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91238R

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Level 2 Health 2022

91238 Analyse an interpersonal issue(s) that places personal safety at risk

Credits: Four

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Health 91238.

Check that this booklet has pages 2–6 in the correct order and that none of these pages is blank.

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RESOURCE A: Scenario

Lemmy

My name is Lemmy. I am in Year 11 at school, and I consider myself a male LGBTQIA+ teen. I have questioned my sexuality since I was ten years old when I noticed that I was attracted to guys as well as girls. I kept this to myself as I was not sure whether my friends or family would respond well if I told them how I felt. To be honest, I was pretty scared people would reject me.

I really enjoy sport, but have seen other guys get bullied and shunned on the sports field because they were not masculine or did not demonstrate a competitive nature. Assumptions were placed on them, and they were called "gay" – a word spoken with bad intent regardless of the player's sexuality. To avoid this bullying, when I am playing sport, I pretend to be competitive.

Outside of sports, most of my close friends are female. We get on well and share many interests. I guess I avoid hanging out with the guys because I fear they would bully me if they knew about my sexuality.

Katie

My name is Katie. Lemmy is my best friend at school. Recently, he told me that he was attracted to both guys and girls. Growing up, my parents instilled a deep appreciation for diversity and inclusion. They told me to not only respect all people and diversities but to embrace them. So naturally, when Lemmy told me about his sexuality I tried to be as supportive and embracing as I knew how. Lemmy told me he felt liberated to come out to me but coming out to others was out of the question. He said that his parents are open minded, but he cannot stomach the thought of telling them that their oldest son is bisexual. We are now closer than ever, but I worry about the struggles he is going through internally.

My friend Sally's parents heard that she had come out on social media. They seemed unhappy. It can be intimidating to stand your ground against a parent when they hold so much influence in your life.

Sally

My name is Sally. I am in Year 12 at school and consider myself an LGBTQIA+ teen. I'm still working it all out but hated not being able to outwardly show who I was. I decided that instead of hiding, I would shape my identity on my own terms.

One night I decided to come out as an LGBTQIA+ teen on social media knowing that 300 of my peers and my family members who followed me would see this post. I had been hoping for some positive reactions e.g. heart emojis, but what I got instead felt like a standing ovation with shares, tags, and warm messages. Sadly, amongst it all I couldn't help but find myself fixating on the few negative comments shaming my coming out.

DEFINITIONS

LGBTQIA+

This Pride acronym (or variants of it within the resources of this booklet) stands for lesbian, gay, bisexual, transgender, queer, intersex, asexual. The + symbol represents members of the community who identify with a sexual orientation or gender identity that isn't included within the LGBTQIA acronym.

