

LIONS - QUEST LIFE SKILLS (NEW ZEALAND) INC.

CURRICULUM LINKS BETWEEN THE HEALTH AND PHYSICAL
EDUCATION CURRICULUM

AND

Skills for Growing and Skills for Adolescence

(This resource may be photocopied for use within the school.)

**Skills for Growing
Year 0/1 (Grade K) [Objectives]**

**Unit 1-Building a School
Community**

- 1.Meeting New Faces [1,4]
- 2.Q Bear, May I....? [1,4]
- 3.Rules for Caring and Sharing [1,4]
- 4.Happy Helpers [1,4]

Unit 2-Growing as a Group

- 1.The Listening Light [1,4]
- 2.Sharing is Caring [1,4]
- 3.Groups are Great [1,4]
- 4.Keeping Your Cool [1,4]

Unit 3-Making Positive Decisions

- 1.Learning About Decisions [3]
- 2.Learning To Think and Choose [3]
- 3.Learning about "Yes" and "No" [3]

Service Learning

Unit 4- Growing Up Healthy

- 1.I Can Stay Healthy [1]
- 2.I Can Be Medicine-Wise [3]
- 3.I Know Rules About Poisons [3]
- 4.I Know How Drugs Can Help or Hurt Me [3]

Unit 5- Celebrating You and Me

- 1.We Are Like a Rainbow [4]
- 2.We Can Do Many Things [4]
- 3.We Enjoy Family Fun [4]
- 4.We Can Sing and Celebrate [4]

Energisers [2]

Objectives - Level 1 - Strand A



Students will:

[1] Describe feelings and ask questions about health, growth, developments, and personal needs, e.g., *changes in growth patterns from birth, exercise, food, love, protection, need for rest, shelter, what it means to be healthy, naming parts of the body including sexual parts;*

[2] Use regular enjoyable physical activity for self-care and well-being, e.g., *creative activities, daily exercise, play and games, relaxation;*

[3] Describe and demonstrate simple health care and safety procedures, e.g., *simple hygiene practices, procedures that relate to fire, roads, sun, and water, procedures to follow during illness, for addressing physical challenges, activating emergency systems, playing games, preparing snack foods, and responding to unwanted touching,*

[4] Describe themselves in relation to a range of contexts, e.g., *in relation to their class, classmates, community, friends, whanau, iwi, play preferences, and school, and when discussing their feelings about themselves in relation to gender, culture, and abilities.*

**Skills for Growing
Year 2 (Grade 1) [Objectives]**

**Unit 1-Building a School
Community**

- 1.I'm New Here, Too [1,4]
- 2.Politely, Please [1,4]
- 3.Remember the Caring & Sharing Rules [1,4]
- 4.The People at School [1,4]

Unit 2-Growing as a Group

- 1.Stop, Look, and Listen [4]
- 2.Gearing Up for Groups [4]
- 3.Dealing with Feelings [4]
- 4.Be a Buddy [4]

Unit 3-Making Positive Decisions

- 1.Making Helpful Decisions [3]
- 2.Knowing How to Think and Choose [3]
- 3.Choosing "Yes" or "No" [3]

Service Learning

Unit 4-Growing Up Healthy

- 1.Look and See a Healthy Me [1]
- 2.Play It Safe With Medicines and Poisons [3]
- 3.Learn the Facts about Tobacco and Alcohol [3]

Unit 5-Celebrating You and Me

- 1.What We Like About Us [4]
- 2.Remembering Our Families [4]
- 3.Someone Special at School [4]
- 4.Celebrating What We've Learned [4]

Energisers [2]

LIONS-QUEST LIFE SKILLS (NEW ZEALAND) INC.

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Growing* - January 2003

Skills for Growing

Year /1 (Grade K) [Objectives]

Unit 1-Building a School Community

- 1.Meeting New Faces
- 2.Q Bear, May I....?
- 3.Rules for Caring and Sharing [3,4]
- 4.Happy Helpers

Unit 2-Growing as a Group

- 1.The Listening Light
- 2.Sharing is Caring [4]
- 3.Groups are great
- 4.Keeping Your Cool

Unit 3-Making Positive Decisions

- 1.Learning About Decisions [3,4]
- 2.Learning To Think and Choose [3,4]
- 3.Learning about "Yes" and "No" [3,4]

Service Learning

Unit 4- Growing Up Healthy

- 1.I Can Stay Healthy [4]
- 2.I Can Be Medicine-Wise
- 3.I Know Rules About Poisons
- 4.I Know How Drugs Can Help or Hurt Me

Unit 5- Celebrating You and Me

- 1.We Are Like a Rainbow
 - 2.We Can Do Many Things
 - 3.We Enjoy Family Fun
 - 4.We Can Sing and Celebrate
- Energisers [1,2]**

Objectives - Level 1 - Strand B



Students will:

[1] Develop a wide range of movement skills, e.g., *manipulative and gross motor movements, walking, running, hopping, skipping, leaping, striking, catching, throwing, stretching, climbing, kanikani, balancing twisting, turning, tititorea, and movements in and through water.*

[2] Participate in a range of physical activities and identify the factors that make the experience personally enjoyable e.g., *when they take part in play activities, co-operative games, social activities, and social games and when they experience taking turns, success, and achievement.*

[3] Use equipment to develop movement skills in a range of different play environments and will care for the equipment e.g., *when they use balls, bats, modified equipment, water-confidence equipment, tikanga that apply with poi and rakau, improvised equipment, ropes,, climbing frames, adventure playgrounds;*

[4] Participate in games and activities and identify environments where children can play safely, e.g., *through using playground facilitates, and swimming pools, and discussing ways of avoiding physical harm, personal safety.*

Skills for Growing

Year 2 (Grade 1) [Objectives]

Unit 1-Building a School Community

- 1.I'm New Here, Too
- 2.Politely, Please
- 3.Remember the Caring &Sharing Rules [3,4]
- 4.The People at School

