



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

HEALTH 8

2010

“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 outcomes/indicators 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 faith permeation ideas to their Religious Education Coordinator/Consultant.



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 8 Health – Faith Permeation Essential Connections

Unit Theme: Violence

The focus of this unit is to develop an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 8 Health Curriculum: USC 8.4

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

Jesus calls us to be peacemakers.

“Blessed are the peacemakers for they will be called the children of God” Matthew 5:9

Catholic Faith Big Ideas

Students will understand that:

- Peace without justice is not possible.
- Justice requires that the basic human needs of people are met.
- Violence takes root in those who are helpless and hopeless.
- To make peace, every individual must seek justice for all ensuring the weak and powerless are supported and strengthened.
- Those who hold power in society have a duty to ensure that basic needs are met. “Beginning our discussion of the rights of man, we see that every person has the right to life, to bodily integrity and to the means which are suitable for the proper development of life; these are primarily food, clothing, shelter, rest, medical care, and finally the necessary social services. Therefore a human being also has the right to security in cases of sickness, inability to work widowhood, old age, unemployment, or in other cases in which one is deprived of the means of subsistence through no fault of one’s own.” # 11, Papal encyclical, *Pacem in Terris* (Peace on Earth) Pope John XXIII 1963

Catholic Faith Essential Skills:

Students will be able to:

- Identify how Jesus asks us to live in peace with one another. Matthew 5:43, Matthew 26:52, Mark 9:50, Luke 1:79, Luke 6:27
Google search “peace, Jesus, bible passages.”
- Identify how you as a Catholic Christian can promote peace in home, school, community....

“Respect for and development of human life require peace. Peace is not merely the absence of war, and it is not limited to maintaining a balance of powers between adversaries. Peace cannot be attained on earth without safeguarding the goods of persons, free communication among [people], respect for the dignity of persons and peoples, and the assiduous practice of fraternity. Peace is “the tranquility of order.” Peace is the work of justice and the effect of charity.”
Catechism of the Catholic Church #2304

Catholic Faith Essential Questions

In what concrete ways am I a peacemaker in my home, school, community, etc...?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

- Prayer is a way for individuals to seek comfort, advice and support in difficult situations. Use the prayer of St. Francis as a guideline, to identify the areas of your life where you demonstrate peace towards those in abusive or violent situations. (See Appendix 1)
Or
- Have the students write a reflective journal that answers the question: “How can I make the world more peaceful starting with my own inner-peace?”

Additional Resources:

- Stand By Me Year 8
- Bible (NRSV)
- Fully Alive 8: Theme 2, 4
- Catechism of the Catholic Church #2304
- Pacem In Terras; Papal Encyclical of Pope John XXIII

Outcome:

USC 8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

Lesson/Topic #1

Indicators:

- b) Discuss common definitions of “abuse and “violence” and develop informed personal definitions of both.
- c) Assess the impact of physical, emotional, spiritual, and sexual abuse on families and communities.
- d) Determine that age does not protect one from abuse.

- e) Discuss the factors that are known to contribute to abuse.
- f) Discuss the “cycle of abuse”.
- h) Examine why victims of abuse sometimes keep the abuse a secret, and analyze the impact that these “secrets” have on self, family, and community.
- i) Determine that the victim of violence/abuse is never at fault or to blame for the abuse.
- j) Examine threats to personal safety and well-being at home, school, or in the community.

Faith Permeation:

- Discuss from a Catholic point of view, the popular culture (video, television, movies, music, internet, etc.) and its focus on violence and revenge. Matthew 5:38-48. The Catholic Youth Bible - reflective prayer activity, “Christians and Revenge” page 1108.
- How do you respond to God’s call to stop the cycle of violence/abuse?

Faith Permeation Resources:

Fully Alive Theme Two-Living in Relationship, Topic 2 The Family-Lesson 2
Theme 4 “Growing in Commitment” Topic 3 Handling Stress

Lesson/Topic #2

Indicators:

- g) Demonstrate ways to support those who may be experiencing abuse or living with an abusive family member.
- k) Research sources of support for and ways of protecting oneself and others from abuse.
- m) Investigate sources of help for young people who behave in violent ways.

Sample Permeation Ideas:

- It is difficult to be violent when one has inner-peace. Students will examine how they can allow the peace of Christ to rule in their hearts.
- Genesis 4:9-“Am I my brother’s keeper?” We are all brothers and sisters in the family of God, therefore we cannot avoid our obligation to watch out for each other. Are there people in your life, who need you to be a brother or sister to them?

Faith Permeation Resources:

- Year 8 Stand by Me-Unit 7.2 How can I make the world more Peaceful?
- Catholic Family Services offers a range of services for individuals or families who are experiencing personal problems.

Lesson/Topic #3

- l) Examine historical factors that may contribute to the disharmony within individuals, families and communities.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Grade 8 Health

Unit: Violence

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.

