



Healthy Person Activity

Exploring Health and Wellbeing

Introduction

To work effectively as a Health Promoting School, it is essential that everyone has a basic and common understanding of health and wellbeing. This quick and easy activity, which is suitable for all ages and literacy levels, enables any group to gain a common understanding in a fun and interactive way. It is recommended that this activity is facilitated at the first meeting of the Health Promoting Schools Working Group, however it can also be used with groups of staff, students and parents/whanau.

Purpose of activity

- Assess participant's understanding of health and wellbeing.
- Increase knowledge and come to a common understanding of health and wellbeing.
- Allow the introduction of 'Te Whare Tapa Wha' (see Diagram 1).
- Highlight that 'Te Whare Tapa Wha' underpins Health Promoting Schools and the New Zealand Curriculum Health and Physical Education Learning Area.

Tools

Pens and paper

Time required

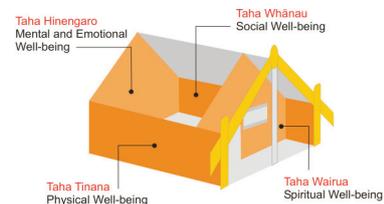
10-15 minutes

Instructions

1. Ask participants to draw a picture of a healthy person (1 min).
2. Ask participants to write or draw all the things that impact on that person being healthy (or things that influence their health) around the picture (2 – 3 min).
3. Ask participants to show the group their picture and explain what they have drawn (some or all participants depending on size of group).
4. The facilitator should ask participants what is in common with the pictures (there is always a smile). Use these commonalities to lead on to discussion about all four aspects of Te Whare Tapa Wha (Diagram 1) by picking out things in the pictures participants have drawn.

Diagram 1.

The Whare Tapa Wha Model for Hauora/Well-being



5. The facilitator should then ask participants to identify something that none of the pictures show, but X amount of people in the room have. (You are hinting at glasses - no one ever draws a picture with glasses if you ask them to draw a healthy person). The facilitator may need to give additional clues to get the desired outcome. This then enables the facilitator to bring in the discussion about disabilities – highlighting that having a disability doesn't mean you're not healthy.
6. On completion of the activity, the facilitator should ensure that everyone has an understanding of the term 'health and wellbeing' and what influences health (lead onto the fact that schools are one of the things that can influence health).*
7. Highlight that 'Te Whare Tapa Wha' underpins Health Promoting Schools and the New Zealand Curriculum Health and Physical Education Learning Area.

Further reading

TKI – Health and Physical Education in the New Zealand Curriculum - Underlying concepts http://www.tki.org.nz/r/health/curriculum/statement/page30_e.php

TKI – Health and Physical Education in the New Zealand Curriculum - Wellbeing, hauora http://www.tki.org.nz/r/health/curriculum/statement/page31_e.php

TKI – Curriculum in Action - Making Meaning – Making a Difference (Determinants of Health) http://www.tki.org.nz/r/health/cia/make_meaning/appendix1_e.php

* for adults/staff/training this can lead into a discussion on the determinants of health