



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST  
IN ALL WE TEACH

Health 4

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. 4 Health - Faith Permeation Essential Connection

### Unit Theme: Decision Making

**The use of this unit will help students achieve the following Outcomes of the provincial Gr. 4 Health Curriculum:**

- **DM4.1** Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
- **AP4.1** Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

### Introduction

“To be human is to be faithful to God and to others and to use the gift of freedom wisely. Our choices, decisions and promises reflect and create who we are. At each stage of living we are challenged to commit ourselves to our present roles and responsibilities and to build the future.” (Fully Alive Grade 4 p. 149) The ultimate goal of health education is to have students make healthy decisions today and in the future. When making informed decisions communication skills are important. Students must seek and evaluate information, **know what God asks of them**, ask good questions, identify the problem/issue, have good listening skills and discern the motives that drive the decisions. Will your health decisions honor **“your bodies” that “are temples of the Holy Spirit”?** (1 Corinthians 6:19-20 NSRV)

Students will live a better and a less stressful life if they take personal responsibility for their choices, actions and decisions. Much of what happens to us- we have no control over but there are some things that we can do to create change in our lives and ultimately have the kind of life **God desires for us**. We need to empower grade 4 students not enable them. We need to encourage them to make even the smallest decisions, stress that they are “magnificent” and support them if they fail so they will have the self-esteem to try again. By allowing grade 4

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students to have personal responsibility for simple things they will build confidence and habits to handle greater responsibility. This unit helps the students take the information learned in the first 6 units (eating habits and physical activity, preventative health, interpersonal skills, celebrating "God's handiwork" (Ephesians 2:10 NRSV) (Self- concept, self-esteem and identity), and the handling of stress to make an action plan to be the best version of themselves (God's creation.)

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

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

"Each one should test his own actions. Then he can take pride in himself, without comparing himself to somebody else, for each one should carry his own load. "(Galatians 6: 4-6 NIV)

### **Catholic Faith Big Ideas**

"The common good must be the business of everyone. This happens first of all when men get involved in their particular surroundings- family, neighborhood, workplace- and take responsibility. It is important also to exercise social and political responsibility. Someone who assumes this sort of responsibility, however, wields power and is always in danger of misusing that power. Therefore, everyone in a position of responsibility is called upon to engage in an ongoing process of conversion, so that he can exercise that responsibilities for others, in lasting, justice and charity." #328 YOUCAT

### **Catholic Faith Essential Skills**

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

-Be aware of God's action in him through the Holy Spirit

-Take personal responsibility for his/her actions

### **Catholic Faith Essential Question**

Am I willing to take personal responsibility for my relationship with God and do the work that it takes to be closer to Him?

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## Description of Culminating Task - Integrating Catholic Faith

Some options:

### a. Recipe

Refer to Nonna's bread lesson in USC4.1 b. Have students create a recipe for taking personal responsibility. What ingredients do you need, what measurements of the ingredients do you need, what do you mix together, what do you add, what goes in first, how do you cook it.?

b. Create an Action Plan See Appendix C. There are 2 templates you can modify. Teach the information about the meaning and use of the Our Father.

c. Pledge – Students write a pledge which will include their goals, supports and personal responsibility. See Appendix D .Two templates were created so that it could be used whenever you have completed any outcomes

### d. Personal responsibility

Describe a time when you did not use personal responsibility? How were you feeling? What were you thinking? What were you deciding?

Rewrite it using personal responsibility. How were you feeling? What were you thinking? What were you deciding? See Appendix E for template.

e. Create a self-report card using the qualifying terms Always/ Sometimes/ Never.

- The students write goal statements as they complete each outcome (personal healthy eating and physical activity, prevention/ management of health challenges, negotiation skills for disagreements, safety and protection, personal identity, and stressors.) Appendix A could guide them. They would answer the self-report card and journal as they complete each unit. It would help them review their goals on an on-going basis. (Appendix E contains a template.)

Ex. 1. I eat breakfast every day. Always Sometimes Never

2. I pray to God once a day. Always/ Sometimes/ Never.

f. Show video "Jimmy and the Great white lie

-A truly great mistake is when a person is able to accept responsibility for their behavior and make changes within themselves. Have students write anonymously about a time when they did something they weren't proud of and tried to cover it up.