Unit 2-Growing as a Group

- 1.Stop, Look, and Listen
- 2.Gearing Up for Groups
- 3.Dealing with Feelings
- 4.Be a Buddy

Unit 3-Making Positive Decisions

- 1.Making Helpful Decisions [3,4]
- 2.Knowing How to Think and Choose [3,4]
- 3.Choosing "Yes" or "No" [3,4]

Service Learning

Unit 4-Growing Up Healthy

- 1.Look and See a Healthy Me [4]
- 2.Play It Safe With Medicines &Poisons
- 3.Learn the Facts about Tobacco and Alcohol

Unit 5-Celebrating You and Me

- 1.What We Like About Us
 - 2.Remembering Our Families
 - 3.Someone Special at School
 - 4.Celebrating What We've Learned
- Energisers [1,2]**

LIONS-QUEST LIFE SKILLS (NEW ZEALAND) INC.

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Growing* - January 2003

**Skills for Growing
Year 0/1 (Grade K) [Objectives]**

**Unit 1-Building a School
Community**

- 1.Meeting New Faces [1]
- 2.Q Bear, May I....? [1,2]
- 3.Rules for Caring and Sharing [1,2]
- 4.Happy Helpers [1,2]

Unit 2-Growing as a Group

- 1.The Listening Light [1,2]
- 2.Sharing is Caring [1,2]
- 3.Groups are Great [1,2]
- 4.Keeping Your Cool [1,3]

Unit 3-Making Positive Decisions

- 1.Learning About Decisions [3]
- 2.Learning To Think and Choose [3]
- 3.Learning about "Yes" and "No" [3]

Service Learning

[1,2]

Unit 4- Growing Up Healthy

- 1.I Can Stay Healthy [3]
- 2.I Can Be Medicine-Wise [3]
- 3.I Know Rules About Poisons [3]
- 4.I Know How Drugs Can Help or Hurt Me [3]

Unit 5- Celebrating You and Me

- 1.We Are Like a Rainbow [1,3]
- 2.We Can Do Many Things [1,3]
- 3.We Enjoy Family Fun [1,3]
- 4.We Can Sing and Celebrate [1,3]

Objectives - Level 1 - Strand C



Students will:

[1] Explore and share ideas about relationships with other people, e.g., *with friends, classmates, people from different cultures, younger and older children, grandparents, whanau, and students with specific needs, and when discussing the comfortable and uncomfortable feelings they experience when interacting with other people;*

[2] Demonstrate sharing and co-operative skills in groups, e.g., *during physical activities, on outings, at home, in the classroom, and in the playground;*

[3] Express their own ideas, needs, and feelings effectively and listen to those of other people, e.g., *by learning to speak confidently, responding positively, using "I" statements, use movement to express ideas, and describe situations where they feel safe and unsafe.*

**Skills for Growing
Year 2 (Grade 1) [Objectives]**

**Unit 1-Building a School
Community**

- 1.I'm New Here, Too [1]
- 2.Politely, Please [1,2]
- 3.Remember the Caring & Sharing Rules [1,2]
- 4.The People at School [1]

Unit 2-Growing as a Group

- 1.Stop, Look, and Listen [1,2]
- 2.Gearing Up for Groups [1,2]
- 3.Dealing with Feelings [1,2]
- 4.Be a Buddy [1,2]

Unit 3-Making Positive Decisions

- 1.Making Helpful Decisions [3]
- 2.Knowing How to Think and Choose [3]
- 3.Choosing "Yes" or "No" [3]

Service Learning

[1,2]

Unit 4-Growing Up Healthy

- 1.Look and See a Healthy Me [3]
- 2.Play It Safe With Medicines and Poisons [3]
- 3.Learn the Facts about Tobacco and Alcohol [3]

Unit 5-Celebrating You and Me

- 1.What We Like About Us [1,3]
- 2.Remembering Our Families [1,3]
- 3.Someone Special at School [1,3]
- 4.Celebrating What We've Learned [1,3]

**Skills for Growing
Year 0/1 (Grade K) [Objectives]**

**Unit 1-Building a School
Community**

- 1.Meeting New Faces [1,3]
- 2.Q Bear, May I....? [1,3]
- 3.Rules for Caring and Sharing [1,3]
- 4.Happy Helpers [2]

Unit 2-Growing as a Group

- 1.The Listening Light [1,3]
- 2.Sharing is Caring [1,3]
- 3.Groups are Great [1,3]
- 4.Keeping Your Cool [1,3]

Unit 3-Making Positive Decisions

- 1.Learning About Decisions [1,3,4]
- 2.Learning To Think and Choose [1,3,4]
- 3.Learning about "Yes" and "No" [1,3,4]

Service Learning [1,2]

Unit 4- Growing Up Healthy

- 1.I Can Stay Healthy [1,3]
- 2.I Can Be Medicine-Wise [2]
- 3.I Know Rules About Poisons [4]
- 4.I Know How Drugs Can Help or Hurt Me [4]

Unit 5- Celebrating You and Me

- 1.We Are Like a Rainbow [1,3]
- 2.We Can Do Many Things [1,3]
- 3.We Enjoy Family Fun [1,2,3,4]
- 4.We Can Sing and Celebrate [1,3]

Objectives - Level 1 - Strand D



Students will:

[1,3] Take individual and collective action to contribute to safe, environments that can be enjoyed by all, e.g., *by addressing teasing and bullying, meeting specific needs, setting classroom rules, picking teams, taking turns, and accommodating culturally different behaviours.*

[2] Identify people who can help with health care, e.g., *family, school, or medical personnel, kaumatua, coaches, and community or religious leaders.*

[4] Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices, e.g., *in relation to fires, heaters, water, passive smoking, household chemicals, pools, drains, rivers, and the need to wear protective clothing in certain situations.*

