

LEARNING STRAND

MYSELF AND OTHERS - KO AU, KO RATOU

RELIGIOUS EDUCATION PROGRAMME for Year 4



CONTENTS - Part one

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 12-32.

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

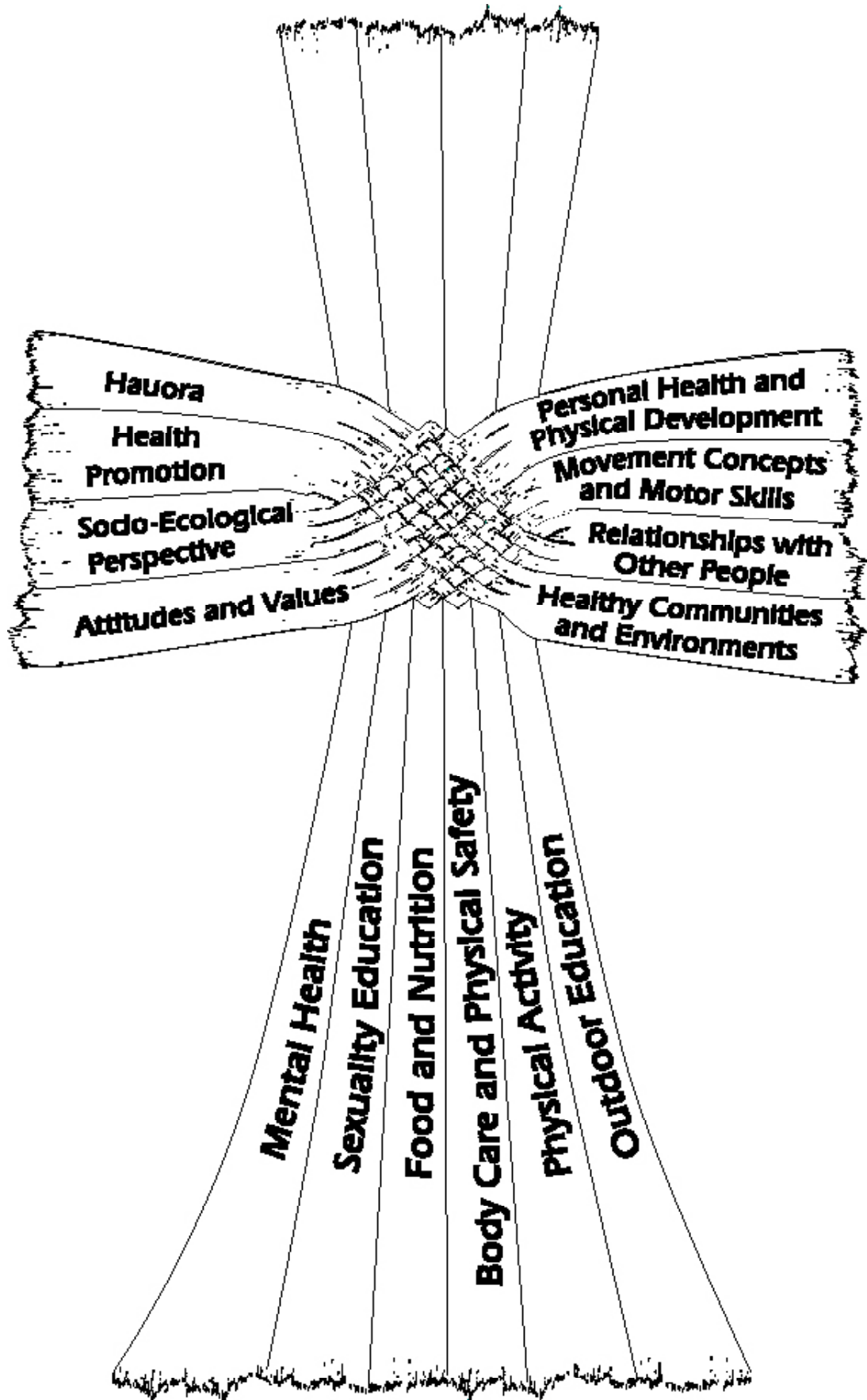
Level 4 - Year 7 Red Book

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"



Teachers 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

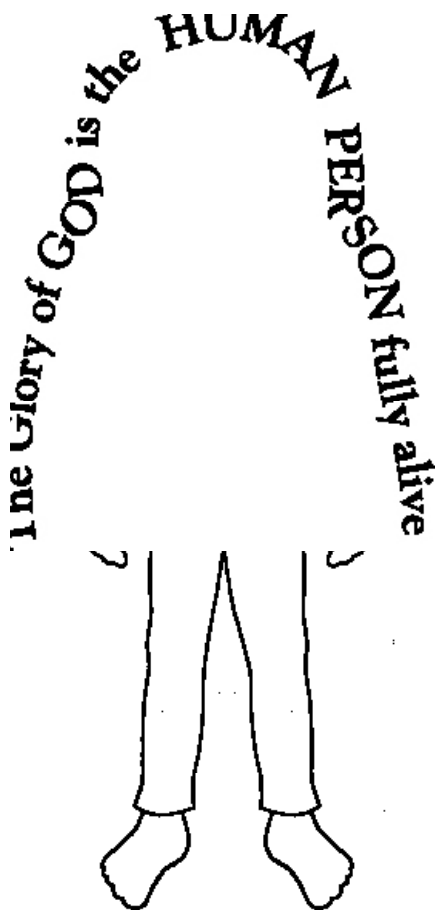
- A - Personal Health and Physical Development
- B - Movement Concepts and Motor Skills
- C - Relationships with Other People
- D - Healthy Communities and Environments

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 12-33
- 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

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 Gods 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.



