

HEALTH EDUCATION

Well-being and influences on well-being

Contents

- The concept of hauora.
- Influences on well-being.
- Consequences for well-being.

This chapter covers two foundation concepts of Level 1 Health Education. A 'concept' refers to a way of thinking about and understanding something. The two ideas that are covered in this introductory chapter are well-being (as explored through the concept of hauora) and factors (or 'things') that influence well-being.

Activity A – Focusing activity: What do you already know about 'hauora' and 'well-being'?

Students completing this activity will recall their existing understanding of the concept of hauora and the way the concept is used to explain aspects of well-being.

1. Write a sentence to describe what aspect of well-being each of the **dimensions of hauora** relates to. Provide one specific example of how an aspect of well-being could relate to each dimension.

Taha hinengaro _____

Example of how an aspect of well-being could relate to this dimension: _____

Taha wairua: _____

Example of how an aspect of well-being could relate to this dimension: _____

Taha tinana: _____

Example of how an aspect of well-being could relate to this dimension: _____

Taha whānau: _____

Example of how an aspect of well-being could relate to this dimension: _____

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2. Identify two aspects of well-being that could be affected in the following situations and explain specifically how they could be affected.

A teenager moves to a new city.

Aspect one: _____ well-being, because _____

Aspect two: _____ well-being, because _____

A teenager begins a sexual relationship.

Aspect one: _____ well-being, because _____

Aspect two: _____ well-being, because _____



A person decides to quit smoking.

Aspect one: _____ well-being, because _____

Aspect two: _____ well-being, because _____



3. Write a sentence to explain why it is important to take care of all aspects of well-being (related to the four dimensions of hauora) in order to be 'healthy'.

Activity B – Introductory activity: hauora and well-being

Students completing this activity will show their understanding of the concept of hauora and how (as a concept) it is used to explain people's well-being.

The concept of hauora is at the core of the Level 1 Health Education course. This means **you will need an in-depth understanding of the concept of hauora** AND to be able to **show how people's well-being is affected in consideration of this concept**, and by a range of health issues.

Remember that people's well-being can be affected positively or negatively. In addition, a person's well-being might be affected only in the short term, or they might experience long-term or permanent effects on their well-being.

Well-being

'Well-being' *describes* the physical, mental and emotional, social and spiritual aspects of health. People's well-being changes constantly and is affected or influenced by many different factors (or things).

Hauora

Hauora is a Maori philosophy of health unique to New Zealand. Hauora is the *name* given to the concept (the 'theory' or the 'model' or the 'understanding') that we use to explore aspects of well-being. It comprises the dimensions:

- taha tinana – aspects of health related to physical well-being
- taha hinengaro – aspects of health related to mental and emotional well-being
- taha whānau – aspects of health related to social well-being
- taha wairua – aspects of health related to spiritual well-being

When using the terms 'hauora' and 'well-being', it is very important to remember that hauora is the name of a concept – hauora does not change, nor is it affected.

- The whare tapa wha model that describes and diagrammatically represents the concept of hauora does not change.
- Hauora is not something we personally have.
- What we as people have is well-being.
- What does change is people's well-being.
- What is affected is people's well-being.
- 'Hauora', therefore, is a model or a theory that we can use to talk about, or to explain, our well-being.

Demonstrate understanding of interpersonal skills used to enhance relationships

Contents

- Introduction to relationships.
- Personal and interpersonal skills for
 - maintaining, managing changes to and enhancing relationships
 - assertiveness
 - effective listening
 - problem solving.

Activity 4A: Relationships

Students completing this activity will recall prior learning about the qualities of relationships and factors that block or build relationships.

Task 1: Relationships in general

Relationships can be thought of as our associations and interactions with other people. The nature of relationships varies greatly, from those associations 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.

- a. Underneath the continuum below, identify the sorts of people you would put into each main grouping of your relationships. Think of people such as your best friend, parents and other family, your classmates and peers at school, teachers, doctor, community people you know, and so on.

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

b. As a special type of relationship, how would you describe a friendship?

c. What sorts of people do we have friendships with? (Think, for example, about other people your own age, people who are older or younger, people of the same and opposite sex, and family members.)

d. Do you think of your parents as being your friends? Why, or why not?

e. Do you think of your brothers and sisters as your friends? Why, or why not?

f. In your opinion, is there a difference between 'friends' and 'mates'? Explain why, or why not.

g. As a teenager, why are your relationships with friends important?

h. Do you think couples (people in a committed partnership, which is another sort of relationship) such as boyfriends and girlfriends (same and opposite sex), husbands and wives, are 'friends'? Why, or why not?



Task 2: Qualities of relationships

A 'quality' is an important feature, characteristic or attribute. The qualities we see in other people are due to factors such as their behaviours, attitudes and values.

