



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

Health 2

2013

“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. 2 Health - Faith Permeation Essential Connection

Unit Theme: Making informed decisions based on health-related knowledge and apply those decisions to improve personal health and/or the health of others

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

DM2.1 Demonstrate how, why, and when to ask for help and/ or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

Introduction

“Children need and thrive on adult dependability at home and also at school. “It is from parents and teachers that children learn to depend on God, who is the supreme model of commitment and will never fail them.” Fully Alive Grade 2 p. 143 This unit helps students make decisions to keep their God-given body healthy and strong. It also teaches students to access positive supports when they need help to make the decisions. The Gifts of the Spirit are permeated throughout the unit because the students at this age receive Confirmation and the gifts help them to use the grace God has given them to make good choices. Giving thanks to God is included because it is a lifelong habit that will help them stay “positive” as well the term Eucharist means “thanksgiving” and many students receive their First Eucharist in Grade 2.

NOTE: All highlighted/shaded areas indicate faith permeation.

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Catholic Faith Focus for Learning

“I am with you always until the end of time.” Matthew 28: 20

“In the Christian tradition, “conscience”, “con-scientia”, means “with knowledge”: that is (we) ourselves, our being is open and can listen to the voice of being itself, the voice of God...In the depths of our being, not only can we listen to the needs of the moment, to material needs, but we can also hear the voice of the Creator himself and thus discern what is good and bad.” Pope Benedict XVI July 24, 2007 YOUCAT p. 169

Catholic Faith Big Ideas

“The moral life of Christians is sustained by the gifts of the Holy Spirit. These are permanent dispositions which make man docile in following the promptings of the Holy Spirit. “# 1830 Catechism of the Catholic Church

The seven *gifts* of the Holy Spirit are wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord. They belong in their fullness to Christ, Son of David.¹⁰⁹ They complete and perfect the virtues of those who receive them. They make the faithful docile in readily obeying divine inspirations. # 1831 Catechism of the Catholic Church

“in everything give thanks; for this is God’s will for you in Christ Jesus. (1 Thessalonians 5:18)

Catholic Faith Essential Skills

The student will

- Be aware of the Gifts of the Spirit as he/she makes decisions.
- Give thanks to God

Catholic Faith Essential Question

When I make choices do I pray to the Holy Spirit to guide me?

Do I thank God for the grace he has given me so that I have the opportunity to make choices?

Description of Culminating Task - Integrating Catholic Faith

Health booklet

This booklet will include a description of the Gifts of the Spirit and a list of supports including supports from the church. Each outcome will have a decision making template and a reflection page. The template includes the Gifts of the Spirit as well as a place to give thanks to God. See Appendix E for the booklet.

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DM2.1 Demonstrate how, why, and when to ask for help and/ or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

Lessons:

- a. Examine the concepts of “advice” and “help” and develop the abilities to ask for both.
- b. Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.

-Fully Alive –Pearson Education 2009 –Grade 2 Theme Four-Growing in Commitment Topic 1 pp.145-149 Some People we depend on The students will identify and describe some of the commitments of people in their community and appreciate the value of dependability. Students discuss community workers and others we count on and make an honor roll of people the students count on.

Please note that this document was created while the previous Born of the Spirit Religion Program was being used. The new Growing in Faith Growing in Christ Religion Program by Pearson has replaced the old program. Therefore, you will need to check this new program for equivalent or matching content/bible stories to use in conjunction with the health curriculum.

-Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB p. 48 When choosing visitors to the “classroom community” choose people who are sources of support at the church.

-Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB pp. 53-55 These lessons create a support list (list of friends) from the school and community. For example, school custodian, coach, bus driver, principal, Cub Scout leader, hockey coach, babysitter, school secretary, priest, youth minister,

-More supports are mentioned in the BOSS lessons found in USC 2.6 B., It is important that after hearing a story from the bible you discuss what lesson it teaches them about how to treat others. Jesus’ caring and loving actions are a model and support for them. Bible stories found in BOSS that indicate the support of God:

- p. 110 Luke 5: 1-11 Catching the fish story
- p. 118 Luke 1: 26-38 Annunciation In this passage we hear that the Holy Spirit will come and nothing will be impossible without God.
- p. 130 Luke 3:2 and 10-14 the Holy Spirit came to John and transformed his life. We need to listen to God like John to become “Doers of the Word”

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-Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB
pp.149-152 the gift of Jesus and the Holy Spirit Jesus' promise "...the Holy Spirit, whom
the Father will send in my name, will teach you everything, and remind you of all that I
have said to you." (John 14:26-27)

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-Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB pp.205-206 This is the story of the Pentecost and how the Holy Spirit gathers us into the one body of Christ. Since many Grade 2 students receive confirmation this is a key lesson! When we pray we ask to be filled with the Holy Spirit to help us.

-Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB pp.245-246 Through the Breakfast on the Shore (John 21:1-14) passage we experience the support of Jesus.

-Appendix A contains a brainstormed list of problems each of the Grade 2 outcomes students may experience. It is a starting place.

-Use Appendix “B” where students choose a problem and write it in the centre. On the circles students write the specific supports they may need to help them solve this problem and tell how they could help them. **Prayer to God** is one of the supports.

-Appendix “C” could be used where the student write the problem. On the circles students write the supports they would use. The closer to the centre increases the amount of support they would get from the person. **Note “God” is in the centre.**

-Carousel Brainstorm On various papers around the room record a support such as teachers, friends, siblings, priest or parents. (See Appendix C for a list) Small groups of students then rotate around the classroom and brainstorm as much as they can about the kinds of help kids can get from each support listed on the chart paper. The groups travel around until they have visited all the sheets of chart paper. Each group focuses on a particular group of helpers such as teachers, friends, siblings, or parents. This activity could be expanded by making a classroom bulletin board or posters showing different kinds of help and potential helpers.

-Handful of Help Students trace their hand and write the names of supportive people they can turn to inside the hand. Participants can also decorate their hand using crayons or markers. Have students think of supportive people at school, in the home, **in the church** and in the community – people such as coaches, neighbors, and adults, as well as friends their own age. They can then take turns sharing with their classmates the people they turn to for support.

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- c. Illustrate how, when, and why to access assistance (e.g., go to playground monitor, disrespecting another's possessions).

-A question to use **wisdom**: "Am I trying to get someone **into** trouble or **out** of trouble?"

-People don't always know when others need help so you have to let them know. It might be hard. You might not know how to ask or who you could ask to help. You might be embarrassed or afraid, **Pray to God and ask for fortitude (courage) .God is always with you.**

-Asking for Help The teacher reads a series of situations, where someone may need some help. Students must decide if 'Yes' – they would ask for help, or 'No' they would not ask for help.

Students can show their responses in a variety of ways – choose one depending on time, space and the type of group.

- Use a thumbs up/thumbs down
- Stand up/sit down
- Hold up green cards for yes /red cards for no
- One side of the room is yes and one side is no

Read out the following problems (Look at Appendix A for more problems suited to the outcome you are teaching):

- You're stuck with your homework.
- You've run out of toilet paper.
- You're being bullied.
- Your parents are always arguing.
- You don't understand what the teacher said.
- You can't find a library book.
- You can't spell a word.
- You need help in middle of an assignment.
- You can't find an item at the store.
- You need to know cost of an item.
- You need ketchup at a restaurant.
- You can't find the bathroom in a store.
- You're asked to make punch and you don't know how.
- You get separated from your parents on an outing.
- You're not sure which bus to take.
- You can't find your jacket.
- You want to go to communion.
- You want to be baptized.
- You want to know about God.

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- d. Identify behaviours that require specific kinds of support (e.g., healthy food choices require the food to be accessible and affordable).
- e. Practice asking for help in appropriate situations and recognize possible consequences of not asking for help.
 - Problem box** Those who have a problem or seen others with a problem write what they need on a slip of paper and place it in a specified container. During Health class read the slips of paper, and ask volunteers to provide the needed help or suggest ways to get it. Have the box decorated with pictures of Jesus helping people.
 - See Appendix D for **tips on asking questions**. Use the problems from Appendix A or DM2.1 c activity Asking for Help
 - **Sequence:** Mix up the order of asking for help and students need to place them in order.
 - The card game **“Go Fish”** introduces the concept of asking for help.

