walk by himself and although he is having therapy and gradually getting his

mobility back, progress is very slow. He is reliant on others to transport him wherever he needs to go, (at first this included going to the toilet)! After the accident his school mates came around regularly but that is getting less – they seem to have little to talk about. His best friend, who was the driver of the car, has had to go to court because he caused the accident and is having to deal with all sorts of conflict at home because of the legal problems. To manage the considerable pain Lucas has been left with he takes strong pain killers prescribed by his doctor. Soon after he got out of hospital, he discovered that if he took twice the dosage of pain killers it not only relieved his pain but also relaxed him, and some days he would take three times the dose. His doctor wouldn't prescribe more painkillers, but he found another way to get some so he takes them whenever he feels like it. Mum and dad had to go back to work and can't afford to take any more time off to look after him, so he's left at home most of the day with nothing to do except watch TV and play video games. His school have been sending work home for him to do but he's lost interest. Everything else he used to do was based around tennis.

Fetu had to move schools a few weeks ago when his dad – who earned most of the household money - was made redundant (he lost his job when the company was sold). Although he found another job it was way across the other side of the city and because the family were renting and they owned only one car - which mum used for her work which was also a distance away, and dropping his siblings off at school, and doing all the family shopping - it made sense to move across town where they could get a bigger house for the same rent. But this meant Fetu had to say goodbye to all of his friends, give up his leadership of the cultural group and leave the sports team who were at the top in the inter-school championship that year. Fetu's school had sent a file of all his achievements to his new school which the dean had read and then made sure he was introduced to the sports coach and the leader of a similar cultural group at the school. Fetu also found he could pick up a subject he had to drop at his old school when he had a timetable clash. The family also found they knew others at their new local church. While all this helped Fetu fit in he found that being the eldest child with responsibilities at home, and with busy parents out working all of the time, he wasn't sure who he could talk to about the sense of loss he still felt. As an introduction to his new school the boys in his sports team took him out after a game they won to celebrate and got him really drunk as an 'initiation' – he had never really had much alcohol before. Not only did his new mates give him alcohol, they also spiked his drink with another drug. His only recollection of the night was feeling totally free of all his problems – even though he was really sick next day. Now after every game he gets absolutely hammered [really drunk] and is getting a reputation for being a hard out drinker, although finding money to pay for alcohol is a problem.

Daniel was the victim of a vicious crime a few weeks ago. Although burglaries are sometimes reported around his neighbourhood, they usually happen when people are at work. But in his case, the home invasion happened at night when he was home with his family. The burglar came in though his bedroom window that was open. He was surprised to see Daniel and hit him several times until he passed out. He found out afterwards that when his parents came to see what all the noise was about, they were also assaulted, and the burglar got away with money, jewellery and some electronic goods. Since then Daniel has had trouble sleeping, his mum is a 'nervous wreck' (her words) and insists on keeping all the doors and windows locked, curtains closed and the lights on, and dad goes off to work downplaying the seriousness of the incident almost as though nothing has happened. The burglar has not been caught despite a lot of police attention. Daniel is scared walking along the street during the day and won't go outside the house at night. He can't concentrate at school although he's only been to school a few times since the break in. The victim support counsellor has been to the house several times which is helpful for mum, but Daniel still has trouble talking about the incident. A couple of years back Daniel made friends with a group of boys who often smoke marijuana when they hang out - one of the boys has a family member who can access it easily so it's always cheap and available. Daniel is smoking it every day – he thinks it helps him be less scared and allows him to get to sleep.

Select one of your scenario choices:

- Draw a type of **flow diagram** to show the succession of **changes** that the person is dealing with. You can make assumptions about other changes they are likely experiencing beyond what is written in the scenario, and based on what you know happens when people have changes like these. Use a whole page to set out the flow diagram – leave room to write other ideas around it.
- Around the flow diagram note down what it is that would make each of these changes stressful. *E.g. starting a new school – not knowing where to go or who to ask, talking with lots of people he had never met before.*

- In another colour, note down examples of the thoughts and feelings the person is likely to be experiencing with each of these changes.

Draw your flow diagram here (or draw it on paper and copy and paste an image here).

If wellbeing of the person who experienced the change is to be restored:	**Your ideas:**
Give two examples of things they could do to help themselves. *Think particularly about the skills they need to use to do this.*	
One thing mum or dad could do [as relevant to the scenario]. *Think of the skills they need to use to provide this support.*	
What skills would the person experiencing the change need to use to respond to this support from mum or dad?	
One thing their teacher could do. *Think of the skills they need to use to provide this support.*	
What skills would the person experiencing the change need to use to respond to this support from their teacher?	
One thing an assigned student 'buddy' could do [if relevant to the scenario]. *Think of the skills they need to use to provide this support.*	
What skills would the person experiencing the change need to use to respond to this support from their buddy?	
Something further that the dean (or other school support person) could do. *Think of the skills they need to use to provide this support.*	
What skills would the person experiencing the change need to use to respond to this support from their dean?	
Besides the school counsellor, who or what else might be available at school, or in the local community, to support the person experiencing the change	

Writing your own change scenario

In addition, or as an alternative, to the scenarios provided and consideration of the skills needed to manage these changes, you can develop your own scenario. Use the prompts below. Once complete, map out the skills that all the people in the scenario would need to use to support the person who experienced the change.

Scenario writing prompts	Your scenario
Main ideas: • Main character • Situation or circumstance - the major change they have experienced or the adversity they are facing.	
Thoughts and feelings (and wellbeing) of the person Ideas for thoughts and feelings they are experiencing at the beginning and end of the scenario – ideas you could include as you write your scenario.	
What will get in the way? Identify 2-4 factors that could complicate things further and have a further negative effect on the person's wellbeing.	
What will help? Identify 3-5 factors that could help the person cope with the situation.	
Writing Write your scenario to show how the various factors are influencing the person's wellbeing for better and for worse.	
Ending You don't need to conclude your scenario with a 'happy ending'. Will your scenario lean towards having a positive outcome – where it is apparent things are heading toward the person's wellbeing being restored, or are you going to leave them in a negative situation where the road ahead is uncertain?	
Questions: Decide on 3-4 questions that you want someone reading your scenario to answer that will help them to understand what is going on for the person in the scenario. Regardless of your ending, make sure one of the questions is a 'what next' question.	

Summarising strategies for managing change

Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.**
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	

• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.6. Skills for managing parties and other social situations where substances are being used *(mental health)*

Resources

Amohia te Wairoa Host Responsibility Guide

Scenario

Oliver and Charlotte are 16-year-old school friends who are planning to attend a big event where there will be a lot of people, many older than them. They know alcohol is being served. There are two drinks included with their entry ticket and after that there is a cash bar. They are meeting up with a few of their friends at the event, but they don't know most of the people attending. The event is some distance from where they live and one of their group has been designated as the sober driver to get them to the event and home again.

Safety considerations	Your responses
Can Oliver and Charlotte (and their same-aged) friends drink alcohol at this event? Why or why not? *Think about the drinks that are included with their ticket and buying alcohol.*	
As a responsible host, what can Oliver and Charlotte expect of the event organisers (hosts) for keeping them safe and that they are catered for with a choice of drinks? Use the Host Responsibility Guide (see resource list above) for ideas. Try to list 5 things the host needs to take responsibility for.	1 2 3 4 5
If one of the friends sneaks some alcohol into the event – knowing they would not be able to buy it at the event – do you think they can drink at this event? Why or why not?	
On arriving at the event they realise they know some older people who offer to buy them alcohol. Can the older people do this? Why or why not? How can a responsible host check that minors (people under 18) are not drinking at the event?	
Even without drinking alcohol, there is the risk of someone spiking their drinks. How can they make sure their drinks are safe (e.g. when they are dancing and need to leave their drinks, or they are watching a performance)?	
Other people at the event will be drinking alcohol. Even though the host should not be serving alcohol to intoxicated people, there may still be some who drink too much and cause problems for others. How could the friends support each other at the party to avoid the	

drinking behaviours of other people affecting them? Think about things like going to the toilet, or being in a part of the event where there are drunk people.	
What needed to be planned beforehand to ensure they have a sober driver for getting home?	
In case they need a backup plan for getting home (e.g. if the driver wants to go home earlier than the others, or if the driver decides to drink alcohol), what will they need to think about beforehand to ensure they have another way to get home?	
Use this space to identify any other alcohol-related safety considerations when attending an event like this.	

Summarising strategies for managing parties and other social situations where substances are being used

Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.**
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	

What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.7. Skills for resisting pressure to use substances (alcohol and other drugs, vaping) *(mental health)*

Resources

- Decision making template and ideas from Activity D2.2.
- Assertiveness framework from Activity D3.4.

Write your own scenario about a person who is being pressured to use alcohol or cannabis, or to vape. Build a range of personal, interpersonal and community factors into your scenario which make the decision to use the substances more complex than simply saying yes or no. Use ideas from your learning about influences on substance use as a source of ideas.

Personal decision making and being assertive are key skills to use when resisting pressure to use substances.

1. Complete a decision-making grid to help reach the most health-enhancing decision for the person in the scenario.
2. Complete the assertiveness script to show how and where being assertive will need to feature as part of resisting the pressure to use the substance.

Decision-making

Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for each choice.		
Consequences of each choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

Being assertive

In your script include: **D=describe:** Describe how the person being pressured feels about the situation using an "I feel …" statement **E=explain:** Explain specifically the situation that has caused these feelings … **S=specific: …** and specifically the change they want made to repair or restore the situation **C=consequences:** Describe the positive consequence for their wellbeing (as well as their relationship with the other person) when they have made this change.	
What eye contact and facial expression would the person being assertive need to use?	
What would their tone of voice sound like?	
What would their body posture look like?	
Why would being assertive help them in this situation?	

What other skills might the person being pressured need to use to manage this pressure situation?	Skills and why these would be used
Personal skills	
Interpersonal skills	

Summarising strategies for resisting pressure to use substances (alcohol and other drugs, vaping)	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
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• Interpersonal strategies	
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How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.8. Skills for being an upstander when someone else is being bullied or treated unfairly *(mental health)*

Resources

- Pink Shirt Day Upstander (with video)
- BullyingfreeNZ
- Mental Health Foundation How to be an upstander

Over the years the approaches to reducing and eliminating bullying have changed focus from supporting and upskilling the victim, to restorative approaches whereby the bully makes amends and action is taken to modify their behaviour. More recently, emphasis has also been given to the bystander – or more specifically, the upstander - those who witness instances of bullying, harassment and discrimination and act in a way to support the person who have been victimised.

In this activity you will consider the role and social responsibilities of the bystander, and the knowledge and skills all people need should they find themselves as bystanders in bullying or other such situations. These ideas are reinforced though a role play scenario.

Bystanders and upstanders

Hurtful Bystanders	Most bystanders
• Start the bullying by encouraging the bully to begin. • Encourage the bully by laughing and cheering them on or making comments that further motivate the bully. • Join in the bullying once someone else has started it.	These bystanders also contribute to the problem (often without realising it) because they passively accept bullying by watching it and doing nothing. Passive bystanders provide the audience some bullies want (to reinforce their power), and the silent acceptance of bystanders allows bullies to continue their hurtful behaviours.
Q. Why do you think some bystanders get involved in bullying incidences in this way?	Q. Why do you think many bystanders do nothing?

