



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

Health 5

2012

“Revealing Christ In All We Teach”

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A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

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

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

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

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and outcomes/indicators of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church’s teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.

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Gr. 5 Health - Faith Permeation Essential Connection

Unit Theme: Goal setting and Action Plans

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/ disease, identity and well-being, violence, peer pressure and self-regulation

AP5.1: Apply decisions that will improve personal health and/or the health of others.
Perspective: Facing Obstacles and Embracing Opportunities to Holistic Well-being

Introduction

The outcomes in the Saskatchewan Grade 5 curriculum along with the permeation of the Catholic faith help students develop

1. A connection to God in their day to day decision making
2. Healthy personal eating habits
3. An understanding of the physical, social, spiritual and emotional changes of puberty
4. Learn about diseases that may challenge their well-being
5. Develop a positive sense of self, the loving creation of God
6. Maintain healthy relationships with peers, family, and God
7. Access reliable health services, information and supports
8. Use strategies they can use to assess peer influence
9. Use self-control and take responsibility for their actions

In this unit the students will synthesize what they have learned and practise applying it to their everyday decision making. They will create an action plan which will include setting goals, identifying supports and reflection.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning

SCRIPTURE "Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God--what is good and acceptable and perfect." (Romans 12:2)

"Stand by your agreement and attend to it, and grow old in your work." (Sirach 11:20 NRSV)

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Catholic Faith Big Ideas

Why do we have to work to form our character?

We must work at forming our character so that we can freely, joyfully, and easily accomplish what is good. A firm faith in God, in the first place, helps us to do this, but also the practices of the virtues, which means developing within ourselves, with God's help, firm dispositions, not giving ourselves over to disorderly passions, and directing our faculties of intellect and will more and more consistently towards the good. #300 YOUCAT

The most important virtues are prudence (#301 YOUCAT), justice (#302 YOUCAT), fortitude (#303 YOUCAT) and temperance (#304 YOUCAT). These are all called the Cardinal virtues

Catholic Faith Essential Skills

The students will include a spiritual dimension in their action plan.

The students will use the Cardinal virtues in their action plan

Catholic Faith Essential Question

Which virtue is your strongest? Thank God.

Which virtue is your weakest? How can you strengthen it?

Description of Culminating Task - Integrating Catholic Faith

Students will develop an action plan. A component of the action plan will have

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Unit Instruction Plan/Lesson Sequence

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/ disease, identity and well-being, violence, peer pressure and self-regulation

Topic One

- a. Identify common barriers to adolescent well-being (e.g., peer pressure, time).
- b. Determine health challenges and opportunities.
- c. Question why particular health opportunities and challenges exist.
- d. Recognize why health opportunities may not be embraced.
- e. Determine that people respond to health challenges and opportunities in various ways.
- f. Analyze positive and negative consequences of people's responses to health challenges and opportunities.
- g. Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
- h. Create a class goal statement to address identified health challenges and/or embrace particular health opportunities

TOPIC

-Use Born of the Spirit May We Be One - Year 5 Catechist's Manual – CCCB pp. 294-295 as a guide to prepare a prayer service to celebrate what was learned. It could be adapted but it really captures the outcomes.

- Born of the Spirit May We Be One - Year 5 Catechist's Manual – CCCB p.100

Liturgy of the word. Connect the Scripture lessons to our story. SEE (the biblical story), JUDGE (the message) and ACT (Do what the message tells you)

Please note that this document was created while the 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.

-See Appendix A for a description of each of the strategies below that will help the students review the material before they create their action plan.

AB Each Teach

Assumptions Card Stack and Shuffle

Carousel

Give One Get one

Numbered Heads

Think-Pair-Share

Timed Pair Paraphrase

Two Minute Talk

Walk Around Survey

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- Play “**What if...?**” Is a game that they can play. It’s to show the students that they have choices in how they can respond and take action to a challenge or barrier. In small groups students create a 3 or 4 What if questions. After being approved by the teacher they will ask the other groups to solve the problem. Some samples are

1. Ex. A connection to God in their day to day decision making
What if I don’t remember to pray?
2. Healthy personal eating habits
What if I eat an orange instead of drink juice?
What if I ate spinach?
What if I skip breakfast?
3. An understanding of the physical, social, spiritual and emotional changes of puberty
What if I have my period and there is swimming?
4. Learn about diseases that may challenge their well-being
What if I don’t wash my hands after going to the washroom?
5. Develop a positive sense of self, the loving creation of God
What if I eat lots and then puke it out?
What if I don’t like myself?
6. Maintain healthy relationships with peers, family, and God
What if I have no friends?
7. Access reliable health services, information and supports
What if I am being abused and he told me he would hurt my mother if I told?
8. Use strategies they can use to assess peer influence
What if my friends tell me I have to shoplift to be with them?
9. Use self-control and take responsibility for their actions
What if I feel really bad because I told my friend’s secret.

