

## Activity 1.4 – Introducing the ‘determinants of health’

Students completing this activity will start to develop understanding of the way the World Health Organisation (WHO) concept of the ‘determinants of health’ provides a way to think and understand in more detail the factors that influence people’s well-being.

The ‘determinants of health’ come from the World Health Organisation, which for many years has researched what factors have the biggest impacts on the health of a population. There are many similarities (but also differences) between WHO determinants of health and the Health Education ideas about personal, interpersonal and societal factors.

The word ‘determine’, when it is used like this, means the factors (the things) that decide what the outcome will be. So a ‘determinant of health’ is something that decides what people’s health outcomes will be.

Your teacher will guide you through a series of learning activities to help you develop these ideas which will then be reused across all of your learning in Year 12. The activities here provide ways to summarise the main points of the learning about the determinants of health.

### a. Understanding the determinants of health in words

- i. Draw arrows from each numbered determinant to the relevant description in the right-hand column.
- ii. Underline key word(s) in the description that relate to the name of the determinant, e.g. *economic (determinant) and poverty*.



Slum conditions



Poverty and loneliness



Pollution

## Activity 1.8 – Critical thinking

Students completing this activity will further develop their skills to think critically about situations that include ideas related to well-being.

### What is 'critical thinking'?

Health Education knowledge has to be 'built' or constructed in relation to the situation being explored. Learning in Health Education requires students to think 'critically' about a health situation to make meaning of it. Thinking 'critically' does not mean to criticise people in the situation and point out what is wrong with them or what they are doing. To think critically means to be able to read more into the situation and understand what is happening based on a range of other knowledge and understandings. Thinking critically requires students to ask questions, challenge assumptions and perceptions, and evaluate (or weigh up) situations, all for the purpose of making new meaning.

As a result of thinking critically (i.e. to question, to challenge assumptions and perceptions, and to think about the situation in relation to the big ideas) students will be able to do the following.

- Accept their world view is not the only way people think about and understand health-related situations and that others have different values, beliefs and opinions.
- Show empathy for others (empathy is the ability to understand the thoughts and feelings of others and see the situation from their perspective and in ways that show respect for their situation).
- Back up their claims and opinions about health issues with reasons; explain 'why'.
- Challenge and question the beliefs and practices that impact on people's well-being.
- Use health language appropriately.
- Apply the concept of hauora to many different health-related situations, including how the dimensions interrelate.
- Show an understanding of the personal, interpersonal and societal aspects of an issue.
- Select and use a range of personal, interpersonal and societal strategies that support well-being in a variety of situations.
- Show growing understanding of the type of actions most appropriate for improving well-being in a health-related situation. 'Appropriate' here means that the actions show respect and do something to address what influenced the situation in the first place.

- a. For this activity you will need to find an item that has recently been caused bit of a stir – something that has upset some people, has attracted some controversy, or has resulted in divided opinions among people.

Suggestions:	What to include in your Learning Workbook
A song with either controversial lyrics (sexual, violent or discriminatory) and/or a controversial music video.	Download a copy of the lyrics and stick in your Learning Workbook and/or describe the main images and behaviours shown in the video. (You may also grab a still shot if one is available from the internet).
A TV or billboard ad, e.g. one with unhelpful messages about alcohol use, sexualised imagery, or a health promotion ad targeting a particular group.	Describe the main messages and images/behaviours shown in the ad or on the billboard. (You may also grab a still shot if one is available from the internet.)

