



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

HEALTH EDUCATION 9

2011

"Revealing Christ in All We Teach"

“Revealing Christ In All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

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

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

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

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and 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. 9 Health- Faith Permeation Essential Connections Unit Theme: Leadership and Health Promotion

The focus of this unit will be to understand the importance of leadership when considering healthy decision making. The use of this unit will allow students to achieve the following outcome from the Saskatchewan Health 9 Curriculum. (USC 9.1)

All highlighted/shaded areas indicate faith permeation

Catholic Faith Focus for Learning:

“It was he who ‘gave gifts to mankind’; he appointed some to be apostles, other to be prophets, others to be evangelists, others to be pastors and teachers. He did this to prepare all God’s people for the work of Christian service, in order to build up the body of Christ.” (Ephesians 4:11-12)

“Be useful where thou livest.” (George Herbert, ‘The Church Porch’)

Catholic Faith Big Ideas:

Students will understand that:

- God and His son Jesus ask us to accept a call to service.
- To serve others is to exemplify Jesus’ greatest commandment, “...love one another. As I have loved you, so you must love one another” (John 13:34).

Catholic Faith Essential Skills:

- Students will understand:
- That we are each able to serve in such ways that exemplify that “Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good” (CCC #2288).

Catholic Faith Essential Questions:

- How can leadership skills and health promotion serve Christ and others in His name?

Description of Culminating Task-Integrating Catholic Faith:

- Make a pamphlet explaining the importance of one of the following regarding health promotion: volunteering, Catholic Family Services, Catholic Health Association, CWL, Knights of Columbus, and any other Catholic service that is involved with aspects of health promotion.

Additional Resources:

- Glencoe Health
- Catechism of the Catholic Church

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Unit Instruction Plan/Lesson Plan Sequence

Introduction:

Outcome USC 9.1 Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

Lesson 1

Evaluate and respond to a variety of sources of, and information about, leadership skills. (9.1a)

Lesson 2

Examine health-enhancing behaviours that have increased due to the positive influence of health promotion (e.g., designated drivers-SGI, increase in physical activity-in motion). (9.1c)

Lesson 3

Assess the leadership skills needed/used in health promotion and related decision making. (9.1e)

“Service of man...does not replace service of God. But the service of God never excuses from service of man: it is in service to man that service to God is proved.” (Hans Kung, *On Being a Christian*)

How does the value of service (and love of one another) enter into the decision-making process as it relates to health promotion?

Lesson 4

Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment. (9.1f)

Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build health public policy) impact decision making and the health of self, family, community, and the environment. (9.1g)

Lesson 5

Examine local decisions that promote health. (9.1b)

Investigate and analyze examples of health promotion in one’s community. (9.1d)

Culminating Task-Integrating Catholic Faith:

Make a pamphlet explaining the importance of one of the following regarding health promotion: volunteering, Catholic Family Services, Catholic Health Association, CWL, Knights of Columbus, and any other Catholic service that is involved with aspects of health promotion.

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Teacher Catholic Faith Integrations Reflections

What have I learned about teaching this unit?

Subject: Gr. 9 Health

Unit: Leadership and Health Promotion

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

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

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Saskatchewan Catholic Schools Curriculum Permeation Gr. 9 Health- Faith Permeation Essential Connections

Unit Theme: HIV/AIDS and Hepatitis C

The focus of this unit will be to understand that there are many communities and individuals who suffer from HIV/AIDS, Hepatitis C and other sexually transmitted infections/diseases. Students must question and recognize the stigma and stereotypes associated with these diseases/infections for those who are living with or affected by them. The use of this unit will allow students to achieve the following outcome from the Saskatchewan Health 9 Curriculum. (USC 9.3)

All highlighted/shaded areas indicate faith permeation

Catholic Faith Focus for Learning:

“...But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him...” (*The Parable of the Good Samaritan* Luke 10:33-34)

“Christianity taught us to care. Caring is the greatest thing, caring matters most.” (Baron Friedrich von Hugel, *Letters to a Niece*)

Catholic Big Ideas:

Students will understand that:

- the Roman Catholic Church and the teachings of Jesus, urge compassion for all people living with or affected by AIDS/HIV and/or Hepatitis C
- the Catholic Church teaches us to form a good, solid moral conscience

Catholic Faith Essential Skills:

Students will understand:

- that God and His son Jesus have called us to be caring and compassionate when considering those who are living with or have been affected by AIDS/HIV and/or Hepatitis C
- that in order to avoid risky behavior they must develop a good sense of right and wrong according to the teachings of the Gospels and the Catholic Church

Catholic Faith Essential Questions:

- How do I exemplify God’s call to compassion and caring?