Appendix 1

Prayer of St. Francis

*Lord, make me an instrument of your peace.
Where there is hatred, let me sow love.
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
and where there is sadness, joy.
O Divine Master,
grant that I may not so much seek to be consoled as to console;
to be understood, as to understand;
to be loved, as to love;
for it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to Eternal Life.
Amen.*

Perhaps the original publication of the prayer was submitted anonymously to the French publication *La Clochette* in 1912.

What instrument are you in making peace for individuals of abuse or violence?

How do you sow love towards others who are experiencing a lack of harmony and peace?

What can you do to pardon after pain?

Where have you experienced faith in your own family situations to reach peace?

Where have you experienced hope in your own family situations to reach peace?

What can you do to bring light to someone who is suffering in darkness of abuse and violence?

Explain the possibilities of joy that may result from temporary sadness.

<http://www.smp.org/e-news.cfm>

Peace Creed

An activity and prayer service for encouraging peace and becoming peacemakers.

Writing a Peace Creed (15 minutes)

1. Tell the young people that as much as we might want peace to become a reality in our world, being a peacemaker takes a lot of hard work. The first steps are to look at themselves and the ways they judge others, and to learn some skills for settling conflicts in their personal relationships and between others involved in disputes.

Two other things are necessary for our peacemaking efforts to be successful. The first is to believe that if we all try, we can bring peace closer to being a reality. The second is to recognize that we need God's help to give us the strength and courage to do the required work.

2. Tell the participants they are going to write a peace creed, a statement of what they believe about young people and peace, to be used as part of the closing prayer for this session. Explain that each person will receive a blank sheet of paper, and everyone should go off someplace in the room by themselves to write two personal belief statements. The first statement should begin "I believe young people are" and should tell something about what young people are like and how they feel about peace. The second statement should begin "I believe young people can" and should tell something about what young people can do to promote peace.

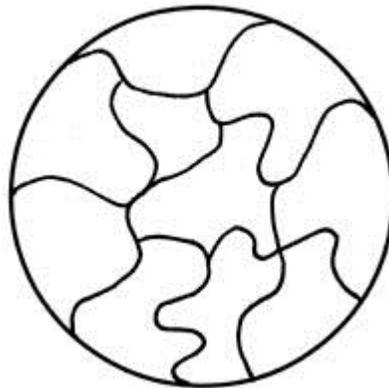
3. Distribute blank sheets of 8.5-by-11-inch paper and direct the participants to begin writing their creed. Allow about 3 minutes for the individuals to complete their statements.

4. After 3 minutes ask the young people to form four groups. Give each group a piece of newsprint and a marker, and ask the participants to consolidate their individual "I believe . . ." statements into group "I believe . . ." statements. They should combine first their individual statements about what young people are like and how they feel about peace, and then their individual statements about what young people can do to promote peace. Ask the groups to write their two consolidated statements on the piece of newsprint and to pick a member to read the statement aloud as part of the closing prayer.

5. When all the groups have completed their creed, instruct them to roll it up and save it for the closing prayer service.

Closing Prayer (20 minutes)

Before the session. Create a puzzle map of your community as follows: Glue a map of your local geographic area to a piece of poster board. Draw a circle on the map 18 inches in diameter, with your parish at the center. Cut out the circle. Draw puzzle pieces in the circle, with one piece for each young person in your group. Your puzzle should look something like this:



Cut out the puzzle pieces.

On a blank piece of newsprint, draw a blank circle 18 inches in diameter.

1. Direct the young people to form a circle. Then place the newsprint drawing of the blank circle in the center of the group and give everyone a puzzle piece and a pen or pencil. Ask the participants to take a few moments to center themselves and quietly think about what they have experienced during this tragedy.
2. After several quiet moments, invite the young people to share some of their thoughts. Guide the sharing process by going around the circle asking each person in turn to complete one of the following statements:
 - One thing that I learned about myself is . . .
 - One thing that surprised me is . . .
 - I think peace is . . .
 - I will try to . . .
3. After everyone has had an opportunity to share a reflection, continue by reading these words from Phil. 1:3-6:

I give thanks to my God at every remembrance of you, praying always with joy in my every prayer for all of you. . . . I am confident of this, that the one who began a good work in you will continue to complete it.

4. Tell the group that God has planted the seeds of desire for peace in our hearts and that God will help us to accomplish the often difficult task of promoting peace. After all, Jesus promised that peacemakers will be called the children of God. We must always pray for ourselves and one another with joy and thankfulness because God will provide the courage and commitment we need to make our dream of peace possible.

5. Invite the representatives chosen earlier to take turns posting their small group's peace creed on a wall or bulletin board where everyone can see it and reading it aloud to the large group. When all the creeds have been read, comment that young people can do a lot to bring peace to the world. (Hopefully, the creeds the young people have written express this belief.) One person can make a difference, but much more can be accomplished when peacemakers come together and work toward the same goal. We need one another and must cooperate with one another. What one person cannot do alone, perhaps a number of people together can accomplish.