Helpful Bystanders - or 'Upstanders': Bystanders can prevent or stop bullying.	
A bystander who is an upstander:	**Other bystanders who are upstanders:**
May directly intervene and discourage the bully, defending the victim, or redirect the situation away from bullying.	Go and get help either from peers who they encourage to stand up to the bully, or by reporting the bullying to adults.
Q. In what sorts of situations would an upstander feel confident to respond this way?	Q. In what sorts of situations would an upstander choose to respond this way?

Reasons why some bystanders don't intervene when they see bullying.	Knowledge and skills the bystander needs to learn, or an attitude that needs to change to become an upstander.
They think it's none of their business	
They are scared they will get hurt or become a victim themselves	
They feel powerless to stop the bully	
They don't actually like the victim and think the victim deserves it	
They don't want to draw attention to themselves	
They fear the bully will take revenge and get them back	
They think that telling an adult won't help and it may even make things worse	
They don't know what to do	

List the skills a person needs to be an upstander and why these skills are important when supporting someone who has been bullied.	
Personal skills of an upstander (describe 2-3 skills)	
Interpersonal skills of an upstander (describe 2-3 skills)	
Community or societal strategies that will support an upstander and why these are important.	

Bystanders who don't do anything to stop the bullying or don't report it may experience negative consequences for their own wellbeing.	
Possible negative impacts on wellbeing if a bystander does nothing:	Why might doing nothing after witnessing bullying lead to these feelings for the bystander?
They **feel pressured** to participate in the bullying anyway	
They **feel anxious** about speaking to someone about the bullying	
They **feel powerlessness** to stop bullying	
They are **vulnerable** to becoming victims themselves	
They are **scared** to associate with the victim, the bully, or the bully's friends	
They **feel guilty** for not defending the victim	

Bystander Role play

This role play needs to be facilitated with the support of your teacher, or by a student in the class.

Set the scene: A new Year 11 student has arrived at the school. S/he started school several months into the year after friendship groups have already formed in the class, and 'rules' about who sits where have been established. It is apparent from the student's appearance and demeanour that they like to express their individuality and don't like to conform to popular ways of dressing and behaving. One group of students has taken a dislike to the new student and thinks they need to be taught a lesson and that the student needs to be more like them.

Preparation: *Allocate roles to groups and allow a few minutes for them to prepare their role – see role cards provided.*

- Ask one group to volunteer to be the bullies.
- Ask a volunteer to be the new student – the rest of their group will be their support crew for the role play.
- The remainder of the class are bystanders. Allocate different bystander roles e.g. bystanders who join in, bystanders who do nothing, and bystanders who take a stand.

Explain the safety guidelines and that this is a role play – whatever is said and done by the bullies are not the values and beliefs of the people saying it.

Act 1. Play the scene ONLY with the new student coming into class and walking past the bullies – the bullies say/do something of a bullying nature. **Freeze the action.**

Debrief:

- Who has the power in this situation? How are they using their power?
- How is this behaviour allowed to happen?
- How do you think [new student] is feeling at this time?
- [To the new student's support crew] What do you think the [new student] would like to happen at this moment - in relation to the bullies? And what would they like the rest of the class to do?
- [To the bystander groups - in role] What does it feel like to witness bullying like this? Do you think you should do something? Why or why not? What stops you? What would encourage you to act and stand up for [new student]?

Act 2. Replay the scene, this time play it through and let the **bystander group 3 join in the bullying**. **Freeze the action.**

Debrief:

- Ask the above questions again, as relevant to the scene.

Act 3. Replay the scene again, this time play it through and let **the bystander group 4 join in (the upstanders). Freeze the action.**

Debrief:

- Who has the power in this situation now? Has it changed? How are they using their power?
- How do you think [new student] is feeling at this time?
- Why might the upstanders have decided to speak up for the new student?
- [To the group of upstanders] How easy is it to stand up for someone in this way? Why is this?
- [To the do-nothing bystanders] What does it feel like to do nothing? Why is this? *Make connections with previous learning about the impact of bullying on bystanders who don't act.*

De-role and thank everyone for their contributions.

Out of role: Ask the class what would it take to change the school culture so that everyone could be an upstander – and no one was a passive bystander, a bully or a victim?

Role cards:

Group	Role	Information about the role	Preparation
1	Bullies	A new Year 11 student has arrived at the school. It is apparent from the student's appearance and demeanour that they like to express their individuality and don't like to conform to popular ways of dressing and behaving. Your group has taken a dislike to the new student and thinks they need to be taught a lesson, and that the student needs to be more like you and your group. *The scene is the classroom just before the bell and before class starts – the teacher is not in the room. Your group (of bullies) are already at your desks and the new student has just walked in the door. S/he needs to get to his/her desk down the back of the room. The only way there is right past your table.*	As the bullies you need to decide on a few acts of bullying to use as the student comes into class – they have to walk right past your table to get to their desk. Make sure it is something that the whole class sees and hears.
Group	**Role**	**Information about the role**	**Preparation**
2	New student	You are a new Year 9 student who has just arrived at the school. You started school several months into the year and friendship groups have already formed in the class, and 'rules' about who sits where have been established. You like to express your individuality and don't like to conform to popular ways of dressing and behaving. One group of students has taken a dislike to you and has started bullying you. So far you have done nothing about it – they haven't hurt you but it is getting annoying and it is getting worse. *You are heading into class, the bullies are already at their seats. Your desk is at the back of the room and you need to go right past their desks.*	Give your student a name and use your group as a support crew to help prepare for the role. Decide what body language you will use and what you might or might not say once the bullies say or do something.
Group	**Role**	**Information about the role**	**Preparation**
3	Bystanders who join in	***You will play your role in ACT 2.*** Your group has noticed the bullying of the new student, but so far you've done nothing. However, you don't think the new student has made any effort to fit in so you think it's time you added to what the original group of bullies is doing. ***Note: In Act 3 you will be bystanders who do nothing.***	As the bystanders who join in with the bullies you need to decide on a few acts of bullying to use after the original group of bullies has said/done something to the new student. Make sure it is something that the whole class sees and hears.
Group	**Role**	**Information about the role**	**Preparation**
4	Bystanders who take action	***You will play your role in ACT 3.*** Your group hasn't noticed the bullying of the new student before but you did notice this incident in class. Members of your group have been bullied by this group before. You now realise what's going on and having dealt with them previously, you know how to stand up to them. ***Note: In Act 2 you will be bystanders who do nothing.***	Decide how your group will stand up to the bullies and support the new student.

Group	Role	Information about the role	Preparation
5	Bystanders who do nothing	You have noticed the bullying of the new student but don't do anything. You will be asked for reasons why with each Act of the role play.	Decide on some reasons why your group does nothing to stand up for the new student.

Summarising strategies for being an upstander when someone else is being bullied or treated unfairly	
Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
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How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
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Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
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How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.9. Skills for maintaining sexual health *(relationships and sexuality)*

Resources

Family Planning (NZ) – Advice about contraception and STIs

Articles:

- Get the Facts (Australia, 2018) Tips for Negotiating Condom Use
- Contraception important for New Zealanders
- Proactive approach to teenage contraception needed – researchers

Scenario

Riz and Jo have been in a relationship for some months, and they have decided they are ready to have sex with each other. Riz asked Jo if she was on the pill – she wasn't – and she said she expected Riz to wear a condom as that would help prevent STIs as well as prevent an unplanned pregnancy.

But Riz said he didn't want to use condoms and said if the girl didn't want to get pregnant then she needed to be the one to do something about it – he didn't want to have to use a condom and have his enjoyment ruined by wearing a condom. At that point they got into an argument.

Jo decided to look into an alternative contraceptive method – she knew it was worth having a 'back up' in addition to condoms. She went about finding out about her choices from the Family Planning website and making an appointment to go and talk to a doctor about her choices. She weighed up her options and made a decision about which form of contraception would best suit her. But the doctor said a contraceptive only prevents unplanned pregnancy not STIs so her partner should still use a condom.

Talking again with Riz some weeks later he was pleased she was using a contraceptive but still refused to use condoms…… They still haven't had sex.

Use a selection of the resources as a source of ideas to show the range of strategies Jo needs to use, and support she needs from other people in this situation, to support her sexual health and wellbeing.	Strategies and the reasons for these – *a possible range of named skills can be found across Sections D2-5*
Personal strategies she can use to support herself	
Interpersonal strategies to use when communicating with Riz	
Interpersonal strategies to use when communicating with other people like friends or family about the situation	
Societal strategies – support organisations or agencies she should be able to rely on for sexual health and relationship support	

Summarising strategies for maintaining sexual health	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
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How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
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Use examples to show why these strategies need to be used together.	
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• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.10. Skills for healthy relationships *(relationships and sexuality)*

Resources

- The Real Sex Talk – Consent (video)
- The Real Sex Talk - Respect, Relationships & Peer Pressure (video)
- Youthline
- Are You OK?
- Whatsup
- The Lowdown - Let's Talk about Ai - Toxic Relationships, Dating and Sex

A range of other resources are available online such as:

- Teen Dating Violence Awareness Month Teacher Activities Toolkit 2021
- Power and control wheel - there are many online sources of this diagram – use a search to find an example.

Scenario

Mak and Kaz have been going out together for some months. They are sexually intimate with each other but haven't 'gone all the way'. Soon after their relationship started Kaz came to realise that Mak liked to be in charge, making decisions about where they would go, who they would see (which doesn't include her friends), even telling Kaz what she should wear (since he like 'his girls to look good enough for him'), what he would pay for and what he expected her to pay for, doing jobs for him … and on it went.

Mak has been pressuring Kaz for sex for some weeks now and it's making the relationship really stressful. Kaz keeps saying no she's not ready, whereas Mak is all about 'if you loved me you would', and 'you make a laughing stock of me among my mates 'cos I'm the only one not having sex' (Kaz knows this is a lie). And when she says they need to talk about it and what sort of protection they will use if she was to agree, Mak just says 'that her problem – that's for the girl to take of.'

At a recent party Mak was really putting the pressure on and trying to get Kaz to drink more than usual. During the evening got Kaz into a bedroom and started to take her clothes off - she was too drunk to resist. Fortunately a friend of Kaz was at the party and had seen what was going on, stormed in before anything more happened, told Mak to get out, dressed Kaz and took her home.

Next day, Kaz's best friend came around to her house to talk with her about what happened and told her she had to leave the relationship – right now.

Recall the need for knowledge related to understanding the qualities of friendships, rights and responsibilities, and respectful and inclusive attitudes and values, recognising situations where respect, care and concern for self and others is/is not being exercised etc. (see Activity D8.1.)

Conflict in most relationships is inevitable and it needs to be managed in ways that support wellbeing. Conflict needs to be managed in a way that ensures the situation is dealt with effectively and people can move on in the relationship, or onto other relationships.

To be effective and sustainable, the proposed actions or approaches (strategies) to resolve conflict in relationships must link back to the causes (influences) on the situation and offer a reasonable and realistic way to reduce the negative impacts/harm to well-being.

However, when the conflict stems from an unhealthy or 'toxic' relationship and the conflict cannot be resolved in a way that is acceptable to both people, it would indicate that the unhealthy relationship needs to end.

A range of personal and interpersonal skills are needed to promote healthy relationships such as effective communication, assertiveness, joint problem solving, and negotiation and compromise (where appropriate). Recognising and knowing what to do in an unhealthy relationship requires particular knowledge and skills.

Aligning cause of relationship conflict with strategies and actions to promote healthy relationships (or to leave an unhealthy relationship)

Select TWO of these situations and complete the templates using ideas from the scenario and a selection of the resource materials.

