



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

HEALTH 6

2011

"Revealing Christ in All We Teach"

“Revealing Christ In All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

"The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community." (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the “Revealing Christ in All We Teach” resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional permeation ideas to their Religious Education coordinator/consultant.

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Gr. 6 Health - Faith Permeation Essential Connections

Unit Theme: Body Image and Advertising

The focus of this unit explores how different factors in society, such as advertising affect body image and well being. The use of this unit will help students to achieve the following Outcomes of the provincial Grade 6 Health Curriculum: USC6.5, USC6.7, DM6.8, DM6.9.

*Outcomes DM6.8 and DM6.9 are also identified in units on Body Image and Advertising, Stress Management and Infectious Diseases.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

So God created human beings in his image. In the image of God he created them. He created them male and female. Genesis 1:27

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? 1 Corinthians 6:19.

Catholic Faith Big Ideas:

The dignity of the human person is rooted in his creation in the image and likeness of God.

Catechism of the Catholic Church # 1700.

Life and physical health are precious gifts entrusted to us by God. Catechism of the Catholic Church # 2288.

God is the ultimate source of morality.

Catholic Faith Essential Skills:

Students will be able to identify how they look after themselves spiritually, physically and emotionally as created in the image of God regardless of media influence surrounding them.

Catholic Faith Essential Questions:

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- 1) How do our Catholic values inform what influences our perceptions and personal standards related to body image?
- 2) What is the role of our faith in determining personal standards in decision making related to body image?

Description of Culminating Task Integrating Catholic Faith:

Write a letter to God thanking God for the gift of their body. Ask students to include things that give them confidence and things that bother them about their body. Students will be able to identify how they look after themselves spiritually, physically and emotionally as created in the image of God regardless of media influence surrounding them and write a personal action plan with consideration for scripture and the teachings of the Catholic faith.

Additional Resources:

Catechism of the Catholic Church

Fully Alive: Teacher's Edition, Grade 6; Maxwell Macmillan Canada; 1990

The Peace Prayer of St. Francis of Assisi

You Shall be My Witness: Year 6, Born of the Spirit Series, CCCB, 1999 (portions of Unit 2)

A variety of magazines representing popular culture, sports, fashion, home and garden

Unit Instruction Plan/Lesson Sequence

Topic 1: USC6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.

- a) Identify sources of, and evaluate information about, influences on body image.
- b) Discuss stereotypes based on appearances and the importance of not judging self nor others based on appearances. Use the lesson on Stereotypes from Fully Alive: Year 6 Theme 5, topic 2 Teacher's Guide pgs. 86-93.
- c) Conclude that there is a wide and acceptable healthy range in body type.
- d) Investigate the connections between how we look, how we feel, and how we behave.
- e) Illustrate how personal standards influence the kinds of decisions made in relation to personal appearance.
- f) Investigate how one's identity is influenced by one's own and others perceptions related to appearance.
- g) Express insights about the influences on perceptions of body image.
- h) Propose reasons (including that the cosmetic and diet product industries are assured of growth and profits) why the mass media might portray an "ideal" look that is difficult to achieve and maintain and the impact this has on health and well-being.
- i) Critique strategies used by advertisers and others within mass media to influence perceptions about appearance and articulate the related impact on the health (i.e., physical, social, emotional, spiritual) of self, family, and community. Use the lesson on T.V., Advertising and Stereotypes from Fully Alive: Year 6; Theme 5, topic 2; Teacher's Guide pgs. 86-93.
- j) Compare the strategies used by the cosmetic and diet industries to those of the tobacco industry.

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- k) Examine how the health of a community can be affected (both positively and negatively) by people's perceptions of body image.
- l) Examine personal standards related to body image that enhance the health of self, family, and community.

Topic 2: USC6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.

- a) Identify sources of, and evaluate information related to, the marketing strategies used by a variety of industries and agencies to target youth.
- b) Examine and categorize the advertising and related promotions in the school and community (e.g., target audience, product promotion). Use the lesson on advertising from *Fully Alive: Year 6 Theme 5, topic 2, Teacher's Guide pgs. 86-93.*
- c) Analyze the marketing and promotional vehicles/strategies used by companies and industries (including the tobacco industry) to encourage young people to use/buy their products and/or to challenge young people's personal standards.
- d) Compare the strategies used by industries and agencies that encourage health-enhancing behaviours to those that encourage health-compromising behaviours.
- e) Investigate the influence of health promotions and advertising on youth attitudes and behaviours.
- f) Determine why young people are a valuable market for numerous industries and manufacturers.
- g) Analyze the perceived and the "hidden" purposes as to why manufacturers and industries (e.g., tobacco, diet plans, clothing) advertise.
- h) Analyze the impact of tobacco control legislation on tobacco industry messaging.
- i) Propose and investigate other legislation that would target health-compromising messaging.

