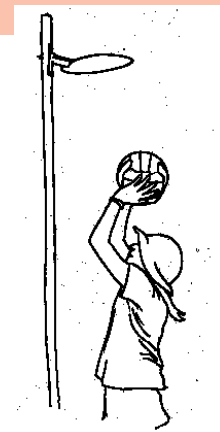


LEARNING STRAND

MYSELF AND OTHERS - KO AU, KO RATOU

RELIGIOUS EDUCATION PROGRAMME for Year 7



CONTENTS - Part one

Inside front cover - A Teacher's Prayer

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INTRODUCTION TO THE TEACHER MATERIAL

MYSELF AND OTHERS - KO AU, KO RATOU

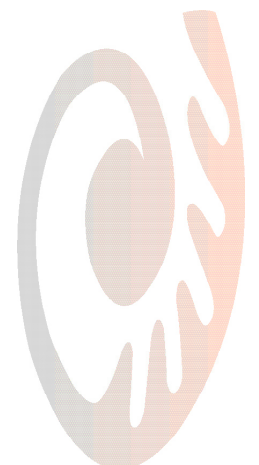
ACHIEVEMENT AIMS

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 12-30.

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 IN 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

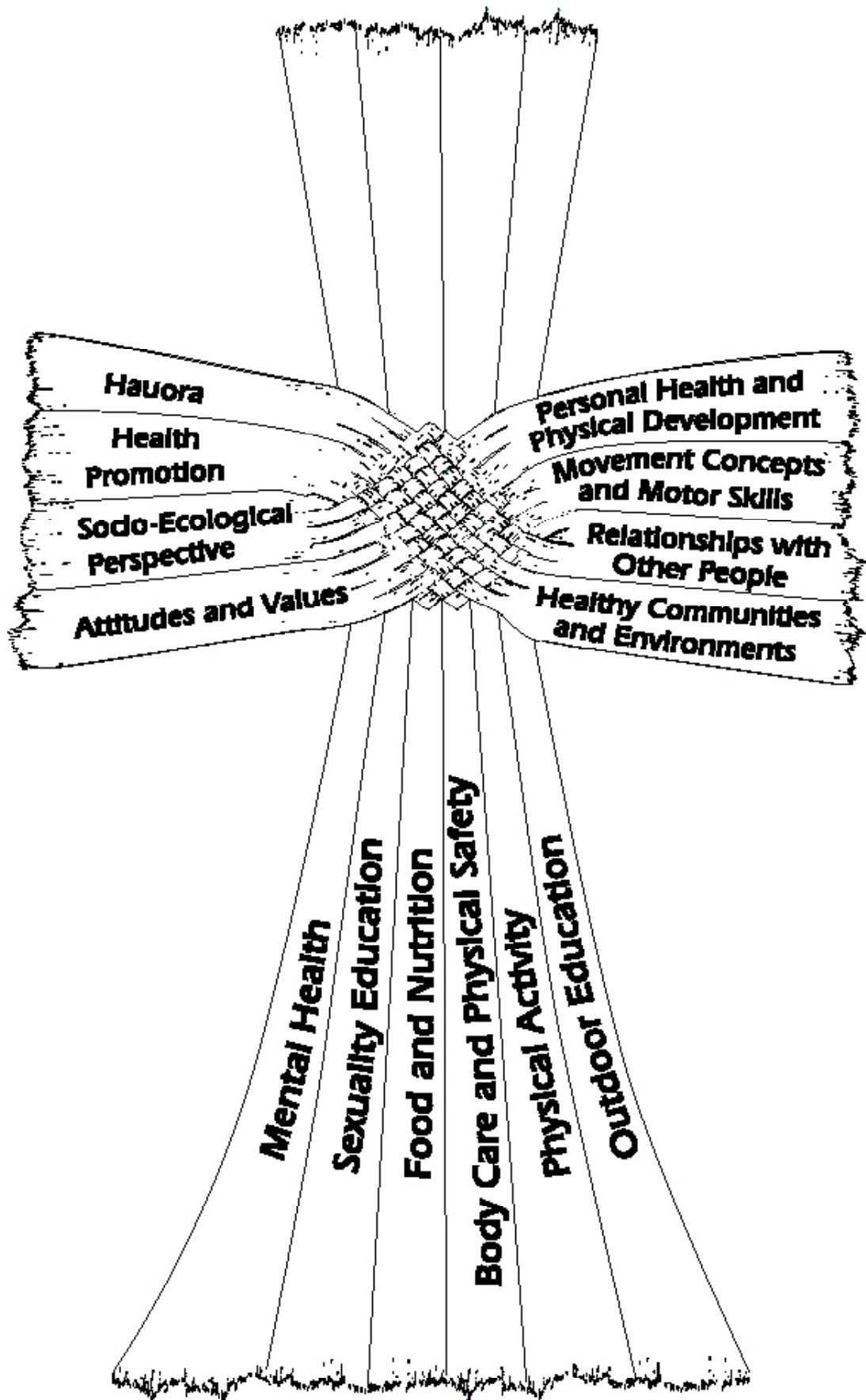
Level 4 - Year 7 Red Book

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

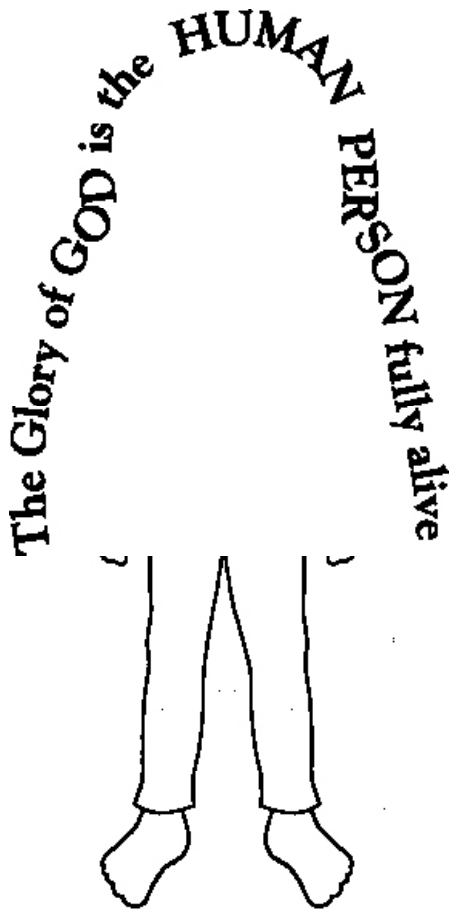
- A - Personal Health and Physical Development
- B - Movement Concepts and Motor Skills
- C - Relationships with Other People
- D - Healthy Communities and Environments

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 12-31
- the Key Areas of Learning of Mental Health, Sexuality Education, Food and Nutrition and Body Care and Physical Safety in the Theological Focus, pages 7-8.

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

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

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

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

INFORMATION FOR FAMILIES - WHANAU

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

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

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



LEARNING MODULE - MYSELF AND OTHERS KO AU, KO RATOU

Reference to
Paragraph numbers
in the Catechism of the
Catholic Church

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



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 white and features a spiral iris, a pupil, 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

Each unique human person has been created by God -Te Atua with a capacity to change and grow. We need to cultivate attitudes of acceptance of our own and others' need to develop in various ways, and respect for our differences.

Teacher's Note: Schools who use programmes run by CFLE graduates to meet the Achievement Objectives in this level are encouraged to continue to use them. The material that is offered in this module is not intended to replace these

Achievement Objective 1

Personal Growth and Development

The students will describe the characteristics of pubertal change and discuss positive adjustment strategies, eg

Suggested Contexts:

Catholic Perspective:

- in relation to fluctuating moods
- acceptance of themselves and other people
- exercise patterns, sleep, posture, relaxation
- goal setting
- hygiene
- meeting nutritional needs
- coping with illness, family support, cultural differences
- tapu situations
- differences in gender and in sexual orientation



