

# LEARNING STRAND

## MYSELF AND OTHERS - KO AU, KO RATOU

### RELIGIOUS EDUCATION PROGRAMME for Year 2



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Inside front cover - A Teachers Prayer

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# INTRODUCTION TO THE TEACHER MATERIAL

## MYSELF AND OTHERS - KO AU, KO RATOU

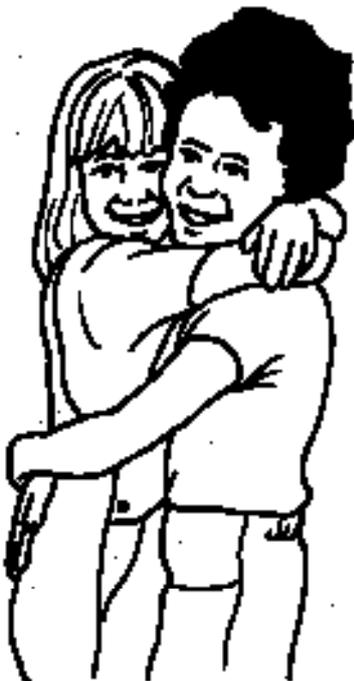
### ACHIEVEMENT AIMS

In their Health and Physical Education programmes complemented by the Myself and Others Learning Module, children will gain and apply knowledge, skills, attitudes and values to understand:

1. the purpose of God's gift of life.
2. that people are unique and gifted and God dwells within each person - Te Tapu o te tangata reflects Te Tapu o Te Atua - the sacredness of people reflects the sacredness of God.
3. that people need to be in relationship, and good relationships involve communicating, giving and receiving.
4. the Commandments and guidelines for Catholics which will enable them to make free and informed conscience decisions.
5. that tapu restrictions are put in place to maintain the dignity of people and to protect their intrinsic tapu - their very being.
6. that life is a journey, Te Wa, with various stages in which people are challenged to grow to be their best selves and to become Christlike.

These Achievement Aims underlie the concepts which are to be added to Health and Physical Education programmes in Catholic primary schools. They are included in this Learning Module in what is called the Catholic Perspective alongside the Achievement Objectives on pages 12-28.

Assessment of these aims will be included with teachers' formative and summative assessment of their Health and Physical Education programmes.



# THE PLACE AND PURPOSE OF THE MYSELF AND OTHERS LEARNING MODULE IN THE RELIGIOUS EDUCATION PROGRAMME AND ITS RELATION TO THE SPECIAL CATHOLIC CHARACTER OF THE SCHOOL

The Myself and Others Learning Module is to be used in conjunction with the Health and Physical Education Curriculum. At the time of writing this Learning Module the final Health and Physical Education Curriculum Statement and the first of the support materials were being published and distributed to schools.

The purpose of the Myself and Others Learning Module is to provide teachers with a resource which offers a Catholic perspective related to concepts in the Health Curriculum as expressed in the diagram on page 4. It provides ideas for teachers to include as they teach material in Learning Strands A, C and D. It is not intended to be a complete Catholic health programme.

The Special Character of Catholic schools requires that all areas of the curriculum are to be taught from a Catholic Perspective. The Health and PE curriculum offers many opportunities for children to hear what the Church has to say on current issues. These experiences supplement what is being taught in the Religious Education programme and they offer children the chance to transfer and apply the knowledge and skills and demonstrate the attitudes they have learnt in a different context.

One of the Underlying Concepts of the Health and PE Curriculum is Attitudes and Values and in Catholic schools this can be integrated very meaningfully with the Christian Attitudes and Values promoted and lived out as an essential part of the Catholic Character of the School and taught in the RE programme.

In the material provided in this book the attitudes/values are bolded to draw teachers attention to them. They are bolded in the Information for Family-Whanau section as well, so that parents are alerted to how Christian attitudes and values are integrated into the Health programme.

Many teachers already add a Catholic dimension to their class programmes very effectively. The Myself and Others Learning Module seeks to ensure that all teachers do this in ways which make sense to children and help them to see the links between what they are learning in RE and real life situations. It will also give children opportunities to reflect on what Catholics believe and the attitudes that have been passed on to them by the Catholic community. Teachers will need to make professional judgements about the most appropriate level of Achievement Objectives to use with their class and work with the books which best suit their needs.

The books for each year are based on the levels as outlined in the Health and Physical Education Curriculum as follows:

Level 1 - Year 1 Orange Book

Level 3 - Year 5 Pink Book

Level 1 - Year 2 Green Book

Level 3 - Year 6 Blue Book

Level 2 - Year 3 Yellow Book

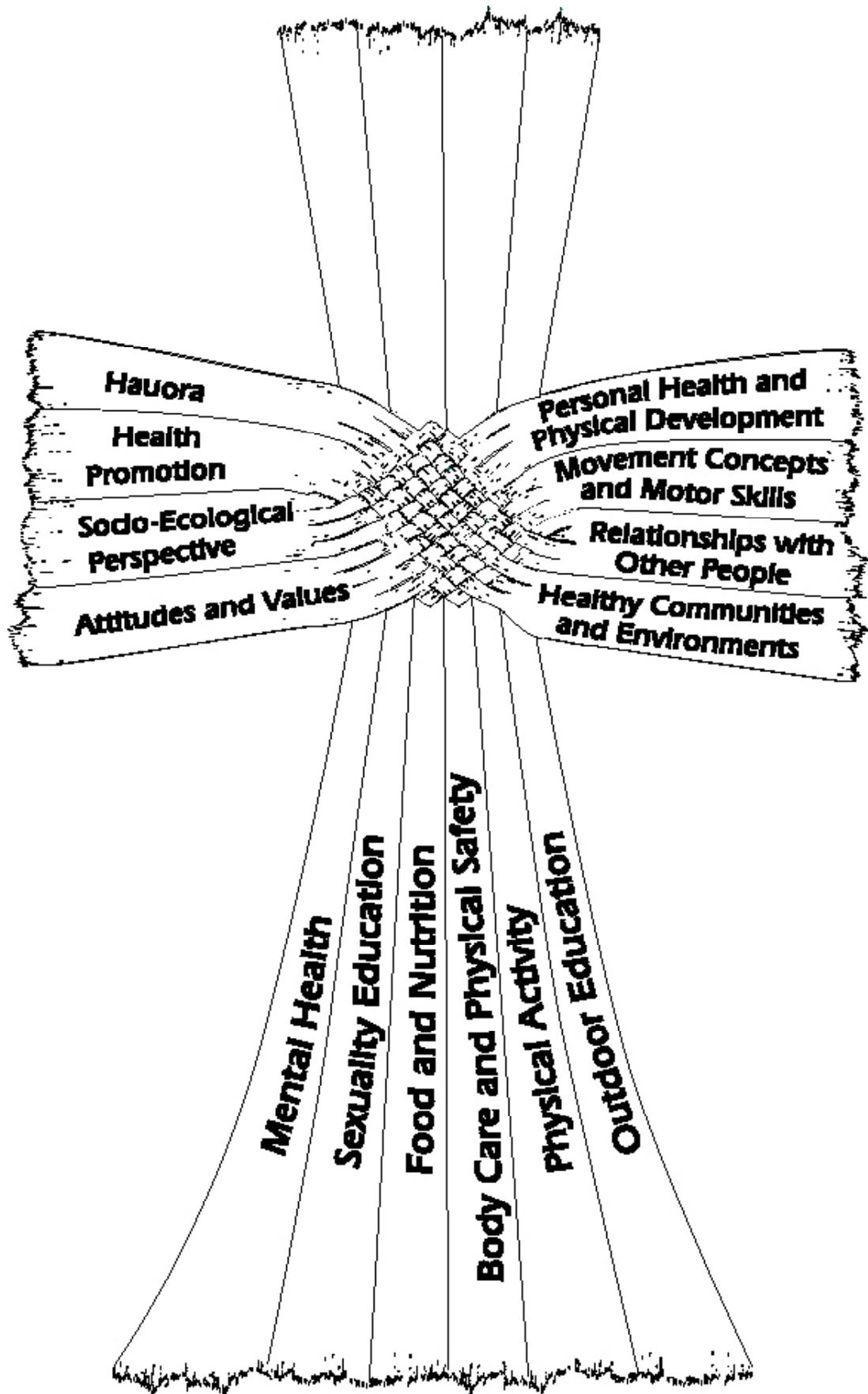
Level 4 - Year 7 Red Book

Level 2 - Year 4 Purple Book

Level 4 - Year 8 Teal Book

# A Catholic Perspective on the Health and Physical Education Curriculum

“The Glory of GOD is the HUMAN PERSON fully alive”



Teacher's Note: This page may be photocopied to include in your planning book.

# HOW THE MATERIAL IN THE MYSELF AND OTHERS LEARNING MODULE RELATES TO

## THE UNDERLYING CONCEPTS THE LEARNING STRANDS THE KEY LEARNING AREAS

### IN THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The Health and Physical Education Curriculum has 3 interrelated dimensions which need to be considered. They are:

#### The Underlying Concepts

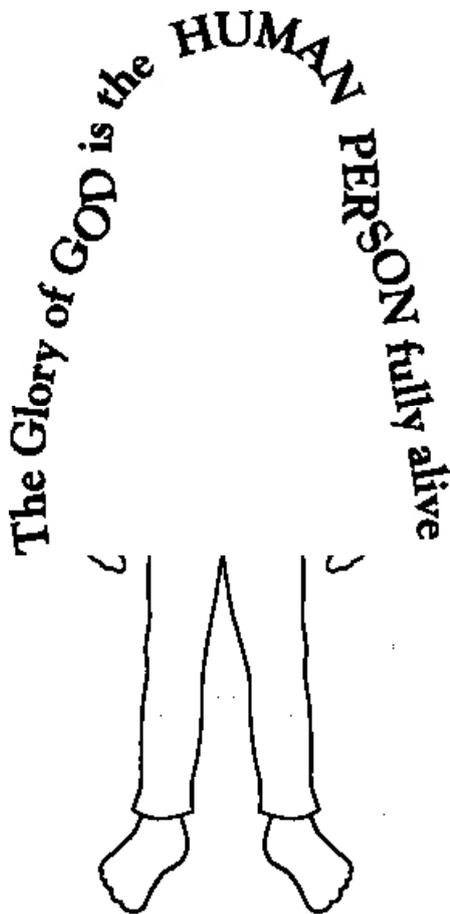
- Hauora
- Health Promotion
- Socio-ecological perspective
- Attitudes and Values

These 4 concepts support the Framework for learning in the Health Curriculum

#### Learning Strands

- A - Personal Health and Physical Development
- B - Movement Concepts and Motor Skills
- C - Relationships with Other People
- D - Healthy Communities and Environments

These 4 Learning Strands include the body of knowledge, skills and attitudes to be covered in Health and Physical Education



#### Key Areas of Learning

- Mental Health
- Sexuality Education
- Food and Nutrition
- Body Care and Physical Safety
- Physical Activity
- Sports Studies
- Outdoor Education

These 7 Key Learning Areas are the contexts in which current Health and Physical Education needs and issues can be addressed.



## HOW THE MATERIAL IN THE MYSELF AND OTHERS LEARNING MODULE RELATES TO

### THE UNDERLYING CONCEPTS THE LEARNING STRANDS THE KEY LEARNING AREAS

#### IN THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The Curriculum incorporates Health Education, Physical Education and aspects of Home Economics as 3 separate subjects.

The subject for which a Catholic Perspective is provided in the Myself and Others Learning Module is Health Education.

There is a Catholic Perspective included for

- the 4 Underlying Concepts in the statements on pages 8-9
- the concepts dealt with in Learning Strands A, C and D in the material on pages 12-29
- the Key Areas of Learning of Mental Health, Sexuality Education, Food and Nutrition and Body Care and Physical Safety in the Theological Focus, pages 7-8.

The material that is provided in the Module is based on the suggestions listed for each Achievement Objective in Learning Strands A, C and D in the Health Curriculum Statement on pages 14-19. The ideas are broad enough to be adapted as schools develop their own health programmes and make use of the Ministry of Education and other support materials to meet the needs of their children and their communities.

A Catholic Perspective on Strand B - Motor Concepts and Motor Skills is not necessary and therefore is not included.

The Theological Focus for Myself and Others gives an overview of intrinsic Catholic beliefs about the meaning and value of life, vocation and relationships with reference to the Key Areas of Learning in the Health and Physical Education Curriculum.

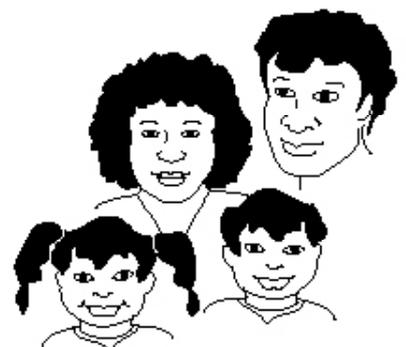
As well as this there is a statement giving the Catholic Perspective on each of the Underlying Concepts which teachers could reflect on when planning and preparing their Health Programmes.

## INFORMATION FOR FAMILIES - WHANAU

As with Religious Education, the Health Curriculum needs the support from the home to help children understand and develop attitudes and skills which will enable them to have a healthy life style.

Information for Families-Whanau is included which relates to each Achievement Objective. The suggested ideas aim to help parents reinforce at home the Catholic perspective of the class health programme topics.

This information could be included in school newsletters or shared as part of the consultation process with parents. It supplements the material in the Family-Whanau book.



