

Also Available for Middle and High School Health



TOTAL HEALTH: CHOICES FOR A WINNING LIFESTYLE

GETTING STARTED

Christian High Schools need a health textbook that is biblical as well as scientific. The TOTAL HEALTH curriculum provides both home schooling parents as well as Christian high school teachers and administrators with a thoroughly biblical, scientifically accurate, and easy-to-use health textbook that will clearly inspire students to make wise choices.

The TOTAL HEALTH Teacher's Edition is designed to serve both the experienced and inexperienced health teacher. No matter what your background in health education, the tools provided will enable you to guide the students through the curriculum with positive results. The sixteen chapters of TOTAL HEALTH fulfill one credit of health and can be taught in the following programs. If the teacher chooses to spread the book over two years it is strongly suggested that it be taught in order, units 1 and 2 followed by units 3 and 4. Each unit builds on what was covered in the previous units.

TOTAL HEALTH may be taught in:

- One semester (18 weeks) taught 5 times a week, 50-minute lessons (some sections are shortened).
- One year taught 3 times a week, 40/50-minute lessons.
- Two years taught 2 times a week, 30/40-minute lessons.

Each chapter is described at length with teaching suggestions for each chapter. No specific lesson plans are given due to the fact that most teachers choose to write their own specific lessons from a more general guide. The teacher should arrange the lessons to be flexible with school activities, holidays and general interruptions. All of the suggestions given in the Chapter Outlines are optional. They are designed so a teacher may choose to use all of the suggestions or parts of suggestions, or adapt the material to suit his own needs.

MAIN GOALS

1. Develop a knowledge of God as Creator.

TOTAL HEALTH acknowledges God as the Creator of human existence and the environment. It is non-offensive in its approach but is true to the basic faith of creation and moral values.

2. Develop a knowledge of health/science pertaining to the human body.

TOTAL HEALTH is comprehensive, age-appropriate not including any humanistic influences.

3. Develop a desire for spiritual health.

TOTAL HEALTH presents basic Christian disciplines in an interesting, yet non-preachy, manner. The text places God clearly in the center of each area of a student's life so that he can acknowledge the Lordship of Christ in every area of life: Physical, Mental, Social and Spiritual.

4. Develop a desire for learning.

TOTAL HEALTH is written in a conversational style. The text draws the reader into the book and the student becomes an active part of the learning process.

5. Develop a healthy lifestyle in each area of life — Now.

TOTAL HEALTH is filled with true-life testimonies of experiences that relate to teens. It encourages a look at life right now, what they can do to make positive lifestyle changes.

6. Develop an attitude of respect.

TOTAL HEALTH teaches respect of the human body for it is fearfully and wonderfully made (Psalm 103), respect for others as well as respect for the environment that God has created.

7. Develop an attitude of responsibility.

TOTAL HEALTH clearly portrays that we are called as stewards of the environment as well as of the bodies God has given us to live upon this earth. Teens will learn they are responsible for their actions, attitudes, and thoughts. They cannot be truly happy or truly healthy unless they follow the laws of God who created them.

8. Develop a deeper love for God.

TOTAL HEALTH appeals to schools across denominations and various perspectives without compromising the basic moral foundation. It presents God as the loving Father He is and draws the reader to a more intimate relationship with Jesus without presenting controversial doctrines.

BENEFITS OF TOTAL HEALTH

1. Personal:

- Relate the material to your life and remember it for a lifetime. Personal stories and testimonies tell the teenager, “I understand” and “this is real life.”

2. Inspirational:

- Text layout appeals to teens, making the book exciting and informative but not in a “preachy,” boring manner.

3. Easy-To-Use:

- Chapters are clearly divided into sections which are then divided into subsections. This makes for an easy combination of reading, lecture and assignments.
- *Something to Think About*: The purpose of the Something To Think About Boxes is to integrate interesting and fun facts. These educational facts also support the material in the text.
- **Bold Type**: Identifies vocabulary terms which are located in a list at the end of each chapter as well as in the Glossary. Each bold term is followed by or preceded by the appropriate definition.
- *Italic Type*: Identifies words, concepts and ideas that are of particular importance.
- **Glossary**: Identifies important terms with the appropriate definition and location of that word in the text.
- **Index**: Complete and comprehensive.
- **Chapter Review**: The student must define bold-type words, explain the questions asked, and discuss in more detail and thought the general subjects listed under the discuss section.
- **Suggested Activities**: Activities involving one or more students, community awareness, and creative and academic activities all combine for a wide variety of choices. Use them as assignments, extra credit and study helps.

4. Comprehensive

- A complete family resource.

5. Helps Available

- Test and Quiz book separate from Teacher's Edition.
- Worksheets and vocabulary exercises in Teacher's Edition.
- Transparency masters in Teacher's Edition.

6. Combining Subjects

Health education is unique for many reasons. The many topics that are discussed easily lead into other subjects and principles. Note the following examples of how you can combine TOTAL HEALTH with other academic subjects:

- Combine health and physical education: The chapter on fitness has a personal program section. Have the student make up his own program and use it for physical education. Reinforce the heart monitoring information by having the student check his pulse during physical education activities.
- Combine health and speech: Use the discussion questions and the activities at the end of a chapter as speech topics.
- Combine health and Bible: TOTAL HEALTH has many principles that can be used as a devotional and Bible study. Each chapter has topics that can be more fully developed and studied from a Biblical perspective.
- Combine health and biology: TOTAL HEALTH presents brief but correct information on anatomy and physiology. You can go into more detail and use the principles in health to enhance the study of biology (or vice-versa).
- Combine health and reading: Choose selected reading material from the back of the student edition and have your student read and report on the books. Have your student use the PQRS (see following description) study technique for all his text reading requirements.
- Combine health and social studies: Note the chapter on Responsibility. Use key principles to enhance your student's learning of his responsibility as a citizen.
- Combine health and writing: Use the essay, research and short writing assignments to help the students develop writing skills.
- Combine health and math: Use the percentage of fat in products, target heart rate, label reading, serving size, food journal notes, calorie counting and calorie burning to reinforce basic math skills.

TAKE A TEXTBOOK TOUR

Students should learn how to use a textbook as a “tool.” In science class a teacher would not allow students to use the tools of a laboratory without proper training. However, the training in the proper use of a textbook is often overlooked. As a result, students and teachers never fully utilize the textbook as a tool for learning.

Open the student edition and notice the organization of the chapters. Each chapter is divided into sections. The student can read one section at a time or the whole chapter at one time. The sidebars are used to highlight interesting quotes, information, or “one-liners.” Notice that at the end of each chapter is a list of vocabulary terms, questions to explain and questions to discuss. These are designed to be used as homework and as testing material.

To get the most out of the TOTAL HEALTH curriculum, the student should read the text in proper sequence, not randomly skipping from one chapter to another. Each chapter builds upon the principles from the previous chapters and key principles are repeated throughout the book for greater understanding.

After you have briefly glanced through the text, take your student on a TOTAL HEALTH textbook tour. Highlight the bold and italic terms, the purpose of the *Something to Think About* boxes, the sidebars and the end of the chapter questions.

ENCOURAGE INDEPENDENT LEARNING

TOTAL HEALTH is designed to encourage independent learning. It is written in a conversational style that allows the reader to interact with the text. The vocabulary and subject matter are age-appropriate and the personal testimonies and stories add variety to the text.

To encourage your reader to learn independently you will find the following “package” of study techniques helpful. The information has been adapted from the book, *Improving Reading in Every Class* by Ellen Lamar Thomas and H. Alan Robinson. Your student may already have study techniques that work well and you may not need every one of the strategies presented in the following “package.” However, successful study techniques include certain basic skills.

PQRST is a “package” of study techniques that you can teach your student to use with any textbook. Try it on the TOTAL HEALTH program and watch your student learn independently.

1. **P**review
2. **Q**uestion
3. **R**ead

- 4. Self-recite
- 5. Test (Review)

STEP 1: PREVIEW: THE MENTAL MAP

The purpose of previewing the chapter before you read it thoroughly is to give you a better grasp of what the author wants you to gain from the chapter. It is your mental map.

- Examine chapter headings (i.e. Chapter 3-2 GOD IN THE DOCTOR'S OFFICE).
- Examine chapter subheadings (i.e. Chapter 3, Eat a variety of Foods).
- Skim over some of the paragraphs, sidebars and boxes.
- Notice boldface or italic words.
- Look over the illustrations, diagrams, graphs, charts. Each one will say, "Look at me, I am important!"
- Read over some of the Explain and Discuss questions. This will highlight what you are expected to know after reading the chapter.

STEP 2: GO WITH A QUESTION

- Turn headings into questions. (ie. Chapter 3-3, THE ROLE OF VITAMINS AND MINERALS, turn it to a question: *What is the role of vitamins and minerals?*).
- If headings and subheadings are too general and too difficult to make a question from them, then ask yourself: "What question information was the author trying to explain here?"

STEP 3: DO YOUR IN-DEPTH READING

- Now you are ready to get into the material. You may find that some chapters are very easy reading and you can go right through without stopping. Other chapters require more in-depth study. For those types of chapters, try the following reading techniques:
 - a. Stop and Go reading: Read a little, stop and think about what you have read.
 - b. Go over it again: Stop to "play back" what you have read. Recite it to yourself, using your own words. Students who are successful say, "I don't think I get that, I will go over it again."
 - c. Notice the graphic aids: If there is a chart or box that adds material or an example to the section you are reading, read it.
 - d. Pull out key information: As you are reading and you notice lists, bold words, quotes and summary remarks, note these and pull them out as key information.
 - e. Mark your book: As a homeschooler, you may have the opportunity to mark in your own book. If you do not, then make notes on a piece of paper.

STEP 4: SELF-RECITE: "PLAY IT BACK"

- As you complete a paragraph or a section of reading, ask yourself, "what have I just read here?" Now recite it to yourself, using your own words to check your understanding.
- If you find yourself tempted to look over the material while you are trying to recite it, try the "cover method." Place a card or your hand over the material you are trying to recite.
- What is "triple strength learning?" Put to use the other senses for learning.
 - a. See it: See the printed words and illustrations.
 - b. Say it: Read it out loud.
 - c. Hear it: Listen to yourself speak the words.
 - d. Draw or write it: Make notes or pictures that summarize main points and key information.

