

LEARNING STRAND

MYSELF AND OTHERS - KO AU, KO RATOU

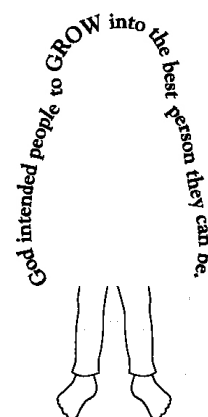
RELIGIOUS EDUCATION PROGRAMME for Year 5

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

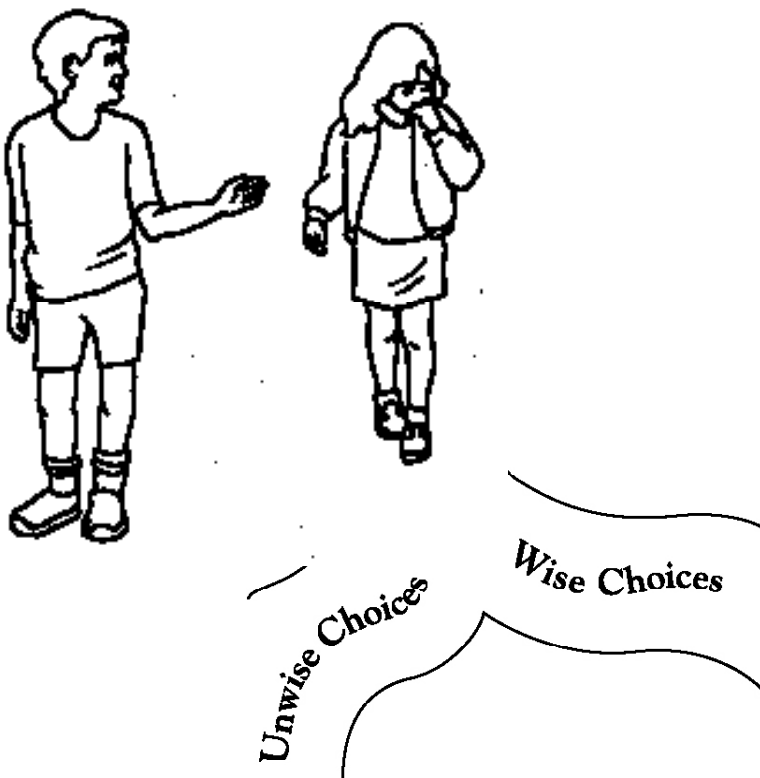
ACHIEVEMENT AIMS

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

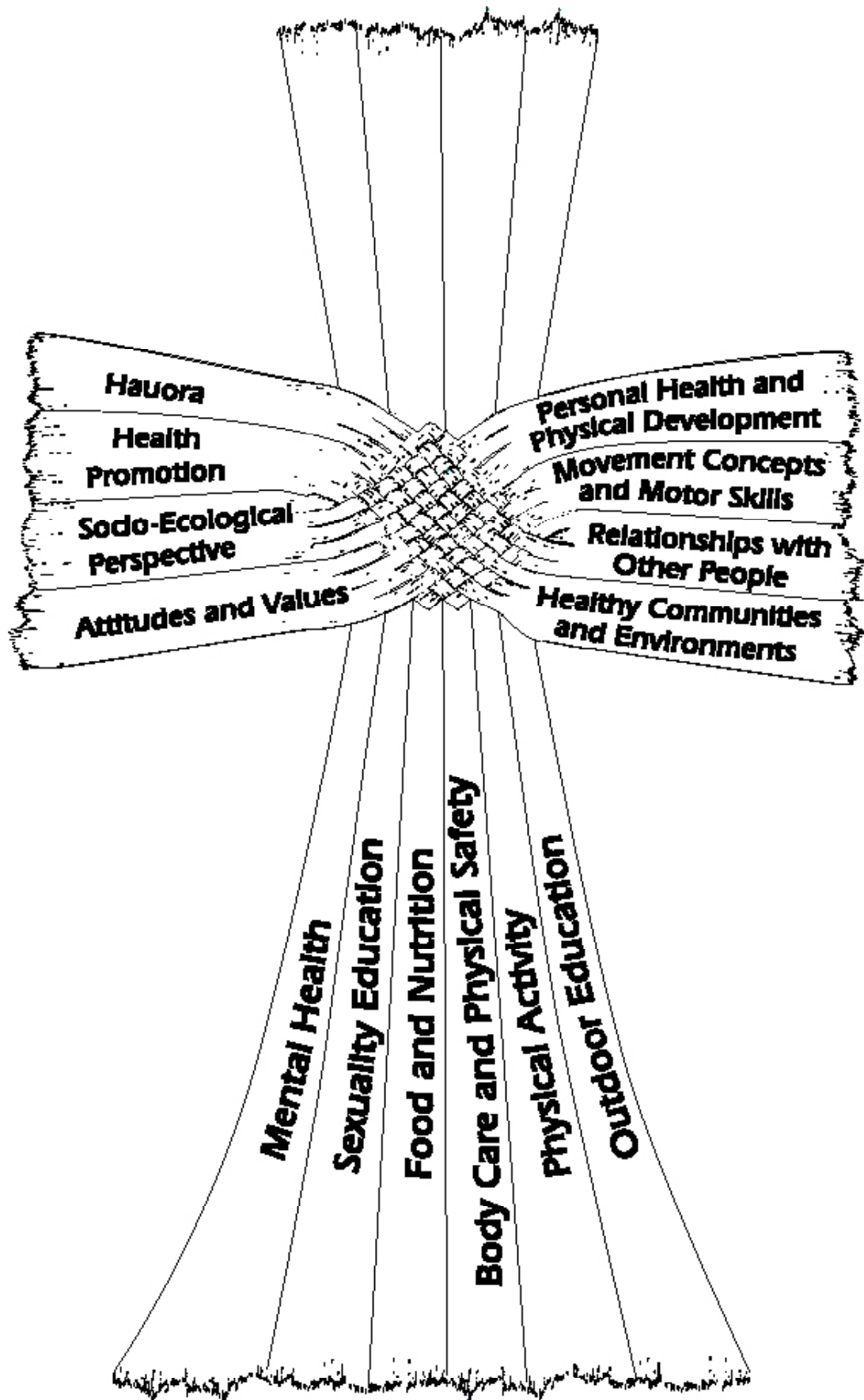
Level 4 - Year 7 Red Book

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.

The Glory of GOD is the HUMAN PERSON fully alive



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 with parents. It supplements the material in the



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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.

The background of the entire page is a repeating pattern of stylized eyes. Each eye is composed of a central spiral, a set of eyelashes, and a dotted outer ring. The eyes are arranged in a grid-like fashion across the page.

MYSELF AND OTHERS

- KO AU,
KO RATOU

LEARNING MODULE

Focus Statement

To live is to change and to be perfect is to have changed often.
John Henry, Cardinal Newman

Achievement Objective 1:

Personal Growth and Development

The students will identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • such factors as food and nutrition • puberty • illness and injury • posture and physical activity • disappointment and loss • individual differences • skills for making friends • increasing independence • achieving success 	<ul style="list-style-type: none"> • People grow and develop in various ways. They grow as a person in relation to their personality and ability to understand things and deal with different situations. Their ideas and interests mature and when people notice these things they remark "Sarah/Chris is growing up". This is part of God's plan for people. God did not intend people to remain as children but to grow in every way in tapu and mana to be the best person they can be. • Peoples bodies grow slowly into adult bodies. Their physical growth is obvious and they are aware of the changes their bodies are going through. • It is not as easy to notice peoples social and emotional growth as it happens within them. What can be noticed is how they relate to