• Teens who have attitudes and values whereby they think they can tell their friend or partner what to do – what to wear, who they can see, where they can go, etc.
• Teens who are always arguing or fighting with their friend or partner because they lack conflict resolution or anger management skills.
• Teenage couples who have no interests in common and believe in different things (and their relationship only exists because of the expectations of others), and/or teens who don't understand their rights and responsibilities in a romantic or sexual relationship.
• Adolescents who don't know how to end a romantic/sexual relationship in a healthy way
• Teens who lack effective interpersonal communication skills (assertiveness, effective listening, stating feelings, using I statements, etc.), and/or lack decision making skills that result in them doing things that are not healthy.
• Teens who bully, harass, intimidate, or victimise others they have a friendship or relationship with (or teens in relationships who have been bullied, etc.) by others and this is having an impact on their relationships).
• Teens from families with values that mean they place restrictions on who they have as friends and have to approve their relationship choices (and the conflict this then causes in their relationships).
• Teens who are vulnerable to peer pressure e.g. to drink, have sex, etc. and the conflict this then causes in their relationships.

Selected situation (1)	
What are the possible influences or causes of the conflict in this relationship situation?	
Personal influences	
Interpersonal influences	
Societal influences	
Strategies (overall approaches) and/or specific actions to be taken. *Link the reason for the action or strategy back to the factors that influenced or caused the issue in the first place and make clear what needs to be changed and improved so that conflict is managed, and the relationship is maintained or enhanced – or ended where appropriate.*	
Personal actions or strategies	

Why is this strategy or action required?	
Interpersonal actions or strategies	
Why is this strategy or action required?	
Societal actions or strategies *See the table below for more ideas about community or societal strategies.*	
Why is this strategy or action required?	
Which values are being considered with these actions or approaches? (*Think of respect, care and concern, social justice, fairness, inclusiveness, non-discrimination)*	

Selected situation (2)	
What are the possible influences or causes of the conflict in this relationship situation?	
Personal influences	
Interpersonal influences	
Societal influences	
Strategies (overall approaches) and/or specific actions to be taken. *Link the reason for the action or strategy back to the factors that influenced or caused the issue in the first place and make clear what needs to be changed and improved so that conflict is managed and the relationship is maintained - or enhanced or ended where appropriate..*	
Personal actions or strategies	
Why is this strategy or action required?	
Interpersonal actions or strategies	
Why is this strategy or action required?	

Societal actions or strategies *See the table below for more ideas about community or societal strategies.*	
Why is this strategy or action required?	
Which values are being considered with these actions or approaches? (*Think of respect, care and concern, social justice, fairness, inclusiveness, non-discrimination)*	

'Societal' or community level strategies for managing, maintaining, or enhancing relationships	Provide an example of a relationship conflict situation where this action could be one that is used as part of an overall response to the situation.
Health education programmes that teach students knowledge about healthy relationships, and skills for decision making and effective communication, etc.	
Pastoral support systems for students experiencing relationship difficulties e.g. peer support	
Safe-school policy and procedures	
Guidance counsellor for students experiencing significant mental and emotional distress	
School wide promotion of respectful communication and inclusiveness as shown through teachers and other adults modelling inclusive values and practices – and expecting these to be practised by students	
Providing opportunities for the wider school community, including families, to engage in actions (similar to above) that promote inclusive attitudes, values and practices	
Providing links with specialist support services in the community for students with particular	

well-being needs (usually organised confidentially through the guidance counsellor)	

Summarising strategies for healthy relationships

Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.**
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How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.11. Skills for promoting body positivity or body neutrality
(relationships and sexuality)

Resources

New Zealand research about female body image:

- Link to the YWCA materials on body image. Locate the report. Browse these materials.

Males:

- The Conversation Body image issues are rising in men – research suggests techniques to improve it
- How young men struggle with body image pressures – this contains a link to the video 'One for the boys' – a documentary, article and photo series about masculinity in Aotearoa today.

See also:

- The Lowdown

Definitions

Find definitions for these terms	Definition	Source of this information
Body image		
Positive body image		
Negative body image		
Body positivity		
Body neutrality		

Why are we concerned about body image issues for teenagers? In other words how can a negative body image impact wellbeing? List at least 5 ideas.	**Explain how these factors could influence body image.**	**What P-IP- and/or S skills/ actions/ strategies are implicated in this situation – either the lack or presence of them?**
• A person's own beliefs about the way bodies 'should' look.		
• A person's sense of self-worth and personal confidence.		
• The attitudes, values, beliefs and behaviours of their friends.		
• The attitudes, values, beliefs and behaviours of their friends.		
• Dominant cultural views about the appearance of bodies.		

• Media portrayal of only a certain type of body appearance.		
• Role models or influencers who only promote particular body shape, size or appearance.		
• Laws and policies that protect the interests of people with a diversity of body sizes, appearance and function.		
Why is body neutrality a more realistic idea than body positivity for some people?		
Do you think body image issues are similar for males and females? Why or why not?		
How could viewing pornography impact body image?		

Critique of a website

You are going to select a website that aims to promote body acceptance in some way. This can include more than just acceptance of body size and appearance to also give consideration to issues for males (and not only females) or diverse gender identities; different ethnicities; people with physical disabilities, etc.

Critiquing a support website promoting body acceptance

Questions and information	Response
1. Name of website	
2. URL (link)	
3. In which country is the company based, or from which country does the website originate (if you can tell)?	
4. What does the website claim in relation to promoting a positive body image or body acceptance?	
5. What words, catch phrases and language do they use related to promoting a positive body image or body acceptance?	
6. Who is the website aimed at – or who does the company develop products for?	
7. Scan around the website – what sorts of images are included – is there much diversity of body size, ethnicity, male/female and age (if relevant)?	
8. What sort of advice and guidance is offered – what is the nature of the support being offered to promote body acceptance? Describe this.	

9. How helpful do you think this website is for the audience it is targeting? Why do you say this?	
10. How helpful do you think this website is specifically for New Zealanders in the target audience? Would you recommend this website? Why do you say this?	
11. If you were to make ONE recommendation about something this company/organisation could improve upon, what would it be?	
12. If you were providing positive feedback to the company/organisation about something you thought they were doing well, what would this be?	
13. Collect the names and URLS of 3 other websites investigated by other members of the class.	

Summarising strategies for promoting body positivity or body neutrality

Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora.
Identify <u>at least</u> 3 strategies overall.
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	

How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.12. Skills for contributing to an inclusive school climate
(relationships and sexuality)

Resources and scenario

Watch the 5 minute YouTube video ***Rainbow rangatahi at secondary schools in Aotearoa.*** Focus on the strategies needed for schools to be more inclusive of rainbow students.

Additional resources:

- ***Ministry of Education Inclusive Education Guide*** - link to the videos and other information.
- InsideOut ***Ending rainbow focused bullying and discrimination*** resource.
- BullyingfreeNZ
- The Real Sex Talk – Gender Identity

Knowledge of your own school procedures for supporting rainbow students.

This activity summarises the actions needing to be included in a 'whole school approach' to eliminate bullying and create and maintain an inclusive school climate. A 'whole school approach is a type of 'societal strategy' which includes many separate actions.

The summary is going to be presented in the form of a 'promoting and responding triangle' diagram. You can either do this on paper or select a template from the 'Smartart' (or equivalent) option on your computer. *Note that the digital option doesn't allow for much writing to be added so additional text boxes may be required alongside the triangle diagram.*

Draw an inverted (upside down) triangle – taking up a whole page. Divide the triangle into 3 approximately equally spaced sections.

- In the top section (the biggest section) write '*Promoting wellbeing for all students, school staff, and school community (parents and whānau)'*
- In the middle section '*Responding to issues for some students*'
- In the bottom section '*Responding to a crisis for a few students*'.

Use the resource materials and your learning to identify the range of strategies or actions that could be included in a 'whole school approach' to eliminate bullying, and fill in each level of the triangle with ideas. e.g.

- Promoting wellbeing for all students: *assemblies and other forums that promote inclusive values, inform students about expected behaviours and the safe school policy, and the school system the students need to use if they are the victim of bullying; health education classes for students to learn knowledge and personal and interpersonal skills required to eliminate bullying [list some of these]; information made available for parents in newsletters and links to sites like BullyfreeNZ and Netsafe so they know what to do as parents to support students, etc.*
- Responding to issues for some students: *having support systems for students who are bullied – contact people (or equivalent), (tutor or form) teachers, pastoral care team - deans and guidance counsellors, links to online support or helplines.*
- Responding to a crisis for a few students: *guidance counsellor services, or in cases where students require specialist mental health services, links with community health providers.*

In a 'whole school approach' like this everyone has a role and responsibilities. List the ideas from the 'promoting wellbeing for all students' in the rows below	What personal and interpersonal skills will the people implicated in these actions need to be able to do these things?
1	
2	
3	
4	
5	
6	
List two ideas from the 'responding to issues for some students' and/or the 'responding to a crisis for a few students' lists.	**What specialist skills do the people supporting students require to carry out their role or their job (as best you know this)?**
1	
2	

Summarising strategies for contributing to an inclusive school climate	
Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that*	

this means hauora overall, although you may mention specific dimensions where it is relevant to do so.	
Use examples from the source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.13. Skills for supporting the distribution of free period products in schools *(relationships and sexuality)*

Resources

Select from the following or you may use other resources that you know about, including your own school period product procedures.

- YWCA report on period poverty and stories
- Ministry of Education statement Ikura|Manaakitia te whare tangata Period products in schools
- 'Normalising periods': 1 million period products provided free to schools
- Paraparaumu College and Kāpiti College students join forces to fight period stigma
- Dignity Instagram post

Scenario

Students at the local college were keen to support the implementation of ***Ikura|Manaakitia te whare tangata*** – the distribution of free period products in schools.

The school leaders had made the necessary connections to have the period products sent to the school, but they were yet to set to set up a system that meant the students would be able to access and use these products and be respectful and considerate of the resource that had been made available to them.

The student council stepped up and showed they were keen to support the work and were prepared to find out from the student body how to best do this, and help the school set up the system.

There was overwhelming support from the students for the distribution of free products who were grateful to be relieved of the cost of menstrual products, but they had to be easily available right when you needed them, and everyone had to know that they were not to be misused and were for people having their periods – the products weren't to be wasted or the places the products were kept had to be protected from vandalism.

While they were finding out from the students what they thought would be the best way to distribute the period products, the student council also bumped into a few comments made by a few people in the school community who were questioning the need for such a programme. They realised that these situations were examples of menstruation stigma that they had learned about, and these attitudes and beliefs needed to be addressed in some way, alongside setting up a distribution system:

- A few people thought that the younger students might not know what they were for or that they might be embarrassed about seeing these products.
- A small number of people thought this [menstruation / periods] shouldn't be talked about in public – it was only for girls and women and should be kept hidden.
- These same people also said that if a girl had to stay home from school for few days while she had her period, what was the harm in that?

Use a selection of these materials to identify a range of strategies needed to for schools to distribute period products in an appropriate way.

Summarising strategies for supporting the distribution of free period products in schools	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.14. Skills for making food choices with friends or family
(food and nutrition)

Resources
Use the articles from the following list or you may use other similar resources that you know about.