STEP 5: TEST YOURSELF (REVIEW)

TOTAL HEALTH is designed for independent learning. Use the questions that are throughout the chapter to check your understanding. The author asks you questions about the material you just read, your job is to answer the question!

- Test yourself by using the questions in the back of the chapter.
- Test yourself by going over the main heading and subheadings and summarize the main points.
- Always think of examples as you are reading TOTAL HEALTH.

TOTAL HEALTH has a unique style that encourages lifelong learning.

A NOTE TO NEW TEACHERS

Hollywood has produced few movies on great teachers. The pressure to be the perfect teacher comes from within and from without. From within by your own desire to be perfectly organized, administrative, creative, and worthy of the students' admiration. The pressure from without comes from the students' desire to be entertained and have fun in class. Do you feel the pressure?

An idealistic mentality leaves no room for flexibility or for grace for yourself. A health teacher is a facilitator. Your enthusiasm and desire to see your students make positive lifestyle choices is your teaching platform. There is a quote that says, "A great teacher is a coach, not a star athlete!"

Helpful Hints

1. Make a plan.

It has been said, “If you fail to plan you plan to fail.” Not all your ducks must be in a row before the first day of classes, but you should follow a general plan as to how you will use the TOTAL HEALTH curriculum to its fullest. If the suggested course plans do not fit your presumed schedule, don’t be afraid to readjust. Look through student text, be familiar with the information presented and make out a general block plan as to how much time you want to spend on each chapter. See Suggested Course Plan on pages 30–31.

2. Clearly identify your standards.

You must also plan how you will handle assignments and grading. Begin the semester with a short explanation on grades, homework, class participation, classroom management and tests and quizzes. I feel more confident when I hand out a written set of standards for the class. If you explain your standards as a grader as well as teacher, there can be no argument when they complain. This concrete guide also gives you something to discuss with the parents at conference time.

3. Use guest speakers wisely

The TOTAL HEALTH curriculum encourages guest speakers and panels of individuals to share on specific material. It is important, however, to make sure your guest will be following guidelines you set. Make sure they have the same convictions concerning the topic that you want them to discuss. Explain to your speaker in private what the class has already learned and what you want them to share. If they will be sharing a testimony, make sure you are aware of any issue that they might bring up that would be a surprise to you.

Helpful hints:

- Schedule your guest speakers early.
- Write them a reminder note with any guidelines you have for them.
- Give them a time limit.
- Make sure they share similar convictions.
- Prepare the students for the speaker. Do not let it be a surprise for the students unless you think they may conveniently miss class.
- Have the students take notes during the discussion if it is appropriate.
- Remind the students of appropriate behavior and appropriate questions to ask the speaker.

SAMPLE COURSE SYLLABUS HEALTH

Instructor: _____

Class Description: Health is a one credit course. The purpose of this class is to present the Bible as the foundation for a healthy lifestyle. This class will deal with the integration of the physical, mental, social and spiritual dimensions of life.

Methods:

- Lectures
- Handouts (you must keep a notebook of classnotes)
- Guest speakers (you must take notes on guest speakers. You ink what you think!)
- Videos
- Class and small group discussions

Grading and Assignments:

- Quizzes for each chapter
- Chapter tests
- Worksheets
- Vocabulary exercises
- End of the chapter explain questions
- Chapter activities
- 2nd quarter project: My Total Health Notebook (see sample sheet explaining project)
- Second semester project: My Journal
- Classroom behavior
- Absences and tardies (point system)

Course Requirements:

- Attendance as per school stipulations. Students must realize that directly and indirectly grades are negatively affected by absences. The student is responsible to get the information missed on the days of absences. Before going away on a prearranged absence (vacation, etc.) the student must arrange to have all homework assignments ready to hand in on return to class.
- Completion of all class assignments. Each class day that an assignment is late will deduct one letter grade for the assignment. It is the student's responsibility to mark at the top of the assignment how many class days it is late, or it will receive an F or 0 equivalent point grade average.
- Cooperation in class discussions, skits and group activities. There will be many opportunities to work in small groups during this class. The student is expected to make a positive contribution to the group. Periodic evaluations will be made as to the student's classroom behavior.
- Class notebook. Each student is required to keep a section of a three ring notebook or a separate notebook designated only for health class. Notes from all class sessions, all hand-outs given in class, and all returned assignments. This notebook will be checked periodically and given a plus, check or minus (+, √, -) mark.

SUGGESTIONS FOR HANDLING SEX EDUCATION

Educators, as well as parents, don't always agree on what should and should not be taught in schools. God has made everyone different with varying philosophies about life. There will be times, however, when you as the teacher will be faced with difficult subjects. Have you made a decision about how you will handle subjects such as sex education, puberty, menstruation, pre-marital sex, sexually transmitted diseases, dating, alcohol, tobacco and drug use? If your answer is "teach abstinence," this is not an adequate answer. How will you teach abstinence? Remember, if you fail to plan, you plan to fail.

One goal of the TOTAL HEALTH curriculum is to bridge the gap between parents and the schools. It is a very good idea to let the parents know what subjects will be taught and how they will be presented. Depending upon the size of your class, you may choose to call parents and inform them over the phone of when these subjects will be taught. You may want to write more than one letter prior to each unit. Or write one letter and place your schedule of subjects in the letter for them to see. Whatever you decide to do, I strongly suggest you inform the parents. This not only helps the parents, but it is a protection to you if the parents begin to complain about the subjects being taught in the classroom.

The following is a letter that went to each home of a health student one month prior to teaching certain subjects (it was not given to the students but mailed directly home).

SAMPLE LETTER TO PARENTS

Dear Parent,

I hope this new year is off to a great start. I love the new year season, not only because it is a time for new beginnings but because I know spring is just around the corner. As a parent of teenagers I am sure you have noticed what comes with the spring season. I notice a definite change in the attitude and behavior of students at school. The students call it spring fever. Along with the blooming flowers comes blooming friendships. It is a time when any winter friendship seems to turn into a spring “romance.” I’m not sure the sunny weather is 100% to blame; I have been told that certain hormones seem to kick in during this season!

The purpose of this letter is not to discuss the birds and the bees of springtime, but to let you know I will be starting a unit called Maturity, What’s It All About, in Health class February 3. In your teen’s text book, chapters 13 and 14 will be covered. I expect the teaching of these two chapters to last approximately 6 weeks. During this time we will be covering subjects such as:

- The power of making tough choices.
- Puberty and maturation: physical, mental, social and spiritual.
- Pregnancy and stages of birth.
- Moral purity: abstinence from intercourse is not the only goal.
- Why and how to wait for marriage.
- A time of crisis: teen pregnancy.
- Alcohol, tobacco and drug use.
- Why date?
- Kingdom relationships.

Throughout health class Biblical purity and morality are the foundation. The year has been very positive so far and I am looking forward to this time with the students. This would be a prime opportunity for you as parents to discuss these topics with your teen. I would strongly encourage some one-on-one time with your son or daughter while we are dealing with this content. If you have any questions or concerns or would like some ideas how to bring up these subjects, I would be glad to help. My home number is _____.

I believe it is the parents’ primary responsibility to educate their children in these subject areas but I am very aware of how difficult it may be. Let’s work together!

Sincerely Yours,

Health Instructor

- **Set a rule:** It is important before you teach certain chapters that you inform the students how you are going to handle questions and comments. If your class is split you have much more freedom. If you are teaching the boys and girls together, you must take more precaution. You may find you have one or two students who want to show how much they know about sex education by the questions and comments they make in class. It can make for a very uncomfortable atmosphere for you.
- **The 3 x 5 card box:** During certain lessons tell the students to take a 3 x 5 card off your desk (podium, etc.) and write any questions they may have concerning this subject. Place the card in the box (have a box with a slit in the top so that the questions are anonymous). See further application page 280 in Teacher's Edition.
- **Don't be surprised:** You can choose to answer the 3 x 5 card questions at the end of the lesson that day, or take them home to look at them so you can decide whether to you will answer them. Some questions are inappropriate for class and you don't want to be taken by surprise. I have received questions concerning masturbation, french kissing, what my honeymoon was like, if using tampons prepares a woman for intercourse, why intercourse hurts sometimes for women and not for men. These are just a few of the questions that may be on the mind of teens.
- **Supplement:** You may want to supplement the text information with more detail information concerning reproduction. You will notice in the transparency masters there is an overhead for menstruation and ovulation for the girls, and a picture of both the male and female reproductive systems. You may use your own discretion as to how much information you teach about puberty and physical changes. I had a male teacher teach the boys and I taught the girls. The following is a list of things that may be discussed:

Boys class: (all are optional)

- Illustration and function of reproductive system.
- Common health problems in males.
- Purpose of semen.
- What is impotence.
- What is a nocturnal emission.
- What is the purpose of the menstrual cycle in women.
- How to treat girls with respect.
- The issue of masturbation.
- Steriod use.
- Practical ways to control your sex drive.
- The emotional differences between men and women.

- What girls like in boys, and what are the “turn offs.”
- Any questions?

Girls class: (all are optional)

- Illustration and function of reproductive system.
- Ovulation and menstruation. (transparency)
- Common health problems in women (yeast infections, vaginal irritation, PMS, pain during ovulation, endometriosis).
- How to treat boys with respect.
- Why discretion and modesty.
- The differences between men and women.
- What boys like in girls and what are the “turn offs.”
- Restored virginity.
- Any questions?

Further resources for sex education:

- Sex Respect Curriculum: Contact Colleen Kelley. Respect Inc. P.O. Box 349 Bradley, Illinois. 60915
- *Save Sex*: contact Theresa Kaye, MA, LPC. 8024 Middle Channel, Harsen’s Island, Michigan 48028.
- Dobson, Dr. James. *Preparing for Adolescence*.
- McDowell, Josh. *How to Help Your Child Say “NO” To Sexual Pressure*.
- McDowell, Josh and Dick Day. *Why Wait? What You Need To Know About the Teen Sexuality Crisis*.
- Talley, Scott. *Talking with Your Kids about the Birds and the Bees*.