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.

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

Focus Statement

Jesus said that he had come so that people might have life, and have it abundantly. People are created in God's image, with certain physical, emotional, spiritual and other needs. If people are to grow as happy and healthy persons experiencing this abundant life as intended, then these needs must be met in a balanced way.

Achievement Objective 1:

Personal Growth and Development

The students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self care, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to their exercise needs, their learning needs, their nutritional needs, their social needs • appropriate clothing • expressing their feelings • hygiene • personal medication • relaxation 	<ul style="list-style-type: none"> • People are created to grow and change and develop into a balanced happy healthy person. That is God's plan for each person. Because each person is unique their needs vary and their growth patterns and pace are different. Some learn to do things quickly, others take more time. Some need a little help, others need a lot. No matter what the pattern is, God wants all people to be responsible for their own needs and by doing this people show God they appreciate the gift - taonga of life they have been given • People have different needs in all aspects of their lives. Everyone needs to have exercise, food, clothing, time to rest and relax, time to attend to keeping themselves clean, ways to express how they are feeling and friends who care - manaaki and support them. Each person needs to have opportunities to meet these needs and in turn to help others to do the same
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Suggested Resources:

"Celebrate Me Made In God's Image" by Ellen Javernick, Shining Star, USA 1988

"Kidstories" by Jim Delsie

"The Story of You" by Jan McPherson, Sunshine Books

Reaching Forward Programme: Introductory Module; Module 1 Session 1, 2, 4; Module 2 Session 1, 4

Relevant Scripture References:

Ecclesiastes 3:1-8 Deuteronomy 30:19-20

Songs from Year 4 Music and Prayer Learning Strand Resource:

'Living and Loving and Learning' page 37

'A Journey Song' page 38

'God of Our Journey' page 40

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 4
Communion of Saints Learning Strand - Choices
Lesson 1 - Te Wa - the Journey of Life
Lesson 2 - Achieving Goals in Life
Lesson 3 - Making Choices On Our Life Journey
Lesson 4 - People's Choices Influence the Person They Become

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

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

Additional Resources: (list other useful resources)



Information for Families-Whanau

One of the joys of being a parent is watching each child grow and develop into a unique human being. Encouraging children to be themselves and accepting their pattern and pace of development helps children to feel confident and to become responsible for themselves. Parents can challenge their children - tamariki to identify their needs and advise them about ways they can meet them. Children need to hear the word "balance" and understand what it means in relation to how they spend their time and how they meet their needs. They may be good at meeting their physical needs but disregard their emotional needs, eg the need to feel excited or disappointed, the need to cry or feel excluded. They may spend a lot of time with friends meeting their social needs but neglect their intellectual needs by leaving no time for study. The same can apply to time to attend to spiritual needs especially prayer - karakia.

Parents can bring this to childrens attention and help them to develop a balanced attitude to life.

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

Focus Statement

Jesus said that he had come so that people might have life, and have it abundantly. People are made, in God's image, with certain physical, emotional, spiritual and other needs. If people are to grow as happy and healthy persons experiencing this abundant life as intended, then these needs must be met in a balanced way.

Achievement Objective 2

Regular Physical Activity

The students will experience and describe the benefits of regular physical activity, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to appropriate daily exercise programmes • a positive body image • relaxation • feeling good • identified food needs • having fun • goal setting 	<ul style="list-style-type: none"> • There are many ways people can give honour to God by appreciating their bodies as a gift - taonga from God. Caring for them by allowing time for rest, relaxation, exercise and developing healthy food patterns are some examples of ways people can show respect for their bodies. God wants people to feel positive about their bodies and God - Te Atua is pleased when people feel good about themselves and enjoy their life • God created people to grow and develop. All people are created in God's own image and likeness and share God's Tapu and Mana. Each person is known and loved by God and has been given gifts by God. God wants people to use their gifts and to increase their mana to grow to be the best person they can be. People can do this by setting goals for themselves so they can work towards achieving them
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Suggested Resources:

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

Relevant Scripture Reference:

1 Corinthians 9:24-25

Links between Health Strand A, AO 2 and Other Essential Learning Areas:

Social Studies Level 2
Place and Environment - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Parents play a most important part in encouraging their children to take responsibility for their bodies and their well-being - hauora. It is by encouragement and affirmation that children develop positive attitudes to self-care and self-image. They may need to be made aware that having self-respect is one way they show God they value their life and are grateful for it. Children need guidance in setting short and long term goals and support as they work to meet them. Children may need to be reminded about getting a balance in their lives, eg planning time to relax, time for work and study, time for prayer - karakia and time for fun and exercise.