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

Possible relationship qualities The person is:	a. Level of importance for you – high, medium or low?	b. For each of the qualities you said are of 'high' importance, state why it is an important quality for your relationships with others.
i. Loyal, e.g. shares and keeps secrets		_____ _____
ii. Honest, reliable and trustworthy		_____ _____
iii. Fun to be with and brings out the best in you		_____ _____
iv. Sharing and cooperative		_____ _____
v. Endowed with physical attributes such as being fit, slim, tall, good looking		_____ _____
vi. Interested in you and a good listener		_____ _____
vii. Intelligent		_____ _____
viii. Sensitive, helpful and caring		_____ _____
ix. Outgoing and confident		_____ _____
x. Tolerant, understanding and forgiving		_____ _____

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

Contents

- Personal, interpersonal and societal influences on an individual's drug use.
- Effects of drugs on aspects of an individual's well-being.
- Effects of an individual's drug use on others.
- Effects of the use of drugs on society.
- Legal issues related to the use of alcohol, tobacco and cannabis by adolescents in New Zealand.
- Advertising issues related to drug use.

Activity 6A – What's the concern about drugs?

Students completing this activity will recall prior learning about drugs to identify what is a drug, and can explain why the use, and particularly the misuse, of drugs is a health issue.

Task 1: What is a drug?

- a. In the box, brainstorm the names of as many drugs as you can think of.

- b. From your brainstorm, select the drug you think is the most harmful and the drug you think is the least harmful. Write the names of the drugs, with a reason why you have selected each.

i. Most harmful drug: _____
because _____

ii. Least harmful drug: _____
because _____

ANSWERS

Note:

- All answers are examples only. Other answers are acceptable.
- The purpose statements at the beginning of each activity are what some students may know as 'success criteria'. In Health Education there are many possible 'right' answers. An answer or response that is '**valid and appropriate**' means that it reflects the concepts of the curriculum (which may mean the answer needs to show understanding of the concept of hauora; or that it shows respect for self, others and society; or that it shows understanding of the issue for individuals, their relationships with others, and in relation to wider society; or it reflects a curriculum understanding of health promotion.)
- To write an '**explanation**' (or explain in detail/in depth) means to address the 'how' or 'why' part of the situation by using words like '**by**' or '**because**' in your answers and by giving examples to back up or justify what you are saying. (*'This is because ...'*, *'an example of this is ...'*)

Well-being and influences on well-being

Activity A – Focusing activity (page 1)

1. **Taha hinengaro:** Relates to mental and emotional well-being; thoughts and feelings and how people express these.
Example: I am easily frustrated when I can't do something and often take out this frustration on others around me.
Taha wairua: Relates to spiritual well-being; beliefs, values and attitudes; my self-concept and personal identity as well as my purpose in life and plans for the future.
Example: I value the importance of doing well at school and plan to study further when I have achieved my NCEA.
Taha tinana: Relates to physical well-being; the body's growth, development and movement.
Example: When I play sport I am moving my body, keeping fit and toning my body.
Taha whānau: Relates to social well-being; relationships with others and how people interact.
Example: I have enjoyed meeting new people since I've started high school and spend a lot of time with my closest friends.
2. **A teenager moves to a new city:** **Social** well-being, because the teenager has to leave his/her old friends behind and will have to make new friends. **Mental and emotional** well-being, because the teenager will be anxious about what life is going to be like in the new city.
A teenager begins a sexual relationship: **Spiritual** well-being, because it changes the teenager's values towards sex (sex becomes a valued part of his/her life and relationship). **Mental and emotional**

well-being, because the teenager will have to think about using protection from STIs and pregnancy, as well as to consider other consequences of having sex (good and bad).

A person decides to quit smoking: **Physical** well-being, because the person will no longer be at an increased risk of lung disease and other physical health problems associated with being a smoker.

Spiritual well-being, because this decision will change the personal identity of the person – they will no longer identify as a smoker and will now identify as a former smoker.

3. It is important to take care of all aspects of well-being in order to be 'healthy' because the four aspects relate to and depend on one another. If one aspect is neglected, this will result in damage to the other dimensions. If all aspects are taken care of, they can support one another to enhance health. For example: by being a non-smoker, I am maintaining my physical health and feeling good about myself and my beliefs. I am consequently more likely to be happy and therefore more likely to have more positive interactions with others.

Activity B – Introductory activity (page 3)

1. Hauora is a Maori concept that describes health as being made up of taha tinana, taha hinengaro, taha wairua and taha whānau. These four dimensions relate to aspects of physical, mental and emotional, spiritual and social health. The dimensions are all interrelated or interconnect with one another, making this a holistic model of health.
2. Well-being refers to 'being well' and, in order to be well, you need to care for your physical, mental and emotional, spiritual and social aspects of health. Well-being is constantly changing as we live our lives.
3. It means that the four aspects of well-being support and depend upon one another. If one aspect of well-being is neglected (falling down) then the other aspects will become damaged. All aspects need to be balanced and looked after in order for people to have a strong sense of well-being.

