



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

Health 1

2013

“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.

Gr. 1 Health - Faith Permeation Essential Connection

Unit Theme: Examining the steps for making basic healthy choices and applying the steps

The use of this unit will help students achieve the following Outcomes of the provincial Gr. 1 Health Curriculum:

Outcome: DM1.1

Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.

Outcome: AP1.1

Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/ street safety; and a healthy sense of self.

Introduction

After dialoguing with many Grade one teachers this unit has been designed so teachers can use this decision making unit at the end of each outcome. Grade one students learn healthy behaviors in each outcome. They then must use the wisdom they attained from these units and apply them to their daily lives. "Since children develop at different ages and have a variety of gifts, it is important to accept and affirm each child's unique pattern of growth. At the same time, we encourage the children to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each child are also crucial for learning. Children must not lose their courage for growth." Fully Alive Grade 1 p. 6. It is critically important to begin healthy habits at a young age.

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding **USC 1.1 healthy behaviours**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop **USC 1.1 healthy behaviours**

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

⁵ If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you. (James 1:5NIV)

The Wise and Foolish Builders ²⁴ “Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. (Matthew 7:24 NIV)

Catholic Faith Big Ideas “For you created my inmost being; you knit me together in my mother’s womb.¹⁴ I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.” Psalm 139

Because we are wonderfully made by God we must make healthy choices to keep our bodies healthy.

Catholic Faith Essential Skills

-The student will include prayer as a healthy habit.

Catholic Faith Essential Question

-Do I remember to pray to God?

-Do I use wisdom to make my choices?

Description of Culminating Task - Integrating Catholic Faith

-Students will analyze their healthy habits using Appendix A. Included in the healthy habits is prayer.

Lessons:

a. Recall routine daily choices and discuss how these choices were made.

-Fully Alive –Pearson Education 2009 –Grade 1 Theme 4-Growing in Commitment Topic three pp.156-160 **Making Choices** The students will examine the process of making choices that are based on preferences and recognize that choices based on preferences have consequences. Give students a choice between two items. Discuss consequences. Play games where students make choices. For example play the 4 Corners game where each corner of the room is designated with a letter . Students go to the corner which has that letter that corresponds with their response. Be sure to add spiritual choices. E.g. Do you like to pray (a) in the morning (.) at night (c) Before you eat (d) all of the above or Do you thank God for?

b. Examine and record simple ways self and others make routine healthy choices.

-Use Appendix A to analyze their health choices. **Prayer is a healthy habit.**

-Put the healthy habits from column one onto cards. **Prayer is a healthy habit.** Play charades.

- Read the parable of the Wise builder **Matthew 7:24**. When we choose healthy habits we are building a healthy body. Have students role-play the unhealthy form of a health habit (**Foolish builder**) and correct it with a healthy form of the habit. (**Wise builder**) See list in Appendix A.

Go to http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/Health%20K-9%20Single%20Files/G1/02Gr1_ME.pdf for pictures of habits.

-Play the quiz game on Appendix B. Children draw out a question and answer it. **Questions on the healthy prayer habit are included.**

c. Discuss similarities in the ways people make healthy choices.

d. Recognize the importance of thinking before acting.

e. Build on what is already known to critique choices made by characters in literature.

-**Some bible stories are the story of Adam and Eve (apple), Jacob and Esau (stew), Jesus in the desert being tempted by Satan**

f. Build on what is already known to justify steps for making routine basic health choices (i.e., stop, think, and do). **See Appendix C A step to pray for guidance is included.**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours

- a. Review the healthy choices over which individuals have control.
- b. Practise the steps of “stop, think, and do” in a variety of situations and contexts.

-Aids: A Catholic Educational Approach to HIV Ontario Catholic Schools Second Edition
Lesson 5 Scenarios are given to students and they must decide “What would you do?” The steps from the health program could be used to answer. See Appendix C, A step to pray for guidance is included.

- c. Select and apply routine healthy choices. Periodically have students fill out Appendix A and have students make goals to improve their healthy choices. Prayer is a healthy habit.
- d. Reflect on personal choices in order to guide further application. Use Appendix A to analyze their health choices. Prayer is a healthy habit.

