



Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING  
CHRIST  
IN ALL WE TEACH**

**HEALTH 7**

**2010**

*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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Saskatchewan Catholic Schools Curriculum Permeation

## Gr. 7 Health - Faith Permeation Essential Connections

### Unit Theme: Personal Standards

This proposed unit deals with **Committing to and Acting upon Personal Standards**. The use of this unit will help students achieve the following **Outcomes of the provincial Gr. 7 Health Curriculum: USC 7.1 and USC 7.7**

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

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

“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his World.” (St. Irenaeus) Our moral conscience is formed in the light of Sacred Scripture, Gospel values and the teachings of the Church. It guides us in making personal choices that are right and wholesome.

#### **Catholic Faith Big Ideas**

Students will understand that “The Kingdom of God is not a place. It is a way of living. When we live the way God wants us to live, we are living in the kingdom of God.”

(*Believe In Me* Year 7 Ch. 6 )

#### **Catholic Faith Essential Skills**

- The students will understand that Jesus used parables to change the way people thought about, and related to God. “I will open my mouth in parables, I will utter what has been hidden since the foundation of the world.” (Matt. 13:35)
- The teachings of the parables express God’s desire for us to live the personal/moral standards of the Gospel. (Parable list P. 226 *Believe In Me* Year 7 Teacher Guide)

#### **Catholic Faith Essential Questions**

Are my personal standards in accordance with the teaching of the Catholic Faith?

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

Students will include in their personal /moral standards action plan connections to the teachings of our Catholic Faith (CCC#546) by answering questions such as: How am I living in the likeness of God? Use specific examples.

## **Unit Instruction Plan/Lesson Sequence**

### **Introduction**

**Outcome USC 7.1 Establish and use strategies to commit to and act upon personal standards (see Grade 6) for various aspects of daily living over which an individual has control.**

- Define personal standards, moral standards, virtues and sin (discrepancies) CCC #372-#400. God wants us to live in harmony. In order to do so we must ensure that our personal/moral standards are in line with Christ's teachings.
- Use a parable to identify what personal/moral standards a follower of Christ's word would have. (See Appendix 1 and 2 for worksheet. See P. 226 *Believe In Me* Year 7 Teacher Guide for a Parable list)

### **Topic 1**

- Locate sources of and evaluate information (including text, multimedia, web-based, human) according to specific criteria, about personal commitment. (USC 7.1 a)
- Investigate the concept of 'resiliency' and determine its importance in personal commitment. (USC 7.1 b)
- Using a web format identify what physical and moral obstacles a person endured and had to overcome.
- Examine personal commitment to God shown by Mary, Abraham and Sarah, Noah, Prophets, Jean Vanier, Mother Teresa or other spiritual heroes. How did their commitment to faith bring the person closer to God? Had they not been committed to God, what potential consequences could there have been for themselves and the community?

### **Topic 2**

- Analyze when personal standards (see Grade 6) may be reinforced or challenged. (USC 7.1 c)  
Examine factors (both positive and negative) that influence one's commitment to personal standards. (USC 7.1 d)
- Using a parable as an example, identify what could hinder a person's ability to follow God. For example, the parable of the Rich Fool (Luke 12: 16-21) and Lazarus and the Rich Man (Luke 16: 19-31) helps us understand that greed/selfishness/wanting more gets in the way of personal commitment to God.
- See [http://feeds.bible.org/jeff\\_miller/parables/jmiller\\_parables\\_6.mp3](http://feeds.bible.org/jeff_miller/parables/jmiller_parables_6.mp3) as a possible teacher resource.
- Define the definitions of rights, needs, whims, privileges, responsibility, customs, beliefs, attitudes and opinions.
- Distinguish between rights, needs, whims, privileges, and responsibilities. (USC 7.7 h)

- Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions. (USC 7.7 I).
- Explore, question, and appreciate a wide range of human values, virtues, and abilities that support “the common or greater good” within the contexts of daily life. (USC 7.7 j)