others and how they express their feelings and deal with other people expressing their feelings. • People need to grow in tapu and mana and develop in every aspect of themselves so they become "whole" people. The unique person God created them to be needs to be encouraged to emerge and blossom into fullness. • Everyone has a role to play to help, guide and encourage others and to address, enhance or restore the tapu of people so that they can use their gifts, grow in mana and achieve their goals in life. • Each milestone on the journey of growth needs to be celebrated and enjoyed
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Suggested Resources:

"Hopi's Big Secret" Adventure and Discovery Series
"Dan's Secret Weapon" Adventure and Discovery Series

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

Relevant Scripture References:

Luke 2:52 Matthew 8:1-4 Luke 8:40-48

Songs from Year 5 Music and Prayer Learning Strand Resource:

'God's Ways' page 3 'Turn Back to God' pages 5-6

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

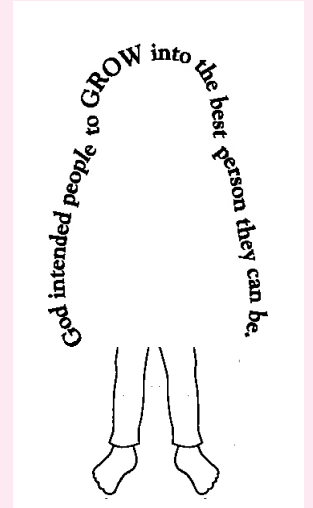
Links Between Health Strand A, AO 1 and Other Essential Learning Areas:

Religious Education Year 5
Jesus Christ Learning Strand - The Life of Jesus
Lesson 6 - Jesus was Fully Human - He Tino Tangata

Social Studies Level 3
Culture and Heritage - AO 1
Time, Continuity and Change - AO 1

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

Additional Resources: (list other useful resources)



Information for Families-Whanau

Children's growth and development into young adulthood is a cause for family-whanau celebration. Parents need to be constantly aware of the many signs of growth and development their children are going through and take the opportunity to affirm and encourage them. Family-whanau members need to have a sensitive attitude to the physical changes young people go through. Parents need to create opportunities to talk to their children about the process of physical maturation and the emotional and psychological effects this has on people. Children - Tamariki need to be encouraged to show respect for their bodies, to care for them and to be modest in their clothing and behaviour.