**Please note other strategies in Appendix F that you may use when teaching health.**

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## Outcome: DM4.1

Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Fully Alive –Pearson Education 2009 –Grade 4 **Theme Four Growing in Commitment Topics 1-3 pp. 152-167** Note: the terms personal responsibility used by Saskatchewan learning is very similar to the term commitments used by the Fully Alive program.

- 1. Topic one What is Commitment?** Topic one helps the students learn about the meaning of commitment. The teacher and students read a story about a commitment Beatriz Perez wants to make, and discuss the meaning of commitment. The students consider some of their commitments at home and at school and identify some of the people who help them make and keep these commitments.
- 2. Topic two Making Commitments** Topic two helps the students understand the process of making a commitment. The teacher and students read the second part of the story about Beatriz, and talk about need for thought before making a commitment. The students explore some examples of commitments they may want to make (e.g., join a choir, volunteer as a Kindergarten helper, look after a neighbour's cat), and develop some questions they would need to ask themselves before committing.
- 3. Topic three Keeping Commitments** Topic three helps students understand pleasures and difficulties that are part of keeping commitments. The teacher and students read the last part of Beatriz's story, and discuss the mistakes, hard work, joy, and learning that are involved in learning how to make and keep commitments.

-Fully Alive –Pearson Education 2009 –Grade 4 **Theme Two, Living in Relationship Topics 4 pp. 95-100** This topic discusses their personal "family" responsibilities at home.

- a. Review factors that affect one's communication and personal responsibility when making decisions (e.g., sharing of limited resources). Some of the main factors that will affect a student's ability to take personal responsibility are
  1. Has he been empowered or enabled in the past?
  2. What were his previous experiences with attempting personal responsibility?
  3. Does he treat mistakes as opportunities to learn?
  4. What is the culture of his family in regards to personal responsibility?
  5. Is the environment in the classroom and/or at home conducive to "risk-taking"?
  6. Does he have a healthy self-esteem?
  7. Is he provided feedback that is contingent and specific?

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- b. Consider the purpose and consequences of communication in making decisions.

“Self-revelation is first learned at home. But Fully Alive can help students by encouraging them to express themselves to their parents, family, friends and responsible adults.” Fully Alive p 12

-“We affect others by what we do and say.” “<sup>26</sup>If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.” (I Corinthians 12:26)

-“Someone who really follows Jesus brings greater and greater truthfulness into his life. He eliminates all lies, falsehood, pretense and ambiguity from his accomplishments in life and becomes transparent toward the truth. To believe means to become a witness to the truth. #453 YOUCAT This tells us to tell the truth. In decision making this means to take personal responsibility for our actions and not “lie” by blaming others.

Note Appendix B for statement examples that indicate personal responsibility.

- c. Investigate factors that have the greatest influence on personal responsibility.

“However, human experience teaches us that the person who has the confidence born of being loved will more readily resist temptations. Fully Alive will do what it can to help our children know the love of God for them. It will lead our children to reflect on and appreciate the love they receive from their parents, their family, their friends and others.” Fully Alive p12

..”you can count totally on the fidelity of God who is love.” 1984 Pope John Paul II

- d. Identify opportunities to demonstrate personal responsibility when making decisions.

-Think of times when you did or didn't take responsibility and its benefits or consequences

-Think of times when you have blamed someone else (or taken responsibility) for your mistake

In the Parable of the talents the servant with one talent justified his lack of growth by blaming his master. “Then the man who had received one bag of gold came. ‘Master,’ he said, ‘I knew that you are a hard man, “(Matthew 25:24) in other words “It was too hard, Lord.” By blaming his master and excusing himself the servant with one talent fell to the temptations of resentment and fear.

-The sacrament of Reconciliation asks us to take personal responsibility for our sins when we communicate them to the priest.

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- e. Link personal health behaviours to potential health outcomes (e.g., inactivity and diabetes).

-When we take care of ourselves we are showing God we are grateful for the gift of life.