6. Ask each participant to write their name someplace on the front of their puzzle piece. On the back they should write something that they feel they can do alone or with others to bring peace to their community. Ask them to make this choice very specific and realistic.

7. When everyone has finished writing, tell the participants that they are now going to create a peace puzzle of their own small world. Ask the participants to fit their puzzle pieces into the blank circle, creating a map of the local area.

Instruct the young people to do this in silence and to maintain their silence through the closing prayer.

8. When the puzzle is complete, read the following prayer:

O God of peace,
sparkle our staleness with your hope,
invade the depth of our being with new courage,
defeat us in your love.

Grant that our lives may be:
surprising in forgiveness and healing,
abounding in joy and laughter,
daring in deeds and dreams of justice.

May we be do-ers, makers, pray-ers of peace
in memory of Christ Jesus. Amen.

("Peacemakers Prayer," as quoted in *More Than Words*, by Schaffran and Kozak, p. 92)

9. Suggest that the participants take home their puzzle piece as a reminder of one thing they can do to help bring peace to their community.

After the session. You might want to combine all the "I believe . . ." statements written by the four groups of young people into one peace creed. Begin the creed with a consolidation of the four "I believe young people are . . ." statements from the groups. Complete it with a consolidation of the four "I believe young people can . . ." statements. You might print this final creed and send it to the young people as a reminder of what they experienced and learned in the course. You might also publish it in the parish bulletin, enabling the larger faith community to become aware of what its young people are learning and what they believe.

(This activity is from the Horizons book, *Becoming a Peacemaker* by Gail Daniels Hassett, published by Saint Mary's Press. Copyright © 1997 by Saint Mary's Press. Permission is granted for this activity to be used for classroom or campus ministry purposes. This activity may not be republished in any form without written permission from Saint Mary's Press. To order this books, contact Saint Mary's Press at 800-533-8095, or visit our online catalog at www.smp.org/catalog.cfm



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 8 Health – Faith Permeation Essential Connections

Unit Theme: Family

The focus of this unit is to help students analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 8 Health Curriculum: USC 8.2

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

“In Christ the family becomes *the domestic church* because it is a community of faith, of hope, and of charity.”

Compendium of the Catechism of the Catholic Church #456

Catholic Faith Big Ideas :

It is through our Catholic faith that we enable society to dispel the prejudices and biases towards today’s diverse family structures.

Catholic Faith Essential Skills:

Students will be able to

- Understand that being part of the Catholic Christian Community means reaching out to, accepting and caring for others in various family situations found in today’s society.
- Recognize that as a Catholic Christian they must understand their call to be compassionate and forgiving in an often harsh and judgmental society.

Catholic Faith Essential Questions:

How does my Catholic faith shape how I treat members of unique family structures that differ from my own?

Description of Culminating Assessment Task – Integrating Catholic Faith :

AP 8.10 Design, implement and an action plan that is related to family roles and responsibilities.

Students will write a journal reflection on the following questions:

What does our Catholic faith teach us about family?

How does our Catholic faith teach us to dispel biases and prejudices?
(See Appendix 1 or Appendix 2)

Additional Resources:

- Stand By Me Year 8
- Compendium of the Catechism of the Catholic Church #459, #460
- Catholic Youth Bible p. 757
- Catechism of the Catholic Church #2208
- Fully Alive 8: Theme 2, Topics 1 and 2

Outcome

USC 8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

Lesson/Topic #1

Indicators:

- a) Describe a variety of family structures.
(Nuclear, mixed, childless, foster, same-sex, single parent, extended)
- f) Analyze personal belief about family structure, roles, and responsibilities.

Sample Faith Permeation Ideas:

“The family is the original cell of the human society and is, therefore, prior to any recognition by public authority. Family values and principles constitute the foundation of social life. Family life is an initiation into the life of society.” Compendium of the Catechism of the Catholic Church #457

Faith Permeation Resources:

Fully Alive: Theme Two: Living In Relationship, Topics 1 and 2

Lesson/Topic #2:

Indicators:

- b) Examine family member roles and how they are established.
- c) Analyze gender roles that exist in many families.
- d) Examine the family responsibilities associated with family roles.
- e) Explore the expectations that parents/caregivers and children/youth have of one another.

Sample Faith Permeation Ideas:

Ask/Discuss:

- What does your family expect of you?
- What are your responsibilities within the family structure?
- “Children owe respect (filial piety), gratitude, docility and obedience to their parents. In paying them respect and in fostering good relationships with their brothers and sisters, children contribute to the growth in harmony and holiness in family life in general. Adult

children should give their parents material and moral support whenever they find themselves in situations of distress, sickness, loneliness, or old age.” Compendium of the Catechism of the Catholic Church #459

Ask/Discuss:

- What are your expectations of your parents/caregivers?
- What are your parents/caregivers responsibilities within the family structure?
- What are the duties of parents towards their children?