THE DYNAMICS OF A GROUP DISCUSSION

“We believe that all students benefit from the experience of speaking intellectually with fellow students and teachers and further that this experience helps them move ahead on their own levels of education... Success in life is highly related to being able to express oneself thoughtfully, responsibly and courteously to one’s peers and superiors.” William Glasser, a leading proponent of class discussions.

Most teenagers do not know how to communicate effectively. My first few tries at having a group discussion in my class were failures. Not because group discussion was a poor idea; on the contrary, it would have been a great learning experience. They were failures because I had not taught my students *how* to have an effective group discussion. I *assumed* they already knew how to express their thoughts.

There are four main types of classroom discussions:

- **Open-ended discussion:** people let their feelings out about an issue. These meetings are designed to develop and increase thinking skills and to encourage students to relate what they know about the subject being discussed.
- **Educational discussion:** the subject directly relates to what the students are learning at the time. The teacher asks the class a question based on the lecture material. This is designed to judge the effectiveness of the teaching and the level at which the students are comprehending the material. The leader of this type of discussion is usually the teacher.
- **Decision-making discussion:** designed to determine a course of action.
- **Problem-solving:** designed to attempt to solve the problems that relate to teen issues or those of interest to teens, or to resolve obvious conflict.

The setting for educational discussion is simple. The teacher, as the leader, is in front of the classroom. Not much interaction with the students occurs during this type of discussion.

The setting is the same for the other three types of discussions. Students sit in a large circle (up to 10 students in a group discussion). One student is the designated leader. You may want to act as the leader in a few beginning discussions. But as the students learn, they should take over. After a few sloppy group discussions, my students knew exactly how to begin and end discussion time.

If you choose to incorporate group and classroom discussions into your teaching style, I strongly suggest you use some or all of the following information to teach your students the dynamics of a good group discussion.

LESSON 1: INTRO TO GROUP DISCUSSION.

Purpose: What is a group discussion?

You may think you have discussions every day! Definition: “A systematic form of speech in which two or more persons meet face to face and interact orally to arrive at a *common goal*.” How often are you successful at this? Can you give examples of when you have discussions? How do they go and what is the usual outcome?

Give the students no more guidelines but have them do a mock group discussion. Have them sit in a circle. Depending upon the size of your class, you may split the class in half, or have the other half of the class observe. Brainstorm in class for a problem to solve. Suggestions: School issue, community, or national level issue. Tell the students they have 15 minutes to discuss the issue. Use the questions in the discussion section

after chapter one if you need a subject.

Let the discussion go letting them handle things on their own. At the end of the time limit ask, “What did you accomplish from this discussion? Did you come up with a common goal? Did you solve the problem?” Most likely, they will realize that they did not accomplish what they needed to and the discussion did not go as well as hoped. Then begin to teach on the dynamics of having an effective group discussion.

Summary: What did the students notice about the group discussion? What would have worked better? Why do we need to learn to speak in groups? When would we ever use these skills? You can learn how to be a positive addition to a group discussion. Then continue with the following teaching.

Forms of discussions and the Keys to an Effective Group Discussion

Forms of discussion:

1. Public Discussion: for the enjoyment of the audience
 - a. Symposium style: 3–5 present speeches on the same subject then the audience discusses them. Shows various aspects of a subject, but often boring. For example: “Trying to pass a bill in the House of Representatives.”
 - b. Panel: 4–5 participants on panel discuss a topic spontaneously, under the direction of a leader and follow a planned agenda. Audience can question panel and it can work toward problem solving. For example: “Talk shows on television.”
2. Private Discussion: ones in which the participants meet to solve a problem or exchange ideas on a particular topic without the presence of an audience. Most productive when all members of the group have equal importance. Example: A group meeting of executives in a business.

Keys to an effective problem-solving group discussion:

1. “Discussion is characterized by objectivity.” When problem solving, a group meets to accomplish a particular task, or arrive at a solution to a common problem. Objectivity means the group must have facts to back up opinions. Why do you think this is important?
2. “A problem-solving discussion will not work without effective leadership.” A true leader can lead a discussion and come up with ideas other than his own. The discussion is not centered around the leader. There are different styles of leadership (see lesson on leadership).
3. “A discussion has four parts.”
 - a. Phrase the problem, question or topic to be discussed.
 1. Is it of interest to the group? If not it will fail.
 2. Is the topic controversial? If not there is no need to discuss it.
 3. Is the topic capable of being discussed? (Esp. in the time available).
 4. Is the topic written in question form? If not, write it over.

b. Analyze the Problem.

1. What is the size of the problem, who does it affect, what are its causes?
2. How should we test the solutions ? Are they realistic, and will they work? For example: “How to keep teens off drugs?” Solution: Tell them to say “no.”

c. Suggest possible solutions.

1. Consider a wide variety before closing the discussion.
2. “Yes” or “no” answers are difficult.
3. Brainstorm as a group. Write down every idea.

d. Determine the best solution.

Summary: “When do you think you might need the skills that a group discussion teaches?” “How important is good communication.?” “What does it mean to communicate effectively?”

LESSON 2: FILLING POSITIVE ROLES

Two leadership choices:

1. An appointed leader:

Advantages:

- A good leader guides the group.
- A good leader can get the group out of trouble.
- A good leader can keep the group discussion on track.

Disadvantages:

- A poor leader does not guide the group.
- An unsure leader causes the group to be aimless.
- A dominant leader stops the flow of the group.
- An unskilled leader frustrates the group and tension is felt.

2. No appointed leader: everyone has the right to show leadership:

Advantages:

- The group is more spontaneous.
- Everyone feels equal.

Disadvantages:

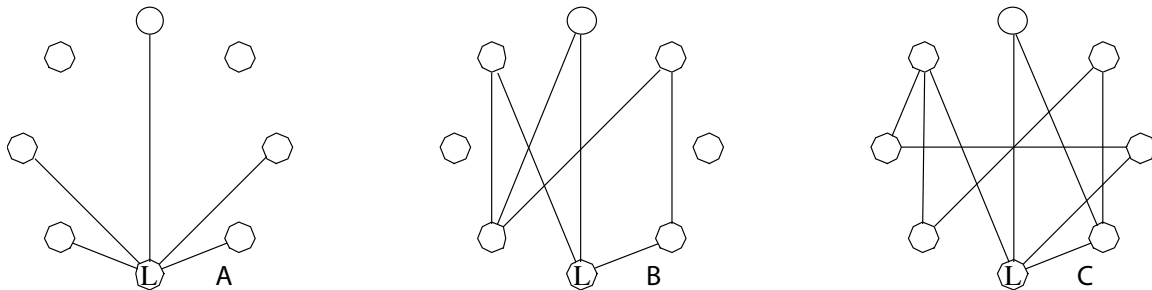
- A few people usually compete for leadership.
- Arguments and frustration occur.
- Participants become uncooperative at times.

The leader’s role is very important. He or she must:

- Plan the agenda
- Direct the flow of discussion. Hold at check those who dominate and bring in those

who are only observing. What can the leader say to these types of people? For example: “Just a second Jim, I think Mary might have something to say.” “Mary, what do you think?” or “Let’s see if there are any responses.”

- Control common patterns of group discussion:



A = represents leader dominated.

B = represents more spontaneous but not everyone is heard from.

C = represents close to ideal pattern, spontaneity, total group involvement and good conclusions.

- Keep the discussion on the topic.
- Summarize frequently, “Are we all in agreement with that?” “Can we move on?”

The Role of the Discussants in a group discussion.

- Discussants should contribute responsibly.
- Discussants should back up opinion with facts and/or research.
- Discussants should avoid negative roles such as:
 - The aggressor: the person who works for his own status by criticizing most everything or blaming others when things get rough. The leader must confront this person at times.
 - The joker: characterized by clowning, mimicking, or generally disrupting by making a joke of everything. Usually tries to call attention to himself. The group needs to get the joker to consider the problem seriously.
 - The withdrawer: refuses to be a part of the group. Mental dropout. Find out what he/she is especially good at and try to draw him out. Sometimes complimenting him will bring him out.
 - The monopolizer: characterized by the need to talk all the time. Usually trying to impress the others. He should be encouraged when he has something good to say.

If you have some classroom rules that you would like to set, now would be a good time to discuss them with the class. I would also suggest that you pick the groups to avoid any hurt feelings or unbalanced groups.

If you choose to evaluate your class discussions, you can use the following handouts.

REQUIREMENTS FOR A GROUP DISCUSSION

1. The group decides what style of leadership they will use. If one leader is desired, the group must choose the leader (anonymously through private voting).
2. Plan an agenda including the following: (this is the leader's responsibility and it must be turned in).
 - a. Phrase the problem in question form. The group decides.
 - b. Analyze the problem (including any research involved).
The leader may assign specific areas of study to individuals in the group.
This avoids repeated information.
 - c. Each member must write his name on the agenda.
 - d. Suggesting possible solutions (each person must contribute possible suggestions).
 - e. Selecting the best solution (the group will hand in one answer to the problem or decision and all members must agree).

Evaluation or grading of the group:

- a. Quality of participation
- b. Quality of research
- c. Quality of leadership
- d. Ability to arrive at a group decision

If you do any research but do not participate in the group discussion because you feel you did not get a proper chance, you may turn in your research for credit.

GROUP DISCUSSION EVALUATION FORM

GROUP #:_____ (this is necessary when you have a large class).

PROBLEM:_____

group members	agenda?	participation (+, -, ✓)	research?	negative or positive roles?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

USING JOURNALS AS AN AVENUE FOR LEARNING

Throughout the TOTAL HEALTH curriculum I refer to the use of journals. In chapter 3 on Nutrition, I teach the students how to keep a food journal. A food journal has a specific purpose to honestly keep track of the foods you eat so you can make positive changes. Similarly, chapter 4, Exercise and Fitness, I suggest the use of an exercise journal to help keep you motivated and to keep track of progress. The spiritual journal or prayer journal as referred to in chapter 15 is specifically for heart-to-heart conversations with God and Biblical meditation of Scripture. The most creative journal used in the TOTAL HEALTH curriculum is the TOTAL HEALTH Notebook, a project that prompts the student to begin thinking and expressing his feelings about health and the world around him.