- God's plan for each person is for them to change and grow to be the best person they can be so that they may enjoy life to the full (John 10:10). The years of puberty are a time of major growth and change for people as they make the transition from childhood to adulthood. It is often a time of turmoil for young people as they leave behind their childhood ways and discover who they are as an adult. It is a time when they look for acceptance as they experiment with their new selves and the new person they are becoming. The changes that are taking place are happening in every dimension of the young person - emotionally, spiritually, socially, and intellectually but they are usually most evident in the changes that affect their physical appearance. The adjustment to these changes can present challenges to young people and their teachers and families-whanau. There is a need for understanding and sensitive care, reassurance, guidance and support - tautoko. During this time, maintaining a healthy life-style in relation to diet, rest, hygiene, relaxation and exercise can help keep a balance in people's lives. Affirmation (not just of the physical changes) of the ways young people are growing and changing can help them to feel good about themselves.

God has created each person to be unique in every way even in their pattern and time for growth and change. Whenever this growth happens to people it is the right time - Te Wa for them and they should be encouraged to enjoy what is happening to them as something that is part of God's plan for their lives. Young people can be reminded that God knows the changes they are going through and is always close to them during this time. They can always talk to God - Te Atua in prayer - karakia during this time

Suggested Resources:

- "Angel Beads" by Jane Westaway, School Journal Pt 4 No 1 1998
- "Smile Show us Your Train Track" by Pat Quinn, Pt 4 No 2 1998
- "Sexuality and the Young Christian" by Joanne De Jonge, Baker Book House Company 1993
- Knowing Ourselves, Book A, Sexuality Education by Christine Moorcroft and Chris Roberts, User Friendly Resources
- Wonder of Living Series Kit, PAC Educational Resources, PO Box 610, Ringwood Victoria, Australia
- "Human Sexuality - A Catholic Perspective for Education and Lifelong Learning", United States Catholic Conference 1991
- "Sexuality - A Catholic Perspective" by Brian Johnstone and Vanessa Rohan
- Teaching Guide to Puberty and Menstrual Health, Tampax Education Resources
- Johnson and Johnson Teachers' Guide for Understanding Changes at Puberty, Personal Care Education

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

Suggested Resources Continued:

Personal Development Book for Boys, Johnson and Johnson
Personal Development Book for Girls, Johnson & Johnson, Freephone 0800 446147
Skills for Adolescence, Lions Quest International - Units 1 and 3
Skills for Growing, Lions Quest International - Unit 1