Cisgender

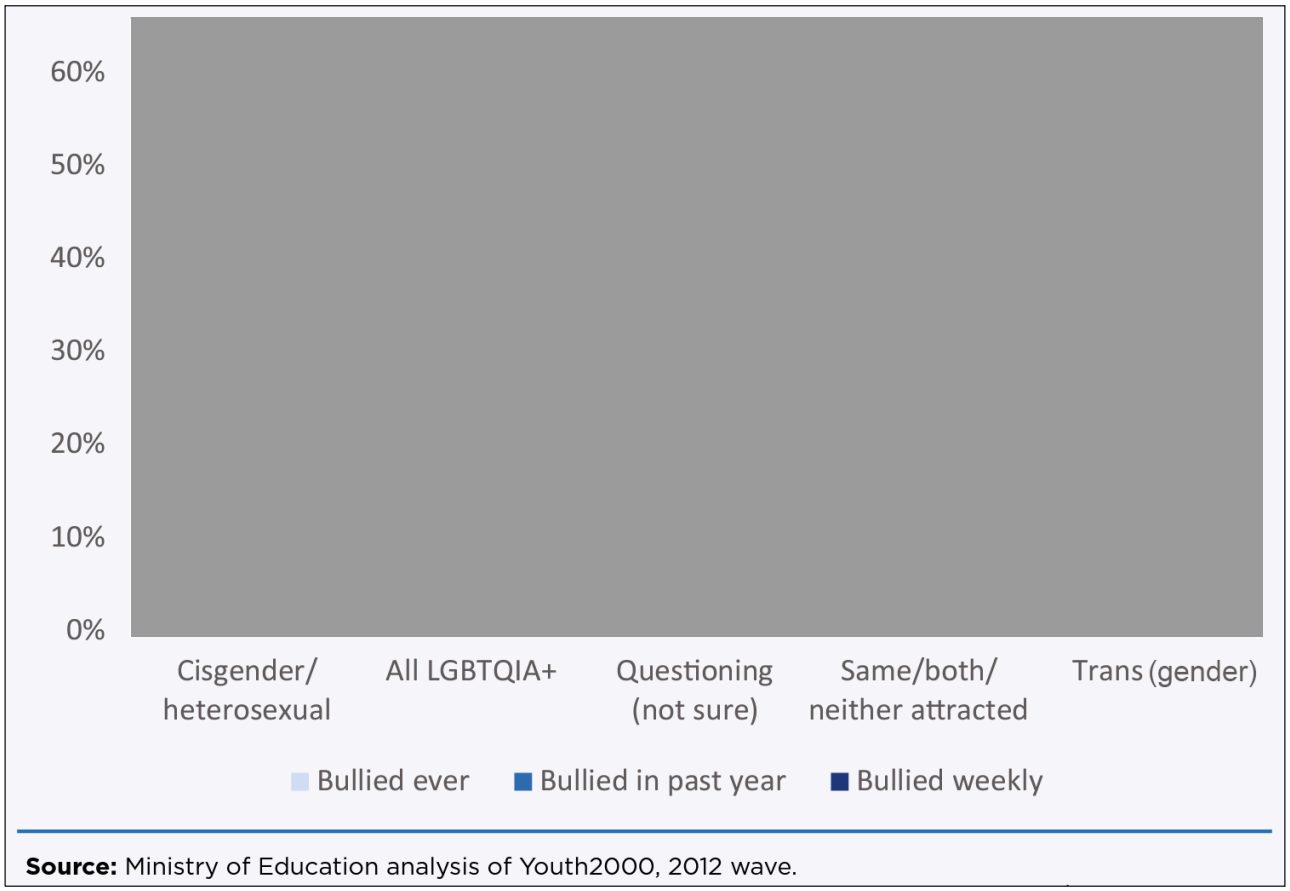
Relating to a person whose sense of personal identity and gender corresponds with their birth sex.

RESOURCE B: Survey

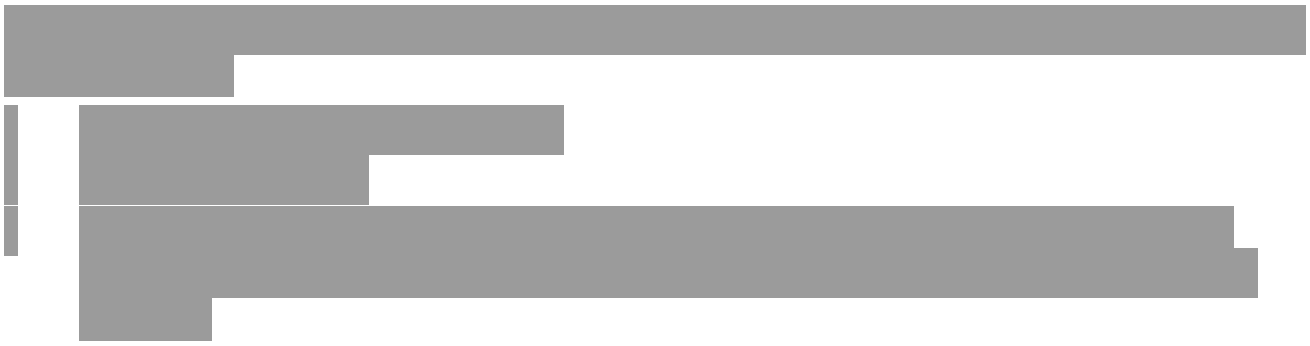
The following information is from "He Whakaaro: What do we know about discrimination in schools?", a document provided by Ministry of Education in 2012 in response to the Youth2000 survey taken by New Zealand youth.

The following graph shows the percentage of students from each sexual and gender identity group reporting various experiences with bullying.