### LEARNING MODULE - MYSELF AND OTHERS KO AU, KO RATOU

Reference to  
Paragraph numbers  
in the Catechism of the  
Catholic Church

- 1700-1724 The key to this Learning Module lies in a proper appreciation of the answer to the question - what is the meaning and purpose of human life? From a Catholic perspective the answer is clear. Each human person has a dignity rooted in the fact that they are made in the image and likeness of God and share in God's Tapu and Mana. Not only that, each is also made with a purpose or vocation - to grow in love and communion with others and the God who created them and intends for them eternal happiness. As Pope John Paul II puts it "God inscribed in the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion. Love is therefore the fundamental and innate vocation of every human being". (The Role of the Christian Family in the Modern World N.11) This understanding of the meaning and purpose of human life underlies the approach of a Catholic school to Mental Health, a Key Area of Learning in the Health and Physical Education Curriculum.
- 1730-1832 The vocation to love, described by Pope John Paul II, is developed in freedom. It is therefore developed in a moral context. In their relationships human beings have the capacity to choose, and their choices are subject to the judgement of conscience. Parents, family-whanau, priests and educators all have a role to play in helping children begin the life-long process of developing educated consciences. That is, consciences which are well informed, and formed in the light of the Word of God - Te Kupu a Te Ariki and the teaching of the Church.
- 2221-2331 From such an understanding of human life, certain values and attitudes regarding the human person and human relationships follow naturally. It is these attitudes and values that Catholic parents seek to pass on to their children. This Learning Module seeks to help teachers support parents in this important task.
- 364 One key value concerns our bodies. In Christian tradition human bodies are regarded as 'temples of the Holy Spirit' (1 Cor 6:19). As such they are to be valued, cared for and properly used. Obviously such an understanding relates easily to Key Areas of Learning in the Curriculum such as; Food and Nutrition, Body Care and Physical Safety, Physical Activity, Sports Studies and Outdoor Education.

In the same way children can be taught to value not only themselves, but also others, as persons with the inherent dignity - tapu - of beings created in the image of God. And God created us male and female. That is, our sexuality - our femaleness and maleness and all that goes with it - is part of God's design and to be valued as such. In support of the family-whanau, teachers can help children in a true appreciation of the dignity of each person as male or female. They can also begin to appreciate the importance of sexuality in their vocation to love. In a Catholic school, it is from such a perspective that the Key Area of Learning in the Health and Physical Education Curriculum, Sexuality, is approached.



## THEOLOGICAL FOCUS

362-68 Pope John Paul II points out that as human beings we are each created as 'an incarnate spirit, that is a soul which expresses itself in a body and a body informed by an immortal spirit'. This means that 'love includes the human body, and the body is made a sharer in spiritual love'. So parents and other educators have a responsibility to help children develop a proper understanding, not drawing false distinctions between body and spirit but rather helping them to appreciate that we are called to love in 'our unified totality.' (The Role of the Christian Family in the Modern World N.11)

To love is to be in relationship. The union of love - aroha among the three divine persons of the Trinity is a model for human relationships. Each human person is called to be in a relationship with others - a relationship which involves giving and receiving. There is much to learn about building loving relationships within and beyond the family-whanau and thus living out our primary vocation.

All people develop through various stages on the journey of life - Te Wa. Each stage brings new challenges and goals to achieve. There is time for children to learn from family-whanau and teachers, appropriate information, attitudes and values that will help them develop truly loving relationships with self, God and others. Everyone has a role to play to help guide and encourage so that people can use their gifts, grow in tapu and mana, and achieve their goals on their life journey - Te Wa.

## A CATHOLIC PERSPECTIVE ON THE FOUR UNDERLYING CONCEPTS

### Well-Being - Hauora

The concepts of well-being and hauora are essentially about a holistic approach to living. These concepts recognise the inter-relatedness of the various dimensions which contribute to well-being or hauora. Thus when dealing with the Key Learning Area of Mental Health, the focus is on learning about various things that contribute to mental well-being and not on mental illness.

Such an understanding of the need for integration of various elements to provide harmony, completeness or fulfilment has strong roots in Christian tradition. In the Old Testament the word shalom (often translated as peace - rangimarie) also carries the connotation of completion or harmony. To wish someone shalom is to wish them the peace that comes from being in right relationship with God - Te Atua, oneself and the community, as well as from good health and a level of material prosperity.

In the New Testament, Jesus often wished peace (shalom) on his disciples. For Christians, Jesus is their peace because he is the bond of communion with God. This is not a purely individual relationship, for love of God includes love of neighbour and self. In fact this love of self is a reflection of God's love for us, and is necessary for our well-being.

Neither does the emphasis on spirituality - taha wairua indicate a neglect of the other dimensions of humanity. Just the opposite in fact if we take seriously the insight of the mediaeval scholastics that 'grace builds on nature'. In other words, God works through our humanity. After all it was God who created human beings, not as angels, but as creatures with free will, the capacity to choose good - tika or evil - hē, and the capacity for growth in all our dimensions. In the famous words of St Irenaeus, "the glory of God is the human person fully alive".

The concepts of well-being and hauora complement such a Catholic understanding of the human person - te tangata, and may thus easily form part of the underlying philosophy of the health and physical education programmes in Catholic schools.

# A CATHOLIC PERSPECTIVE ON THE FOUR UNDERLYING CONCEPTS

## Health Promotion

The concept of health promotion is about a process that helps create supportive environments and requires the involvement of the wider school community.

This concept relates easily to the Catholic understanding that, “life and physical health are precious gifts - taonga entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good” [CCC 2288].

## The Socio-Ecological Perspective

The Health and Physical Education Curriculum Statement says that through the Socio-Ecological Perspective, students “will learn to take into account the considerations that affect society as a whole as well as individual considerations and will discover the need to integrate these”. The general idea is that individuals should accept responsibility for creating a better ‘environment’ for the general benefit. The ‘environment’ could be the home, the classroom, the playground or the wider social or natural environment.

This underlying concept relates well to the Catholic social justice principle of the Common Good. By common good is to be understood “the sum total of social conditions which allow people, either in groups or as individuals, to reach their fulfilment more fully and more easily. The common good concerns the life of all” [CCC 1906].

The common good consists of three essential elements; respect for the dignity and worth of the person - te tapu o te tangata, the social well-being and development of the group - taha whanau, and peace - rangimarie.

The features of the Socio-Ecological Perspective outlined in the Curriculum Statement obviously marry well with the principle of the common good. This principle extends to humanity’s relationship with the natural environment. Catholic teaching reminds people that their control “over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of their neighbour, including generations to come; it requires a religious respect for the integrity of creation”. (CCC 2415-18)

## Attitudes and Values

The Health and Physical Education Curriculum Statement lists a number of attitudes and values which health and physical education are designed to promote. They include such things as: respect for the rights of others, care and concern - manaaki for other people and the environment, and a sense of social justice - tika.

Some of these attitudes and values are identical to those that Catholic schools seek to pass on as part of their Catholic Character, and others are complementary.