<sup>27</sup> So God created humankind<sup>[a]</sup> in his image, in the image of God he created them; <sup>[b]</sup>male and female he created them. (Genesis 1:27 NRSV)

-In the passage “there was a woman who had been suffering from hemorrhages for twelve years. “ (Mark 5: 25 NSRV) we hear about a woman who did all she could in her situation. <sup>26</sup> She had endured much under many physicians, and had spent all that she had; and she was no better, but rather grew worse.” (Mark 5: 26 NSRV) You have the personal responsibility to be healthy.

-“He does not do things for us that we can do ourselves.” (John 2:7-8 NSRV)

<sup>10</sup> For even when we were with you, we gave you this rule: “The one who is unwilling to work shall not eat.” (2Thessalonians 3:10 NIV)

-**Carousel Brainstorm** Write categories from Appendix A on chart paper and place them around the classroom. Small groups of students then rotate around the classroom and brainstorm as much as they can about each category listed on the chart paper. The groups travel around until they have visited all the sheets of chart paper.

-**Chalkboard race**- This is set up like a spelling bee. Two teams line up in front of a chalkboard. Assign a category of healthy behaviors. The first student in each row race to write a healthy habit that we use to **take care of the body God created**. Then they pass the chalk. Students have to be aware what the other team has written because if they repeat a healthy behavior written by the opposing team they forfeit 2 points.

-Parable of the Wise and Foolish Virgins. (Matthew 25:1-13) The five foolish virgins had suffered because they had let what they had run out. They were not prepared.

- f. Illustrate how informed decision making is influenced by personal responsibility.

-The book of Sirach has many passages for this outcome e.g. Sirach 26, Sirach 27

-“Whoever disregards discipline comes to poverty and shame, but whoever heeds correction is honored.” (Proverbs 13:18)

-For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you. <sup>4</sup> For just as each of us has one body with many members, and these members do not all have the same function, <sup>5</sup> so in Christ we, though many, form one body, and each member belongs to all the others. <sup>6</sup> We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your<sup>[a]</sup> faith; <sup>7</sup> if it is serving, then serve; if it is teaching, then teach; <sup>8</sup> if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead,<sup>[b]</sup> do it diligently; if it is to show mercy, do it cheerfully.” (Romans 12: 3-8 NIV)

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g. Compare examples that demonstrate personal responsibility and those that do not.

-Look at Appendix A for a detailed list of how students can demonstrate personal responsibility as taught in each of the Grade 4 outcomes. This will provide a “bank of behaviors” from which students can choose when designing their action plans.

-Play Red Light, Green Light using these outcomes. Instead of stating the light they state a health practise. Healthy = green light Unhealthy = red light.

-See Appendix B for a list of behaviors/ actions that do /do not accept responsibility

- Teach the Nursery Rhyme “Little Boy Blue” and discuss how he does not demonstrate personal responsibility.

-Brainstorm excuses. Change excuses into personal responsibilities “If you don’t take responsibility for your own actions, then you are forever chained to a position of defense.” Holly Lisle

-Are you willing to take personal responsibility for your relationship with God and do the work that it takes to be closer to him? Read the bible, pray, go to mass, go to reconciliation, serve others through good deeds...

h. Evaluate the importance of silence and reflection when making informed decisions.

- Aids: A Catholic Educational Approach to HIV Ontario Catholic Schools Second Edition Lesson #16pp. 63, 66-70 After a diagnostic true-false quiz, an explanation is given concerning the possible transmission of the AIDS virus through drug abuse. Then the students learn “Rules for deciding” to help them deal with peer pressure. The first rule is to Think first followed by Judging and acting, (pp. 66 and 69)

-Born of the Spirit Come and See - Year 4 Catechist's Manual – CCCB p.60 Students are taught and encouraged to have a quiet meditation time with God

-Genesis 2:1-12 Mark 6:30-32 These two biblical examples show God resting and Jesus withdrawing from his work to go to a solitary place to reflect and think.

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**Goal #3: Apply decisions that will improve personal health and/or the health of others.**

**Perspective: Sharing What It Means to Be Healthy**

**AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.**

-Born of the Spirit Come and See - Year 4 Catechist's Manual – CCCB pp. 43-45. Through the power of the Holy Spirit the disciples make a new beginning at Pentecost and students make a new beginning with the power of the Holy Spirit in the implementation of their action plan.