“Parents, in virtue of their participation in the fatherhood of God, have the first responsibility for the education of their children and they are the first heralds of the faith for them. They have the duty to love and respect their children as persons and as children of God and to provide, as far as is possible for their physical and spiritual needs. They should select for them a suitable school and help them with prudent counsel in the choice of their profession and their state of life. In particular they have the mission of educating their children in the Christian faith.”

Compendium of the Catechism of the Catholic Church #460

Read: Sir 3.1-16 Duties toward Parents

Activity: write a prayer using the suggested guidelines in The Catholic Youth Bible - page 757

NOTE:

“When parents –despite the efforts of daily life and despite their personal weaknesses and imperfections– choose gentleness over aggression, tenderness over violence, forgiveness over bitterness, their family is proclaiming the victory of love, the victory of the Cross. This victory is known to mothers and fathers who, roused from a deep sleep by a crying child, go to comfort him; who are able to smile at their older children after a sleepless night with the littlest one; who provide a warm welcome for their children after a long day at school, and for their spouse after a hard day of work. It is known to parents who, after a tiring day of work, prepare a healthy dinner for their family, take the time to listen to each one talk about the ups and downs of their day, take children to lessons or activities, drive teens to a friend’s house, help with homework and are present to their children instead of just doing housework or turning on the TV. And it is known to families that pray together, that visit a person who is alone, or that prepare and deliver a meal to a family that is going through a hard time. The family’s good news is expressed first through the attentive presence of the mother and father, through respect and caring, and through the generous gift of self. Little by little, each member of the family will learn to give his or her life for the others and contribute to their happiness. This is how a family works together, one day at a time, to help each member live their joy, to support them in their suffering, to persevere in their silent struggles, and to accept their shortcomings.

This family ‘training’ overcomes individualism and teaches people to truly care about the common good. Giving one’s life for the little nothings of daily life thus becomes a sign of the greatness of our God. This daily Christianity – new and never-ending – transforms the world! Every time family members discover a new way to love each other, they enter into partnership with God.” (From: Catholic Organization for Life and Family (COLF). Web site: <http://colf.cccb.ca>.)

Lesson/Topic #3

Indicators:

- m) Question examples of injustice towards families in own communities
- l) Analyze how stereotyping and social constructions affect the well-being of self, family and community.
- g) Examine the prejudices/biases that exist in the community.

As a member of the Catholic faith family you are responsible for the outcome and wellbeing of all God's children (love, compassion and acceptance towards all). "The family should live in such a way that its members learn to care and take responsibility for the young, the old, the sick, the handicapped and the poor. There are many families who are at times, incapable of providing this help. It devolves then on other persons, other families and, in a subsidiary way, society provide for their needs: 'religion that is pure and undefined before God and the Father is this: to visit orphan and widows in their affliction and to keep oneself unstained from the world.'" Catechism of the Catholic Church #2208

Lesson/Topic #4

Outcome: DM 8.8 Appraise the role of "support" in making healthy decisions related to family roles and responsibilities.

Indicators:

- c) Discuss ways to determine when support is needed.
- f) Recognize the kinds of support that may be needed at various stages/steps when making decisions.
- g) Describe influencing factors on providing and receiving support.

The supports we receive as members of the Catholic community include: the seven sacraments especially the Eucharist, prayer, scripture, and the teachings of the church.

Outcome:

Indicators: DM 8.9 Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities.

- a) Assess current skills and abilities to be a support person.
- d) Examine factors that affect the support one may give or receive.

As a member of the Catholic community what skills and abilities do we bring to support other people?

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Grade 8 Health

Unit: Family

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.

Appendix One

Use your journal reflection to help you complete this action plan.

Action Plan for Grade Eight Health

Name: _____ Date: _____

What: In order to address the health opportunity and or meet my health challenge, and develop strategies to support others in

_____, my personal goal is to _____ by _____.

How: To meet my goal, I am going to:

1. _____
2. _____
3. _____

Possible “road blocks” to achieving my goal include:

When: I will commit to _____ everyday for _____ (time period).

I will begin _____ on _____ (date).

I will evaluate _____ on _____ (date).

Between the start date and the evaluation date, I will check with my support person(s) on:

- _____
- _____
- _____

Where: I will carry out my “supporting others” action plan in such locations as

_____.

Who: I have asked for the support of _____ and _____.
(The names of two people who are willing to fulfill the role of support person/people).