Topic 3: DM6.8 Assess the role of personal standards in decision making related to body image.

- a. Distinguish similarities and differences in a variety of decision-making models. Select an effective decision-making model to use. Read and discuss *The Prayer of St. Francis of Assisi as a means of guiding our decision making.*
- b. Examine the factors that influence decision-making (both positive and negative).
- c. Decide which factors have the greatest influence on one's personal standards. Discuss the role of the family, Church and Sacraments. Information regarding virtues and the gifts and fruits of the Holy Spirit are contained in Article 7 of the Catechism of the Catholic Church #1803 - #1845.
- d. Recognize when personal standards might be at risk.
- e. Investigate strategies and decisions to affirm personal standards.

Topic 4: DM6.9 Examine health opportunities and challenges to establish personal goal

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statements related to body image.

- a. Identify and recognize health opportunities and/or challenges related to body image.
- b. Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to body image.
- c. Construct personal goals, related to affirming standards to deal with body image issues and targeted advertising. See Fully Alive, Theme 4: Topic 2. (Teacher Guide pgs. 78 – 81).
- d. Revise personal goals as necessary.
- e. Write a letter to God thanking God for the gift of their body. Ask students to include things that give them confidence and things that bother them about their body. Identify how they look after themselves spiritually, physically and emotionally as created in the image of God regardless of media influence surrounding them and write a personal action plan with consideration for the teachings of the Catholic faith. Within their action plan, students should consider Scripture and the teaching of the Catholic Church.

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Faith Permeation Reflection
What have I learned about teaching this unit?

Subject: Gr. 6 Health

Unit: Body Image and Advertising

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:

If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.

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Gr. 6 Health - Faith Permeation Essential Connections

Unit Theme: Stress Management

The focus of this unit is to explore sources of stress, and how to make healthy decisions to deal with it. The use of this unit will help students achieve the following Outcomes of the provincial Health Curriculum: USC 6.1, USC 6.4, DM 6.8, DM 6.9.

*Outcomes DM6.8 and DM6.9 are also identified in units on Body Image and Advertising, Healthy Relationships and Infectious Diseases.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

Students will learn: about the Catholic values and virtues that help them in the decision-making process for managing stress.

Catholic Faith Big Ideas:

“I can do all things through Christ who strengthens me.” (Phil 4:19)

Catholic Faith Essential Skills:

Students will incorporate Catholic values and prayer in the decision-making process for managing stress.

Students will use the virtues of kindness, patience, humility, love, faith and self-control to help develop plans for dealing with stress.

Catholic Faith Essential Questions:

How can the Christian virtues of kindness, patience, humility, love, faith and self-control influence the development of personal standards and identity, and determine the impact on healthy decision making? How can the belief that “I can do all things through Christ who strengthens me.” (Phil 4:19) be used to identify and make healthy decisions in stressful situations?

Description of Culminating Task Integrating Catholic Faith:

Students will create a stress management plan that includes strategies for dealing with stress such as prayer, self-reflection and action strategies that include the virtues of , patience, humility, love, faith and self-control, and the 10 Commandments.

Additional Resources:

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Fully Alive, Grade 6; Maxwell Macmillan Canada; 1990
The Parables of Jesus in the Bible
The 10 Commandments
Catechism of the Catholic Church – Part Four; Christian Prayer.

Unit Instruction Plan/Lesson Sequence

Topic 1: USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

DM6.8 Assess the role of personal standards in decision making related to stress management.