Look at Appendix H for some activities you may choose to apply to teach or review this outcome.

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours related to **USC 1.2 healthy brain, heart, and lungs**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a **USC 1.2 healthy brain, heart, and lungs**

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

God is creator and provider. God has made our bodies to operate like wonderful machines.

Catholic Faith Big Ideas

“I praise you, for I am fearfully and wonderfully made.” Psalm 139:14

Catholic Faith Essential Skills

The student will be able to praise God for the function of their brain, heart and lungs.

Catholic Faith Essential Question

Do I honor God by taking care of his creation of me?

Description of Culminating Task - Integrating Catholic Faith

Students will pray “I praise you, for I am fearfully and wonderfully made.” Psalm 139:14

Or finish sentence stem: I am fearfully and wonderfully made. God made me a heart to _____, lungs to _____ and a brain to _____.

Lesson: See Appendix D to examine choices that keep the brain, heart and lungs healthy. A step to pray for guidance is included.

Look at Appendix H for some activities you may choose to apply to teach or review this outcome.

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices **USC 1.3 regarding healthy relationships**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to **USC 1.3 develop healthy relationships**

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

“God spoke to Moses face to face, “as one speaks to his friend” (Exodus 33:11) What a generous and beautiful way to describe the relationship between God and human beings. Jesus urges us to be like God in our relationships with others.” Born of the Spirit p. 194

Catholic Faith Big Ideas

The covenant and dialogue between God and man are also attested to by the fact that all the obligations are stated in the first person ("I am the Lord.") and addressed by God to another personal subject ("you"). In all God's commandments, the singular personal pronoun designates the recipient. God makes his will known to each person in particular, at the same time as he makes it known to the whole people:

The Lord prescribed love towards God and taught justice towards neighbor, so that man would be neither unjust, nor unworthy of God. Thus, through the Decalogue, God **prepared man to become his friend and to live in harmony with his neighbor . . . #** 2063 Catechism of the Catholic Church

Catholic Faith Essential Skills

The students will learn the words of the Our Father and be able to apply it to their relationships. Ex. “Forgive us our trespasses as we forgive those who trespass against us”

Catholic Faith Essential Question

How do I develop my relationship with God?

How am I like God in my relationship with others?

Description of Culminating Task - Integrating Catholic Faith

To the tune of “Here we go round the Mulberry bush” Students make up verses to show behaviors that nurture healthy relationships.

“This is how we show God’s love, show God’s love, show God’s love. This is how we show God’s love, in the way we treat each other.”

We smile at a friend and welcome them, welcome them....

Lessons

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices **USC 1.3 regarding healthy relationships**

e. Build on what is already known to critique choices made by characters in literature.

In the Born of the Spirit program the following bible stories are taught which illustrate how to develop friendships:

Persistent Friend (Luke 18:1-) p. 77

Good Samaritan (Luke 10:25-37) p. 78

Feeding the 5000 (John 6:1-13) p. 142

Zacchaeus (Luke 19:1-10) p. 205

f. Build on what is already known to justify steps for building healthy relationships (i.e., stop, think, and do).

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to **USC 1.3 develop healthy behaviours related to healthy relationships.**

Use Appendix E.

Look at Appendix H for some activities you may choose to apply to teach or review this outcome.

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices **USC 1.4 regarding pedestrian/street safety.**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop **USC 1.4 healthy behaviours related to pedestrian/ street safety.**

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

The promise from Zechariah (8:5): ".....the streets of the city shall be full of boys and girls playing in the streets thereof."

“What duty do we have toward our body? We must take reasonable care of our own physical health and that of others.” #474 Compendium of the Catechism of the Catholic Church

“We have passions so that through strong emotions and distinct feelings we might be attracted to what is right and good and repelled from what is evil and bad” #293 YOUCAT

Catholic Faith Big Ideas

“Wonderful are your works; my soul knows it very well” Psalm 139

God is our Creator and he made everything good. He made us in his image and likeness. As children of God, we should love and respect all things as well as ourselves. One way of showing respect is keeping our bodies safe.

Catholic Faith Essential Skills

The student will know that God loves and respects the student and in turn the student should love and respect him/herself by using wisdom to follow the rules and listen to his/her conscience.

