



Saskatchewan Catholic Schools Curriculum Permeation

# REVEALING CHRIST IN ALL WE TEACH

## Health 3

2013

*“Revealing Christ In All We Teach”*

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## ***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.

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### **Gr. 3 Health - Faith Permeation Essential Connection**

**Unit Theme:** Investigation of the information as one follows 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. 3 Health Curriculum:**

Outcome: Outcome: DM3.1

Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

Outcome: Outcome: AP3.1

Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

Introduction

Grade 3 students help God attain His dream "human beings live in relationship, they flourish in strong and just communities happen" (Born of the Spirit Grade 3 p. 67) by making informed decisions. This unit encourages the students to develop compelling questions and to seek their choices to make appropriate resolutions. "Making good decisions particularly in the area of right and wrong, takes practice, will power and prayer." (Fully Alive Grade 3 p. 165) Although we do not expect Grade 3 students to make major decisions we need to encourage them to acquire the habit of thinking when making small decisions in their lives. To be human is to be faithful to God and to others, and to use the gift of freedom wisely.

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**NOTE: All highlighted/shaded areas indicate faith permeation.**

### **Catholic Faith Focus for Learning**

“The wind blows wherever it pleases. You hear its sound, but you cannot tell where it comes from or where it is going. So it is with everyone born of the Spirit.” (John 3:8 NIV)

### **Catholic Faith Big Ideas**

“To believe in the Holy Spirit means to worship him as God just like the Father and the Son. It means to believe that the Holy Spirit comes into our hearts so that we as God’s children might know our Father in Heaven. Moved by God’s Spirit, we can change the face of the earth.” # 113 YOUCAT

“This is the kind of transforming effect that the Holy Spirit, the giver of life can have on our lives. We don’t lose ourselves, but instead are able to become who and what God had created us to be in the first place. The gifts of the Spirit (Isaiah 11:2-3) are given to us, to strengthen us and to draw us closer to God; and the action of the Spirit bears fruit in our lives – making us a people who are more loving, joyful, patient, kind, peaceful, faithful people.” (See Galatians 5:22.) Mike Landry, a Catholic Chaplain from Spruce Grove, AB, Canada, [www.iamthird.ca/](http://www.iamthird.ca/)

“The Holy Spirit makes me receptive to God; He teaches me to pray and helps me to be there for others.” # 120 YOUCAT

### **Catholic Faith Essential Skills**

#### **The student will be able to**

-pray to the Holy Spirit to help them to become who and what God had created them to be

### **Catholic Faith Essential Question**

Do my choices help me to become God’s dream for me?

### **Description of Culminating Task - Integrating Catholic Faith**

Students pray to the Holy Spirit:

*Come Holy Spirit Guard my every thought and grant that I may always watch for your light and listen to your voice and follow your gracious inspirations. Give me grace, O Holy Spirit, to say to you always “Speak Lord I’m listening. This I ask through Christ Our Lord. Amen.*

as they create their action plans.

The following questions will be included in their action plans:

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Does this choice help to fulfil God's plan for me?

Would Jesus make this choice?

Would this choice help "renew the face of the earth"?

Would this choice draw me closer to God?

Would this choice help me to "love my neighbor"?

Lessons:

Outcome: DM3.1

Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

a. Critique decisions made by someone (e.g., community situation, character in a story) who did not investigate the information/facts before making a decision, and compare it to those made by people who did.

**Born of the Spirit In the Spirit We Belong- Year 3 Catechist's Manual – CCCB pp.166-167** teaches Jesus' temptation in the desert. The Holy Spirit acted in Jesus. God's dream comes about through the Holy Spirit within ordinary people. Students read scenarios and complete the sentence stem "I help God's dream when..."

**Aids: A Catholic Educational Approach to HIV Ontario Catholic Schools Second Edition Lesson #10** Children name good choices from their experiences and their reading stories, generating criteria for a good choice. They record their good choices.

**Fully Alive –Pearson Education 2009 –Grade 3 Theme One- Created and Loved by God Topic 3 pp. 54- 60 All Kinds of feelings** Describe some differences in the way in which people express feelings. Explain why it is important for people to think about how they express their feelings. Read story to discuss characters' feelings. Discuss feelings displayed in pictures. Discuss feelings and choices in given scenarios.

**Fully Alive –Pearson Education 2009 –Grade 3 Theme Four- Growing in Commitment Topic 1 pp. 152-159 Families have Commitments** Families have many commitments. Family members have important commitments to each other and commitments outside the family. A commitment is a responsibility that we try very hard to live up to. We need help from each other and from God to keep our commitments.

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**Fully Alive –Pearson Education 2009 –Grade 3 Theme Four- Growing in Commitment Topic 2 pp. 160-164 Learning About Decisions** Everyone has to make decisions. Some decisions can be hard to make and need to be made carefully. Learning to make good decisions takes practice.