**Skills for Growing
Year 2 (Grade 1) [Objectives]**

**Unit 1-Building a School
Community**

- 1.I'm New Here, Too [1,3]
- 2.Politely,Please [1,3]
- 3.Remember the Caring &Sharing Rules [1,3]
- 4.The People at School [2]

Unit 2-Growing as a Group

- 1.Stop, Look, and Listen [1,3]
- 2.Gearing Up for Groups [1,3]
- 3.Dealing with Feelings [1,3]
- 4.Be a Buddy [1,3]

Unit 3-Making Positive Decisions

- 1.Making Helpful Decisions [1,3,4]
- 2.Knowing How to Think and Choose [1,3,4]
- 3.Choosing "Yes" or "No" [1,3,4]

Service Learning [1,3]

Unit 4-Growing Up Healthy

- 1.Look and See a Healthy Me [1,3]
- 2.Play It Safe With Medicines &Poisons [1,3,4]
- 3.Learn the Facts about Tobacco and Alcohol [4]

Unit 5-Celebrating You and Me

- 1.What We Like About Us [1,3]
- 2.Remembering Our Families [1,2,3]
- 3.Someone Special at School [1,2,3]
- 4.Celebrating What We've Learned [1,3]

Skills for Growing	
Year 3 (Grade 2)	[Objectives]
Unit 1-Building a School Community	↓
1.Getting to Know You	[1]
2.Rules for a Caring Classroom	[1]
3.Could You, Would You...Please?	[1]
4.Our Community Quilt	[1]
Unit 2-Growing as a Group	
1.I'm All Ears	[1]
2.Listen, Share, and Play Fair	[1]
3.Get with the Group	[1]
4.Thanks Giving	[1]
Unit 3-Making Positive Decisions	
1.Decisions! Decisions!	[1,2]
2.Step into Decision Making	[1,2]
3.It's Okay to Say "No"	[1,2]
Service Learning	
Unit 4-Growing Up Healthy	
1.Medicine: Be Safe, Not Sorry	[3]
2.Growing Up Smoke-Free	[3]
3.Alcohol Use Can Cause Harm	[3]
4.Avoiding Harmful Drug Use	[3]
Unit 5-Celebrating You and Me	
1.Our Talent Shows	[4]
2.Positive Expressions	[4]
3.Celebrating My Family	[4]
4.Our Skills Are Growing	[4]
Energisers	[2]

Objectives - Level 2 - Strand A



Students will:
[1] Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care, e.g., <i>in relation to their exercise needs, learning needs, nutritional needs, and social needs, the preparation of snack foods, appropriate clothing, digestion, expressing feelings, hygiene, personal medication, and relaxation;</i>
[2] Experience and describe the benefits of regular physical activity, e.g., <i>in relation to appropriate daily exercise programmes, a positive body image, relaxation, feeling good, identifying food needs, having fun, goal setting;</i>
[3] Identify and use safe practices and basic risk-management strategies, e.g., <i>in relation to road, water or food safety, outdoor activities, simple first aid, evacuation drills, phoning for assistance, passive smoking, speaking out, and managing success, disappointments, shyness, and embarrassment.</i>
[4] Identify personal strengths that contribute to a sense of self-worth, e.g., <i>strengths relating to their personal recreation and physical activities, their gender, their culture, their achievements, their ability to make positive contributions as a group member, and their ability to take a leadership role.</i>

Skills for Growing	
Year 4 (Grade 3)	[Objectives]
Unit 1-Building a School Community	↓
1.You, Me, and (Grade 3) Year 4	[1]
2.We Care and It Shows	[1]
3.Growing by Giving	[1]
4.People Who Make a Difference	[1]
Unit 2-Growing as a Group	
1.Listen Up	[1]
2.The Group Connection	[1]
3.What Bugs You?	[1]
4.Tools for Building a Friend"Ship"	[1]
Unit 3-Making Positive Decisions	
1.Choosing Wisely	[1,2]
2.Step Right Up	[1,2]
3.Knowing When to Say "No"	[1,2]
Service Learning	
Unit 4-Growing Up Healthy	
1.Our Amazing Bodies	[2,3]
2.The Truth About Tobacco	[3]
3.Alcohol: The Drug in Disguise	[3]
4.The Rules Say "No"	[3]
Unit 5-Celebrating You and Me	
1.(Grade Three) Year 4 on T.V.	[4]
2.Thanking My Family	[4]
3.Remembering Someone Special	[4]
4.Honouring Our Classmates	[4]
Energisers	[2]

LIONS-QUEST LIFE SKILLS (NEW ZEALAND) INC.

Links Between: Health and Physical Educ. Curriculum and Lions Quest *Skills for Growing* - January 2003

Skills for Growing Year 3 (Grade 2) [Objectives]	
Unit 1-Building a School Community	↓
1. Getting to Know You	
2. Rules for a Caring Classroom	[4]
3. Could You, Would You... Please?	
4. Our Community Quilt	
Unit 2-Growing as a Group	
1. I'm All Ears	[4]
2. Listen, Share, and Play Fair	[4]
3. Get with the Group	[4]
4. Thanks Giving	
Unit 3-Making Positive Decisions	
1. Decisions! Decisions!	
2. Step into Decision Making	
3. It's Okay to Say "No"	
Service Learning	
Unit 4-Growing Up Healthy	
1. Medicine: Be Safe, Not Sorry	
2. Growing Up Smoke-Free	
3. Alcohol Use Can Cause Harm	
4. Avoiding Harmful Drug Use	
Unit 5-Celebrating You and Me	
1. Our Talent Shows	[2]
2. Positive Expressions	[2]
3. Celebrating My Family	
4. Our Skills Are Growing	
Energisers	[1,2,3]

Objectives - Level 2 - Strand B



Students will:

[1] Practice movement skills and demonstrate the ability to link them in order to perform movement sequences, e.g., *poi, takaro-a-ringa, simple structured and expressive dance routines, two swimming strokes, weight transfer activities, ball activities, games, and waia-ta-ringa.*