Catholic Faith Essential Question

What helps me to listen to my conscience when I am faced with choices when walking down the street?

Description of Culminating Task - Integrating Catholic Faith

Students finish this sentence stem “My body is a gift from God. I keep my body safe when I ... (students list a pedestrian/ street safety tip).

Lessons:

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for **USC 1.4** making basic choices regarding pedestrian/street safety.

Use Appendix F.

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to **USC 1.4 develop healthy behaviours related to pedestrian/ street safety.**

b. Practise the steps of “stop, think, and do” in a variety of situations and contexts.

-Aids: A Catholic Educational Approach to HIV Ontario Catholic Schools Second Edition Lesson 5 Scenarios are given to students and they must decide “What would you do?” The steps from the health program could be used to answer.

Use Appendix F.

Look at Appendix H for some activities you may choose to apply to teach or review this outcome.

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices **USC 1.5 regarding a healthy sense of self.**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to **USC 1.5 develop healthy behaviours related to a healthy sense of self.**

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

“So God created man in his own image, in the image of God he created him;” (Genesis 1:27 NIV)

Catholic Faith Big Ideas

“Each one of us is a special person made by God. God looks at us and sees much more than the way we look. God sees the beauty that is deep inside of us. God likes what he sees.” Fully Alive –Pearson Education 2009 –Grade 1p. 54

Catholic Faith Essential Skills

The student will be able to

-praise God for the gifts he has given us in ourselves and in creation

-“Love your neighbor as yourself.” Matthew 22:39

Catholic Faith Essential Question

How do I thank God for the wonderful gift of me?

Description of Culminating Task - Integrating Catholic Faith

Sing the song Fully Alive –Pearson Education 2009 –Grade 1p. 56 and be able to state something special about how God made them and each other.

Lessons:

Outcome: DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices **USC 1.5 regarding a healthy sense of self.**

Outcome: AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to **USC 1.5 develop healthy behaviours related to a healthy sense of self.**

-Use Appendix G.

-Look at Appendix H for some activities you may choose to apply to teach or review this outcome.

-The bible stories taught on pages 85-88 in Grade one Born of the Spirit (Mustard Seed, Yeast and the Lamp) teaches that it takes time to become the best version of ourselves and that God is patient and loves us.

Appendix A Healthy Habits

 Wash Your Hands	Always 	Sometimes 	Never 
 Brush and Floss Teeth	Always 	Sometimes 	Never 
 Eat fruits and Vegetables	Always 	Sometimes 	Never 
 Wear sunscreen	Always 	Sometimes 	Never 
 Be active	Always 	Sometimes 	Never 
 Drink water	Always 	Sometimes 	Never 
 Respect other life	Always 	Sometimes 	Never 
 Pray	Always 	Sometimes 	Never 

Appendix B

Quiz Game

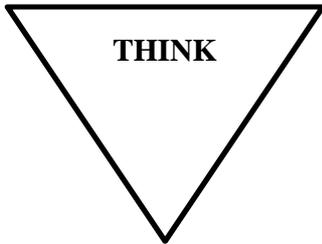
Cut these questions into paper strips and place them in a box. Draw out questions for a Quiz game.

1. Name a fruit.
2. What should we put on before we go outside when it is hot?
3. Why do we need to eat a variety of fruit and vegetables?
4. How do you take care of God's creations?
5. Name three exercise activities.
6. How many glasses of water should you drink per day?
7. Why is water the best drink?
8. How have you helped someone today?
9. Name a vegetable.
10. What should we do after we eat and before going to bed?
11. What prayer do you say at bedtime?
12. Name two ways to provide the body with fresh air.
13. Why should we take care of ourselves, God's creation?
14. What two things should we do before we eat? (Wash hands, give thanks to God)
15. Who could help us make healthy choices?

Appendix C



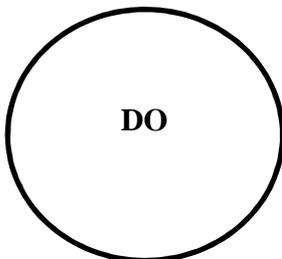
What are my choices?



Will this help me to keep me (God's creation) healthy?

Pray for guidance.

Seek help if needed.



Make the choice.

