

How do my choices
affect the world
we live in?

Interact Teacher Manual

Health

Years 5-8

By Julie Owen and
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OVERVIEW FOR THIS TERM

This Teacher Manual is for one subject of an integrated unit based around the theme of *God is calling us*. The subject of this particular Teacher Manual is shaded grey. Further information about the supplementary books and teaching resources mentioned below are available from www.interactcurriculum.com

Year 1-4

Year 5-8

Devotions

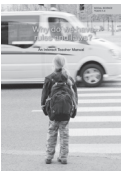


Why do people choose to obey God?



How can people walk with God in the world?

Social Science



Why do we have rules and laws?



How are decisions made for our nation?

Science

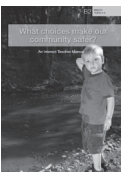


What are some mysteries about mixtures?



How can chemistry affect our world?

Health



What choices make our community safer?



How do my choices affect the world we live in?

Art



People in Contemporary Art

Language



What makes a good speaker?



How can I lead a group well?

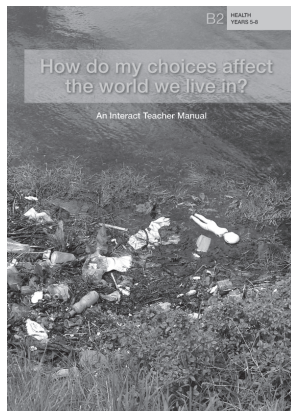


INTRODUCTION

How do my choices affect the world we live in? This *Interact Teacher Manual* forms part of the theme, *God is calling us to walk with him*. God calls us to care for the world around us and to care for people. The focus in this investigation is on making responsible choices to enhance the physical wellbeing of individuals and make the world more like God wanted it to be.

In *Genesis 1:26-28*, we read of God's instruction to the first people to be responsible for the fish in the sea, the birds in the air, the animals and Earth itself. God designed people to reflect God's nature and wanted people to prosper and manage the earth and its living things. In recent years, as technological change, population growth, and an increasing distance from the cycles of creation have changed the way people relate to their environments, we have seen significant negative effects on those very environments for which God has asked people to care. This often results in obvious health issues for people on a local, and sometimes even a global scale. As Christians, God calls us to take responsibility, to honour God in our care of creation, and for our work to be an expression of our worship.

The Old Testament records many laws that enabled the people of Israel to be healthier and safer than their neighbours who did not listen to God's ways: safer from disease and danger, safer from conflicts with each other. In the New Testament, we find Jesus summarising all the laws into two: "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, "Love your neighbour as yourself." (*Lk 10:27*). Our love for God will result in us seeking to walk with God in the world, caring for the people God brings into our lives, into our path.



Research shows that love affects health. People who are good at loving are often healthier than those who are not. People who feel loved are often more healthy than those who do not feel loved. People who have faith in God's love are often healthier than those with no faith, and environments in which cultures demonstrate care and respect for creation result in healthier communities than environments which are forgotten and disrespected.

This term, we will identify ways that we can work with God to contribute to making our communities and environments places in which people can live abundant and healthy lives. *God is calling us* to care for others (to love our neighbours as ourselves) and our environment (to love God with all our heart, as we live in his world). Consequently, our choices matter to God!

If you are new to *Interact* resources we invite you to turn to Appendix I to learn about the *Interact Learning Path* on which this *Teacher Manual* is based, and to gain additional planning help.



PRE-PLANNER GUIDE

Resource People

- Local council leaders to speak of environmental or community issues
- Local environmental groups
- People who work in community or environmental health
- Someone with an understanding of the impact of toxins and chemicals on our health

Special Features could include:

- Walks around the community to identify ways that our community or environment could be beautified or enhanced
- Taking action to beautify or improve an environment which has suffered as a result of poor choices by groups or individuals
- Making *video clips* or posters about care for our environment or community
- Devising *Environmentally Friendly* activity stations, where students demonstrate their learning about making choices that impact the health of people and environments positively



BACKGROUND INFORMATION

Background Information

Throughout life, we are faced with many choices. As young children, those choices are strongly influenced by own physical and emotional needs, and often demonstrate an immature impulsivity. When we mature, however, we develop the capacity to see beyond the immediate and think through the issues; to consider the needs of not only ourselves, but of those around us and of the environment which we share. God calls us to show love and compassion towards with others, and to care for the world he has made.

See Gen 1:26-28; Lev 25:23-24; Job 37:14-18; Ps 24:1; Ps 104:24-25; Jn 1:3; Jn 13:34-35; 1 Jn 4:11

The development of those areas of the brain that help us to make choices, to plan, reason and make ethical decisions or to predict consequences and consider needs other than our own, commences in childhood and continues throughout life. Lack of development of this frontal lobe region is characterised by erratic emotional outbursts, inability to plan or predict and a distinct self-focus.

Despite possessing the cognitive maturity to make considered choices, many of us still struggle with impulsive behaviour and a desire to please ourselves. When Frank Sinatra made the song 'I Did It My Way' popular in the late 1960s, I am sure that no one had any concept of the wave of *meism* that would prevail during the ensuing years. *Meism* is that attitude being demonstrated when people's personal choices exhibit traces of selfishness, egocentricism, self-centeredness, self-absorption and self-obsession. This is sadly all too common in our communities today when we observe people showing a lack of consideration for others and God's world in the way that they speak and act, refusing to take instruction or hesitant to work for the common good.

See Jeremiah 2:7; Mk 4:19; Romans 7:14-25

What personal choices are harmful for both myself and others?

One of the most common choices which young people face today is to decide whether they will become part of the growing number of underage drinkers, smokers and those who experiment with so-called 'recreational' drugs. These habits are often presented as lifestyle accessories and symbols of acceptance. Many have impulsively embraced their use and become subsequently ensnared by them, without due consideration to the consequences of such actions.



Background Information continued

Alcohol

Often, the consumption of alcohol by young people is portrayed as an acceptable practice, as long as it is within parental guidelines. The reality is that youthful 'immature' organs can literally be poisoned by alcohol. Alcohol is a toxin, and the consequences of drinking it when young can never be fully predicted.

Some short term effects include:

- Impaired decision-making ability and reflexes
- Distorted vision and hearing
- Altered perceptions and emotions
- Bad breath
- Hangovers
- Loss of appetite
- Irregular heartbeat - has been known to become so irregular that the heart stops
- Hypothermia - teens have been known to die from lowered body temperature
- Hypoglycemia - too little sugar in the body can cause coma and seizures
- Shallow breathing - breathing has become so shallow that it stops
- Choking on vomit - this is the most common way that teens die from alcohol. If you vomit when you are unconscious, then you can easily breathe it in. If your body cannot get the oxygen it needs, brain damage or death results

Some long term effects include:

- Liver damage - several days are required for it to recover after drinking alcohol; cirrhosis and cancer of the liver
- Central nervous system damage
- Memory loss
- Serious vitamin deficiencies and stomach ailments
- An increased risk of impotence

For further information, see <http://www.knowyourlimits.info/TheEffectsOfAlcohol.aspx>

The fact that alcohol interferes with a person's perception of reality and ability to make good decisions, can be particularly hazardous for children and teenagers, who have less problem-solving and decision-making experience. The resultant distorted coordination, perceptions, emotions and impaired judgment can lead to situations where the health of others and the environment is compromised. This is most commonly seen in incidents of:

- Violent and antisocial behaviour
- Risky behaviours and law-breaking
- Drink driving
- Sexual assault or unsafe sex
- Drug use
- Accidental death such as drowning
- Suicide

It is important to discuss the physical effects of alcohol, but equally vital to emphasise how drinking can affect their ability to make decisions and land them in situations that ordinarily, they would avoid. Students who are worried about their own or another's drinking habits should be directed toward appropriate professional help.



Background Information continued

Smoking

Smoking tobacco has long been promoted as a pastime that encourages relaxation and well-being. It is only in recent times that the links between smoking and cancer have been fully known, or the impact of passive smoking on others.

Some short term effects include:

- Negative impact on physical appearance – smelly, dull, lifeless hair; pallid skin; yellow-stained nails and teeth; bad breath
- Less oxygen to the brain
- More coughs and colds
- Increased heart rate and blood pressure
- Shortness of breath, asthma and reduced fitness due to less oxygen to the lungs

Some long term effects include:

- A gaunt look because of weight loss, poor muscle tone
- Nicotine addiction
- Increased risk of stroke
- Blindness
- Gum disease and tooth loss
- Mouth and throat cancer
- Bladder cancer
- Heart disease
- Emphysema
- Wrinkled, discoloured and dry skin
- Infertility and impotence

Smoking impacts communities, who look to providing smoke-free zones and appropriate disposal for cigarette butts. The role of tobacco advertising within the community and development of support networks for those who wish to beat nicotine addiction also requires community funds.

Illegal drugs

These are generally considered to include substances such as marijuana, ecstasy, cocaine, LSD, crystal meth, and heroin. Illegal drugs can damage the brain, heart, and other important organs. Young people may be fooled into thinking that they are a harmless choice because someone they know has not experienced any observable ill effects, but this can never be a reliable indicator. The story of a young schoolgirl, Anna Wood, is a timely reminder for this kind of thinking.



Background Information continued

While under the influence of drugs, people are less able to think clearly and make good decisions - which may result in injuries to themselves, other people, or property. Young people using drugs may:

- lose interest in school
- change friends (to be with others who use drugs)
- become overly moody, negative, cranky, or worried
- frequently ask to be left alone
- have trouble concentrating
- sleep a lot (maybe even in class)
- get into physical conflict frequently
- have red or puffy eyes
- lose or gain weight
- cough a lot
- have a runny nose

Choosing to use drugs can result in health issues for individuals, for groups, and for communities. God has given us guidelines to help us make good choices.

Ex 20:12; Deut 5:16, 5:33, 12:28; Lev 25:18; Josh 1:6-8; Jn 10:27; Jn 12:26; Gal 5:22-23; Eph 6:1-3; Col 3:20, 22; Tit 2:6-8

What personal choices are harmful for the wellbeing of our community and environment?

A variety of circumstances are created by the choices made by individuals. The following list is given to stimulate further ideas about the ways in which our decisions impact people and places:

Unhealthy air

- Possible causes such as passive smoking, industrial pollution or exhaust fumes may result in breathing difficulties, asthma, and various cancers; poorly ventilated areas may result in nausea or poor concentration

Unhealthy practices

- Possible causes such as inappropriate handling, storage or disposal of foodstuffs may result in diarrhoea; items left around which may obstruct the path of people or vehicles may result in injuries; vandalism or prank calls may reduce the resources available for use in an emergency; overuse of mobile phones, etc., and its possible impact on health; graffiti may reduce the visibility of signage for public information

Unhealthy water

- Possible causes may be the inappropriate disposal of liquids into drains or waterways, resulting in various waterborne diseases or infections; excessive additions of sugar or caffeine to drinking water, resulting in obesity, diabetes, etc



Background Information continued

Unhealthy noise

- Possible causes may be unnecessarily loud music, movies or parties, or not using appropriate protection such as earmuffs when near noisy machinery. Results may be a generalised hearing loss, stress or distress to others

Unhealthy products

- Chemicals and toxins found in products which we use can result in pollution and/or damage to the environment. Many of the long term effects of the chemicals and toxins in personal products which we use on the skin, in the home or garden, or in foods and drinks, are yet to be fully investigated

God is not pleased by our lack of concern for people or places. Our choices should reflect our desire to follow God's ways.