### Topic 3

- Express insights into the connections between commitment to personal standards and healthy decision-making. (USC 7.1 e)
- What would Jesus do?
- Decision making Model (*Believe In Me* Year 7 student text P.59)
- Examine decision-making process from *Believe In Me* Year 7 student text P.59 and *Lion’s Quest* Unit 4 P. 83. Use a t-chart to list similarities of both. Is there anything that sticks out for you that makes the two decision making models different (looking for Christ centered approach)
- What personal/moral standards might a Christ-centered person have that contributes to their decision-making?

### Topic 4

- Develop and apply strategies that parallel one’s actions with their personal/moral standards. (USC 7.1 g)
- List all personal standards.
- Record your actions for one day.
- What actions are consistent with your Catholic personal/moral standards?
- What can you do to bring your personal/moral standards in line with Catholic teachings? Use Appendix 3.

### Topic 5

- Brainstorm what supports/organizations (church, school, community) are available to support the formation of your personal/moral standard.
- Use Appendix 4 to examine the connection between one of these supports/organizations and the Catholic Church.

### Topic 6

- Express insights into the understanding of the concept of “inner self” and demonstrate understanding of, and appreciation for, own inner resources. (USC 7.1 I)
- Faith journey journal reflection... Where did I begin, where am I now, and where do I want to go? “Conscience is man’s most secret core, and his sanctuary. There he is alone with God whose voice echoes in his depth” (CCC# 1795).

### Topic 7:

- Analyze possible discrepancies between what you say you are committed to and what you actually do. (variation of USC 7.1 f)
- Describe and practice strategies that support self to act in accordance with own understanding of human values and virtues. (USC 7.1 j)

- Begin to create a personal /moral standards action plan. See Culminating Task on the first page of this document.

### Topic 8:

**Outcome USC 7.7 Investigate and express an understanding of possible discrepancies in morals (e.g. beliefs, ethics, virtues, understandings of right/wrong, traditional natural laws) that may determine and/or affect the commitment to the well-being of self, family, community and environment.**

Gospel of John: “ Jesus came so that we may live life abundantly and be whole. To be whole is to grow and change and develop every aspect of ourselves.” “Seven aspects of being whole ...God made us mortal. Know your limitations and be whole.” (*Believe In Me* Year 7 P.15-16)

- Locate sources and evaluate information, according to specific criteria, about morality. (USC 7.7 a)
- Parallel this information to the Catholic Church, other religions, and nationalities. What is similar about the Catholic teachings of morality and that of one other source of information?

### Topic 9:

Human Relationships

- Analyze how one’s identity, and moral code is created through contact with others who are the same and/or different. (USC 7.7 c)
- Identify your personal circle of influence. Draw out the understanding that those closest to you will influence you most. Use Appendix 5.
- Look at those individuals closest to you. Ask yourself the questions: Are these persons’ personal/moral beliefs parallel to mine and to the teaching of the Catholic faith? (Appendix 5)

### Topic 10

- Investigate the relationships between values as concepts of the good or worthwhile.
- Catholic values are Christ centered.
- Read the parable of the Good Samaritan Luke 10: 30-37
- Complete Appendix 2
- Answer these questions in reference to the parable of the Good Samaritan.
  - i) What personal/moral standard did the good Samaritan live up to?
  - ii) How did the Samaritan love with his heart, mind, soul and strength?
  - iii) What actions did he take to enhance the quality of his service?
  - iv) What essential service are you performing?
  - v) What can you do to enhance the quality of your service?

### Topic 11

- What changes have I been making within my own life throughout this unit?
- Appraise virtues as lived and enacted values.
- Revisit Action plan.