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 and care for our own and others' bodies.

Achievement Objective 2

Regular Physical Activity

The students will maintain regular, enjoyable physical activity with an increasing understanding of its role in self-care and well-being, eg

Suggested Contexts:

Catholic Perspective:

- by taking daily exercise
- learning how fitness and health are related
- setting goals
- meeting their own nutritional needs
- planning for regular physical activity
- relaxation and recreation
- developing a positive body image
- positive attitudes towards physical activity

- When people are given something precious they look after it and value it. God has given people their bodies and it is through their bodies that people experience life. People have only one body and that is why caring for it is so important. Caring for bodies includes, exercising regularly, developing healthy eating habits, taking time to rest and relax and taking a positive approach to life

Suggested Resources:

"The Right Moves" by Tina Schwager & Michele Schuerger

"What Kids Need to Succeed" by Peter L. Benson, Judy Galbraith & Pamela Espeland

Relevant Scripture Reference:

Genesis 1:26-31

Additional Resources: (list other useful resources)



Information for Families-Whanau

It is much easier for children to care for their bodies if other members of their family-whanau especially their parents model healthy living habits for them to follow. When parents do this they are also showing their appreciation to God for the gift - taonga of their bodies.

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 and care for our own and others' bodies.

Achievement Objective 3

Safety and Risk Management

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

Suggested Contexts:

- strategies for emergencies
- natural disasters
- abusive situations
- practices for safety during physical activities
- first aid
- food safety practices

Catholic Perspective:

- There are a variety of ways people honour and value their body. Treating it well with food, rest, exercise, and warmth, and responding to it when it shows it is unwell or when it does not feel good, are common ways people express how well they care about themselves. Another important aspect of honouring your body is keeping it safe. This includes people being aware of the risks involved in usual and unusual situations and knowing ways these can be dealt with without coming to any harm. When people recognise situations which could cause harm, identify the potential risks and know how to deal with them they demonstrate a sense of responsibility and respect for the gift of their bodies

Suggested Resources:

"Taking Charge of My Mind and Body" by Gladys Folkers & Jeanne Engleman

"A Battle of Words" by Heather Christie, distributed by Shortlands

"First of the Summer Evenings" by Karen Anderson, Sunshine Books

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

Relevant Scripture Reference:

Hebrews 11:7

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

Social Studies Level 3

Social Organisation - AO 2

Culture and Heritage - AO 1

Science Level 3

Making Sense of the Nature of Science and Its Relationship to Technology - AO 3

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

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

Additional Resources: (list other useful resources)



Information for Families-Whanau

Families-whanau need to allow time to discuss with their children - tamariki the many situations that could put them at risk which they may face each day. It may be simple reminders about road, fire, water or sun safety to more in depth discussions about what to do in an emergency including first aid and how to get help. Parents can emphasize how precious and sacred - tapu human life is and because of this it needs to be protected at all costs. Using situations which arise in the media can often present a useful situation for parents to give their children - tamariki clear guidelines about their safety and how to protect themselves, simple emergency procedures and how to seek help in unsafe situations. Children can be reminded that keeping calm, telling the truth - being pono, behaving responsibly and asking God - Te Atua for help is always helpful in an emergency situation.

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

Focus Statement

‘Christians see the basis of self-love in the unconditional and unique love God has for each one of us. If we are so loved by God - Te Atua, even as sinners, then we can love ourselves despite the mistakes we all make, and despite mental, physical or emotional flaws we may have’.
 NZ Bishops’ Instructions, Health and Moral Education (1991)