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. We should therefore treat others and ourselves as precious, taking sensible precautions to avoid dangers and to keep ourselves and others safe.

Achievement Objective 3

Safety and Risk Management

The students will identify and use safe practices and basic risk management strategies, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to road, water and food safety • outdoor activities • simple first aid • evacuation drills • phoning for assistance • passive smoking • speaking out • managing success, disappointments, shyness and embarrassment 	<ul style="list-style-type: none"> • All life is God's creation and is very precious. The life of each person is important as there is no other person who is like them. God has a plan and a purpose for every person's life and even though there are billions of people, God knows and has a plan for each one. Because of this all life is sacred - tapu and valuable. It is to be treated with care and respect. This means people should avoid situations which may cause them harm or endanger their life. People need to become aware of dangerous situations and learn ways to deal with them. God wants people to be responsible for their own safety and welfare and to help others to do the same • If people are aware of situations which are harmful they have a responsibility to make these known. They need to speak honestly even though it may be painful. This shows they have respect for life and the dignity of people - te tapu o te tangata and for the truth - pono • Each person has their own life journey - Te Wa in which they will experience times of success and times of disappointment and failure. People respond differently in these times. Some learn from them and become stronger, better people because of these experiences. Others do not cope well and become broken - noa and bitter people because their tapu and mana is diminished. These people need to be healed by God through the care and help of others. Many people experience shyness and embarrassment at times. They need people to respect and encourage them and treat them with sensitivity so they can grow through these times and learn ways to deal with them. In this way their tapu and mana is restored. They also need to be reminded that God is with them in these difficult times and wants to help and heal them
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Suggested Resources:

- "A Medal For Nickie" by Richard Gunther, Sunshine Books
- "The Greatest Binnie in the World" by Julie Gilbert, Sunshine Books
- "Hop's Big Secret" by Julie Gilbert, Sunshine Books
- "Mayday" by Lockyer, Sunshine Books

Reaching Forward Programme: Module 3 Session 1, 2, 4; Module 4 Session 1

Relevant Scripture References:

John 5:1-18 Romans 12:9-13

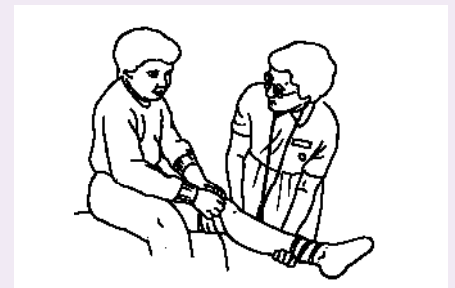
Teachers Note: This page may be photocopied to include in your planning book.

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

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

Science Level 2
Making Sense of Planet Earth and Beyond - AO 1
Making Sense of the Living World - AO 4
Making Sense of the Physical World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Teaching children safe practices is one way of teaching them to honour their bodies and value and respect their life. Parents need to give children - tamariki the message that their lives are so precious and important and they must always be aware of how dangerous practices which disrespect God's gift - taonga of life can cause harm and even death.

Bringing to children's attention the importance of speaking out about situations which are dangerous helps children to understand why they need to do this and the importance of honesty and truth - pono.

It is important to help children realise that everyone has times of success and disappointment in their lives. It is good to point out that learning how to deal with these times is what growing to be your best self is all about. Acknowledging and valuing each child's differences in a family-whanau helps children to accept others and value them for their individuality. Encouraging children to talk about times of shyness or embarrassment can help them to own these feelings and find ways to cope with it. Reminding them to bring these feelings to God in prayer - karakia is also helpful.

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

Focus Statement

Each person has been given gifts - taonga or talents by God, and has a responsibility to develop and use these gifts for their own fulfilment, for the benefit of others, and to the honour and glory of God.

Achievement Objective 4

Personal Identity and Self Worth

The students will identify personal strengths that contribute to a sense of self worth, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • strengths relating to their personal, recreational and physical activities • their gender • their culture • their achievements • their ability to make positive contributions as a group member • their ability to take a leadership role 	<ul style="list-style-type: none"> • Learning to recognise your gifts and how you can develop them and use them is an important part of knowing yourself. By doing this you are giving thanks to God, the giver of all gifts - taonga • God created all people and gave them their gender and their race as part of their identity. Being proud of who you are is a way of showing appreciation to God for who you are. Taking opportunities to learn about how to understand and express who you are is good. Affirming the identity of others helps them to have positive attitudes to who they are • Recognising people's abilities and achievements and affirming them helps people to have a positive attitude to themselves. Part of living a Christian way of life includes calling forth others to use their gifts and exercise their mana for the good of others and to take a leadership - kaiarahi role in the community/class
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Suggested Resources:

Reaching Forward Programme: Module 5 Session 1, 2, 3, 4

Relevant Scripture References:

Luke 12:48 Luke 12:24-31

Songs from Year 4 Music and Prayer Learning Strand Resource:

'Holy Spirit Rock' page 21

'Living and Loving and Learning' page 37

'Freedom Song' page 39

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

Religious Education Year 4

Jesus Christ Learning Strand - Jesus Came to Show People How to Live and Lead Them to God

Lesson 6 - Jesus Respected Tapu in People

Lesson 7 - How Do We Show Respect for Tapu in People?