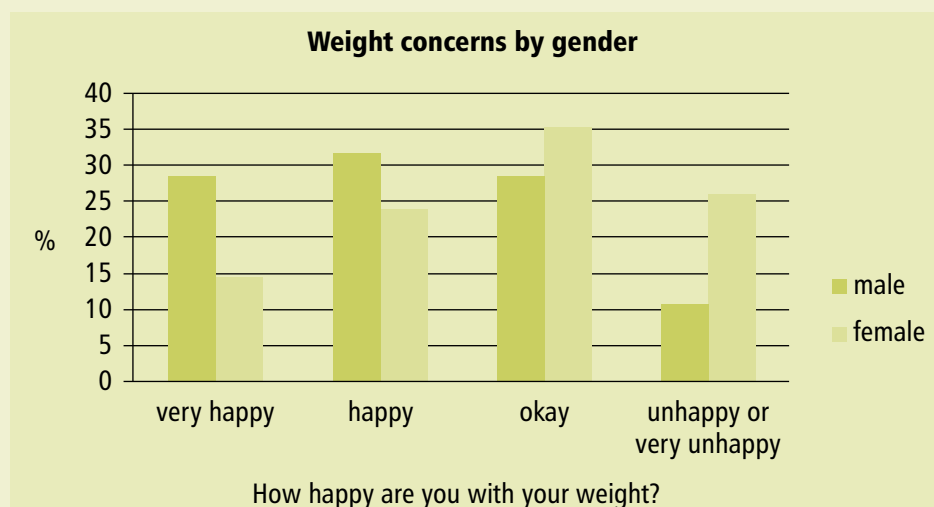
For this activity all the research information is from the Youth'07 survey that 9 107 New Zealand students from around the country completed in 2007.

These are simplified versions of the tables that appeared in the Youth'07 *Technical Report*.

**Table 1. Weight concerns**

	Variable	N (numbers of students)	Very happy %	Happy %	Okay %	(Very) Unhappy %
<b>Total</b>		8 704	22.1	28.3	31.7	17.9
<b>Gender</b>	male	4 667	28.7	31.9	28.6	10.8
	female	4 037	14.6	24	35.3	26.2
<b>Age</b>	13 or less	1 777	26.1	27.5	32.5	13.9
	14	2 010	23	29	30.5	17.5
	15	1 891	22.4	27.9	31.1	18.6
	16	1 665	19.1	29	32.4	19.5
	17 or older	1 361	19	27.6	32.4	20.9
<b>SES = Socio-economic status</b>	low	3 163	22.5	29.9	30.5	17.1
	medium	3 306	21.3	28.7	31.4	18.6
	high	2 152	23	25.6	33.7	17.8
<b>Geography</b>	urban	7 238	22.2	28	31.8	18
	rural	1 385	22.2	30	30.9	16.9

**Graph 1a.**



## Activity 3.4 – Analysing people’s situations

Read the following scenarios and answer the questions that follow.

### Scenario One: Wiremu’s loss

One week ago, the flat that Wiremu and his mother had been living in for the last two months caught fire and was gutted by extensive fire damage. Few of their belongings were salvageable so they lost nearly everything. They are currently staying in emergency accommodation.

Wiremu and his mum had been on their own since Wiremu was very young. He has very little contact with his father, who lives in another part of the country and has a new family (and doesn’t know about the fire). It has always been a struggle for Wiremu’s mum to make ends meet and she and Wiremu have often moved around to find seasonal work. There is a high level of unemployment in their new community, so Wiremu’s mum is thankful that she has a job.

Socially, it has been difficult on the two of them since they moved to a town where they do not know anyone and have not yet made many connections in the community. This has meant that they have few people to seek support from at this difficult time.

Before the fire, Wiremu was not a regular attendee at school. His mum knows that he isn’t really interested in achieving at school, but had been more concerned with her own problems and hadn’t talked to him about it. Now, Wiremu has decided not to return to school because he doesn’t see the point. Since the fire, Wiremu has been spending his days drinking and smoking marijuana with a couple of local boys who have also dropped out of school. Wiremu is worried about his and his mum’s future but feels unable to talk to his mum about their situation and how they are going to get back on their feet.

### Scenario Two: Irihapeti’s loss

A week ago, Irihapeti’s family house caught fire and was damaged extensively. All of the family’s belongings were lost in the fire but, thankfully, no one was home at the time and all family members are safe and well, physically.

Irihapeti and her family are devastated by this loss and are still suffering from shock. They live in a small, tight-knit and inclusive community, where many of their neighbours and friends have offered their support and donations of clothing and other essential items. A local motel has offered to give the family accommodation and the family is overwhelmed by this support.

