

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Health and Physical Education

Strand: Healthy Living

Overall Expectations

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size • use living skills to address personal safety and injury prevention • identify the influences (e.g., the media, peers, family members) affecting the use of tobacco, as well as the effects and legalities of, and healthy alternatives to, tobacco use 	<ul style="list-style-type: none"> • analyse information that has an impact on healthy eating practices (e.g., food labels, food guides, care-of-teeth brochures) • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault) • identify the influences (e.g., the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use 	<ul style="list-style-type: none"> • explain how body image and self-esteem influence eating practices • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others • identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs

Virtues and Themes: Possible Connections

<p>Theological Virtue: Love The theological virtue of love is God's gift to us at Baptism. The gift of Christian love transforms the character of our will, with a <i>disposition</i> to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse, who said, <i>we have been made by love for love.</i></p>	<p>We have been created in love to live in love - of God, neighbour and self. We are called to practice this love by caring for our bodies with good food, practicing safety, and using medicines and drugs properly. We can share this love by teaching our friends and family members these same practices. All these things can be signs of our love for God, who gave us the gift of life, for ourselves, and for our neighbours.</p>
<p>Cardinal Virtue: Temperance Temperance implies behaviour that is in moderation and stays away from excesses. For example: forming healthy friendships, ... moderation in eating and drinking... so that we can live a fully human life as God intended for us in Christ.</p>	<p>Temperance is about practicing healthy balance in our lives - in the food we eat, in our relationships, and in the substances we ingest. God created us to live a fully human life. Practicing the virtue of temperance will help us move toward this goal in our lives.</p>
<p>Catholic Character Theme: Reverence We look on all human persons with great reverence. We are God's masterpieces, made in the divine image and likeness.</p>	<p>As Christians, we are challenged to treat God's gift of ourselves with reverence. To do this, we must learn to recognize the influences that can adversely affect the way that we care for ourselves and for others. This includes unrealistic body images portrayed in the media, poor information from peers about dangerous behaviour, understanding the signs of an abusive relationship, becoming aware of the harmful effects alcohol, tobacco and drugs on our lives. Analyzing and questioning these influences will help us make healthy and wise choices, with reverence for the precious gift of one another's lives.</p>
<p>Catholic Character Theme: Stewardship Stewardship is about caring God's gifts entrusted to us. We are called to be good stewards of our talents, our bodies, our souls...</p>	<p>As stewards of God's special gift of our bodies, we recognize the importance of healthy eating, adopting an active lifestyle and making wise choices based on thoughtful analysis and decision-making. Adopting a healthy lifestyle will influence others to be good stewards of their bodies as well.</p>

Support Resources:

EOCCC: *Our Language, Our Story 1.0*, 2009.

Journey Activities

Grade 4	Grade 5	Grade 6
CGE 1e – A Discerning Believer: Speaks the language of life ... ”recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”	CGE 4a – A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.	CGE 4g – A Self-Directed, Responsible, Lifelong Learner: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.
Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Examine ways in which first and second hand smoke harm the gift of life which God has given us. <input type="checkbox"/> List ways in which we can protect ourselves against second hand smoke. <input type="checkbox"/> Create posters that reflect a message of how tobacco affects a healthy body. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss how bullying affects the development of a positive sense of self. <input type="checkbox"/> Review parables that demonstrate ways in which Jesus dealt with threatening or harmful situations. <input type="checkbox"/> List positive ways to deal with situations where someone may threaten them or a friend. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on how God’s people are made up of many different sizes, shapes, colours and characteristics. <input type="checkbox"/> Discuss the influences other people have on us in creating our own values. <input type="checkbox"/> Create a shield highlighting their personal achievements and aspirations. <input type="checkbox"/> Discuss the impact of family and culture on eating habits.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 3-4 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder & Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love & Justice</i> Framework 6. Theme: <i>Hope</i>	Grade 4 Framework 1. Theme: <i>Love and Justice</i> Framework 3. Theme: <i>Mystery, Wonder & Awe</i>
Grade 4-5 Framework 3. Theme: <i>Peace</i> Framework 4. Theme: <i>Dignity of the Human Person</i> Framework 5. Theme: <i>Human Rights and Responsibilities</i>	Grade 5 Framework 4. Theme: <i>Human Rights and Responsibilities</i> Framework 5. Theme: <i>Stewardship for Creation</i>
Grade 5-6 Framework 1. Theme: <i>Dignity of the Human Person</i> Framework 3. Theme: <i>Community and the Common Good</i> Framework 5. Theme: <i>Mystery, Wonder & Awe</i>	Grade 6 Framework 1. Theme: <i>Mystery, Wonder & Awe</i> Framework 4. Theme: <i>Human Rights and Responsibilities</i> Framework 6. Theme: <i>Dignity of the Human Person</i>
Grade 6-7 Framework 1. Theme: <i>Love & Justice</i> Framework 4. Theme: <i>Dignity of the Human Person</i> Framework 5. Theme: <i>Mystery, Wonder & Awe</i>	

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

Catholic Theme: Stewardship for Creation http://www.eoccc.org/csfc/themes/creation.html Anchor Concept: Stewardship http://www.eoccc.org/csfc/concepts/astewardship.html	Catholic Theme: Human Rights & Responsibilities http://www.eoccc.org/csfc/themes/humanrights.html Catholic Theme: Love and Justice http://www.eoccc.org/csfc/themes/lovejustice.html
Anchor Concept: Lifestyle http://www.eoccc.org/csfc/concepts/alifestyle.html	Anchor Concept: Vocation http://www.eoccc.org/csfc/concepts/avocation.html