[2] Participate in physical activity and express the satisfaction this can bring to them and to other people, e.g., *when they express enjoyment, adopt positive attitudes, accept diversity, achieve success, and reach personal goals.*

[3] Play minor games, using modified equipment to extend their personal movement capabilities, e.g., *when they play pair and group games or modified versions of sports using bats, balls, improvised equipment or flotation aids, and adjust the height or weight of objects, or adapt the size of the playing space.*

[4] Apply rules in selected games and activities and demonstrate safe and fair play practices during participation, e.g., *by following the rules, respecting other people, co-operating with other people, accepting decisions, and coming to understand kawa in te reo kori activities.*

Skills for Growing Year 4 (Grade 3) [Objectives]	
Unit 1-Building a School Community	↓
1. You, Me, and (Grade 3) Year 4	
2. We Care and It Shows	[4]
3. Growing by Giving	
4. People Who Make a Difference	
Unit 2-Growing as a Group	
1. Listen Up	[4]
2. The Group Connection	[4]
3. What Bugs You?	
4. Tools for Building a Friend"Ship"	
Unit 3-Making Positive Decisions	
1. Choosing Wisely	
2. Step Right Up	
3. Knowing When to Say "No"	
Service Learning	
Unit 4-Growing Up Healthy	
1. Our Amazing Bodies	
2. The Truth About Tobacco	
3. Alcohol: The Drug in Disguise	
4. The Rules Say "No"	
Unit 5-Celebrating You and Me	
1. (Grade Three) Year 4 on T.V.	[2]
2. Thanking My Family	[2]
3. Remembering Someone Special	[2]
4. Honouring Our Classmates	[2]
Energisers	[1,2,3]

**Skills for Growing
Year 3 (Grade 2) [Objectives]**

- Unit 1-Building a School Community** ↓
- 1. Getting to Know You [1,2]
 - 2. Rules for a Caring Classroom [1]
 - 3. Could You, Would You...Please? [1]
 - 4. Our Community Quilt [1,2]
- Unit 2-Growing as a Group**
- 1. I'm All Ears [1,2,3]
 - 2. Listen, Share, and Play Fair [1,2,3]
 - 3. Get with the Group [1]
 - 4. Thanks Giving [1]
- Unit 3-Making Positive Decisions**
- 1. Decisions! Decisions! [3]
 - 2. Step into Decision Making [3]
 - 3. It's Okay to Say "No" [3]
- Service Learning** [1]
- Unit 4-Growing Up Healthy**
- 1. Medicine: Be Safe, Not Sorry
 - 2. Growing Up Smoke-Free
 - 3. Alcohol Use Can Cause Harm
 - 4. Avoiding Harmful Drug Use [3]
- Unit 5-Celebrating You and Me**
- 1. Our Talent Shows [1,2]
 - 2. Positive Expressions [1,2,3]
 - 3. Celebrating My Family [1]
 - 4. Our Skills Are Growing [1]

Objectives - Level 2 - Strand C



Students will:

[1] Demonstrate ways of maintaining and enhancing relationships between individuals and within groups, e.g., *through co-operative activities and games, through sharing food, within families, classroom, clubs, and cultural groups, and by analyzing how their actions influence other people and how other people's actions influence them.*

[2] Describe how individuals and groups share characteristics and are also unique, e.g., *when they talk about whanau, people of different ages or cultures, and people's abilities, appearance, or gender and when they discuss common games.*

[3] Express their ideas, needs, and feelings confidently and listen sensitively to other people, and affirm them, e.g., *during unsafe situations, when giving and receiving compliments, by expressing angry feelings appropriately, through peer mediation, and by using basic assertiveness skills.*

**Skills for Growing
Year 4 (Grade 3) [Objectives]**

- Unit 1-Building a School Community** ↓
- 1. You, Me, and (Grade 3) Year 4 [1]
 - 2. We Care and It Shows [1]
 - 3. Growing by Giving [1]
 - 4. People Who Make a Difference
- Unit 2-Growing as a Group**
- 1. Listen Up [1,2,3]
 - 2. The Group Connection [1,2]
 - 3. What Bugs You? [1,2,3]
 - 4. Tools for Building a Friend"Ship" [2,3]
- Unit 3-Making Positive Decisions**
- 1. Choosing Wisely [3]
 - 2. Step Right Up [3]
 - 3. Knowing When to Say "No" [3]
- Service Learning**
- Unit 4-Growing Up Healthy**
- 1. Our Amazing Bodies [2]
 - 2. The Truth About Tobacco
 - 3. Alcohol: The Drug in Disguise
 - 4. The Rules Say "No"
- Unit 5-Celebrating You and Me**
- 1. (Grade Three) Year 4 on T.V. [2]
 - 2. Thanking My Family [3]
 - 3. Remembering Someone Special [2,3]
 - 4. Honouring Our Classmates [2,3]

LIONS-QUEST LIFE SKILLS (NEW ZEALAND) INC.

Links Between: Health and Physical Educ. Curriculum and Lions Quest *Skills for Growing* - January 2003

**Skills for Growing
Year 3 (Grade 2) [Objectives]**

Unit 1-Building a School Community	↓
1. Getting to Know You	[1,4]
2. Rules for a Caring Classroom	[1,3,4]
3. Could You, Would You... Please?	[1,4]
4. Our Community Quilt	[1,4]
Unit 2-Growing as a Group	
1. I'm All Ears	[1,2]
2. Listen, Share, and Play Fair	[1,2]
3. Get with the Group	[1,2]
4. Thanks Giving	[1]
Unit 3-Making Positive Decisions	
1. Decisions! Decisions!	[3]
2. Step into Decision Making	[3]
3. It's Okay to Say "No"	[3]
Service Learning	[2,4]
Unit 4-Growing Up Healthy	
1. Medicine: Be Safe, Not Sorry	[4]
2. Growing Up Smoke-Free	[4]
3. Alcohol Use Can Cause Harm	[4]
4. Avoiding Harmful Drug Use	[4]
Unit 5-Celebrating You and Me	
1. Our Talent Shows	[1,4]
2. Positive Expressions	[1,4]
3. Celebrating My Family	[1,4]
4. Our Skills Are Growing	[1,4]