- Born of the Spirit Come and See - Year 4 Catechist's Manual – CCCB pp. 124-125. John the Baptist preached we must change “on the inside” to be ready for Jesus. Your action plan will change you “on the inside”.

“Therefore, everyone in a position of responsibility is called upon to engage in an ongoing process of conversion, so that he can exercise that responsibilities for others, in lasting, justice and charity.” #328 YOUCAT

- a. Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).
- b. Design and follow a brief outline of a plan, including a schedule.
- c. Implement the action as outlined.
- d. Document and reflect on implementation (e.g. What did I do well? What will I do differently next time? Did I effectively communicate my actions?)

- Born of the Spirit Come and See - Year 4 Catechist's Manual – CCCB pp.274-275 We reflect on promises

-Appendix C

-Appendix D

-Use dice for a fun way for students to reflect on their action plan. . Roll the dice.

If it's a

- 1- Show the supports you used.
- 2- Share your goal
- 3- On a scale of 1 to 10 tell how well you achieved your goal
- 4-Share some problems you had trying to achieve this action plan
- 5-Share what you will do to continue with this goal.
- 6- Share when you prayed

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## Appendix A

### **USC 4.1 healthy eating and physical activity**

- Follow the Canada Food Guide when choosing foods
- Eat serving sizes according to the Canada Food Guide
- Choose to be active (Canada's guide to physical activity)
- Drink plenty of water
- Be active physically
- Eat a healthy breakfast

### **USC 4.2 prevention/ management of health challenges**

- Get enough sleep
- Practice good dental care
- Avoid risky behaviors that could lead to accidents
- Practice preventative behaviors such as avoiding cigarettes, wearing seatbelts, wearing bike helmets, using sunscreen, washing hands

### **USC 4.3 Use healthy interpersonal skills**

- Stop and think before reacting
- Analyze and criticize ideas and not the people offering them
- Not make assumptions
- Listen and ask questions
- Give compliments
- Thank God
- Make others feel included
- Remain calm in disagreements (Meditate, breath in God, breath out negativity)
- Know angry triggers for yourself (DANGER)
- Honor and respect other points of view, beliefs and values
- Use I statements

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#### **USC 4.4 safety and protection**

- Cyber Safety
- Hunting Safety
- Water Safety
- Fire Safety
- Bike Safety
- Review safety plans (e.g. Harassment, fire, or tornado) for home, school, street

#### **USC 4.5 personal identity,**

- Communicate a personal understanding of self
- Identify positive and negative influence
- Value self in relation to personal qualities, characteristics and cultural definitions

#### **USC 4.6 Assess healthy stress management strategies**

- Use respectful language to explain their stress
- Be aware how their body physically reacts to stress (blushing, headaches...)
- Be aware of potential stressful situations for them
- Know some coping strategies for managing their stress

-Thank God

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## Appendix B

### **Statements that do not accept responsibility**

It's not my fault the way I am

I never asked to be born.

Life is unfair.

You can't help me. Nobody can help me. I'm a failure.

God has asked too much of me.

Why is God doing this to me?

If only...

My parents made me what I am.

Students dwell in the past.

But my stepmother always lets me.

If I made a mistake I sarcastically say "SORRY" to avoid adult intervention.

If I made a mistake I am reluctant to accept corrective action/consequences.

I refuse to admit there was a problem.

I blame others

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## Statements that do accept responsibility

I do what needs to be done.

I am reliable and dependable.

I never make excuses or blame others for my actions,

I always follow through on my commitments.

I fulfil my moral obligations.

I exercise self-control.

I use good judgment and think through the consequences of my actions.