Achievement Objective 4

Personal Identity and Self Worth

The students will describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self worth, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when discussing fairness • sensitivity towards others • acceptance • bullying • abuse • equity issues - gender and cultural • leadership • success and disappointments 	<ul style="list-style-type: none"> • Being fair - pono, acting sensitively towards others, accepting people as they are, speaking up about situations which hurt others is part of living as a Christian. These are the values of Jesus which he calls his followers to live by. There are times when people are not aware of the negative effect their words and actions are having on others. They can cause people to become noa, which is a state of weakness or powerlessness because their tapu has not been respected and their mana and sense of well-being is diminished. It is the responsibility of people who see this to point it out and challenge it to change. A true Christian does not stand by and watch other people’s dignity and tapu being violated or treated badly. They must always work towards reconciliation - hohou rongo and peace - rangimarie with people. The messages people give each other affect the ways they feel about themselves. Words and actions have the power - mana to build up or break up, to enhance or violate tapu. They have a very powerful effect on how people feel about themselves and how much they feel valued. People are more likely to respond to kindness than harshness - nothing is stronger than gentleness
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Suggested Resources:

- “Making Everyday Count” by Pamela Espeland & Elizabeth Verdick
- “Making the Most of Today” by Pamela Espeland & Rosemary Wallner
- “Bully Free Classroom” by Allan L. Beane, Free Spirit, Minnesota 1999

Kia Kaha Kit

Reaching Forward Programme: Module 4 Session 1; Module 5 Session 1, 2, 3 & 4; Module 6 Sessions 1, 2 & 3

Songs from Year 5 Music and Prayer Learning Strand Resource:

- ‘Building The Kingdom’ page 8
- ‘Spirit of the Living God’ page 18
- ‘We Turn To You’ page 24

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:

Religious Education Year 5

The Holy Spirit Learning Strand - Titles and Symbols of the Holy Spirit

Lesson 5 - The Holy Spirit is the Bearer of Holiness and Grace - of the Tapu and Mana of Te Atua

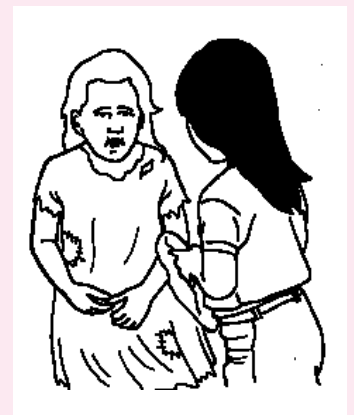
Sacrament Learning Strand - Healing

Lesson 1 - Times of Healing - Hohou Rongo in Peoples Lives

Social Studies Level 3

Culture and Heritage - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Peoples feelings of self-esteem are strongly affected by the reactions of people around them. The messages people give to each other can build them up or break them up. People are fragile beings when it comes to criticism and once a persons tapu has been violated and their sense of self-worth is lost, it is very difficult to restore. Children - Tamariki need to be encouraged to talk about how they feel about themselves especially if they seem unhappy. Parents can note signs of loss of self-worth in the way children describe themselves as people and in relation to others. It is important to use every opportunity to build children up and encourage them to see their positive points and plan how to deal with problems together so they do not feel worthless and isolated. Direct compliments paid to children - tamariki can help but often an "overheard" conversation naming their good points might be more effective.

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 - aroha and communion with other people and with God - Te Atua who created them.

Achievement Objective 1

Relationships

The students will identify and compare ways of establishing relationships and managing changing relationships, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when making friends • supporting others during illness • playing games • taking on new roles in the family • changing schools • joining or leaving groups 	<ul style="list-style-type: none"> • God created people to live in relationship with one another. People's relationships are at the centre of their lives. Because relationships are about people they have life - they grow and change. In all aspects of life people relate to each other. People have various roles in relationships, eg daughter, son, brother, sister, student, teacher, employee, employer, colleague, coach, team member, leader, follower. These roles and relationships change as people grow or get older. The skills for developing and sustaining relationships, eg love - aroha and care - manaakitanga, sensitivity to and consideration of the needs of others, openness, honesty, forgiveness - hohou rongou, faithfulness, honest sharing of ideas and feelings can be adapted to any role or relationship and are based on a Christian way of thinking and acting. This respects and enhances the dignity - tapu of people so that they can exercise their mana and achieve their goals and share themselves with others. Christians have the model of Jesus' relationships from the Scripture to follow
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Suggested Resources:

"Mum Goes on Strike" by K E Anderson, School Journal Pt 3 No 1 1996

"Blue Suede Shoes" by Maggie Bartlett, School Journal Pt 4 No 1 1998

"Angel Beads" by Jane Westaway, School Journal Pt 4 No 1 1998

Reaching Forward Programme: Module 6 Sessions 1 & 2

Relevant Scripture References:

Mark 5:25-34

Songs from Year 5 Music and Prayer Learning Strand Resource:

'Turn Back to God' pages 5 - 6

'Building The Kingdom' page 8

'We Turn To You' page 24

'Lay Your Hands' page 25

'God Is Rich In Mercy' page 26

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 5
God Learning Strand - God is Faithful
Lesson 3 - A Covenant
Lesson 5 - God - Te Atua is Always Faithful
Jesus Christ Learning Strand - The Life of Jesus
Lesson 5 - The Life Story of Jesus - Hehu
Sacrament Learning Strand - Healing
Lesson 1 - Times of Healing - Hohou Rongo in Peoples Lives