Signatures:

Student signature: _____

Support person signature: _____

Appendix Two

Family Relationships

Edited by Laurie Delgatto

Scripture Passage

Children, obey your parents in the Lord, for this is right. "Honor your father and mother"-- this is the first commandment with a promise: "so that it may be well with you and you may live long on the earth."

And, fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.

Ephesians 6:1--4, NRSV

Study It!

A family is God's gift. It is a community where we are loved and accepted simply for who we are, and where we can freely love in return, a community we can turn to for comfort and support. The Catholic Church calls families the domestic church, meaning that they are the primary place where people learn about God and God's love.

Being the domestic church doesn't just happen. Every member of a family must make an effort. That means taking time to listen to one another, to help out one another, and to respect each person in the family. Sometimes selfishness gets in the way of making God's love real. At those times, family members must try even harder. Taking time to pray together, and to read and talk about the Bible together, can help a family focus on God's presence.

Live It!

"Children, obey your parents" is probably the hardest thing any one of us has to deal with from day to day. During my sophomore year this was especially true. I couldn't agree with my parents at all. I thought I was old enough to do what I wanted without answering thirty questions first. I lied a lot, and I justified that by saying, "Well, if my parents were only cooler about things I wouldn't have to lie." I didn't think I was doing much wrong. Looking back now, I realize that the reason that year was so hard was not because of their rules, but because of the lack of a relationship I had with them.

Later that year when a dating relationship ended, I was devastated. I was really, really hurting. My parents and brothers could have been mean to me about it all. I deserved it, but they weren't mean. They were there for me. I fell, and they had been waiting the whole time to catch me. I just couldn't see it before. Today, I have a really good relationship with my family. I love them so much, but that doesn't mean we don't all get in fights anymore. We do, but our ties and our love are so strong that nothing can make us too mad that we no longer love one another.

Pray It!

Dear God, please help my family through any obstacle. Help me to love and support them as they do for me no matter what. Bless us and keep us safe always. Amen.

Reflection and prayer by Sarah A. Tragarz

What Now?

- Describe your relationship with your family. Are there areas that need improvement or attention?
- What does it mean to live in a family where love is the rule?
- How is God present in the life of your family?
- Take the time to tell each member of your family how much you appreciate and care for them, even when times are difficult.

For more perspective on family relationships, read Exodus 20:12, Proverbs 30:17, Sirach 3:1-16, and Colossians 3:18-4:1.

The "Study It!" section is adapted from an article in *The Catholic Youth Bible*, New Revised Standard Version: Catholic Edition. Winona, MN: Saint Mary's Press, 2000.

(This prayer activity is taken from *Hey, God! What Now?: Biblical Assurance for Life's Questions*, edited by Laurie Delgatto [Winona, MN: Saint Mary's Press, 2003], pages 53-55. Copyright © 2003 by Saint Mary's Press. Permission is granted for this activity to be used for classroom or campus ministry purposes. This activity may not be republished in any form without written permission from Saint Mary's Press. To order this book, contact Saint Mary's Press at 800-533-8095, or visit our online catalog at www.smp.org/catalog.cfm.)



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 8 Health – Faith Permeation Essential Connections

Unit Theme: Body Image

The focus of this unit is to assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family. To assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 8 Health Curriculum: USC 8.5, USC 8.7

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

“We are embodied spirits, created to be loving and life-giving, called to live in harmony with our physical/spiritual nature, and challenged to understand and follow God’s plan for sexuality.”
Grade 8 Fully Alive, page 61

“Chastity means the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being. Sexuality, in which man’s belonging to the bodily and biological world is expressed, becomes personal and truly human when it is integrated into the relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman.

The virtue of chastity therefore involves the integrity of the person and the integrality of the gift.” Catechism of the Catholic Church # 2337

Catholic Faith Big Ideas :

Students will understand that:

- **Our body is a precious gift from God that is to be treated with respect.**

“Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.” 1Corinthians 6. 19-20

Catholic Faith Essential Skills:

The students will be able to:

- Express concrete ways of showing respect for their body and those of others. This expression will be supported by the teachings of the Catholic faith.

Catholic Faith Essential Questions:

How do I respect the gift of my body?

In what ways can people disrespect their body?

Description of Culminating Assessment Task – Integrating Catholic Faith :

Each student will complete a personal Body Maintenance Agreement with a focus on the precious gift of the body from God and how to treat it with respect.

Religion 8 Stand by Me Teacher’s Manual Unit 6 topic 6.1, Body Maintenance Agreement, page 193.

Additional Resources

- Stand By Me Year 8
- Fully Alive 8 Theme 3
- Catechism of the Catholic Church #2337
- Catholic Youth Bible p. 1253

Outcomes:

USC 8.5 Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.

Lesson/Topic #1

Indicators:

- a) Locate and evaluate, according to student-generated criteria, both sources of and information about healthy weights, body image and self esteem.
- b) Investigate and evaluate common adolescent and adult eating and exercise habits.
- c) Determine reasons for specific eating and/or exercise habits/patterns.