- 3) Describe values one appreciates in self and in others and explain why.
- 4) Propose why people behave the way they do (e.g., personal beliefs, societal norms).
- 5) Identify sources of, and evaluate information about, personal beliefs and values. Read and discuss the Parables of the Unjust Steward and the Good Samaritan (Luke 10:30-37) and Jesus' teaching in the Beatitudes (Matt. 5:1-12) or Peter and forgiveness (Matt. 18:21-35) to introduce the concept of virtues.
- 6) Uncover and communicate an informed personal definition of personal standards (e.g., core personal values that are reflected in how you treat yourself, how you treat others, what and how you speak, your behaviours). Have students use the following questions to define their personal standards.
 - 1.) What are the standards that I will expect myself to live by at all times?
 - 2.) What are my standards for dealing with challenges/problems?
 - 3.) What are the boundaries for the attitudes and actions that I will accept for my self, my peers, my family, and my community? Use Fully Alive Theme 5, Topic 2 Our Values – focusing on the effect of Peer Pressure.
 - 4.) What standards are part of my cultural heritage?
 - 5.) How do the standards of my Catholic faith shape who I am?
- 7) Consider how and why personal values may change (e.g., norms, trends, values/priorities, relationships, critical events). Use examples from scripture: Zaccheus (Luke 19:1-10); the woman at the well (John 4:3-26, 28-30, 39)
- 8) Investigate (including through drama, dance, music, and/or visual art) the factors that have the most influence on personal standards.
- 9) Describe healthy attitudes and behaviours that affirm personal standards.
- 10) Define identity as being related to who we feel we are and how we define ourselves. Use scripture passage; John 8:14 as a discussion starter. “Jesus said to them, “My testimony is true, for I know where I came from and where I am going.”
- 11) Examine the connections between affirming personal standards and developing identity.
- 12) Explore when personal standards may be reinforced or challenged.
- 13) Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.
- 14) Discuss factors that affect the identities of people as a result of colonization.
- 15) Determine how decision making is influenced by personal standards.

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- 16) Select an effective decision-making model to use.
- 17) Investigate strategies and decisions to affirm personal standards.

Topic 2: USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

- m) Identify sources of, and evaluate information related to, anxiety and stress.
- n) Inventory the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status). See Fully Alive Theme 2; Topic 3 - lessons on Family Stress and Topic 6 - Stress in Friendship.
- o) Analyze physical, mental, and emotional responses (both positive and negative) to stress (e.g., heightened alertness, motivation, 'fight or flight', illness, withdrawal, difficulty concentrating, difficulty eating and/or sleeping).
- p) Examine stressors for which one can plan and/or over which one has control.
- q) Interview people of various ages and cultures in the community to determine and evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music, Christian prayer – You can use passages from the Gospel showing Jesus praying such as: Matt. 6:5-13; 26:39-44; John 17:1-26, and CCC, Part Four – Christian Prayer.
- r) Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating, Christian prayer, and the Sacraments of Reconciliation and Eucharist) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare related short-term and long-term consequences (i.e., physical, mental, emotional, spiritual).
- s) Practise healthy ways of adjusting/responding to stress. (could use role playing stressful situations)
- t) Determine when anxiety is “normal” and when professional help may be required.
- u) Comprehend that stress can be healthy or unhealthy; it is how one responds to/manages stress that affects health.
- v) Examine how stress may influence (both positively and negatively) personal standards and decisions.

Topic 3: DM6.8 Assess the role of personal standards in decision making related to stress management.

- j) Distinguish similarities and differences in a variety of decision-making models.
- k) Examine the factors that influence decision-making (both positive and negative).
- l) Decide which factors have the greatest influence on one's personal standards. Discuss the role of values and virtues in forming our own personal standards. Use Fully Alive Theme 5, Topic 1 and 2, Teacher Guide pgs. 83-97.
- m) Recognize when personal standards might be at risk.

Topic 4: DM6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy stress management.

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- f. Identify and recognize health opportunities and/or challenges related to stress.
- g. Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to stress.
- h. Construct personal goals, related to affirming standards, to deal with stress. Include how prayer, the 10 Commandments, and the virtues of patience, humility, love, faith, and self-control will be used.
- i. Revise personal goals as necessary.