Objectives - Level 2 - Strand D



Students will:

[1] Examine how people's attitudes, values, and actions contribute to healthy physical and social environments, e.g., *by considering the effects of such values as responsibility, manaakitanga, aroha, sharing, respect, fair play, imaginativeness, and concern for the future.*

[2] Identify and use local community resources, and explain how these contribute to a healthy community, e.g., *in relation to such resources as marae, schools, beaches, playgrounds, pools, parks, forest reserves, community halls, clubs, health services.*

[3] Use simple guidelines and practices that contribute to, physically and socially healthy classrooms, schools, and local environments, e.g., *when using class and playground rules, rules for games, guidelines for first aid, and rules for safety when in the sun, cycling, and taking part in water and other outdoor activities.*

[4] Share ideas and beliefs about ways in which the environment contributes to well-being and work with other people to make improvements, e.g., *improvements to the physical and social classroom environment.*

**Skills for Growing
Year 4 (Grade 3) [Objectives]**

Unit 1-Building a School Community	↓
1. You, Me, and (Grade 3) Year 4	[1,4]
2. We Care and It Shows	[1,3,4]
3. Growing by Giving	[1,4]
4. People Who Make a Difference	[1,4]
Unit 2-Growing as a Group	
1. Listen Up	[1,2]
2. The Group Connection	[1,2]
3. What Bugs You?	[3,4]
4. Tools for Building a Friend"Ship"	[1]
Unit 3-Making Positive Decisions	
1. Choosing Wisely	[3]
2. Step Right Up	[3]
3. Knowing When to Say "No"	[3]
Service Learning	[2,3,4]
Unit 4-Growing Up Healthy	
1. Our Amazing Bodies	[1,4]
2. The Truth About Tobacco	[1,4]
3. Alcohol: The Drug in Disguise	[1,4]
4. The Rules Say "No"	[1,4]
Unit 5-Celebrating You and Me	
1. (Grade Three) Year 4 on T.V.	[1,4]
2. Thanking My Family	[1,4]
3. Remembering Someone Special	[1,4]
4. Honouring Our Classmates	[1,4]

Skills for Growing

Year 5 - (Grade 4)

[Objectives]

Unit 1-Building a School Community



- 1.Names to Know [1]
- 2.You Feel That Way, Too? [1]
- 3.Rules for Respecting You and Me [1]
- 4.Working Together on a Mask Task [1]

Unit 2-Growing as a Group

- 1.The Gift of Listening [1,4]
- 2.Roles with Responsibility [1,2,4]
- 3.Avoiding the Blame Game [1,2]
- 4.Complimentary Gifts [1,4]

Unit 3-Making Positive Decisions

- 1.Thinking About Consequences [2,3]
- 2.Think,Predict,Choose,and Do [2,3]
- 3.Positively "No"! [2,3]

Service Learning

Unit 4-Growing Up Healthy

- 1.Putting Together a Body Puzzle [1,2,3]
- 2.The Wonders and Dangers of Medicine
- 3.All About Alcohol
- 4.Tobacco:The True Story
- 5.When Advertising Doesn't Add Up

Unit 5-Celebrating You and Me

- 1.Opening Our Treasure Chest of Talents [4]
- 2.Remembering Our Responsibilities [4]
- 3.Celebrating Someone Special [4]
- 4.Taking Note of Our Classmates [4]

Energisers

Objectives - Level 3 - Strand A



Students will:

[1] Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes, e.g., *such factors as food and nutrition, puberty, illness, injury, posture, physical activity, disappointment, loss, and individual differences, and skills for making friends, increasing independence, and achieving success.*

[2] Maintain regular, enjoyable physical activity with an increasing understanding of it's role in self-care and well-being, e.g., *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, and developing a positive body image and positive attitudes towards physical activity.*

[3] Identify and use safe practices and basic risk -management strategies, e.g., *strategies for emergency, natural disasters, and abusive situations, and practices for safety during physical activities (including aquatic activities and cycling) and first aid (including rescue breathing) and food safety practices.*

[4] Describe how their own feelings, beliefs, and actions and those of other people contribute to their personal sense of self-worth, e.g., *when discussing fairness, sensitivity towards others, acceptance, bullying, abuse, equity issues (including gender issues and culture issues), leadership, success, and disappointments.*

Skills for Growing

Year 6 - (Grade 5)

[Objectives]

Unit 1-Building a School Community



- 1.Important People to Know [1]
- 2.The Respecting Rules [1]
- 3.There's a Job to Do [1]
- 4.A Penny for Your Thoughts [1,2]

Unit 2-Growing as a Group

- 1.Lend an Ear [1,4]
- 2.Group Workout [1,4]
- 3.Everybody Wins [1,2,4]
- 4.Figuring Out Friendship [1]

Unit 3-Making Positive Decisions

- 1.Coming to Terms with Decision Making [2,3]
- 2.Taking Steps [2,3]
- 3.The Power of Positive Peer Pressure [2,3]

Service Learning

Unit 4-Growing Up Healthy

- 1.The "Growing Up Healthy" Campaign
- 2.Your One and Only Body [4]
- 3.Alcohol: A Major Drug Problem
- 4.Turning Your Back on Tobacco
- 5.Taking Care With Painkillers
- 6.Caffeine-The Drug in Disguise
- 7.Drugs and the Law
- 8.Drug Use and Social Influences [4]

Unit 5-Celebrating You and Me

- 1.Students in the Spotlight [4]
- 2.Learning About Our treasures [4]
- 3.Publishing Our Successes {4}
- 4.The Time of Our Lives [4]

Energisers

Skills for Growing

Year 5 - (Grade 4) [Objectives]