**Goal #3: Apply decisions that will improve personal health and/or the health of others.
Perspective: Facing Obstacles and Embracing Opportunities to Holistic Well-being**

Indicators

- a. Identify the elements of effective action plans, including what will be done (e.g., goal), who will be involved, where it will take place, when it will take place, and why this action is being taken.

Topic

-Fully Alive –Pearson Education 2009 –Grade 5 Theme Four- Growing in Commitment-Topic 2 pp. 172-177 – A commitment to myself. Making an action plan is like making a commitment to yourself. We have an important commitment to ourselves to be the people God created us to be and an action plan will help us to keep this commitment.

- See Appendix C for a blank contract.

- See Appendix D contains a goal template.

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-Goal setting

See appendix C for a lesson on writing SMART goals. It relates it to a team sport.

TOPIC

b. Identify the supports needed to carry out the action plan.

-Born of the Spirit May We Be One - Year 5 Catechist's Manual – CCCB page 48 “The LORD is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge, my shield^[a] and the horn^[c] of my salvation, my stronghold.” (Psalm 18:2 NIV). In this passage God tells us that God’s friendship is like a rock. Discuss the qualities a rock and God have in common. God’s friendship is like a rock. It’s been forming a long time and will last forever.

Please note that this document was created while the 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.

-Fully Alive –Pearson Education 2009 –Grade 5 Theme One-Created and Loved by God-Topic 6 pp. 74-80 **-We are Connected** In this lesson students identify special people who have made a positive difference in the lives of their family members and in their own

- Be sure to look at Outcome 5.2 b for a source of supports

c. Carry out, with guidance, the steps identified in the design of the action plan.

-The sample contract in Appendix C may be modified to suit your needs.

-Pray for fortitude and temperance. . Ask your supports to pray for you as well.

d. Reflect on if the goal was achieved in order to guide future application.

Fully Alive –Pearson Education 2009 –Grade 5 Theme Four- Growing in Commitment-Topic 3 pp.178-185 teaches students to reflect on their commitments. It includes a commitment check-up and reflection about a commitment. Students could reflect with these tools and then design their own tool to reflect on the success of their action plan. This should be written before implementing their action plan.

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Appendix A

AB Each Teach

Ask participants to find a partner and to designate one person as "A" and one person as "B". At your signal, "A" begins to summarize or explain the content which has been covered, while "B" listens. After 45 seconds, call "switch", and the tasks are reversed, with "A" listening while "B" summarizes or explains. The second speaker may not repeat anything said by the first speaker, but must fluently from where the first speaker stopped. Repeat the switches three times, decreasing the time for each speaker in each round so as to keep the energy high.

Assumptions Card Stack and Shuffle

Individually: 1. Create a stack of cards that hold some of your assumptions or thoughts about the topic>>>>>Note: One assumption per card

2. Move into groups

3. Place all cards in the center of the table stack and shuffle.

4. In turn, each group member picks a card to read aloud to the table group. Members engage in dialogue and discussion about the items.

Follow-up- Sort stacks into categories

Carousel

A set of questions or topics are written on chart paper and placed around the classroom. Small groups of students then rotate around the classroom and brainstorm as much as they can about each question or topic listed on the chart paper. The groups travel around until they have visited all the sheets of chart paper.

Give One Get one This is a two-column graphic organizer. The first column is labeled "Give One" and the second column is labeled "Get One." Students can individually respond to a prompt using the "give one" side of the graphic organizer. For example you could say, "write five ways to get the number 64." Students then get up and move around the room sharing with other students. New ways to get number 64 that they learn from a classmate can be written on the get one side.

Numbered Heads Provides accountability to every individual and supports a group to develop skill or knowledge. Get in a group of four people, number off 1 to 4. Give a topic for conversation (4-5 minutes) bell sounds. Draw a card (numbered 1 to 4) and that person does a summary paraphrase of the conversation to that point and then the conversation continues

Think-Pair-Share Give students five minutes to think about the topic you are studying. Have them write down all their ideas regarding the topic. After five minutes, encourage the students to find a partner and compare their ideas. The partner groups summarize their findings and common ideas. Encourage them to come up with one main idea to share with the class.