A journal has many different purposes and possibilities. I have used journaling in many classroom situations, not only health class, and have found it to bring a unique avenue for learning. During the second semester of health class my students had to keep a journal. They were required to have at least 3 entries a week. They turned them in and I randomly read various entries. The students that did not want me to read the entries placed a “DO NOT READ” on the outside of their journal. For these I just counted their entries and made a check mark at the end of the last entry to mark where I ended. Those students that wanted me to read them, I made a point of writing comments on almost every entry.

It was exciting to see how much the kids looked forward to the day they came into class, picked up their journals and read my comments. It was a private time between the students and myself to share personal and meaningful dialogue, which I would not have had except for the journal assignment. Many students continued to keep a journal, wanting me to read it, even after the assignment was ended.

When introducing the aspect of journals. I suggest you teach them some or all of the following information.

LESSON 1: PURPOSES FOR USING A JOURNAL

“As letters, books, articles, newsletters, memos, etc., focus outward to communicate with/to an audience — so journals focus inward to communicate with ourself and ourself before a living God.” Barbara Wright, *Journaling and the Christian Writer*.

A. Record our world and ourselves

1. Record what we see and hear
2. Record what we think
3. Record what we feel

B. Record our interpretations of our world

1. Creates meaning out of facts/feelings

2. Gives proper perspective to life
 3. Creates and challenges self-concepts
- C. Records the world which we would like come
1. Prayers come into words
 2. Dreams become birthed
 3. Solves big and little problems
 4. Serves as our own counselor
 5. Becomes a giant “to do” list
- D. Published Journals
1. Anne Frank, *The Diary of Anne Frank*
 2. Luci Shaw, *God in the Dark*
 3. Daniel Defoe, *A Journal of the Plague Year*
 4. John Wesley, *The Heart of Wesley’s Journal*
 5. Lewis and Clark, *The Original Journals of the Lewis and Clark Expedition*

Activity in Class: Take out a piece of paper and write out the following lists. These lists help you to quickly describe significant events in your life. Can you think of more lists?

- Things that happened today that made me thankful.
- Things that happened today that made me anxious.
- Things that happened today that made me angry.
- Temptations I experienced today.
- Encouraging comments I received today.

LESSON 2: STEPS TO JOURNALING

A. What to use?

- A spiral bound lined notebook (any size)
- A fabric book designed specifically for journaling (these look nice but cannot lay flat to write on and are difficult to tear pages out).
- A Blue Book. This is a thin lined stapled booklet designed for college test taking, but are good for short trips and vacation journaling.
- A three-ring notebook with lined school paper will work but you may lose some sheets.
- Whatever you use, it should somehow be bound together so you do not lose papers.

B. Write your name and address and phone number on the outside. If you don’t want anyone to know it belongs to you then you run the risk of losing something that may become very meaningful to you.

C. Write the beginning and ending dates on the cover of each journal book so they can stay in sequence. Date each journal entry.

D. Be totally honest with yourself. Your journal is very private. It will not be judged or scrutinized. Don't worry about grammar and punctuation. You are recording your thoughts, activities and observations for yourself only.

E. Ideas for starting your own journal.

- Write a letter to God every day. Include your frustrations, joys, heartaches and concerns.
- Write down how God answers your prayers.
- Write down a particular verse from the Bible and then your response to it, how it makes you feel, what the meaning is for your life.
- Write down your daily schedule and activities. Keep track of the people you come in contact with and the conversations you have.

Activity for class:

1. Self-Portrait: the self-portrait technique allows you to “step outside of yourself” and objectively observe your actions and reactions. Write down the answers to the following questions:

- If I could have followed myself around today as another person and seen all my actions and heard all my words (and thoughts), what would I have liked?
- What would I have disliked?
- What would I have changed?
- What might I have done more (or less) of?

Assignment for the quarter: This would be a good time to assign journaling for the 3rd quarter. I choose to assign journaling after the students have had ample time in class to feel comfortable with the text, health subjects, the other students, as well as you as the teacher.

TEACHABLE MOMENTS

The subjects covered in Health education create a unique atmosphere in the classroom. In my years of teaching I have experienced many “teachable moments” that made class personal and at times, powerful.

A teachable moment is: an unplanned and unexpected opportunity when one or more students become emotionally open to discuss issues or receive information.

It is important to decide beforehand how you might deal with some sensitive issues. Never feel pressure from your students to talk about something you really feel is inappropriate or that you are unprepared to discuss. Stay in control of the subject and try not to allow one or two students to dominate a discussion.

It is helpful to be aware of some opportunities that may arise when you can impart more than just knowledge to your students. The following are some situations that may lend themselves to “teachable moments.”

- An oral book report that catches the students’ attention and challenges them to think about an issue that may or may not be directly related to health.
- A question raised in class. The *Something To Think About* from the student text on page 336 was an actual question in one of my classes. It ended up being a great 10–15 minute talk on dealing with temptations.
- The *Tributes*, *Something To Think About* sections, personal testimonies, quotations, and scriptures throughout the text can become a springboard for a teachable moment.
- Something shocking, profound, or deeply personal can serve as an avenue for further learning.
- A video shown in class (see list of suggested resources). Not all videos directly relate to physical health issues. For example, Bill Cosby’s video on prejudice can be a powerful learning tool.
- Guest speakers can challenge the students to think about issues they have not considered.
- A comment from a student. Sometimes these unexpected outbursts can lead to a disruption in the class, but if you are sensitive to the situation you can turn them into positive experiences.

For example, one day in my all girls class, a teen raised her hand and said “I heard intercourse hurts for girls, and I also heard that having a baby hurts terribly! It’s just not fair, how come God made it this way for girls and not for boys?”

I was shocked! How was I going to handle this? This comment had nothing to do with what we were discussing at the time. I did, however, make this into a teachable moment. Without looking too confused, I turned to the chalkboard and wrote down the name EVE and then turned to the class and said, “anymore questions?” They all laughed and then I proceeded to discuss the question in a more serious light.

- Someone in your class, school or student’s family that may be suffering from an illness.
- A tragedy. For example, a mother of one of my students was a practicing midwife. One of her patients had just had a miscarriage at four months. The midwife had saved the fetus and wanted to bring it to class and discuss the issue of abortion.
- Newspaper clippings, magazine articles, local or national news. These can all lead to good discussions about important issues.

A word of caution: If the students sense that you are using too many opportunities to get off the subject they may try to take advantage of your freedom. Teachable moments are powerful when they are not overused.

WHAT TO DO WHEN YOU DON'T KNOW WHAT TO DO!

I must confess, there were times when I was not prepared for health class. There could have been several reasons, some of which I am sure you have experienced: a sick child the night before, or an emergency that needed my attention. Sometimes no specific excuse was necessary, I was just too busy!

Memo: from the Principal to the Teacher

Re: You have not sent me your lesson plans for the dates listed. Please state the reason and sign below:

I've been too busy teaching, supervising classes, filling the coke machines, fixing the coke machines, making bank deposits, taking lab inventories, ordering science supplies, collecting living organisms, taking homeroom counts, making seating charts, standing hall duty, ordering films, returning films....etc. to make lesson plans with this year's dates on them. As soon as I can copy last year's plans and change the dates I'll turn them in, probably tomorrow.

Whatever your situation, it just may happen that one day you will be driving to school asking yourself, “what am I going to do in Health today?” On those days and any other day you want a creative learning idea, refer to this section of your TOTAL HEALTH Teacher’s Edition.

- Have a pile of old magazines or newspaper articles on hand to have the students do a group project in class (collage on a particular subject or a response to a health issue).
- Keep a file of photos or pictures that you have collected. Have the students do a spontaneous discussion or writing assignment or a story about the person or situation in the picture. The students choose one picture by draw, spend a few moments quietly thinking of a health related story to go along with the picture. They either write about it or share it orally with the class while they hold up the picture.
- Have a work day on their TOTAL HEALTH Notebooks. Allow them to go to the library.
- Choose one or two discussion questions from the chapter you are studying and have a quality group discussion (follow the hints for group discussion). Split the class and have one group on the outer circle writing an evaluation of the other group’s discussion. This will help them be attentive and also learn how to positively evaluate a group discussion. They must avoid the tendency to be a TV talk show discussion.

- Have access to a large roll of paper. Cut four long pieces, long enough to go from the top of the chalkboard to the floor. Label one paper PHYSICAL, the next MENTAL, then SOCIAL, and the last SPIRITUAL. Then have the students stand in a line in front of each paper. Each student takes a turn and writes the answer to the following question: What effect does the media have on each (give an example). Or you can have the whole class brainstorm and share their ideas on each area.
- Handout the *Something To Think About* Worksheet and have the students write out their own Fun Fact concerning the chapter you are studying. They can go to the library for information or they can use their imagination and write something that might be fact or fiction. The rest of the class must try to guess if it is a fact or if it is fiction.
- Choose one or two suggested activities that would be appropriate for classtime and have the students work on these and share their results.
- Play: “*Total Health News Update*.” This is an activity that would work only if you have a fun and spontaneous group of students. A generally shy or quiet class of students may not take to this.

Ask your students to choose partners, and tell each pair to write and rehearse television-style editorials presenting opposing viewpoints on subjects concerning the chapter you are studying, for example nutrition. One student presents the advantages of something for example, and the other presents the disadvantages. List the following suggested topics on the chalkboard: fast foods, snacks, commercial weight loss programs, consumer buying, media influence on purchasing, etc. Whatever chapter you are studying can be the proposed subjects for the interview.