See Jer 2:7; Mt 16:24; Mk 4:19; Lk 14:34-35; Rom 12:9-21; Rev 11:18

Why can making good choices be difficult at times?

Each of us deals with a conflict within – the sinful nature that battles with the desire to walk with God. We honour God when follow him.

Mic 6:8; Lk 21:8; Jn 6:27-29; Jn 12:26; 1 Cor 11:1; Heb 11:6

Some tips for making good choices include:

- Think about the impact of our decision on others or on the environment
- Listen and evaluate advice from others
- Obey rules and laws that protect and preserve the environment or our community
- Honour others above ourselves
- Do not make choices based on the need for acceptance
- Trust those who have proven themselves to be trustworthy
- Think through the consequences or the issues
- Do not make choices based on the need for immediate gratification
- Think about the impact of personality and/or hormones on choices
- Think about the impact of age and/or maturity on choices
- Resist impulsivity when making choices
- Ask God for help

What choices can we make to improve our world?

Matthew 25:14-30 reminds us that God has given us the power to make good choices with what we have been given. God cares for people and for his creation and calls us to do the same. If it is necessary for rules, guidelines or laws to help people make wise decisions, then we should be instrumental in their formation and their enforcement.



Background Information continued

The implementation of occupational health and safety guidelines ensures that people who work together, consider the wellbeing and safety of themselves, of others, and the workplace. Such guidelines need to be supported and reviewed to be effective in protecting people and places.

The media is often a significant influence on our choices, and we must be careful to evaluate messages that we see and hear (*Eph 4:11-16*). Joining with others to work for the good of people and for the health of the environment demonstrates our desire to walk with God.

The Bible gives us some clear guidelines about how Christians can improve the world, such as:

- *Genesis 1:26-28* – God wants us to be responsible caretakers of the world around us
- *John 13:34-35* – Love others as God loves them
- *Isaiah 58:5-7* – Work toward love and justice for all
- *Amos 5:14-15* – He will be with us if we hate evil, love good and maintain justice
- *Micah 6:8* – God wants us to work toward justice and mercy, as we follow God's leading
- *Romans 12:9-21* – God wants us to treat others with love and respect

Because *God is calling us to walk with him*, we will make careful choices that consider the needs of others and our responsibility to care for the world which God has given us.



the key competencies are:

Managing self
Understanding
language, symbols
and text

the habit of character focus is:

Obedience

the habit of mind focus is:

Managing
Impulsivity



the big idea is:

God is calling us to walk with him

the key understanding is:

My personal choices can have an impact on the world we live in

the focus question is:

How do my choices affect the world we live in?



New Zealand Curriculum requirements

Students will:

Vision: Be *confident* in living and learning

Principles: Show *high expectations* of self and a *future focus*

Appreciate *community engagement*

Values: Interact with *integrity* and *respect*

Value *equity and excellence, community and participation*

Key Competencies: Develop skills in *managing self*

Demonstrate an *understanding of language, symbols and text*

Health

Healthy Communities and Environments

3D3 Rights, responsibilities, and laws

Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness

3D4 People and the environment

Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment

4D1 Societal attitudes and values

Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand

4D2 Community resources

Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members

4D3 Rights, responsibilities, and laws; People and the environment

Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community



key areas of investigation

We are investigating:

- 1.0** What personal choices are harmful for both myself and others?
- 2.0** What personal choices are harmful for the wellbeing of our community and environment?
- 3.0** Why can making good choices be difficult at times?
- 4.0** What choices can we make to improve our world?

For a list of Key Learning Intentions to select from as a skill focus, please refer to the Appendix



Interact Learning Path | Phase 1

Firing Up

Fire Up imaginations and learning desires and gain knowledge in the following ways:



Relate

Be connected, in engaging ways, with the topic to get 'hooked' into learning
The exclamation mark reminds us to get enthused



Recall

Recall prior knowledge of this topic
The arrows remind us to consider all we have experienced, learnt and felt about this topic



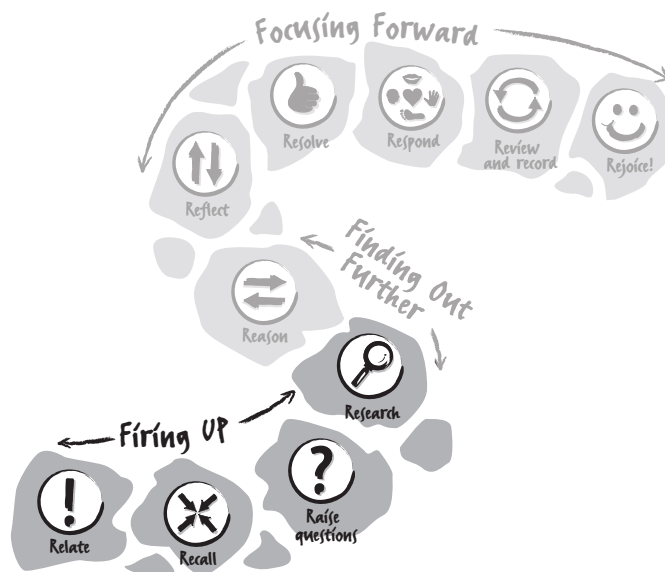
Raise questions and recognise problems

Consider what questions we have about this topic that we need to or would like to know the answers to. Identify possible problems. Some of these questions may be springboards into the topic study. Others may become the basis for further research later in the unit
The question mark reminds us to question



Research (initial)

Initiate research in the key areas of investigation, seeking to answer questions as you go
The magnifying glass reminds us to go searching





Relate

questions and activities

indicators of achievement

Provide an interesting, information-rich environment that engages the students in their learning. The following is a range of suggested ideas:

Over the next few days, walk or drive around your community. Take photographs or videos and other evidence of places in your school or local environment, in which individuals or groups have made choices to make our environment more beautiful than it was, or our community, a better place in which to live. Read *Psalm 24:1*. Then take photos or videos of places in your school or local environment in which individuals or groups have caused damage, or destroyed beauty and health, e.g. by alcohol or drug abuse, pollution of air, water, sound, or food, or the disposal and use of toxins and electronic waste. Share these with each other and discuss:

- *What do you think is happening, or what could have happened, in the photo?*
- *What can you tell about this community or environment and the people who live here by looking at the picture?*
- *Does this environment or community look healthy? Why or why not?*
- *What factors, or determinants, might be affecting the wellbeing of this community or environment?*
- *What do you think the creator of our world thinks about these situations?*

Discuss the opportunities for care and for leadership that we have – to encourage what is good and to help where we can to improve what is not good

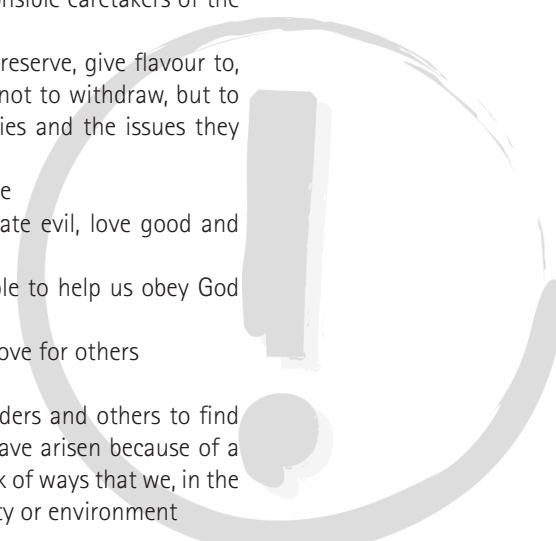
Walking with God is the best way to ensure that the choices we make result in the best for us and for others. Read the following scriptures about how we can walk with God to fulfil God's purposes in the world, and identify ways that we, and our community or environment, would be more healthy if Christians chose well in these areas:

- *Genesis 1:26-28* – God wants us to be responsible caretakers of the world around us
- *Luke 14:34-35* – Christians should be salt: preserve, give flavour to, and be a good influence in society. We are not to withdraw, but to infiltrate and be involved in our communities and the issues they face.
- *Isaiah 42:1* – God wants us to establish justice
- *Amos 5:14-15* – He will be with us if we hate evil, love good and maintain justice
- *Ephesians 4:11-16* – God has given us people to help us obey God and to not be deceived by poor leaders
- *1 John 4:11* – Our choices are to reflect our love for others

Read local newspapers and speak to community leaders and others to find out local environmental or community issues that have arisen because of a lack of care, e.g. pollution, alcohol or drug abuse. Think of ways that we, in the next four weeks, could see a change in our community or environment

Choose an area of concern or interest in your community or environment, which you could investigate and influence for good during this term. Begin a video record of the process of your thinking and actions taken

- Connects with the topic and relates to others





Relate continued

questions and activities

indicators of achievement

Discuss:

- *Do we have to accept a situation that is bad for our health and the health of others?*
- *How can we make God's world, and our community and environment a better place?*

Play a game of 'Follow the Leader' or 'Simon Says'. Have the leader do foolish things at times, both to make the activity fun and to laugh about the idea of imitating something that looks so foolish, but is necessary in order to stay in the game. After the game, discuss:

- *Which is easier – to be a leader or to be a follower? Why?*
- *How did it feel to imitate the foolish actions? Why did people do it?*

(There may be a strong inclination to draw parallels here between this event and the way that people often copy the foolish actions of others around them, but it is better at this stage to simply make a clear statement about it being a necessary choice if you want to stay in the game. It will be a more powerful lesson for students if they make the connection themselves in discussion at a later point)





Recall

questions and activities

indicators of achievement

Assist the students to consider what they already know and to build on that knowledge by asking further questions as they learn. The following is a range of suggested ideas:

Recall God's instruction to Adam and Eve in *Genesis 1:26-28*, and brainstorm as many ways as possible for fulfilling this instruction today

- Recalls prior knowledge and experiences

Thinking about an environmental or community problem or issue you have identified, consider these questions to help you recall what you know already:

- *What do I already know about this issue or situation?*
- *How did I come to know this?*
- *What evidence do I have for my concerns?*
- *How do I feel about this issue or situation? Why?*
- *What is the evidence for this knowledge?*
- *What do I believe God might think about this? Why?*

With a partner, describe situations when you:

- Acted impulsively, without thought of the consequences to the environment or others and the outcome was negative
- Thought carefully about the right response or action, and the outcome was positive

Make a list of rules that your teacher or parents have made in order to:

- protect or benefit our environment, e.g. composting, sorting waste and recycling, disposing of poisons
- build and protect our community, and help or protect people within it
- protect or benefit our personal health and wellbeing

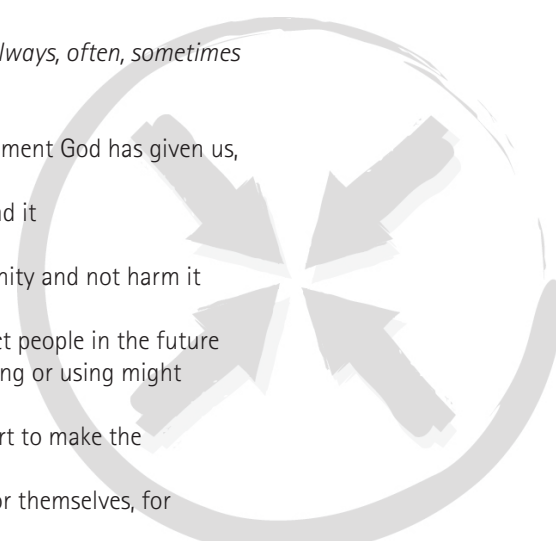
List any personal rules that you have, which are different to the ones you have discussed. Then identify any rules which:

- You find easy to follow
- You find difficult to follow

Complete this quiz in your notebook by answering *always, often, sometimes* or *never*:

1. I act impulsively
2. I think about how my actions affect the environment God has given us, and try to protect and preserve what is good
3. I try to leave my environment better than I found it
4. I think graffiti is inappropriate
5. I try to act in ways that will benefit our community and not harm it
6. I put rubbish in the bin
7. I think about how my decisions today may affect people in the future
8. I think about how something I am eating, drinking or using might affect my health
9. I notice places where people have made an effort to make the environment beautiful
10. I see people doing things that are unhealthy for themselves, for others or for the environment

Keep a record of your responses to be discussed later in the investigation. Alternately, the teacher may choose to collect the anonymous responses and use them to identify particular issues of relevance to the class





Raise questions

questions and activities

indicators of achievement

As a class, identify questions you would like to know the answers to in relation to this topic. The following is a range of suggested ideas:

Research Questions

Begin your questions with what, when, who, why, where, and how. For example:

Consider the environmental or community issue or problem that interests you and ask questions such as:

- *If this area of our community and environment were given a score of 10 out of 10, what might it look like?*
- *How might this problem or issue have started?*
- *How could we find out the health and safety guidelines in our school/ environment/community related to this issue or problem?*
- *What information do we need?*
- *How could we become involved in protecting, preserving or enhancing a healthy school, community or local environment this term?*
- *How else could we find out the issues of concern about our community or environment?*
- *How could we find out who the leaders are in our community who are most concerned with caring for our environment and other community issues?*
- *What other perspectives might there be on this issue?*
- *What might be some steps of moving people's ideas towards bringing this kind of change?*
- *What arguments and supporting information or evidence might help me present a case?*
- *What problems might arise in this process?*

- Writes open questions
- Creates a framework to focus an inquiry

Reasoning Questions

Focus on parts or elements, processes, comparisons, connections. For example:

Devise some questions that are relevant to the focus question, such as:

- *Why do people make choices that have negative consequences?*
- *What do obedience or impulsivity have to do with the choices that people make?*
- *How might obedience or impulsivity be related to our Health focus this term?*
- *How might being obedient and managing impulsivity be connected? Does one cause the other? Can you do one and not the other?*
- *Is a lack of regard for laws or a failure to manage impulsivity related to any of the problems you have observed within the community?*
- *What could be done to help people in these areas?*

- Creates a framework to focus an inquiry
- Defines a problem

Discuss your thoughts and then draw a diagram to show any relationships between ideas. Make any changes necessary as you study this term

Make a list of the kinds of behaviours that would help to identify people who were unaware of the impact of their choices on themselves, on others or on the environment. Discuss which of them might be common to a list of impulsive behaviours

- Defines a problem

Make a list of questions which you might ask someone with extensive knowledge about the impact of different products on our health

- Designs a survey



Raise questions continued

questions and activities

indicators of achievement

As we grow older, there are always younger people watching the things we do and listening to the things that we say. Without even realising it, we assume a leadership role simply because of our age and experience of life. The same is true for those who call themselves Christians. Younger Christians, or those who have not yet come to understand that God is calling us to work with him in loving people and looking after the world, watch and listen to see what it is like to live well in the world. In your diary or journal, write responses to the following questions:

- *What have I done or said in the last twenty four hours for the health of our community or environment which it would be good for others to imitate?*
- *What have I done or said in the last twenty four hours for the health of our community or environment which would not be good for others to imitate?*
- *How did I choose my actions, or was I acting impulsively in these situations?*

- Creates a framework to focus an inquiry
- Defines a problem
- Asks personally reflective questions





Research

questions and activities

indicators of achievement

Immerse yourself in ideas and information about the topic as you develop those skills outlined in the *Key Learning Intentions*. As you research, try to:

- take notes as individuals or as a class
- identify groups of ideas and sort under headings
- note titles of interesting or helpful resources
- identify new questions you would like to investigate

The following is a range of activities, based on the *Key Areas of Investigation*:

1.0 What personal choices can be harmful for both myself and others?

People make choices about using *alcohol*. Discuss and make notes about the following key points:

- Alcohol is available in our community in many forms. In any form, alcohol is a drug
- Just as different medications affect people in different ways, so the impact of alcohol varies in its impact on the central nervous system, and thus, brain function
- Alcohol impacts our ability to make choices and decisions, emotions, speech, movement, heartbeat and breathing. This is accentuated in a young developing body and can result in serious consequences

Investigate the effects of alcohol on the body by playing the game at:

<http://www.alac.org.nz/BodyEffect.aspx?PostingID=1550>

Then, find examples in local newspapers about how excessive use of alcohol has negatively impacted the lives of others in the community, or our environment, through drink driving, abusive or violent behaviour, littering of broken glass etc

People make choices about *smoking*. Investigate the following key ideas:

- People smoke a variety of different substances, all of which have a negative impact on personal health
- Cigarettes contain the substance tobacco. Chewing, sniffing and smoking tobacco has a long history, but it is only in relatively recent times that we have begun to learn of its serious impact on health and wellbeing
- Cigarettes contain dangerous chemicals, which have a serious impact on many systems in the body. Damage occurs and compounds with every cigarette smoked
- Nicotine addiction is difficult to break
- Passive smoking is believed to be responsible for similar health issues to those experienced by active smokers

The following websites may be useful for you:

<http://www.5min.com/Video/How-Smoking-Affects-Your-Body-326783017>

http://www.ehow.com/video_4951769_smoking-affect-body.html

- Uses a range of sources to research
- Identifies main ideas
- Shares ideas
- Sees connections between ideas
- Identifies relevance of information

- Uses a range of sources to research
- Identifies main ideas
- Sees connections between ideas
- Describes findings

- Uses a range of sources to research
- Identifies main ideas
- Identifies relevance of information



Research continued

questions and activities

indicators of achievement

Enjoy an amusing perspective on the 'invention' of smoking at one of the following websites:

<http://www.youtube.com/watch?v=p1KbtLrBZ0k&feature=related>

<http://www.youtube.com/watch?v=i7YBaiJMnik&feature=related>

Investigate the impact of passive smoking on individuals and any laws which exist or should exist, to protect the health of people within the community

- Uses a range of sources to research
- Identifies main ideas
- Shares ideas
- Sees connections between ideas

Some people choose to use *illegal drugs*, believing them to be safe because they know of others who have used them without apparent effects. The impact of illegal drugs can never be accurately predicted. Often they are manufactured in very unhygienic conditions and have been known to contain toxic substances as 'fillers'. Investigate the experience of Anna Wood at:

[http://en.wikipedia.org/wiki/Anna_Wood_\(schoolgirl\)](http://en.wikipedia.org/wiki/Anna_Wood_(schoolgirl))

- Uses a range of sources to research
- Identifies main ideas
- Describes feelings and actions

Invite a local policeman or community worker to talk about any local issues concerning the use or impact of illegal drug use, on children and families in the community, and our environment

- Listens to people

Statements that are commonly heard before a mishap of some kind, often sound a bit like 'It won't happen to me', 'Nothing will happen' or even 'Hey everybody! Wanna see me do something really cool?' Young people generally engage in more risk-taking activities than adults do, and break the rules and laws that were made for the protection of ourselves, others or the environment. Find examples of laws and bylaws that restrict personal choice for the benefit of people or the environment and create a mind map of possible impacts of breaking these laws:

- Use of excessive speed
- Lighting fires in drought conditions
- Use of toxins
- Disposal of toxins and electronic waste
- Graffiti or vandalism

- Uses a range of sources to research
- Identifies relevance of information
- Sees connections between ideas
- Thinks creatively
- Draws a diagram to show connections





Research continued

questions and activities

indicators of achievement

2.0 What personal choices are harmful for our community and environment?

God calls us to work with him in the world, to make the world a better place, to be restorers and caretakers. Investigate how individual choices can impact the physical health and wellbeing of our community and environment in negative ways. Use your information to create cause and effect diagrams or tables about unhealthy environments and their impact on groups of people. Add to your photographs and video evidence as you consider the following ideas, and then add more of your own:

- Shares ideas
- Uses a range of sources to research
- Sees connections between ideas
- Draws a diagram to show connections

Unhealthy air

- Possible causes such as passive smoking, industrial pollution or exhaust fumes may result in breathing difficulties, asthma, and various cancers; poorly ventilated areas may result in nausea or poor concentration

Unhealthy practices

- Possible causes such as inappropriate handling, storage or disposal of foodstuffs may result in diarrhoea; items left around which may obstruct the path of people or vehicles may result in injuries; vandalism or prank calls may reduce the resources available for use in an emergency; overuse of mobile phones, etc., and its possible impact on health; graffiti may reduce the visibility of signage for public information

Unhealthy water

- Possible causes may be the inappropriate disposal of liquids into drains or waterways, resulting in various waterborne diseases or infections; excessive additions of sugar or caffeine to drinking water, resulting in obesity, diabetes, etc

Unhealthy noise

- Possible causes may be unnecessarily loud music, movies or parties, or not using appropriate protection such as earmuffs when near noisy machinery. Results may be a generalised hearing loss, stress or distress to others

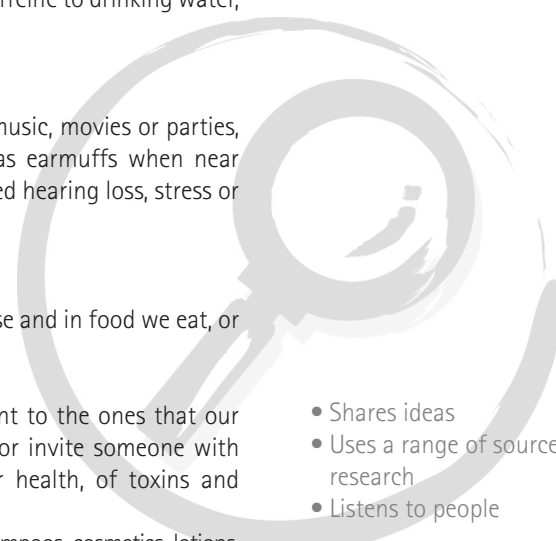
Unhealthy products

- Toxins in our environment, in products we use and in food we eat, or in water we swim in

Many of the hazards that we face today are different to the ones that our parents encountered as young people. Discuss and or invite someone with expertise to talk about the possible impact on our health, of toxins and chemicals in various forms, such as:

- Products we use, such as cleaning products, shampoos, cosmetics, lotions, etc
- Foods we eat
- Water for drinking, recreation or washing
- Disposal of waste and rubbish

- Shares ideas
- Uses a range of sources to research
- Listens to people





Research continued

questions and activities

indicators of achievement

Create a cause and effect chart for an issue of concern, identifying as many sub-issues as possible

- Shares ideas
- Uses a range of sources to research
- Sees connections between ideas
- Draws a diagram to show connections





Research continued

questions and activities

indicators of achievement

3.0 Why can making good choices be difficult at times?

What exactly is a *good choice*? In our investigation into *How can we help to resolve conflicts?* (Interact Teacher Manual for Health, Years 5-8) we investigate the concept of a decision that results in a *win-win* outcome. Write your own definition (rather than examples) of what constitutes 'good choices' in life. Consider choices people make that could be good for both them and their environment or community