Appendix A

K.W.L.Q. Chart

Topic -	
K now about topic	
W ant to know about topic	
L earned about topic	
Q uestions I still have about topic	

Assessment of an Action Plan

Action Plan	4	3	2	1
Design of Action Plan (including goals, strategies or actions, where you will work on your goal)	Student is able to design a thorough and realistic action plan with all the elements clearly described and carefully considered.	Student is able to design an action plan with a clear goal, clarified reasons for the plan, and identified strategies on how to resolve problems.	With guidance, student is able to design a simple action plan, based on a clear goal, with actions and/or strategies defined.	Student is unable to design an action plan that is relevant and realistic.
Implementation of Action Plan	Student is able to follow through on all actions and strategies identified in action plan, independently track own progress, adjusting where needed and celebrate success.	Student is able to follow through on all actions and strategies identified in action plan and with minimal guidance or prompts.	Student is able to follow through on most elements of action plan with guidance and prompting.	Student has difficulty following through on action plan, even with a great deal of help and prompting.
Evaluating Action Plan	Student is able to reflect on and judge the strategies and actions in action plan and readily accepts responsibility for making adjustments to plan where necessary. Changes are clearly defined.	Student is able to reflect on action plan and judge the strengths and weaknesses of plan. Student is able to change plan with minimal prompts.	Student is able to reflect on action plan and identify some strengths and weaknesses. Student needs help to make changes to action plan.	Student is unable to evaluate action plan.
Identified Support Person	Student is able to clearly identify 2 or more support people with the necessary skills and traits to help them affirm desirable personal standards.	Student is able to identify a person with the necessary skills and traits to help them affirm desirable personal standards.	Student is able to identify a person with the necessary skills and traits to help them affirm desirable personal standards with assistance.	Student is unable to identify a person with the necessary skills and traits to help them affirm desirable personal standards even with assistance.
Connection to Catholic Faith	Student is able to identify and incorporate 4 or more Christian values and/or virtues in their action plan.	Student is able to identify 3 Christian values and/or virtues in their action plan.	Student is able to identify Christian values and/or virtues in their action plan with assistance.	Student is unable to identify Christian values and/or virtues in their action plan with assistance.

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Faith Permeation Reflection
What have I learned about teaching this unit?

Subject: Gr. 6 Health

Unit: Stress Management

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:

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Saskatchewan Catholic Schools Curriculum Permeation

Grade 6 Health Faith Permeation Essential Connections

Unit Theme: Infectious Diseases

The focus of this unit explores infectious diseases and how they affect our health and relationships. The use of this unit will help students achieve the following Outcomes of the provincial Grade 6 Health Curriculum: USC6.3, DM6.8, DM 6.9, AP6.10.

*Outcomes DM6.8 and DM6.9 are also identified in units on Body Image and Advertising, Stress Management and Healthy Relationships. Outcome AP6.10 is also used in the unit on Healthy Relationships.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

Chastity is the virtue that helps us to live as sexual persons according to God's will. To educate children for chastity is much more than to teach them the facts of sexuality. It is to educate their whole person — their view of themselves, their commitment to their relationships, and their sense of responsibilities to others. – *Archbishop, Marcel Gervais, Fully Alive: Forward, 1990*

Catholic Faith Big Ideas:

Students will understand that:

Life and physical health are precious gifts entrusted to us by God. Catechism of the Catholic Church # 2288

We must follow Jesus' example and use compassion to break through the barriers of sickness in order to encounter and heal the afflicted. (Biblical examples: Luke 5:12-17(Jesus cures the Leper), Luke 17:11-19 (Jesus cures the 10 Lepers), Luke 19:1–9 (story of Zacchaeus), Mark 10: 46-52, Mark 1:40-45, Luke 7: 3-10)

Catholic Faith Essential Skills:

Student will be able to:

-Understand that Chastity is both a physical and spiritual health choice. Catechism of the Catholic Church #2337, #2359

-Demonstrate an appreciation of God's unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses

-Understand and appreciate the meaning and purpose that sexual activity and intercourse have

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within a marriage commitment

Catholic Faith Essential Questions:

How do my actions safeguard and cherish God's gift of sexuality?

Description of Culminating Task Integrating Catholic Faith:

Student action plans can include a calendar, poster, bumper sticker or letter to their older selves (to be opened in the future) that includes a pledge to be faithful to the values and teaching of the Gospel and the teaching of the Church. Students could include how they will treat the sick and outcasts and how they will not mistreat their bodies.

Additional Resources:

AIDS: A Catholic Educational Approach to HIV (See your division curriculum consultant)

Catechism of Catholic Church (CCC)

Fully Alive: Teacher's Edition, Grade 6; Maxwell Macmillan Canada; 1990 (specifically Theme 1, 3, 4 & 5)

Unit Instruction Plan/Lesson Sequence

Topic 1: USC6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (i.e., physical, mental, emotional, spiritual) and the identities of self, family, and community.