Discuss how the scripture passage speaks to how we are called to respect our bodies.

“You are not your own you were bought at a price. Therefore honour God with your bodies.” 1 Corinthians 6: 19-20

Lesson/Topic #2

Indicators:

- d) Evaluate Personal habits and practices that influence body image satisfaction.
- e) Discuss body image to include one’s feelings, attitudes, and perceptions towards his/her body and physical appearance.
- f) Investigate the motivations for and the consequences of being satisfied or dissatisfied with how we look.
- g) Explore the different attitudes and behaviours related to self perception and how

difficulties in one or all of these areas create a disturbance in body image.

- i) Analyze the relationship between self esteem and body image.

- **2 Corinthians 5.1-10**

This scripture passage talks about our responsibility to our earthly body and how it is a temporary dwelling that must be respected and cared for. Refer to: The Catholic Youth Bible, page 1354 – reflective prayer activity “It’s What’s Inside That Counts”.

- Fully Alive: Theme 3 Created Sexual Male and Female. Topic 3 Lesson 1- A Changing Appearance, pages 75-78.

Lesson/Topic #3

Indicators:

- h) Understand the pressures/influences that promote unrealistic images of desirable body shape and weight.
- j) Analyze techniques used by industries and mass media to influence judgment and values about the way we look.

John 15.18-25 Refer to: The Catholic Youth Bible, page 1253 –reflective prayer activity - “Not of This World”.

Outcome:

USC 8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.

Lesson/Topic #4

Indicators:

- a) Compare the perceived and actual sexual attitudes/norms in the community.
- c) Examine influences that shape community norms about sexual health.
- d) Compare sexual attitudes/norms of adults to those of youth in the community.
-

Faith Permeation Resources:

Grade 8 Fully Alive, Theme 3 - Created Sexual Male and Female

Lesson/topic # 5

Indicators:

- g) Examine and develop an understanding of influences on responsible sexual health decisions
- i) Analyze ways to support others and their dignity in decisions related to sexual health.
- j) Analyze sexual health supports and services in the community.

- k) Determine how access to sexual health supports and services influence personal and community sexual health.

Faith permeation:

How can we support each other in making chaste choices? Example-use of the internet, text messages, rumors, gossip, peer pressure, ridicule, etc.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Grade 8 Health

Unit: Body Image

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.

Appendix 1

Maintenance Agreement

I, _____, agree to live by the following self-maintenance schedule to ensure the top long-range performance of my body. In this way, I may better carry out my mission as a human being created in the image of God and called to love and serve others to the best of my ability.

| | | |
|-----------------------------|---------|-------------|
| Nutrition | I will: | I will not: |
| Fitness and Exercise | I will: | I will not: |
| Rest and Relaxation | I will: | I will not: |
| Spiritual | I will: | I will not: |

Signature: _____

Date: _____



Grade 8 Health - Faith Permeation Essential Connections

Unit Theme: Non-curable/Infectious Disease

The focus of this unit is to develop an understanding of some effective strategies of support and services available to individuals, families, and communities infected with and or affected by non-curable infections/diseases. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 8 Health Curriculum: USC 8.1; USC 8.3

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

“Illness and suffering have always been among the gravest problems confronted in human life. In illness, man experiences his powerlessness, his limitations, and his finitude. Every illness can make us glimpse death.” Catechism of the Catholic Church #1500

“Illness can lead to anguish, self-absorption, sometimes even despair and revolt against God. It can also make a person more mature, helping him discern in his life what is not essential so that he can turn toward that which is. Very often illness provokes a search for God and a return to him.” Catechism of the Catholic Church #1501

Catholic Faith Big Ideas :

“If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it.” 1 Corinthians. 12:26

Catholic Faith Essential Skills:

Students will be able to

- Understand that our Catholic faith teaches us that every person has the right to care, comfort, and consolation when living or dying with an infection or disease.
- Identify with Jesus’ compassion towards the sick.

Catholic Faith Essential Questions:

What is my responsibility as a Catholic towards a person with an infection or disease? How might I show compassion?

Description of Culminating Assessment Task – Integrating Catholic Faith :

Create a greeting card for someone who is suffering from a non-curable disease or infection. Include a self composed prayer on the inside of the card reflective of the teachings of Jesus.

Or

Contact your pastoral care person in your parish and ask if you could accompany them to visit the sick. Write a reflection on your experience that you would feel comfortable sharing with the class (individually or small group). A good opportunity is when Holy Communion is being brought to the sick.

Additional Resources:

- Stand By Me Year 8
- Fully Alive 8
- AIDS: A Catholic Educational Approach To HIV
- Catholic Youth Bible

Outcomes:

USC 8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

USC 8.3 Investigate and analyze the impact of in/formal supports and services (including testing/diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infections/diseases (including HIV and Hepatitis C).