### Topic 12:

- Express an understanding of how norms, trends, and values in society influence self, others, and relationships. (USC 7.7 f)
- Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life). (USC 7.7 g)
- Define and review terms: norms, trends, values.
- Use the circle of influence (Appendix 5) in terms of trends for today's youth. What affects you most is closest to the middle.
- What does God ask of you?
- Do these norms, trends, and values follow your Catholic personal/moral standards?

### Topic 13:

- Define healthy assertiveness. Determine what it means to assert oneself.
- Articulate that the power of a person's assertiveness comes from the Holy Spirit living within them through their baptism and confirmation.
- How do characters in the biblical examples assert their faith? Examples:
  - i.) The Temptations of Jesus in the Desert Matthew 4: 1-11
  - ii.) Acts 2: 1-20
  - iii.) Acts 4:1-22
- Determine situations when one may be required to assert personal beliefs in the face of opposition.
- Think of a time when you have had to be assertive.

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

**Subject: Gr. 7 Health**

**Unit: Personal Standards**

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:



## Appendix 1 Parable Information (background):

### Reasons to use parables in teaching

- Parables made it possible to speak of difficult subjects in a manner that was easy to understand.
- Parables were easy to listen to. Even today, figurative illustrations and metaphorical analogies are gratifying to most people, while abstract
- Principles are hard to listen to when presented in abstract form.
- Parables made it possible to rebuke or to warn, but in a gentle manner.
- Parables permitted the Lord to reach an audience, which would otherwise not listen.
- Parables, at least as used by Christ Jesus, were easily remembered and retained.
- Parables often held both simple and complex thoughts simultaneously, meeting the different capabilities of his audience.
- These explanations helped new followers of Jesus better understand his message. In Matthew, Mark, and Luke, Jesus often uses parables to describe God and tell how God expects people to live in the kingdom. Some are only short sayings, such as the blind leading the blind ([Matthew 15:14](#)), the family that fights and destroys itself ([Matthew 12:25](#)). Some Parables also written in a short story format, such as when Jesus compares the coming kingdom of heaven with a farmer planting seed ([Matthew 13:3-9](#)), with hidden treasure ([Matthew 13:44](#)), and with weeds mixed with wheat ([Matthew 13:24-30](#)).

### Parable Resources:

- [http://kenanderson.net/bible/html/fig\\_tree.html](http://kenanderson.net/bible/html/fig_tree.html) This resource breaks down parables so that teachers can discuss in depth the “today” meaning of the parable and make connections to the formation of personal standards.

**Appendix 2** (example)

Name of Parable The Parable of two Sons

<b>Parable Lesson</b> (What lesson is Jesus teaching in this parable?)	<b>Real Life Target</b> (How can I apply this lesson to my life and community?)
	<b>Catholic Personal/Moral Standard Development</b> (e.g. trustworthiness, honesty, helping they neighbor)

## Appendix 2

Name of Parable \_\_\_\_\_

<b>Parable Lesson</b> (What lesson is Jesus teaching in this parable?)	<b>Real Life Target</b> (How can I apply this lesson to my life and community?)
	<b>Catholic Personal/Moral Standard Development</b> (e.g. trustworthiness, honesty, helping they neighbor)

### Appendix 3

## Do my actions follow what I say?

In order to have a quick reference of the personal/moral standards you have begun to generate, list them in the following table.

Personal/moral standard

For one day, from the time you wake until the time you go to sleep, record your actions (verbal, and non verbal). Write the corresponding standard it is connected with (if applicable), and tell if the action is Christ centered and how.