Reaching Out Programme: Session 1 Activities 1 & 2; Session 2 Activity 1; Session 3 Activities 1 & 2

Relevant Scripture References:

Sirach 15:14-20 1 Corinthians 3:16 Genesis 1:27

Songs from Year 7 Music and Prayer Learning Strand Resource:

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

Religious Education Year 7
Communion of Saints Learning Strand - Choices
Lesson 1 - God's Gift - Taonga of Free Will
Lesson 6 - The Sanctity and Meaning of Life
Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level 4
Social Organisation - AO 2

Science Level 4
Making Sense of the Living World - AO 3

Additional Resources: (list other useful resources)

Information for Families-Whanau

Puberty is one of the times in people's lives when there is a great need for acceptance and understanding. This time of change and growth is part of God's plan for people to grow to be the person they were created to be. The process young people go through leaving childhood behind and moving towards adulthood can be painful and uncertain. Their behaviour can be unpredictable and difficult to deal with for other family-whanau members. Many young people look for clear boundaries in this time and although they may seem to resent authority and the restrictions that are placed on them, deep down this helps them to feel secure and cared for. It is a time for parents to focus on the positive side of their children's growing, such as being able to take more responsibility for themselves and becoming more independent. It is also a time for celebrating milestones, avoiding comparisons and showing respect for the new adult who is emerging in the family-whanau. Family-whanau prayer - karakia can help remind people of God's presence with them during times of change.

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

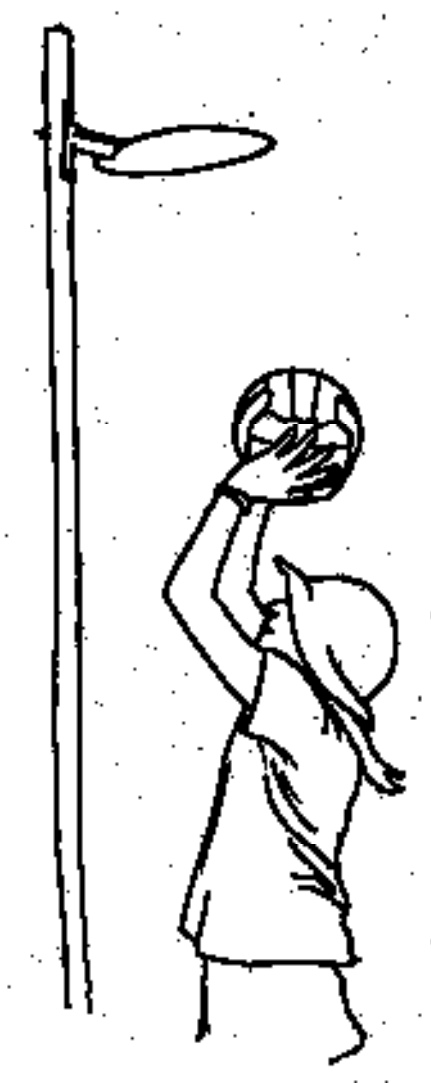
Regular Physical Activity

The students will demonstrate an increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being - hauora eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to daily exercise • health-related and skill-related fitness • the development of specific skills, relaxation, stress management and goal setting 	<ul style="list-style-type: none"> • God gives each person his or her body as a gift - taonga. God's deepest desire for people is that they are happy and enjoy the gift of life. When people take care of their bodies it a way of acknowledging this gift. Exercise is a good way people take care of their bodies. Keeping fit, relaxing and managing stress are all ways of increasing the well-being - hauora and happiness God wants people to have
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Teacher's Note: This page may be photocopied to include in your planning book.

Additional Resources: (list other useful resources)



Information for Families-Whanau

Young people respond to good models of healthy living especially within their family-whanau. Parents can invite their son or daughter to make a time when they can share in some regular physical activity together.

During puberty regular exercise can be a beneficial activity not only for its physical value but as 'time out' which can give a parent time to talk to their son or daughter about what is happening in their lives and offer some guidance and support - tautoko in a more relaxed and private setting.

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

Focus Statement

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

Achievement Objective 3

Safety and Risk Management

The students will access and use information to make and action safe choices in a range of contexts, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when dealing with harassment or abuse or when making choices about food and nutrition • smoking • alcohol • outdoor activities, sports practices • first aid, civil defence • caring for siblings • safety in the sun, on the road and near water 	<ul style="list-style-type: none"> • People have many ways to show respect for their bodies. As well as doing what is needed to keep themselves healthy, they can also avoid situations which may cause them harm. As young people grow, they become more independent and have to learn to be more responsible and make safe choices for themselves. When they do this well they show God how grateful they are for the gift - taonga of their bodies and their lives. They also show that they are growing in tapu and mana to become the person God created them to be
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Suggested Resources:

“Do I? Don’t I?” Issues for Adolescents by Larry Dixon & Bruce Farthing, New House Publishers Ltd, Takapuna, Auckland 1998

“The Bush Telegraph” by Jacqueline Crompton Ottaway, Sunshine Books

“The Wrecks” by Jacqueline Crompton Ottaway, Sunshine Books

“The Dare at Eagle Rock” by Helen Champion, Sunshine Books

DARE Programme

Skills for Growing, Lions Quest International, Grade 5 - Units 3 and 4

Skills for Adolescence, Lions Quest International - Unit 6

Reaching Out Programme: Session 4 Activities 1 & 2

Relevant Scripture References:

Matthew 10:29-31 1 Corinthians 3:16

Songs from Year 7 Music and Prayer Learning Strand Resource:

‘Teach Me Your Ways’ page 26

‘Till The End of Time’ page 27

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

Religious Education Year 7

Communion of Saints Learning Strand - Choices

Lesson 2 - Conscience - Hinengaro

Lesson 3 - Following One’s Conscience - Hinengaro

Lesson 4 - Using One’s Conscience - Hinengaro

Lesson 5 - Choices, Judgement and Life After Death

Lesson 6 - The Sanctity and Meaning of Life

Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

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 Continued:

Social Studies Level 4
Social Organisation - AO 1
Place and Environment - AO 2
Time, Continuity and Change - AO 1, AO 2
Resources and Economic Activities - AO 2

Science Level 4
Making Sense of the Physical World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

During early adolescence, young people usually have the opportunities to have many new experiences. This can be very exciting for them but it is a time of concern for parents as they let their young people have more freedom. Parents need to trust their parenting and expect that their children will have developed responsible attitudes, make careful choices and will take care when getting into situations which involve risk. Children need to know what they can do to seek help when they find themselves in unsafe situations. Affirming sensible choices is a good way of letting young people know they can be responsible for themselves and others. Helping them to predict unsafe situations before they happen is also useful.

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

Focus Statement

In a striking metaphor, Jesus illustrated God's care - manaakitanga for each person when he said, 'every hair on your head has been counted' (Luke 12.7). Christians follow Christ's example in valuing each person in all their differences and uniqueness.

Achievement Objective 4

Personal Identity and Self-worth

The students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to body image • gender roles • sexuality • ageing • cultural differences • ways of coping with prejudice, different abilities, mental illness • choice of physical activity • sports choices and opportunities 	<ul style="list-style-type: none"> • During puberty young people may experience feelings of self-doubt and much uncertainty as they search for their new identity as an adult. They receive many negative messages which damage their feelings of self-worth especially if they do not see themselves as fitting the stereotype images presented in the media. Young people need to be helped to understand that there are many different ways of being and that all people, regardless of shape, size, colour or ability, are created by God and loved very greatly by God. Difference is to be celebrated because it is what God created. The glory of God's creation is most fully celebrated in the uniqueness of people who are fully alive. God - Te Atua did not create people to be the same. God created each person with their own unique gifts - taonga and God wants them to be themselves and use their gifts in the ways that best suit them to lead a full and happy life. God knows how hard life is for people at times and God is always near to help and heal whenever needed
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Suggested Resources:

Skills for Adolescence, Lions Quest International - Units 4 and 5
 Skills for Growing, Lions Quest International Grade 5 - Units 1 and 2
 Reaching Out Programme: Session 9 Activity 1

Relevant Scripture References:

Luke 12:6-7 Jonah 4:6-11

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Holy Spirit Rock' page 1	'I Am the Light of the World' page 3
'Walk in the Light' pages 4-5	'Maori Blessing Song' page 8
'Building The Kingdom' page 14	'Shine Jesus Shine' page 18
'Tihe Mauri Ora' page 19	'Dream Lady' page 22
'God Help the Outcasts' page 23	

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 7
 God Learning Strand - God's Desire for Humanity
 Lesson 1 - God Calls People to Grow in Virtue
 Lesson 5 - God's Desire for Humanity
 Jesus Christ Learning Strand - Jesus - Saviour and Liberator
 Lesson 5 - Titles of Jesus
 Sacrament Learning Strand - Called for Others
 Lesson 7 - People's Lives are Blessed and Broken
 Communion of Saints Learning Strand - Choices
 Lesson 6 - The Sanctity and Meaning of Life
 Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level 4
 Social Organisation - AO 2
 Culture and Heritage - AO 1
 Time, Continuity and Change - AO 1, AO 2
 Resources and Economic Activities - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Feelings of self-worth and personal identity are affected greatly by exterior messages from other people. Many of the messages promoted through the media about body image, gender roles and sexuality emphasise a stereotypical image which can have a negative effect on people, especially young people. Families-whanau need to combat these images by encouraging young people to be who they are because that is who God wants them to be. God created people as unique individuals whom God wants to grow and develop in their own time in their own way. It is important that families-whanau provide a positive environment of acceptance because they are children of God - whanau a Te Atua, not only for their young members but for all people regardless of age, race or abilities. Young people need to be shown ways to deal with prejudice against themselves and others. It helps if they are made aware of the many forms prejudice can take and how it can be challenged. Families-whanau can support young people to become involved in a variety of physical activities to help them develop their talents and their self-confidence. The thing that helps young people to have feelings of self-worth most is knowing that they are loved unconditionally by their family-whanau.