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-Do I try to develop a Catholic understanding of right and wrong? If not, how can I?

“Finally, all of you, have a unity of spirit, sympathy, love for one another, a tender heart, and a humble mind.” (1 Peter 3:8)

Description of Culminating Task-Integrating Catholic Faith:

-The class will stage a mock radio call-in program to talk about community prejudices, the impact of those prejudices and the stigma of risky behaviour for those living with or affected by AIDS/HIV and/or Hepatitis C. One group of students will be the expert panel that will consist of a public health official, Catholic Family Services, and Catholic Aids Action. (adapted from Glencoe Health)

Additional Resources:

The Good News Bible

Glencoe Health

Catechism of the Catholic Church

Unit Instruction Plan/Lesson Plan Sequence

Introduction:

Outcome USC 9.3 Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.

Evaluate and respond to sources of, and information about, the provincial, national, and international impact of HIV/AIDS and Hepatitis C. (9.3a)

Lesson 1

Recognize and question community prejudices. (9.3b)

Student Handout from Regina Catholic Schools Health 9 Sexuality Unit

Read the passages below and answer the following questions.

“All the people came to Jesus and he sat down and began to teach them. The scribes and the Pharisees brought a woman who had been caught in adultery; and making her stand before all of them, they said to him, ‘Teacher, this woman was caught in the very act of committing adultery. Now in the law Moses commanded us to stone such women. Now what do you say?’ They said this to test him, so they might have some charge to bring against him. Jesus bent down and wrote with his finger on the ground. When they kept on questioning him, he straightened up and said to them, ‘Let anyone among you who is without sin be the first to throw a stone at her.’ And once again he bent down and wrote on

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the ground. When they heard it, they went away, one by one, beginning with the elders; and Jesus was left alone with the woman standing before him. Jesus straightened up and said to her, 'Woman, where are they? Has no one condemned you?' She said, 'No one, sir.' And Jesus said, 'Neither do I condemn you. Go your way, and from now on do not sin again.'" (John 8:2-11)

QUESTION:

1. What part of this story about Jesus do you enjoy? Why?
2. a) What was the response of the Pharisees to the woman caught in adultery?
b) How is Jesus calling the Pharisees to act?
3. If the woman caught in adultery chooses to follow Jesus and sin no more, do you think she will be happier? Explain.
4. What challenges does Jesus offer me, personally in how I treat others?

Examine stigmas as associated with non-curable infections/diseases, including HIV/AIDS and Hepatitis C. (9.3c)

“Without condoning self-destructive behaviour or denying personal responsibility, we must reject the idea that this illness is a direct punishment by God.” (United States Bishops, *Called to Compassion and Responsibility: A Response to the HIV-AIDS Crisis*)

Lesson 2

Examine the impact of the stigmas associated with HIV/AIDS and Hepatitis C on the individual, the family, and the community. (9.3d)

Identify and question stigmas often attached to people who advocate for those infected with HIV and Hepatitis C. (9.3e)

Determine the effects of stigmas of association with/advocacy for those living with/affected by HIV/AIDS and/or Hepatitis C. (9.3f)

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“First, Jesus has revealed to us that God is compassionate, not vengeful. Made in God's image and likeness, every human person is of inestimable worth. All human life is sacred, and its dignity must be respected and protected. The teaching of Jesus about human sexuality and the moral norms taught by the Church are not arbitrary impositions on human life but disclosures of its depth.

Second, the Gospel acknowledges that disease and suffering are not restricted to one group or social class. Rather, the mystery of the human condition is such that, in one way or another, all will face pain, reversal, and, ultimately, the mystery of death itself. Seen through the eyes of faith, however, this mystery is not closed in upon itself. Through sharing in the cross of Christ, human suffering and pain have a redemptive meaning and goal. They have the potential of opening a person to new life. They also present an opportunity and a challenge to all, calling us to respond to suffering just as Jesus did with love and care.

Third, while preaching a Gospel of compassion and conversion, Jesus also proclaimed to those most in need the Good News of forgiveness. The father in the parable of the prodigal son did not wait for his son to come to him. Rather, he took the initiative and ran out to his son with generosity, forgiveness, and compassion. This spirit of forgiveness Jesus handed on to his followers.