Action	Personal/moral standard	Is my standard Christ Centered?
Cleaning up breakfast	Helping others	Yes, God wishes for us to reach out to others

## Appendix 4

**What connection is there between the support you chose and that of the Catholic Church?**

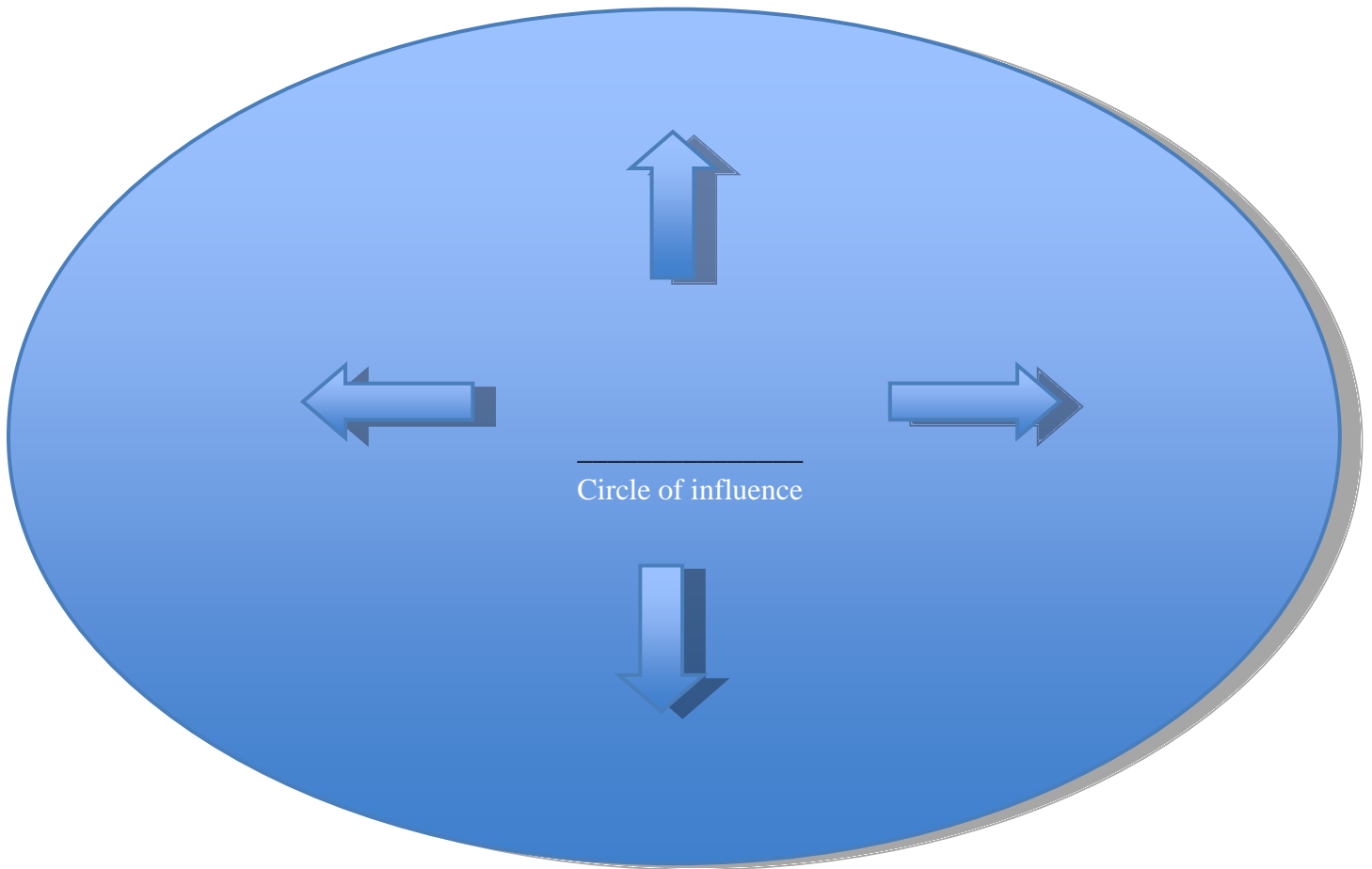
AVALIABLE SUPPORT

CATHOLIC CHURCH

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How would being involved in this community/organization strengthen your personal/moral standards?