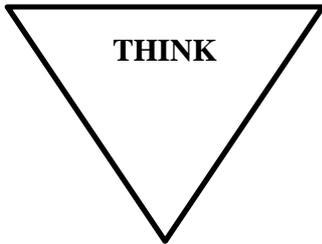


The Wise and Foolish Builders ²⁴ "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. (Matthew 7:24 NIV)

Appendix D



What are my choices?

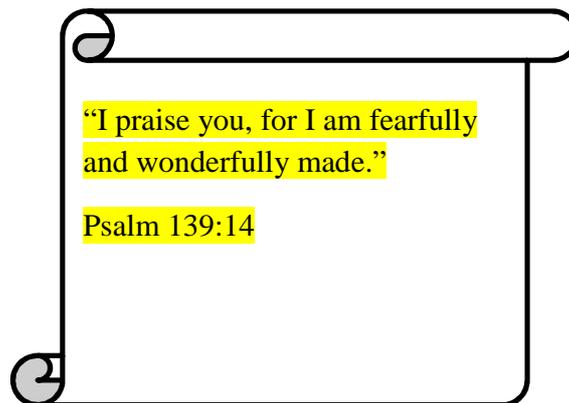


Will this help me to keep my heart, brain and lungs happy healthy?

Pray for guidance.

Seek help if needed.

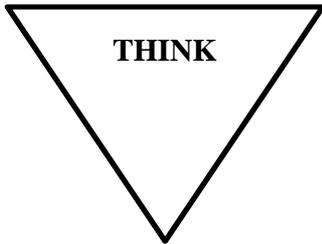
Make the choice.



Appendix E



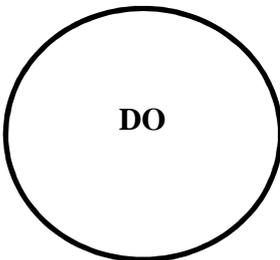
What are my choices?



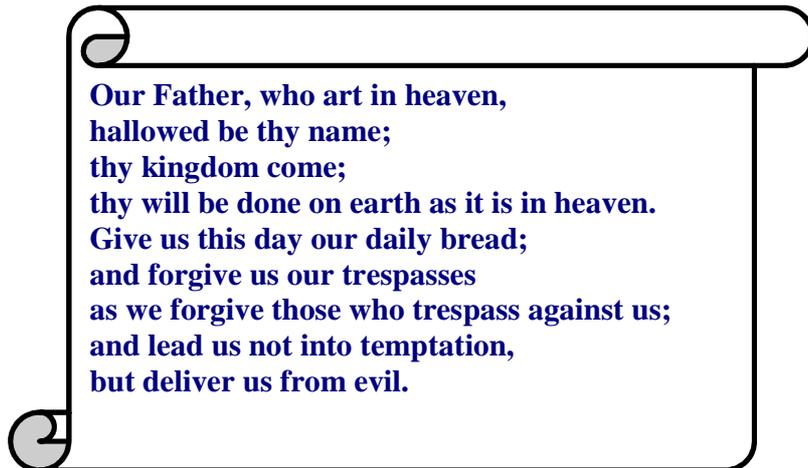
Will this help me to have healthy relationships?

Pray for guidance.

Seek help if needed.



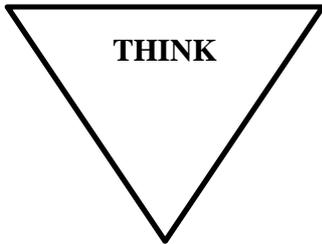
Make the choice.



Appendix F



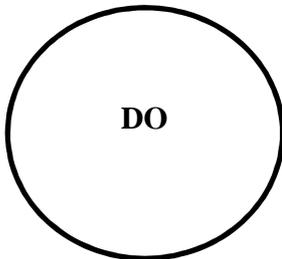
What are my choices?