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

Perspective: Discovering Connections between Self and Wellness

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.

Lessons:

- a. Ask questions and explore possible answers regarding the steps needed to take action (e.g., what will be done? Who will do it? When will it happen? Where will it take place? How will it be done?).

Fully Alive –Pearson Education 2009 –Grade 2 Theme Four-Growing in Commitment Topic 2 pp.150-154 Keeping our word The students will explain the importance of keeping their word to others and recognize that in some situations people have to break their word. Read discuss and role play situations where someone didn't keep their word. Brainstorm steps they need to go through to keep their word.

Fully Alive –Pearson Education 2009 –Grade 2 Theme Four-Growing in Commitment Topic 3 pp. 155-160 Making Decisions The students will analyze and compare two situations involving decisions and recognize that making decisions can be difficult. Read discuss and role play situations where someone has a tough decision to make. Students fill in worksheets where someone has a tough decision to make.

Aids: A Catholic Educational Approach to HIV Ontario Catholic Schools Second Edition Lesson 9 Using short scenarios, the students identify choices as good or bad, safe or dangerous, kind or unkind.

[Information about this document is available here: <https://carfleo.com/family-life/elementary/> The following statement is also provided at this site: This is only available as a print resource from ICE. Note: It was written nearly 20 years ago and is currently being revised.]

- b. Demonstrate, with guidance, asking for help with the action to be taken.

Have a Help Wanted board where students write ads for help they need from fellow students. Students who can fill those positions seek those students and find out the help the student needed and whether or not they can “fill” the position.

Ex. Help with catching the ball

Help choosing a good book to read.

Or change that to Job wanted. Teach the parable of the Talents (Matthew 25:14-30) “God has given me the talent to” How can I share that talent with you? A student who is good at drawing could say I am good at drawing.

⁴There are different kinds of gifts, but the same Spirit distributes them. ⁵There are different kinds of service, but the same Lord. ⁶There are different kinds of working, but in all of them and in everyone it is the same God at work.” (1 Corinthians 12:4-6)

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- c. Document the action that was taken.

See Appendix E for a Health Decisions booklet that could be used throughout the year.

The Gifts of the Holy Spirit as well as prayers of Thanksgiving are permeated throughout the booklet.

- d. Reflect on the action (e.g., what did I do well? What did I learn? How could I be better?) in order to guide future application.

See Appendix E for a Health Decisions booklet that could be used throughout the year. Reflection pages are included in the booklet.

Born of the Spirit We Belong to the Lord Jesus- Year 2 Catechist's Manual – CCCB p 202 Students explore how things have changed.

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Appendix A

USC 2.1 Demonstrate a basic understanding of how thoughts, feelings and actions influence health and well-being.

Nobody likes me.

No one wants to play with me.

It's her fault.

They're talking about me.

I'm scared they won't let me play.

It's too hard for me.

I'm stupid.

I'm a girl (boy), I can't do that.

I never win anything.

If I try I might make a mistake and I will look stupid so I am not going to try.

My clothes are so ugly.

I'm not as good as

USC 2.2 Demonstrate how healthy snacking practices influence personal health.

My mom gave me this.

I don't like fruit

I forgot my snack.

I didn't have time to grab a snack.

There is no food at home.

I don't know what is healthy.

I like candy better.

I lost my water bottle.

My grandmother always gives me sugary snacks.

USC 2.3 Develop an understanding of how health may be affected by illness and disease.

I am itchy.

I was stung by

I feel like I'm going to puke.

My head, throat, ear, tummy (other body part) hurts.

My lips are dry.

There is a needle by the swing.

I missed school because I was sick and now I am way far behind in my homework.

USC 2.4 Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.

Nobody listens to me.

He did it first.

He butts in line.

He made me.

I want to tell my friend I am sorry.

I argued with my friend and said some bad things that were not very nice and now my friends won't play with me.

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I borrowed a toy from my friend and accidentally broke it.
I lied.
I gossiped.
Look at Fully Alive page 88 for more scenarios.
I want to start recycling.

USC 2.5 Recognize potential safety risks in community “play areas” and determine safe practices/ behaviours to identify, assess and reduce the risk.