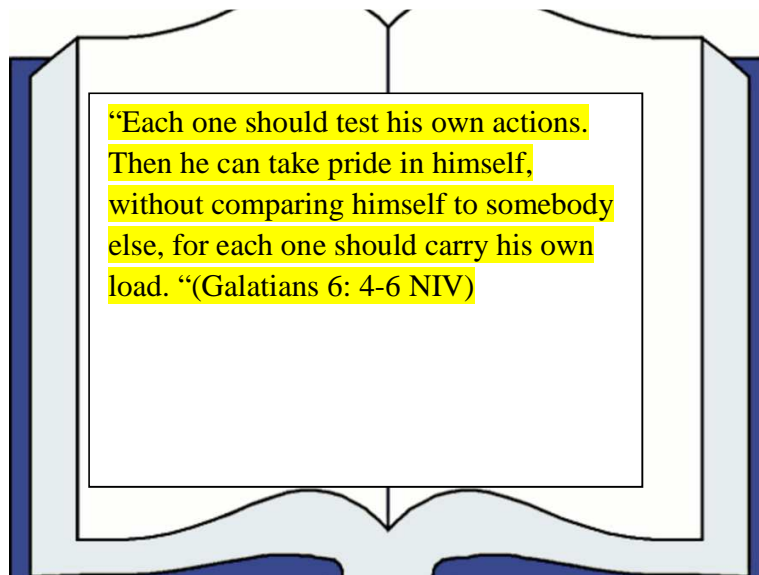
I don't procrastinate (put things off).

If I made a mistake I accept the corrective action/consequences.

If I made a mistake I can identify what to do the next time.





I win with dignity

I lose with dignity



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## Appendix C

	<p>STOP: Make an effective action plan to reach a goal.</p>	
	<p>THINK: Who can help? Pray to God for guidance. What will make it hard?</p>	
	<p>ACT:</p>	
	<p>REFLECT: What did I do well? What will I do differently</p>	



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Appendix C



Loving God give me the grace to listen to you and help me to choose the goal that will help me to live a healthy lifestyle that will help me take care of the body and mind you have given me. Amen

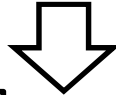


My goals are

1. \_\_\_\_\_
2. \_\_\_\_\_

I chose these goals because \_\_\_\_\_.

The date I want to achieve this goal is \_\_\_\_\_



What will help me reach this goal?

1. Prayer
2. Ask for help from \_\_\_\_\_
3. \_\_\_\_\_

What will make it hard to reach this goal?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

This is my plan:

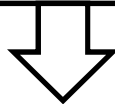
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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I will track my progress by \_\_\_\_\_.

“Each one should test his own actions. Then he can take pride in himself, without comparing himself to somebody else, for each one should carry his own load.  
“(Galatians 6: 4-6 NIV)



### Reflection

What did I do well? \_\_\_\_\_

\_\_\_\_\_

What will I change? \_\_\_\_\_

\_\_\_\_\_

*Our Father* (this places us in the presence of God)

*Who are in heaven hallowed be thy name. Thy kingdom come. Thy will be done on earth, as it is in heaven.* (These lines draw us closer to God and his glory,)

*Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us, and lead us not into temptation but deliver us from evil. Amen*

(These last lines teach us to ask for what we truly need, not just for ourselves but also for the whole human family.)

Catholic Faith Handbook for Youth p. 353

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I, \_\_\_\_\_ promise to love God with all my heart, all my soul and all my work. I want to live a healthy lifestyle to take care of the body and mind God has given me. I ask God to give me the grace to make good decisions and to listen to what He might be saying to me.

With prudence I choose the following goal(s):

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The following barriers could make this goal hard to achieve:

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With fortitude I will achieve this goal by



- Praying to God and asking him to help me be true to this goal.
- Asking for support from \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

Witness \_\_\_\_\_

"I Can Do All Things Through Christ Who Strengthens Me" Philippians 4:13

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Appendix D



**MY PERSONAL PLEDGE SHEET**

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

I want to live a healthy lifestyle to take care of the body and mind God has given me. I ask God to give me the grace to make good decisions and to listen to what He might be saying to me.

My goal is to:

In order to achieve my goal I have to

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I know I have reached my goal when I

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Appendix E

**Healthy Lifestyles**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*MY SELF- EVALUATION for HEALTH OUTCOME USC\_\_\_\_\_*

	Always	Sometimes	Never



**“To be truly free does not at all mean doing everything that pleases me, or doing what I want to do ... To be truly free means to use one’s own freedom for what is a true good.”**

**(Pope John Paul II, Dilecti Amici)**

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## Appendix F

### Communicating Respect

Brainstorm a list of ways students can show another person that they respect him or her. Review the list and mark all the behaviors that relate to communication with a “C”. Discuss how knowing and respecting another person’s feelings can affect how you can communicate.