Investigate different perspectives on your community or environmental issue to help you understand why the problem arose, why it persists, and why some people do not care to change the situation. Try to discover as many different viewpoints as possible by asking different groups of people. Debate:

- *What has more value: enjoyment now or health and wellbeing later?*
- *What has more value: people or the environment?*
- *What has more value: time or money?*
- *What has more value: beauty or practicality?*
- *What has more value: what my friends think of me or what God thinks of me?*
- *What has more value: _____ or _____?*

There are so many choices to make in life, and sometimes it can be difficult to get it right. In the centre of a large piece of paper, write the question, *Why can making good choices be difficult at times?* Around the outside, write as many different ideas as you can think of, giving examples of how each one may hinder someone from making a good decision. Ask others for their ideas as well, including visitors to the classroom, other teachers, parents, social workers and counselors. The following ideas may help to begin your thinking:

- We do not think about the impact of our decision on others or on the environment
- We do not always listen to advice from others
- We want to disobey rules and laws that protect and preserve the environment or our community
- We want the best for ourselves
- We want to be accepted
- We do not trust what we are told
- We do not think through the consequences or the issues
- We want immediate gratification
- Our personality and/or hormones
- Our age and/or maturity
- We act impulsively or out of habit
- We do not ask God for help

Talk about the struggle that humans have with sin, how God enables us to overcome sin through Jesus, and to walk with God in the world to extend God's kingdom

Review your answers to the quiz in *Recall*. Create a table to collate your responses with others. Make generalisations about attitudes and actions of people in your class, and discuss whether you consider them to be common within the community. Allocate one attitude or action to a pair or small group of students to survey for results from a wider group of people. Discuss whether any attitudes or actions appeared to be common to any particular group of people

- Identifies main ideas
- Shares ideas

- Surveys or conducts interviews
- Uses a range of sources to research
- Sees connections between ideas
- Identifies main ideas
- Shares ideas

- Describes feelings and actions
- Draws a diagram to show connections
- Identifies relevance of information
- Sees connections between ideas
- Thinks creatively

- Shares ideas
- Describes feelings and actions
- Surveys or conducts interviews
- Identifies main ideas
- Sees connections between ideas



Research continued

questions and activities

indicators of achievement

4.0 What choices can we make to improve our world?

Read and create a drama based on the parable of the talents in *Matthew 25:14-30*. Discuss what God has provided in creation for us to look after, nurture and care for and ways we can do this well

- Reads or listens to portions of the Bible
- Shares ideas
- Participates in role play

Read *Psalms 24:1* and take photographs of places in your local environment that show God's handiwork. Interview local council and other leaders in our community to find out how these places are threatened by people, and any choices we can make to improve or protect these areas

- Locates verses in the Bible
- Surveys or conducts interviews
- Listens to people

Wherever people live, rules and guidelines are drawn up about how to care for the world God has made. Invite someone to speak to you about the *Occupational Safety and Health* issues that are relevant in your school. Discuss how following different guidelines improve life for people in your home or school, and any improvements or oversights which need attention

- Listens to people
- Identifies main ideas
- Identifies relevance of information

Read about God's creation in the following verses:

- *Psalms 24:1; 104:25,30*
- *John 1:3*
- *Colossians 1:16-17*
- *Job 37:14-18*
- *Romans 1:20*

- Locates verses in the Bible
- Shares ideas
- Sees connections between ideas

Discuss the following questions in relation to what you have read:

- *Who created the world and owns it?*
- *Who created the people in my community?*
- *What and who is valuable to God? Why?*
- *What difference does this make to the way we walk with God in the world?*

Read God's instruction to Adam and Eve in *Genesis 1:26*, and other times when God spoke to people about their relationship with God's creation, such as:

- *Leviticus 25:23-24*
- *Jeremiah 2:7*
- *Mark 4:19*
- *Luke 12:15,23,34*
- *Luke 16:2,10,13*
- *Revelation 11:18*

- Reads or listens to portions of the Bible
- Identifies relevance of information

Discuss any implications for us today in the choices we make

Research and describe current health and safety guidelines and practices in your school and discuss:

- *Who do they protect and demonstrate respect for?*
- *What in God's creation do they protect and demonstrate respect for?*
- *Are people aware of these guidelines?*
- *Are they respected and obeyed?*
- *What consequences are there for the environment or for students and staff if people choose to disobey these guidelines?*

- Uses a range of sources to research
- Shares ideas
- Sees connections between ideas



Research continued

questions and activities

indicators of achievement

Sometimes the media influences our choices. The government and other organisations make advertisements on TV, newspaper, radio, posters, etc., to encourage people to consider the consequences of their lifestyle choices. Find examples of advertisements that might make people evaluate their current lifestyle choices. Choose one advertisement to study. Identify whether they use fear of bad consequences or a hope for good consequences to motivate people to consider changing their lifestyle. Make a poster of your annotated advertisement to explain the ways the advertisement is trying to influence lifestyle choices

- Uses a range of sources to research
- Shares ideas
- Sees connections between ideas

Investigate the choices a community group has made to benefit our community or environment. Interview individuals within the group and comment on the effectiveness of their contribution to your life or environment or that of others

- Uses a range of sources to research
- Listens to people
- Surveys or conducts interviews

The Bible gives us some clear guidelines about how Christians can improve the world. Read the following verses and discuss:

- *Genesis 1:26-28*
- *John 13:35*
- *Isaiah 58:5-7*
- *Amos 5:14-15*
- *Micah 6:8*
- *Romans 12:9-21*

- Reads or listens to portions of the Bible
- Shares ideas
- Identifies main ideas
- Sees connections between ideas
- Thinks creatively

List ideas about how the world would be improved if Christians listened to God's call. Organise your thoughts under these headings:

- *What would this look like?*
- *What would this sound like?*
- *What would this feel like?*





Interact Learning Path | Phase 2

Finding Out Further

Find Out Further and gain understanding in one of two ways:

1. Individual or group investigation
2. Whole class investigation

During this phase the students will gain understanding:



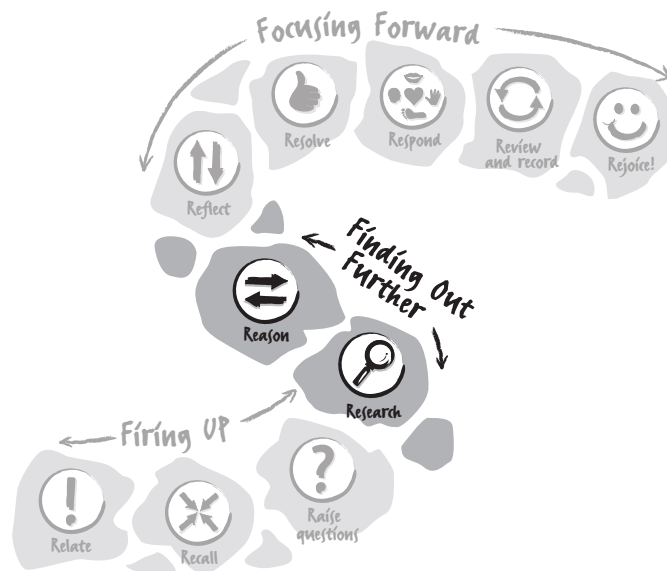
Research (further)

Find answers to other questions generated at the beginning of, or during, the study
The magnifying glass reminds us to go searching



Reason

Apply, analyse, interpret, compare and contrast findings
The arrows remind us to pull apart (analyse) and draw comparisons (compare)





Further research

questions and activities

indicators of achievement

1. Identify an issue or topic you would particularly like to research, based on what you have learnt so far. For example:

Choose a community or environmental issue, and formulate a proposal about a possible solution to deal with it. Investigate as many different viewpoints on this issue as you can. Form groups to represent the views of different people on the issue, e.g. local residents, shop owners, school children, local *iwi*, tourists, doctors and other health professionals, counsellors, police, council staff. Each group should prepare a response to the proposal, in the form of a submission to local government

Brainstorm ways you could work alongside others in your community to help make plans for the benefit of the community or environment in the future

Research to find out how your chosen community or environmental issue is an example of a wider national or global problem or issue, and how it affects the health of people

Interview a leader in your local community to find out about environmental or community issues in your community. Choose one issue that interests or concerns you. Consider God's perspective on this issue and find out what could be done to improve the situation and to make others aware of the issue

Interview one or more adults about the occupational health and safety issues that are significant in their place of employment

Investigate what your local council has done to improve health or safety for community members, and what is planned for the future

Invite a police officer or emergency worker to talk about some of the implications of young people making poor choices with regard to road safety, entertainment and/or spending time with those who make poor choices

Investigate further about the personal choices that people make, that impact their own health, others and the environment. Begin at:

<http://www.moh.govt.nz/moh.nsf/indexmh/drug-statistics-2001?Open>

Research the effect of people feeling loved on their health and wellbeing

2. Make a plan

Identify resources from which you will gather information, and consider others who could work with you or assist you. Brainstorm strategies and thinking tools to help you decide what to do, the sequence of events, and possible outcomes of your choices. Make a list of specific tasks to do and map out a time frame in which to complete your research

- Creates a framework to focus an inquiry

- Plans a schedule of tasks



Further research continued

questions and activities

indicators of achievement

3. Research

Keep your research together in a folder or book, where you can add new ideas as you investigate

- Uses a range of sources to research
- Conducts surveys and interviews
- Identifies main ideas
- Listens to people
- Shares ideas
- Sees connections between ideas
- Describes findings

4. Organise your notes and plan ways to communicate your understandings

Consider ways in which you might present your research to others. You might prepare a speech to accompany your presentation or outline your research to a small group, inviting response and discussion

- Communicates clearly and creatively





Reason

questions and activities

indicators of achievement

Consider ways you can apply your ability to reason to your study. The following are a range of ideas, but students and teachers may come up with their own as a result of their research:

Analyse and evaluate the information you have gathered and draw some conclusions. Question and challenge each other's assumptions sensitively, and extend your ideas and discussion by using the *Interact Discussion Developers* in the *Interact Devotions 5-8 Discovery Sheets* entitled, 'How can people walk with God in the world?':

- I think this because...
- I think this is important because...
- I agree/disagree because...
- The Bible verses or stories that make me think this are...
- I think this Bible verse or story teaches us that...
- I would like to add to that by saying...
- I would like to 'piggyback' on that idea...
- I would like to explore that idea more...
- I want to question your comment because...