Experiences with bullying by sexual/gender identity



Source: Ministry of Education analysis of Youth2000, 2012 wave.

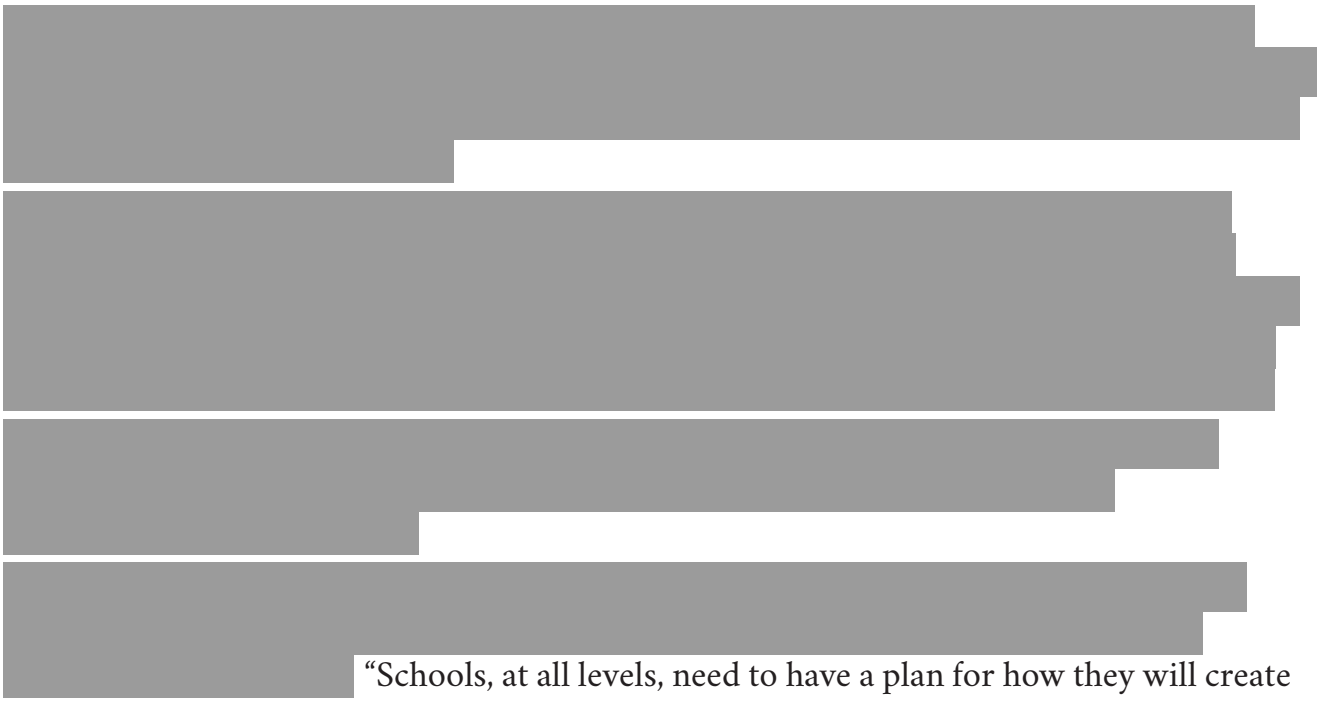


Source (adapted): https://www.educationcounts.govt.nz/publications/series/he-whakaaro/he-whakaaro-what-do-we-know-about-discrimination-in-schools

RESOURCE C: Finding support

This article from One News in 2021 looks at mental-health challenges for LGBTQ students across New Zealand.

Youth19, the latest in a series of surveys focused on young people in Aotearoa, asked 7,721 secondary school-aged students about their experiences at school, home and the wider community.