**Appendix 5**



**Are this person's personal/moral beliefs parallel to mine and to the teaching of the Catholic faith?**

Person 1 _____	My personal/moral standards	Standards of the Catholic Church



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## Gr. 7 Health - Faith Permeation Essential Connections

### Unit Theme: Personal Health Choices

This proposed unit deals with personal health choices. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Health Curriculum: USC 7.2 and USC 7.5.

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

#### Catholic Faith Focus for Learning

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

#### Catholic Faith Big Ideas

Students will understand that “Life and physical health are precious gifts entrusted to us by God.” Catechism of Catholic Church # 2288

#### Catholic Faith Essential Skills

Students will:

- understand the Vocation of Chastity (CCC #2337-#2359) as a healthy choice both spiritually and physically.
- discern what is good and right for a healthy lifestyle through prayer, personal reflection, an informed conscience, and the wise counsel of others.

#### Catholic Faith Essential Questions

- How can the knowledge of chastity as taught by the Catholic church, have a positive influence when making healthy spiritual choices? (Catechism of Catholic Church CCC# 2337-#2350)
- What Catholic virtues do we need to develop in order to better understand people’s points of view in relationship to AIDS, HIV and Hepatitis? Do I understand the difference between loving and accepting the person while disagreeing and even challenging their choices?

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

Students will include in their personal /moral standards action plan connections to the teachings of our Catholic Faith (CCC#546) by answering questions such as: How do I reverence myself spiritually, physically and emotionally as a person created by God?

### **Additional Resources**

AIDS: A Catholic Educational Approach to HIV ( See your division curriculum consultant)  
Catechism of Catholic Church (CCC)

## **Unit Instruction Plan/Lesson Sequence**

### **Topic 1**

- Examine personal knowledge in terms of what they already know and/or believe about HIV and Hepatitis C.
- Ask questions that lead to deeper understanding of HIV/AIDS and Hepatitis C.
- Examine the Catholic Churches stance on HIV/AIDS. See resource AIDS: A Catholic Educational Approach to HIV, Gr. 7 lessons P.88 – 104.

### **Topic 2**

**Outcome USC 7.2 Examine critically and use purposefully blood-borne pathogen information/ education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or co-infection.**

- Locate sources and evaluate information, according to specific criteria, about behaviours that do/do not put one at risk of HIV and/or Hepatitis C infection. (USC 7.2 a) (See resource AIDS: A Catholic Educational Approach to HIV .)
- Distinguish between primary and secondary sources of HIV/AIDS information, and of expert and non-expert sources. (USC 7.2 b)
- Determine behaviours that may increase and those that may decrease the risk of blood-borne infections (e.g., tattoo, piercing). (USC 7.2 i)
- Examine the role and determine the influence of technology (e.g., radio, print, television, internet, cell phones, personal listening devices) in gathering, processing, and using HIV/AIDS and Hepatitis C information. (USC 7.2 c)
- Analyze implications of/of not evaluating sources of and information about blood-borne infections. (USC 7.2 f)

### **Topic 3**

Examine knowledge related to blood borne pathogens, including HIV/AIDS and Hepatitis C:

- transmission of HIV and Hepatitis C
- signs and symptoms of HIV and Hepatitis C infections
- body's immune system and its destruction by the HI virus
- AID syndrome caused by HIV infection (USC 7.2 g)

### **Topic 4**

- Describe the formal and/or informal HIV/AIDS and Hepatitis C resources/supports in one's community. (USC 7.2 h)



- As a Catholic community what is our responsibility as a support to those suffering from HIV/AIDS?
- Celebrating the sacrament of Anointing of the Sick (compassion, counseling and forgiveness) (CCC#1529)
- Examine the role of chastity as taught by the Catholic Church as a positive form of prevention of HIV/AIDS and Hepatitis C.