- Thinks critically
- Understand and expresses uncertainties
- Evaluates consequences
- Identifies cause and effect of decisions and lifestyle choices

Consider the following quote:

"The more we study the major problems of our time, the more we come to realise that they cannot be understood in isolation. They are interconnected and interdependent." (*Fritjof Capra*). Draw a mind map related to your chosen issue to show all the people and processes connections, and discuss:

- *How is your community like an ecosystem?*
- *What relationships and connections encourage healthy living?*
- *On whom are we dependent for a healthy community and environment?*
- *What processes happen naturally or otherwise, that benefit or destroy?*
- *What processes are important in a community to encourage healthy living?*

- Thinks critically
- Understand and expresses uncertainties
- Evaluates consequences
- Identifies cause and effect of decisions and lifestyle choices

Refer to the game of 'Follow the Leader' or 'Simon Says' which you played in *Relate*. Share your ideas about the following:

- In life, anyone can be a leader. A leader is anyone whom others follow. *Why are good choices important for 'leaders'?* (The choices that they make will impact those that follow them. Bad choices by a leader may result in poor consequences for many)
- In life, anyone can be a follower. A follower is someone who imitates another. *Why are good choices important for 'followers'?* (Followers have the responsibility to attend to the leader's instruction. They also need to discern whether the leader is making good choices and whether they should be followed)
- *How does 'peer pressure' impact the choices that 'leaders' and 'followers' make concerning the way they treat the environment?* (Often, people do not like to be different, to stand out from the crowd or to risk not being accepted by others. A poor leader will do what he/she thinks the followers want, and a foolish follower will imitate poor decisions)

- Compares and contrasts
- Evaluates consequences
- Identifies cause and effect of decisions and lifestyle choices
- Thinks critically



Reason continued

questions and activities

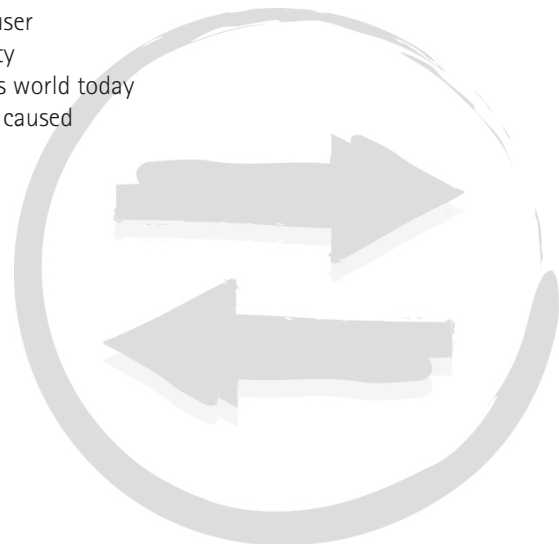
indicators of achievement

- When you fail to follow the leader, you are 'knocked out of the game'. *If life were like a game of 'Follow the Leader', what kinds of situations might represent being 'knocked out of the game'?* (Being excluded from some situation as 'punishment' for non-compliance, not being accepted, being fined, or removing yourself from a situation as a deliberate choice)
- *When might being 'out of the game' be a good outcome? When might being 'out of the game' be a bad outcome?* (Being 'out of the game' equates to no longer following that leader. This is a good outcome if the leader is foolish or wrong in some way, but is bad if being knocked out of the game is the result of poor choices and not following a good leader. Sometimes we have to show leadership and refuse to follow something that we believe is wrong. The Bible talks about our need to be strong and courageous, and not blown around by every idea we hear. At other times we may have to swallow our pride, admit that we have made a mistake and begin to follow again. This is known as repentance)
- *What do being 'leaders' or 'followers' have to do with evaluating the way our choices impact others or the environment?* (When we make choices, we need to consider why we are making them. Is it because we have thought carefully about the consequences of our choices, i.e. shown leadership which we are happy to have others follow, or simply followed what we have seen others do or say, i.e. imitated another or acted impulsively without thought?)

Read through the following thoughts about personal choices and their impact, and then make up one of your own:

- Don't be a fool! God's world is cool! Make looking after it your rule
- If you mess up, 'fess up
- Informed is better than deformed
- Selfish takers are problem makers
- Be a thoughtful user, not an thoughtless abuser
- Make a clean world a reality and not a fatality
- Tomorrow is your reward for caring for God's world today
- A polluted world does not just happen - it is caused

- Identifies cause and effect of decisions and lifestyle choices
- Discusses ethics





Interact Learning Path | Phase 3

Focusing Forward

Focus Forward to develop wisdom in the following ways:



Reflect

Think deeply about the value and purpose of the subject, consider ethical issues, reflect on findings

The arrows remind us to think from a higher perspective, and a deeper perspective



Resolve

Choose. The benefit of our learning is evidenced by what we do more than what we can repeat. We consider how what we have learnt might impact who we are and what we do. De Bono's Thinking Hats can help in the decision-making process. The 'thumbs up' remind us that we can say 'yes' to a response of some kind

Our learning may have impacted our thinking, our attitudes, our actions, our communication on this topic, or where we stand on an issue



Respond

Take action. We apply our understanding

The symbols remind us to consider our thinking, our attitudes, our actions, our communication on this topic, or where we stand on an issue



Review and record

Review the Big Idea, the Key Understanding, the Focus Question, the Habits of Character, the Habits of Mind and the Competencies or Skills you have focused on. Evaluate. Consider what we have done well and how we could have improved. Identify what our next steps are in developing values, habits and skills

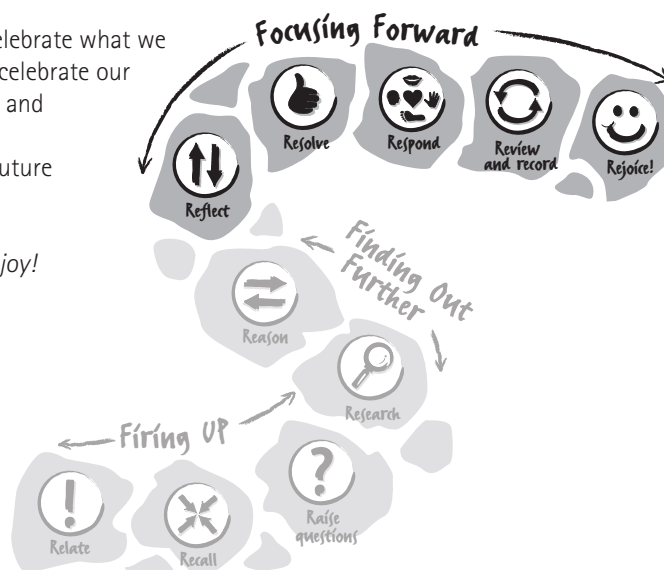
The arrows remind us that we need to look back in order to move forward



Rejoice!

Celebrate! We celebrate what we have learnt. We celebrate our gifts and talents and developing skills
We celebrate a future and a hope

The smiling face reminds us to enjoy!





Reflect

questions and activities

indicators of achievement

Reflect on what is valuable, important or conclusive about your topic of study by considering one or more of the following. Share your ideas:

Discuss:

- *How is your chosen community or environmental issue an example of a wider national or global problem or issue?*

- Identifies a biblical perspective
- Presents an understanding on the importance of making good decisions
- Identifies a biblical perspective

Read the following scriptures and talk about how being a Christian is choosing to walk with God in the world and delighting to do what God wants for us:

- *Romans 7:14-25*
- *Hebrews 11:6*

- Identifies a biblical perspective

How do we know that God wants us to learn to manage our impulsive actions?
Read the following verses and pray together about *managing impulsivity*, especially when it makes others unsafe:

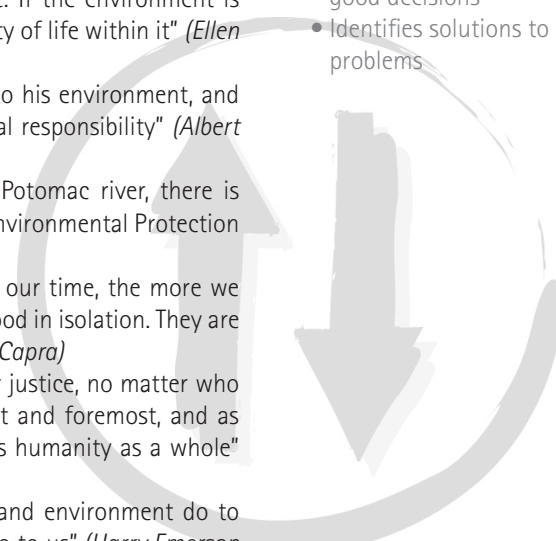
- *Galatians 5:22-23*
- *Titus 2:6-8*
- *2 Peter 1:5-7*

- Presents an understanding on the importance of making good decisions
- Identifies solutions to problems
- Takes personal responsibility for own behaviour and possessions
- Sets goals

Read through the thoughts expressed below. Choose one that communicates an important idea to you and explain why you consider it to be the most significant statement:

- "The environment that people live in is the environment that they learn to live in, respond to, and perpetuate. If the environment is good, so be it. But if it is poor, so is the quality of life within it" (*Ellen Swallow Richards*)
- "Man must cease attributing his problems to his environment, and learn again to exercise his will - his personal responsibility" (*Albert Schweitzer*)
- "Just as there's garbage that pollutes the Potomac river, there is garbage polluting our culture. We need an Environmental Protection Agency to clean it up" (*Patrick Buchanan*)
- "The more we study the major problems of our time, the more we come to realize that they cannot be understood in isolation. They are interconnected and interdependent" (*Fritjof Capra*)
- "I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole" (*Malcolm X*)
- "Life consists not simply in what heredity and environment do to us but in what we make out of what they do to us" (*Harry Emerson Fosdick*)

- Identifies a biblical perspective
- Presents an understanding on the importance of making good decisions
- Identifies solutions to problems





Reflect continued

questions and activities

indicators of achievement

Review your answers to the quiz in *Recall*, discuss the issues and set some personal goals if appropriate. For example:

1. I need to develop some strategies to manage my impulsivity
2. I must consider carefully whether those I follow are making good choices for the community and environment
3. I need to show more self control in caring for my environment and for others
4. I must try to be a leader and make my own decisions, and not just follow what others do
5. I need to make healthy choices now in order to be healthy when I am older
6. I must think about the implications of what I do today, on my future and the future of those I love

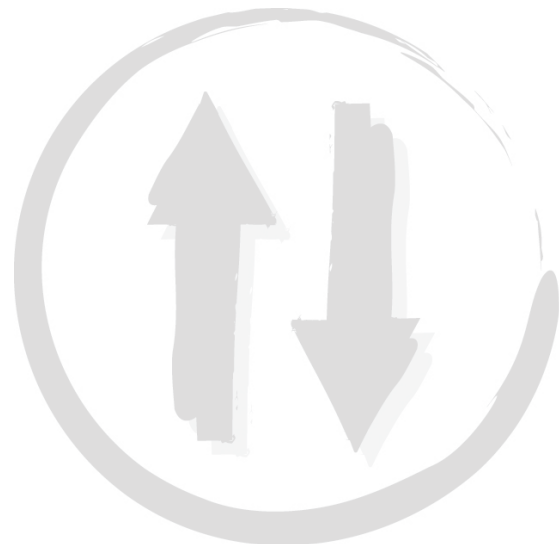
Sometimes, the most important decision that you can make, is whom you will follow. Watch the video clip below and then discuss the questions:

<http://www.youtube.com/watch?v=fW8amMCVAJQ>

- *What are the main ideas that the clip seeks to teach?*
- *How is the 'first follower' significant to this philosophy?*
- *What impact might you have if you were to follow someone doing something silly?*
- *What impact might you have if you were to follow someone doing something of great benefit for others or the environment?*
- *How might we impact others or the environment, if we follow in God's ways?*

- Identifies a biblical perspective
- Presents an understanding on the importance of making good decisions
- Identifies solutions to problems
- Takes personal responsibility for own behaviour and possessions
- Sets goals

- Identifies a biblical perspective
- Presents an understanding on the importance of making good decisions
- Identifies solutions to problems
- Takes personal responsibility for own behaviour and possessions
- Sets goals





