



CONCORDIA CURRICULUM GUIDE



GRADE
3

Health



C O N T E N T S

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P R E F A C E

The Ministry of Christian Schools

Parents expect Christian schools to provide excellent discipline, meet high academic standards, have low teacher-student ratios, and be staffed by dedicated, conscientious teachers. Many schools meet these expectations, but the distinguishing feature of a Christian school is that the school proclaims Jesus Christ to be the Son of God and Savior of the world. Teaching Jesus Christ, then, is the real difference between Christian and public schools. In Christian schools, teachers and students witness personally and publicly to their faith in Jesus Christ. Students study the Bible and worship God daily. Teachers relate Jesus Christ to all aspects of the curriculum. Teachers and students share Christian love and forgiveness.

Those who teach in Lutheran schools have the privilege and opportunity to

- teach the Word of God in its truth and purity;
- acknowledge the Bible as God's infallible Word and the Confessions as the true exposition of the Word;
- identify God's Word, Baptism, and the Lord's Supper as the means through which God creates and sustains faith;
- emphasize Law and Gospel as the key teachings of Scripture;
- apply Law and Gospel properly in daily relationships with students, parents, and other teachers;
- teach all of what Scripture teaches (including Christian doctrines) to all students, no matter what backgrounds they have;
- share with students what Jesus the Savior means to them personally;
- equip students to proclaim the Good News;
- provide students the support and encouragement found only in the body of Christ, of which Jesus Himself is the head.

In Christian schools, Christ permeates all sub-

jects and activities. Religion is not limited to one hour or one class. Teachers seek opportunities to witness in every class and to relate God's Word to all aspects of life. Through this process, and by the power of the Holy Spirit, students grow in faith and in a sanctified life, and view all of life, not just Sunday, as a time to serve and worship God. It is intrinsic to ministry in a Christian school that all energies expended in the educational process lead each child to a closer relationship with the Savior and with other members of the Christian community.

How to Use This Guide

The Concordia Curriculum Guide (CCG) series is designed to guide you as you plan and prepare to teach. The introductory chapters provide foundational information relevant to teaching health in a Christian school, but the majority of the pages in this volume focus on health standards and performance expectations together with ideas and activities for integrating them with various aspects of the Christian faith. This volume is not intended to provide a curriculum plan or lesson plan for any particular period or day. Instead, it provides a wealth of ideas from which you can choose and a springboard to new ideas you may create. You may use this curriculum guide with any set of health materials.

The health standards included in this book are informed by the standards developed by the American Association for Health Education (AAHE), in cooperation with the American Cancer Society (see also Chapter 3) and are provided as a compilation of the health standards and performance expectations adopted by the individual states. In order to offer a well-coordinated curriculum design, the health objectives for this grade level relate to and connect with the standards provided at other grade levels.

The Concordia Health Standards, then, can serve you and your faculty in several ways. They can help you

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1. plan your teaching in an organized way;
 2. coordinate your teaching of health with health teaching in other grades in your school;
 3. select textbooks and other learning or teaching materials that help your students excel in meeting standards in health education;
 4. evaluate your current health policies, instruction, materials, and objectives;
 5. implement procedures for school accreditation;
 6. nurture the Christian faith of your students as you teach health concepts and practices.

We assume that teachers will use materials in addition to those included in the guide, but, since many materials do not relate health education to the Christian faith, we have provided suggestions for specific faith connections to use as you teach day after day. Additionally, we know that everyone has a different teaching style. No one will be able to use all the ideas in this volume. As you think about practices that will work for you and would be helpful in your classroom, consider these possible ways to find and use ideas from this volume:

- Read the entire volume before the school year begins. Highlight the ideas you want to use.
- Write ideas or references to this volume in your textbooks or other health teaching materials. List the page and standard numbers from this volume that contain suggestions you would like to use in connection with a lesson or unit.
- Designate periods of time throughout the year, perhaps at faculty meetings, to discuss portions of this volume as you, along with fellow staff members, seek to improve your integration of the faith in health education activities. Brainstorm, develop, and implement your ideas. Share your successes and challenges in subsequent meetings. Together, find ways to effectively use the suggestions in this Concordia Curriculum Guide volume.