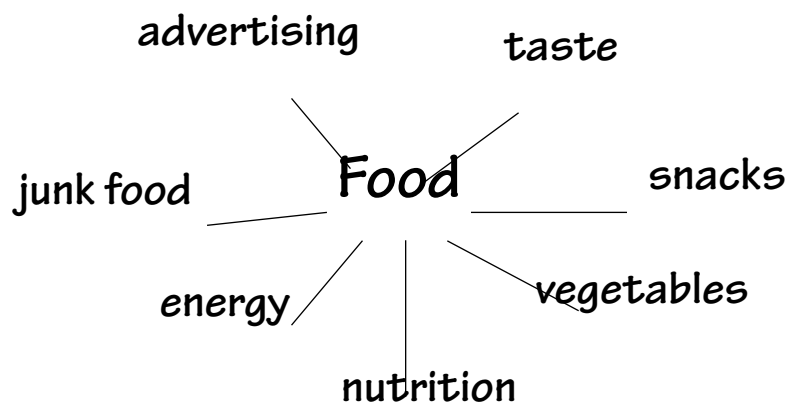
After the students have chosen their topics, give them time to write and rehearse the scripts for the class. Limit them to one or two minutes each. When the editorials are presented have the class vote by a show of hands which student in each pair was the most effective.

- Sharing Journal Entries: You may want to give the students the option to share some of their entries from the journal they are keeping (if you have chosen this as a project). At first, my students were reluctant to share but then it only took a few to start and they all began to look forward to the days when I let them share. These also became positive “teachable moments.”

- Teach Brainstorming: How to get ideas when you don't have any ideas! On the chalkboard write one word, see the following sample:

Food

Then have the students share any word or phrase that comes to their mind concerning this word. Write these words around the first word.



Explain to the students that this is a great way to get your brain working and get the creative juices flowing. It helps to solve that common complaint “I don’t know what to write about!”

Have the students do at least three brainstorming words *related to health* on their own paper (Don’t tell the students that they are going to write a paper on one of these words). Then tell them to pick one word from all of the brainstorming words they came up with and write that word at the top of a clean piece of paper. Then inform them they must write a one page essay centered around this topic or word. Give them time in class or assign it as homework. Encourage them not to change the word but to make the subject work for them.

- Bible study: Have the students bring their Bibles to class. Use the scripture references from the Student Text and write one verse per 3 x 5 card. If the students do not bring their Bibles to school on a regular basis, then you must write out the verse on each 3 x 5 card. Place the 3 x 5 cards in a box or envelope and have the students randomly choose one card. Tell the students they have 15–20 minutes of class time to meditate on the verse and answer the question written on the board: “What does this verse

mean to me and how can it positively affect my life?” At the end of the time limit, each student must be prepared to share on the verse they received. For the sharing time set a time limit of one to two minutes per student.

- Show a video: Encourage your school to have available a set of videotapes that you could use at any time. See suggested video list. Some videos are general and therefore would be appropriate while you are studying any chapter of the book.

TOTAL HEALTH NOTEBOOK

Due Date: _____

TOTAL HEALTH NOTEBOOK is a 2nd quarter project for health class. It is to be a personal expression of your growing awareness that health issues confront you everyday of your life. It is also a chance to show some creativity and have fun at the same time!

Directions:

You must write a response to any issue from any source that stimulates you to think about health. The following are examples of sources:

- You may find articles in newspapers and magazines (if you cannot cut them out or make a photocopy then you must summarize the article and give the location where you found it, the author and the date of the publication).
- You may respond to T.V. shows, commercials, news stories etc., but you must describe the issue, give the time of viewing and the name of the show. This information is in addition to your response.
- Other possibilities include: responding to something you hear; a sermon in church, a teacher at school, a guest speaker, or something a friend has said. Things in nature may also cause you to stop and think about your health. The ideas are endless if you can directly relate the idea to health. Remember, total health is: physical, mental, social and spiritual beings.

Keys to a Great Total Health Notebook:

- Be creative
- Have variety
- Be neat
- Write in complete sentences
- Have thoughtful responses: Ask yourself, "How does this really make me feel?" or "What do I think of this?" or "What would God think of this?"
- Why have you picked this item (is it really interesting to you?)
- Stay on Track! The notebooks will be checked periodically throughout the quarter.
- This must be in a notebook form, spiral, three-ring or find another creative way to bind it.

TOTAL HEALTH NOTEBOOK

Grading Scale: (100 points)

1. Completeness of Responses: 30%
Degree to which material represents a thorough effort and a variety of responses (variety of subjects found).
2. Appropriateness: 20%
Degree to which material relates to the course.
3. Quality of Responses: 50%
Degree to which responses are creative, insightful, and demonstrate quality thinking.

A+ = 23	C+ = 17
A = 22	C = 16
A- = 21	C- = 15-10
B+ = 20	D+ = 9-5
B = 19	D- = 4 B- = 18

NOTEBOOKS WILL NOT BE ACCEPTED PAST THE DUE DATE!

TOTAL HEALTH NOTEBOOK GRADING SHEET

1. Completeness of Responses: 30%

Score: _____

Degree to which material represents a thorough effort and a variety of responses.

Comments:

2. Appropriateness: 20%

Score: _____

Degree to which material relates to the course.

Comments:

3. Quality of Responses: 50%

Score: _____

Degree to which responses are creative, insightful, and demonstrate quality thinking.

Comments:

Total Score:

A+ = 23 A=22 A-=21 B+=20 B=19 B-=18 C+=17 C=16 C-=15 -10 D+=9-5 D-=4

GRADE: _____

FURTHER RESOURCES

Suggested Reading Material for Students (see also bibliography in Student Text)

- *The Teenage Q&A Book*, by Josh McDowell and Bill Hones. Word, Inc.
- *The Love Killer*, by Josh McDowell and Bob Hostetler, Word, Inc.
- *Givers, Takers and Other Kinds of Lovers*, by Josh McDowell. Tyndale House Publishers.
- *Under Siege*, by Josh McDowell and Chuck Klein. Word, Inc.
- *Thirteen Things You Gotta Know to be a Christain* (Devotional), by Josh McDowell and Bob Hostetler. Word, Inc.
- *It Can Happen to You* (a book on date rape), by Josh McDowell. Word, Inc.
- *Don't Check Your Brains at the Door*, by Josh McDowell and Bob Hostetler. Word, Inc.
- *I Dare You*, by William Danforth. Book on true success.
- *Your God is Too Small*, by J.B. Phillips.
- *Public Speaking*, by Dale Carnegie.
- *Life is Tremendous*, by Charlie "Tremendous" Jones.
- *Wit and Wisdom*, by Jones and Phillips.
- *Motivational Classics*, by Jones.
- *Abraham Lincoln: The Man and His Faith*, by Frederick Owen.
- *On Wings of Eagles*, by Kenneth Follett.
- *Road Less Traveled*, by M. Scott Peck.
- *Through Gates of Splendor*, by Elisabeth Elliot.
- *Abortion and the Conscience of the Nation*, by Ronald Reagan.
- *Close to His Majesty*, by David C. Needham.

VIDEOS AND SUPPLEMENTAL MATERIAL

Note: Always preview your films and videos.

Videos Appropriate for Youth

- "God Is No Cosmic Killjoy," by Josh McDowell. Word, Inc.
- "Why Waiting is Worth the Wait," by Josh McDowell. Word, Inc.
- "How to Handle the Pressure Lines," by Josh McDowell. Word, Inc.
- "A Clean Heart for a New Start," by Josh McDowell. Word, Inc.
- "Who Do You Listen To?" by Josh McDowell. Word, Inc.
- "It Can Happen to You," by Josh McDowell. Word, Inc.
- Revised "No — The Positive Answer," by Josh McDowell. Word, Inc.
- "See You at the Party," by Josh McDowell. Word, Inc.
- "Won by One," by Josh McDowell and Dann Spader. Word, Inc.
- "Right from Wrong" series for youth and children.

- “Let’s Talk About Love and Sex,” by Josh McDowell. Word, Inc.
- “The Myths of Sex Education,” by Josh McDowell. Word. Inc.
- “Life on the Edge,” by Dr. James Dobson. Word, Inc.
- “Bill Cosby on Prejudice” (videorecording) Publisher, Pyramid Films, Inc., 1971.
- “You Are Wonderful” (videorecording in a high school classroom) Dr. Paul Brand on the wonders of the human body. Produced by Norlynn Audio Media.
- “Cathy Rigby on Eating disorders”
- “Dental Health” A Series
- “Steriods: The Real Story”
- “Acne, Why Me? I Don’t Eat Chocolate?”
- “You Can Do Something About Acne”
- “Breast Self-Examination: A plan for survival, a lifetime habit.”
- “Dental Health Prevention” (11 part series)
- “Personal Health for Girls”
- “Personal Hygeine for Boys”
- “Smoker’s Lungs”
- “Smoking and Health: A Report To Youth”
- “Have A Heart”
- “Label Logic”
- “Drinking... This Buzz is Not For You”
- “Drugs and Youth — The Challenge”
- “Handling Stress: Today and Tomorrow”
- “The Power of Choice Series” Volumes 1–12

Supplemental Material

- *Sex Respect Curriculum*: Colleen Kelley, Respect Inc., P.O. Box 349. Bradley, IL 60915
- Your Local Crisis Pregnancy Center:
 - Secondary Virginity video
 - Interviews with Teenagers
- *Save Sex*: contact Theresa Kaye, MA, LPC. 8024 Middle Channel, Harsen’s Island, Michigan 48028.
- *Teaching Children About Sex*: FamilyLife Today Audio Series: Dennis and Barbara Rainey. Call 1-800-358-6329 or write FamilyLife Today P.O. Box 8220 Little Rock, AR. 72221-8220.
- *Unnatural Affections*, by George Grant and Mark Horne. An Impuritan Ethic of Homosexuality and the Modern Church.
- *Solo* film. A production of Pyramid Films, Santa Monica, California. A man’s ascent to the top of a mountain. Overcoming obstacles and in the midst of his climb he saves a small frog and brings him to the creek at the bottom of the mountain.
- *Pack Your Own Chute* film.