Resolve

questions and activities

indicators of achievement

Identify how what you have personally learnt might impact who you are and what you do. Consider how this study might affect your actions in the future:

Heart

Your attitude toward walking with God and making good choices that improve God's world

- Makes decisions about possible actions

Head

Your thinking about the impact of your choices on our community and environment

Hands

Your actions in managing the impulse to disobey or destroy

Mouth

How you might communicate to others the importance of responsible choices for the environment and community

Feet

Where you stand on an issue about a particular environment or community issue

Use De Bono's Thinking Hats to help you determine what response you might choose:

White Hat: *What else do you need to learn in order to understand how your choices impact others?*

Black Hat: *What problems might you have in doing this?*

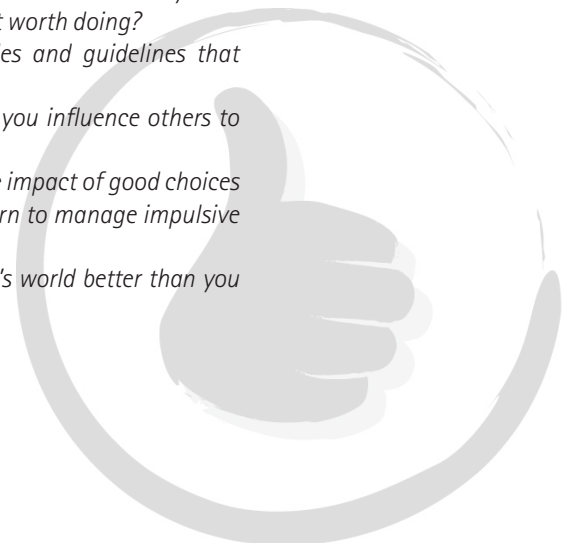
Yellow Hat: *What might be the benefits of learning to how to recognise the impact of your personal choices on our community and environment? How will it help? Why is it worth doing?*

Red Hat: *How do you feel about following rules and guidelines that preserve our environment?*

Green Hat: *How could you be creative in the way you influence others to make good choices?*

Blue Hat: *What have you learned so far about the impact of good choices and what do you still need to do to learn to manage impulsive actions?*

Purple Hat: *How could you pray about leaving God's world better than you find it?*





Resolve continued

questions and activities

indicators of achievement

Think about ways in which you could demonstrate that you are learning to recognise the impact of your choices on others and the environment, and developing habits of *obedience* and *managing impulsivity*. Monitor your own responses over a specified period of time in order to complete the following statements in your diary or journal:

- I demonstrated obedience when I ... Some positive impacts of this response were ... (on self, environment and others)
- A rule at home or school that I really agree with is ... I always follow it because ...
- I was thinking about the safety or the well-being of others when I ...
- I was able to explain to consequences of an action to someone and convinced them not to do something when I ... I was not impulsive, but thought about the best action to take when I ...
- I showed that I cared about the health of others and the environment when I ...
- I resisted peer pressure when I ...
- I am trying to walk with God by ...

- Makes decisions about possible actions

Review any goals that you set yourself in *Reflect*, as a result of your answers to the quiz in *Recall*. Choose at least one to focus on over the next few weeks





Respond

questions and activities

indicators of achievement

Take individual or group action:



Change your attitudes

As humans, God has given us choices. We can choose to walk with God, or we can try to do our best without him. Unfortunately, our best efforts will never ensure that we always make the right choices, because we are imperfect and will fail. Ask God to help you to make choices that demonstrate your love for God, people and God's world

Identify things that you have done in the past, or things that you have seen others do, which damage our community or environment. Discuss why the action was damaging, and what you might do if you see someone else doing that in the future

- Develops relationship with God
- Has a balanced view of self, recognising both strengths and weaknesses
- Communicates needs
- Demonstrates care for others
- Recognises the elements of wise choices
- Has a balanced view of self, recognising both strengths and weaknesses



Change your thinking

People often act impulsively because they are in a hurry, to relieve pain of some kind, or because of a lack of forethought. Identify how the following ideas might help someone who was learning to *manage impulsivity*:

- Plan ahead by practising responses to use for situations in which you would normally be impulsive, asking questions of yourself to check your attitude, or asking questions of others to find out what is required or completing necessary tasks ahead of time
- Remind yourself of a personal rule, such as *'Stop and think before you act'*
- Think about God's call to you to walk with him, to love others and to care for God's world
- Ask yourself the questions before you speak or act, "Is this loving?" or "Is this making God's world a better place?"
- If a habit is hard to break, distract yourself temporarily by doing something that otherwise engages your mind. For example:
 - Count to ten
 - Go for a walk, a run or a ride
 - Do something that you like to do, e.g. play, make something, draw, read, watch a movie, listen to music, sing a song, write a story
 - Give someone or something you love a hug or ask someone you love to give you a hug
- Do something that you know will help someone else

Think of ways you can lead others to keep the school/home/community clean, protected or preserved

- Recognises the elements of wise choices
- Has a balanced view of self, recognising both strengths and weaknesses
- Recognises the elements of wise choices
- Recognises the elements of wise choices





Respond continued

questions and activities

indicators of achievement

It is not easy to always stop and think before we act, which is why it is good to develop environmentally friendly habits. We develop habits when we repeat the same action a number of times. A good habit to develop to manage our impulses is to stop and think before we act. Think of good way to express your new rule, such as:

- Stop – Think – Act, or
- 'If you're careful what you do, others will be safer too!'

Create a class poster about your new way of thinking and refer to often, in order to highlight ways to help make your classroom, your playground, your home and your community a better place

- Recognises the elements of wise choices



Take action

Lead a discussion group of your peers or of a group of younger students, on a topic related to safety, responsibility, rules or laws. Specify individual responsibilities and take collective action for the health, care and safety of other people in your school and in the wider community

Take action to beautify or improve an environment which has suffered as a result of poor choices by groups or individuals

- Exercises leadership
- Demonstrates care for others
- Recognises the elements of wise choices
- Shows initiative in actively responding
- Shows initiative in actively responding
- Works in a team benefiting from each person's strengths



Communicate your learning

Develop and edit your photographs and/or video records of places in your community. Communicate your thinking processes, action taken and results. Prepare to share them with parents, and encourage parents to also be reflective about the choices we make as families

Create posters about one or more of the following:

- A slogan to remind others of the impact of their choices on other people
- A slogan to remind others of the impact of their choices on the environment

Write or tell a story, act out a skit or make a short video in which someone resists impulsive behaviour or peer pressure in order to ensure good consequences for the community or environment

Present a display of information about the impact of various choices on the health of our community or environment

Write a poem, song or rap about the impact of our choices on others or create a picture book about a character called 'Poor Choice Charlie'

Write a speech to present to parents or younger students, about the need for good choices in a particular place or situation

- Communicates confidently and creatively

- Communicates confidently and creatively

- Communicates confidently and creatively
- Works in a team benefiting from each person's strengths

- Communicates clearly and creatively

- Communicates clearly and creatively

- Communicates clearly and creatively





Respond continued

questions and activities

indicators of achievement

Devise some *Environmentally Friendly* activity stations in which younger students must make choices that demonstrate care for self, for others and for the environment

- Exercises leadership
- Recognises the elements of wise choices
- Shows initiative in actively responding

Perform short skits to show:

- how to respond to someone who is acting in a way that destroys or damages God's creation
- the impact on people's health of mistreating our environment
- the impact of love on people's health

- Recognises the elements of wise choices
- Resists negative peer pressure
- Works in a team benefiting from each person's strengths



Stand for what is right

When we stop and act before we act, we are showing that we have self-control and are managing our impulses. Make a poster that encourages self-control for the benefit of the school staff and students or environment

- Recognises the elements of wise choices

Form or join a club that takes action in an area of interest or concern

- Shows initiative in actively responding

Write letters to the editor of a local newspaper or contact a member of parliament about a local environmental issue which you believe people should be aware of, concerned about or taking action

- Communicates clearly and creatively





Review and record

questions and activities

indicators of achievement

Consider what you have learned and the skills you have developed:

Consider environmental or community issues you have researched and identify:

- *What are some possibilities for poor choices in this place or situation? What might the impact of those choices be?*
- *What are some possibilities for good choices in this place or situation? What might the impact of those choices be on others?*

- Identifies new learning

Collate a list of new skills that you have developed as a part of your studies in this unit of work. Identify those which will require further practice and skill development in the future

- Identifies new learning
- Sets goals

Read through the impulsive behaviours that you listed in *Raise Questions*, to identify how well you are learning to manage impulsivity. Rate yourself against each statement, and then ask a parent or your teacher to rate you. Discuss the results

- Self evaluates

In your diary or journal, write ideas about:

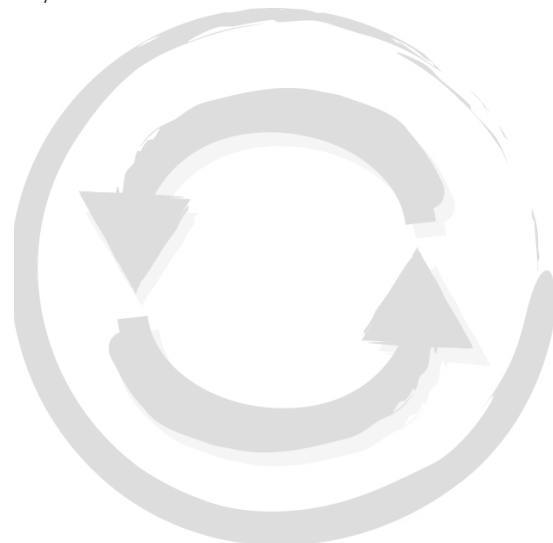
- What you now know about each of the *Key Areas of Investigation*
- Which activity you enjoyed the most and what you learned from it
- The most surprising thing you learned about the impact of your choices on others
- What you consider to be the five most important things to remember from your study in Health this term

- Evaluates our attitudes
- Evaluates our actions
- Evaluates our research

With a partner, describe the following:

- Situations in which acting impulsively could help your family, our school or our community in some way
- A situation when acting in a more considered way could help your family, our school or our community in some way

- Identifies new learning





Rejoice!

questions and activities

indicators of achievement

Celebrate your learning:

Act as leaders for groups of younger students who will rotate around a field of *Environmentally Friendly* activity stations where they must explain or demonstrate the appropriate actions to take

Invite other students, parents or members of the community to view your displays and/or video clips about making good choices. Present speeches about making good choices in different places and situations, for the benefit of others and for the care of the environment. Show 'before' and 'after' pictures of an area in your local environment that you have impacted for good. Thank God for the beauty of creation and the privilege of being its caretakers. Share your video records of your thinking processes, action taken and results with parents, and encourage them to also be reflective about the choices we make as families

- Celebrates our health and wellbeing
- Celebrates God's presence in our lives and in our world





Scriptures relevant
to this unit



HOW DO MY CHOICES AFFECT THE WORLD WE LIVE IN? SCRIPTURES RELEVANT TO THIS UNIT

Genesis 1:26-28

26 Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." 27 So God created mankind in his own image, in the image of God he created them; male and female he created them. 28 God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

Exodus 20:12

Honor your father and your mother, so that you may live long in the land the LORD your God is giving you.

Deuteronomy 5:16

Honor your father and your mother, as the LORD your God has commanded you, so that you may live long and that it may go well with you in the land the LORD your God is giving you.