As the Theological Focus for this Learning Module points out, the attitudes and values Catholic parents and schools seek to pass on to their children flow from a particular understanding of human life. This is that each person has a dignity rooted in the fact that they are made in the image and likeness of God, share in God’s Tapu and Mana and that the fundamental vocation of each person is love - aroha.

The attitudes and values of the Health and Physical Education Curriculum are thus to be integrated into the attitudes and values that the Catholic home and school strives to model and teach. In essence these are the attitudes and values of Jesus Christ.



## SUGGESTIONS FOR USING THIS LEARNING MODULE

This material is designed for teachers to use alongside their Health programmes. When preparing their Health programmes teachers need to consider the Catholic perspective and incorporate some of the ideas and language into their Learning Outcomes for each lesson and into their assessment strategies as well.

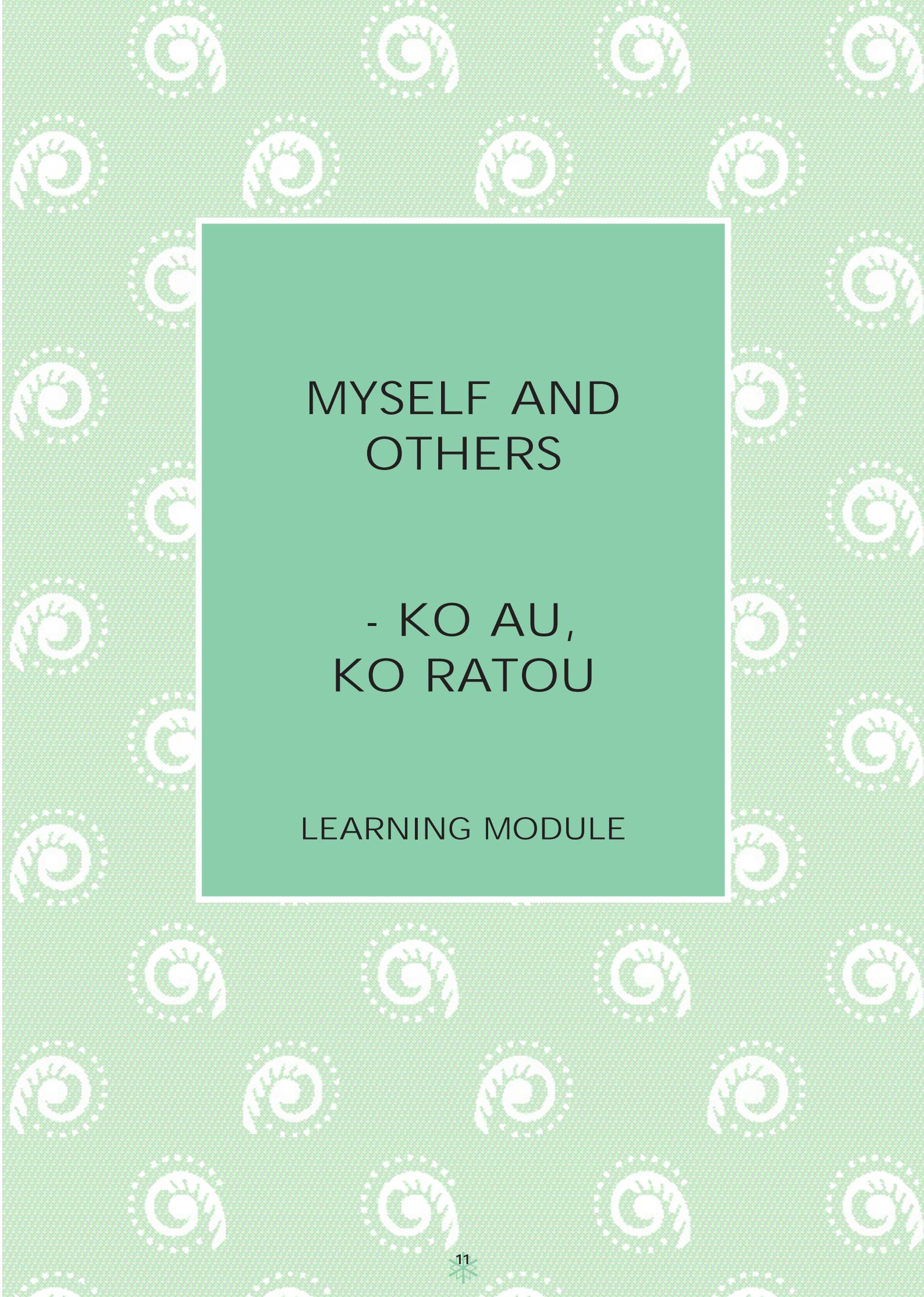
Teachers may photocopy pages with the photocopy note from the Module and include them in their planning book to remind them to include the Catholic perspective as they work through their Health programmes. They may also like to record the names of resources they have which could be included in the lessons for future reference.

The links between the other Essential Learning Areas have been included to enable teachers, as they plan their programmes, to see the overlap of content and help children to make connections between various topics so they can experience more holistic learning.

The Suggested Resources could be used in an integrated approach to support the ideas being presented in the Health lessons or as part of other Essential Learning Areas including Religious Education.

## EXPLANATION OF THE FORMAT OF THE STRAND / ACHIEVEMENT OBJECTIVE MATERIAL IN THIS LEARNING MODULE

- The material is printed in the order of the Strands A, C and D, but does not need to be taught in that order.
- The Focus Statement is a short statement which focuses on the concepts in the Achievement Objective and relates them to Catholic beliefs - whakapono.
- The material in the left hand column is taken from the examples in the Health and PE Curriculum for each Achievement Objective.
- The material in the right hand column is the Catholic Perspective related to each idea in the left hand column. The bolded words are the Christian values which children are encouraged to develop.
- The Suggested Resources list classroom resources which present a Christian outlook that could be used as part of the Health programme on this topic.
- The material which relates to other Essential Learning Areas identifies the links in the Learning Strands of the Religious Education, the Social Studies and the Health Curriculum.
- The Additional Resources box is supplied as a space for teachers to list resources they have found themselves.
- The Information for Families-Whanau is information which could be included as part of material that is sent home to parents to keep them informed about the current class Health topic. The Christian values are bolded in this information also and parents need to be made aware of this.



MYSELF AND  
OTHERS

- KO AU,  
KO RATOU

LEARNING MODULE

## LEVEL 1 STRAND A PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

### Focus Statement

Our bodies are part of the Creation, which God made and 'saw that it was good'. In grateful response to this gift we respect our own dignity and tapu and the dignity and tapu of others, and care for our own and others' bodies.