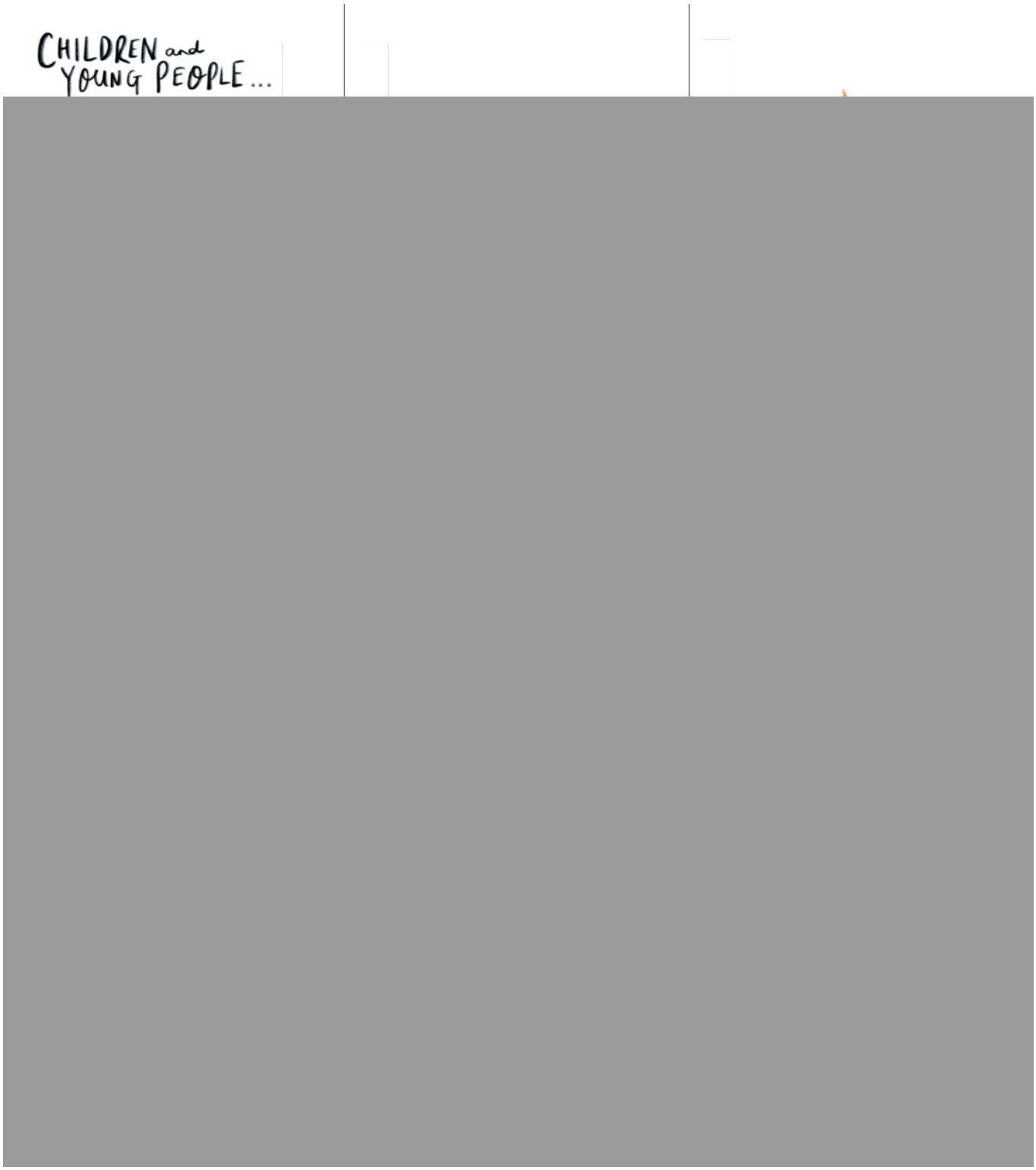


"Schools, at all levels, need to have a plan for how they will create rainbow-inclusive environments and attitudes among students and staff."

Source (adapted): https://www.1news.co.nz/2021/04/16/lgbtq-students-across-nz-report-higher-rates-of-discrimination-mental-health-challenges-despite-progress/

RESOURCE D: The Child and Youth Wellbeing Strategy: Our aspirations Ō Mātou Tūmanako

The Government's Child and Youth Wellbeing Strategy puts children and young people at the centre, and will transform the way Ministers and agencies work together to improve the well-being of children and young people. It seeks to remove barriers to well-being and support collaboration across all settings – from the Cabinet table to the kitchen table.



Source (adapted): https://childyouthwellbeing.govt.nz/sites/default/files/2019-08/child-youth-wellbeing-strategy-2019.pdf