*For Christians, then, stories of persons with AIDS must not become occasions for stereotyping or prejudice, for anger or recrimination, for rejection or isolation, for injustice or condemnation. They provide us with an opportunity to walk with those who are suffering, to be compassionate toward those whom we might otherwise fear, to bring strength and courage both to those who face the prospect of dying as well as to their loved ones.” (United States Bishops, *The Many Faces of AIDS: A Gospel Response*)*

Find examples of Catholic services that support and assist persons who are affected by AIDS/HIV and other STIs. (Be prepared to use this information for the Culminating Activity)

Lesson 3

Analyze how some non-curable infections, including HIV and Hepatitis C infection, are linked to risky behaviours, not to particular groups of people, and examine the stigma associated with risky behaviours (e.g., intravenous drug use, unprotected sex) (9.3g)

“An upright and true moral conscience is formed by education and by assimilating the Word of God and the teaching of the Church. It is supported by the gifts of Holy Spirit and helped by the advice of wise people. Prayer and an examination of conscience can also greatly assist one's moral formation.”
[Compendium of the Catechism of the Catholic Church (CCCC) #374]

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What does the excerpt from the Catechism mean to you? How do you understand right and wrong? Who are the wise people in your life that you would consult in making a moral decision? (parents, other family members, teachers, priest, God, Jesus, Holy Spirit, friends, etc.)

Lesson 4

Determine that risky behaviours are often more prevalent in vulnerable/marginalized populations and discuss why these populations may be more at risk. (9.3h)

Lesson 5

Examine health promotion strategies that reinforce and/or address the stigma associated with HIV/AIDS. (9.3i)

Culminating Task-Integrating Catholic Faith

The class will stage a mock radio call-in program to talk about community prejudices, the impact of those prejudices and the stigma of risky behaviour for those living with or affected by AIDS/HIV and/or Hepatitis C. One group of students will be the expert panel that will consist of a public health official, Catholic Family Services, and Catholic Aids Action. (adapted from Glencoe Health)

Teacher Catholic Faith Integrations Reflections

What have I learned about teaching this unit?

Subject: Gr. 9 Health

Unit: AIDS/HIV and Hepatitis C

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

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

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Gr. 9 Health- Faith Permeation Essential Connections

Unit Theme: Relationships

The focus of this unit will be to investigate healthy romantic relationships as it pertains to teenagers and to analyze our society's norms and expectations of these relationships. The use of this unit will allow students to achieve the following outcome from the Saskatchewan Health 9 Curriculum. (USC 9.4)

All highlighted/shaded areas indicate faith permeation

Catholic Faith Focus for Learning:

"It is not good that the man should be alone; I will make a helper as his partner." (Genesis 2:18)

"In creating men 'male and female,' God gives man and woman an equal personal dignity."

"Man is a person, man and woman equally so, since both were created in the image and likeness of the personal God." Catechism of the Catholic Church # 2334

"An intimate relationship between people not only asks for mutual openness, but also for mutual respectful protection of each other's uniqueness." (Henri J.M. Nouwen, *Reaching Out*)

Catholic Faith Big Ideas:

Students will understand that:

-God created us to be a part of many different healthy relationships

-religion, faith, and cultural values will influence romantic relationships

-the Catholic Church's teaching is very truthful and helpful in the difficult area of romantic relationships, God and His son Jesus care about our happiness and the Church calls us to observe God's laws

Catholic Faith Essential Skills:

Students will understand:

-the Catholic values of respect, honesty, and dignity of men and women when considering romantic relationships

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Catholic Faith Essential Questions:

-How can romantic relationships exemplify the power and tenderness of God?

Description of Culminating Task-Integrating Catholic Faith:

“In the formation of conscience the Word of God is the light for our path; we must assimilate it in faith and prayer and put it into practice. We must also examine our conscience before the Lord’s Cross. We are assisted by the gifts of the Holy Spirit, aided by the witness or advice of others and guided by the authoritative teaching of the Church.” (CCC #1785)

Keeping your conscience in mind, develop a plan for demonstrating to your friends each of the traits that characterize a healthy relationship. Over the span of a week, keep a log to describe how you demonstrated each trait. (adapted from Glencoe Health)

Additional Resources:

Glencoe Health
 The Good News Bible
What We Really Want to Know by Michael Pennock
 Catechism of the Catholic Church

Unit Instruction Plan/Lesson Plan Sequence

Introduction:

Outcome USC 9.4 Analyze the norms and expectations (e.g. community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.