- 18) Identify sources of, and evaluate information about, non-curable infections, including HIV and Hepatitis C. Use AIDS: A Catholic Educational Approach to HIV (If unavailable - see your division curriculum consultant) lesson #20 and #21.
- 19) Discuss standard precautions/strategies to prevent the transmission of infectious diseases (e.g., washing hands, personal protective measures such as not sharing personal items, immunization, insect precautions, needle safety, avoiding others body fluids, sexual abstinence). Use AIDS: A Catholic Educational Approach to HIV (If unavailable - see your division curriculum consultant) lesson #21 and #22.
- 20) Perceive how beliefs in the myths and assumptions related to the transmission of non-curable infections, including HIV/AIDS and Hepatitis C, affect the health and the identities of the individual, family, and community. Use the stories of Jesus, particularly the Miracles where he heals the sick and afflicted. {Gospel of Luke 5:12-17(Cleansing of a Leper), Luke 19:1-9(Story of Zacchaeus), Mark 10: 46-52(Healing of Blind Bartimaeus), Luke 7: 3-10(Healing of the Centurion's Servant), Luke 7:11-17(Raising of the Widow's Son)}.
- 21) Analyze how non-curable infections, including HIV, affect more people than they infect.
- 22) Examine how thoughts and feelings about HIV infection might reinforce or challenge personal standards.
- 23) Analyze the emotional, spiritual, and social aspects of well-being that influence and are influenced by non-curable infections, including HIV/AIDS and Hepatitis C.
- 24) Form a personal response, in ways that affirm own personal standards, to some of the health challenges facing families and communities in regards to AIDS. Use AIDS: A Catholic Educational Approach to HIV (See your division curriculum consultant) lesson

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#20, #21, #22.

- 25) Predict what might happen if only one aspect of health (i.e., only the physical) is addressed when a person/community is infected/affected with a non-curable infection.
- 26) Investigate and communicate what can happen when a holistic approach (body, mind, heart, and spirit) to management of non-curable infections is/is not adopted. Use the story of the orphans in the Grade 6 Fully Alive resource Theme 1; Topic 1 (Teacher Guide pgs. 3-7) as a point of departure. This story is very well suited to the Grade 6 Unit on Healthy Relationships too.

Topic 2: DM6.8 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

- w) Distinguish similarities and differences in a variety of decision-making models.
 - a. Select an effective decision-making model to use.
 - b. Examine the factors that influence decision-making (both positive and negative).
 - c. Decide which factors have the greatest influence on one's personal standards. Discuss the standards of Catholic Faith Teaching and Scripture. One source is Fully Alive: Theme 5 ; Topic 2 "Our Values", Teacher's Edition pgs. 86-89.
 - d. Recognize when personal standards might be at risk.
 - e. Investigate strategies and decisions to affirm personal standards.

Topic 3: DM6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

- j. Identify and recognize how Jesus dealt with challenges and how he dealt with those he met who were ill. (Use stories in the Gospels about Jesus' temptation in the Desert; Luke 4:1-15, Matt. 4:1-11 and Jesus healing the sick, such as Mark 1:29-34 or Matt. 8:14-17.)
- k. Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to infectious disease.
- l. Construct personal goals, related to affirming standards, including standards of Catholic Faith Teaching and Scripture in each unit of study.
- m. Revise personal goals as necessary.

Topic 4: AP6.10 Design and implement (with guidance) a six-day action plan (1 of 2 for grade 6) that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

- f. Develop, with guidance, criteria to assess action plans that affirm Christian moral values.
- g. Describe the elements of a well-designed action plan.
- h. Examine the traits and skills of a support person who can/will support individual action plans.
- i. Use specific criteria to evaluate the design elements of the action plans.

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- j. Carry out action plans in ways that affirm personal standards and reflect Christian moral values.
- k. Assess and revise action plans as necessary.