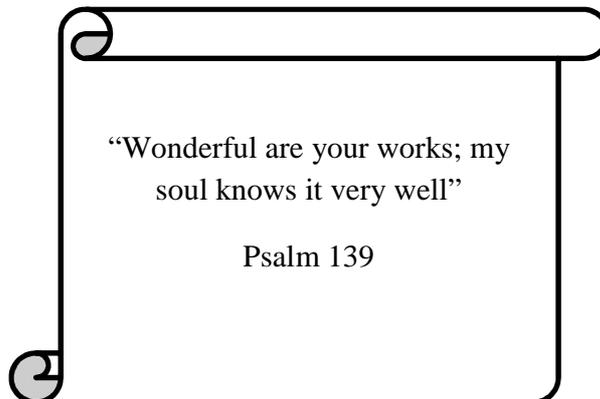
Will this help me to keep safe when walking on the streets?

Pray for guidance. Listen to your conscience.

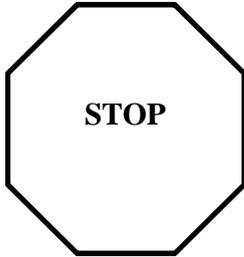
Seek help if needed.



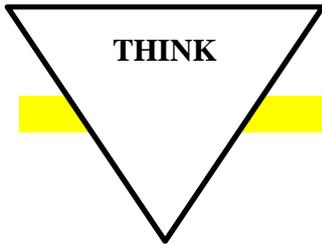
Make the choice.



Appendix G



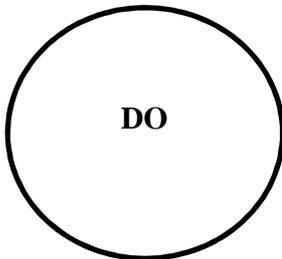
What are my choices?



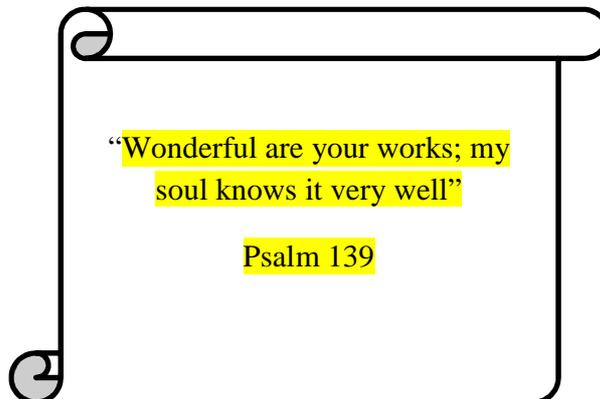
Am I remembering that I am a special person made by God?

Give God thanks.

Seek help if needed.



Make the choice.



Appendix H

- **Countdown.**

Participants are asked to complete the following sentence stems:

- Something I will start doing is:
- Something I will stop doing is:
- Something I will keep doing is:

Or

- I learned that:
- I'm still wondering about:
- I plan to:

- **Dramatics**

The students will make a "living sculpture" to represent an "outcome" (like pedestrian safety) they wish to report out. They may not speak, but should represent their idea to the large group in a dramatic way.

- **Important Poem**

The most important thing about me is that God made me.

- He _____.
- He _____.
- He _____.

But the most important thing about me is that God made me.

- **Carousel**

Various categories for healthy choices (such as relationships, pedestrian safety. etc.) are written on chart paper and placed around the classroom. Small groups of students then rotate around the classroom and brainstorm as much as they can about each healthy choice listed on the chart paper. The groups travel around until they have visited all the sheets of chart paper.

- **Give One Get one**

This is a two-column graphic organizer. The first column is labeled "Give One" and the second column is labeled "Get One." Students can individually respond to a prompt using the "give one" side of the graphic organizer. For example you could say, "Name 3 choices to develop healthy relationships" or "Thank God for a gift" Students then get up and move around the room sharing with other students.

Give One	Get One

- **Go-Go-Mo**

Students walk around the room. They give a response; get a response from a classmate and then move on to another person

- **Two Minute Talk**

Have each student find a partner. Explain to the students that they will have two minutes to talk about a given topic. One student talks for two minutes and then stops when the time is up. The other student then talks about the topic for two minutes. The second student is allowed to repeat similar information but encourage them to try to come up with new information as well. Have a few of the partners share their talks with the rest of the class.

Subject: Gr. 1 Health

Unit: Examining the steps for making basic healthy choices and applying the steps

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:

Please share these comments with your religion coordinator.