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

Focus Statement

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

Achievement Objective 1

Relationships

The students will identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • when discussing pubertal change • a period of illness • friendship • caring for siblings • leadership roles • changing family structures • sporting interests • cultural expectations 	<ul style="list-style-type: none"> • All human beings - tangata are born to live in relationship with God and with each other. People are not born to live alone. It is through living in relationship with each other that people are able to grow and change and this is part of God's plan for people. In relationship people learn how to be honest, faithful - pono, open, respectful, unselfish and caring - all of these are ways which express love - aroha. Because people grow and change their relationships do the same. Young people need to learn how to adapt to changes that occur in relationships. Central to all relationships is reconciliation - hohou rongo and this is also central to the life of Christians. Knowing how and when to say sorry and how to accept other people's efforts to re-build a relationship is an important lifelong skill for young people to learn and use. The whole concept of relationship being two way - giving and receiving - is the focus of people's lives with God and with each other. There need to be opportunities for young people to reflect on when they are the carer - kai tiaki or when they are the cared for, when they are leader - kairahi or are being led and the other roles and responsibilities which are part of human relationships
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Suggested Resources:

"Angel Beads" by Jane Westaway, School Journal Part 4 No 1 1998
 "Blue Suede Shoes" by Maggie Bartlett, School Journal Part 4 Number 1
 Skills for Growing, Lions Quest International, Grade 5 - Unit 5
 Skills for Adolescence, Lions Quest International, Grade 5 - Unit 5

Reaching Out Programme: Session 5 Activities 1, 2 & 3; Session 6 Activities 1 & 2

Relevant Scripture References:

Genesis 12:1-5 Luke 2:52

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Peace Prayer' page 2	'I Am the Light of the World' page 3
'We Come to Ask Your Forgiveness' page 6	'Bring Forth the Kingdom' page 7
'What in the World!' page 13	'Building The Kingdom' page 14
'A New Dawn' page 16	'God's Spirit is in my Heart' page 25
'Teach Me Your Ways' page 26	'Till the End of Time' page 27
'Brother, Sister, Let Me Serve You' page 30	'To Be Your Bread' page 33
'Jesus, Remember Me' page 36	

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 7

God Learning Strand - God's Desire for Humanity

Lesson 4 - God's Work Brings About the Reign of God - Te Rangatiratanga on Earth

Lesson 5 - God's Desire for Humanity

Jesus Christ Learning Strand - Jesus - Saviour and Liberator

Lesson 7 - Jesus is Matamua and Tuakana

Social Studies Level 4

Social Organisation - AO 1, AO 2

Culture and Heritage - AO 1

Time, Continuity and Change - AO 1 AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

God created people to live in relationship - with God and with other people. Living in relationship is what it means to be human. At this stage of their lives, young people begin to see relationships differently. They begin to understand how they change and how their role and responsibility in their personal relationships change. Young people like to be given responsibility - it increases their sense of self-worth and helps them to feel valued. It is also a recognition of their maturity and growth. Sometimes they need to have a chance to talk about different roles they are expected to play, eg, being the carer - kai tiaki, the friend and supporter - kai tautoko, the leader - kai arahi, the team member, the whanau member, the teacher - kai ako, the learner, the cared for, the big brother or sister, the role model. The relationships young people experience in their family-whanau are the benchmark for all of their relationships in later life. That is why it is important that they experience and learn the meaning of the values that underly healthy relationships - forgiveness and reconciliation, honesty, faithfulness, truth, respect, acceptance, tolerance, openness and sensitivity. When they see these values being lived out by people who are important to them it will be easy for them to make the connection with the message Jesus taught and to be able to bring this to their relationship with him in prayer - karakia.

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

Focus Statement

So always treat others as you would like them to treat you; that is the Law and the Prophets (Matthew 7:12).

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 cases of harassment • gender stereotyping • violence in sport • non-inclusiveness • a lack of fair play • discrimination on the basis of chronic illness, mental illness or cultural difference 	<ul style="list-style-type: none"> • The heart of the Christian message is the building of the Kingdom or Reign of God - Te Rangatiratanga on earth. This is the message Jesus came to proclaim. This is the Kingdom or Reign of God's mercy - arohanui and justice - tika for all people. By their Baptism, Christians are called to help build this kingdom in small ways everyday. For young people this means learning to recognise examples of the many forms of discrimination through systems and by people and challenging them to change. Justice - Tika and mercy - arohanui are central values at the heart of Catholic schools and children should be able to feel confident that in any circumstance they will be treated justly and mercifully. Providing children with opportunities to develop skills to act responsibly in situations where they recognise unfair treatment by other children or adults is an essential part of both Health and Religious Education programmes in Catholic schools. This is because they exist to proclaim the building of the Kingdom of God - Te Rangatiratanga - the kingdom of justice - tika and mercy - arohanui on earth
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Suggested Resources:

Kia Kaha Kit

Cool Schools Programme

Skills for Growing, Lions Quest International, Grade 5 - Units 1 and 3

Skills for Adolescence, Lions Quest International, Grade 5 - Unit 7

Reaching Out Programme: Session 7 Activities 1 & 2; Session 8 Activities 1, 2 & 3; Session 9 Activities 1, 2 & 3

Relevant Scripture References:

Matthew 7:12

Luke 10:29-37

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Peace Prayer' page 2

'We Come to Ask Your Forgiveness' page 6

'Bring Forth the Kingdom' page 7

'Building The Kingdom' page 14

'A New Dawn' page 16

'Dream Lady' page 22

'God Help the Outcasts' page 23

'God's Spirit is in my Heart' page 25

'Teach Me Your Ways' page 26

'Till the End of Time' page 27

'God Has Chosen Me' page 29

'Brother, Sister, Let Me Serve You' page 30

'Building the Kingdom' page 34

'Your Law, O God' page 35

'Walk On' page 37

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 7

God Learning Strand - God's Desire for Humanity

Lesson 1 - God Calls People to Grow in Virtue

Lesson 2 - Becoming More Like Jesus

Lesson 4 - God's Work Brings About the Reign of God - Te Rangatiratanga on Earth

Lesson 5 - God's Desire for Humanity

Communion of Saints Learning Strand - Choices

Lesson 1 - God's Gift - Taonga of Free Will

Lesson 2 - Conscience - Hinengaro

Lesson 3 - Following One's Conscience - Hinengaro

Lesson 4 - Using One's Conscience - Hinengaro

Lesson 5 - Choices, Judgement and Life After Death

Lesson 6 - The Sanctity and Meaning of Life

Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level 4

Social Organisation - AO 1, AO 2

Culture and Heritage - AO 1

Time, Continuity and Change - AO 1

Additional Resources: (list other useful resources)



Information for Families-Whanau

Discrimination in any form is contrary to what living a Christian life is about. Young people in adolescence have enough to deal with in relation to the changes that are going on within them without having to suffer discrimination such as harassment, violence, exclusion because of gender stereotypes, cultural differences and physical or mental disabilities. Christians are called to build the Kingdom or Reign of God - Te Rangatiratanga on earth and this means to promote justice - tika and mercy - arohanui because this is what God's Kingdom is about. Parents can help young people to develop skills to recognise and challenge people and situations where there is discrimination. All people have a right to be treated with respect because they are created by God in God's own image and share in God's Tapu and Mana. Using situations that are presented in the media which show discrimination against people can be a useful point of reference when helping young people to recognise examples of discrimination as well as sharing ideas and suggesting ways they can deal with it if it happens to them.

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

Focus Statement

During the Sermon on the Mount Jesus called on his listeners to "Let your 'Yes' mean 'Yes' and your 'No' mean 'No'" (Matthew 5:37). In saying this Jesus was setting an ideal before his followers of speaking the truth - pono simply.

Achievement Objective 3

Interpersonal Skills

The students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • through assertiveness • negotiation • mediation • conflict resolution • constructive anger management • making positive decisions • finding support for other people 	<ul style="list-style-type: none"> • God created people to live together and be happy. One of the essential skills needed to develop healthy, happy relationships is communication. Communication enables people to understand each others thoughts, feelings and ideas. When people are able to do this they are more able to resolve differences that arise. Learning to communicate well is a skill young people need to develop as a means of developing and sustaining healthy relationships. This includes being able to use different modes of communication when appropriate, eg negotiation, mediation and persuasive or assertive modes. Resolving conflict and seeking reconciliation - hohou rongo is part of everyday life for people living a Christian way. The celebration of the Sacrament of Reconciliation - Hohou Rongo can be beneficial to people's spiritual and emotional health - wairua ora. The special grace this Sacrament offers gives strength to people to deal with many interpersonal problems. If young people learn to understand the power - mana of the words "I am sorry, please forgive me" they have learnt something that will enrich all of their relationships for life. Through communication people express their feelings and attitudes and there are times when these can be expressed too strongly and need to be kept in control. People need to recognise the signs within themselves when this begins to happen and have strategies in place to control themselves. They can also help others when this happens and encourage them to seek support - manaakitanga if lack of self-control is a problem
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Suggested Resources:

Kia Kaha Kit

Skills for Growing, Lions Quest International - Units 2, 3 and 4

Reaching Out Programme: Session 10 Activity 3; Session 11 Activities 1 & 3

Relevant Scripture References:

Matthew 5:33-37 Philippians 4:8-9

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Holy Spirit Rock' page 1

'Peace Prayer' page 2

'We Come to Ask Your Forgiveness' page 6

'What in the World!' page 13

'Building The Kingdom' page 14

'Dream Lady' page 22

'Teach Me Your Ways' page 26

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 7

God Learning Strand - God's Desire For Humanity

Lesson 1 - God Calls People to Grow in Virtue

Lesson 5 - God's Desire for Humanity

Sacrament Learning Strand - Called for Others

Lesson 1 - The Sacraments Within the Life of the Church

Lesson 7 - People's Lives are Blessed and Broken

Communion of Saints Learning Strand- Choices

Lesson 5 - Choices, Judgement and Life After Death

Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level 4

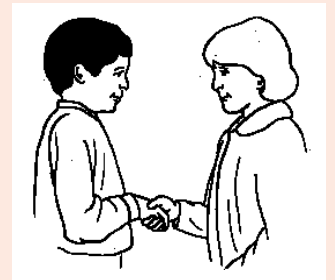
Social Organisation - AO 1, AO 2

Time, Continuity and Change - AO 1, AO 2

Science Level 4

Making Sense of the Physical World - AO 4

Additional Resources: (list other useful resources)



Information for Families-Whanau

Communication within family-whanau is central to happy, healthy family-whanau relationships. Through communication people can express their ideas, their feelings and their attitudes. When people are open and honest - pono in what they say, relationships flourish and are life-giving. When the communication channels are closed, conflict occurs and people are hurt. Young people learn many of their communication skills within their family-whanau. They learn about being assertive, about negotiation and mediation and how communication can resolve conflict. They learn also the power of forgiveness and reconciliation - hohou rongo when relationships go wrong. Being able to say sorry and ask for forgiveness is one of the most important skills people can learn. Families-whanau can extend their reconciliation experiences at home to include the celebration of the Sacrament of Reconciliation - Hohou Rongo. Parents can encourage their young people to seek help when anger is a problem and by example show them ways to manage their anger constructively.