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Assessment of an Action Plan

Action Plan	4	3	2	1
Design of Action Plan (including goals, strategies or actions, where you will work on your goal)	Student is able to design a thorough and realistic action plan with all the elements clearly described and carefully considered.	Student is able to design an action plan with a clear goal, clarified reasons for the plan, and identified strategies on how to resolve problems.	With guidance, student is able to design a simple action plan, based on a clear goal, with actions and/or strategies defined.	Student is unable to design an action plan that is relevant and realistic.
Implementation of Action Plan	Student is able to follow through on all actions and strategies identified in action plan, independently track own progress, adjusting where needed and celebrate success.	Student is able to follow through on all actions and strategies identified in action plan and with minimal guidance or prompts.	Student is able to follow through on most elements of action plan with guidance and prompting.	Student has difficulty following through on action plan, even with a great deal of help and prompting.
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Faith Permeation Reflection
What have I learned about teaching this unit?

Subject: Gr. 6 Health

Unit: Infectious Diseases

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

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Saskatchewan Catholic Schools Curriculum Permeation

Grade 6 Health Faith Permeation Essential Connections

Unit Theme: Healthy Relationships

The focus of this unit explores the importance of establishing and maintaining healthy relationships and the role personal standards and goals relate to these relationships. The use of this unit will help students achieve the following Outcomes of the provincial Health Curriculum: USC6.2, DM6.8, DM6.9 and AP6.10.

*Outcomes DM6.8 and DM6.9 are also identified in units on Body Image and Advertising, Stress Management and Infectious Diseases. Outcome AP6.10 is also used in the unit on Infectious Disease.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

The dignity of the human person is rooted in his or her creation in the image and likeness of God. Endowed with a spiritual and an immortal soul, intelligence and free will, the human person is ordered to God and called in soul and in body to eternal beatitude. *Compendium of the Catechism of the Catholic Church #358*, CCCB, 2005

Catholic Faith Big Ideas:

Charity is the virtue by which we love God above all things for his own sake, and our neighbors as ourselves for the love of God. CCC #1822.

By our good deeds for others we create a moral world. Unit 1, You Shall be My Witness, Year 6, Born of the Spirit Series, CCCB, 1999.

Catholic Faith Essential Skills:

Students will understand that to follow the Gospel of Jesus we must be inclusive.

Students will understand that to be inclusive means to respect those who differ from them.

Catholic Faith Essential Questions:

- x) Who is my neighbour?
- y) Who am I called to love?

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Description of Culminating Task Integrating Catholic Faith:

Students will create a six day action plan of service to their school or community with an emphasis on including the 10 Commandments, Jesus' commandment to love others as we love ourselves and the virtue of charity as a means of developing healthy relationships in our families and community. (See samples of Lent calendars for further ideas)

Additional Resources:

Catechism of Catholic Church (CCC)

Fully Alive: Teacher's Edition, Grade 6; Maxwell Macmillan Canada; 1990 (specifically Theme 1 & 2)

You Shall be My Witness: Year 6, Born of the Spirit Series, CCCB, 1999 (specifically Unit 1 & 2)

The 10 Commandments

The Lord's Prayer

Unit Instruction Plan/Lesson Sequence

Topic 1: USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

- a) Explore how we establish and maintain healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives while being true to God's intention for us? Use Unit 1 & 2 of You Shall be My Witness from the Born of the Spirit Series, Year 6.
- b) Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.
- c) Ask compelling questions to initiate insights as to how people are the same, how people are different, and how individuals are unique.
- d) Shape new thoughts about oneself as an individual who has a unique heritage and particular influences on beliefs, standards, and/or perspectives.
- e) Identify sources of, and evaluate information about, diversity.
- f) Articulate a comprehensive understanding of prejudice, stereotype, and bias.
- g) Discuss and question stereotypes and biases that exist in the school and community.
- h) Explore stereotypes and beliefs (including but not limited to those related to age, culture, religion, family structures, and sexual orientations), both past and present, that might limit the number and kinds of healthy relationships. See lesson on Stereotypes in Fully Alive Year 6, Theme 5 Topic 2 and Topic 3, Teacher Guide pgs. 86-97.
- i) Investigate (including through drama, dance, music, and/or visual art) what the community would be like if everyone was exactly the same.
- j) Examine the characteristics of healthy relationships. Use the story of the orphans in the Grade 6 Fully Alive resource, Theme 1, Topic 1 (Teacher Guide pgs. 3-7) as a point of departure. Additional activities in Theme 1 & 2 are useful.
- k) Propose how the community would be different if stereotypes and biases did not exist. Discuss how the Gospel values of justice, service, charity, dignity, compassion and commitment to the community inform our beliefs and response.
- l) Explore and articulate an understanding of socio-economic class, gender, and culture as

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attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