- “You Are Wonderful” (videorecording in a public high school classroom) Featuring Dr. Paul Brand on the wonders of the human body. The series includes four tapes:

#1 *Muscles And Motion*

Part 1: 21:05 minutes

Part 2: 29:23 minutes

#2 *Pain — Our Protector*

Part 1: 22:41 minutes

Part 2: 27:16 minutes

#3 *The Eye*

Part 1: 24:02 minutes

Part 2: 26:12 minutes

#4 *Hormones*

Part 1: 34:13 minutes

Part 2: 26:00 minutes

Produced by Norlynn Audio Media A/V Services. For information call: (604) 988-3441 or write: Stewart Spani P.O. Box 86548 North Vancouver, B.C. 47L4LI. Also available are papers for instructional use for teachers.

Contact your local Christian Bookstore for these and more resources.

To obtain a free catalog of Josh McDowell resources write:

Josh McDowell Ministry

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Dallas, TX 75221

Focus on the Family

P.O. Box 35500

Colorado Springs, CO 80935

Phone: 800-232-6459

Student Venture

Campus Crusade for Christ

100 Support Lane

Orlando, FL 32809

(High school ministry)

Lesson Number:_____Course:_____Date:_____

Lesson Title:_____

Objective:_____

Materials needed:

Set/Intro:

Teacher Responsibility:

Review:

Student Responsibility:

Closure/Summary:

Assignment:_____Due:_____

Next Quiz/Test:_____

SUGGESTED COURSE PLAN — 1 YEAR 1ST SEMESTER

WEEK	DAYS				
	1	2	3	4	5
1st QUARTER					
1	Class business Textbook tour	Intro, Chp 1: 1-1, 1-2	1-2, Discussion #3,4	Quiz 1	1-3
2	1-3	1-3	Group Discussion	Review	Test 1
3	Chp. 2: 2-1,2-2	2-2, 2-3	2-3	Review	Quiz 2A
4	2-4	2-5	Quiz 2B	Disc. #5 (graded)	Review
5	Test 2	Chp. 3: 3-1	3-1, 3-2	3-2	Quiz 3A
6	3-3, 3-4	3-4	Discussion #1	Review	Quiz 3B
7	Discussion #3, #4	Review	Test 3	Chp. 4: 4-1, 4-2	4-3
8	Review	Quiz 4A	Discussion #3, 4, 5	4-4, 4-5	Quiz 4B
9	4-6	Discussion #8, 9, 10	Test 4	Make up	Make up
2nd QUARTER					
10	Chp. 5: 5-1, 5-2	5-3	5-3	Quiz 5A	5-4, 5-5
11	5-5	Activity #5	Disc. #1, 2, 3	Quiz 5B	Activity
12	Review	Test 5	Chp. 6: 6-1	6-1	Quiz 6A
13	6-2	Review	Test 6	Review	Unit 1 Test
14	Chp. 7: 7-1, 7-2	7-2	Quiz 7A	7-3, 7-4	Activity 1, Discussion #1
15	Quiz 7B	Review	Test 7	Chp. 8: 8-1, 8-2	Discussion #1, 2, 4
16	Quiz 8A	8-3, 8-4	8-4	Quiz 8B	Discussion #6, 8
17	Review	Test 8	Chp. 9: 9-1, 9-2	9-3	Quiz A or B
18	Review	Test 9	Make up	Make up	Unit 2 Test

SUGGESTED COURSE PLAN — 1 YEAR 2ND SEMESTER

WEEK	DAYS				
	1	2	3	4	5
3rd QUARTER					
1	Introduction	Chp. 10: 10-1, 10-2	10-3	Quiz 10A	10-4
2	Activity 2, 3	10-5	Quiz 10B	Activities 4, 7	Review
3	Test 10	Chp. 11	11-2	11-2	Quiz 11A
4	11-3 Training	11-3 Training	11-4	Quiz 11B	Review
5	Test 11	Chp. 12: 12-1, 12-2	12-3	12-3	Quiz 12A
6	12-4	12-4	12-4	Review	Quiz 12B
7	Discussion #7, 8, 9	Review	Test 12	Chp. 13	13-1
8	13-1	13-1	Quiz 13A	13-2	13-2
9	13-2	Quiz 13B	Make up	Review	Test 13
4th QUARTER					
10	Chp. 14	14-1	14-2	14-2	Quiz 14A
11	14-3	14-4	14-4	Discussion #2, 3	Quiz 14B
12	Review	Test 14	Make up	Make up	Unit 3 Test
13	Chp. 15	15-1	15-1	15-1	Quiz 15A
14	15-2	15-2	15-2	Make up	Quiz 15B
15	Discussion #3, 8	Review	Test 15	Chp. 16	16-1
16	16-1	Quiz 16A	16-2	16-2	Discussion #1, 2
17	16-3	Quiz 16B	Make up	Review	Test 16
18	Make up	Make up	Review	Unit 4 Test	Wrap-it-up!

SUGGESTED COURSE PLAN ONE SEMESTER

WEEK	DAYS				
	1	2	3	4	5
1st QUARTER					
1	Intro, Chp.1	Chp. 1	Quiz	Review	Test 1
2	Chp. 2	2-2, 2-3	2-4, 2-5	Quiz 2B	Review
3	Test 2	Chp. 3	3-2	Quiz 3A	3-3, 3-4
4	3-4	Quiz 3B	Review	Test 3	Chp. 4
5	4-2, 4-3	Quiz 4A	4-4, 4-5	4-6	Test 4
6	Chp. 5	5-2, 5-3	5-3	Quiz 5A	5-4, 5-5
7	Quiz 5B	Review	Test 5	Free	Chp. 6
8	6-1	6-1, 6-2	6-2	Review	Test 6
9	Chp. 7	7-2	Quiz 7A	7-3, 7-4	Test 7
2nd QUARTER					
10	Chp. 8	8-2, 8-3	8-4	Review	Test 8
11	Chp. 9	9-2, 9-3	9-3	Review	Test 9
12	Chp. 10	10-2, 10-3	Quiz 10A	10-4, 10-5	Review
13	Test 10	Chp. 11	11-2	11-3, 11-4	Review
14	Test 11	Chp. 12	12-2, 12-3	12-4	Review
15	Test 12	Chp. 13	13-2	Review	Test 13
16	Chp. 14	14-2, 14-3	14-4	Test 14	Chp. 15
17	15-2	15-2	Quiz 15B	Review	Test 15
18	Chp. 16	16-2	16-3	Review	Test 16

INTRODUCTION A HIGHER GOAL

A PURPOSE

The introduction for TOTAL HEALTH is a brief overview of what will be covered in the text in greater depth. The description of the runner in a race places a mental picture in the mind of the reader. It is intended to set the tone for the chapters that follow.

The introduction also sets the spiritual temperature for the text. There is a higher goal in life given by God but each individual has the choice and responsibility to seek His purpose for life. With this in mind, the introduction presents the meaning of the term *total health* and with it, contrasts the secular view of health with the Christian's view of health. The introduction is written with the purpose of drawing the reader into the book by grabbing the reader's interest. This unique, conversational style of writing continues throughout the text and brings information and godly principles into personal, real-life situations.

B OBJECTIVES

Given proper instruction, the students will be able to do the following:

- Explain the key to a winning lifestyle.
- Define the term total health.
- Contrast the secular view of health with the Christian's view of health.
- Explain how the choices you make affect other areas in life.
- List and explain the factors that influence behavior.
- Explain the meaning of the phrase, "your actions reflect your values."

C MATERIALS NEEDED

- Worksheet 1: Self-Inventory of Family Patterns

D OVERVIEW

Unlike the chapters in the text, the introduction does not have a review. The lecture, along with the student's reading of the material, will give the students a feel for the book. It is important to present your unique teaching style and creativity here in the introduction of the text. The goal should be to give the students a vision for what is ahead in the following chapters.

E THE CHAPTER STEP-BY-STEP

A HIGHER GOAL (PAGES 1–3)

The key here is to create a mental picture in the minds of the students. Have the students imagine they are waiting at the starting line of an actual hurdle race. Reinforce the fact that life has a beginning and an end just like that race. And just like a real race, how they perform during the race of life will determine the outcome, how they finish. Clarify that the race of life is not one of speed, but one of training in righteousness. It is a competition involving choices and overcoming the obstacles that can hinder completion.

Have the students write down their definition of good health. They will realize how difficult it is to capture the meaning of good health. You will get answers like *free from sickness* and *feeling good*. These answers show how people often view health only in relation to their physical condition.

A good way to promote class discussion is to ask the following questions:

1. Give examples of obstacles that may stand in your way of running the race to win?
2. How can a teenager live a life that is pleasing to God?
3. If God knows that you won't be "perfect," does that mean you shouldn't try? You may choose to use Romans 6:1–6 and discuss that by being a child of God, you have access to the grace of God.
4. Why is it important to have a purpose for your life?
5. Why is your health multidimensional? What is total health?

GOOD HEALTH? DON'T BUY THE LIE! (PAGES 3–4)

Whenever there is a contrast between secular beliefs and Christian beliefs there is the danger of presenting the secular view as more exciting. This is obviously unintentional yet this is what can happen when teaching teens. They are very self-consumed at this stage in life and it is hard to get them to realize there are deeper issues than physical appearance and popularity. In this case, with total health, it is important to emphasize that the benefits of the Christian's view of health outweigh the secular view. You may want to tie this chart in with the factors that influence behavior (and beliefs) on pages 7–9 and

why God has a better idea of what really matters (I Samuel 16:7). Then bring the students back to the section on making good choices.

YOU CAN MAKE GOOD CHOICES (PAGES 4-9)

It is important in the beginning of health class to let the students know that God knows how hard life can be at times. He knows their struggles and although it may seem that adults do not always understand, there is One who does. In light of this truth, the students need to know that God does not expect them to “make it” on their own. He is their strength (the how to’s of this truth are discussed later). Right now you want to reinforce to the students that it *is realistic* for them to avoid major mistakes in life — they can make good choices. However, they first must realize those factors that can influence their behavior the most.