### Feelings Balloon

Use the feeling balloon with students to explore all that is going on for them. The balloon can only hold so much before it pops, leaks out onto others, or stifles you. Once they are stretched they can carry more, but become weaker and leak more. (Parable of the Wineskin (Luke 5:36-38)) Leaking is in the form of yelling, screaming, hitting, teasing, hurting.

### Change Demonstration

This is a visual and experiential way to illustrate with students when asking them to try something new. Clasp your hands together (or cross your knees). Clasp again but put the hand that was on the top on the bottom or cross the other knee on top.) It feels weird at first and not our first instinct, but we can still do it.

### Paraphrasing

This is an important communication tool.

Acknowledging and Clarifying	Summarizing and Organizing	Shifting Level of Abstraction
- So you're feeling _____ - You're noticing that _____ - In other words _____ - Hmm, you're suggesting that _____	- So, there seems to be two key issues here _____ and _____ - On the one hand there is _____ and on the other there is _____	- So a (n) _____ for you might be _____ *value            *example *belief           *non-example *assumption   *strategy *goal            *choice *intention      *action *concept        *option

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### **Finish this Sentence...**

Directions: Ask group members to complete the following sentences.

- My favorite childhood book was ...
- If I could change one thing I would ...
- The most important thing in my life ...
- If I could give up one bad habit. ..
- The best measure of wellness is...
- I like to spend my free time ...
- When I feel sad ...
- I "collect" tensions in (body part) ...
- Five years from now ...
- I'm critical of myself...
- I believe ...
- The thing I like most about myself ...
- The best thing in life is .
- The worst thing in life is .
- I wish ...
- When I'm excited (angry, happy ... )
- My experience with ...

### **To keep my body healthy for God**

-To keep my body healthy for God today I ... (brushed my teeth this morning, smiled at someone, forgave my friend, prayed before eating breakfast, exercised). This is played like Fruit Basket upset. Students are sitting on chairs in a circle. Someone (A caller) states what they did today to keep their body healthy for God. Whoever else did that stands up and finds a different place to sit. The caller tries to find a spot as well. Whoever doesn't have a spot states the next "To keep my body healthy for God today I..."

### **One and All**

-Divide into groups. Select a leader to record responses. Brainstorm 5 things the group has in common. Write these in the center of the circle. Find one unique thing about each person and write on spoke. Our group all have a birthday in October. Sheyenne is the only one that plays hockey. Bill is the only one that lives on a farm. Kira is the only one with brown hair. ....

### **Me too**

-Explain to your students that you're going to make a statement such as:

- "I brushed my teeth."
- "I had an argument with my mother."
- "I walked on the sidewalk."

Tell students that when you make a statement, anyone for whom that statement is true should say, "Me too!"

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### **Circle Sharing Round robin**

Give a topic. Assign a recorder. Students will offer ideas on the topic, in turn, starting to the right of the recorder. The group must wait for each student to either (a) offer an idea or (b) say "Pass". Passing means I can't think of anything right now. Students who pass still get their turn during the next go around.

### **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.

### **Speed Dating**

Prepare five to eight discussion topics, sentence stems, or questions which would give participants an opportunity to become familiar with each other and the outcome.

Ask participants to form two concentric circles with each person on the inner circle facing a partner on the outer circle. Ask participants to discuss the question for two minutes. Give a signal when the time is up and ask participants in the outer circle to take three steps in a clockwise direction and then stand with their new partner, ready to discuss the next question or topic.

### **Timed Pair Paraphrase**

-Do an activity to assign students a partner. When students have found their partners tell them to determine who is "A" and who "B" is. "A" has two minutes to respond to the question. (Ex. Grade 4 students do not get very much exercise.) B if your partner quits sharing, ask questions."

Set a timer. After two (or any number) of minutes, ask "A" to thank "B" for sharing and to tell "B" what he remembers that "A" said. The paraphrase might start, "I heard you say ... " (This will improve those listening skills!)

Switch roles with a new question.

*"Revealing Christ in All We Teach"*

**Subject: Gr. 4 Health**

**Unit:**

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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