Irihapeti has already returned to school, where her teachers and peers have been of great support to her. Irihapeti is a talented pianist and is heavily involved in several music groups at school. She enjoys school and hopes to work in the music industry in the future. Focusing on her career goal is helping Irihapeti concentrate on her school work and her music interests instead of the loss she has suffered.

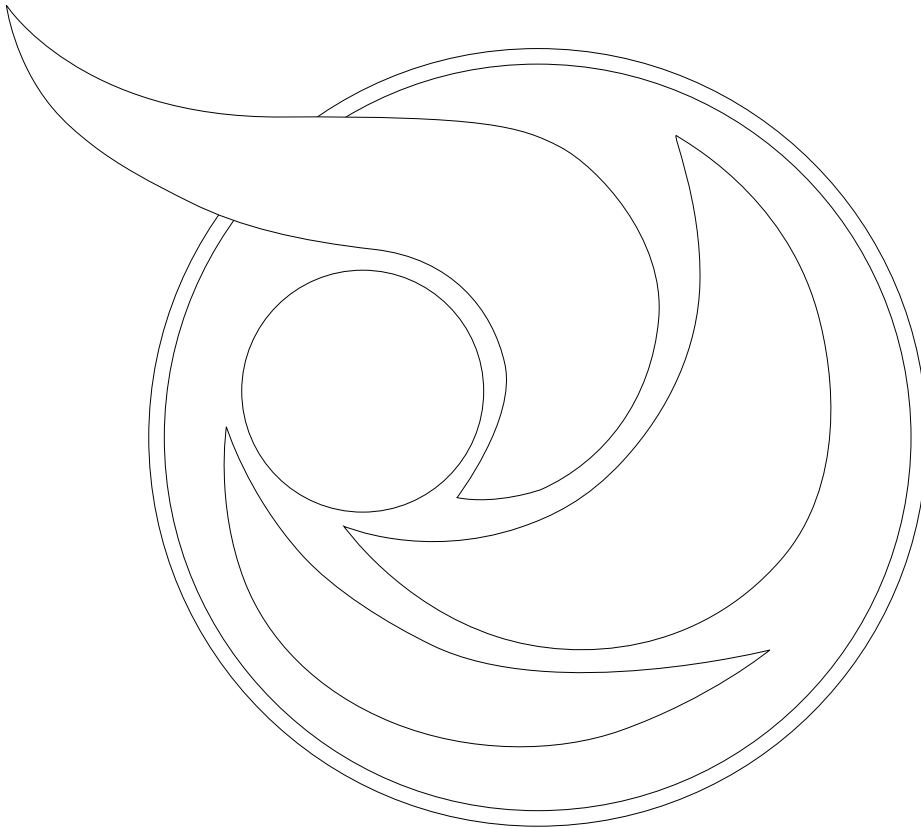
Irihapeti has been particularly thankful for the support from her two close friends, Mere and Tracey. As well as being there to support Irihapeti through this difficult time, they have organised a school mufti day to raise money to buy Irihapeti a new school uniform and textbooks. Irihapeti knows that she is very lucky to have supportive friends and that her family is safe and well and this realisation is helping Irihapeti stay optimistic about her and her family’s future.

- In scenario ONE, it is clear that Wiremu has a number of **risk factors** operating in his life that may make it difficult for him to cope with the loss he has suffered. Use a highlighter to identify these risk factors and note down the edge of the box whether each risk factor is P, IP or S.
- In scenario TWO, Irihapeti has a number of **protective factors** operating to potentially help her cope with the loss she has suffered. Use a highlighter to identify these protective factors and note down the edge of the box whether each protective factor is P, IP or S.

**b. The Ottawa (and Bangkok) Charter for Health Promotion**

The World Health Organization bases sound health promotion on the Ottawa Charter. The Ottawa Charter was written at a global health promotion conference in 1986 and countries around the world use it as the basis for all public health promotion. The Ottawa Charter states that health promotion is based on five areas for action.

Locate the Ottawa Charter emblem on the World Health Organization website (see link on page ix) – the empty template is shown below. Colour, label, and use a sentence to describe the five areas on the diagram below.