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Timed Pair Paraphrase When students have found their partners' say, "Decide which of you has the biggest foot. I want Big Foot to tell Little Foot how the novel you're reading depicts the era in which it was written. You have two minutes. Little Foot if your partner quits sharing, ask questions." Set a timer. After two (or any number) of minutes, ask Little Foot to thank Big Foot for sharing and to tell Big Foot what he remembers that Big Foot said. The paraphrase might start, "I heard you say ..." (This will improve those listening skills!)

Ask several Little Feet to share with the class what their partners said.

Reverse the process so that each Little Foot can share.

- There's a specific reason you are structuring the sharing by timing each student.
- You know you have those "hogs" and "logs" in your classroom. If you just ask the students to engage in a discussion the hog will talk the entire time and the log will check out and think about what's for lunch.
- Note: "Feet" are just samples."

Two Minute Talk Have each student find a partner. Explain to the students that they will have two minutes to talk about a given topic. One student talks for two minutes and then stops when the time is up. The other student then talks about the topic for two minutes. The second student is allowed to repeat similar information but encourage them to try to come up with new information as well. Have a few of the partners share their talks with the rest of the class.

Walk Around Survey Assign a topic to the students. The students then use conversation and movement to complete the survey. Each student needs to survey three people about the topic and write down three facts that each person knows about the topic. The students record the answers on a worksheet. After surveying three people, the students go back to their desks and summarize the information. They may write down their summary or discuss their findings with a classmate. Discuss what the students discovered, what information they still need, and what questions they have about the topic.

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Appendix B

1. Without introduction, read the following aloud and ask what the students have in common.
Billy wants to make the AA hockey team.

John wants to go to Mass every Sunday.

Travis wants to save enough money to purchase a new video game.

Ann wants a B on her Math quiz.

The students all want something, in other words they all have goals.

2. Define a goal as “something a person wants to accomplish.” It might be something to do, some place to go, or something to have.

3. Have each student write a goal on an index card. As they individually read their goal silently sort them according to short term or long term. Then have them determine why the groups were sorted this way. What is similar about the goals in their group? (Short term goal side will take shorter time to fulfill and long term will take longer.)

4. Show a picture of a playing field. Compare sports to life. Both have goals. Both have players.-

5. Goals must be clear to know exactly what is required of them. When we make goals we can be specific by using the acronym S.M.A.R.T. to write our goals.

SPECIFIC: What do I want to do? I should describe exactly what I would like to achieve. Being precise in my goal will allow me to focus on it and will bring me closer to achieving it.

MEASURABLE: How much and how often will I do it? I will indicate a quantity, like number of times, duration and frequency, for the goal. This way, I can mark down on a calendar or in a journal when I've worked on my goal - this gives me proof of my progress and helps motivate me to continue!

ATTAINABLE: How will I do it?

I should figure out ways in which my goal can be reached. My attitudes, abilities, skills and supports should be well-matched to the goal I am trying to achieve.

REALISTIC: Can I do it? My goal should be something I am willing and able to commit to working toward. It should be challenging, but not so much so that I will not be able to achieve it.

TIMELY: When will I do it? I will specify a time period (or time frame) during which I will work towards this goal. I will decide when I want to start working on it and by when I would like to have achieved it

6. Goals are made with teamwork. In real life we have our supports. In life and sports, people do not achieve goals all at once, but step by step. (Yard by yard)A “foul” or “penalty” could be a setback or a “negative” influence problem that interrupts progress towards a goal.

A “time out” would give you time to stop whatever you are doing and re-evaluate your progress towards your goal, time to pray, go to reconciliation or a time to confer with your supports.

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Appendix C

Contract

I, _____ do hereby declare that I will achieve the following goals on or before _____.

My goals are to

1. _____
2. _____
3. _____

In order to achieve my goals I will complete the following steps:

1. Pray to God for
2. _____
3. _____

This is how I know I have achieved my goals:

Support:

I, _____ do hereby declare that I will support _____ in accomplishing his goal by:

Signature _____ Date _____

"I can do all things through Christ who strengthens me. (Philippians 4:13)"

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Appendix D

Action Plan Template

"Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God--what is good and acceptable and perfect." (Romans 12:2)

S.M.A.R.T. Goal

What would success in achieving this goal look like?

What are some barriers to achieving this goal?

What information is needed to achieve this goal? What currently is being done to address this goal?

← →
"I can do all things through Christ who strengthens me."
(Philippians 4:13)

Who can support me?

List steps that must be done to accomplish this goal. Include the time frame.

Describe the first step.

2

What have I learned about teaching this unit?

Subject: Gr. 5 Health

Unit: Impact of Violence and the Cycle of Abuse

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

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

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

It would have been good to have...

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

General Comment:

Please share these comments with your religion coordinator.

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