Deuteronomy 5:33

Walk in obedience to all that the LORD your God has commanded you, so that you may live and prosper and prolong your days in the land that you will possess.

Deuteronomy 12:28

Be careful to obey all these regulations I am giving you, so that it may always go well with you and your children after you, because you will be doing what is good and right in the eyes of the LORD your God.

Leviticus 25:18

Follow my decrees and be careful to obey my laws, and you will live safely in the land.

Leviticus 25:23-24

23 "The land must not be sold permanently, because the land is mine and you reside in my land as foreigners and strangers. 24 Throughout the land that you hold as a possession, you must provide for the redemption of the land.

Joshua 1:6-8

6 Be strong and courageous, because you will lead these people to inherit the land I swore to their ancestors to give them. 7 "Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. 8 Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful."

Job 37:14-18

14 "Listen to this, Job; stop and consider God's wonders. 15 Do you know how God controls the clouds and makes his lightning flash? 16 Do you know how the clouds hang poised, those wonders of him who has perfect knowledge? 17 You who swelter in your clothes when the land lies hushed under the south wind, 18 can you join him in spreading out the skies, hard as a mirror of cast bronze?

Psalms 24:1

The earth is the LORD's, and everything in it, the world, and all who live in it.

Psalms 104:24-25

24 How many are your works, LORD! In wisdom you made them all; the earth is full of your creatures. 25 There is the sea, vast and spacious, teeming with creatures beyond number— living things both large and small.

Psalms 104:30

When you send your Spirit, they are created, and you renew the face of the ground.



HOW DO MY CHOICES AFFECT THE WORLD WE LIVE IN? SCRIPTURES RELEVANT TO THIS UNIT

Psalm 106:3

Blessed are they who maintain justice, who constantly do what is right.

Isaiah 42:1

Here is my servant, whom I uphold, my chosen one in whom I delight; I will put my Spirit on him, and he will bring justice to the nations.

Isaiah 58:5-7

5 Is this the kind of fast I have chosen, only a day for people to humble themselves? Is it only for bowing one's head like a reed and for lying in sackcloth and ashes? Is that what you call a fast, a day acceptable to the LORD? 6 "Is not this the kind of fasting I have chosen: to loose the chains of injustice and untie the cords of the yoke, to set the oppressed free and break every yoke? 7 Is it not to share your food with the hungry and to provide the poor wanderer with shelter— when you see the naked, to clothe them, and not to turn away from your own flesh and blood?

Jeremiah 2:7

I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled my land and made my inheritance detestable.

Amos 5:14-15

14 Seek good, not evil, that you may live. Then the LORD God Almighty will be with you, just as you say he is. 15 Hate evil, love good; maintain justice in the courts. Perhaps the LORD God Almighty will have mercy on the remnant of Joseph.

Micah 6:8

He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.

Matthew 16:24

Then Jesus said to his disciples, "If anyone would come after me, he must deny himself and take up his cross and follow me.

Matthew 25:14-30

14 "Again, it will be like a man going on a journey, who called his servants and entrusted his wealth to them. 15 To one he gave five bags of gold, to another two bags, and to another one bag, each according to his ability. Then he went on his journey. 16 The man who had received five bags of gold went at once and put his money to work and gained five bags more. 17 So also, the one with two bags of gold gained two more. 18 But the man who had received one bag went off, dug a hole in the ground and hid his master's money. 19 After a long time the master of those servants returned and settled accounts with them. 20 The man who had received five bags of gold brought the other five. 'Master,' he said, 'you entrusted me with five bags of gold. See, I have gained five more.' 21 His master replied, 'Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!' 22 The man with two bags of gold also came. 'Master,' he said, 'you entrusted me with two bags of gold; see, I have gained two more.' 23 His master replied, 'Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!' 24 Then the man who had received one bag of gold came. 'Master,' he said, 'I knew that you are a hard man, harvesting where you have not sown and gathering where you have not scattered seed. 25 So I was afraid and went out and hid your gold in the ground. See, here is what belongs to you.' 26 "His master replied, 'You wicked, lazy servant! So you knew that I harvest where I have not sown and gather where I have not scattered seed? 27 Well then, you should have put my money on deposit with the bankers, so that when I returned I would have received it back with interest. 28 So take the bag of gold from him and give it to the one who has ten bags. 29 For whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them. 30 And throw that worthless servant outside, into the darkness, where there will be weeping and gnashing of teeth.'"



HOW DO MY CHOICES AFFECT THE WORLD WE LIVE IN? SCRIPTURES RELEVANT TO THIS UNIT

Mark 4:19

But the worries of this life, the deceitfulness of wealth and the desires for other things come in and choke the word, making it unfruitful.

Luke 10:27

He answered, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind" ; and, 'Love your neighbor as yourself.' "

Luke 14:34-35

34 "Salt is good, but if it loses its saltiness, how can it be made salty again? 35 It is fit neither for the soil nor for the manure pile; it is thrown out. Whoever has ears to hear, let them hear."

Luke 16:2

So he called him in and asked him, 'What is this I hear about you? Give an account of your management, because you cannot be manager any longer.'

Luke 16:10

Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much.

Luke 16:13

No one can serve two masters. Either you will hate the one and love the other, or you will be devoted to the one and despise the other. You cannot serve both God and money.

Luke 21:8

He replied: "Watch out that you are not deceived. For many will come in my name, claiming, 'I am he,' and, 'The time is near.' Do not follow them."

John 1:3

Through him all things were made; without him nothing was made that has been made.

John 6:27-29

27 Do not work for food that spoils, but for food that endures to eternal life, which the Son of Man will give you. For on him God the Father has placed his seal of approval." 28 Then they asked him, "What must we do to do the works God requires?" 29 Jesus answered, "The work of God is this: to believe in the one he has sent."

John 10:27

My sheep listen to my voice; I know them, and they follow me.

John 12:26

Whoever serves me must follow me; and where I am, my servant also will be. My Father will honor the one who serves me.

John 13:34-35

34 "A new command I give you: Love one another. As I have loved you, so you must love one another. 35 By this everyone will know that you are my disciples, if you love one another."

Romans 1:20

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.



HOW DO MY CHOICES AFFECT THE WORLD WE LIVE IN? SCRIPTURES RELEVANT TO THIS UNIT

Romans 7:14-25

14 We know that the law is spiritual; but I am unspiritual, sold as a slave to sin. 15 I do not understand what I do. For what I want to do I do not do, but what I hate I do. 16 And if I do what I do not want to do, I agree that the law is good. 17 As it is, it is no longer I myself who do it, but it is sin living in me. 18 For I know that good itself does not dwell in me, that is, in my sinful nature. For I have the desire to do what is good, but I cannot carry it out. 19 For I do not do the good I want to do, but the evil I do not want to do—this I keep on doing. 20 Now if I do what I do not want to do, it is no longer I who do it, but it is sin living in me that does it. 21 So I find this law at work: Although I want to do good, evil is right there with me. 22 For in my inner being I delight in God's law; 23 but I see another law at work in me, waging war against the law of my mind and making me a prisoner of the law of sin at work within me. 24 What a wretched man I am! Who will rescue me from this body that is subject to death? 25 Thanks be to God, who delivers me through Jesus Christ our Lord! So then, I myself in my mind am a slave to God's law, but in my sinful nature a slave to the law of sin.

Romans 12:9-21

9 Love must be sincere. Hate what is evil; cling to what is good. 10 Be devoted to one another in love. Honor one another above yourselves. 11 Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. 12 Be joyful in hope, patient in affliction, faithful in prayer. 13 Share with the Lord's people who are in need. Practice hospitality. 14 Bless those who persecute you; bless and do not curse. 15 Rejoice with those who rejoice; mourn with those who mourn. 16 Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited. 17 Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone. 18 If it is possible, as far as it depends on you, live at peace with everyone. 19 Do not take revenge, my dear friends, but leave room for God's wrath, for it is written: "It is mine to avenge; I will repay," says the Lord. 20 On the contrary: "If your enemy is hungry, feed him; if he is thirsty, give him something to drink. In doing this, you will heap burning coals on his head." 21 Do not be overcome by evil, but overcome evil with good.

1 Corinthians 11:1

Follow my example, as I follow the example of Christ.

Galatians 5:22-23

22 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, 23 gentleness and self-control. Against such things there is no law.

Ephesians 4:11-16

11 So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, 12 to equip his people for works of service, so that the body of Christ may be built up 13 until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. 14 Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming. 15 Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. 16 From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

Ephesians 6:1-3

1 Children, obey your parents in the Lord, for this is right. 2 "Honor your father and mother"—which is the first commandment with a promise— 3 "so that it may go well with you and that you may enjoy long life on the earth."

Colossians 1:16-17

16 For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him. 17 He is before all things, and in him all things hold together.

Colossians 3:20

Children, obey your parents in everything, for this pleases the Lord.



HOW DO MY CHOICES AFFECT THE WORLD WE LIVE IN? SCRIPTURES RELEVANT TO THIS UNIT

Colossians 3:22

Slaves, obey your earthly masters in everything; and do it, not only when their eye is on you and to curry their favor, but with sincerity of heart and reverence for the Lord.

1 Timothy 5:15

Some have in fact already turned away to follow Satan.

Hebrews 11:6

And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him.

Titus 2:6-8

6 Similarly, encourage the young men to be self-controlled. 7 In everything set them an example by doing what is good. In your teaching show integrity, seriousness 8 and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us.

1 Peter 1:22

Now that you have purified yourselves by obeying the truth so that you have sincere love for each other, love one another deeply, from the heart.

2 Peter 1:5-7

5 For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; 6 and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; 7 and to godliness, mutual affection; and to mutual affection, love.

1 John 4:11

Dear friends, since God so loved us, we also ought to love one another.

Revelation 11:18

The nations were angry, and your wrath has come. The time has come for judging the dead, and for rewarding your servants the prophets and your people who revere your name, both great and small— and for destroying those who destroy the earth.