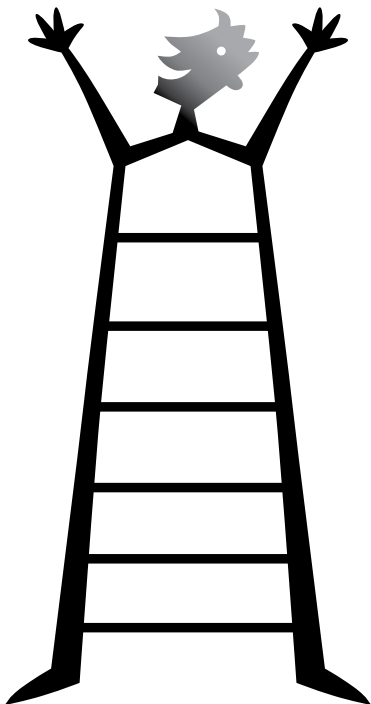
The Bangkok Charter is an update of the Ottawa Charter. It acknowledges the importance of addressing (fixing) the determinants of health that lead to poor health outcomes. It basically states that promoting health should be a core focus for all governments, all communities and all societies **and** that the determinants that lead to people having poor health must be addressed for the well-being of the entire society.

## Activity 4.3A – SMART goal planning: barriers and enablers

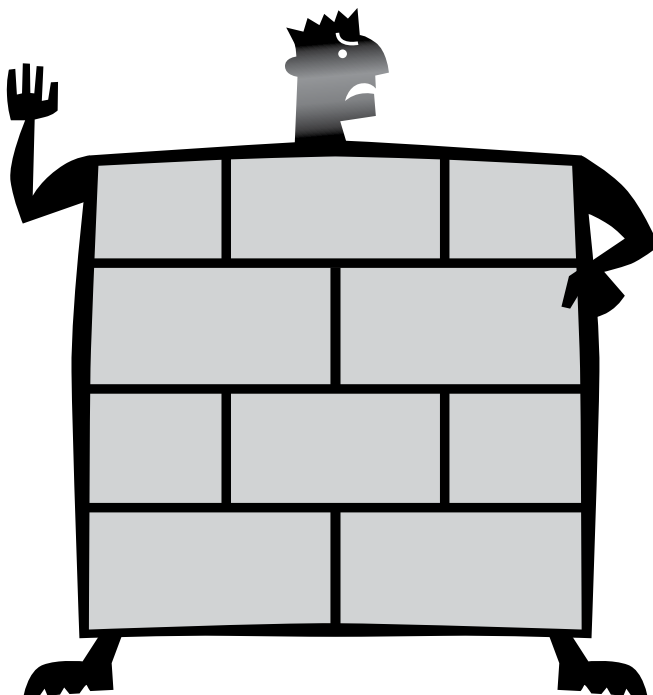
**BARRIERS** = those things that **get in the way**

**ENABLERS** = those things that **help us out** when it comes to taking health-promoting action.

- a. In health promotion, some barriers and enablers are predictable and some will be out of your control. Some barriers and enablers may be unique to your situation, or could happen across a range of health-promotion actions.
- i. In the ladder and brick wall below, list some possible enablers and barriers to health-promoting action:



Ladder – enablers



Brick wall – barriers

- ii. We need to be able to **make use of** our enablers and **overcome** our barriers if health promotion is to be successful. Choose two barriers and two enablers from the lists above and explain how they could be used or overcome.

Enabler – make use of this by ...	Barrier – overcome this by ...
1.	1.
2.	2.

- e. Explain at least **two** recommendations for future action, specifically related to your health issue – what could be done differently in future health promotion to build upon what you have achieved? You need to describe what the recommendations are, and then explain why they would be necessary.

1. First recommendation for future action and why you recommend this:

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2. Second recommendation for future action and why you recommend this:

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### **Activity 4.8 – Reflection**

1. What did you learn about yourself working with a group of people to plan and implement this action?
2. What did you learn about other people?
3. What is something you would do the same if you have further opportunity to take action like this? Why – what were the benefits of this?
4. What is something you would do differently? Why – would be improved?