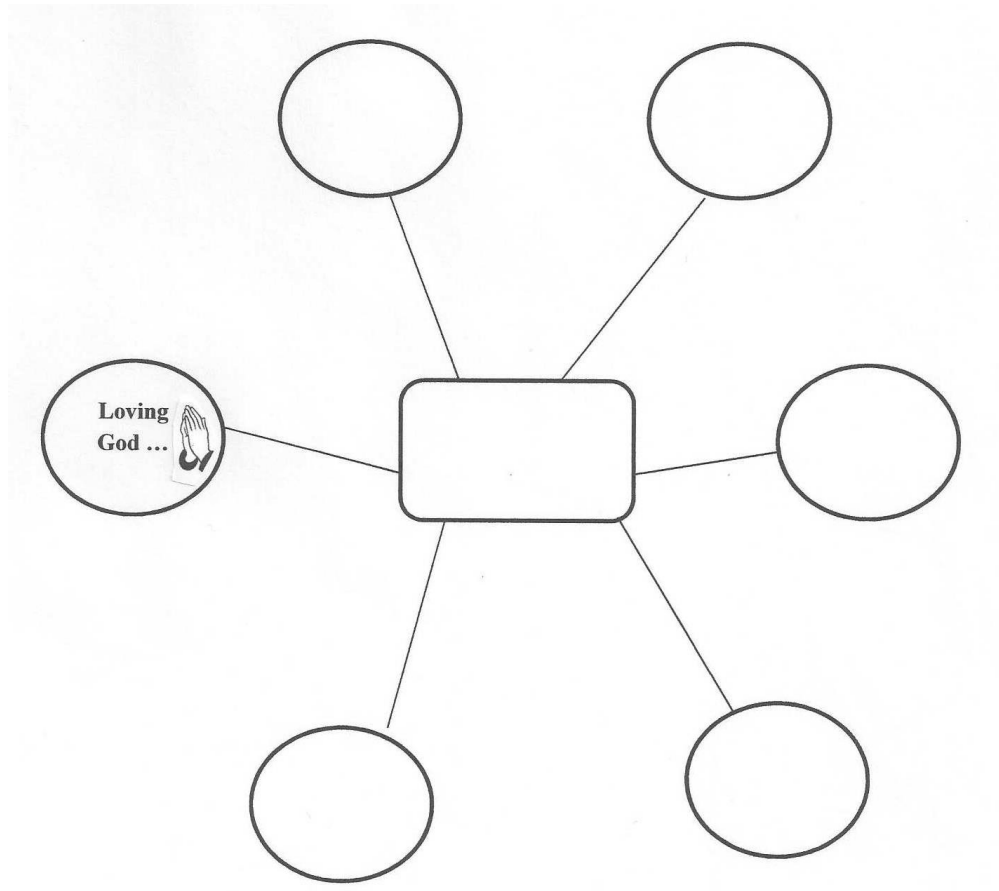
There is a stray dog on the playground.
My little sister won’t cross at the crosswalk.
A stranger asked me if I wanted a ride.
Some strange kids were at the park and were mean to me.
My mom won’t let me ride my bike to my friend’s house.
I am lost.
Johnny fell off the swing and is crying.
These high school kids are driving by the park very fast.
Billy keeps making fun of me on the bus.
I locked myself out of the house.

USC 2.6 Examine how communities benefit from the diversity of their individual community members

My skin isn’t the same color as everyone else.
I talk funny.
Nobody understands what I am saying. I
don’t learn when the teacher is talking. I
get distracted easily.
I wish ...
It’s so embarrassing when my parents come to the school. They wear different clothes.
I am hurt because someone made fun of me.