Evaluate and respond to a variety of sources of, and information about, romantic relationships. (9.4a)

Write a commentary on the following readings (as it relates to romantic relationships) What do you think God wants to tell us in each passage?:

“For you were called to freedom, brothers and sisters; only do not use your freedom as an opportunity for self-indulgence, but through love become slaves to one another. For the whole law is summed up in a single commandment, ‘You shall love your neighbor as yourself.’...By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. There is no law against such things. And those who belong to Christ Jesus have crucified the flesh with its passions and desires. If we live by the Spirit, let us also be guided by the Spirit.” (Galatians 5:13-25)

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“Rejoice in the Lord always; again I will say, Rejoice. Let your gentleness be known to everyone. The Lord is near. Do not worry about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus. Finally, beloved, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.” (Philippians 4:4-9)

“For this is the will of God, your sanctification: that you abstain from fornication; that each one of you know how to control your own body in holiness and honor, not with lustful passion, like the Gentiles who do not know God; that no one wrong or exploit a brother or sister in this matter, because the Lord is an avenger in all these things, just as we have already told you beforehand and solemnly warned you. For God did not call us to impurity but in holiness.” (1 Thessalonians 4:3-7)

Lesson 1

Compare why and how people became involved in romantic relationships in the past and become involved in the present. (9.4b)

Lesson 2

Categorize similarities and differences that exist among cultural norms and expectations regarding romantic relationships. (9.4c)

Compare and contrast romantic relationships within the Roman Catholic tradition in North America, Hinduism in India, and Islam in Jordan.

Interpret how community and cultural norms might influence the personal standards (introduced in Grade 6) and the limits one sets for dating relationships. (9.4d)

“The human person participates in the light and power of the divine Spirit... By free will, he is capable of directing himself toward his true good. He finds perfection ‘in seeking and loving what is true and good.’” (CCC #1704)

With the above in mind, design your own list of desirable traits for the ideal date. How many traits on your list are physical traits? intellectual traits? personality traits? spiritual traits? (adapted from Michael Pennock *What We Really Want to Know*) (These will be used in the culminating task)

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Lesson 3

Determine how community and cultural norms might influence the strategies of personal commitment (introduced in Grade 7) required to set limits in healthy dating relationships. (9.4e)

Assess individual, family, and community expectations for dating. (9.4f)

Lesson 4

Assess why some young people choose not to become involved in romantic relationships. (9.4g)

Examine how family, cultural, and community expectations influence decisions of setting limits and agreeing to them early in romantic relationships. (9.4h)

Lesson 5

Analyze “relationship violence” in the context of family and community norms. (9.4i)

“In creating men ‘male and female,’ God gives man and woman an equal personal dignity.”
 “Man is a person, man and woman equally so, since both were created in the image and likeness of the personal God.” CCC# 2334

Use the above quotes as a discussion platform to recognize the signs of an abusive relationship. Design a pamphlet that informs teens how to recognize the signs of an abusive situation. (adapted from Glencoe Health)

Lesson 6

Analyze how the following might assist in planning to promote health:

- appraise the assertiveness skills needed to set limits early in dating relationships (see Grade 7)
- examine how community norms might influence the support strategies (see Grade 8) available for healthy dating relationships
- analyze the support strategies needed by someone who has experienced relationship violence
- identify and practice the leadership skills needed to promote healthy dating relationships

Description of Culminating Task-Integrating Catholic Faith:

“In the formation of conscience the Word of God is the light for our path; we must assimilate it in faith and prayer and put it into practice. We must also examine our conscience before the Lord’s Cross. We are

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assisted by the gifts of the Holy Spirit, aided by the witness or advice of others and guided by the authoritative teaching of the Church.” (CCC #1785)

Keeping your conscience in mind, develop a plan for demonstrating to your friends each of the traits (from Lesson 2) that characterize a healthy relationship. Over the span of a week, keep a log to describe how you demonstrated each trait. (adapted from Glencoe Health)

Teacher Catholic Faith Integrations Reflections	
<i>What have I learned about teaching this unit?</i>	
Subject: Gr. 9 Health	Unit: Relationships
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	

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Gr. 9 Health- Faith Permeation Essential Connections

Unit Theme: Nutrition

The focus of this unit will be to investigate healthy eating habits and how they must influence healthy food policies at home and in the community. The use of this unit will allow students to achieve the following outcome from the Saskatchewan Health 9 Curriculum. (USC 9.5)