### **Topic 5**

**Outcome USC 7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge** (e.g., content labels).

- Determine how and where to access healthy eating information. (USC 7.5 a)
- Locate sources and evaluate information, according to specific criteria, about healthy eating. (USC 7.5 b)
- Examine the consequences of /of not evaluating information about healthy eating. (USC 7.5 c)

### **Topic 6**

- Analyze persuasion, propaganda, and other techniques (e.g., loaded words, unsubstantiated claims, etc.) used by individuals or organizations to influence judgment about what foods are healthy and what foods to purchase. (USC 7.5 d)

### **Topic 7:**

- Apply guidelines for healthy eating as presented in Canada's Food Guide. (USC 7.5 e)
- Analyze food labels for personal food consumption for sodium, sugar, fat, and calorie content among similar products. (USC 7.5 g)

### **Topic 8:**

- Track and analyze personal food consumption for one week (based on Canada's Food Guide). (USC 7.5 f)

### **Topic 9:**

- Prepare a three-day family food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations. (USC 7.5 h)

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

**Subject: Gr. 7 Health**

**Unit: Personal Health Choices**

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:



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## Gr. 7 Health - Faith Permeation Essential Connections

### Unit Theme: First Aid

The focus of this unit is assessing and committing to individual safety and first aid skill. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Health Curriculum: USC7.3.

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

#### **Catholic Faith Focus For Learning**

“Truly I tell you, just as you did it to one of the least of these, my brothers and sisters, you did it to me.” Matthew 25:40

#### **Catholic Faith Big Ideas**

Students will understand that:

“Life and physical health are precious gifts entrusted to us by God. We must care for them, taking into account the needs of others and the common good.” Catechism of the Catholic Church CCC# 2288

#### **Catholic Faith Essential Skills**

The students will understand that “whenever we have an opportunity, let us work for the good of all.” (Galatians 6: 10)

#### **Catholic Faith Essential Questions**

Jesus commands us to love others as we are loved by God. When meeting the needs of others, do we recognize the need for compassion and courage? See Good Samaritan Luke 10: 25-37

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

Set goals that reflect personal commitment to increasing health-enhancing behaviors related to: making decisions about relationships, safety, enhancing first aid skills and service to others.

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## Unit Instruction Plan/Lesson Sequence

### Introduction

Investigate Red Cross and other local and international organizations (i.e. Canadian Catholic Organization for Development and Peace) that act to benefit the health of others.

### Topic 1

- **Outcome USC7.3: Commit to personal safety practices while acquiring basic first aid knowledge and skills.**
- Locate sources and evaluate information, according to specific criteria, about safety practices and first aid skills. (USC7.3a)

### Topic 2

- Analyze how personal safety practices help to keep self and others safe. (USC7.3d)
- Assess the consequences of practicing/not practicing personal safety. USC7.3e)
- Demonstrate the ability to “think ahead” and assess/weigh the impact of actions on the safety of self and others. (USC7.3f)

### Topic 3

- Examine possible situations at home and at school that may require basic first aid. (USC7.3c)

### Topic 4

- Examine the roles of a variety of first aid experts within the community and the kinds of available first aid supports. (USC7.3h)

### Topic 5

- Develop and apply basic first aid strategies. (USC7.3i)
- Look into getting basic first aid for all students in your classroom.

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

**Subject: Gr. 7 Health**

**Unit: First Aid**

**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. 7 Health - Faith Permeation Essential Connections

### Unit Theme: Harmony in Relationships

The focus of this unit is managing conflict, responding to peer pressure, and recognizing discrepancies as strategies to nurture harmony in relationships. The use of this unit will help students achieve the following Outcomes of the provincial Gr. 7 Health Curriculum: USC 7.4, USC 7.6, DM 7.8.

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

#### Catholic Faith Focus for Learning:

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

#### Catholic Faith Big Ideas:

Students will understand that:

- harmony is created when one follows the laws of God.
- the Ten Commandments, Beatitudes, Gifts of the Spirit and the social justice teachings of the Catholic church liberate and allow for greater love.