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

Focus Statement

Christians are called to live life 'to the full' (John 10:10). In practice this means that they must discern which life-styles and influences are life-enhancing and which life-denying. They must then 'choose life'.

Achievement Objective 1

Societal Attitudes and Beliefs

The students will investigate and describe life-style factors and media influences that contribute to common health problems across the lifespan of people in New Zealand, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • in relation to smoking, alcohol • exposure to sun, body image • gender roles and stereotyping • depression • attitudes to physical and recreational activities • food choices • financial resources 	<ul style="list-style-type: none"> • One of the first and most important beliefs Christians learn is that all people are created and loved by God and that God's deepest desire for them is to be happy. This message needs to be ingrained in young people so that, no matter what other messages they receive as they grow, the truth of this message will never change. God's gift - taonga of life to each person is not only their spirit but their body as well. God expects people to care for their bodies and treat them well so they are able to lead happy, healthy lives. That is God's message to people and greatest wish for them. There are many factors in society which contradict this message. These factors are expressed mostly through the media and they illustrate unhealthy and unholy attitudes to life and people. Many of them are directed towards young people and they can be very powerful and hard for them to resist. People who care about young people's well-being - hauora need to give them the skills to be able to see through the fickleness of materialism to the truth of things that really matter. They need to be encouraged to "be more" - more loving, honest - pono, respectful, etc, rather than "having more" and that people will always be more important than things because they are God's creation and are unconditionally loved by God - Te Atua.
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Suggested Resources:

DARE Programme

Skills for Adolescence, Lions Quest International - Units 6 and 7

Skills for Growing, Lions Quest International - Units 3 and 4

Reaching Out Programme: Session 4 Activity 2; Session 12 Activities 1, 2 & 3; Session 13 Activity 2

Relevant Scripture References:

Deuteronomy 30:15-20 John 10:10

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Bring Forth the Kingdom' page 7

'Care for Life' page 9

'What in the World!' page 13

'Shine, Jesus, Shine' page 18

'Teach Me Your Ways' page 26

'Your Law, O God' page 35

'Maori Blessing Song' page 8

'21st Century' pages 11-12

'A New Dawn' page 16

'God's Spirit is in my Heart' page 25

'Till the End of Time' page 27

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 7

God Learning Strand - Gods Desire for Humanity

Lesson 5 - Gods Desire for Humanity

Sacrament Learning Strand - Called for Others

Lesson 7 - Peoples Lives are Blessed and Broken

Communion of Saints Learning Strand - Choices

Lesson 1 - Gods Gift - Taonga of Free Will

Lesson 2 - Conscience - Hinengaro

Lesson 3 - Following Ones Conscience - Hinengaro

Lesson 4 - Using Ones Conscience - Hinengaro

Lesson 5 - Choices, Judgement and Life After Death

Lesson 6 - The Sanctity and Meaning of Life

Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level

Social Organisation - AO 1, AO

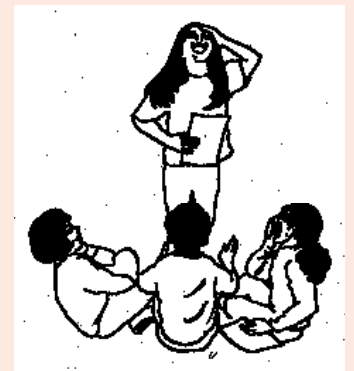
Time, Continuity and Change - AO 1, AO 2

Resources and Economic Activities - AO 1, AO 2

Science Level 4

Making Sense of the Nature of Science and its Relationship to Technology - AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

Family-whanau life-style has a major influence on the health of its members. Families-whanau are part of a society that holds many attitudes to people, their health and well-being which are contrary to Christians' beliefs about the value of people and their lives. For many people in society the acquisition of material wealth and the enjoyment of it are seen as the prime focus of their lives. Christian belief is that people, not things, are the first priority because they are God's creation and are made in God's own image and share in God's Tapu and Mana. The media is the most powerful way through which society's attitudes are expressed and formed and the messages they give people are often very hard to resist. Families-whanau can help their young people to see through the emptiness of materialism and encourage them to be themselves - the person God wants them to be - and to develop a healthy balanced life-style by making life-giving choices. The Old Testament message in Deuteronomy 30:19 is a message for people to live by today - Choose life - Whaia Te Ora.