All highlighted/shaded areas indicate faith permeation

Catholic Faith Focus for Learning:

“For God did not give us a spirit of timidity, but a spirit of power, love, and of self-discipline” (2 Timothy 1:7)

“The fruits of the Spirit are perfections that the Holy Spirit forms in us as the first fruits of eternal glory. The tradition of the Church lists twelve of them: “...modesty, self-control...” [Catechism of the Catholic Church (CCC) #1832], also found in Galatians 5:22-23

Catholic Faith Big Ideas:

Students will understand that:

- being in a relationship with God and His son Jesus empowers us to practice self-control
- self-control is one of the Fruits of the Holy Spirit that was promised to us by Jesus
- the wisdom and traditions of the Catholic Church help us to make positive decisions to guide our conduct

Catholic Faith Essential Skills:

Students will understand:

- that their bodies are a gift from God and need to be valued and respected

“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at price. Therefore, honour God with your body.” (1 Corinthians 6:19-20)

Catholic Faith Essential Questions:

- How can healthy eating habits exemplify self-control and reverence for the gift of my body given to me by God?

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Description of Culminating Task-Integrating Catholic Faith:

-In the personal nutrition action plan, the student will include a section in their personal log that identifies obstacles and examples of self-control. What are the benefits of healthy eating and how do these benefits show reverence for the gift of my body given to me by God?

Additional Resources:

The Good News Bible

Unit Instruction Plan/Lesson Plan Sequence

Introduction:

Outcome USC 9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy-food policy (e.g. nutrition plan) in the community (e.g. home)

Evaluate and respond to a variety of sources of, and information about, health food policies. (9.5a)

Introduce the Fruits of the Holy Spirit to help students understand that self-control is a virtue that guides healthy food policies/practices.

Lesson 1

Compare examples of healthy food policies. (9.5b)

Investigate and document principles of healthy food policies. (9.5c)

How is the virtue of self-control evident in each food policy? Provide specific examples.

Lesson 2

Establish criteria (from Canada's Food Guide) for healthy food policies (9.5d)

“Moses said to them, ‘This is the food that the Lord has given you to eat. The Lord has commanded that each of you is to gather as much of it as he needs, two litres for each member of his household.’ The Israelites did this, some gathering more, others less. When they measured it, those who gathered much did not have too much, and those who gathered less did not have too little. Each had gathered just what he needed.” (Exodus 16:15-18)

What is God commanding in this reading? How does it relate to setting criteria for healthy food policies?

Lesson 3

Investigate how Canada's Food Guide has changed over time, speculate on the reasons for the changes, and determine possible effects on healthy food policies. (9.5e)

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Lesson 4

Analyze the influences on the development and implementation of healthy food policies. (9.5f)

Give examples of how the different relationships in your life (friends, family, etc) influence your food choices. How does your relationship with God and His son Jesus influence your food choices? (reverencing my body as a gift from God)

“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at price. Therefore, honour God with your body.” (1 Corinthians 6:19-20)

Lesson 5

Determine the leadership skills that can be used in promoting a healthy food policy. (9.5g)

Lesson 6

Examine the existing food policies in the school and/or community. (9.5h)

Analyze the existing community/school food policies based on Canada’s Food Guide and other reputable sources. (9.5i)

Lesson 7

Determine and examine the actions/priorities that will bring about the greatest improvement to new and/or existing food policies. (9.5j)

Culminating Task-Integrating Catholic Faith

In the personal nutrition action plan, the student will include a section in their personal log that identifies obstacles and examples of self-control. What are the benefits of healthy eating and how do these benefits show reverence for the gift of my body given to me by God?

Teacher Catholic Faith Integrations Reflections

What have I learned about teaching this unit?