Social Studies Level 3
Social Organisation - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Relationships are at the heart of human life. People are created by God - Te Atua to live in relationship. Children learn their first and most important lessons about relationships in their family-whanau. It is the love and forgiveness of parents that teach them about God's love - aroha and forgiveness for them. The skills to build and maintain happy relationships are the most important skills parents can pass on to their children. Children - Tamariki need to understand how important having good relationships with others is. They need to see within their family-whanau different ways to show love - aroha, care - manaakitanga and forgiveness - hohou rongo and they need to understand how people's roles and relationships grow and change and that is how God made it to be. During family-whanau prayer - karakia take time to talk about people's relationship with God - Te Atua and how it can be developed, can be helpful, as well as drawing the parallels with their human relationships.

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

Focus Statement

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

Achievement Objective 2

Identity, Sensitivity and Respect

The students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to bullying • in relation to gender stereotyping • in relation to students with specific needs • in relation to messages about body image • in relation to cultural differences • in relation to fair play • in relation to inclusiveness during work • play and games 	<ul style="list-style-type: none"> • One of the key beliefs Christians hold is the value of each person's unique identity which is drawn from God's identity and likeness. It is because of this that each person has their dignity - tapu and is worthy of the respect of others. It is for this reason that all people - regardless of how good or bad they are, are loved by God. People honour the dignity of others when they; speak up for and assist them in unsafe situations, allow them to be free to be themselves, respect their different ways of being, affirm the person they are and not just their physical appearance, respect and value their cultural differences, promote a sense of justice - tika and fairness for all and include others in work and play thereby enhancing the tapu and mana and the identity and self-worth of others
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Suggested Resources:

"The Smell of Cows" by Diana Noonan, School Journal Pt 4 No 2 1998

"Respecting Our Differences" by Lynn Duvall

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

Kia Kaha Kit

Cool Schools Programme

Skills for Growing Lions Quest International Unit 5

Relevant Scripture References:

Matthew 22:34-40 Matthew 16:1-4 Matthew 12:38-39

Songs and Prayer from Year 5 Music and Prayer Learning Strand Resource:

'Building The Kingdom' page 8

Prayer to the Holy Spirit, page 17

'We Turn To You' page 24

'With These Hands' page 27

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 5

Jesus Christ Learning Strand - The Life of Jesus

Lesson 4 - Religious Groups in the Time of Jesus

Sacrament Learning Strand - Healing

Lesson 2 - Jesus Brings Healing - Hohou Rongo to People

Social Studies Level 3

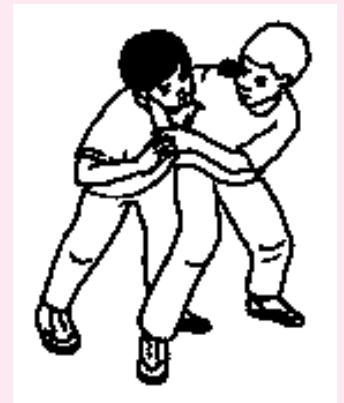
Social Organisation - AO 1, AO 2

Culture and Heritage - AO 1, AO 2

Place and Environment - AO 1, AO 2

Time, Continuity and Change - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

People have their own dignity - tapu because they share in the dignity of God - Te Atua. Christians are called to recognise this dignity by the way they react and respond to people. Their reactions and responses should mirror Jesus as this is how he is present in the world today. Regardless of what people think of others or the ways they behave they are still called to honour their dignity and challenge them to do the same. Children - Tamariki need to see many different ways people can treat others with dignity and respect. When people have been treated with respect and sensitivity then it becomes easier for them to treat others the same. Treating all people with respect and dignity is one of the challenges Christians face each day

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

Focus Statement

'The education of the conscience - hinengaro is a lifelong task. From the earliest years, it awakens the child to the knowledge and practice of the interior law recognised by conscience' (CCC 1784).