Achievement Objective 1:

Personal Growth and Development

The students will describe feelings and ask questions about health, growth, development and personal needs, eg

Suggested Contexts:

Catholic Perspective:

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• changes in people's growth patterns from birth onwards</li> <li>• exercise, rest, food, shelter, love</li> <br/> <li>• care and protection</li> <br/> <li>• what it means to be healthy</li> <br/> <li>• names of parts of the body</li> </ul> | <ul style="list-style-type: none"> <li>• God's plan for people is they should grow and change</li> <br/> <li>• God - Te Atua wants people to take care of their bodies by having exercise, rest and healthy food because they are created by God</li> <br/> <li>• Taking care of their bodies is a way people say thank you to God for the gift - taonga of their bodies</li> <br/> <li>• The love - aroha and care - manaakitanga of families-whanau are God's gifts to people</li> <br/> <li>• God created all people to be happy and healthy</li> <br/> <li>• People's bodies are God's wonderful creation and they must be treated with respect</li> <br/> <li>• Each part of people's bodies has been created by Te Atua - God to help them enjoy being alive</li> </ul> |
|---|---|

Suggested Resources:

"How Should We Give?" from "Jesus and Me" by V Gilbert Beers, Candle Books, Cumbria 1998

"The Velveteen Rabbit" by Margery Williams, Heinemann, London 1970

"God Gave Me a Face for Feelings" by Laurie Lazzaro Knowlton, Grace Publications

"Marvellous Me" by Dr Anne Townsend

"God Made All of Me" by Jolynn Johanning, Resource Publications USA 1992

"You are Special" by Jill Eggelton, Sunshine Books

"Why Cry?" by Diana Noonan \*

"You Did It" by Jan McPherson \*

\* These books are available from Sunshine Book agents

Relevant Scripture References:

Genesis 1:1-31, 2:1-4

Psalm 139

Prayers and Songs from Year 2 Music and Prayer Learning Strand Resource:

"Every Person Is a Gift of God" page 3

**Teacher's Note:** This page may be photocopied to include in your planning book.

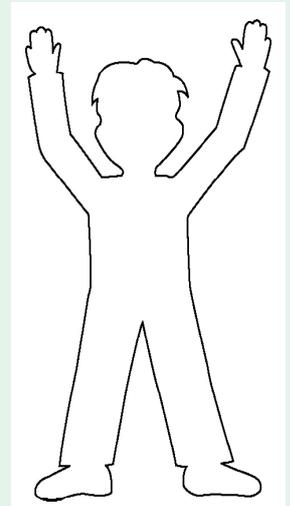
Links between Health Strand A, AO 1 and other Essential Learning Areas:

Religious Education Year 2  
God Learning Strand - Our Gracious God  
Lesson 2 - I am a Sign of God's Love  
Communion of Saints Learning Strand - Saints and Inspiring People  
Lesson 4 - Why Some People are Inspiring  
Lesson 5 - How Can I Become a Saint

Social Studies Level 1 - Time, Continuity and Change, AO 2

Science Level 1 - Making Sense of the Living World, AO 2, AO 3

Additional Resources: (list other useful resources)



#### Information for Families-Whanau

Children need to have opportunities to discover the wonder of their own and other people's growth and development which is part of God's plan for people to live and be happy. Talk to children about how their body is a gift from God - Te Atua and that taking care of it is a way of giving thanks to God for this gift. Taking care means having regular exercise, enough rest, eating healthy foods and giving and receiving love - aroha and care - manaakitanga. Encourage children to develop an attitude of respect for their bodies and other people's by treating them with care and gentleness.

In family-whanau time and prayer thank God for the gift of life and a healthy body.

**Teacher's Note:** This page may be photocopied to include in your planning book.

Focus Statement

Our bodies are part of the Creation, which God made and 'saw that it was good'. In grateful response to this gift - taonga we respect our own dignity and tapu and the dignity and tapu of others, and care for our own and others bodies.

Achievement Objective 3:

Safety and Risk Management

Students will describe and demonstrate simple health care and safety procedures, eg

Suggested Contexts:

Catholic Perspective:

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• simple hygiene practices</li> <li>• safety procedures to follow that relate to fire, roads, sun and water</li> <li>• procedures to follow during illness</li> <li>• procedures for addressing physical challenges</li> <li>• activating emergency systems</li> <li>• playing games</li> <li>• preparing snack foods</li> <li>• responding to unwanted touching</li> </ul> | <ul style="list-style-type: none"> <li>• God wants us to care for our bodies by keeping ourselves clean so we will be healthy and happy people</li> <li>• Taking care to keep ourselves safe is the right - tika thing to do and that is good</li> <li>• Paying attention to rules which are made to keep people safe is what God wants people to do</li> <li>• Taking responsibility for our own safety</li> <li>• Playing safe games is such a good thing to do</li> <li>• Our bodies are sacred - tapu and precious and we should always look after them and respect them</li> </ul> |
|--|---|

Suggested Resources:

"Me at the Swimming Pool" by Jan Godfrey, A Little Lion Book, Oxford 1989

"Lost" by Mary Shepherd, School Journal Pt 1 No. 2 1985

"Don't Go Near the Canal" by June Leonard, School Journal Pt 1 No 5 1988

"The Children's Friend" by Joy Cowley, Wendy Pye (B.V.) Ltd, Auckland 1994

"Rescue?" by Judy Ling \*

\* This book is available from Sunshine Book agents

Relevant Scripture References:

Mark 10:13-16

Mark 10:46-52

Luke 7:11-17

Luke 17:11-19

Songs from Year 2 Music and Prayer Learning Strand Resource:

"Bartimaeus" page 10

Links between Health Strand A, AO 3 and other Essential Learning Areas:

Religious Education Year 2

Jesus Christ Learning Strand - Jesus Showed His Love In Different Ways

Lesson 5 - Jesus Touched and Healed

Lesson 6 - Jesus Showed us How to Heal With Love

Keeping Ourselves Safe Programme - Different Kinds of Touching

Social Studies Level 1 - Time, Continuity and Change - AO 1

Resources and Economic Activities - AO 1

Culture and Heritage - AO 2

Science Level 1

Making Sense of the Material World - AO 2, AO 4

Making Sense of the Physical World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Encouraging children to use safe practices in everyday situations helps them to realise they are important and precious people who are loved greatly. Teaching children to have an attitude that it is right and good - tika to do good things starts when they are young - reminding them when they forget and praising them when they do the right thing enforces the right messages. Parents are the models children are most influenced by so they must also use safe practices. It is important to explain to children why something is unsafe and the consequences of doing things that are unsafe. Encourage older brothers and sisters to show a good example to younger family-whanau members.

Teacher's Note: This page may be photocopied to include in your planning book.

Focus Statement

Each person has an inherent personal dignity and tapu by virtue of being created in the image of God - Te Atua.