In the table below are factors that may contribute to situations of compromised personal safety. These are the factors you need to build your responses upon.

Factors that can lead to unsafe situations	P, IP or S?
1. Personal attitudes, values and beliefs (that the behaviour is acceptable – the perpetrator and/or the victim).	P
2. History – having been bullied in the past can lead to later bullying behaviour for the bully, or if the victim, can allow you to continue being victimised.	P
3. Lack of ability to communicate appropriately and effectively.	IP
4. Culture of New Zealand society (of a school, of a workplace, of a community etc.) – certain beliefs are held by people that allow the behaviour.	S
5. The nature of the situation – rules in a workplace or school that allow the behaviour, what's going on at a certain time and place that allows the behaviour.	S, IP or P



Racial discrimination

c. For each of the five factors in the table above, explain how they could lead to situations where personal safety is at risk. Use examples where possible to support your explanation. *The first factor has been done for you.*

1. Personal attitudes, values and beliefs (that the behaviour is acceptable) are a personal factor that can lead someone to be a bully or to allow someone to be a victim. If a person in a position of power believes that bullying is acceptable and doesn't value treating others with respect, he/she is more likely to bully or harass others. He/she has the attitude that it is acceptable to bully others and that it is in his/her interests to do so. If a victim believes that the behaviour they are being subjected to is acceptable (e.g. in the workplace – the attitude that 'that's just how people get treated here'), then he/she is unlikely to try to stop the behaviour and will allow it to continue.

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- i. Explain ONE consequence for the culture of the workplace (ST or LT):

## Summary

- The very nature of bullying, harassment, abuse and discrimination means that the major consequences for well-being are usually the mental and emotional ones.
- Consequences are common to many situations. While it is useful to know a list of common consequences, it is important to make sure they are explained in a way that makes them specific to the situation/scenario presented.
- Consequences for **personal** well-being include:
  - ✓ Low self-esteem, feeling depressed and worthless.
  - ✓ Feeling threatened, intimidated and not trusting of others, resulting in further feelings of being less confident and perhaps scared, afraid and unsafe.
  - ✓ Feelings of not being valued and appreciated or accepted, resulting in feelings of not belonging or not being connected.
  - ✓ Feeling ashamed of what has happened to them and powerless because of not knowing what to do or how to handle the situation.
- Consequences for **interpersonal** well-being (relationships) include:
  - ✓ Being in conflict with people – having arguments or fights.
  - ✓ Being isolated from people and being left out or excluded because of what has happened.
  - ✓ Having relationships break up because of what has gone on.
- You may be asked to see consequences for the well-being of different people in the situation/scenario – the victim, the perpetrator and other people in the community (whether they are passive observers or people whose safety could be put at risk in the future).

## Constructive responses to unsafe situations

Constructive responses are the **strategies** part of the picture:



In the exam, you are likely to be required to describe and justify constructive responses that could be made in response to the situation in a given scenario. Alternatively, the scenario might outline what has already been done in response to the situation, and you might be asked to describe and justify responses that are more constructive than those which were taken initially.

Constructive responses to compromised personal safety due to power imbalances will:

- reflect the values of social justice
- be more than just what someone would do, or say
- be carefully considered and intended to be helpful
- encompass strategies at P, IP and S levels.

# HEALTH EDUCATION 2.5

Internally assessed  
5 credits

## Analyse issues related to sexuality and gender to develop strategies for addressing the issues

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Analyse issues related to sexuality and gender to develop strategies for addressing the issues.</li></ul>	<ul style="list-style-type: none"><li>Analyse, in depth, issues related to sexuality and gender to develop strategies for addressing the issues.</li></ul>	<ul style="list-style-type: none"><li>Analyse, comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues.</li></ul>

### Contents

- Developing understanding of gender identity and sexual identity
- Influences on gender identity and sexual identity – cultural, media (advertising, music and TV), interrelationships with others
- Social justice and strategies for addressing inequities in gender and sexuality situations

Students completing this unit of work will analyse issues related to gender and sexual identity to develop strategies for addressing the issues. The analysis involves explaining influences on gender and sexual identity, and recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice.