Unit 1-Building a School Community ↓

- 1.Names to Know
- 2.You Feel That Way, Too?
- 3.Rules for Respecting You and Me [4]
- 4.Working Together on a Mask task [4]

Unit 2-Growing as a Group

- 1.The Gift of Listening [4]
- 2.Roles with Responsibility [4]
- 3.Avoiding the Blame Game [4]
- 4.Complimentary Gifts [4]

Unit 3-Making Positive Decisions

- 1.Thinking About Consequences [4]
- 2.Think,Predict,Choose,and Do [4]
- 3.Positively "No"! [4]

Service Learning

Unit 4-Growing Up Healthy

- 1.Putting Together a Body Puzzle
- 2.The Wonders and Dangers of Medicine
- 3.All About Alcohol
- 4.Tobacco:The True Story
- 5.When Advertising Doesn't Add Up

Unit 5-Celebrating You and Me

- 1.Opening Our Treasure Chest of Talents
- 2.Remembering Our Responsibilities [4]
- 3.Celebrating Someone Special
- 4.Taking Note of Our Classmates

Energisers [1,2,3,4]

Objectives - Level 3 - Strand B



Students will:

[1] Develop more complex movement sequences in a range of situations, e.g., *by taking part in mau rakau, modified sports, whai, athletic activities, dance, orienteering, adventure activities, and outdoor pursuits and by learning three swimming strokes.*

[2] Develop movement skills and demonstrate confidence in challenging situations, e.g., *when leading others, when learning how to enter deep water, when using basic offensive and defensive game strategies, and when taking part in co-operative activities and games, adventure activities, and outdoor pursuits.*

[3] Take part in a variety of exercise programmes and describe how the body responds to regular and vigorous physical activity in a range of environments, e.g., *by describing the effect of aerobics, of circuit training, of extreme cold and heat and of relaxation on the response of the heart and lungs.*

[4] Participate in competitive activities and describe how competition can affect people's behaviour, e.g., *by describing concepts like co-operation, motivation, mana, teamwork, success, achievement, and disappointment and behaviours like opting in or out, aggressiveness, and cheating.*

Skills for Growing

Year 6 - (Grade 5) [Objectives]

Unit 1-Building a School Community ↓

- 1.Important People to Know
- 2.The Respecting Rules [4]
- 3.There's a Job to Do [4]
- 4.A Penny for Your Thoughts [4]

Unit 2-Growing as a Group

- 1.Lend an Ear [4]
- 2.Group Workout [4]
- 3.Everybody Wins [4]
- 4.Figuring Out Friendship

Unit 3-Making Positive Decisions

- 1.Coming to Terms with Decision Making [4]
- 2.Taking Steps [4]
- 3.The Power of Positive Peer Pressure [4]

Service Learning

Unit 4-Growing Up Healthy

- 1.The "Growing Up Healthy" Campaign
- 2>Your One and Only Body
- 3.Alcohol: A Major Drug Problem
- 4.Turning Your Back on Tobacco
- 5.Taking Care With Painkillers
- 6.Caffeine-The Drug in Disguise
- 7.Drugs and the Law
- 8.Drug Use and Social Influences

Unit 5-Celebrating You and Me

- 1.Students in the Spotlight
- 2.Learning About Our treasures [4]
- 3.Publishing Our Successes [4]
- 4.The Time of Our Lives

Energisers [1,2,3,4]

Skills for Growing
Year 5 - (Grade 4) [Objectives]

Unit 1-Building a School Community

- 1.Names to Know [1]
- 2.You Feel That Way, Too? [1]
- 3.Rules for Respecting You and Me
- 4.Working Together on a Mask task

Unit 2-Growing as a Group

- 1.The Gift of Listening [1,2]
- 2.Roles with Responsibility [1,2]
- 3.Avoiding the Blame Game [1,2,3]
- 4.Complimentary Gifts [1,3]

Unit 3-Making Positive Decisions

- 1.Thinking About Consequences [2]
- 2.Think,Predict,Choose,and Do [2]
- 3.Positively "No"! [2,3]

Service Learning

Unit 4-Growing Up Healthy

- 1.Putting Together a Body Puzzle [2]
- 2.The Wonders and Dangers of Medicine [3]
- 3.All About Alcohol [3]
- 4.Tobacco:The True Story [3]
- 5.When Advertising Doesn't Add Up [3]

Unit 5-Celebrating You and Me

- 1.Opening Our Treasure Chest of Talents
- 2.Remembering Our Responsibilities
- 3.Celebrating Someone Special
- 4.Taking Note of Our Classmates

Energisers

Objectives - Level 3 - Strand C



Students will:

[1] Identify and compare ways of establishing relationships, and managing changing relationships, e.g., *when making friends, supporting others during illness, playing games, taking on new roles in the family, changing schools, and joining or leaving groups.*

[2] Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, e.g., *in relation to bullying, gender stereotyping, students with specific needs, messages about body-image, cultural differences, fair play, and inclusiveness during work, play, and games.*

[3] Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these, e.g., *in relation to pressure from peers, a students' own feelings or physical limits, other people's attitudes and behaviours, whanau, the media, fellow team members, a cultural group, a gender group, or a group of people with specific needs.*

Skills for Growing
Year 6 - (Grade 5) [Objectives]

Unit 1-Building a School Community

- 1.Important People to Know [1]
- 2.The Respecting Rules
- 3.There's a Job to Do
- 4.A Penny for Your Thoughts

Unit 2-Growing as a Group

- 1.Lend an Ear [1,2]
- 2.Group Workout [1,2]
- 3.Everybody Wins [1,2,3,]
- 4.Figuring Out Friendship [1,3]

Unit 3-Making Positive Decisions

- 1.Coming to Terms with Decision Making [2]
- 2.Taking Steps [2]
- 3.The Power of Positive Peer Pressure [2,3]