Topic #1

Indicators:

- Locate and evaluate, according to student-generated criteria, both sources of and information about support strategies.
- Describe the benefits one receives from helping others.
- Examine the functions of support persons and networks.
- Compare informal and formal community supports and how to access them.
- Compare past and present examples (including traditional First Nations and Métis cultures) of how people support/supported the health of others.
- Determine the traits and skills of an effective support person.
- Assess personal aptitudes for supporting others.
- Analyze personal preferences for receiving support.
- Recognize times and situations in which others might appreciate help.
- Discuss concepts such as learned dependence and empowerment or “helping others to help themselves”.
- Distinguish between help that supports greater independence and that which creates dependence

Scripture:

Luke 17.11-19

Gospel Luke 10 25-37.

Luke 10. 30-37

Topic #2

Indicators:

- Locate and evaluate, according to student-generated criteria, both sources of and information about the supports needed/wanted by individuals, families, and communities infected with/affected by non-curable infections/diseases (including HIV and Hepatitis C).
- Describe the effects of non-curable infections/diseases, including HIV and Hepatitis on families and communities.

- c. Explore the consequences of having/not having supports (both formal and informal) for self, family, and community.
- d. Recognize that some non-curable infections, including HIV, are linked to risky behaviours and not to particular groups of people, and use this knowledge to determine when people should be tested for HIV.
- e. Explore the recommended follow-up procedures and supports for those who test positive for the HIV virus.
- f. Describe how misinformation and/or lack of understanding may influence the kinds of supports available to people infected with/affected by non-curable infections.
- g. Investigate and critique the kinds of supports needed to mitigate some of the behaviours associated with acquiring non-curable infections/diseases (e.g., needle exchanges, safer sex practices).
- h. Examine the types of informal and formal community supports available for people infected and/or affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C.
- i. Investigate sources of and information about testing for HIV/ AIDS and Hepatitis C.
- j. Consider the impact that education has on the kinds of supports available in communities for people infected with/affected by non-curable infections.
- k. Discuss HIV testing as a support service.

As a Catholic community what is our responsibility as a support to those suffering from HIV/AIDS?

Celebrating the sacrament of Anointing of the Sick (compassion, counseling and forgiveness) Catechism of Catholic Church #1529.

Examine the role of chastity as taught by the Catholic church as a positive way to prevention of HIV/AIDS and Hepatitis C.

To support this:

AIDS: A Catholic Educational Approach to HIV: Ontario Catholic Schools, 2nd Edition Teacher's Manual, pages 105-118.

<http://www.occb.on.ca/ice/default.cfm?category=57>

This program connects with the religious program Stand By Me and The Fully Alive Program.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Grade 8 Health

Unit: Non-curable/Infectious disease

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.



Grade 8 Health - Faith Permeation Essential Connections

Unit Theme: Sustainability

The focus of this unit is to develop an understanding of the concept of sustainability and its implications for well-being. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 8 Health Curriculum: USC 8.6

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

“The seventh commandment enjoins respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of the past, present, and future humanity. Use of the mineral, vegetable, and animal resources of the universe cannot be divorced from the respect for moral imperatives. Man’s dominion over inanimate and other living beings granted by the creator is not absolute; it is limited by concern for the quality of life of his neighbor, including generations to come; it requires a religious respect for the integrity of creation.” Catechism of the Catholic Church #2415

Catholic Faith Big Ideas :

Students will understand that:

- “Nature teaches us that all things are interconnected and all things exist in a delicate balance. To be just we must respect that balance.”
- “The earth is our common heritage. God intended that the fruits of the earth be used for the benefit of all people. Our belief in God the creator leads us to admit that we have a duty to respect and care for creation.”
- “Unless we change our lifestyle and become meek, we will not find a solution to the problem in the environment.”

(from Religion 9 Be With Me, student text, page 148)

“Blessed are the meek, for they shall inherit the earth” Matthew 5.5

Catholic Faith Essential Skills:

Students will be able to

- Use their understanding of the Catholic faith to evaluate environmental issues reflective of God's plan for all creation.
- Demonstrate their personal commitment to caring for the environment so that we do not get ill.

Catholic Faith Essential Questions:

How does my desire for “the bigger is better” way of living cause me to be environmentally disrespectful?

How does this disconnect me from God?

Description of Culminating Assessment Task – Integrating Catholic Faith :

Use The Gifts of the Holy Spirit as a guide to write a personal health action plan to reflect sustainability of a healthy living environment.

Wisdom-being able to see the effects of our own actions.

Understanding-knowing when someone needs help and offering the type of help that is required.

Right Judgment-making good choices

Knowledge-think and know, make sense of things.

Courage-doing what is needed even if it is hard, painful or scary

Reverence-gentle, tender, concern and care for all creation

Wonder and Awe- sense of the greatness of God

In the action plan include: Who, what, where, when, why and how you will actively complete the action plan.