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

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

Religious Education Year 4 Continued
Communion of Saints Learning Strand - Choices
Lesson 2 - Achieving Goals in Life
Lesson 4 - People's Choices Influence the Person They Become

Social Studies Level 2
Culture and Heritage - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Families-whanau are major contributors to their children's sense of self-worth. They can provide opportunities for children to develop their strengths and to learn to be group members as well as leaders. Giving positive feedback to children helps them to develop a positive attitude to themselves. This feedback needs to include comments on how they are as people, eg caring, enthusiastic, compassionate, generous, helpful. It should emphasise they are loved for who they are, and not just for what they can do or how they look. Modelling positive ways of giving feedback is also a valuable skill to develop in a family-whanau.

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

LEVEL 2 STRAND C RELATIONSHIPS WITH OTHER PEOPLE

Focus Statement

The union of love between the three divine persons of the Trinity is a model for human relationships. The human life of Jesus and the attitudes he showed towards others, regardless of gender, race or social position - attitudes such as compassion, mercy and love - aroha - provide a living example of how people are to be in relationship.

Achievement Objective 1

Relationships

The students will demonstrate ways of maintaining and enhancing relationships between individuals and within groups, eg

Suggested Contexts:

Catholic Perspective:

- through cooperative activities and games
- through sharing food
- within families
- within classrooms
- within clubs and cultural groups
- by analysing how their actions influence other people
- how other people's actions influence them

• God created people not to live alone but to live in relationship with one another. The Christian way of life is focused on caring for others - manaakitanga and living in harmony with God and people. The life of Jesus is the model Christians are called to follow. In all his relationships he showed love, care, acceptance and respect for the tapu and dignity of people regardless of race, gender or social position. His actions have influenced his followers for almost 2000 years. Jesus is the model for all relationships. People who are his followers - Te Whanau a Te Karaiti today live their lives based on the attitudes Jesus lived with and promoted, eg share what they have, care and concern for all people, sensitivity to the needs of others, forgiveness - hohou rongo, justice - tika, peace - rangimarie and mercy - arohanui for all

Suggested Resources:

- "When Did We See You?" by Wezemann & Wiessner, Ave Maria Press, Indiana 1994
- "Bat the Cat" by Norman Bilbrough, School Journal Pt 2 No 2 1998
- "Nas and the Crab" by Shane Rivers, School Journal Pt 2 No 2 1998
- "Richard's Christmas" by Stuart Payne, School Journal Pt 2 No 4 1998
- "Number One" by Mona Riini, Pt 1 No 2 1998
- "Fighting Friday" by Joy Cowley, School Journal Pt 2 No 3 1977
- "Tammy Two Mums" by Steve Patrick, Sunshine Books
- "Mums Getting Married" by Alan Trussell, Sunshine Books
- "How Caymann Learned to Share" A Traditional Story, Sunshine Books
- "Playlunch" by Jennifer Beck, Sunshine Books
- "The Biggest Sandcastle in the World" by Jennifer Beck, Sunshine Books
- "The New Bike" by Kiki Ketcham, Sunshine Books
- "The Dream Guitar" by Roderick Neilson, Sunshine Books
- "Dan's Secret Weapon" by Therese Rae, Sunshine Books

Reaching Forward Programme: Module 1 Session 1; Module 2 Session 3

Relevant Scripture References:

Luke 15:11-32 Luke 7:11-17

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

Suggested Resources Continued

Songs from Year 4 Music and Prayer Learning Strand Resource:
 'Neighbours' page 26 'We Come to Ask Your Forgiveness' page 27
 'A Journey Song' page 38

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

Religious Education Year 4

Jesus Christ Learning Strand - Jesus Came to Show People How to Live and Lead Them To God

Lesson 7 - How Do We Show Respect for Tapu in People?

Communion of Saints Learning Strand - Choices

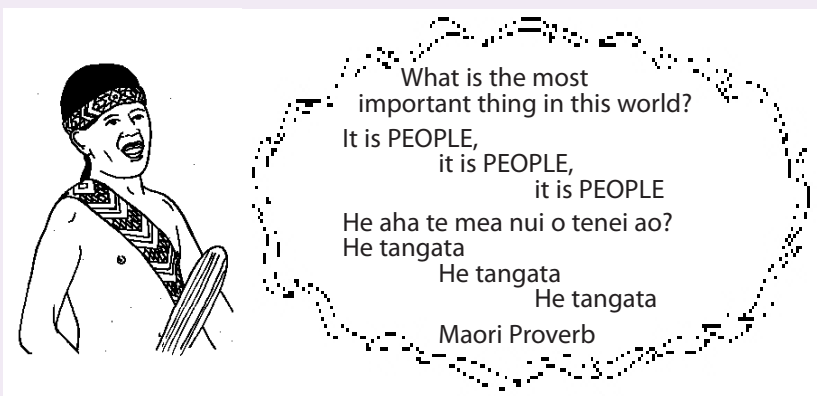
Lesson 6 - When the Choices People Make Hurt Others

