

Our Language, Our Story: Curriculum Connections

Division: Primary

Subject: Health and Physical Education

Strand: Healthy Living

Overall Expectations

Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • identify healthy eating habits • recognize safety risks and safe practices • recognize commonly used medicines and household products 	<ul style="list-style-type: none"> • identify healthy eating practices and use a decision-making model to make healthy food choices • outline safety rules and safe practices • describe the effects on the body of appropriate and inappropriate uses of medicines 	<ul style="list-style-type: none"> • describe the relationship among healthy eating practices, healthy active living, and healthy bodies • list safety procedures and practices in the home, school, and community • describe what a drug is, list several examples (e.g., nicotine, caffeine, alcohol), and describe the effects of these substances on the body

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 A temperate person enjoys life’s pleasures in keeping with the call of the Gospel. This implies behaviour that is in moderation and stays away from excesses.</p>	<p>The virtue of temperance is the practice of living a healthy and balanced life. It is visible in our lives when we practice healthy eating, safety in the home, school and workplace, and appropriate use of medicines or drugs.</p>
<p>Cardinal Virtue: Reverence We look on all human persons with great reverence. We are God’s masterpieces, made in the divine image and likeness.</p>	<p>We are the masterpieces of creation, made in God’s image and likeness. This is why we need to treat ourselves and others with reverence. We must care for ourselves – God’s greatest creation – and for others by eating healthy foods and exercising safety at all times. As a community of learners this responsibility also extends to others. Through our example and guidance in healthy living, we can have a positive effect on the habits and actions of others. In this way, we help those around us in our schools and society to grow in reverence for the wonderful creation that God has made us.</p>
<p>Catholic Character Theme: Stewardship Stewardship is about caring for the gifts God has entrusted to us. We are called to be good stewards of our talents, our bodies, our souls, our communities and of God’s creation.</p>	<p>Our bodies are God’s sacred gift. Without a body, we could not live out the vocation we received at Baptism. By being good stewards of our bodies with healthy eating, practicing safety and proper use of medicines, we will have better health and more energy to devote to serving God and neighbour. Proper stewardship of our bodies enables us to devote ourselves more fully to living as sons and daughters, husbands and wives, single persons, religious, priests and workers of every kind as God has called us.</p>

Support Resources:

Journey Activities

Grade 1	Grade 2	Grade 3
CGE 3c – A Reflective, Creative and Holistic Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.	CGE 7d – A Responsible Citizen: Promotes the sacredness of life.	CGE 4h – A Self-Directed, Responsible, Lifelong Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.
Students will: <input type="checkbox"/> Reflect on signs or symbols that tell us something is dangerous <input type="checkbox"/> Create new or different symbols that would clearly communicate to a fellow student that a product or a medicine is dangerous. <input type="checkbox"/> Brainstorm ways to help people who are in dangerous situations. <input type="checkbox"/> Take a class walk around the school community to highlight possible dangerous areas.	Students will: <input type="checkbox"/> Discuss the gift of life that God has given us and ways in which we can protect or care for this gift. <input type="checkbox"/> Review a variety of sample medicine containers to determine proper usage and discuss safe storage of these medicines. <input type="checkbox"/> Chart the process of how they may safely access medicines.	Students will: <input type="checkbox"/> List ways their family participates in healthy activities. <input type="checkbox"/> Record in a diary for one week the foods they have eaten and the physical activities they have participated in. <input type="checkbox"/> Discuss the inequities that exist among countries in regards to food and opportunities for physical activity/healthy lifestyle.

Curriculum Frameworks

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

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

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