- Plan ways to adapt ideas in the CCG health volumes that are not closely related to specific lessons or units in your textbooks. Inside your plan book, clip a list of suggestions from the volume that you would like to use, or list each idea on a file card and keep the cards handy for quick review. Use those ideas between units or when extra time is available.
- Evaluate each suggestion after you have tried it. Label it as “use again” or “need to revise.” Always adapt the suggestions to fit your situation.
- Think about how you might nurture the faith of students each time you plan a health lesson. Set a goal for yourself (e.g., two ideas from this volume each week), and pray that God will help you to achieve it. You will find the index of this volume helpful in finding faith-connecting activities related to specific topics.
- If the ideas in the Concordia Curriculum Guide series seem overwhelming, begin by concentrating on only one subject per month, or attempt to use the suggested ideas in only two to four subjects the first year. Add two to four subjects per year after that.

Probably the most effective teaching occurs when teachers take advantage of natural opportunities that arise to integrate the faith into their teaching. In those situations you will often use your own ideas instead of preparing a lesson plan based on teaching suggestions in this guide. Use the white space on the pages of this book to record your own ideas and activities for integrating the Christian faith into your health lessons. We hope this volume will be an incentive to you to create your own effective ways to integrate the Christian faith into the entire school day. We believe that Christian schools are essential because we believe that our relationship with Jesus Christ is essential to eternal life. Nurturing the faith in children must permeate every part of our lives and all aspects of Christian education. That is why our Christian faith permeates our teaching. That is why we teach in a Christian school.

CHAPTER 1

Health Education in the Christian School

Vicki Boye

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Health and Wellness: A Holistic Approach

Health is more than the absence of disease; it is more than one's physical condition or state, as has been the traditional idea. Health is multi-dimensional and dynamic in nature. Health is defined as the state or quality of one's spiritual, physical, emotional, career (occupational), intellectual, environmental, and social well-being. Wellness is defined as the ongoing and deliberate effort to achieve and maintain one's optimal level of these factors (Hoeger and Hoeger 2007). These seven interrelated dimensions or components of health and wellness may more easily be remembered by using the acronym SPECIES. Health and wellness encompass the human SPECIES and health education embraces each of these dimensions.

Spiritual: The underlying foundation for all other dimensions, it is the recognition of and faith in our Lord and Savior, Jesus Christ (i.e., having a relationship and being "right" with our loving God). Lutheran educators teach God's Word to nurture faith in the Lord Jesus within young people. God's Word provides a motivation for a sanctified life as it guides the children of God in their morals, values, and ethics.

Physical: Proper structure and function of body systems, absence or minimal impact from disease/disorders or disabilities, ability to perform daily tasks without undue fatigue and with proper health and nutrition habits. In this dimension,

health education teachers provide instruction about the continuing care of the blessings God has given us as He created us.

Emotional: The ability to understand and express developmentally appropriate emotions as well as achieve and maintain emotional stability. In the emotional dimension, teachers help students recognize and understand their feelings as well as develop the ability to express these emotions in appropriate ways.

Career (Occupational): The ability to effectively perform and develop satisfaction, fulfillment, and a sense of self-worth in one's work. In this dimension, teachers encourage students to effectively meet the demands and challenges of their vocation in the present time, as well as the future, doing all to the glory of God.

Intellectual: The ability to think and process information at a developmentally appropriate level. Teachers cultivate the joy of learning through this dimension, providing opportunities for students to learn and engage in developmentally appropriate reflection and activity.

Environmental: The recognition and acceptance of one's place and responsibility as a member of God's creation. In the environmental dimension, teachers nurture their students' appreciation and respect for the environment, encouraging them to embrace their responsibility as faithful stewards of God's creation.

CHAPTER 2

Teaching and Learning about Personal Health from a Christian Perspective

By faith Christians know that God “provides all that we need to sustain this body and life.” In His great love, He sustains and upholds us even as He has sent His only Son to redeem all people. Humans are the highest of God’s creation, the focus of His redeeming love in Jesus Christ, and the objects of the Holy Spirit’s nurturing work. In response to His care for us, body and soul, our bodies deserve our most excellent respect.