You may want to spend more time on the issue of “habits.” Depending upon the response of the students. This is a good subject to “park” on and have them do a discussion of the results of poor vs. positive habits. You may ask a lead-in question such as, “How can a teenager develop positive habits? What are some examples of these positive habits?”

Each influence discussed in these pages can be expounded as you feel necessary. For example: people you admire or respect, peers, media and family are good discussion topics. It is important, however, to spend time discussing the issue of values. This is not a section on clarifying values in relation to “everyone is entitled to his/her own values.” This is a pivotal truth: *The foundation upon which you base your values should be the Word of God.*

Ask the students the following questions:

- Why is it important for a Christian to base his/her values on the Word of God?
- Give some examples of how a person’s actions can reflect his values?
- What do your actions reveal about what you value?

F ACTIVITY

In class:

- Have the students write their own definition of health.
- Worksheet 1: *Self-Inventory of Family Patterns.*

G ASSIGNMENT (OPTIONAL)

- Collage: What influences my behavior? Have the students make a collage of all the influences upon their lives. They may use magazine pictures and words to show the many influences that try to get their attention every day. Have them share them in class.

INTRODUCTION**WORKSHEET 1****SELF-INVENTORY OF FAMILY PATTERNS**

Eating patterns begin with the family and help shape your future eating habits. Answer the following questions concerning your own family situation.

1. What do I notice about my family's attitude toward food?
2. Any specific family eating habits? (positive and/or negative).
3. What do I notice about my family's attitude toward exercise?
4. How does my family handle stress?
5. Does my family eat out at restaurants or fast food restaurants regularly? How often?
6. How often does my family eat meals together?
7. Do I notice anyone in my family eating breakfast regularly? Do I eat breakfast regularly?



ESSAY ASSIGNMENT

Teachers: Use the following sample sheet to assign students individual topics. Make copies and cut the paper in half. Place various topics in the space provided and have the students pick their assignment by draw.

Name: _____

Date: _____

Assignment: Write a one page essay on the following word, phrase or Scripture given below. Use your own opinion to thoroughly share your thoughts. You may do some research and/or talk it over with an adult to gain another perspective.

Attach this sheet of paper to your completed essay to hand in on: _____

The paper will be graded on the following:

- Correct grammar and spelling
- Thoroughness of essay (not only length of paper)
- Neatness of presentation

Your essay topic is:

Name: _____

Date: _____

Assignment: Write a one page essay on the following word, phrase or Scripture given below. Use your own opinion to thoroughly share your thoughts. You may do some research and/or talk it over with an adult to gain another perspective.

Attach this sheet of paper to your completed essay to hand in on: _____

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- Correct grammar and spelling
- Thoroughness of essay (not only length of paper)
- Neatness of presentation

Your essay topic is:

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Introduction: A Higher Goal

Colored flags wave in the wind. The feeling of anticipation spreads throughout the stadium as the time draws near for the first event. The sick feeling of anxiety fills my stomach. My coach notices my nervousness and gives me one last piece of advice, “just do your best.” The starter gives the first command to enter our starting blocks. I glance at my competitors; they look so strong, so together, so confident. I wonder what they think of me....

I adjust my feet in my blocks and carefully place my hands behind the line. I look ahead and all I see are hurdles — obstacles I must overcome to reach the finish line. Although only seconds pass as I wait for the start, it seems like forever. I find myself distracted by the movements of the other athletes. I must concentrate on my start and the steps to my first hurdle. “Lord, please don’t let me fall.” “Set,” the command is given, my heart is pounding. “Go!” With the sound of the gun, I am off....



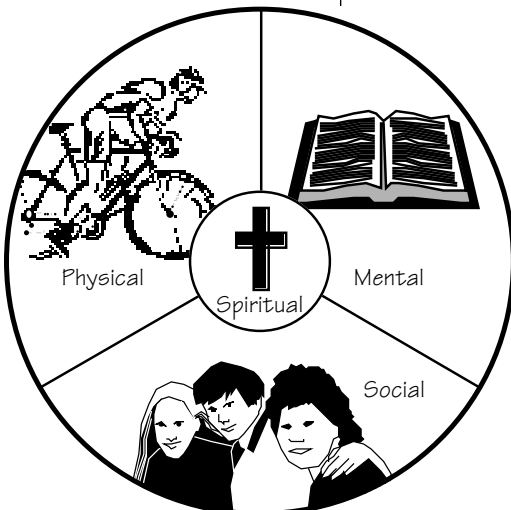
A HIGHER GOAL

I press on toward the goal for the prize of the upward call
of God in Christ Jesus.
Philippians 3:14 (NAS)

Have you ever thought of life as a race? It begins when you are born and ends when you die, with many hurdles to overcome along the way. You do not get a choice of what event to enter. Your only choice is how you are going to handle each obstacle or hurdle you will face. Every day you make choices that determine your success. Are you prepared to win the race? To win in a race you first must have a competitor. In life there is not one opponent that you can face and defeat — your competition is life itself. The key to victory is not in being “perfect.” The key to a winning lifestyle is in striving to live a life pleasing to God; physically, mentally, socially and spiritually.

Some days you will face the opponent of laziness or the enemy of depression. On other days your competitor may hide himself in an attitude or reveal himself in a temptation. Whatever challenges you face you must try to do your best. What if you fall, do you have the strength and determination to get up? Although not everyone falls in an athletic event, everyone falls sometime in the race of life. The key is deciding to make the right choices to avoid making the same errors.

Do you have a purpose to your race? The Apostle Paul did and he encourages us to have a purpose also (I Corinthians 9:25–26).



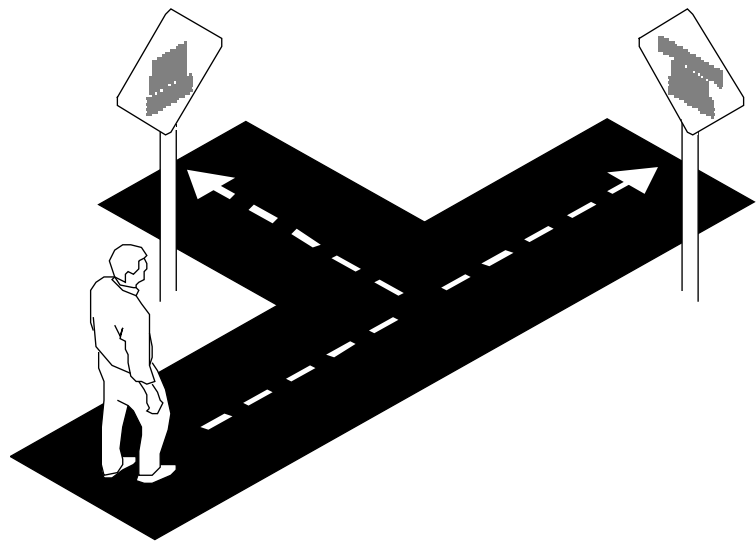
When an athlete competes in a race he sets his eyes ahead of him. This drive to the finish is what keeps the athlete on track. If you allow yourself to lose sight of why you are running in this life you will be sidetracked. As a result, you may not reach your God-given potential.

God's desire is that you experience an abundant life (John 10:10), but that quality of life is not guaranteed. The decisions you make today, as a teenager, will directly affect your life, tomorrow, as an adult. You may

Introduction: A Higher Goal

be asking yourself, “what does this have to do with my health?” There are many factors that affect your health. The state of your physical health may not affect whether you enter the Kingdom of Heaven, but it can directly affect the productivity and quality of life along the way. Your health is a multidimensional measure of the quality of your life. **Total health** therefore is: physical, mental, social and spiritual wellness.

If your only goal is to live long and have fun, then you may concentrate on your physical, mental and social well-being. However, your spiritual health is the link to an abundant life. The condition of your spiritual health takes you down another road. This road may seem more difficult but it leads you on a more meaningful journey to reach a higher goal.



GOOD HEALTH? DON'T BUY THE LIE!

What would be your definition of good health? Through advertisement, television, the media and fashion, our society portrays an individual who is not the same as the person portrayed in the Bible. Our society places great emphasis on a person's physical condition. Good health is often measured by a person's outer appearance and is based on whatever society thinks is important at a given point. For example, because of skin cancer, a tan is not considered as “healthy” as it once was. Even ideal weight has changed with the fitness craze. Those female models you see sporting an ultra thin body are not necessarily considered healthy. The athletes who use steroids to look “fit” and to enhance their performance may not truly be healthy.

The Christian's view of good health includes

The Secular View	The Christian's View
Physical: <i>Outer appearance and physique</i>	Physical: <i>Inner beauty and countenance</i>
Mental: <i>Concerned with self</i>	Mental: <i>Concerned with others</i>
Social: <i>Popular with many no matter what the cost</i>	Social: <i>Clear conscience with those you relate to</i>
Spiritual: <i>Freedom of choice</i>	Spiritual: <i>Strong relationship with God</i>

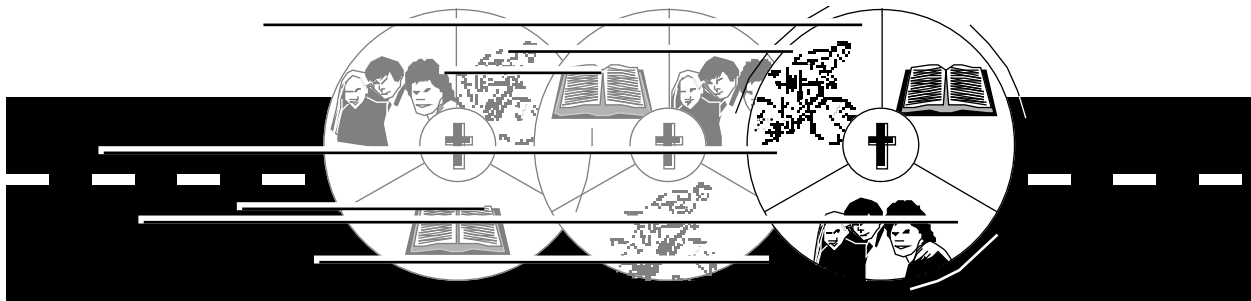
Do you ever
wonder if you
are living up to
the potential
God has
intended for
your life?

the spiritual dimension. It begins with inner qualities and is based on what the Bible says is important. Your appearance or countenance (your face as an indication of mood, emotion or character), is enhanced by being fit physically, mentally, socially, and spiritually. Webster's dictionary defines health as: "freedom from disease; good condition, normal and efficient functioning." When you feel stress over an exam at school, are you healthy? When you feel depressed because you lack quality friendships, are you healthy? It is difficult to come up with one definition of good health that includes all aspects of a person. Take a moment to consider your own personal definition of good health.