Achievement Objective 3

Interpersonal Skills

The students will identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to pressure from peers • in relation to a student's own feelings or physical limits • in relation to other people's attitudes and behaviours • in relation to whanau • in relation to the media • in relation to fellow team members • in relation to a cultural group • in relation to a group with specific needs 	<ul style="list-style-type: none"> • People have a responsibility to learn about life and to seek advice from good people to help them form their own opinions. They need to know the difference between tika and hē, the right thing to do and the wrong thing to do and what makes things this way. Being able to form an opinion based on personal values is important as well as recognising that people have the right to make up their own mind and follow their own conscience - hinengaro. (Teachers see Lessons 2, 3 & 4 in Communion of Saints Learning Strand, Year 7, on Christian Conscience)
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Suggested Resources:

"A Battle of Words" by Heather Christie, distributed by Shortlands

"Friendly Kids Friendly Classrooms" by Helen McGrath and Shona Francey, Longman, Australia 1998

Cool Schools Programme

Reaching Forward Programme: Module 5 Sessions 1, 2, 3 & 4; Module 6 Sessions 1 & 2

Relevant Scripture References:

Acts 4:27-31

Acts 15:36-41

Songs and Prayer from Year 5 Music and Prayer Learning Strand Resource:

'Building The Kingdom' page 8

'Spirit of God' page 15

Prayer to the Holy Spirit, page 17

'We Turn To You' page 24

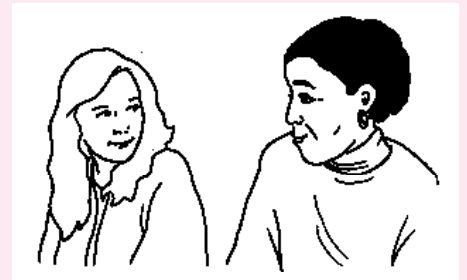
Teacher's Note: This page may be photocopied to include in your planning book.

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

Religious Education Year 5
God Learning Strand - God is Faithful
Lesson 6 - God - Te Atua Calls People to be Reconciled

Social Studies Level 3
Social Organisation - AO1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Parents have an important role in helping children - tamariki to form a Christian conscience. As opportunities arise in daily life children need to hear clear messages about what is tika and hē - right and wrong, and what the Catholic Church teaches about particular issues and the reasons why the Church has this stance. Children - Tamariki also need to be made aware of the pressures they could face for holding some of their personal views especially from their peer group. Parents can use examples which arise in family-whanau and school life to illustrate for children how different attitudes affect behaviours.

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

Focus Statement

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).

Achievement Objective 1

Societal Attitudes and Beliefs

The students will identify how health care and physical activity practices are influenced by community and environmental factors, eg

Suggested Contexts:

- in relation to classroom and school
- in relation to school and whanau
- in relation to culture
- by identifying factors such as consumer interests, media messages, uses of music
- recreational needs
- sporting opportunities and facilities

Catholic Perspective:

- Identifying the relationship between attitudes, beliefs and behaviours is important in all aspects of life. When people talk about health they mean more than physical health - taha tinana. Health includes social health - taha whanau - being able to relate to people in positive healthy ways, emotional and mental health - taha hinengaro - being in touch with and dealing with feelings in positive healthy ways and having a positive approach to life and people. It also includes spiritual health - taha wairua - being aware of one's personal relationship with God and creation. To be a healthy, whole person, all of these aspects of health need to be considered. In Aotearoa New Zealand there seems to be an emphasis on physical health and this is often highlighted by the media. But there is an increasing awareness of health being more than just a healthy body and more and more people are looking at ways of improving their social, mental, emotional and spiritual health. This includes modifying the environments that people live, work and relax in, and raising the awareness of communities about holistic health issues and the need for a balanced approach to life

Suggested Resources:

- “The First Honest Book About Lies” by Jinni Kincher
- “Stories from My Life” by Cassandra Walker
- “Becoming Myself” by Cassandra Walker
- “Kids With Courage” by Barbara A. Lewis

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

Relevant Scripture Reference:

1 Corinthians 10:31-33

Songs from Year 5 Music and Prayer Learning Strand Resource:

‘Building The Kingdom’ page 8 ‘We Are All Saints’ page 30

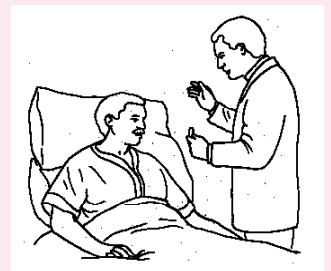
Teacher's Note: This page may be photocopied to include in your planning book.

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

Religious Education Year 5
Communion of Saints Learning Strand - Saints and Inspiring People
Lesson 2 - Saints and Inspiring People Live Holy Lives
Lesson 3 - Saints and Inspiring People Encourage People to Follow Christ

Social Studies Level 3
Culture and Heritage - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

It is the role and responsibilities of families-whanau to support and care for the health of the “whole person” for each family-whanau member. Parents need to be aware of the signs of unhealthy attitudes and behaviour and address them immediately seeking help if necessary. Allowing time to spend individually with children is valuable when a difficulty first arises. Children - Tamariki appreciate parents' care and the opportunity to talk about things in private. It can also be helpful to use extended family, eg grandparents and whanau for support when children need someone to talk to about issues which affect their social, mental, emotional and spiritual health.