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Appendix B



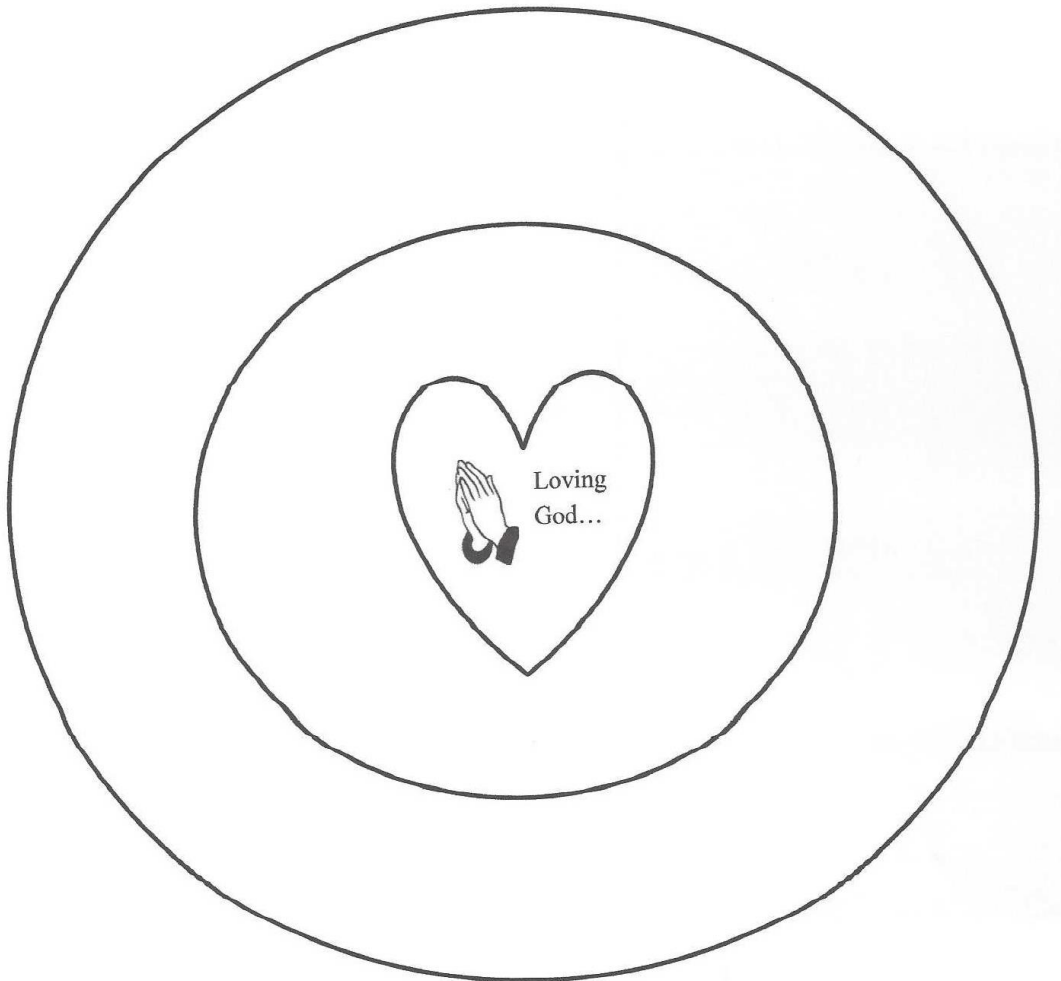
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Appendix C

Supports: teacher, teacher assistant, sibling, grandparent school custodian, school counselor, coach, bus driver, principal, neighbour, **godparent**, relative, Cub Scout leader, Girl Guide leader, hockey coach, babysitter, school secretary, **priest**, **youth minister**

Problem _____

Date _____



Who helped me? _____ How do I feel about that? _____

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Supports: teacher, teacher assistant, sibling, grandparent school custodian, school counselor, coach, bus driver, principal, neighbour, **godparent**, relative, Cub Scout leader, Girl Guide leader, hockey coach, babysitter, school secretary, **priest**, **youth minister**



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Appendix D

How to ask for help:

- Remember it's okay to ask for help.
- Use the gift of **right judgment** to seek help when you need it. Think what might happen without help and what might happen without help.
- **Remember that God created you.** "And pray in the Spirit on all occasions with all kinds of prayers and requests. With this in mind, be alert and always keep on praying for all the Lord's people." Ephesians 6:18
- Do not be embarrassed, feel stupid or afraid. Remember that asking for help when you need it is part of being responsible to yourself.
- Have **courage**
- Use **wisdom** to seek the right person to help you. Choose someone you trust and who will know how to help you.
- Speak clearly
- If necessary say your name
- Say you need help.
- Explain the problem.