“...the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control.” (Galatians 5:22)

#### Catholic Faith Essential Skills:

Students will understand what real peace and harmony is from the perspective of the Gospel and the social justice teachings of the Catholic Church.

#### Catholic Faith Essential Questions:

“The Word became flesh to be *our* model of holiness... Jesus is the model for the Beatitudes and the norm of the new law: “love one another as I have loved you.” This love implies an effective offering of oneself, after his example.” (CCC#458 & CCC#459)

- How do my conflict resolution strategies live up to the personal/moral standards embedded in my Catholic Faith commitment?

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- How can conflict be resolved using our Catholic Faith teachings when responding to peer pressure?
- How can I use my understanding of the Gospel to better appreciate other points of views (acceptance and tolerance)?
- How does my point of view about the mystery of each person as a reflection of God affect my relationships?

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

Students will include in their personal /moral standards action plan connections to the teachings of our Catholic Faith by answering questions such as: How do my Catholic values inform my efforts to be a peacemaker?

### **Additional Resources:**

*Believe In Me* Year 7 Unit 3 Theme 3

*Believe In Me* Year 7 Unit 7

Book of the prophet Jeremiah (personal struggles to remain in a faithful relationship with God)

Decision Making Model *Believe In Me* Year 7 (student text P.59)

Decision Making Models (Lions Quest)

Parable list *Believe In Me* Year 7 (teacher guide P. 226)

## **Unit Instruction Plan/Lesson Sequence**

### **Introduction**

**Outcome USC 7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment) and apply effective strategies to re/establish harmony when conflict arises.**

Express insights into what makes a relationship harmonious. (USC 7.4 a)

Use the fruits of the Spirit to help students learn the virtues and values that lead to harmonious relationships.

### **Topic 1**

Locate sources and evaluate information, according to specific criteria, about relationships and conflict. (USC 7.4 b)

Parable of the Prodigal Son (Luke 15: 11-31)

How are the fruits of the Spirit evident in this parable?

## Topic 2

Create an informed personal definition of conflict (USC 7.4 c) and analyze potential sources of conflict. (USC 7.4 d)

## Topic 3

Wherever people gather and interact there will be differences of opinion, conflict, disagreements, disputes and arguments. It's a normal part of human functioning. We all have a tendency to shy away from conflict or view it as a negative process. What's easy to forget is that conflict can be a negative thing or it can be positive, depending on the characteristics of the conflict and how we manage and handle disputes and disagreements.

- Define disagreement. Examine how disagreements are not the same as conflicts. (USC 7.4 e)
- Conclude that a certain degree of disagreement in relationships is normal. (USC 7.4 f)
- Propose why some disagreements lead to conflict and some do not. (USC 7.4 g)
- Discuss how the Fruits of the Spirit can help people avoid turning disagreements into conflict.

## Topic 4

- Examine feelings associated with conflict. (USC 7.4 h) Conflict is the opposite of peace.
- "Earthly peace is the image and fruit of the *peace of Christ*, the messianic "Prince of Peace." By the blood of his Cross, "in his own person he killed the hostility," he reconciled men with God and made his Church the sacrament of the unity of the human race and of its union with God. "He is our peace." He has declared: "Blessed are the peacemakers." (Catechism of the Catholic Church #2305) How is turning away from the Prince of Peace (ignoring the fruits of the Spirit) a catalyst for conflict?
- Assess the impact of conflict on the health (i.e., physical, mental, emotional, spiritual) of self and others. (USC 7.4 k)

## Topic 5

Initiate action plan (see Culminating Task)

"The work of becoming peacemakers between divided people is not secondary or optional, but is central to Christian mission " (Believe In Me Year 7)

- Examine what is meant by negotiation, mediation, anger management, compromise, consensus building and other means - prayer and reflection, sacraments of Reconciliation and the Eucharist – of resolving/managing conflict. (USC 7.4 m)
- Analyze personal strategies for dealing with conflict (e.g. reduce/avoid barriers to communicating clearly and constructively). (USC 7.4 i)
- Analyze the connections between self-esteem and personal conflict management strategies. (USC 7.4 j)
- In order to be a peacemaker one must recognize their own God given dignity and that of others. Refer to Isaiah 43: 1-5.