- Children gardening, cooking and cleaning at school (2019)
- Thrifty mum shares top tips for feeding family of five on a budget
- Making family meals enjoyable: Six ways to make family meals enjoyable
- Advice for parents How to turn around a fussy eater: Teens

Scenario

Mealtimes in the Smith household are stressful. Everyone likes different foods. Hone will eat just about anything and as a growing teenager he eats a LOT. He is always complaining there's no food in the house and '*mum, when are you going to the supermarket?*' is said almost daily – one of mum's pet peeves is that Hone never writes on the shopping list the foods he has used up that she needs to buy more of.

His sister Hine wants to be vegan, but mum says they can't afford the food she wants to eat – not when she's got the make the weekly budget feed a family of six and what Hine wants for one meal costs more than what the family would normally spend on a whole meal! And *'if she wants to eat that way she'll have to get a part time job and buy some of the food herself to find out how expensive it is*'.

And the two younger children have their picky eating habits – they both want different things in their lunchboxes – which mum also has to organise each morning.

Dad is pretty easy going and just says he loves mum's home cooking and what a lucky man he is – many of his work mates wives/partners don't cook like she does.

Mum is pretty good at budgeting. She knows what things cost and knows how to stretch the money available to buy enough food for the family. They never go without but some weeks she finds herself having to buy cheaper products – not the preferred better-quality brands, or better cuts of meat or types of veges. She wishes the family knew more about what food cost and how she has to juggle things every week so they can afford all the other things the children need.

Mum gets fed up at times because she's the one who does ALL of the cooking – even after working all day, and she is also the one expected to do the family shopping. Because mum was tired and run down she recently ended up getting quite sick with a bad cold that was going around and the family had to look after themselves for a week. Realising what it takes to do the food shopping and the cooking, the family thought it was about time they each took some responsibility and contributed in some way to the food shopping, planning and preparing meals. But what, and how …?

Summarising strategies for making food choices with friends or family	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
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• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.15. Skills for resisting food marketing and advertising pressures *(food and nutrition)*

Resources

- Children and Young People's Advertising Code - Advertising Standards Authority (NZ)
- Consumer research report Marketing food to kids online

Select 3-4 articles from the following list or you may use other resources that you know about.

- The Conversation (NZ) Failure of industry self-regulation
- The Conversation (NZ) Even adverts for 'healthy' fast food are bad for children
- Food advertising awareness raising campaign images
- Public Health Communication Centre
- Jamie Oliver article
- Inside Packaging Pester power: protecting children from junk food marketing
- Heart Foundation 6 meals to make on a budget
- Source: https://nyhealthfoundation.org/nyhealths-2022-progress-report/mother-with-kids-shopping-in-market/
- Nestle Cook for Life
- How to get 3 meals on the table your family every day and stay sane
- Otara market
- Ways to make meal planning and prep a family affair
- What's the difference between meal planning and meal preparation?
- Communal Eating With 'Gastropod': The science behind why sharing a meal means so much.

Scenario

Mena is really worried about her younger siblings. Mum and Dad think they are 'controlling' their screentime but they have no idea what it is Beck and Greg see when they are scrolling through social media, especially how many food ads are popping up on their screens. Greg is always clicking on links for products that have prizes or cool merchandise. He doesn't seem to realise that the more of these links he clicks on the more these ads for products pop up.

When Beck and Greg spend their pocket money on food it's always branded products that they have seen online – especially the ones with free gifts. There's a bit of a competition between them and their friends as to who has the *most* of this or the *best* of that from the brands they like, and they are always keen to try and get more of free gifts with their brand-name purchases.

When Beck runs out of pocket money, she asks Dad for more. Sometimes he gives her some without asking what it's for, but the frequency of such requests recently got him suspicious, so he started asking what she needed the extra money for. It took a while for her to confess but she wanted it to buy some expensive food/drink brand-merchandise so she could fit in with her friends - because they all had one.

Greg on will only drink a particular brand of energy drink – not that his parents know that - yet. One day mum found an empty energy drink can in the bin and accused Mena (being the teenager) – who said no she doesn't drink such rubbish. Then she accuses Dad who, it turns out, has never heard of the product and he assumed it was just some street rubbish the family had picked up and put in the bin. After repeated finds of empty cans in the bin and the fact Greg was a bit hyper one mealtime (he had 3 cans of energy drinks after school that day) mum worked out who was drinking it.

Mum went ballistic asking why was he drinking energy drinks at his age? Doesn't he realise what is in them? At that point Beck dobbed him in and said how he just wanted to get lots of likes on his social media page by posting himself doing something dangerous while drinking the energy drink. Then Dad stepped in and wanted to see Greg's social media posts. Mum and Dad were horrified to see what Greg had taken selfies of himself doing. At that point the whole family were required to sit down for a BIG talk.

Use a selection of these materials to identify a range of strategies needed for resisting food marketing and advertising pressures.

Summarising strategies for resisting food marketing and advertising pressures	
Identify the strategies (skills or actions) that could be applied to the situation in the scenario to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
• Personal strategies	
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• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.16. Skills for supporting a person with specialised food and nutrition needs *(food and nutrition)*

Resources

- Labelling and composition of food and drinks (Ministry for Primary Industries)
- How to read food labels (Ministry for Primary Industries) – includes video
- A Guide to Retail Food Labelling (Ministry for Primary Industries)
- Allergen labelling - Knowing what's in your food and how to label it (Ministry for Primary Industries)

- Ka Ora, Ka Ako | Healthy School Lunches programme Diets for high and complex needs: Information for schools and kura
- NZ Nutrition Foundation Healthy Eating by Lifestages

- Nutrition Matters Nutrition for Specific Health Issues
- Heart Foundation Which diet is right for you?

- Te Whatu Ora Health New Zealand Eating and activity guidelines

You can also use other resources you have access to. Depending on the health condition or dietary choice selected, you may need to access some online information about this for background information.

Many people have health conditions or make dietary choices requiring careful selection of foods. These situations include:

- Allergies e.g. to nuts, diary (lactose intolerance), eggs, wheat, soy, seafood
- Diet preferences (which may be linked to the management of food allergies) e.g. vegetarian, vegan, gluten free, diary free, keto, low-carb, paleo or unprocessed food, raw food, pescatarian, FODMAP, etc
- Managing health conditions like diabetes, coeliac disease, blood pressure or cholesterol levels, irritable bowel syndrome (IBS), etc
- Cultural and other foods e.g. Judaism and kosher foods, Islamic and other religious traditions

Note that this activity is NOT about people on weight reducing or muscle building diets, or any form of popular non-evidenced fad diet.

Situation

Imagine you are preparing a meal for a friend or family member who has specific dietary needs. You know in general that they have such needs but know little about their particular situation, and you have never prepared a meal for them before.

Map out the skills /actions you will need to take to plan, prepare and serve a meal for them that will be safe and acceptable for them to eat.

What needs to be considered	Skill or action needed – respond to the prompts that are relevant to your selected situation – not all will apply. Keep the focus on skills that support wellbeing.
Select one of the dietary choices or health conditions from the list above.	Your selection:
You know in general that the person you are preparing a meal for has special dietary requirements, but you do not understand what this is. **How do you find out?**	
What do you need to ask the person you are preparing meal for? **What skills do you need to do this effectively?**	
Where can you go to seek out reliable evidence-based information about this dietary requirement to ensure that what you are planning to prepare will meet their needs? What skills do you need to access reliable information?	
Why is being able to read food labels important when preparing food for people with specific dietary requirements?	
In this situation, which information on the food label is most important to take notice of? What knowledge and skill(s) do you need to be able to read and understand a food label?	
Where can you source recipes or other food preparation information that will be important to consider in this situation? Are there any particular skills you will need to use to ensure you are accessing the right information?	
Does the specific dietary requirement require sourcing ingredients that you would not typically have in your kitchen? If so, what? How do you know where to find good quality sources of this food – to ensure you are providing the person with safe and acceptable form of the food? What additional skills might be needed to do this?	
When planning the meal, is there anything else about the person's dietary requirements that require you to use a particular skill – beyond those already noted above? If so, what?	
What food preparation skills will be particularly important when you are preparing and cooking the meal?	
Do you need the help and support of someone else when preparing the meal? If so who and what skills will you need to use to manage this situation?	
You also have other people joining you for the meal who have no such dietary needs. Will you prepare the same food for them or prepares something different? Why? What skills might you need to use to check on the food preferences of others you are preparing the meal for?	
[If relevant] what do you need to know about serving the food to the person with the specific dietary needs? What additional skills does this require – if any?	

Is there anything else that hasn't been considered that will require you to use a specific skill when planning, preparing or serving food to the person with the specific dietary requirement? If so, add these ideas here.	
Summary: use different coloured highlights to show where the skills above relate to supporting the different dimensions of wellbeing – physical, social, mental and emotional, and spiritual wellbeing.	Colour key for the dimensions: Physical Social Mental and emotional Spiritual
Are all dimensions of hauora considered at least once? Are any completely absent? If any dimensions are absent, think about what else could be added to your planning, preparation and/or serving process that might address this.	

Summarising strategies for supporting a person with specialised food and nutrition needs	
Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora. **Identify <u>at least</u> 3 strategies overall.** **It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal,** *although you may only be required to cover two of these aspects in your final assessment*.	
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How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.17. Skills for preparing food hygienically *(food and nutrition)*

Resources

There is a huge amount of food safety advice online. The following list is small sample of these materials.

- Food safety - Healthify
- Food a fact of life: Food safety year 14-16 (Australian resource)
- Centers for Disease Control (CDC) 'Four Steps to Food Safety: Clean, Separate, Cook, Chill'

Ministry Primary Industries

- Food safety rules
- Food safety at home
- Marae food safety
- He whakatairanga i ngā ahuatanga mahi mō te tunu hāngi/ Food Safety practices in preparing and cooking a hāngi

The Centres for Disease Control (CDC) describe 'Four Steps to Food Safety: Clean, Separate, Cook, Chill'	Use a selection of the resources to identify 3-4 specific actions needed to respond to these 4 steps.	Why are these actions needed to support health?	These actions require knowledge of what to do. See if you can identify any particular 'skills' that might also be needed to carry out these actions.
Clean: Wash your hands and surfaces often			
Separate: Don't cross-contaminate			
Cook to the right temperature			
Chill: Refrigerate promptly			
You can add other ideas to this list if you find your food hygiene ideas do not fit in one the categories above.			

Who is responsible?	Examples that show who contributes to an overall food safety or hygiene strategy. Use the resources for ideas.
What 'personal' actions are needed to contribute to an overall food safety or hygiene strategy? *Hint: think about personal responsibilities.*	
What 'interpersonal' actions are needed to contribute to an overall food safety or hygiene strategy? *Hint: Think about who needs to communicate – wo with and why?*	

What 'societal' actions are needed to contribute to an overall food safety or hygiene strategy? *Hint: take a look at the Ministry for Primary Industries website.*	

Summarising strategies for preparing food hygienically

Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora.
Identify <u>at least</u> 3 strategies overall.
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
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Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	
What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

D8.18. Skills for being a critical consumer of food products *(food and nutrition)*

Resources

- Food a fact of life: Consumer Awareness (14-16 years) (Australian resources)
- What is food ethics?
- The Complexities of Ethical Eating by Marissa Thiry
- Food Ethics Made Easy: Two Simple Strategies for More Ethical Eating by Anne Barnhill, Nicole Civita, Claire Davis, and Cara Wychgram

A **'critical consumer'** is someone who is **conscious of the choices they make when deciding to buy or not buy a product** because of ethical and political beliefs (e.g. environmental sustainability and respect of workers' rights), or the nutritional value of the food and how healthy it is, and where it has come from, and so on.

Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.
What is Ethics? By Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, Markkula Center for Applied Ethics

Features of being a critical – and ethical - consumer in relation to food purchases – *you can add other ideas to this list that you learn about.*	What knowledge and skills does a person need to be a critical consumer?
Healthy eating	
Reading and understanding a recipe (and how to swap ingredients for reason of food quality, cost, ethics (e.g. about the source of the food).	
Reading and understand a food label for its nutritional information and the ingredients contained in the food and the source of the food.	
Understanding food processing techniques and the manipulation of food products.	
Advertising and marketing	
Resisting advertising pressures for foods and beverages with little nutritional value (e.g. high in salt, sugar or fat) .	
Resisting pressure to buy easily prepared meal options when a small amount of food preparation with individual ingredients can be much cheaper/feed far more people for the same cost;	
Selecting which brand of product is value for money (quality, quantity – and cost); checking that special offers are actually cheaper (is one larger size product more or less expensive than two smaller sizes with the same amount of food product?)	
Fair trade and social justice for workers	
Knowing where the food has been sourced, where it has been grown - is it supporting local growers on small farms or in producer co-operatives, or has it come from large company owned (multi-national) estates or plantations. Knowing whether workers' welfare and rights have been considered.	

Environmental sustainability	
Knowing how to prepare food to minimise food waste. How far has the food travelled from source to point of sale. Have the agricultural and horticultural practices that produced the food has not harmed the environment?	
Animal welfare	
Has there been humane treatment of animals?	
Overall, if a strategy is an overall approach which involves the selection and use of knowledge and skill(s) to achieve a desired wellbeing related outcome, what strategy(ies) is fundamental to being a critical consumer?	

Summarising strategies for being a critical consumer of food products

Identify the strategies (skills or actions) that could be applied to the situation to enhance or improve hauora.
Identify <u>at least</u> 3 strategies overall.
It is recommended that you try and identify two of each of personal, interpersonal and societal strategies for your learning journal, *although you may only be required to cover two of these aspects in your final assessment*.

• Personal strategies	
• Interpersonal strategies	
• Community or societal strategies	
How do the strategies relate to the idea of **manaakitanga OR whanaungatanga**?	
How do the strategies relate to the idea of the [**theme for this year]**?	
How could the application of each strategy enhance hauora in this situation. *Note that this means hauora overall, although you may mention specific dimensions where it is relevant to do so.*	
Use examples from the scenario and source material to show how the application of each strategy *could* enhance hauora. *You may need to infer this from the information provided.*	
Why are the strategies needed in combination to enhance hauora in this situation?	
Use examples to show why these strategies need to be used together.	
Why will the combination of these strategies, rather than one strategy by itself, make a better contribution to: • manaakitanga or whanaungatanga	
• [theme for this year]	
How do the strategies show positive attitudes and values that support hauora?	
How well do the strategies consider all dimensions of hauora?	
How well are personal, interpersonal, societal strategies covered?	

What is another important strategy that is missing and what else needs to be included to enhance hauora in this situation?	

Links to websites listed in the resources

This list includes all the URLs to websites mentioned in the activities in case the hyperlinks are lost from the text. If the link no longer works when you come to use it, use a search for the materials and try to find another source of the same material, or something similar.

Advertising Standards Authority (NZ) - Children and Young People's Advertising Code https://www.asa.co.nz/codes/codes/children-and-young-people/

Advice for parents How to turn around a fussy eater: Teens https://www.healthyfood.com/advice/how-to-turn-around-a-fussy-eater-teens/

Amohia te Wairoa Host Responsibility Guide https://resources.alcohol.org.nz/resources-research/alcohol-resources/research-and-publications/host-responsibility-guide

Are You OK? http://www.areyouok.org.nz/

BullyingfreeNZ - cyberbullying https://bullyingfree.nz/about-bullying/cyberbullying/

BullyingfreeNZ https://bullyingfree.nz/

Centers for Disease Control (CDC) 'Four Steps to Food Safety: Clean, Separate, Cook, Chill' https://www.cdc.gov/foodsafety/keep-food-safe.html

Children gardening, cooking and cleaning at school https://www.rnz.co.nz/news/national/386169/children-gardening-cooking-and-cleaning-at-school

Communal Eating With 'Gastropod': The science behind why sharing a meal means so much https://www.sciencefriday.com/articles/communal-eating-with-gastropod/

Community Law – cyberbullying https://communitylaw.org.nz/community-law-manual/chapter-34-bullying-harassment-and-sexual-harm/cyberbullying-protections-against-online-digital-harassment/

Consumer research report Marketing food to kids online https://www.consumer.org.nz/articles/marketing-food-to-kids-online

Contraception important for New Zealanders https://www.beehive.govt.nz/release/contraception-important-new-zealanders

Dignity Instagram post https://www.instagram.com/p/CrrN8BYSKGn/?img_index=1

Family Planning (NZ) – Advice about contraception and STIs https://familyplanning.org.nz/advice/

Food a fact of life: Food safety year 14-16 (Australian resource) https://www.foodafactoflife.org.uk/14-16-years/cooking-14-16-years/food-safety-14-16-years/

Food a fact of life: Consumer Awareness (14-16 years) (Australian resources) https://www.foodafactoflife.org.uk/14-16-years/consumer-awareness-14-16-years/

Food advertising awareness raising campaign images https://www.obesityaction.org/resources/food-marketing-to-children-a-wolf-in-sheeps-clothing/ https://www.4betterhealthmedicine.com/blog/mastering-the-food-marketing/

Food Ethics Council - What is food ethics? https://www.foodethicscouncil.org/food-ethics/what-is-food-ethics/

The Complexities of Ethical Eating by Marissa Thiry https://foodandnutrition.org/from-the-magazine/the-complexities-of-ethical-eating/

Food Ethics Made Easy: Two Simple Strategies for More Ethical Eating by Anne Barnhill, Nicole Civita, Claire Davis, and Cara Wychgram https://bioethics.jhu.edu/research-and-outreach/projects/global-food-ethics-policy-program/past-projects/choose-food-ethically-benchmarking-food-systems/food-ethics-made-easy/

Get the Facts (Australia, 2018) Tips for Negotiating Condom Use https://www.getthefacts.health.wa.gov.au/fun-stuff/lets-talk/inline-content/tips-for-negotiating-condom-use

Healthify - Food safety https://healthify.nz/hauora-wellbeing/f/food-safety/

Heart Foundation 6 meals to make on a budget https://www.heartfoundation.org.nz/about-us/news/blogs/6-meals-to-make-on-a-budget

Heart Foundation - Which diet is right for you? https://www.heartfoundation.org.nz/about-us/news/blogs/which-diet-is-right-for-you

How to get 3 meals on the table your family every day and stay sane https://www.nbcnews.com/better/lifestyle/how-get-3-meals-table-your-family-every-day-stay-ncna1173156

How young men struggle with body image pressures https://www.1news.co.nz/2021/06/04/how-young-men-struggle-with-body-image-pressures/

https://nyhealthfoundation.org/nyhealths-2022-progress-report/mother-with-kids-shopping-in-market/

Inside Packaging Pester power: protecting children from junk food marketing https://inside-packaging.nridigital.com/packaging_mar20/pester_power_protecting_children_from_junk_food_marketing

InsideOut - Ending rainbow focused bullying and discrimination https://insideout.org.nz/resources/

Jamie Oliver article https://www.jamieoliver.com/features/parents-doctors-academics-theyve-all-adenough/

Ka Ora, Ka Ako | Healthy School Lunches programme - Diets for high and complex needs: Information for schools and kura https://assets.education.govt.nz/public/HCN-diets-factsheet-for-schools-July-2021.pdf

Keeping it Real Online https://www.keepitrealonline.govt.nz/

Making family meals enjoyable: Six ways to make family meals enjoyable https://raisingchildren.net.au/school-age/nutrition-fitness/family-meals/family-meals-tips

Mental Health Foundation - Stress and how to handle it https://mentalhealth.org.nz/resources/resource/stress-and-how-to-manage-it

Mental Health Foundation How to be an upstander https://mentalhealth.org.nz/resources/resource/how-to-be-an-upstander

Ministry for Primary Industries

- A Guide to Retail Food Labelling https://www.mpi.govt.nz/dmsdocument/2965-A-guide-to-food-labelling
- How to read food labels - includes video https://www.mpi.govt.nz/food-safety-home/how-read-food-labels/
- Labelling and composition of food and drinks https://www.mpi.govt.nz/food-business/labelling-composition-food-drinks/
- Allergen labelling - Knowing what's in your food and how to label it https://www.mpi.govt.nz/dmsdocument/50725-Allergen-labelling-Knowing-whats-in-your-food-and-how-to-label-it
- Food safety rules https://www.mpi.govt.nz/food-business/food-safety-rules/
- Food safety at home https://www.mpi.govt.nz/dmsdocument/3662-food-safety-in-the-home
- Marae food safety https://www.mpi.govt.nz/food-safety-home/fundraising-community-and-social-event-food-safety/marae-food-safety/
- He whakatairanga i ngā ahuatanga mahi mō te tunu hāngi/ Food Safety practices in preparing and cooking a hāngi https://www.mpi.govt.nz/dmsdocument/1057-Food-Safety-practices-in-preparing-and-cooking-a-hangi-He-whakatairanga-i-nga-ahuatanga-mahi-mo-te-tunu-hangi

Ministry of Education Inclusive Education Guide - link to the videos and other information https://inclusive.tki.org.nz/guides/supporting-lgbtiqa-students/#strategies-for-action

Ministry of Education statement Ikura|Manaakitia te whare tangata Period products in schools https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/ikura-manaakitia-te-whare-tangata-period-products-in-schools/

Nestle Cook for Life https://www.nestle.co.nz/cook-for-life

Netsafe has a wide range of information and advice for young people https://netsafe.org.nz/advice/young-people/

- Managing online time https://netsafe.org.nz/time-online/
- What to do if something upsets you https://netsafe.org.nz/what-do-do-if-something-upsets-you/
- What you need to know about unsolicited nudes https://netsafe.org.nz/unsolicited-nudes/

- Safe online relationships https://netsafe.org.nz/safe-relationships/
- Distressing content https://netsafe.org.nz/distressingcontent/
- The Bare Facts https://netsafe.org.nz/barefacts/
- What is a 'digital citizen'? https://netsafe.org.nz/digital-citizenship-and-digital-literacy/
- Netsafe Te reo Māori online safety resources https://netsafe.org.nz/te-reo-online-safety-resources/
- Online bullying https://netsafe.org.nz/what-is-online-bullying/
- Doxxing https://netsafe.org.nz/doxxing/
- What is online bullying https://netsafe.org.nz/what-is-online-bullying/

'Normalising periods': 1 million period products provided free to schools https://www.stuff.co.nz/national/wellington/131928714/normalising-periods-1-million-period-products-provided-free-to-schools

Nutrition Matters Nutrition for Specific Health Issues https://nutritionmatters.co.nz/nutrition-for-specific-health-issues

NZ Nutrition Foundation Healthy Eating by Life stages https://nutritionfoundation.org.nz/healthy-eating/

'One for the boys' https://www.renews.co.nz/series/one-for-the-boys

Otara market https://teara.govt.nz/en/photograph/23033/otara-market

Paraparaumu College and Kāpiti College students join forces to fight period stigma https://www.stuff.co.nz/national/wellington/131928714/normalising-periods-1-million-period-products-provided-free-to-schools