A high-quality analysis requires explaining why or how influences impact on gender and sexual identity and how recommended strategies to address issues reflect the values of social justice. Across the issues and the strategies, students need to show the interrelationships between the personal, interpersonal and societal aspects particular to the sexuality and gender situations that the issues are based on.

AS 91239

### Activity 6.1 – Sexuality and gender language: revision and new terminology

	What do the following terms mean?	In what situations are these terms used (are any used in specific situations or by specific people?)
a. Sex		
b. Sexuality		
c. Sexual orientation		
d. Sexual identity		

- iii. Organise the main ideas from Activity 6.9B in the following table. Your teacher will guide you about the way you need to present the information that you submit for assessment purposes.

Overall influence	Specific context, focus or situation
Is the focus more about <b>gender identity</b> or <b>sexual identity</b> or <b>both</b> ?	
Main points on how this factor influences or impacts on gender identity or sexual identity.	Evidence from investigations about the sorts of messages (etc.) that could be influencing gender or sexual identity in relation to this situation.

### **Activity 6.9C – Investigation Four: TV – gender roles in soaps, cartoons or situation comedies**

TV programmes such as situation comedies, soap operas and some cartoons (or animated programmes aimed at an older audience like *The Simpsons*) tend to portray a lot of stereotypical male and female characters – the basis for a lot of comedy is these stereotypical features or contradictions of them.

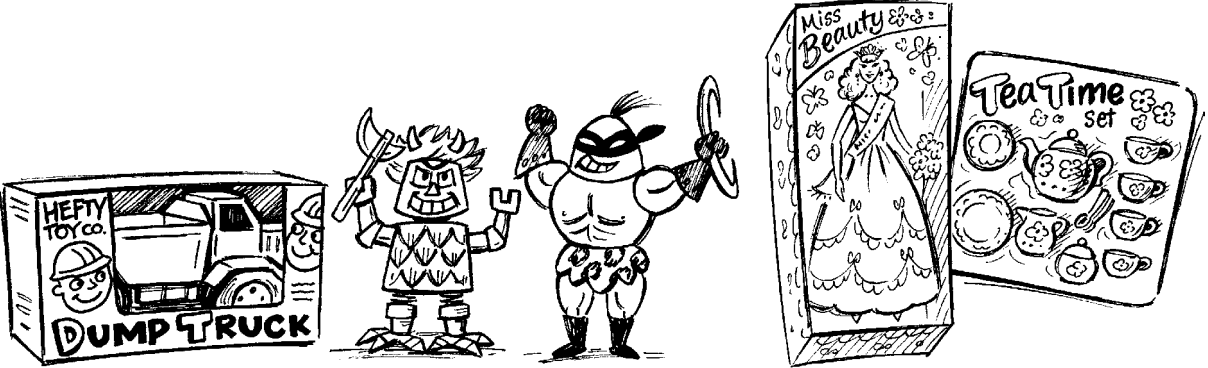
- a. For this investigation you (or your group or class) need to select one TV programme. You need to be able to view three or four episodes of the programme either in class or for homework. *Alternatively, you can select three or four different programmes of a similar genre (type), e.g. all sitcoms, or all cartoons.*

**You need to select one main male character and one main female character for the analysis, although you can mention other characters if you wish.**

Record your analysis of the programmes in the following tables.

Analysis 1	
TV show:	
What they look like (overall looks, choice of clothing, body shape and appearance, jewellery etc.)	
Male (name of character)	Female (name of character)
What they are doing (behaviour, actions, job, role in family etc.)	
Overall demeanour (their manner, the way they are portrayed)	

AS 91239



Boys' toys and girls' toys

# ANSWERS

## Students please note:

- Where activities require you to provide your own ideas and opinions, carry out your own investigations, or to look up something relevant to you (as guided by the instructions) no answers are provided.
- Answers that are provided are examples only. Some answers provide only a framework of ideas, while others (usually for the more summing-up activities) are more fully developed.
- The activities in Section 1 provide a range of general answers that can be referred to as basis for the more specific answers required in Sections 2 to 6. Also make use of the various answers related to P-IP-S and influences-consequences-strategies across the workbook – these ‘big ideas’ can be transferred across the different situations and issues.
- Make use of the online examples of student work for the internal and external assessments provided on the NZQA website where this is indicated.