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Health Decision Making

Grade Two




“Who ya Gonna Call?”

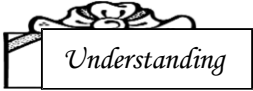
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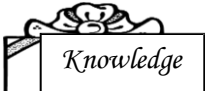
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GIFTS OF THE SPIRIT

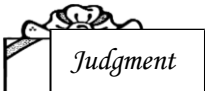
These first three gifts help us to know:


† The gift of  *Wisdom* ...to see myself and others with the eyes of God.

† The gift of  *Understanding* ...to see the heart of people.

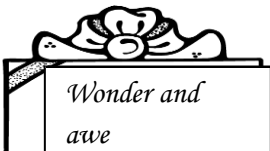
† The gift of  *Knowledge* ...to know what is important and what isn't.

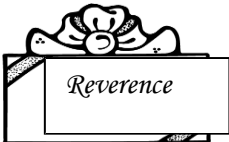
The next gifts help us to choose what is right and what is wrong:

† The gift of right  *Judgment* ...to seek guidance; to know what is right and what is wrong.

† The gift of  *Fortitude* ...to have courage to take risks, to act on what is right.

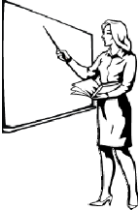
















The last two gifts help us to relate properly to God and those around us:

† The gift of  *Wonder and awe* ...to live a humble and prayerful life; to see the beauty of all God's creation.

† The gift of  *Reverence* ...to walk, talk and act in a way that is respectful of God and people; to know we are nothing without God.

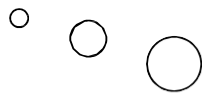
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List of Supports




























<p>teacher</p> 	<p>teacher assistant</p> 	<p>sibling</p> 
<p>grandparent</p> 	<p>school custodian</p> 	<p>coach</p> 
<p>bus driver</p> 	<p>principal</p> 	<p>School Counselor</p>
<p>godparent</p> 	<p>relative</p> 	<p>babysitter</p> 
<p>Cub Scout leader</p> 	<p>Girl Guide leader</p> 	<p>school secretary</p> 
<p>priest</p> 	<p>youth minister</p> 	<p>friend</p> 

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USC 2.1 Demonstrate a basic understanding of how thoughts, feelings and actions influence well-being.



I know Jesus loves me. There is only one me. I am unique, beautiful and wonderfully

	STOP: What do I need to do better at taking care of God's gift, me? Why did I choose this goal?									
	THINK: What help do I need? Who can help? What will make it hard? Pray									
	DO:									
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	 <i>Judgment</i>	 <i>Knowledge</i>	 <i>Understanding</i>							

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Thank you God for:

Reflect:

† What did I do well?

† What will I do differently?




























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USC 2.2: Demonstrate how healthy snacking influences personal health.

“Then God said, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food.” And it was so.” (Genesis 1:29-30)

“Jesus is the bread of life”



	<p>STOP: What do I need to do better at taking care of God’s gift, me? Why did I choose this goal?</p>									
	<p>THINK: What help do I need? Who can help? What will make it hard?</p> <p>Pray</p>									
	<p>DO:</p>									
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“Revealing Christ in All We Teach”

Thank you God for:

Reflect:




























† What did I do well?

† What will I do differently?

"Revealing Christ in All We Teach"

USC 2.3: Develop an understanding of how health may be affected by illness and disease.

“Truly I tell you, whatever you did not do for one of the least of these, you did not do for me.’.”
(Matthew 25:42-46)

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“Revealing Christ in All We Teach”

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Reflect:





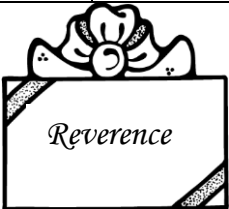
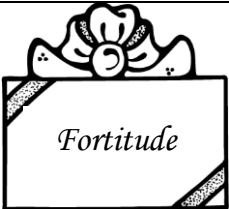
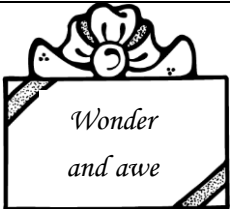