Subject: Gr. 9 Health

Unit: Nutrition

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

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

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Saskatchewan Catholic Schools Curriculum Permeation Gr. 9 Health- Faith Permeation Essential Connections

Unit Theme: Death and Suicide

The focus of the unit is to recognize that death and suicide are real and distressing issues for teens. The use of this unit will allow students to achieve the following outcome from the Saskatchewan Health 9 Curriculum. (USC 9.7)

All highlighted/shaded areas indicate faith permeation

Catholic Focus for Learning:

“It is critically important for us as parish communities to help grief-stricken teens remain in relationship with God, while also supporting them in giving voice to their pain.” (*Teens are Grieving* By: Melanie MacNeil and Claire Rolheiser *Celebrate* March-April 2010)

“Blessed are those who mourn, for they will be comforted.” (Matthew 5:4)

Catholic Faith Big Ideas:

Students will understand that:

-comfort, strength, love, and renewal can be found within a relationship with God and His son Jesus in times of tragic death and suicide

-the Catholic faith community plays an important role by helping teens find support in times of tragic death and suicide

-every human person is worthwhile and God has given everyone a unique and beautiful life

Catholic Faith Essential Skills:

Students will understand:

- that a relationship with God and His son Jesus and participation in the Catholic faith community will assist them when dealing with death, grief, sorrow, and/or suicide.

Catholic Faith Essential Questions:

-How can a relationship with God and His son Jesus provide comfort, strength, love, and renewal in times of loss?

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Description of Culminating Task-Integrating Catholic Faith:

Design a billboard about tragic death and suicide that includes:

- warning signs
- risk factors
- statistics
- impact
- coping strategies
- support resources

Be sure to include the faith perspective.

Additional Resources:

The Good News Bible

Catechism of the Catholic Church

What We Really Want to Know By: Michael Pennock

Unit Instruction Plan/Lesson Plan Sequence

Introduction:

Outcome USC 9.7 Analyze tragic death and suicide as distressing community issues and apprise what supports and health promotions exist in the community to address these issues.

Evaluate and respond to a variety of sources of, and information about, tragic death and suicide. (9.7a)

Lesson 1

Express insights regarding community beliefs about suicide. (9.7b)

What does the Catechism of the Catholic Church say about suicide? What does it say about death? Do you agree? Why or why not? (Suicide-CCC #2280-#2283) (Death-CCC #2299-2301)

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Lesson 2

Investigate and articulate warning signs of suicide (9.7c)

Analyze the factors that may increase the risk for suicide (9.7d)

Lesson 3

Investigate and communicate Saskatchewan and Canadian trends in teen suicide and tragic death. (9.7f)

Lesson 4

Investigate local and provincial health promotions to reduce tragic death and suicide. (9.7g)

1 Corinthians 12:12-26

As a class, walk through the above passage. Discuss ways the Catholic faith community through its understanding of Scripture and its teaching on human dignity is attempting to reduce tragic death and suicide.

Lesson 5

Recognize strategies to prevent or reduce the risk of a suicide attempt. (9.7h)

Include in your strategies of prevention **faith strategies** to prevent or reduce the risk of a suicide attempt.

Lesson 6

Examine ways to support self if contemplating suicide. (9.7i)

Who are the people in your Catholic faith community that you can talk to?

Lesson 7

Discuss the impact of suicide and tragic death on the well-being of the individual, family, and community. (9.7e)

“Suicide is never glamorous. It offends a loving God and wastes God’s beautiful gift of life. Suicide punishes the human community by depriving it of one of its precious members. And it scars the memories of those who loved the victim.” (*What We Really Want to Know By: Michael Pennock*)

Activity: i. Pray with your students for all those who believe that life is not worth living.

ii. Pray with your students for all those they know who have contemplated suicide.

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iii. Pray with your students for all those they know who have committed suicide.

"The death of someone we love is always shattering. To love is to carry another within oneself, to keep a special place in one's heart for him or her. This spiritual space is nourished by a physical presence; death, then, tears out a part of our own heart. Those who deny the suffering of death have never truly loved; they live in a spiritual illusion.

To celebrate death, then is not to deny this laceration and the grief it involves, it is to give space to live it, to speak about it, and even to sing of it. It is to give mutual support, looking the reality in the face and placing all in the Heart of God in deep trust." –Jean Vanier

"The Lord is near to the broken-hearted, and saves the crushed in spirit." (Psalm 34:18)

What are some strategies for coping with the death of a loved one?

Activity: Watch Field of Dreams, highlighting the importance of believing in something that cannot be understood and discuss how each character copes with death.

Communicate a list of community and/or provincial agencies or organizations that provide support for those considering suicide or coping with the tragic death of a friend or family member. (9.7j)

Include in your community list **Catholic faith community organizations** that provide support for those considering suicide or coping with the tragic death of a friend or family member.

Consider inviting a guest speaker from your list of **Catholic faith community organizations**.

Teacher Catholic Faith Integrations Reflections

What have I learned about teaching this unit?

Subject: Gr. 9 Health

Unit: Death & Suicide

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

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

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