Health information and all other subjects can be taught and learned through the following overall goals, which have been the hallmark of the Christian education material prepared by Concordia Publishing House through the years and are the hallmark of the Concordia Curriculum Guide series. These materials aim to assist teachers and leaders so that

- through the Word of God and the work of the Holy Spirit, people of all ages may know God, especially His seeking and forgiving love in Christ, and may respond in faith and grow into Christian maturity;
- seeing themselves as the reconciled, redeemed children of God and individual members of Christ’s body, the Church, students may live in peace with God, themselves, and their fellow human beings;
- students may be encouraged to express their joy when they worship God and when they give loving service to others;
- by the grace of God, students may value all of God’s creative work in His world, witness openly to Christ as the Savior of all people, and participate actively in God’s mission to the Church and the world;
- students may joyfully live in the Christian hope of new life in Christ now and in eternity.

Personal Health and God

Our loving and almighty God cares for us and is concerned about our every bodily need. Above all, He loves and desires to save all people through faith in Jesus Christ. Any course of instruction about understanding and caring for our health and well-being that ignores the Creator and Preserver of all things is incomplete.

For the children of God, learning good health practices involves knowledge and understanding of the following:

- God is the creator of our bodies and is the one who saves and provides for us.
- We are the receivers and stewards of God’s gift of the human body.
- Nonbelievers are also God’s creation and are to be stewards of this gift as well.
- All creation is God’s gift for the preservation and support of human life.

God’s Word teaches these truths:

- God created our first parents, Adam and Eve, and through them all people.
- Yielding to the temptation to abandon God’s will, Adam and Eve sinned. All of creation, including the human body, suffered sin’s devastating consequences.
- Although God made people in His image, that image was lost by our first parents; through the fall into sin it is lost in all people who come after them (Genesis 5:3).
- The ravages of sin and our separation from God are still evident in our bodies and in all creation (Genesis 3).
- God sent His only Son to live, die, and rise again in order to pay for the sins of all people (2 Corinthians 5:15). Jesus is the Son of God

CHAPTER 3

National Health Standards: The Background for Health Education Programs in Christian Education

The American Association for Health Education (AAHE), in cooperation with the American Cancer Society, has developed the 2006 National Health Education Standards, PreK–12. These national standards provide a helpful organizing framework for health education standards as they are developed and implemented in the church's schools. They are presented in this chapter for your reference. The AAHE has given Concordia Publishing House permission to reprint the standards and to adapt them for use in Christian schools.

AAHE Standards for Health Education

Standard 1—Students will comprehend concepts related to health promotion and disease prevention to enhance health, as children of God through faith in Christ Jesus.

Standard 2—Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors as members of the body of Christ.

Standard 3—Students will demonstrate the ability to access valid information and products and services to enhance health as they are motivated through the means of grace to live their life for Him who lived, died, and rose again for them.

Standard 4—As they are empowered and guided by the Holy Spirit through God's Word, students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5—In response to God's grace to them through Christ Jesus, students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6—Students will demonstrate the ability to use goal-setting skills to enhance health, in loving service to our God and Savior.

Standard 7—Students will demonstrate the ability to practice health-enhancing behaviors, learning to avoid or reduce risks, as part of the new life they have been given to live by the Holy Spirit.

Standard 8—Together with their fellow believers, students will demonstrate the ability to advocate for personal, family, and community health.

These standards are cited from the prepublication document of National Health Education Standards, PreK–12. American Cancer Society. December 2005–April 2006. Reprinted with permission from the American Association for Health Education/AHPERD.

Consider the following questions as a faculty as you assess school-wide needs and evaluate and improve your health curriculum.

Discussion Questions

1. What insights do 1 Corinthians 6:19–20; 15:3; and 1 Timothy 4:4–5 provide to help children develop a healthy image of themselves and their bodies? What other Scripture passages may provide additional help to parents and children?
2. How do we as teachers help and equip students in the choices they make with respect to health and related behavioral issues? How do we work with others on these issues out of concern for them and love for our Savior? How do we express our love and concern?
3. What are some strategies that we might use to help parents work with their children to devel-

CHAPTER 4

Health Curriculum Standards for Students in Grade 3

The health education standards that are presented in this chapter are informed by the American Association for Health Education (AAHE) National Health Education Standards presented in the previous chapter and the health standards and performance expectations developed by the health education committees of the individual states. In order to offer a well-coordinated curriculum design, the health education objectives for each grade level are related to and connected with the standards provided at other grade levels. Teachers and schools are invited to use the CD that is included in the *Concordia Curriculum Guide: Health* at each grade level to modify the Concordia Health Education Standards for use in their own particular situation.