Service Learning

Unit 4-Growing Up Healthy

- 1.The "Growing Up Healthy" Campaign
- 2>Your One and Only Body [2]
- 3.Alcohol: A Major Drug Problem
- 4.Turning Your Back on Tobacco
- 5.Taking Care With Painkillers
- 6.Caffeine-The Drug in Disguise
- 7.Drugs and the Law
- 8.Drug Use and Social Influences [3]

Unit 5-Celebrating You and Me

- 1.Students in the Spotlight
- 2.Learning About Our treasures
- 3.Publishing Our Successes
- 4.The Time of Our Lives

Energisers

Skills for Growing

Year 5 - (Grade 4)

[Objectives]

Unit 1-Building a School Community

- 1.Names to Know [1]
- 2.You Feel That Way, Too? [1]
- 3.Rules for Respecting You and Me [1]
- 4.Working Together on a Mask Task [1,2]

Unit 2-Growing as a Group

- 1.The Gift of Listening
- 2.Roles with Responsibility
- 3.Avoiding the Blame Game
- 4.Complimentary Gifts

Unit 3-Making Positive Decisions

- 1.Thinking About Consequences [1,2]
- 2.Think,Predict,Choose,and Do [1,2]
- 3.Positively "No"! [1,2]

Service Learning

[4]

Unit 4-Growing Up Healthy

- 1.Putting Together a Body Puzzle
- 2.The Wonders and Dangers of Medicine
- 3.All About Alcohol
- 4.Tobacco:The True Story
- 5.When Advertising Doesn't Add Up [3]

Unit 5-Celebrating You and Me

- 1.Opening Our Treasure Chest of Talents [2]
- 2.Remembering Our Responsibilities [2]
- 3.Celebrating Someone Special [2]
- 4.Taking Note of Our Classmates [2]

Energisers

Objective - Level 3 - Strand D

Students will:

[1] Identify how health care and physical activity practices are influenced by community and environmental factors e.g., *in relation to classroom, school, whanau, and culture, and by identifying factors such as consumer interests, media messages, uses of music, recreational needs, and sporting opportunities and facilities.*

[2] Participate in communal events and describe how such events enhance the well-being of the community, e.g., *in relation to events such as cultural festivals, church services, family celebrations, sporting events, and school productions.*

[3] Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness, e.g., *in relation to food, evacuation, harassment, appropriate clothing, smokefree environments, first-aid procedures, sports safety procedures.*

[4] Plan and implement a programme, to enhance an identified social or physical aspect of their classroom or school environment, e.g., *a programme for recycling, creating shade and shelter, providing recreation and sporting opportunities, peer mediation, reducing bullying, making activities inclusive.*

Skills for Growing

Year 6 - (Grade 5)

[Objectives]

Unit 1-Building a School Community

- 1.Important People to Know [1]
- 2.The Respecting Rules [1]
- 3.There's a Job to Do [1]
- 4.A Penny for Your Thoughts [1]

Unit 2-Growing as a Group

- 1.Lend an Ear
- 2.Group Workout
- 3.Everybody Wins
- 4.Figuring Out Friendship

Unit 3-Making Positive Decisions

- 1.Coming to Terms with Decision Making [1,2]
- 2.Taking Steps [1,2]
- 3.The Power of Positive Peer Pressure [1,2]

Service Learning

Unit 4-Growing Up Healthy

- 1.The "Growing Up Healthy" Campaign [2]
- 2>Your One and Only Body
- 3.Alcohol: A Major Drug Problem
- 4.Turning Your Back on Tobacco
- 5.Taking Care With Painkillers
- 6.Caffeine-The Drug in Disguise
- 7.Drugs and the Law
- 8.Drug Use and Social Influences [1]

Unit 5-Celebrating You and Me

- 1.Students in the Spotlight [2]
- 2.Learning About Our Treasures [2]
- 3.Publishing Our Successes [2]
- 4.The Time of Our Lives [2]

Energisers

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Adolescence*

January 2003

Level 4 Strand A

Students will:

1. Describe the characteristics of, pubertal change and discuss positive adjustment strategies, e.g. *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, and differences in gender and in sexual orientation.*
2. Demonstrate an increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being, e.g., *in relation to daily exercise, health-related and skill-related fitness, the development of specific skills, relaxation, stress management, and goal setting.*
3. Access and use information to make and action safe choices in a range of contexts, e.g., *when dealing with harassment or abuse or when making choices about food and nutrition, smoking, alcohol, outdoor activities, sports practices, hui, first aid, civil defence, caring for siblings, or safety in the sun, on the road, and near water.*
4. Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth, e.g., *in relation to body image, gender roles, sexuality, aging, cultural differences, ways of coping with prejudice, different abilities, mental illness, choice of physical activity, and sports choices and opportunities.*

A.1 Unit 1.

Lesson 1. Orientation and Learning Names
Lesson 4 & 5. Getting To Know You - Pt 1 & Pt 2.
Lesson 6. My Journal - A Reflection Of Me
Lesson 7. Look What's Happening - A Changing Me!

Unit 3. (Whole Unit) Managing Emotions in Positives Ways

Unit 5. (Whole Unit) Strengthening Family Relationships

Unit 7. (Whole Unit) Setting Goals for Healthy Living
Energisers

A.2 Energisers

Unit 2. Lesson 7. Growing in Responsibility
Lesson 8. Stepping Up To Good Decisions

A.3 Unit 1. Lesson 2. Establishing Classroom Agreements

Unit 2. Lesson 8. Stepping Up To Good Decisions
Service Learning

Unit 6. Lesson 2. Thinking About Influences
Lesson 3 & 4 Tobacco
Lesson 5 & 6 Alcohol
(Select from Unit 6)

A.4

Unit 1. Lesson 3. Replacing Put-Downs with Build-Ups
Lesson 7. Look What's Happening - A Changing Me!
Lesson 8. Positive Values - Guideposts for Living