Pink Shirt Day Upstander (with video) https://pinkshirtday.org.nz/upstander

Proactive approach to teenage contraception needed – researchers https://www.nzdoctor.co.nz/article/proactive-approach-teenage-contraception-needed-researchers

Public Health Communication Centre https://www.phcc.org.nz/briefing/protecting-children-and-young-people-unethical-junk-food-marketing-upgrading-advertising

Rainbow rangatahi at secondary schools in Aotearoa (video) https://www.youtube.com/watch?v=rGnsZ_ZPgcA&list=PL4lyxUW1_5XOEotW1pHF1Q1GH2mmvbCSl&index=2

Te Aka Māori dictionary https://maoridictionary.co.nz/

Te Whatu Ora Health New Zealand Eating and activity guidelines https://www.tewhatuora.govt.nz/our-health-system/preventative-healthwellness/nutrition/eating-and-activity-guidelines

Teen Dating Violence Awareness Month Teacher Activities Toolkit 2021 https://www.communitysolutions.org/wp-content/uploads/2021/08/Healthy-Relationships-Teacher-Toolkit2021.pdf

The Conversation

- Even adverts for 'healthy' fast food are bad for children https://theconversation.com/even-adverts-for-healthy-fast-food-are-bad-for-children-heres-why-they-should-be-banned-104708
- Failure of industry self-regulation https://theconversation.com/nz-children-see-more-than-40-ads-for-unhealthy-products-each-day-its-time-to-change-marketing-rules-120841
- Body image issues are rising in men – research suggests techniques to improve it https://theconversation.com/body-image-issues-are-rising-in-men-research-suggests-techniques-to-improve-it-219451

The Lowdown (Homepage and directory to a range of topics) https://www.thelowdown.co.nz/

- Friendships https://www.thelowdown.co.nz/article/friendships
- Let's Talk about Ai - Toxic Relationships https://www.thelowdown.co.nz/video/lets-talk-about-ai-toxic-relationships
- Dating and Sex https://www.thelowdown.co.nz/article/dating-and-sex
- Body image https://www.thelowdown.co.nz/article/body-image

The Real Sex Talk

- Consent (video) https://www.youtube.com/watch?v=vnM83Cp0kQ8
- Gender Identity https://www.youtube.com/watch?v=MMlo0MK0FiU
- Respect, Relationships & Peer Pressure (video) https://www.youtube.com/watch?v=zxEal95_pjM

Thrifty mum shares top tips for feeding family of five on a budget https://www.nzherald.co.nz/lifestyle/thrifty-mum-shares-top-tips-for-feeding-family-of-five-on-a-budget/KAJDWEZIWVZIZCDXWIHHWP3JLE/

Ways to make meal planning and prep a family affair https://www.theenduranceedge.com/ways-to-make-meal-planning-and-prep-a-family-affair/

What's the difference between meal planning and meal preparation? https://www.thekitchn.com/whats-the-difference-between-meal-planning-and-meal-prep-252953

Whatsup http://www.whatsup.co.nz/

Youth law - Legal ages https://youthlaw.co.nz/rights/legal-ages/

Youth Law - Resources Your Rightshttps://youthlaw.co.nz/resources/

Youthline - Friendships https://www.youthline.co.nz/friendships.html

Youthline http://www.youthline.co.nz/get-help

YWCA - body image https://www.ywca.org.nz/insights/

YWCA report on period poverty https://www.ywca.org.nz/insights/period-poverty/ and stories https://www.ywca.org.nz/our-stories/insights-report-period-poverty/

References for materials used in the activities

The skills activities in this resource are originally based on:

Tasker, G., Hipkins, R., Parker, P. & Whatman, J. (1994) *Taking Action: Lifeskills in Health Education.* Learning Media.

Redeveloped as:

Fitzpatrick, F., Wells, K., Tasker, G., Webber, M. &Reidel, R. (2018). *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing.* NZCER.

A number of activities have been adapted from NZHEA resources available from https://healtheducation.org.nz/resources/

- Robertson, J. (2021). *Mental Health and Resilience: Teaching and learning activities for NZC Levels 6-8.* NZ: New Zealand Health Education Association (NZHEA).
- Robertson, J. and Dixon, R. (2021). *Alcohol and other drugs: Health Education activities to support teaching and learning for Levels 4-8 in The New Zealand Curriculum*. New Zealand: NZHEA.

Other materials:

- Centers for Disease Control (CDC) 'Four Steps to Food Safety: Clean, Separate, Cook, Chill' https://www.cdc.gov/foodsafety/keep-food-safe.html
- Critical thinking material is from the HPE community of Tāhūrangi https://newzealandcurriculum.tahurangi.education.govt.nz/critical-thinking-and-critical-action/5637166568.p
- Decision-Making and Problem-Solving: What's the Difference? https://www.indeed.com/career-advice/career-development/problem-solving-and-decision-making
- E-whanaungatanga ideas are from Joanne Waitoa, Regina Scheyvens, & Te Rina Warren (2015). E-Whanaungatanga The role of social media in Māori political empowerment. *Alternative 11*(1) p45-58.
- Markkula Center for Applied Ethics - What is Ethics? By Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/

PART E. Achievement Standards and Assessment

E1. Overview of the Health Studies Achievement Standards

This section provides you with information about the four Health Studies Achievement Standards.

Internal assessments

There are TWO internally assessed standards. Your teacher will provide guidance about the assessment task you will complete and the topic you will use for these.

HEALTH STUDIES 1.1 AS92008, 5 credits, internal **Demonstrate understanding of hauora in a health-related context through the application of a model of health**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of hauora in a health-related context through the application of a model of health	**Explain hauora in a health-related context through the application of a model of health**	**Evaluate hauora in a health-related context through the application of a model of health**

HEALTH STUDIES 1.2 AS92099, 5 credits, internal **Demonstrate understanding of decision-making in a health-related situation**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of decision-making in a health-related situation	**Explain decision-making in a health-related situation**	**Evaluate decision-making in a health-related situation**

When you complete an internal assessment task your teacher can only give you general feedback. For example, your teacher may suggest sections of work that would benefit from further development, or skills that you may need to revisit across your work. Your teacher is unable to give you sustained or detailed feedback specific to the topic or content of the assessment.

You may work on an internal assessment out of class time. Your teacher will provide guidance about this.

You can find exemplars of internal assessment tasks on the NZQA website but note these are based on specific topics and tasks which may be quite different to the topic your school is basing the assessment on.

External assessments

There are TWO externally assessed standards. **They are both assessed by examination during the NCEA exam period at the end of the year.**

In the exam you will typically be provided with a scenario and some resource materials related to the scenario that you need to read, analyse and use to answer the exam questions. Exams are marked by a team of Health Education (Studies) teachers from schools other than your school.

HEALTH STUDIES 1.3 AS92010, 5 credits, external **Demonstrate understanding of factors that influence hauora**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of factors that influence hauora	**Explain factors that influence hauora**	**Evaluate factors that influence hauora**

HEALTH STUDIES 1.4 AS92011, 5 credits, external **Demonstrate understanding of strategies that enhance hauora**		
Achievement	**Achievement with merit**	**Achievement with excellence**
Demonstrate understanding of strategies that enhance hauora	**Explain strategies that enhance hauora**	**Evaluate strategies that enhance hauora**

You can find out more about each year's external assessments in the Assessment Specifications on the NZQA website.

After the completion of each year's exam you can find a copy of the exam on the NZQA website. Once all results are confirmed an assessor's report and the assessment schedule for the external assessments is also available.

Word limit

All Level 1 assessments have a word limit of 800 words (or a similar recording time of 3-4 minutes). **It is strongly recommended that you keep to this limit.**

Some of the tasks in this Learning journal and Workbook contain *suggestions* about how many words should be allocated to an assessment question. Please note this is ONLY a GUIDE and not a requirement. It is important to know that **your work is assessed on the quality of what you produce, not how much**.

However, it is expected that a description, explanation, or evaluation is more than a sentence so there is an expectation around sufficiency (ie have you produced enough evidence) for the marker to judge that you understand the knowledge being assessed by the achievement standard.

The person marking your work is required to mark all of what you submit, but writing a lot will not necessarily result in a higher level of achievement if you have not clearly shown your understanding of the Achievement, Achievement with merit, and Achievement with excellence criteria.

E2. Demonstrate understanding of hauora in a health-related context through the application of a model of health

E2.1. Achievement Standard information related to assessment about hauora and a model of health

HEALTH STUDIES 1.1 AS92008, 5 credits, internal
Demonstrate understanding of hauora in a health-related context through the application of a model of health

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of hauora in a health-related context through the application of a model of health	**Explain hauora in a health-related context through the application of a model of health**	**Evaluate hauora in a health-related context through the application of a model of health**
Demonstrate understanding of hauora in a health-related context through the application of a model of health involves: • describing how hauora is affected by an activity, using a model of health, including supporting evidence • describing how the different parts of the model interconnect in relation to the activity.	*Explain hauora in a health-related context through the application of a model of health involves:* • explaining why hauora is affected by an activity, using a model of health, including supporting evidence • explaining why the different parts of the model interconnect in relation to the activity.	EN1. *Evaluate hauora in a health-related context through the application of a model of health involves:* • drawing conclusions about how hauora is affected by an activity in the short and long-term, with reference to a model of health, including supporting evidence.

The terms used in the AME criteria are defined for you:

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

An essential requirement of your assessment is that the health-related **activity or situation** you (or another person) **experience or particate** in MUST be from an obvious **mental health, relationships and sexuality education, or a food and nutrition topic**. If you are not sure how the situation selected for the assessment relates to one of these areas, please ask your teacher because the health topic learning you did should be used to help you answer the assessment.

E2.2. Checklist for Achievement Standard 92008 Demonstrate understanding of hauora in a health-related context through the application of a model of health

Checklist:

HEALTH STUDIES 1.1 Demonstrate understanding of hauora in a health-related context through the application of a model of health

When your learning has covered each of these points, check these off the list below	✓
I know about two or more health models (and at least one in detail).	
I have studied a variety of health-related topics from one or more of: Relationships and Sexuality Education, Mental Health* Education, and/or Food and Nutrition.	
In preparation for the assessment I have either: • Experienced a health-related activity that impacts my hauora (where it is safe and appropriate to do so). And/or • Had practice working out which dimensions or aspects of a person's hauora are affected when viewing in a video or reading about the health-related activities of others.	
[Through studying one or more topics in detail] I can **describe** HOW hauora is affected by applying the most relevant dimensions or aspects of a model to the health-related situation. *Note that for te whare tapa whā it is expected that you can describe all dimensions in some way – depending on the situation some dimensions may feature more strongly than others, but all must be included. For models with (many) more than four dimensions/aspects, you need to be able to apply the ones most relevant to the situation, although it is a good idea to include at least four of these.*	
I can **explain** WHY hauora is affected in the health-related situation, using the model of health as a way to frame these ideas.	
I can **describe and explain** how and why the dimensions of health **inter-relate** based on the way these connections are shown by the model.	
I can use examples from the activity as **evidence** to support my descriptions and explanations.	
I can draw conclusions about how hauora is affected in the short and long term in a situation (noting that the long-term impact may require thinking beyond the activity).	
I can relate these short- and long-term effects to the model of health and using evidence from the activity.	
I can write a response to all these requirements in 800 words (or making a recording of 3-4 minutes).	
**Note that Mental Health Education covers a wide range of topics such as: wellbeing, alcohol and other drugs and vaping, friendships and what gets in the way of friendships (like bullying), social media, body image, building resilience, learning a range of skills that support wellbeing such as effective communication, goal setting, problem solving, and much more.*	

Reminder

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

E3. Demonstrate understanding of decision-making in a health-related situation

E3.1. Achievement Standard information related to assessment about making decisions that impact hauora

The Achievement Standard criteria and the explanation of the AME requirements.