Social Studies Level 2

Culture and Heritage - AO 2

Resources and Economic Activities - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Children learn their first lessons in relationships from those they experience in their families-whanau. For Christian families the model they aspire to follow is Jesus. In all his relationships he showed all of the values his followers try to live by today. It is good for families-whanau to name the values they hold. Children are quick to emulate language models they hear, eg our family-whanau values being tolerant, it is important in our family-whanau to tell the truth - pono. Parents can instill these values in their children by naming them, discussing them and modelling them. They can also help children to understand how their actions can influence others, eg when they speak up and are honest, they show others how to be honest. Making children aware of how they can be influenced by the words and actions of others is another important lesson parents can teach their children - tamariki.

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

Focus Statement

Jesus illustrated God's care - manaaki for each person in a striking metaphor when he said, 'every hair on your head has been counted' (Luke 12:7). Christians follow Christ's example in valuing each person with all their differences and uniqueness.

Achievement Objective 2:

Identity, Sensitivity and Respect

The students will describe how individuals and groups share characteristics and are also unique, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when they talk about whanau • when they talk about people of different ages or cultures • when they talk about people's abilities, appearance or gender • when they discuss common games 	<ul style="list-style-type: none"> • One of the wonders of God's creation is the uniqueness of each person. People are all made up of bodies - taha tinana, souls - taha wairua, minds and feelings - taha hinengaro but every single one of them is totally individual. They have much in common but no two people are exactly alike. DNA testing proves this. God our creator knows each person's name and God has a plan for his or her life. God has a purpose for creating each person as they are, male or female, Pakeha or Maori, Samoan or Chinese. God knows the gifts and talents each person has been given and what they could grow to be. God's creation of people is a celebration of difference. God wants people to value and celebrate the wonderful variety of people there are in the world. God's greatest desire is that all people regardless of their differences live together in love - aroha and peace - rangimarie
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Suggested Resources:

"Prayer, Activities, Celebrations & More for Catholic Families" by Bridget Meehan, 23rd Publications, USA 1995

"News Time" by Jennifer Beck, Sunshine Books

"The Princess" by Jennifer Beck, Sunshine Books

"Hats Off" by David Hill, Sunshine Books

"Help Yourself" by Jon Davis, Sunshine Books

"A Special Friend" by Jennifer Beck, Sunshine Books

Reaching Forward Programme: Module 3 Session 1, 2, 3, 4

Relevant Scripture References:

Luke 17:11-19

Luke 18:9-14

Songs from Year 4 Music and Prayer Learning Strand Resource:

'Children of Tomorrow, Children of Today' page 5

'Building The Kingdom' page 11

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

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

Religious Education Year 4

Jesus Christ Learning Strand - Jesus Came to Show People How to Live and Lead Them to God

Lesson 6 - Jesus Respected Tapu in People

Lesson 7 - How Do We Show Respect for Tapu in People?

Social Studies Level 2

Culture and Heritage - AO 2

Place and Environment - AO 2

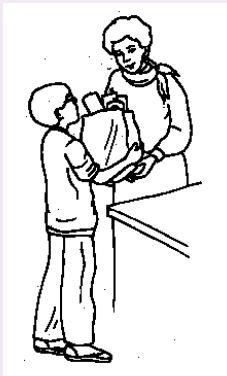
Resources and Economic Activities - AO 2

Time, Continuity and Change - AO 2

Science Level 2

Making Sense of the Living World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Families-whanau can teach people to celebrate different ways of being. They can teach children - tamariki to be accepting of people with different abilities. Children need opportunities to mix with and relate to people of different faiths, cultures, ages and different ways of being, eg being blind, being Pakeha, being Tongan, being deaf, being differently abled mentally, being Maori, being wheel-chair bound, being Presbyterian, being epileptic, being diabetic, being elderly, being Malaysian, being a baby. They need to be reminded that all people are created by God and all that God creates is good and worthy of respect.

Teacher's 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 and communion with other people and with God who created them.

Achievement Objective 3

Interpersonal Skills

The students will express their ideas, needs and feelings confidently and listen sensitively to other people and affirm them, eg

Suggested Contexts:

Catholic Perspective:

- during unsafe situations
- when giving and receiving compliments
- by expressing angry feelings appropriately
- through peer mediation
- by using basic assertiveness skills

• Learning to live together peacefully and respectfully is part of learning to live as a Christian. In all relationships people need to express their ideas, needs and feelings freely in ways which show respect for others. They need to develop appropriate skills which enable them to let others know how they feel and think. In turn they need to encourage others to express themselves with the belief they will be listened to and their point of view will be treated with consideration and respect. Learning to accept others' points of view and to be able to compromise is a skill which will be useful throughout life

Suggested Resources:

- “We Can Get Along” by Lauren M Payne, Free Spirit Publishing, Minnesota, USA 1997
- “Respect For Today” by Mary Tucker, Shining Star Publications, USA 1997
- “Honesty For Today” by Carol Smith, Shining Star Publications, USA 1996
- “Stick Up For Yourself” by Kaufman & Raphael, Free Spirit Publishing, Minnesota 1990
- “No Bullies at Our School” by Jennifer Beck, Sunshine Books
- “Lionheart” by Jennifer Beck, Sunshine Books
- “Did Not, Did So” by Susan Taylor Brown, Sunshine Books
- “Bat the Cat” by Norman Billbrough, School Journal Pt 2 No 2 1998
- “Nas and the Crab” by Shane Rivers, School Journal Pt 2 No 2 1998

Reaching Forward Programme: Module 4 Session 1, 2, 3, 4; Module 5 Session 1, 2, 3, 4

Relevant Scripture References:

Mark 12:41-44 Matthew 4:23-25

Songs from Year 4 Music and Prayer Learning Strand Resource:

- ‘Building The Kingdom’ page 11
- ‘Go Now, You Are Sent Forth’ page 12
- ‘Ma Wai Ra’ page 13
- ‘Love Changes Everything’ page 15

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

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

Religious Education Year 4

Jesus Christ Learning Strand - Jesus Came to Show People How to Live and Lead Them to God

Lesson 7 - How Do We Show Respect for Tapu in People?

Communion of Saints Learning Strand - Choices

Lesson 6 - When the Choices People Make Hurt Others

Social Studies Level 2

Culture and Heritage - AO 2

Time Continuity and Change - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Teaching children to express their ideas, needs and feelings in an environment of openness and acceptance is an important part of the role of the family-whanau. Children - tamariki need good models to follow when they are learning these skills. When they learn to listen and accept another person's point of view and modify their own in the light of a different viewpoint they are developing skills needed for life. These skills are part of all relationships they will have including their work places and their adult interpersonal relationships. Children need to understand that it is often not what is said but how it is said that has the impact on others. Naming attitudes, eg politeness, graciousness, tact, consideration, moderation at appropriate times helps children to develop the language associated with the outward display of the attitude.

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

Focus Statement

The Gospels make it clear that good words and actions come from a good heart (Luke 6:45). That is, what we say and do is dependent upon our attitudes. Christians try to make the attitudes of Christ their own.

Achievement Objective 1

Societal Attitudes and Beliefs

The students will examine how people's attitudes, values and actions contribute to healthy physical and social environments, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • by considering the effects of such values as responsibility • manaakitanga and aroha • sharing • respect • fair play • imaginativeness • concern for the future 	<ul style="list-style-type: none"> • The word attitude means an opinion or a way of thinking that is expressed in language and behaviour. People may not be aware of others' attitudes until they see or hear them being expressed. Attitudes come out of the values people hold. The values of Christian people are the values of the person they follow - Jesus Christ. Christian peoples language and behaviour express these attitudes as part of the way they live not only because they care about the wellbeing - hauora of other people but because they believe in Jesus and have chosen to live as he lived with tika, pono and aroha
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Suggested Resources:

- "Kids 'N Values" by John Flanagan, Ligouri Publications, USA 1992
- "What Can I Be?" by John Flanagan, Ligouri Publications, USA 1992
- "Forgiving and Hopeful" by Ellen E Larson & David C Cook, USA 1994
- "Learning To Love Like Jesus" by Tracy Leffingwell Harrast & David C. Cook, USA 1997
- "Christian Virtues for Today" by Monette Mahoney, Shining Star Publications, USA 1996

Reaching Forward Programme: Module 2 Session 1; Module 4 Sessions 1, 2, 3, 4

Relevant Scripture References:

Luke 6:43-45 Romans 12:3-8

Songs from Year 4 Music and Prayer Learning Strand Resource:

- 'Holy Spirit Rock' page 21
- 'We Are The Church' page 25
- 'Living and Loving and Learning' page 37
- 'God of Our Journey' page 40
- 'Follow Me' page 24
- 'Neighbours' page 26
- 'Freedom Song' page 39

Links between Health Strand D, AO 1 and Other Essential Learning Areas:

- Religious Education Year 4
- Jesus Christ Learning Strand - Jesus Came to Show People How to Live and Lead Them to God
- Lesson 6 - Jesus Respected Tapu in People
- Lesson 7 - How Do We Show Respect for Tapu in People?

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

Links between Health Strand D, AO 1 and Other Essential Learning Areas Continued:

Religious Education Year 4 Continued

Church - Community of Disciples Learning Strand - Called To Service

Lesson 5 - The Church's Mission of Service to the World

Communion of Saints Learning Strand - Choices

Lesson 4 - Peoples Choices Influence the Person They Become

Lesson 6 - When the Choices People Make Hurt Others

Social Studies Level 2

Resources and Economic Activities - AO 2

Time, Continuity and Change - AO 1

Culture and Heritage - AO 1, AO 2

Science Level 2

Making Sense of Planet Earth and Beyond - AO 1, AO 4

Making Sense of the Living World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

It is important to talk about what values and attitudes mean, where they come from and how they are expressed. Children need to realise that many people in the world live with positive attitudes, eg tolerance, care, respect. But they do this because they believe in the need to be good to each other as human beings and this is good. Christian people live with positive attitudes because that is what they are called to do as followers of Jesus. In the Family-Whanau book on page 16 there are suggestions about ways parents can affirm and challenge attitudes. Children can learn how to recognise negative attitudes and challenge them as they learn that positive attitudes create positive peaceful communities.