Achievement Objective 4:

Personal Identity and Self Worth

The students will describe themselves in relation to a range of contexts, eg

Suggested Contexts:

Catholic Perspective:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• in relation to their class, classmates, community, friends, whanau, iwi</li> <li>• play preferences</li> <li>• school</li> <li>• their feelings about themselves in relation to gender, culture or abilities</li> </ul> | <ul style="list-style-type: none"> <li>• Belonging to groups is important because it helps people to discover who they are. Groups help, care and encourage them to try new things</li> <li>• Each person is unique and special in God's eyes. People have special things they like to do because they are different and God loves each person as they are</li> <li>• God - Te Atua wants people to be confident and proud of themselves - proud to be a boy or a girl, proud to be Maori, or Pakeha or Chinese or Samoan. God has given all people gifts - taonga to be used to help themselves and others</li> </ul> |
|--|--|

Suggested Resources:

"Sharing is Fun" by V Gilbert Beers from "Jesus and Me", Candle Books, Cumbria 1998

"Happy Families"

"Edna Eagles" by Gwen Costello, 23rd Publications, Mystic, Connecticut 1992

"I Like Being Alone" by Betty Ren Wright Chariot Books

"Just Because I am" by Lauren Payne, Free Spirit Publishing, Minnesota 1994

"37 Activities for Developing Self Esteem" 23rd Publications, Mystic, Connecticut, 1990

Relevant Scripture References:

Luke 1:39-43,56

Songs from Year 2 Music and Prayer Learning Strand Resource:

"Joy, Joy, Joy" page 20

"Children of God" page 28

"I Have Called You by Name" page 31

Links between Health Strand A, AO 4 and other Essential Learning Areas:

Religious Education Year 2

God Learning Strand - Our Gracious God

Lesson 2 - I am a Sign of God's Love

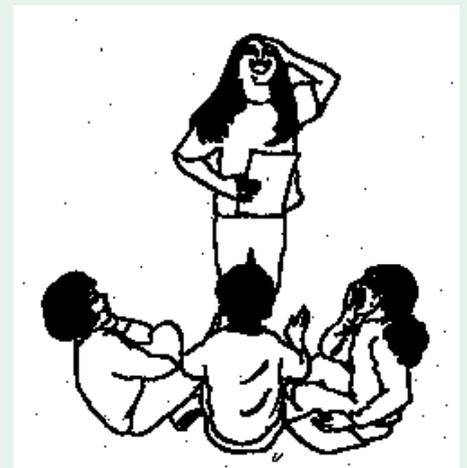
Lesson 9 - People respond to God's Gifts

Social Studies Level 1

Culture and Heritage - AO 1, AO 2

Teachers Note: This page may be photocopied to include in your planning book.

Additional Resources: (list other useful resources)



#### Information for Families-Whanau

Childrens feelings of self-worth come first from their families-whanau. Children pick up on verbal and non-verbal messages about how much they are valued by others and this has a deep effect on how they feel about themselves. They need to hear often that they are loved for who they are - you are loved because you are my son or my daughter. Parents need to encourage their children - tamariki from an early age to have attitudes of pride and confidence in who they are, how they look and what they can do. Children need to have choices so they can learn to take responsibility for the choices they make. They need freedom and opportunities to be able to develop their own individuality. Affirming each child's uniqueness and avoiding comparisons with others helps to develop positive feelings of self-worth.

Teachers Note: This page may be photocopied to include in your planning book.

Focus Statement

The primary purpose or vocation of each person is to grow in love - aroha and communion with other people and with God - Te Atua who created them.

Achievement Objective 1:

Relationships

The students will explore and share ideas about relationships with other people, eg

Suggested Contexts:

Catholic Perspective:

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• with friends, classmates</li> <li>• people from different cultures</li> <li>• younger and older children</li> <li>• grandparents, whanau</li> <li>• students with specific needs</li> <li>• when discussing comfortable and uncomfortable feelings they experience when interacting with other people</li> </ul> | <ul style="list-style-type: none"> <li>• God created people to live together and love one another. Friendship is one of Gods great gifts - taonga for people to share</li> <li>• People need other people to help them to grow and develop. People of different ages and cultures help others to learn different ways of thinking, living together, being friends and being accepted</li> <li>• People need to remember that everyone needs to feel included and to have friends. There are times when people need help to make friends</li> <li>• There are times when people enjoy being with others and times when they don't. People need to learn to be tolerant and patient with others because this is what followers of Jesus are like</li> </ul> |
|---|---|

Suggested Resources:

- "Priscilla Tadpole" by Gwen Costello, 23rd Publications Mystic, Connecticut 1992
- "My Sister Katie" by Christine Wright Scripture Union, London 1990
- "Grandparents" by Jean Watson, Scripture Union, London
- "Helping Someone Who is Alone" by V Gilbert Beers from "Jesus and Me", Candle Books, Cumbria 1998
- "Jenny and Grandpa" by Carolyn Nystrom, Lion Publishers, Oxford, England
- "The Rose Rest Home" by Jeanette Cunis \*
- "In a New Land" by Jan McPherson \*

\* These books are available from Sunshine Book agents

Relevant Scripture Reference:

Psalm 62:7-9

Songs from Year 2 Music and Prayer Learning Strand Resource:

- "What God Is Like" page 4
- "Gods Great Love" page 7
- "Lets Be Friends" page 9
- "What Makes Love Grow?" page 14
- "God Has Made Us a Family" page 27
- "Children of God" page 28
- "A Welcome Song" page 29

Teacher's Note: This page may be photocopied to include in your planning book.

Links between Health Strand C, AO 1 and other Essential Learning Areas:

Religious Education Year 2

God Learning Strand - Our Gracious God

Lesson 5 - Jesus tells about God as his Father

Lesson 7 - God is a forgiving Father - Matua

Lesson 8 - Responding to Gifts

Lesson 10 - God's Gifts of People and Creation

Jesus Christ Learning Strand - Jesus Showed His Love In Different Ways

Lesson 1 - Jesus' Invitations

Lesson 2 - Jesus Shared Meals

Lesson 4 - Jesus Talked and Listened - We Talk and Listen

Lesson 7 - Jesus' Ways of Love - My Ways of Love

Lesson 8 - Am I a Good Friend?

Lesson 9 - People Show Love at Home and at School

Church - Community of Disciples Learning Strand - Gathering, Celebrating, Living God's Presence

Lesson 2 & 3 - People and Places in our Parish

Lesson 5 - When Our Parish Gathers and Celebrates, it is a Sign of God in the World

Social Studies Level 1

Time, Continuity and Change - AO 2

Culture and Heritage - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Children first learn about relationships from their experience of interacting within their family-whanau. They learn that for relationships to be healthy they need to be able to say how they feel or what they think. They need to spend time with people who listen to them. Children - tamariki who are secure and happy are confident they will always be safe and accepted at home and someone will listen to what makes them worried or afraid and will help them to deal with this. They need to learn to have a forgiving attitude and to say sorry and start again. Children - Tamariki learn all this from seeing how the people in their family-whanau do it. As they learn how to do it themselves they can carry these skills into the relationships they develop outside their homes.

**Teacher's Note: This page may be photocopied to include in your planning book.**

## LEVEL 1 STRAND C RELATIONSHIPS WITH OTHER PEOPLE

### Focus Statement

The primary purpose or vocation of each person is to grow in love - aroha and communion with other people and with God - Te Atua who created them.