HEALTH STUDIES 1.2 AS92099, 5 credits, internal
Demonstrate understanding of decision-making in a health-related situation

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of decision-making in a health-related situation	**Explain decision-making in a health-related situation**	**Evaluate decision-making in a health-related situation**
Demonstrate understanding of decision-making in a health-related situation involves: • describing factors relevant to decision-making and possible consequences of a health-related situation • describing a proposed decision in response to the health-related situation, in relation to hauora, with reference to the factors and anticipated consequences of the decision.	*Explain decision-making in a health-related situation involves:* • discussing why the factors and anticipated consequences are significant to the proposed decision • explaining how the factors and anticipated consequences interrelate to influence the proposed decision, in relation to hauora.	*Evaluate decision-making in a health-related situation involves:* • drawing conclusions about the significance of the decision-making in response to the health-related situation, in relation to hauora.

The terms used in the AME criteria are defined for you:

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

Note that overall you are not trying to tell the teacher marking your work about a decision that they might think is the 'right' or the most ‘correct answer. Instead, your level of achievement is based on how you come to make the decision, and how well you use the decision-making process to reach that decision.

E3.2. Checklist for Achievement Standard 92009 Demonstrate understanding of decision-making in a health-related situation

Checklist:

HEALTH STUDIES 1.2 Demonstrate understanding of decision-making in a health-related situation

When your learning has covered each of these points, check these off the list below	✓
When presented with a situation I can see who needs to make a decision to support their hauora and wellbeing.	
When presented with a situation I can see, in general, the health-enhancing decision that needs to be made.	
When presented with a situation that poses a dilemma for someone, I can see at least 3 different options or pathways to take.	
I can describe the **personal** factors influencing which option or pathway the person could take.	
I can describe the i**nterpersonal** factors influencing which option or pathway the person could take.	
I can describe the **societal** factors influencing which option or pathway the person could take.	
I can give reasons WHY these influencing factors were the most important ones to focus on.	
I can describe the possible wellbeing consequences that these factors present for the person at the centre of the decision making.	
I can describe the possible wellbeing consequences that these factors present for other people in the situation.	
[Where applicable] I can describe the possible wellbeing consequences that these factors present for community that the person at the centre of the decision making is part of.	
I can select and describe the decision I believe the person in the situation should make.	
I can give reasons why some options were rejected or not selected, relating these reasons to influences on the decision and the consequences of these options for wellbeing.	
[Tying the ideas above together] I can describe the factors and anticipated consequences that contributed to making this health-enhancing decision.	
[Tying the ideas above together] I can discuss why the factors influencing the decision and the likely consequences of the decision are significant.	
I can discuss how these factors influencing the decision and likely consequences **interrelate** to influence the decision.	
I can evaluate this decision-making by drawing conclusions about how and or why the decision will affect hauora and wellbeing, as well as the extent to which (or how much) hauora and wellbeing is affected. In particular, I can talk about this in relation to: • short-term, long-term, impacts • personal, interpersonal, and/or societal impacts.	
I have explored decision-making in several different health-related situations.	
I am confident I could apply a decision-making process to a situation I haven't specifically studied before.	
Overall I can show more complex thinking by looking broadly at the situation, and extend my ideas beyond the decision process followed, and the decision that was made.	
I can write a response to an assessment task covering a range of these requirements in 800 words (or making a recording of 3-4 minutes).	

Reminder

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

E3.3. Practice task in preparation for the assessment.

Select ONE of these situations to answer the following questions.

Mental health situations	Relationships and sexuality situations	Food and nutrition situations
• Deciding if or how to limit screentime • Deciding if or how to be an upstander when witnessing, or becoming aware of someone being bullied • Deciding if or how to support a friend or family member who has experienced a distressing life event • Deciding if or how to express individuality, especially in situations where identity does not reflect the dominant social norm • Deciding how to respond when there are competing priorities for time e.g. schoolwork, sport or cultural commitments, family and friends etc.	• Deciding whether to stay in a relationship where there is conflict (or some other issue like a lack of trust) • Deciding whether to respond to sexual pressure to 'keep' a partner/stay in a relationship • Deciding which menstrual products to choose • Deciding if or how to address homophobic or other non-inclusive attitudes in the school or community • Deciding which contraceptive method(s) to use/ how to prevent an unplanned pregnancy	• Deciding if or how to request that the person in the house who buys the food to include a greater diversity of food options (e.g. foods that support nutritional health and wellbeing, more fresh food/less processed food) • Deciding how to make food purchasing choices on a limited budget • Deciding which sources of information about healthy eating for teens are most reliable • Deciding if or how to resist pressure from friends or peers to conform with their food behaviours e.g. related to dieting or fad foods, etc • Deciding if or how to manage tensions or challenges about making food choices when the food traditions of family differ from those food behaviours of peers, or social norms in the community

Decision making template (preparation only)

When you are provided with the assessment task it might be useful to complete a decision-making template with some of the basic ideas that you want to include in your assessment.

- Complete the decision-making grid, based on the situation you have been given for the assessment.
- Note that completing this decision-making grid does not meet all requirements for assessment. Once you have completed it, use ideas from the process to help answer the assessment questions. B**y itself this grid does not provide enough evidence for the assessment.**
- You do NOT need to submit this decision-making grid for assessment.

Define the health-related situation and the nature of the decision to be made.		
(At least 3) Choices that could be made:		
Consider influencing factors in making the decision: What are these and why/how are they influencing the decision-making process? Think about a combination of personal, interpersonal and/or community/societal factors for EACH choice.		
Consequences of each choice:		
Your own and others' feelings about each choice:		
Health-enhancing decision and justification:		
Evaluation of the decision:		

Extra notes (some dos and don'ts)

1. Using a decision-making (d-m) template (like the one above) ONLY as a preparatory exercise

Filling out a d-m template is a useful **preparatory exercise** to unpack the scenario provided with the assessment, and to help consider a range of ideas that **MAY be used** in the assessment. However, you need to be clear that you are **NOT simply reproducing all f the content in the template as your answer to the assessment** – you will only use SOME of the ideas and you need to add to these to give more detail than is usually written in a d-m template.

Most of your focus in your assessment answer should be on the option selected – that is, the decision that is made.

You **do NOT need to give three options and the factors and consequences for those three** – there is NO requirement in the standard to do this. To step up to M&E MOST focus needs to go on the factors leading to the decision made. However, the factors that are influencing the options NOT selected, can still be used to endorse and support the factors leading to the decision that is made.

2. How the final assessment differs from simply filling in a d-m template

Your final assessment has a recommended word allocation. This task is also about practicing writing concisely and stay within the 800-word limit for the assessment.

Questions	**In total your answer should take about 800 words**
First, identify the option you think the person in the scenario needs to make in this particular situation (you will describe this in more detail later on). Use this to focus your responses below.	
Describe the influencing factors that you believe are most relevant to the situation that the person is in. *That is, what are the most important factors that are influencing the decision that is made?* Describe the possible wellbeing consequences that these factors present for the person at the centre of the decision making, as well as the consequences for anyone else in the situation.	
Describe the decision you believe the person in the situation should make. In your description, make reference to the most important factors and anticipated consequences that contributed to this decision.	
	These first two sections, which cover the Achievement level requirements, should take at least 400 words.
Discuss why the factors influencing the decision and the likely consequences of the decision are *significant*. *Think about the reasons WHY these influencing factors were the most important ones to focus on.*	
Discuss how these factors influencing the decision and likely consequences interrelate to influence the decision.	
	These two sections cover the Merit Level requirements and should take at least 150 words
Evaluate this decision-making by drawing conclusions about how and or why the decision will affect hauora and wellbeing, as well as the extent to which (or how much) hauora and wellbeing is affected. Think about this in relation to: • short-term and long-term, impacts; • personal, interpersonal, and/or societal impacts. *Overall you need to show more complex thinking by looking broadly at the situation which extends beyond the decision process followed and the decision that was made.*	
	This final section covers the Excellence Level requirements and should take at least 150 words

3. Explaining excellence in more detail

For excellence all the ideas below need to <u>come together in a connected statement.</u>	
(1st) **drawing conclusions**	**Think of 'drawing conclusions' as one or more of these ideas:** • the insights gained from working through the decision-making process (in the particular content in the scenario) • making a judgement(s) that consider the 'facts' (or evidence) of the situation and make claims about what is health promoting in this specific situation • using the 'facts' (or the evidence) presented across the A and M responses to and make a logical summation about the health promoting purpose or nature of the decision making • summing up making a statement up about what was learned from the decision-making process as a way to promote health and wellbeing (hauora)
(2nd) … about the **significance**	Think of **'significance'** as being what is most important in this specific context or situation and what is most relevant for promoting health/hauora? For example, if the context for decision making is substance use (alcohol or vaping etc), a bullying/harassment situation, an aspect of sexual decision making, or making healthier food choices (etc), you should be thinking about the broader health promotion messaging related to this specific topic/context. This is where some consideration of P-IP-S factors across A&M may provide depth and substance to what is 'significant'.
(3rd) … in response to **the health-related situation**	…..and then obviously the decision being made needs to consider **the specific context.** You need to show they understand something of the health context (topic) you are talking about, and you are drawing on learning in Health Education/Studies related to the context in the scenario.
(4th) and (finally – and obviously) **hauora**/wellbeing	That you are talking about hauora, *ie promoting health and wellbeing through making health-enhancing decisions,* should be self-evident. Hauora can be referred to holistically and/or in relation to specific dimensions. This standard is not reassessing 1.1 (*hauora as a concept through the application of a health model*) so a task cannot require all dimensions to be covered.

E4. Demonstrate understanding of factors that influence hauora

E4.1. Achievement Standard information related to understanding of factors that influence hauora

Health Studies 1.3 is an exam which is sat during the end of year examination period.

HEALTH STUDIES 1.3 AS92010, 5 credits, external
Demonstrate understanding of factors that influence hauora

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of factors that influence hauora	**Explain factors that influence hauora**	**Evaluate factors that influence hauora**
EN1. *Demonstrate understanding of factors that influence hauora involves:* • identifying and describing a variety of factors that influence hauora • describing how the factors influence hauora, using examples.	EN1. *Explain factors that influence hauora involves:* • discussing how and why the factors interrelate to influence hauora, using examples.	EN1. *Evaluate factors that influence hauora involves:* • drawing conclusions about the implications of the factors, in relation to how they influence hauora.

Sample assessment schedule. Note that these may change a little with each year's examination. The most recent exam assessment schedule is available online in April once the previous year's results are confirmed.