Understanding Interact

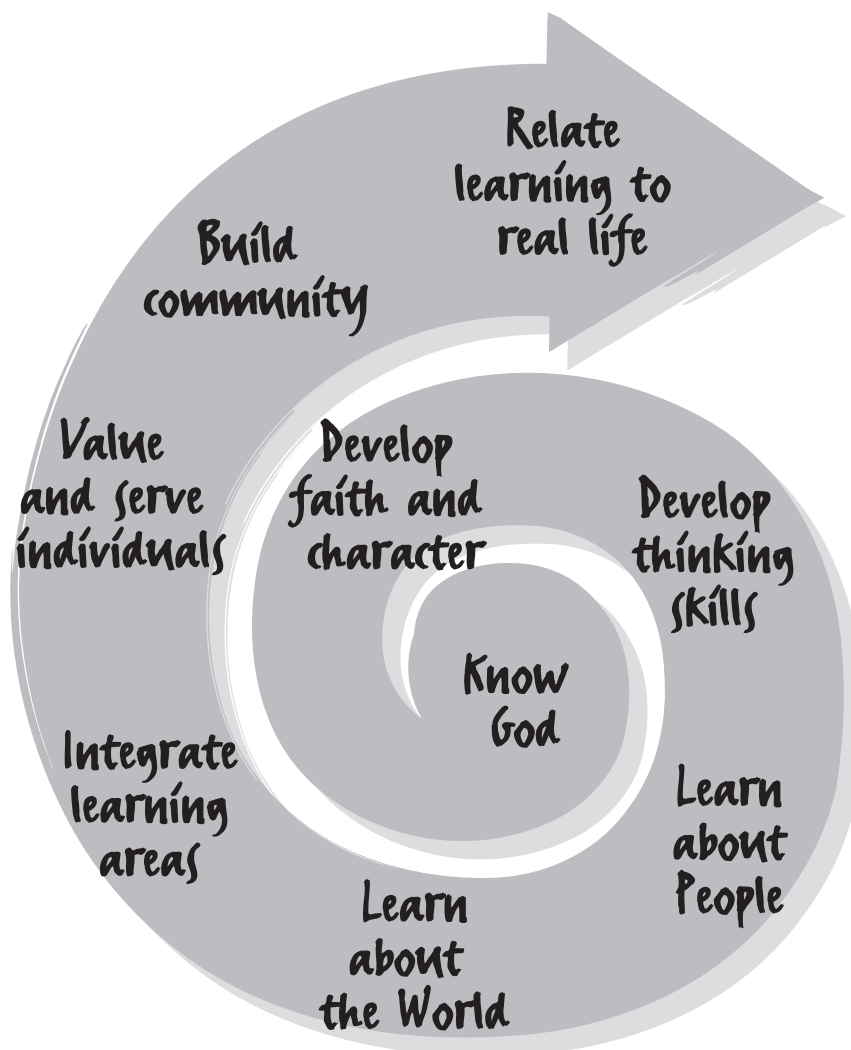


THE INTERACT RESOURCES

The *Interact Curriculum* is a biblically-based and integrated programme of learning suitable for students in Years 1-8. It is designed to inspire teachers with a multitude of creative ideas, questions and learning activities through which students can engage in learning about God and his world.

This *Interact Teacher Manual* is part of a set of manuals produced for a single term's work on an integrated theme. The *Interact Curriculum* provides teacher manuals in the subject areas of Devotions, Science, Social Science, Health and English on 16 such themes over a four-year cycle. Additional resources are also available in other subjects, including reproducible student worksheets entitled Discovery Sheets.

The *Interact Curriculum* is designed to encourage students to interact with God, with others and with their world in the course of their learning day, and it is our intention to serve teachers by resourcing them with leading-edge curriculum material that helps students to:





OPTIONS FOR USING THIS INTERACT TEACHER MANUAL

Introduction:

This *Interact Teacher Manual* is designed to give you many different ideas from which to select and plan a programme for your own class. It is recommended that the *Interact Learning Path* be used as a guide in the planning process, but there is plenty of scope for choice in this manual.

This *Interact Teacher Manual* will give opportunity for teachers to design either:

(a) A short, more traditional unit of work

By focusing on the *Firing Up* stage, covering the *Key Areas of Investigation* as a class, and selecting one or two activities in the *Focusing Forward* section, a teacher could design a short programme of work for a whole class lasting two to three weeks and follow it with assessment.

(b) A longer inquiry investigation

By working through the process of the *Interact Learning Path*, it will be possible to develop understanding of key concepts and skills in the *Firing Up* section, and then to ignite student enthusiasm to take responsibility, in negotiation with the teacher, for their own research, reasoning, reflecting and responding. This will engage the students in developing questioning and research skills and therefore equip and inspire them for future learning.

(c) A combination of both

The more independent students in the class could be given more control over their learning by setting them off on their independent inquiry approach whilst the teacher approaches the topic in a more traditional / teacher-centred approach with the remainder of the class.

N.B. Regardless of what approach to the material is used, the *Interact Learning Path* provides the structure so that students are given opportunity to have some degree of choice about their learning. Because they have more ownership, deeper and more independent learning may occur.



PLANNING WITH INTERACT

- 1. Term Overview**
Read the *Term Overview* document at the front of the Term Folder to understand the integrating thread of the term and the national curriculum requirements.
- 2. Understanding *Interact***
Read the *Understanding Interact* section on page (I) so that you are confident in understanding the principles and processes of the *Interact Resources*.
- 3. Overview and Introduction**
Read these pages to understand what this subject area is about, and where it fits into the integrated term's work.
- 4. Big Idea and Focii**
Read the *Big Idea*, the *Habit of Character Focus* and *Habit of Mind Focus*, the *Key Understanding* and the *Focus Question* which summarise the main focii of this unit.
- 5. Biblical World View and Background Information**
Read these pages to familiarise yourself as a teacher with the content being taught this term. Look up the *Scriptures* (found at the end of the manual for your convenience).
- 6. Key Areas of Investigation**
These four points summarise the content the students may learn in this subject. Confirm with your national requirements and determine your priorities.
- 7. Key Learning Intentions**
These points give ideas for Skills you can select as focii during this unit. All the skills listed are found in the *Indicators of Achievement* throughout the book, and any can be selected to become the focus of your teaching and assessment of skills for this subject this term. Determine what is appropriate for your class.
- 8. Plan for School-wide Activities or Visitors**
Meet several times with other staff to engage personally and corporately with the term theme and plan school-wide activities.
- 9. Determine Main and Subsidiary Topics**
Determine the main focus topic for your class (e.g. Science, Social Science, Health) this term and the supporting topics. Note that the main focus topic may vary between classes. At the conclusion of the term, when school-wide presentations are made, all students may benefit from each other's deeper learning in particular topics.
- 10. Plan**
Plan, using the *Interact Learning Path* as a guide.

Have a great term teaching!

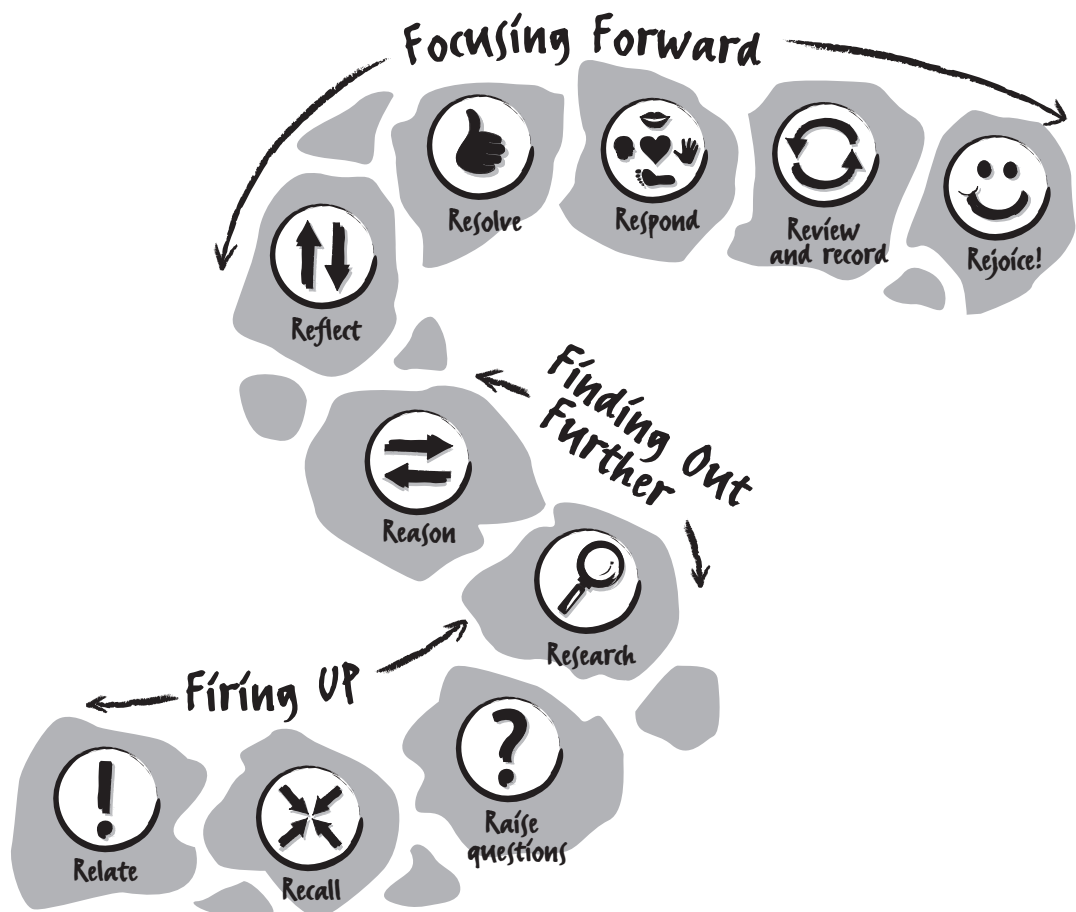


THE INTERACT LEARNING PROCESS

The *Interact Curriculum* resources are being developed in a framework of learning, developed by Helen Pearson, called the *Interact Learning Path*.

The *Interact Learning Path* helps students to recall prior knowledge, to develop knowledge, skills, understanding and godly wisdom, to consider how what they have learned impacts who they are and what they do, to respond with the benefit of new skills and understanding, to evaluate their work, and to celebrate their learning in a range of ways as outlined below:

The Interact Learning Path



We hope you enjoy discovering, with your students, a fresh perspective on the world!



KEY LEARNING INTENTIONS

We are learning to:



Relate
Engage

Connects with the topic and relates to others



Recall
Remember

Recalls prior knowledge and experiences



Raise questions and recognise problems
Inquire

Writes open questions
Creates a framework to focus an inquiry
Designs a survey
Defines a problem
Asks personally reflective questions

Plans

Plans a schedule of tasks



Research
Gather information

Uses a range of sources to research including original sources, reference texts, archives, people, media, computer technology, places
Locates verses in the Bible
Reads or listens to portions of the Bible
Identifies relevance of information
Listens to people
Surveys or conducts interviews

Express ideas

Describes feelings and actions
Draws a diagram to show connections
Participates in role play

Organise information

Describes findings
Identifies main ideas
Shares ideas
Sees connections between ideas
Thinks creatively



KEY LEARNING INTENTIONS

We are learning to: *continued*



Reason
Interpret information

Understands and expresses uncertainties
Evaluates consequences
Identifies cause and effect of decisions and lifestyle choices
Thinks critically
Gives reasons and supporting evidence
Compares and contrasts
Discusses ethics



Reflect
Analyse

Identifies a biblical perspective
Identifies solutions to problems
Takes personal responsibility for own behaviour and possessions
Presents an understanding on the importance of making good decisions
Sets goals



Resolve
Make judgments and decisions

Makes decisions about possible actions



Respond
Demonstrate growth in Christian character

Develops relationship with God

Make personal responses

Has a balanced view of self, recognising both strengths and weaknesses
Resists negative peer pressure
Communicates needs
Recognises the elements of wise choices
Shows initiative in actively responding
Sets goals
Communicates confidently and creatively

Accept responsibility to contribute to the world

Works in a team benefiting from each person's strengths
Demonstrates care for others
Exercises leadership



KEY LEARNING INTENTIONS

We are learning to: *continued*



Review and record
Judge the process

Evaluates our attitudes
Evaluates our actions
Evaluates our research
Demonstrates co-operative learning skills
Identifies new learning



Rejoice!
Celebrate

Celebrates our health and wellbeing
Celebrates God's presence in our lives and in our world



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Developing the *Interact Curriculum* has been the result of over twenty-five years of thinking and working in the education field, and therefore twenty-five years of gleaning ideas and principles from a multitude of mentors, advisors, observations, teaching experiences, books and curricula from around the world.

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