Achievement Objective 2:

Identity, Sensitivity and Respect

Students will demonstrate sharing and cooperative skills in groups, eg

Suggested Contexts:

Catholic Perspective:

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• during physical activities</li><li>• on outings</li><li>• at home</li><li>• in the classroom</li><li>• in the playground</li></ul> | <ul style="list-style-type: none"><li>• Because people are God's creatures they share in God's Mana and Tapu. This is why they must be treated with respect. Learning to share and cooperate with others are important skills which children can learn when they are young and build on as they grow. Sharing is a way of showing respect for the mana and tapu - dignity of others. Cooperating with others lets others know what they can do is valuable</li></ul> |
|--|--|

Suggested Resources:

"Peter Brandy Balls" by Dick Frizzel, School Journal Pt 1 No 4 1978

"Helping" by Angus Hudson, Grosvener Books, Carlisle 1995

"Teaching Young Children To Care" by Dorothy Dixon, 23rd Publications USA 1990

"Peter's Angry Toys" by Carol Therese Plum, Our Sunday Visitor Publications, Indiana 46750 1989

"How Owl Changed His Hoot" by Judy Ling \*

"A Special Friend for Jamie" by Maria McKernan \*

"Bill" by Richard Gunther \*

\* These books are available from Sunshine Book agents

Relevant Scripture References:

Luke 9:11-17

Mark 10:46-52

Songs from Year 2 Music and Prayer Learning Strand Resource:

"Let's Be Friends" page 9

"Take My Hand" page 13

Links between Health Strand C, AO 2 and other Essential Learning Areas:

Religious Education Year 2

Jesus Christ Learning Strand - Jesus Showed His Love In Different Ways

Lesson 7 - Jesus' Ways of Love - My Ways of Love

Lesson 8 - Am I a Good Friend?

Lesson 9 - People Show Love at Home and at School

Social Studies Level 1

Culture and Heritage AO 2

Teacher's Note: This page may be photocopied to include in your planning book.

Additional Resources: (list other useful resources)



#### Information for Families-Whanau

At the heart of family-whanau life is an attitude of sharing and cooperation. Families-whanau share their time, their energy, their interest, their food, their home, their money but most importantly their love - aroha and care - manaakitanga with each other. It is through the experience of living in a family-whanau that children learn to develop a cooperative attitude to life and in the process they learn so many Christian values eg, acceptance and tolerance of others, respect for people and their differences and patience while taking turns.

Teacher's Note: This page may be photocopied to include in your planning book.

## LEVEL 1 STRAND C RELATIONSHIPS WITH OTHER PEOPLE

### Focus Statement

The primary purpose or vocation of each person is to grow in love and communion with other people and with God who created them.

Achievement Objective 3:

Interpersonal Skills

Students will express their own ideas, needs and feelings effectively and listen to those of other people, eg

Suggested Contexts:

Catholic Perspective:

- by learning to speak confidently and respond positively
- use "I" statements
- use movement to express ideas
- describe situations where they feel safe and unsafe

- Every person has the right to express their ideas, needs and feelings freely. This increases their mana and helps them to grow as people. When people listen to one another they come to understand one another and their relationships can develop

Suggested Resources:

"Children Believe Everything You Say"

"Just Because I Am"

"I am Glad I Am"

Relevant Scripture References:

Matthew 13 "The Beginner's Bible" pages 348-353

Luke 10 "The Beginner's Bible" pages 395-399

Songs from Year 2 Music and Prayer Learning Strand Resource:

"What Makes Love Grow?" page 14

Links between Health Strand C, AO 3 and other Essential Learning Areas:

Religious Education Year 2

Jesus Christ Learning Strand - Jesus Showed His Love in Different Ways

Lesson 7 - Jesus' Ways of Love - My Ways of Love

Lesson 8 - Am I a Good Friend?

Lesson 9 - People Show Love at Home and at School

Social Studies Level 1

Culture and Heritage - AO 1, AO 2

Time, Continuity and Change - AO 2

Teacher's Note: This page may be photocopied to include in your planning book.



Additional Resources: (list other useful resources)



#### Information for Families-Whanau

Simple interpersonal skills can be learned from an early age in families-whanau. Parents who encourage their children - tamariki to express their ideas, needs and feelings are enabling them to develop skills which they will be able to use throughout life. When children - tamariki feel free to express their own their needs, ideas and feelings this helps them to be responsible for them. The other essential part of communication is listening. Families-whanau who encourage a listening attitude to one another can avoid conflict and can become aware of the needs of others and respond appropriately.

Teacher's Note: This page may be photocopied to include in your planning book.

## LEVEL 1 STRAND D HEALTHY COMMUNITIES AND ENVIRONMENTS

### Focus Statement

As people who are in a covenant relationship with God - Te Atua, Christians are bound to follow the commands to love God and our neighbour as ourselves.

Achievement Objective 1 & 3:

Societal Attitudes and Beliefs - Rights, Responsibilities and Laws

The students will take individual and collective action to contribute to safe environments that can be enjoyed by all.

Suggested Contexts:

Catholic Perspective:

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• by addressing teasing and bullying</li> <br/> <li>• meeting specific needs</li> <br/> <li>• setting classroom rules</li> <br/> <li>• picking teams</li> <br/> <li>• taking turns</li> <br/> <li>• accommodating culturally different behaviours</li> </ul> | <ul style="list-style-type: none"> <li>• Words and actions which hurt others by violating tapu and dignity are wrong because they are not what God asks us to do. All people are called by God to live together in love - aroha and peace - rangimarie</li> <br/> <li>• All people have the right to live and be accepted as they are with their differences - they should not be excluded because they are different, they are all Gods creation</li> <br/> <li>• Rules are made to help people live in peace together and to enable all people to be treated fairly. Keeping rules is very important as it shows people respect authority and the rights of others</li> <br/> <li>• Different cultures do things differently and it is right to learn about these differences and respect them</li> </ul> |
|---|---|

Suggested Resources:

Cool Schools Programme - appropriate sections

"Shingo's Grandfather" by Judy Ling \*

"Coconut Lunches" by Rose Inerra \*

"Graffiti" by John Lockyer \*

\* These books are available from Sunshine Book agents

Relevant Scripture Reference:

Matthew 2:13-22

Songs from Year 2 Music and Prayer Learning Strand Resource:

"God Has Made Us a Family" page 27

Links between Health Strand D, AOs 1 & 3 and other Essential Learning Areas

Religious Education Year 2

The Holy Spirit Learning Strand - The Holy Spirit in Peoples Lives

Lesson 1 - What Does Believing in Something Mean?