Unit 2. Lesson 1. The Three Legged Stool of Self-Confidence
Lesson 2. Sharing Successes
Lesson 6. You Can Do It If You Think You Can

Unit 3 (Select from Whole Unit)

Unit 6 Lesson 2 Thinking About Influences

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Adolescence*

January 2003

Level 4 Strand B

Students will:

1. Demonstrate consistency and control of movement in a range of situations, e.g., *when participating in modified and specific sports, long poi, water safety activities, gymnastics, creative and ethnic dance, outdoor pursuits, and co-operative activities.*
2. Demonstrate willingness to accept challenges, learn new skills and extend their abilities in movement - related activities, e.g., *creative dance, adventure activities, team games, and outdoor education.*
3. Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings, e.g., *in relation to appropriate clothing, protective devices, the use of a manikin, appropriate sports equipment, flotation aids, specialised equipment, and care of equipment.*
4. Experience ways in which cultural and social practices are expressed through the ritual of movement, demonstrate understanding of this, and learn skills associated with a range of cultural activities, e.g., *creative and ethnic dance, haka, individual pursuits, gymnastics, games.*

B 1. Energisers : Program Guide - P.39 & P. 44

Unit 1. - P. 13 -16

Unit 2. - P. 11 -12

Unit 3. - P. 12 -13

Unit 4. - P. 13 -14

Unit 5. - P. 13 -14

Unit 6. - P. 17 -18

Unit 7. - P. 11 -12

B.2 Energise Book:

Stretchers and Refreshers P. 70 -

Puzzlers and Posers P. 92 -

Racing and Chasing P. 120 -

B.3 Unit 2. Lesson 8 Stepping Up To Good Decisions

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Adolescence*

January 2003

Level 4 Strand C

Students will:

1. Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses, e.g., *when discussing pubertal change, a period of illness, friendship, caring for siblings, leadership roles, changing family structures, sporting interests, or cultural expectations.*
2. Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, e.g., *in cases of harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play or discrimination on the basis of chronic illness, mental illness, or cultural difference.*
3. Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people, e.g., *through assertiveness, negotiation, mediation, conflict resolution, constructive anger management, making positive decisions, and finding support for other people.*

C1. Unit 1. Lesson 2. Establishing Classroom Agreements
Lesson 3. Replacing Put-Downs with Build-Ups
Lesson 7. Look What's Happening - A Changing Me!
Lesson 8. Positive Values: Guideposts for Living

C1 Unit 4. Lesson 1. Building Friendships
Lesson 2. Wanted: Friends
Lesson 3. From Friendship Cliques to Friendship Clicking
Lesson 4. Dealing with Intimidation
Lesson 5. Selecting Friends
Lesson 6. Pressure: Inside and Out
Lesson 7. ASK: Three Steps for Standing Up for Yourself
Lesson 8. Friendship: It Takes Two
Lesson 9. Handling Conflict in Friendship

C1. Unit 5. Lesson 1. The Family Connection
Lesson 2. Families of The Past
Lesson 3. Sharing a Family Symbol
Lesson 4 & 5. Taking Skills Home Pt. 1 & 2
Lesson 7. Family Treasures

C1. Unit 2. Lesson 1. The Three Legged Stool of Self-Confidence
Lesson 7. Growing in Responsibility

C2. Unit 3. Lesson 1. Exploring Emotions
Lesson 2. A Drop In The Bucket
Lesson 3. & 4. The Pits and Peaks - Pt. 1 & 2
Lesson 5. Understanding Our Anger Buttons
Lesson 6. Keeping Cool When You're Not
Lesson 7. Communicating with "What, Why, and How" Messages
Lesson 8. Spotlight On Stress
Lesson 9. Keeping Cool About Good Decisions

C3. Unit 1. Lesson 2 & 3
Unit 2. Lesson 8. Stepping Up to Good Decisions
Unit 3. (Whole Unit) **Unit 4.** Lesson 4, 5, 6, 7, 8 & 9
Unit 6. Lesson 8. Examining Pressures To Use Drugs
Lesson 9. Standing Up To Pressure To Use Drugs
Lesson 10. Managing Stress
Lesson 11. Making Healthy Decisions
(Supp. Resources) "Working Towards Peace" -Contact Skills for Living office

Links Between: Health and Physical Education Curriculum and Lions Quest *Skills for Adolescence*

January 2003

Level 4 Strand D

Students will:

1. Investigate and describe lifestyle factors and media influences that contribute to common health problems across the lifespan of people in New Zealand, e.g., *in relation to smoking, alcohol, exposure to the sun, body image, gender roles and stereotyping, depression, attitudes to physical and recreational activities, food choices, and financial resources.*
2. 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, e.g., *by comparing similar facilities, discussing health and safety considerations, and considering the opportunities provided for people to take part in physical activity.*
- 3.&4. Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community, e.g., *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, or implementing a peer mediation programme.*

- D1.** **Unit 1.** Lesson 3. Replacing Put-Downs with Build-Ups
Unit 2. Lesson 8. Stepping Up To Good Decisions
Unit 3. Lesson 3 & 4 The Pits and The Peaks Pt. 1&2
Unit 6. Lesson 2. Thinking About Influences
Lesson 3 & 4 Tobacco
Lesson 5 & 6 Alcohol
Lesson 8, Examining Pressures To Use Drugs
Lesson 9, Standing Up To Pressure To Use Drugs
(Select other sessions from these units as appropriate)

- D2.** Service Learning (Whole Unit - See below)

- D3.** **Unit 1.** Lesson 2. Establishing Classroom Agreements
D4. **Unit 2.** Lesson 1. The 3 Legged Stool of Self-Confidence
Lesson 7. Growing in Responsibility
Lesson 8. Stepping Up To Good Decisions

- D3.** Service Learning :
D4. Lesson 1. Identifying a Need
Lesson 2. Deciding on A Project
Lesson 3. Planning The Project
Lesson 4. Carrying Out The Project
Lesson 5. Reviewing, Demonstration and Celebrating