## Topic 6

Reduce/avoid barriers by communicating clearly and constructively (e.g., assuming to know rather than asking, confronting). (USC 7.4 l)

## Topic 7

Golden Rule: "Do unto others as you would have others do unto you." (Matthew 7: 12)

- Examine the causes and effects of abuse in relationships and develop personal commitment to non-violent and helpful behaviours. (USC 7.4 m)

## Topic 8

**Outcome USC 7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g. alcohol and drugs, exclusionary behaviors, family expectations, academic pressures, rules/laws)**

- Locate sources and evaluate information, according to specific criteria, about interpersonal skills.  
(USC 7.6 a)

## Topic 9

- Analyze peer norms and trends and reflect on the consequences of following and/or resisting them. (USC 7.6 b)
- Compare the traits of a friend and those of a valued peer group member. (USC 7.6 c) **Are these traits compatible with your faith based values?** Examine how peer pressure may be positive or negative. (USC 7.6 d)
- Examine similarities and differences in the peer pressures faced by different genders, socio-economic backgrounds, family structures, sexual orientations, ages, and cultures, and **faiths.** (USC 7.6 e)  
**"Whoever wants to remain faithful to his baptismal promises and resist temptations will want to adopt the *means* for doing so: self-knowledge, practice of self-discipline adapted to the situations that confront him, obedience to God's commandments, exercise of the moral virtues, and fidelity to prayer. It is imperative to keep God at the center of dealing with peer pressures."** Catechism of the Catholic Church # 2340

## Topic 10

- Express insights in response to the statement that resisting peer pressure takes personal commitment, skill, and practice. (USC 7.6 f)
- Distinguish what is meant by "harassment" and demonstrate ways to respond to and/or prevent it. (USC 7.6 g)

## Topic 11

- Demonstrate the ability to stand up for others, practice inclusionary behaviours, and refrain from any form of ridicule. (USC 7.6 h)

- Refer to when Jesus stood up for the oppressed in Luke 7: 36-50, Luke 6: 37-42, Matthew 9: 9-12, Matthew 19: 13-15

### Topic 12

- Describe and practice a minimum of five strategies to resist peer pressure with **three relating back to our Catholic faith.** (e.g., demonstrate physical confidence, say no and leave, provide a reason or an excuse, offer an alternative, use humor, prayer, asking God for the Holy Spirit's gift of courage and wisdom, developing an informed conscience, seeking the wise counsel of others, receiving the Eucharist at Mass ...) (USC 7.6 i)

### Topic 13

- Define the terms passive, assertive, and aggressive and describe related behavior. (USC 7.6 j)
- Analyze the traits of assertive people for the purpose of designing and delivering assertive messages. (USC 7.6 k) **What traits are reflective of Catholic faith teachings?**

### Topic 14

- Assess the importance of avoiding negative peer pressure/attachment for the sake of belonging. (USC 7.6 l). **Refer to the importance of resisting temptation- "...and lead us not into temptation..." (Lord's Prayer)**

### Topic 15

#### **Outcome DM 7.8 Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality .**

- Determine the benefits of using a decision-making process. (DM 7.8 a)
- Review decision-making processes (Grade 6) and recognize types of decision-making. (DM 7.8 b) **Review decision-making model presented on P. 59 of *Believe in Me* Year 7. Do these lead to healthy decisions that uphold personal/moral standards?**
- Examine factors that affect goals and the ability to attain them.

**Faith Permeation Reflection**  
*What have I learned about teaching this unit?*

**Subject: Gr. 7 Health**

**Unit: Harmony in Relationships**

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.**