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

Focus Statement

Jesus illustrated God's care 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

Community Resources

The students will participate in communal events and describe how such events enhance the well-being of the community, eg

Suggested Contexts:

Catholic Perspective:

- in relation to events such as cultural festivals, church services, family-whanau celebrations, sporting events and school productions

- People need the company and support of others for their well-being - hauora and their sense of belonging. Mixing with others exposes people to different ideas and ways of living. It provides opportunities for people to share ideas, support one another and celebrate special events in their lives. It offers opportunities for people to become familiar with the resources they can call on that are in their community. Parish community gatherings have the added dimension of nurturing the spiritual and sacramental life of the people who participate

Suggested Resources:

Reaching Forward Programme: Module 4 Sessions 3 & 4

Relevant Scripture References:

Acts 2:1-4 Luke 18:15-17 John 2:1-11

Songs from Year 5 Music and Prayer Learning Strand Resource:

'Where Two or Three Are Gathered' page 19 'The Day of the Lord' page 20
 'We Come To Share God's Special Gift' page 21

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

Religious Education Year 5

Church - Community of Disciples - The Church Celebrates

Lesson 1 - Worshipping God Through Prayer is Central to the Life of the Church

Lesson 2 - Worshipping God through Word and Sacraments

Lesson 3 - The Liturgical Seasons

Lesson 4 - The Meaning of the Liturgical Seasons

Lesson 5 - The Eucharist is at the Heart of the Church's Life

Lesson 6 - Celebrating the Eucharist Every Sunday

Lesson 8 - Continuing Christ's Saving Work through Liturgy

Sacrament Learning Strand - Healing

Lesson 8 - Participating in the Celebration of the Eucharist

Communion of Saints Learning Strand - Saints and Inspiring People

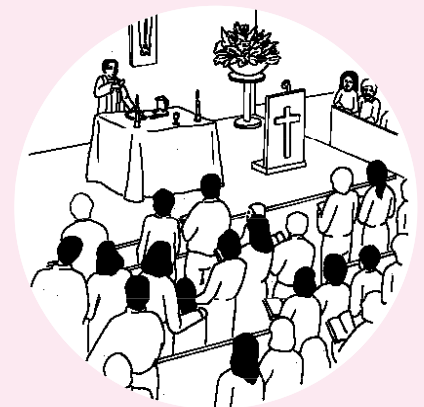
Lesson 5 - Honouring the Saints

Teacher's 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:

Social Studies Level 3
Social Organisation - AO 1 Culture and Heritage - AO 1
Time, Continuity and Change - AO 1
Resources and Economic Activities - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Community gatherings help children to feel they belong to a wider group than their family-whanau. Attending parish and community celebrations enables children - tamariki to develop a sense of celebration and helps them to recognise the variety of people who are part of their community. Community gatherings provide opportunities for people to get to know one another and to share common experiences and help one another. For Catholic children, feeling part of their local parish community will provide them with valuable background experiences to build on in their Religious Education programme.

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

Focus Statement

Because God - Te Atua 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, Responsibility and Laws

The students will research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness, eg

Suggested Contexts:

Catholic Perspective:

- in relation to food
- in relation to evacuation
- in relation to harassment
- in relation to appropriate clothing
- in relation to smoke free environments
- first aid procedures
- sports safety procedures

• As children grow into young adults they are able to assume more responsibility in their lives. They are able to understand what they are entitled to and what they need to do because they have particular rights. Young people can see the role and purpose of the law as a way of enabling people to live together in justice - tika and peace - rangimarie. They begin to understand the consequences of their choices and their behaviour. Their skills to deal with issues that affect their lives begin to develop. They can see the connections between attitudes and behaviour and how these contribute to the sort of person they are. It is often a good time to look at what is really valuable in life and what seems to be important now but will not be in the long term. Life itself becomes very precious and all the possibilities that lie ahead are cause for excitement. Young people soon recognise that they determine their own future by living according to their Christian values, eg by respecting authority and the law, by respecting the rights of others, by acting with tika, pono and aroha, by taking their responsibilities seriously, by working hard, by relating to others in healthy ways and by developing positive attitudes to their social, physical, mental, emotional and spiritual health

Suggested Resources:

- "What Are My Rights?" by Thomas A. Jacobs
- "The Kids Guide to Social Action" by Barbara A. Lewis
- "What Do You Stand For?" by Barbara A. Lewis
- "Stop, Look, Listen Up!" by R. William, Pike Resource Publications California

Reaching Forward Programme: Module 5 Session 1 & 3

Relevant Scripture Reference:

Micah 6:8

Song from Year 5 Music and Prayer Learning Strand Resource:

'Turn Back to God' pages 5-6

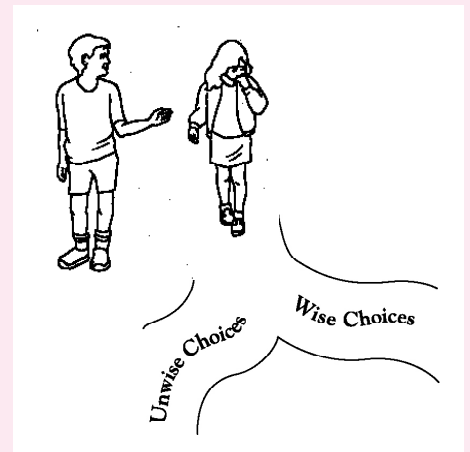
Teacher's Note: This page may be photocopied to include in your planning book.

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

Social Studies Level 3
Social Organisation - AO 2

Science Level 3
Making Sense of the Physical World - AO 1/2, AO 3, AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Young people like to have responsibilities. It helps them understand the consequences of their behaviour and to develop maturity in their thinking and actions. They need to know they have rights and as their rights increase so too do their responsibilities. Understanding the reasons for laws enables young people to have a healthy respectful attitude to authority. Parents can help young people see the connection between laws and respect for the lives and well-being - hauora of people. It is good to bring to young peoples attention the lengths to which people go to preserve and safeguard life as Gods most precious gift - taonga.

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 - pono, built up in justice - tika and animated by love - aroha' (CCC 1912).

Achievement Objective 4

People and the Environment

The students will plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • a programme for recycling • creating shade and shelter • providing recreational or sporting opportunities • peer mediation • reducing bullying • making activities inclusive 	<ul style="list-style-type: none"> • The environment people live in affects the way they behave. Each person contributes either in a positive or negative way to their environment. The environment in a Catholic school is created by people whose values are the values of Jesus Christ. This is what makes it a school with a Catholic Character. This means its priority is love - aroha and care - manaakitanga of everyone in the environment. It is in a constant state of reconciliation - hohou rongo and is continuously searching for ways to help each person reach their full potential, which is what God calls them to do. It is also observing that what is occurring in the environment, in no way prevents that from happening. Children might need to be reminded of the meaning of Jesus' words - "I have come that you might have life and have it to the full" John 10:10. In schools which proclaim the gospel of Jesus there is no place for exclusion of people, for violation of tapu, disrespect of the physical environment or behaviour which makes people feel bad. This would be a contradiction to what the purpose of the school is
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Suggested Resources:

"What Teens Need to Succeed" by Peter L. Benson, Judy Galbraith & Pamela Espeland
 "How Rude!" by Alex J. Packer
 "Nga Puawai Whanau Says 'Yes!'" by Diana Noonan, School Journal Pt 3 No 3 1998
 "Whadayamean" by John Burmingham, A Tom Maschler Book, Jonathan Cape Ltd

Kia Kaha Kit
 Cool Schools Programme

Relevant Scripture References:

Genesis 1:1-30 Luke 19:41-46

Songs from Year 5 Music and Prayer Learning Strand Resource:

'Lay Your Hands' page 25 'God Is Rich In Mercy' page 26

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:

Religious Education Year 5
God Learning Strand - God is Faithful
Lesson 6 - God - Te Atua Calls People to be Reconciled
Sacrament Learning Strand - Healing
Lesson 1 - Times of Healing - Hohou Rongo in People's Lives

Social Studies Level 3
Culture and Heritage - AO 1
Place and Environment - AO 1
Resources and Economic Activities - AO 1

Science Level 3
Making Sense of the Living World - AO 2
Making Sense of the Material World - AO 4
Making Sense of Planet Earth and Beyond - AO 4

Additional Resources: (list other useful resources)

"I have come that you
might have a life and have
it to the full"
John 10:10



Information for Families-Whanau

Young people need to realise that they have a strong influence on their environment at home and at school. People in both of these environments witness to the values of Jesus Christ by promoting behaviours and a life style that is compatible with these values. Families-whanau need to address situations that violate te tapu o te tangata - the dignity of people and cause their home environments to be unhappy, unhealthy or unsafe places for families-whanau to be.

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

The life bestowed on
us is much more than
mere existence in
time;
it is a drive towards
fullness of life.
It is the seed of an
existence that
transcends
the very limits of
time.

The human person,
though made of body
and soul is a unity.
In itself, in its very bodily
condition, it synthesizes
the elements of the
material world, which
through it are thus
brought to their highest
perfection and are
enabled to raise their
voice in spontaneous
praise of the creator.

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