## Health Education: Introduction

### Activity 1.1 – Influences, consequences and strategies (page 1)

- a. ‘Influences’ are factors or things that shape, cause, have an impact on well-being; ‘consequences’ are the result – what happens to people’s well-being; ‘strategies’ are an approach or a plan of what needs to be done to enhance well-being; ‘actions’ are the things that people actually do to manage or improve well-being.
- b. 1. Consequence; 2. Strategy; 3. Strategy; 4. Influence; 5. Strategy; 6. Influence/consequence; 7. Strategy; 8. Consequence; 9. Influence; 10. Strategy; 11. Influence; 12. Consequence; 13. Consequence; 14. Consequence; 15. Influence; 16. Influence/strategy; 17. Strategy; 18. Consequence; 19. Influence; 20. Influence; 21. Influence; 22. Influence/strategy; 23. Influence; 24. Influence.
- c. *Examples only – other combinations are possible* (1) 15-18-10; (2) 21-12-5; (3) 23-1-7; (4) 9-11-3; (5) 24-13-2; (6) 20-8-22, also 19-6-16; and 4-14-17.

### Activity 1.2- Hauora in Year 12 (page 3)

- a. E.g. A teen enjoys a range of recreation and leisure activities: he feels good about himself gained from sense of enjoyment (mental and emotional); which is added to when he gets some (physical) exercise; he can spend time with others doing these things (social); and has a sense of purpose and connection, e.g. with environment (spiritual). See Year 11 work for other examples.
- b. *Example only* – Mele really enjoys (m&e) the time she spends with her grandparents (soc) because they teach her the language of her culture and her grandma has taught her and her brothers how to cook. At school Mele performs with a cultural group. It makes her grandparents very proud to see the traditions of their home country continued by her involvement in this group. For Mele, it helps give her a sense of who she is (sp) and what is important in her life. Mele was made leader

of the group (soc) because she can speak the language and because she has the respect of her peers. She has lots of friends at school (soc) and achieves well in all of her subjects. She gets good feedback (m&e) from her teachers about the quality of her work and they are always prepared to help her to take her learning to the next stage. Mele isn’t much into competitive sport, but she realises the importance of physical exercise. She joins her mum on a long walk (phys) with lots of hills and interesting scenery before school or early in the evening most days of the week.

### Activity 1.3 – Personal-interpersonal-societal ideas at Year 12 (page 6)

- a. Personal: something belonging to or coming from within an individual person; Interpersonal: communications and interactions between people and their relationships with others; Societal: of society – wider social structures related to culture, the ways laws and policies work, how communities function, media etc.
- b. *Student’s own sentences to combine 1.1(a) and 1.3(a) terms.*

### Activity 1.4 – ‘Determinants of health’ (page 8)

- a. i. 1-d; 2-f; 3-a; 4-g; 5-c; 6-b; 7-e; ii. (1) unemployment; (2) access to transport; (3) social support; (4) social exclusion; (5) early childhood; (6) addiction; (7) access to food; (8) work conditions; (9) social gradient; (10) stress. iii. *Student’s own answers.*
- b. *Student’s own pictures and explanations.*

### Activity 1.5 – Strategies and actions (page 14)

- a. *Recall from 1.1A.*
- b.

Examples of strategies	P, IP, or S	example
1. Action planning	Any	A group of students planning to raise awareness of the way social networking can be helpful or harmful to relationships
2. Goal-setting	P	An individual student sets a goal to have breakfast every morning and have only healthy snacks between meals
3. Help-seeking	P-IP	A young person knows they need to ask for help to sort out a problem that they can’t manage by themselves
4. Challenging societal attitudes, values and behaviours	S	Social marketing aimed at challenging youth drinking culture
5. Advocating for a law change	S	A group of students petitions the BoT for changes to school policy around uniform or other issue
6. Learning new knowledge and skills	P	A student learns how to be assertive and resist pressure

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