Taha tinana – aspects of health related to physical well-being	Taha hinengaro – aspects of health related to mental and emotional well-being
<ul style="list-style-type: none"> • Fitness • Growth (physical) • Strength (physical) • Sleep • Having energy • Nutrition (physical dietary intake) • Hygiene • Going on holiday (physically being somewhere other than home) 	<ul style="list-style-type: none"> • Learning a new skill • Decision making • Problem solving • Hobbies (enjoying a leisure activity) • Relaxing (time out to mentally unwind) • Gaining NCEA (a result of learning)

Taha whānau – aspects of health related to social well-being	Taha wairua – aspects of health related to spiritual well-being
<ul style="list-style-type: none"> • Getting involved • Teamwork • Feelings of belonging (involves others) • Celebrations (involves others) • Social interaction • Friendships • Being included • Helping others 	<ul style="list-style-type: none"> • Purpose in life • Sense of achievement • Goal setting • Values • New experiences (can challenge/change your beliefs, values and/or attitudes) • Cultural traditions • Personal identity • Going to church • Being true to yourself • Feeling happy about self (self-worth)

5. and 6. Student's own response.

Activity C(i) – Factors that influence well-being (page 7)

Task 1

Influencing factor that could affect well-being	Category: P, IP or S	Explain the reason for your answer
The legal purchase age for alcohol is 18 in New Zealand	S	This relates to the laws set by the government.
Friends are pressuring me into trying cannabis	IP	People I interact with are having an impact on my decision.
I don't believe in having sex outside a committed relationship	P	This is a personal belief that I hold.
There's a lot of healthy-living programmes on TV	S	This relates to what is being shown in the media in my area. It may be a result of government decisions to promote healthy lifestyles or it may be what the media thinks we are interested in viewing.
I enjoy going for a run a few times a week	P	The fact that I enjoy going for a run is personal because it does not involve anyone else, just my preference for this type of activity.
My parents would be disappointed if I left school	IP	Knowing that my parents have an interest in my schooling and want me to stay is interpersonal as it involves what others around me expect and want of me.
I want to do well in school and then go to university	P	The fact that this is what I want means that it is a personal influence.

Task 2

	Becoming involved with sport	Regular alcohol and drug use	Dietary choices	Being a smoker
Personal	Want to get fit. Need something to occupy my time. Enjoy the game.	Enjoy the buzz. For relaxation. Boredom.	Enjoy the taste of certain foods more than others. Want to be physically well.	Addicted. For relaxation and stress relief. Don't care about the health effects.
Interpersonal	Friends play the sport. Encouragement from parents. Get on with coach.	Friends expect me to use. Parents don't know what the teen gets up to.	Parents buy and cook the food. Friends comment on food choices.	Friends smoke. Parents smoke.
Societal	Role models from the national team. Media promotes involvement. School sport provides the opportunity.	Easy to access in neighbourhood. A culture of drinking/drug use. Celebrities glamorise it.	Choices available in neighbourhood and school canteen. Health promotion versus fast food ads on TV.	Easy to access in neighbourhood. School doesn't do much if teen is caught smoking.

Activity C(ii) – Factors that influence the well-being of others (page 10)

a.

Personal	Interpersonal	Societal
Jane is a female (longer life expectancy than a male) 43 – middle-aged Stressful, busy job Smokes and drinks Doesn't exercise Good salary (personal income) Eats on the run (probably not a balanced diet) Enjoys relaxing at the pub	Distanced from family and friends (back in Christchurch) Spends time with, and is close to, her workmates Lives alone (no support at home)	Lives in the middle of a city (busy, noisy, polluted but doesn't have to drive and probably has excellent services and facilities close by) Small apartment Medical care available (health insurance) Workplace culture could be causing extra stress Workplace rewards workers with a good income

b.

Health-enhancing	Health-harming
Female, age, good personal income, enjoys relaxing at the pub Spends time with, and is close to, workmates Lives in the middle of a city, medical care, workplace rewards with good income.	Stressful, busy job, smokes and drinks, doesn't exercise, eats on the run Distanced from family and friends, lives alone Lives in the middle of a city, small apartment, workplace culture causing stress.