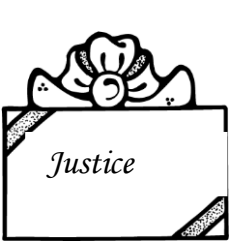
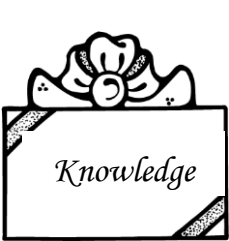
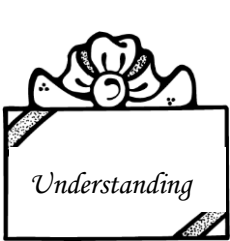

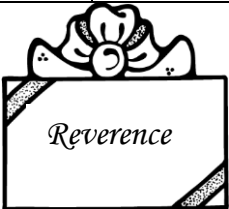
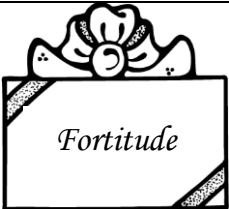
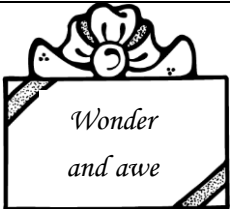

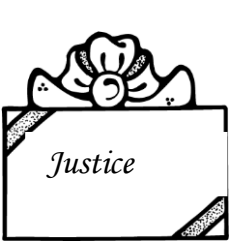
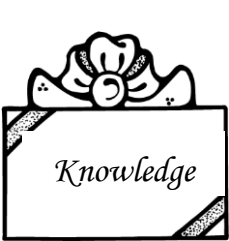
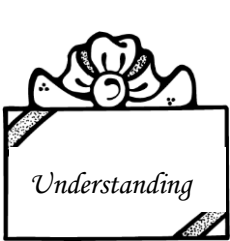

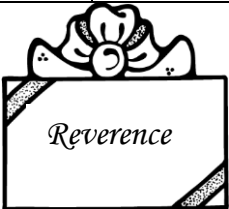
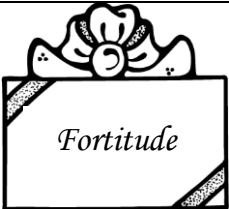
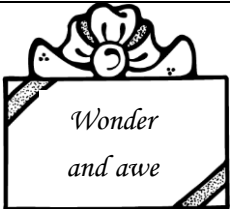

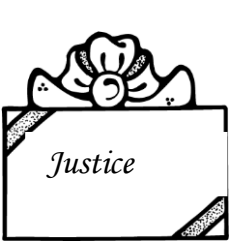
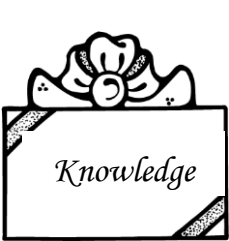
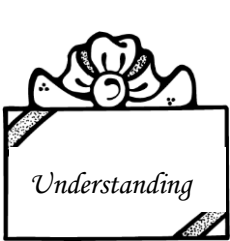
† What did I do well?

† What will I do differently?

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USC 2.4: Examine social and person meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

Golden Rule: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets”. (Matthew 7:12)

	<p>STOP: What do I need to do better at taking care of God’s gift, me? Why did I choose this goal?</p>											
	<p>THINK: What help do I need? Who can help? What will make it hard?</p> <p>Pray</p>											
	<p>DO:</p>											
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“Revealing Christ in All We Teach”

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Reflect:




























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† What will I do differently?

"Revealing Christ in All We Teach"

USC 2.5: Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess and reduce the risk.



	<p>STOP: What do I need to do better at taking care of God’s gift, me? Why did I choose this goal?</p>									
	<p>THINK: What help do I need? Who can help? What will make it hard? Pray</p>									
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“Revealing Christ in All We Teach”

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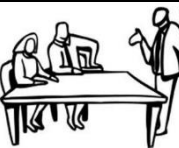
























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† What will I do differently?

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SC 2.6: Examine how communities benefit from the diversity of their individual community members.



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"Revealing Christ in All We Teach"

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

Subject: Gr. 2 Health

Unit: Making informed decisions based on health-related knowledge and apply those decisions to improve personal health and/or the health of others

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.

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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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