Topic 2: DM6.8 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

- n) Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.
- o) Ask compelling questions to initiate insights as to how people are the same, how people are different, and how individuals are unique.
- p) Shape new thoughts about oneself as an individual who has a unique heritage and particular influences on beliefs, standards, and/or perspectives. **Use the 10 Commandments.**
- q) Identify sources of, and evaluate information about, diversity.
- r) Articulate a comprehensive understanding of prejudice, stereotype, and bias.
- s) Discuss and question stereotypes and biases that exist in the school and community.
- t) Explore stereotypes and beliefs (including but not limited to those related to age, culture, religion, family structures, and sexual orientations), both past and present, that might limit the number and kinds of healthy relationships.
- u) Investigate (including through drama, dance, music, and/or visual art) what the community would be like if everyone was exactly the same.
- v) **Examine the characteristics of healthy relationships. Use the Parables of the Rich Man and Lazarus (Luke 16:19-31), the Good Samaritan (Luke 10:30-37), the Lost Sheep (Matt. 18:10-14) and the Prodigal Son (Luke 15:11-32).**
- w) Propose how the community would be different if stereotypes and biases did not exist.
- x) Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

Topic 3: DM6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

- n. Identify and recognize health opportunities and/or challenges related to healthy relationships. **Use the Lord's Prayer; see the Catechism of the Catholic Church #2816-#2837 for ideas of how the Lord's prayer relates to others and our role in helping others.**
- o. Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to healthy relationships.
- p. Construct personal goals, related to affirming standards for healthy.
- q. Revise personal goals as necessary

Topic 4: AP6.10 Design and implement (with guidance) one six-day action plan (1 of 2 for the grade 6 program) that reflects affirmation of personal standards related to decision making,

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healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

- l. Develop, with guidance, criteria to assess action plans that affirm personal standards.
- m. Describe the elements of a well-designed action plan.
- n. Examine the traits and skills of a support person who can/will support individual action plans.
- o. Use specific criteria to evaluate the design elements of the action plans.
- p. Carry out action plans in ways that affirm personal standards.
- q. Assess and revise action plans as necessary.

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Assessment of an Action Plan

Action Plan	4	3	2	1
Design of Action Plan (including goals, strategies or actions, where you will work on your goal)	Student is able to design a thorough and realistic action plan with all the elements clearly described and carefully considered.	Student is able to design an action plan with a clear goal, clarified reasons for the plan, and identified strategies on how to resolve problems.	With guidance, student is able to design a simple action plan, based on a clear goal, with actions and/or strategies defined.	Student is unable to design an action plan that is relevant and realistic.
Implementation of Action Plan	Student is able to follow through on all actions and strategies identified in action plan, independently track own progress, adjusting where needed and celebrate success.	Student is able to follow through on all actions and strategies identified in action plan and with minimal guidance or prompts.	Student is able to follow through on most elements of action plan with guidance and prompting.	Student has difficulty following through on action plan, even with a great deal of help and prompting.
Evaluating Action Plan	Student is able to reflect on and judge the strategies and actions in action plan and readily accepts responsibility for making adjustments to plan where necessary. Changes are clearly defined.	Student is able to reflect on action plan and judge the strengths and weaknesses of plan. Student is able to change plan with minimal prompts.	Student is able to reflect on action plan and identify some strengths and weaknesses. Student needs help to make changes to action plan.	Student is unable to evaluate action plan.
Identified Support Person	Student is able to clearly identify 2 or more support people with the necessary skills and traits to help them affirm desirable personal standards.	Student is able to identify a person with the necessary skills and traits to help them affirm desirable personal standards.	Student is able to identify a person with the necessary skills and traits to help them affirm desirable personal standards with assistance.	Student is unable to identify a person with the necessary skills and traits to help them affirm desirable personal standards even with assistance.
Connection to Catholic Faith	Student is able to identify and incorporate 4 or more Christian values and/or virtues in their action plan.	Student is able to identify 3 Christian values and/or virtues in their action plan.	Student is able to identify Christian values and/or virtues in their action plan with assistance.	Student is unable to identify Christian values and/or virtues in their action plan with assistance.

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Faith Permeation Reflection
What have I learned about teaching this unit?

Subject: Gr. 6 Health

Unit: Healthy Relationships

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:

If you are recommending changes to this resource, please provide a copy to your Religious Education Coordinator/Consultant.

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