YOU CAN MAKE GOOD CHOICES

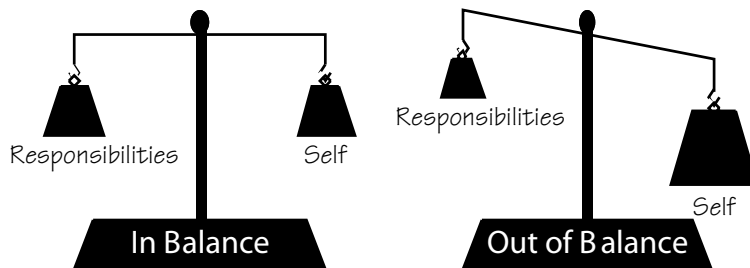
Do you ever wonder if you are living up to the potential God has intended for your life? Imagine yourself in heaven, face to face with God. He pulls out a chart of your life to show you your life's accomplishments. As you view the chart you think to yourself, "I could have done much more." Although God is not in the business of keeping charts, the choices that you make will eventually determine how close you come to reaching your God-given potential.

Being in good health allows you to live up to your potential. You are continually changing and so is your state of health. You are not at the same level of wellness today as you were yesterday and will be tomorrow. Each aspect of your total health is affected daily. Ken Malmin describes the human body as a wheel, traveling on the road of life. Your spiritual condition is in the center, while the other three aspects, physical, mental/emotional, and social are on the outer wheel.



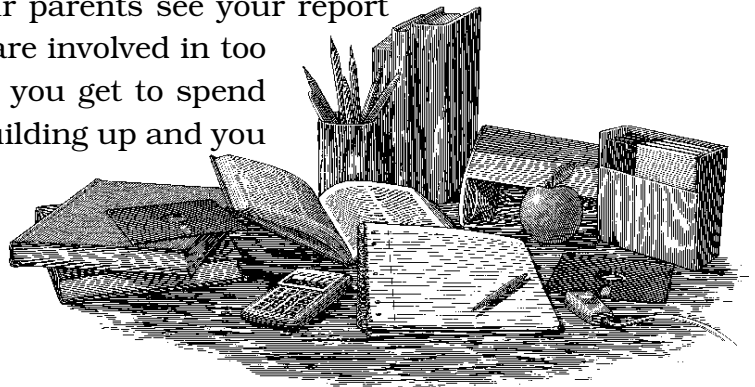
Introduction: A Higher Goal

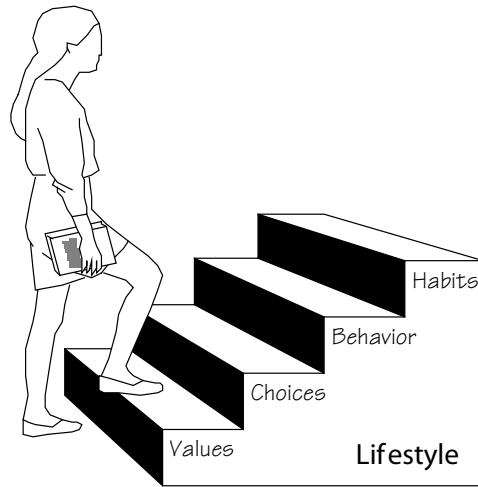
Life is one of seasons. Sometimes you involve yourself in one area and you let the other areas slip. The key to maintaining wellness in each area of your life is balance. Problems occur when you become so out of balance that your responsibilities are affected for a long period of time. Can you think of some examples in your own life when your responsibilities have been out of balance?



One day you may be experiencing stress over an exam at school. This feeling may affect the way you eat or the amount of sleep you receive. You may choose to eat junk food and sleep only three hours. As a result, your body gets rundown and you physically get sick. Because of being sick you are unable attend a social gathering with your friends and you sink into depression. This cycle is one example of how the choices you make in one area affect the others.

Emphasizing one aspect of your health over another is an example of the cycle you may experience. Consider the following example: You have decided to go out for a sport at school. Throughout the season you must practice after school for several hours. This commitment limits the time you have to study for school and your grades begin to drop. When your parents see your report card for the quarter, they decide you are involved in too many activities so they limit the time you get to spend with your friends. The homework is building up and you decide you cannot attend your church activities because you are too busy. Although you enjoy your involvement in the sport and the extra exercise, the sports commitment has affected other





aspects of your total health.

Many factors determine your state of health. Those health conditions you inherit are generally out of your control. However, your behavior throughout your life will affect your total health condition. You determine much of your health by your decisions, and you base your decisions on those values that you believe deep inside. When you “set” your value upon something,

you are determining its relative importance to you. Certain values change with age or experiences; but for a Christian, basic values or convictions should never change.

You face choices everyday. Will you stay up late, eat a good breakfast, fasten your seatbelt, brush your teeth, go jogging or watch television? You make choices that are good for you and bad for you. Although you may not see the results immediately, the habits begin to form that will continue the rest of your life.



Habit is one of the most powerful friends we can have, as well as our most potent enemy when our habits are wrong. Since so much of life flows from habit, special attention needs to be given to building godly habits based on biblical convictions.¹

Jerry White

You may do things without even thinking, or you may do things just because you are not aware of the consequences. Sometimes you may make choices knowing full well the negative consequences of your decisions. Adopting good habits is often easier than changing bad habits. For example, refuse to start smoking rather than give up the habit. Why do you think people do things that are bad for them? What does God think of these decisions?

Introduction: A Higher Goal

Although many things influence your behavior, your concern for your health is not the most powerful influence. Let's consider some of these influences:



Culture: Culture is the general way of life of any group of people. The customs, language, arts, religion, and even the food is cultural. Have you ever visited another culture? Did it change your life?

Religion: Your faith will influence your behavior in many ways. Not only in the activities you choose to be involved in, but also the way you handle difficulties you face. Your faith may determine how you respond to your parents, peers and adults. It is the basic foundation of the choices you make.

People you admire or respect: The type of people you choose to model will affect your choices and decisions in life. These role models may have a positive or negative affect on your life. Can you give some examples of both positive and negative role models? Who are the people you respect or admire?

Peers: Those who are of the same age group as yourself are your peers. The influence of your peers can become a very strong factor in determining your behavior. Although the desire to be accepted by your peers is a normal feeling, it can be detrimental when you compromise your own standards to please an individual or a group. As you learn to handle peer pressure at a young age, you will be better able to handle the peer pressure you will face as an adult.



School: In school you may learn specific things that may influence your health behavior, such as proper nutrition in a health class, the hazards in the environment, and safety in and out of doors.

Media: The media involves television, radio, and printed material. The information that you see and/or hear may be misleading. Their influence may be positive and negative.

Organizations: Clubs, athletics, church organizations are some examples of groups that can influence your health behavior.

Family: During the early years of your life, the most powerful influence on your health behavior is your family. The values that you learn, the food you eat, the sleeping patterns that you develop, the activities you are involved in as a family and even the products that your family buys, all affect your own health decisions.

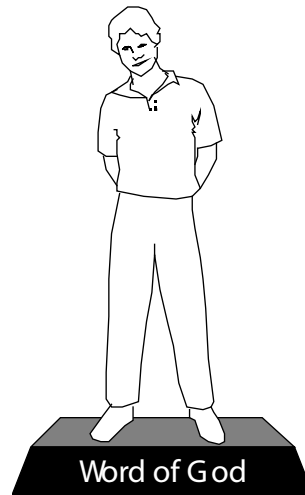


Introduction: A Higher Goal

Values: Values are your personal standards for what is important or has worth. Developing your values is a process throughout your life. They may change due to certain circumstances or influences you meet. Your values are the key to how you choose to live. Professor Colleen Hacker from Pacific Lutheran University states the connection between your actions and values in a powerful “one-liner”:

“Your actions reflect your values.”

The factors that influence your values are endless, but the foundation upon which you base your values should be the Word of God.

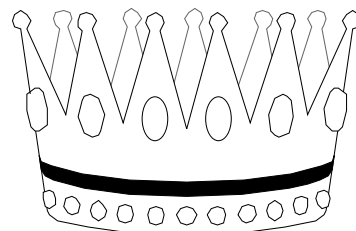


Developing positive health habits brings great benefits. When you feel good physically, you experience more energy and avoid illness. When you experience good social health, you enjoy the company of others and you have a more positive self-image. Being mentally healthy helps you have a clear mind for learning and decision making. The results of a healthy lifestyle reach beyond yourself. You not only affect your own personal happiness, but the happiness of those around you.

The greatest benefit of being totally healthy is living a life that is pleasing to God. The scripture says: “I press toward the goal for the prize....” To “press on” means to pursue, to make every effort to press forward in a race. Although each area of life is important to God, there is a bigger picture than what you see here on earth. Make the right choices for a winning lifestyle. Run the Christian course without taking unnecessary detours and without losing the vision of the higher goal.

Do you not know that those who run in a race all run, but one receives the prize? Run in such a way that you may obtain it. And everyone who competes for the prize is temperate in all things. Now they do it to obtain a perishable crown, but we for an imperishable crown.

1 Corinthians 9:24,25



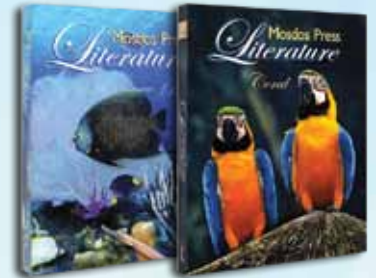
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