**Teacher's Note: This page may be photocopied to include in your planning book.**

Links between Health Strand D, AOs 1 & 3 and other Essential Learning Areas Continued:

Religious Education Year 2 Continued

Church - Community of Disciples Learning Strand - Gathering, Celebrating, Living God's Presence

Lesson 6 - Privileges and Responsibilities in Our Family-Whanau

Lesson 7 - Privileges and Responsibilities in Our School

Lesson 8 - Privileges and Responsibilities in Our Parish

Social Studies Level 1

Culture and Heritage - AO 1, AO 2

Resources and Economic Activities - AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

Teaching children to have a positive open attitude to differences is an important Christian value. Valuing people's uniqueness because each person is made in God's image is a central Christian belief. Encouraging children to learn more about other ways of being, eg different abilities and different cultures, enables them to have numerous opportunities to develop understanding about how wonderfully different people are. Taking time to explain what attitudes lie behind rules is worthwhile so children can understand that rules exist so that each person's freedom and safety is respected. Children - Tamariki need to be encouraged to develop a positive attitude to rules and authority and a sense of justice - tika and fairness - pono for everyone.

Teacher's Note: This page may be photocopied to include in your planning book.

Focus Statement

Jesus healed people of physical and spiritual ills. Christians are grateful to and show respect for those who carry on this ministry of service today.

Achievement Objective 2:

Community Resources

The students will identify people who can help with health care, eg

Suggested Contexts:

Catholic Perspective:

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• family, school</li> <br/> <li>• community or religious leaders</li> <br/> <li>• medical personnel</li> <br/> <li>• kaumatua</li> <br/> <li>• coaches</li> </ul> | <ul style="list-style-type: none"> <li>• Our families-whanau are gifts from God to love and care - manaaki for us. They need us and we need them. Children need to be grateful for people who care about them</li> <br/> <li>• Our parish priest and people in our parish care for us and want us to enjoy life. They care for the health of our souls</li> <br/> <li>• God has given special gifts - taonga of healing to people, eg nurses and doctors who help people to get well</li> <br/> <li>• Some people in our communities have been given the role of guidance, care and leadership - kaiarahi of people. We respect these people and value their help and advice</li> </ul> |
|--|---|

Suggested Resources:

- "The Wilde Street Gang and Molly" by Jane Buxton \*
- "Nothing To Be Scared Of" by Jennifer Beck \*
- "Ah Liang's Gift" by Judy Ling \*
- "Tummy Ache" by Alan Trussel-Cullen \*

\* These books are available from Sunshine Book agents

Relevant Scripture References:

- Mark 5:21-24, 35-43
- "Listen" Bible, page 152, Jeremiah 30:10, 12, 13, 17

Songs from Year 2 Music and Prayer Learning Strand Resource:

- "Every Person Is a Gift of God" page 3
- "Children of God" page 28

Links between Health Strand D, AO 2 and other Essential Learning Areas:

- Religious Education Year 2
- Jesus Christ Learning Strand - Jesus Showed His Love In Different Ways
- Lesson 6 - Jesus Showed us How to Heal With Love

Teachers Note: This page may be photocopied to include in your planning book.

Links between Health Strand D, AO 2 and other Essential Learning Areas Continued:

Religious Education Year 2 Continued

Church - Community of Disciples Learning Strand - Gathering, Celebrating, Living Gods Presence  
Lesson 4 - Our Parish is a Sign of God in the World

Social Studies Level 1

Culture and Heritage - AO 2, AO 2

Resources and Economic Activities - AO 1 and AO 2

Time, Continuity and Change - AO 1, AO 2

Science Level 1

Making Sense of the Material World - AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

Children can be taught ways of showing gratitude for the care of family-whanau and friends. It is good to remind them to say thank you and acknowledge what others do for them. Accordingly children like to be acknowledged and thanked when they take time to care for others. Children need to become aware of all the sources that are available in the community when people need help. They need to identify people they would go to when they need help for different aspects of their lives, eg who could help with a school problem, who could help with a health problem, or who could help with a situation involving hurt feelings or family-whanau conflict. It is good for parents to encourage children - tamariki to name what they need help with and help them to have a positive attitude to seeking help from appropriate people in the community.

**Teacher's Note:** This page may be photocopied to include in your planning book.

Focus Statement

All people are precious in the sight of God - Te Atua. We should therefore treat others and ourselves as precious, taking sensible precautions to avoid dangers and to keep ourselves and others safe.

Achievement Objective 4:

People and the Environment

The students will identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices, eg

Suggested Contexts:

- heaters and water
- passive smoking
- household chemicals, drains
- rivers
- times to wear protective clothing

Catholic Perspective:

- When people take care of themselves well they are saying thanks to God - Te Atua for the gift of their lives and their bodies. Learning to avoid things which might cause harm to people is the right thing to do. Knowing what is dangerous, protecting yourself and being careful is good because people are too important to be treated carelessly
- When people damage the environment they can also cause danger and unhealthy situations for humans too

Suggested Resources:

"The Wilde Street Gang and Molly" by Jane Buxton \*

\* This book is available from Sunshine Book agents

Relevant Scripture References:

Creation Story, Genesis 1:1-31, 2:1-3

Noah's Story, Genesis 7:1-24, 8:1-22, "Listen" Bible, pages 20-21, "The Beginner's Bible", pages 28-35

Songs from Year 2 Music and Prayer Learning Strand Resource:

"Every Person Is a Gift of God" page 3

Links between Health Strand D, AO 4 and other Essential Learning Areas:

Religious Education Year 2

God Learning Strand - Our Gracious God

Lesson 1 - Creation is a Sign of God's Love

Social Studies Level 1

Place and Environment - AO 1, AO 2

Resources and Economic Activities - AO 1, AO 2

Time, Continuity and Change - AO 1

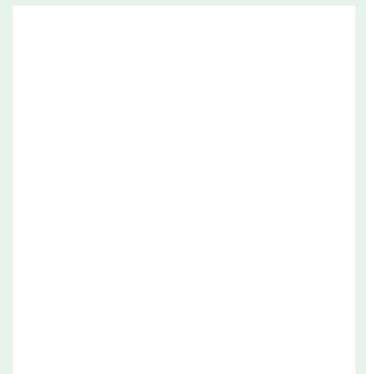
Science Level 1

Making Sense of Planet Earth and Beyond - AO 1

Making Sense of the Material World - AO 2, AO 3

Teacher's Note: This page may be photocopied to include in your planning book.

Additional Resources: (list other useful resources)



#### Information for Families-Whanau

Parents can bring to childrens attention the awareness and presence of dangerous hazards in their environment. They need to talk to them about how to protect themselves and emphasise the importance of avoiding dangerous situations. Children need to see themselves as people who are precious. They need to realise their well-being - hauora and safety is always a priority for those who care about them. Parents can teach their children - tamariki how to seek help if they are in danger and to remind them that God is always with them and in times of danger it is good to pray for Gods help and protection.

Teacher's Note: This page may be photocopied to include in your planning book.

God enters the  
world as the  
conclusion of a  
gestation process.  
We must live in  
such  
a way that we give  
birth to God in our  
lives.

We pray that God  
might shape us into  
saints,  
so that we might  
become living texts  
speaking Jesus in  
the world - saints  
from whom others  
might also learn  
Jesus.

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