**Fully Alive –Pearson Education 2009 –Grade 3 Theme Four- Growing in Commitment Topic 3 pp. 165-168 We Get Help With Our Decisions** We all make decisions. Some decisions are between two good things, and some are between something right and something wrong. We need to think and pray before we make an important decision. Sometimes other people can help us figure out what we need to think about. Learning how to make good decisions is something everyone has to do.

b. Determine the kinds of information to gather and investigate for making healthy decisions. <http://www.healthpromotion.cywhs.sa.gov.au/library/vh41.pdf> is a good background article on “Health Literacy”.

“If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault” James 1:5

-See Appendix B for the strategy Activating Prior Knowledge that would be effective to use here. In column B write some statements about the health outcome you are teaching.

c. Examine sources of information/misinformation in the community.

“If you refuse good advice you are asking for trouble; follow it and you are safe.” (Proverbs 13:13)

### **Assumptions Card Stack and Shuffle Strategy**

Students individually create a stack of cards that hold some of your assumptions or thoughts about the health outcome you will be teaching. Note: One assumption per card. Students then place all cards in the centre of the table stack and shuffle. In turn, each group member picks a card to read aloud to the table group. Members engage in dialogue and discussion about the items. Follow-up- Sort stacks into categories

d. Investigate situations that require emergency safety services (e.g., calling 911 if someone is unconscious) and those that are not emergencies but do require some safety supports (e.g., going to a trusted neighbour if you arrive home after school and no one is home).

e. Connect what is understood about asking for/receiving help (see DM2.1) to the importance of investigating information for informed decision-making.

f. Identify opportunities to be healthier based on the investigation of information.

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Outcome: AP3.1

Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

a. Review the kinds of healthy action that students have demonstrated.

Born of the Spirit In the Spirit We Belong- Year 3 Catechist's Manual – CCCB pp. 196-199  
Through reading about the Holy Spirit's work in Saint Stephen, Bishop Oscar Romero Pope John II III ,Marguerite Bourgeoys (p. 289) and John Frazer (p.291) students can learn to pray to the Holy Spirit to give them strength and courage,

See Appendix A for Action plan Template

b. Plan to act based on the knowledge and information that has been investigated.

See Appendix A for Action plan Template

c. Document and report on the action that was taken in order to guide further action.





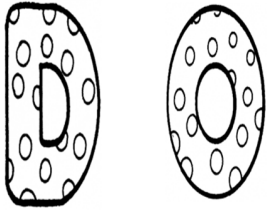
See Appendix A for Action plan Template

d. Represent and communicate what was learned from the action (e.g., What did I do well? What can I do differently to guide further actions?).

Born of the Spirit In the Spirit We Belong- Year 3 Catechist's Manual – CCCB pp.175-176  
Giving thanks to God for the gifts of life

See Appendix A for Action plan Template

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	<p>Wonder and question</p> 	<p>What is the problem?</p> <p>How is this not helping God attain his dream for me?</p> <p>What are my choices?</p>
	<p><b><i>Come Holy Spirit</i></b>  <b><i>Guard my every thought and grant that I may always watch for your light and listen to your voice and follow your gracious inspirations. Give me grace, O Holy Spirit, to say to you always</i></b>  <b><i>“Speak Lord I’m listening. This I ask through Christ Our Lord. Amen.</i></b></p>	
	<ul style="list-style-type: none"> <li>+ Does this choice help to fulfil God’s plan for me?</li> <li>+ Would Jesus make this choice?</li> <li>+ Would this choice help “renew the face of the earth”?</li> <li>+ Would this choice draw me closer to God?</li> <li>+ Would this choice help me to “love my neighbor”?</li> </ul>	<p>What am I going to choose?</p> <p>Why?</p>
	<p>Make my plan.</p> <p>See for Action Plan and reflection on next page.)</p>	<p>What do I need to know before I do this goal?</p> <p>What supports do I need?</p> <p>How will I show this health choice?</p> <p>How will I measure it?</p> <p>When will I check it?</p> <p>Who will I share this with?</p>

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**Action Plan**

What do I need to know before I do this goal?

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What supports do I need?

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How will I know I am using this health choice?

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How will I measure it?

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When will I check it? \_\_\_\_\_

Who will I share this with?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent/Other supporter \_\_\_\_\_



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## Reflection

What did I actually do to meet my goal?

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How do I feel about what I did? \_\_\_\_\_

What was good about my actions?

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Was there anything that didn't go as well as I wished?

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Why did that happen?

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What questions do I need answered? What will I do next?

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Loving God thank you .....

Anticipation Guides are used to help activate students' prior knowledge and prepare them to learn about a new concept. Students are asked to agree or disagree with a number of statements to get them thinking about the topic they will be studying.

Before Being Taught	Statements	
1. Agree/Disagree		Agree/Disagree
2. Agree/Disagree		Agree/Disagree
3. Agree/Disagree		Agree/Disagree
4. Agree/Disagree		Agree/Disagree
5. Agree/Disagree		Agree/Disagree
6. Agree/Disagree		Agree/Disagree
7. Agree/Disagree		Agree/Disagree
8. Agree/Disagree		Agree/Disagree
9. Agree/Disagree		Agree/Disagree

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**Subject: Gr. 3 Health**

**Unit:** Investigation of the information as one follows 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.

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