<p>Effect on Jane's physical well-being</p> <p>The stress from work (and the subsequent poor lifestyle choices she's making) could lead Jane to be run down, have trouble sleeping and suffer tension headaches.</p>	<p>Effect on Jane's mental and emotional well-being</p> <p>Not having someone to support her at home could make Jane feel alone and unable to cope with her busy life.</p>
<p>Effect on Jane's social well-being</p> <p>Jane may lose touch with her family and old friends in Christchurch (she doesn't seem to have time to keep in touch or visit them).</p>	<p>Effect on Jane's spiritual well-being</p> <p>Jane may begin to value her career and workplace over her personal well-being, which will cause further problems in the future.</p>

- d. i. **Jane could** make sure that she sets aside time on the weekend for exercising and has at least three nights off alcohol and takeaways a week. **This could help her well-being by** enhancing her physical strength and well-being and leaving her better equipped to handle the stress in her life.
- ii. **Her friends could** organise social occasions that do not involve going to the pub after a rough day at work. For example, going to the beach. **This could help Jane's well-being by** letting her socialise and get to know others without alcohol being involved.
- iii. **The people in charge could** take care to make sure no one is over-burdened with their workload and offer support services within the organisation. **This could help Jane's well-being by** letting her know that the workplace values the well-being of its employees and if she feels stressed she is able to seek help to resolve it.

Activity C(iii) – Factors that influence your well-being
(page 12)

Student's own responses. Use answers to Activity C(ii) as a guide.

Achievement Standard 90971
(Health Education 1.1)

Activity 1A – 'SMART' goals (page 15)

Task 1

Short term, e.g. learn a new song on the guitar, finish my assignment, spend time with my family. **Long term**, e.g. achieve NCEA, save money for a car, spend a year overseas. **Daily routines**, e.g. get eight hours' sleep, complete my homework, tidy my room.

Task 2

- a. **Goal:** I will increase my fitness by being active at least five times a week. I will go for three runs a week and spend two sessions on weights and toning. I plan to spend 30 minutes exercising per session and will reassess the goal after one month.
S: I will increase my fitness ... I will go for three runs.
M: Five times a week ... three runs ... two sessions on weights ... 30 minutes per session.
A: Yes, I can fit this amount of exercise into my schedule.
R: Yes, this is realistic (I won't be overdoing it).
T: I will reassess after one month.
- b. SMART goals are more likely to be effective because they are detailed and tailored specifically to the person working towards the goal. They provide a means of measuring success towards goal achievement within a specified timeframe to help the person stay focused towards reaching their goal.

- c. i. Ineffective. Ways to achieve this goal are not outlined and no timeframe is given.
 ii. Effective. The goal is measurable (\$2000) and a means of saving the money is given (job).
 iii. Effective. A timeframe is clearly stated and it is a realistic goal.
 iv. Ineffective. The goal is not specific and is not measurable (joining the gym is measurable, but achieving greater fitness is not measurable without further information).

Task 3

- a. A **barrier** is someone or something that can hinder (get in the way of) a person carrying out a task.
 b. In goal setting, barriers include a lack of time, commitment, support or motivation, poor weather, distractions.
 c. To overcome barriers we first need to identify them. Once we have identified actual (or potential) barriers, we can take action to make sure we have the skills, motivation and support to remove or overcome the barriers.
 d. An **enabler** is someone or something that can assist or help a person to carry out a task.
 e. Enablers can include the presence of time, commitment, motivation, support, favourable circumstances, lack of distractions.
 f. By using enablers, someone can optimise their chances of goal success by taking advantage of those things that are available to them as they progress towards reaching their goal.

Activity 1B – Linking ideas (page 18)

Task

<p>Physical well-being</p> <p>The stress of the situation might cause Marama to have trouble sleeping, change her eating patterns and have an unsettled stomach.</p>	<p>Spiritual well-being</p> <p>She might lose self-confidence and lose sight of her academic goals if she continues to neglect her homework.</p>
<p>Mental and emotional well-being</p> <p>She is feeling anxious, worried and stressed about the tense home situation and she is mindful that she needs to make some changes to her lifestyle.</p>	<p>Social well-being</p> <p>Her relationship with her mother is suffering (and potentially so is her relationship with others in the house) due to the clash of values and priorities.</p>

- b. **Personal influences** that mean she continues to spend her time in this way: Marama enjoys spending time with her friends and values this use of her time over household chores and doing homework. **Personal influences** that make her want to change her priorities: Marama realises that her mum has a point and that her lifestyle is causing problems in the household, which Marama doesn't want. **Interpersonal influences** that mean she continues to spend her time in this way: As a 15 year old, Marama is close to her friends and doesn't want to miss out on spending time with them. **Interpersonal influences** that make her want to change her priorities: Marama's current lifestyle is having a negative impact on the relationship with her mother as Marama's mother disapproves of the choices she is making. **Societal influences** that mean she continues to spend her time in this way: It is common among teenagers on TV and at school to prioritise friends over family and school work. **Societal influences** that make her want to change her priorities: Teachers at school and the qualification system act as encouragement to focus her attention on her homework.

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