Sample outline of Action Plan can be found on page 31 of, Saskatchewan Curriculum Health Education 8.

Additional Resources:

- Stand By Me Year 8
- Catechism of the Catholic Church #2415
- Compendium of the Catechism of the Catholic Church #570
- Catholic Youth Bible

Outcome:

USC 8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

Lesson/Topic #1

Indicators:

- a. Locate and evaluate, according to student-generated criteria, both sources of and information about sustainability.
- c. Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.

Reflect on the gift of the Holy Spirit-Fear of the Lord. Look at images of physical and aesthetically pleasing things and describe the Awe factor of the feelings brought out in you. Look at images of poor environmental care and compare the feelings.

Additional resource:

<http://conservation.catholic.org/>

Lesson/Topic #2

Discuss the Catholic Faith Big Ideas as the introduction to this lesson.

Indicators:

- b. Investigate the connections between the health of the environment and the health of people.
- d. Examine practices and activities that pose a threat to the environment and to the health of people.
- e. Question family and community norms and expectations regarding caring for the environment.
- g. Analyze how one’s behaviour related to the concept of sustainability, might affect the well-being of others and other things.
- h. Consider the kinds of changes needed to protect the environment and the health of people.
- f. Analyze rules, regulations, and laws related to environmental health and the health of individuals

Lesson/Topic #3

Indicators:

- j. Investigate past and present practices that focus/focused on sustainability for the health of people and the environment.
- l. Discuss contributions of traditional First Nations and Métis people to environmental health.

Meditation connects us with God and to creation. This makes us more aware of our role and responsibility is sustaining and caring for the environment.

“Meditation is a prayerful reflection that begins above all in the Word of God in the Bible. Meditation engages thought, imagination, emotion and desire in order to deepen our faith, convert our heart and fortify our will to follow Christ. It is a first step toward the union of love with our Lord.” Compendium of the Catechism of the Catholic Church #570

(Appendix 1)

Lesson/Topic #4

- i. Evaluate three or more examples of perceptions on what is believed to be healthy/sustainable for the environment (i.e., examine local and provincial perspectives).
- k. Investigate social action groups/networks (examples, Catholic Coalition on Climate Change, Canadian Catholic Organization for Development and Peace) that exist to protect the environment and to support people in achieving optimal health.

Teacher Catholic Faith Integrations Reflections
What have I learned about teaching this unit?

Grade 8 Health

Unit: Sustainability

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...

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General Comment:

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Appendix 1

Now here are the 4 steps to meditate Catholic-style.

The 1st step is to **place yourself in God's presence.**

This doesn't mean you must be physically in a church. You just need to think of yourself being watched over by God, not being alone. He is always very close, waiting for us to come to Him.

Before beginning to meditate, it is important to bring to mind God's presence. Sometimes this can be done quickly, sometimes it can take quite a while. But even if it doesn't come easily, it is important to do that before beginning to try to meditate.

Personally, I find this easiest to do in church, before the tabernacle, or before the Blessed Sacrament exposed. If I can look at the Blessed Sacrament or at the tabernacle which has the Blessed Sacrament inside, I can usually place myself in God's presence quickly and easily.

The 2nd step is to **ask for God's help.**

A person can do no good without God's help. It is necessary to recognize that fact, that any benefits from meditation are God's free gift and not the result of our own natural thought processes.

In addition to asking God for His help directly, it is wise to ask for help from the saints as well. We can ask for the Blessed Mother to intercede in gaining God's help in the meditative prayer. If you're in a church, it makes sense to ask the saint to whom the church is dedicated for his help too.

A Guardian Angel is standing by to assist too so it's also good to ask him to help in praying. You can also seek the help of any other saint you feel inclined to turn to.

The 3rd step is the actual **meditation.**

The meditation consists of 2 parts:

1. The first thing to do is to imagine the scene you have chosen to meditate on.

Think about what the environment might have looked like. The more detail you can add, the better. Picture the place and the people: what they look like, what they are doing.

Besides imagining the appearance, also imagine the sounds that would be heard there. Imagine hearing the people involved in the scene saying the words they are saying.

Include any background noises there might be.

If there are any noticeable smells, you can include them too in your imaginary scene.

You want to make the scene as vivid and realistic as you possibly can!

2. After you've done that, the second phase of meditating is to place yourself into that scene you've just been imagining.

Imagine yourself interacting with the people there as much as you can. You can think about what you might have said or done had you actually been there.

You can talk to people there, and listen to what they have to say.

The 4th step is to **give thanks**.

First you thank God for helping you to meditate.

Then you proceed to thank all those whom you went to for help during step 2 of your meditation.

Then the meditation is complete (until next time).

<http://rickmk.com/rmk/Cath/meditation.html>