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 2

Community Resources

The students will access a range of health care agencies, recreational resources and sporting resources and evaluate the contribution made by each to the well-being of community members, eg

Suggested Contexts:

Catholic Perspective:

<ul style="list-style-type: none"> • by comparing similar facilities • discussing health and safety considerations • considering the opportunities provided for people to take part in physical activity 	<ul style="list-style-type: none"> • Being aware of the resources in the local community which offer health care services is important. Included with these resources should be the care - manaakitanga for people's spiritual health - wairua ora provided by the parish priest, the school chaplain and the school counsellor. There are also Church agencies which offer counselling and practical assistance in times of need. Young people need to be encouraged to have positive attitudes to seeking help from these services and to recognise the valuable contribution they make to people's health and well-being - hauora
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Suggested Resources:

Fair Play Manual

Relevant Scripture Reference:

Mark 2:23-28

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Care For Life' page 9

'Brother, Sister, Let Me Serve You' page 30

'Walk On' page 37

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

Religious Education Year 7

Communion of Saints Learning Strand - Choices

Lesson 1 - Gods Gift - Taonga of Free Will

Lesson 4 - Using Ones Conscience - Hinengaro

Lesson 7 - Showing Respect for Life - Tapu o Te Tangata

Social Studies Level 4

Social Organisation - AO 1, AO 2

Time, Continuity and Change - AO 1, AO 2

Resources and Economic Activities - AO 1

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:

Religious Education Year 6
Communion of Saints Learning Strand - Mary
Lesson 6 - Mary - Patroness of Aotearoa New Zealand

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

Family-whanau can encourage their members to be aware of the many services available in their community which offer help to people in matters related to all aspects of their health and well-being - hauora. This would include the help offered by parish priests, school counsellors and Catholic Social Services. It is important that families-whanau have a positive attitude to seeking help from these services in times of need.

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 Objectives 3 and 4

Rights, Responsibilities and Laws - People and the Environment

The students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community, eg

Suggested Contexts:

Catholic Perspective:

- by removing a local environmental hazard
- writing a health-related school policy or crisis plan
- reducing vandalism
- introducing a recreational facility
- meeting people's specific needs
- developing inclusive sports programmes
- implementing a peer mediation programme

- The care and concern - manaakitanga for others is at the heart of Jesus' message and central to his mission which the Church carries on today. This care and concern extends beyond people to the care of all living things and the environment in which they live. Helping young people to develop a sense of responsibility for others and for their environment is one of the key objectives of classroom Health and Religious Education programmes. Young people are conscious of the inter-relatedness of all living things and their interdependence on the earth. They can be encouraged to challenge their peers to have a responsible attitude to each other and to the earth - whenua and the environment. This includes being aware of the laws that provide protection and safety for people and the environment. Young people could see their response to their care of the environment as a fulfilment of the words of Psalm 104:30 "Lord send out your spirit and renew the face of the earth - whenua"

Suggested Resources:

"Mr Trask's Trash" by Angie Belcher, School Journal Part 4 No 2 1998
 "Operation Skate Bowl" by Angie Belcher, School Journal Part 4 No 1 1998
 People Savers Courses run by the Red Cross
 Cool Schools Programme
 Recycling Education Resource Kit, CBEC, PO Box 503, Kaitia

Relevant Scripture References:

Genesis 1:26-31 Psalm 104:30

Songs from Year 7 Music and Prayer Learning Strand Resource:

'Care for Life' page 9 '21st Century' pages 11-12
 'What in the World!' page 13

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 7

God Learning Strand - God's Desire For Humanity

Lesson 6 - Creation is Graced by God - Te Atua

Lesson 7 - Creation Must Be Respected and Cared For By All

Lesson 8 - Creation is Redeemed by God - Te Atua

Sacrament Strand - Called for Others

Lesson 6 - Sent to Love and Serve the Lord

Social Studies Level 4

Social Organisation - AO 1, AO 2

Additional Resources: (list other useful resources)



Information for Families-Whanau

Health programmes in classrooms reiterate messages from the Religious Education programme about peoples need to care for and respect others. They also reinforce messages about the interconnectedness of people with the earth - whenua and the need there is for all people to take responsibility for the environment. Families-whanau can add to these ideas by involving their young people in activities that teach them their rights and responsibilities and the respect that is required for the rights and responsibilities of others.

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

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Anne Kennedy, Editor - Co-ordinator
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Diocesan Representatives
National Working Party
Elizabeth Wootton, Auckland
Averille Schmidt, Auckland
Laura Dikmans, Hamilton
Natalie Murphy rsm, Palmerston North
Philippa Pidd, Wellington
Vicki Summerfield, Christchurch
Jan Ogilvy op, Dunedin

Teachers' Input Group
Sherryl Jenkins, Wellington Archdiocese
Elisapeta Wilson, Wellington Archdiocese
Philippa Pidd, Wellington Archdiocese

Advice and Support
Michele Lafferty
Jenny Gordon
Colleagues and Staff of Working Party Members' Offices
Joan Parker rndm

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Theological Consultant
- Appointed by the New Zealand Catholic Bishops' Conference:
Vincent Hunt M.A., M.Th.

Maori Writers and Consultants
Pa Henare Tate
Lucille Taylor rsj
Fr Bernard Dennehy
Rose Harris sm

Liturgical Consultant
John C. Grealley B. Theology, Dip. Sac. Lit.

Designer Carol Devine

Word Processing Marilyn Roberts

Childrens Cover Photographs
St Leo's School, Devonport, Auckland
St Anne's School, Manurewa, Auckland
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St Dominics School, Blockhouse Bay, Auckland