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

Focus Statement

Community has a very high value for Catholics. The Church itself is seen as a communion, a community rooted in and expressing the communal life of the Trinity. Catholics have a sense, therefore, of the inter-relatedness of people and of the importance of fostering community.

Achievement Objective 2

Community Resources

The students will identify and use local community resources and explain how these contribute to a healthy community, eg

Suggested Contexts:

Catholic Perspective:

- in relation to such resources as marae and schools
- in relation to beaches, playgrounds, pools, parks, forest reserves
- in relation to community halls, clubs and health services

- People are the most valuable resource a community has. It is the attitudes a community has which determine how happy and healthy it is. Places, eg schools, churches and marae where people can gather to celebrate and share their lives can be called resources also. A healthy community means not only physically healthy but healthy, happy minds and souls also. Communities can use the natural places of beauty in their locality to get in touch with creation and take time to enjoy it and relax in it. These natural places can offer opportunities for people to spend time with God - Te Atua and this can assist their spiritual health

Suggested Resources:

"The Green Activity Book" by Meryl Doney, Lion Publishing Company, England 1991

Relevant Scripture Reference:

Acts 2:43-47

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

Religious Education Year 4

Church - Community of Disciples Learning Strand - Called To Service

Lesson 3 - The Church's Mission of Service Today

Lesson 4 - The Parish Carries Out the Church's Mission of Service

Lesson 5 - The Church's Mission of Service to the World

Sacrament Learning Strand - Food For Life

Lesson 3 - Everyday Rituals, Celebrations and Symbols

Communion of Saints Learning Strand - Choices

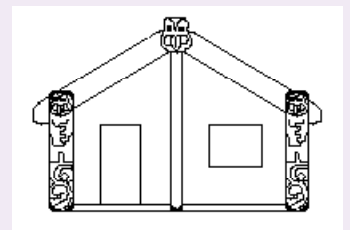
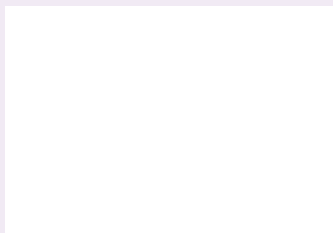
Lesson 2 - Achieving Goals in Life

Social Studies Level 2

Culture and Heritage - AO 1, AO 2

Resources and Economic Activities - AO 1, AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

Becoming involved in community activities, eg sports teams, parish groups is helpful for families-whanau as they get to know their neighbours and people in their community who can support them and who they can support also. It is good for children to see how other families-whanau work and to get to know what resources are in their own community, eg swimming pool, library, sports clubs, drama groups, church groups, service groups. Being involved in some of these groups help people to feel they belong and gives them opportunities to contribute to their community. Being involved in parish life helps children to make connections between what they learn at school in RE and what they experience in the life of the parish.

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

Focus Statement

Because God has created people as social beings 'the good of each individual is necessarily related to the common good which in turn can be defined only in relation to the human person - tangata' (CCC 1905).

Achievement Objective 3

Rights, Responsibilities and Laws

The students will use simple guidelines and practices that contribute to physically and socially healthy

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when using class and playground rules • when using rules for games • when using guidelines for first aid • when using rules for safety when in the sun and cycling • when taking part in water and other outdoor activities 	<ul style="list-style-type: none"> • All people have rights and responsibilities as members of the community. With every right there is a responsibility. In all areas of society there are rules and laws to ensure that everyone is safe and is treated fairly. These rules and laws bring about order and they help communities to live together in peace - rangimarie and promote justice - tika. They are to be upheld and respected by everyone. People need to develop an attitude of respect for justice and authority and help children to be aware of it. When people live by the law everyone can enjoy being together. When people break rules and the laws of the land, which are just, they also break God's law. This happens when people have selfish attitudes and do not respect the tapu and dignity of others and disregard their needs. For communities to be healthy and life-giving people need to trust each other and work cooperatively with each other so that everyone can be happy in their bodies, souls and minds
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Suggested Resources:

"Sylvester and the Oogaloo Boogaloo" by Teddi Doleski, Paulist Press, New York 1990
 "When Did We See You" by P. Wezeman & C Wiessner, Ave Maria Press, USA 1994
 "The Big Lie", "Skate Expectations", "A Star in the Breaking", Word Publishing, UK 1990

Reaching Forward Programme: Module 5 Session 4
 Cool Schools Programme - appropriate level

Relevant Scripture Reference:

Matthew 5:1-12

Songs from Year 4 Music and Prayer Learning Strand Resource:

'The Great Commandments' page 9 'Building The Kingdom' page 11
 'Ma Wai Ra' page 13 'We Come to Ask Your Forgiveness' page 27
 'A Journey Song' page 38 'Freedom Song' page 39

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

Links between Health Strand D, AO 3 and Other Essential Learning Areas:

Religious Education Year 4

God Learning Strand - God is Love

Lesson 5 - The Ten Commandments - The First, Second & Third Commandments

Lesson 6 - The Ten Commandments - The Fourth, Fifth & Sixth Commandments

Lesson 7 - The Ten Commandments - The Seventh, Eighth, Ninth & Tenth Commandments

Lesson 8 - The New Commandments of Jesus

Communion of Saints Learning Strand - Choices

Lesson 4 - Peoples Choices Influence the Person They Become

Lesson 5 - All Peoples Freedom Must Be Respected

Lesson 6 - When the Choices People Make Hurt Others

Social Studies Level 2

Culture and Heritage - AO 1, AO 2

Time, Continuity and Change - AO 1, AO 2

Additional Resources: (list other useful resources)

Thank you God for
the gifts you have
given me and the
people who help
me reach my goals.
Thank you for
being with me on
my life journey.

Information for Families-Whanau

Some of the most important lessons children can learn from their parents are respect for the law and authority. Children need to understand why there are rules and laws and how they are made so that people can live together in harmony as God wants them to live.

Children need to learn that with all rights come responsibilities and this applies to children as well as adults. They need to realise from a young age the importance of keeping to simple safety procedures in all aspects of life because their lives are precious and important.

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

Focus Statement

'The common good is always oriented towards the progress of persons. "The order of things must be subordinate to the order of persons, and not the other way round." This order is founded on truth, built up on justice and animated by love' (CCC 1912).

Achievement Objective 4

People and the Environment

The students will share ideas and beliefs about ways in which the environment contributes to well-being and work with other people to make improvements, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> improvements to the physical and social classroom environment 	<ul style="list-style-type: none"> God expects people to contribute to the environment they share with others using their gifts to help create a positive place of peace and harmony. When people live by the values of Jesus, with tika, pono and aroha, they do this by their words and actions. In an environment such as this everyone can grow because their tapu is respected and enhanced and they are accepted and encouraged regardless of their ability. Sharing responsibility for the well-being and work of the class offers the opportunity for all class members to grow in mana and develop their whole selves
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Suggested Resources:

- "Zilya's Secret Plan" by Ulrich Schaffer, Lion Publishing, Herts, UK 1980
- "Kids 'N Values" by John A Flanagan, Ligouri Publications, USA 1992
- "Whadayamean" by John Birmingham, A Tom Maschler Book

Relevant Scripture Reference:

Ecclesiastes 3:1-8

Songs from Year 4 Music and Prayer Learning Strand Resource:

'Children of Tomorrow, Children of Today' page 5

'Time, Children' page 7

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

- Religious Education Year 4
- God Learning Strand - God is Love
- Lesson 2 - People Show Love and Respect for the Tapu of Whenua
- Lesson 3 - People Need to be Responsible for the Tapu of Whenua
- Sacrament Learning Strand - Food For Life
- Lesson 1 - God is Present in Our Lives

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

Links between Health Strand D, AO 4 and Other Essential Learning Areas Continued

Social Studies Level 2

Place and Environment - AO 1, AO 2

Culture and Heritage - AO 1, AO 2

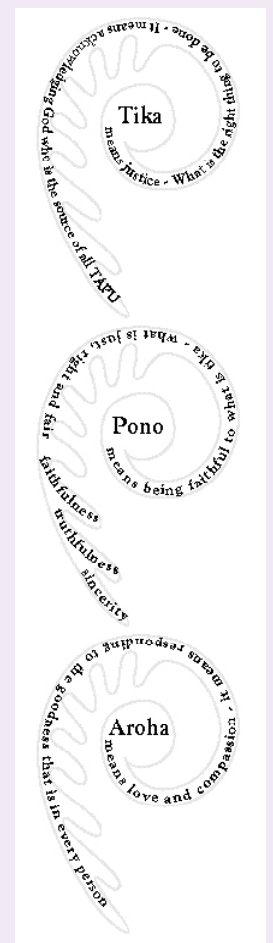
Resources and Economic Activities - AO 1, AO 2

Science Level 2

Making Sense of Planet Earth and Beyond - AO 1, AO 4

Making Sense of the Living World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Each person contributes to the environment they live in at home, work or school. There is an expectation in all of these places that people will do their best and use their gifts - taonga for the good of all. Each person can make a contribution by his or her words and actions to creating a place of acceptance, encouragement, peace and harmony in which others can work, develop and grow in mana to be the person God wants them to be. Families-whanau need to monitor ways members contribute to the family-whanau environment and challenge or affirm their contributions.

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

The test of
the quality
of one's prayer
is the quality
of one's life.

John Dalrymple



To be 'whole' is to be
spiritually,
emotionally and
physically healthy.
Jesus lived in perfect
wholeness.

Colin Urquhart

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