N1 Identifies one factor related to the selected situation. Describes how the factor enhances hauora.	N2 Identifies two factors related to the situation. Describes how the factors influence hauora with examples from the situation.	A3 Identifies one each of personal, interpersonal, and societal factors that influence hauora. Reasons are given for how and/or why these factors influence hauora. Examples from the resource material are used. *One factor may be weaker and/or use of examples inconsistent*	A4 Identifies one each of personal, interpersonal, and societal factors that influence hauora. Reasons are given for how and why these factors influence hauora (whether *'how' or 'why' needs to be relevant to the situation*) . Examples from the resource material are used.	M5 Explains how the specified personal, interpersonal, or societal factors **interact** to influence hauora. Examples from the selected context are used. *One factor may be weaker and/or use of examples inconsistent*	M6 Explains how the specified personal, interpersonal, or societal factors **interact** to influence hauora. Examples from the selected context are used.	E7 Evaluates by drawing conclusions about which of the specified personal, interpersonal, or societal factors are likely to have more influence on hauora than others. Examples from the selected context are used. *One aspect may be weaker and/or use of examples inconsistent* *Judgements about which factors are likely to have more influence will need to be judged in context of the*	E8 Evaluates by drawing conclusions about which of the specified personal, interpersonal, or societal factors are likely to have more influence on hauora than others. Examples from the selected context are used.

		Influences must show a basic and reasonable understanding of personal, interpersonal, and societal factors. Judgements about these can be made in context of the situation, rather than by adherence to a prescribed list of P-IP-S factors			*health-related situation and based on the soundness of the reasoning given, rather than by adherence to a predetermined understanding of which factors will likely be the most influential which require knowledge of evidence well beyond Level 1 expectations.*

E4.2. Checklist for Achievement Standard 92010 Demonstrate understanding of factors that influence hauora

Checklist:

HEALTH STUDIES 1.3 Demonstrate understanding of factors that influence hauora

When your learning has covered each of these points, check these off the list below	✓
I can read a scenario and resource material to recognise examples of personal, interpersonal, and societal influences on hauora and wellbeing.	
I can identify **personal** influences on hauora and wellbeing.	
I can explain with reasons why this is a personal influence in a particular situation.	
I can identify **interpersonal** influences on hauora and wellbeing.	
I can explain with reasons why this is an interpersonal influence in a particular situation.	
I can identify **community or societal** influences on hauora and wellbeing.	
I can explain with reasons why this is a community or societal influence in a particular situation.	
I can explain, with reasons, how a factor could interact with another factor to influence hauora in a situation.	
• Personal influences with interpersonal influences	
• Personal influences with community or societal influences	
• Interpersonal influences with community or societal influences	
I can recognise specific dimensions of hauora and wellbeing that are influenced in a situation.	
I can evaluate factors that influence hauora by drawing conclusions about which personal, interpersonal, or societal factors in are likely to have more influence on hauora than others.	
I can use examples from the scenario and source material and/or my learning to justify factors that are likely to have more influence on hauora than others.	
I can write a response to all these requirements in 800 words.	
I am confident that when I am presented with a scenario and source material in a resource booklet that I have never seen before, I know I don't need to be concerned about the specific topic. This is because I can recognise personal, interpersonal, and societal influences on hauora and wellbeing in any situation.	

Reminder

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

IMPORTANT

When you prepare for your 1.3 examination it is important that you understand that:

- You are NOT being assessed on your knowledge of a specific health-related topic. It is NOT expected that you have specifically studied the topic choices in the examination.
- What you ARE being assessed on is your ability to recognise the personal, interpersonal, and societal factors that have influenced (caused or contributed to) a health or wellbeing issue. This means it is useful for you to practice analysing a range of topics to work out the personal, interpersonal and societal factors indicated in a scenario and resource material.

E4.3. Practice for the examination

You are provided with two examples of a possible exam format.

Note that the exam has a resource booklet. This usually contains a scenario and some source material. You base your answers in the exam on the ideas in this resource booklet.

*For this practice exam. You will need to select ONE of the activities from section D8. Select one that has a **scenario** and links to some source material. Preferably choose one that you did not focus on in class.

Exam question OPTION 1.

INTRODUCTION

Indicate which topic you will use for this examination practice	✓ one option
Food and Nutrition [name the focus]	
Mental Health [name the focus]	
Relationships and Sexuality Education	

Your answers should total no more than 800 words. A *suggested* word limit is provided with each question.

QUESTION

Read the scenario and the resource material*. Use ideas from the scenario and the resource material, as well as your learning, when answering the question.	
(a) (i) Explain a personal influence that would lead a teenager to make healthier or less healthy choices in your selected situation. Give reasons to support your answer. *Approx 100 words.*	
(ii) Explain how a personal factor could interact with another factor to influence hauora in your selected situation. You should consider a least two dimensions of hauora in your answer. *Approx 100 words.*	
(b) (i) Explain an interpersonal influence that would lead a teenager to make healthier or less healthy choices in your selected situation. Give reasons to support your answer. *Approx 100 words.*	
(ii) Explain how an interpersonal factor could interact with another factor to influence hauora in your selected situation. You should consider a least two dimensions of hauora in your answer. *Approx 100 words.*	
(c) Explain a societal influence that would lead a teenager to make healthier or less healthy choices in your selected situation. Give reasons to support your answer. *Approx 100 words.*	

(d) Draw conclusions about which personal, interpersonal, or societal factors in (a) are likely to have more influence on hauora than others. Use examples related to your selected topic to justify your answer. *Approx 150 words*	

Exam question OPTION 2.

INTRODUCTION

Indicate which topic you will use for this examination practice	✓ one option
Food and Nutrition [name the focus]	
Mental Health [name the focus]	
Relationships and Sexuality Education	

Your answers should total no more than 800 words. A suggested word limit is provided with each question.

QUESTION

Read the scenario and the source material*. Use ideas from the scenario and the resource material, as well as your learning, when answering the question.	
(a) Describe the factors that influence the hauora of the person in the scenario. You will need to describe at least ONE personal, ONE interpersonal and ONE societal factor. For each influence give reasons how or why the factor influences hauora. Use examples related to your selected topic. *Approx 150 words for each influence – 450 words in total.*	
(i) Personal:	
(ii) Interpersonal:	
(iii) Societal:	
(b) Explain how personal, interpersonal, and societal factors interact with each other to influence hauora. Use examples related to your selected topic. *Approx 75 words for each combination - 150 words in total.*	
Select TWO combinations of influences from:	✓ TWO options
• Personal and interpersonal influences	
• Personal and societal influences	
• Interpersonal and societal influences	
(i) First combination	
(ii) Second combination	

(c) Draw conclusions about which personal, interpersonal, or societal factors in (a) are likely to have more influence on hauora than others. Use examples related to your selected topic to justify your answer. *Approx 150 words*	

E5. Demonstrate understanding of strategies that enhance hauora

E5.1. Achievement Standard information related to assessment strategies that enhance and promote hauora

Health Studies 1.4 is an examination.

HEALTH STUDIES 1.4 AS92011, 5 credits, external
Demonstrate understanding of strategies that enhance hauora

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of strategies that enhance hauora	**Explain strategies that enhance hauora**	**Evaluate strategies that enhance hauora**
EN1. *Demonstrate understanding of strategies that enhance hauora involves:* • identifying and describing strategies that enhance hauora with reference to a relevant underlying concept • describing how the strategies enhance hauora, using examples.	EN1. *Explain strategies that enhance hauora involves:* • discussing how the strategies work together to enhance hauora with reference to a relevant underlying concept, using examples.	EN1. *Evaluate strategies that enhance hauora involves:* • drawing conclusions about the effectiveness of the strategies to enhance hauora in relation to a relevant underlying concept, using examples.

SAMPLE assessment schedule. Note this may change a little each year reflecting differences in the exam from year to year. The most recent assessment schedule is available online in April once the previous year's results are confirmed.

<table>
<tr><td>N1</td><td>N2</td><td>A3</td><td>A4</td><td>M5</td><td>M6</td><td>E7</td><td>E8</td></tr>
<tr><td>Identifies a strategy related to the selected situation.

Describes how the strategy enhances hauora.</td><td>Identifies a strategy related to the situation.

Describes how the strategy enhances hauora with examples from the situation.</td><td>Identifies TWO strategies related to the selected situation.

Clearly describes how TWO strategies enhance hauora with examples of the selected situation.

Connects a strategy to hauora.</td><td>Identifies TWO strategies related to the selected situation.

Clearly describes how TWO strategies enhance hauora in detail with specific examples of the selected situation.

Connects a strategy to hauora.</td><td>Explains how THREE strategies work together to enhance hauora in the selected situation, with reference to manaakitanga.

Examples of the ways the strategies work together and link with an understanding of manaakitanga are provided for TWO strategies.</td><td>Explains in detail how THREE strategies work together to enhance hauora in selected the situation with specific reference to manaakitanga.

Examples of the ways the strategies work together, and link with an understanding of manaakitanga are provided for THREE strategies.</td><td>Evaluates by drawing conclusions about effectiveness through explaining TWO of:
• How well the strategies show positive attitudes and values that support hauora
• How well the strategies contribute to manaakitanga
• How well the strategies consider all dimensions of hauora
• How well personal, interpersonal, societal strategies covered
• any important strategy that is missing and what else needs to be included to enhance hauora in this situation</td><td>Evaluates by drawing conclusions about effectiveness though explaining in detail THREE of:</td></tr>
<tr><td colspan="4">Strategies, examples and links must be specific to the situation featured in the scenario and source material, and not generic.</td></tr>
</table>

E5.2. Checklist for Achievement Standard 92011 Demonstrate understanding of strategies that enhance hauora

Checklist:

HEALTH STUDIES 1.4 Demonstrate understanding of strategies that enhance hauora

When your learning has covered each of these points, check these off the list below	✓
I can read a scenario and resource material to see, in general, the sorts of actions that are needed in a situation like this to will enhance hauora and wellbeing.	
I can then identify (at least) THREE strategies (skills or actions) that could be applied to the person in the scenario to enhance or improve hauora.	
I can describe how the application of EACH strategy could enhance hauora in this situation.	
I can use examples (from the scenario, the source material and/or from my learning) to show how the application of each strategy could enhance hauora.	
I can explain why the strategies are needed in combination to enhance hauora in this situation.	
I can use examples (from the scenario, the source material and/or from my learning) to show why these strategies need to be used together.	
I can explain why the combination of these strategies make a better contribution to manaakitanga, or whanaungatanga (or other theme for the report), rather than one strategy by itself.	
I can evaluate how effectively the strategies would be for enhancing hauora in this situation by considering at least THREE of the following ideas: • How well do the strategies show positive attitudes and values that support hauora? • How well do the strategies contribute to manaakitanga or whanaungatanga? • How well do the strategies consider all dimensions of hauora? • How well are personal, interpersonal, societal strategies covered? • What is an important strategy that is missing and what else needs to be included to enhance hauora in this situation?	
I can use examples (from the scenario, the source material and/or from my learning) to support the evaluation.	
I can write a response to all these requirements in 800 words.	

Reminder

- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Evaluate:** To make known the cause or detail of something

IMPORTANT

When you prepare for your 1.4 examination it is important that you understand that:

- You are NOT being assessed on your knowledge of a specific health-related topic. It is NOT expected that you have specifically studied the topic choices that feature in the scenario or the resource material in the examination.
- What you ARE being assessed on is your ability to recognise the personal, interpersonal, and societal **strategies** that could be used to manage a health or wellbeing issue. This means it is useful for you to practice analysing a range of topics to work out the personal, interpersonal and societal strategies needed to be used in a situation, and to have knowledge of a wide range of strategies (or skills) that can be applied across many different situations.

Links to websites listed in the resources

NZQA website (Health Studies) https://www2.nzqa.govt.nz/ncea/subjects/subject/health/