The health education standards included in this chapter have been compiled from the individual state departments of education and organized grade by grade into the following seven areas:

1. Healthy Lifestyles 
2. Health Information and Resources 
3. Health Risks and Disease Prevention 
4. Health Influencers 
5. Health Goals and Decision Making 
6. Health Communication and Other Skills 
7. Health Advocacy 

The Concordia standards have been systematized according to the following numerical designations to indicate grade level, category, and performance objective:

- The first digit indicates the grade level (e.g., the 2 in 2.5.1 designates that the performance expectation is for grade 2).
- The second digit indicates the standard number in health education being addressed (e.g., the 5 in 2.5.1 designates that the fifth health standard for grade 2 is being addressed).
- The third digit indicates the number of the specific performance expectation being addressed (e.g., the 1 in 2.5.1 as found in the health standards of grade 2, relates to using accurate information when making health-related decisions). The number of these expectations will vary from level to level.

The Concordia Health Education Standards for this grade level are stated in the following pages. Chapter 5 provides faith-integration activities organized according to each standard for this particular grade level. These activities provide many opportunities to teach aspects of the Christian faith in conjunction with each area of the health curriculum.

HEALTHY LIFESTYLES



- 3.1 Third-grade students in Lutheran schools will grow in understanding concepts related to healthy lifestyles and the prevention of disease.**
- 3.1.1 Describe and explain the structure and function of the systems of the human body.
 - 3.1.2 Identify responsible behaviors that help people maintain good health.
 - 3.1.3 Identify signs of illness in children, and understand that health problems should be detected and treated early.
 - 3.1.4 Explain how injuries can be prevented and treated.
 - 3.1.5 Describe the relationship between physical health and emotional health.
 - 3.1.6 Know and use basic health and medical terms appropriately.
 - 3.1.7 Know why some drugs are illegal, why they should not be used, and the consequences of their use.
 - 3.1.8 Know the nutritional values of a variety of foods.

HEALTH INFORMATION AND RESOURCES



- 3.2 Third-grade students in Lutheran schools will begin to develop the skills to access reliable sources of health information, understand the meaning of symbols on health products, and identify people who can answer health-related questions and provide health-related services.**
- 3.2.1 Locate resources at home or in the school and community that provide reliable health information.
 - 3.2.2 Know how media sources attempt to influence their choice of health information, products, and services.
 - 3.2.3 Know how to read the labels of and use health-related items and how to get emergency care.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 3 Standards

The health education standards included in this chapter have been compiled from the individual state departments of education and organized grade by grade into the following seven areas:

1. Healthy Lifestyles



2. Health Information and Resources



3. Health Risks and Disease Prevention



4. Health Influencers



5. Health Goals and Decision Making



6. Health Communication and Other Skills



7. Health Advocacy



The standards have been systematized according to the following numerical designations to indicate grade level, category, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially (e.g., the 7 in 7.1.4 is found in the grade 7 area, relating to *Healthy Lifestyles*, and is the fourth item in that category). A complete list of health standards performance expectations for this grade level is provided in chapter 4.

On the pages of chapter 5, you will find an easy-to-reference two-column format for faith integration with the health standards. The left-hand column under the heading “Information by Topic” provides helpful teaching background information and insights relevant for integrating some aspect of the Christian faith. The number following the topic identifies the performance expectation to which the topic relates (see chapter 4). Beside each entry, in the right-hand column under the heading “Discussion Points/Activities,” you will find ideas helpful for planning and organizing student learning experiences that reinforce and expand upon these faith connections.

Be sure to consult the index at the end of this volume for a complete listing of topics and where they may be found.

HEALTHY LIFESTYLES



INFORMATION BY TOPIC

DISCUSSION POINTS/ACTIVITIES

3.1 Third-grade students in Lutheran schools will understand concepts related to healthy lifestyles and the prevention of disease.

Systems of the Body

The human body is an integrated set of systems that support each other. No one part of the body can exist without the rest of the body functioning correctly. St. Paul used this concept to teach the people of Corinth how the various members of the Church (the body of Christ) need to work together. (See 1 Corinthians 12:12–26.) Teach the systems of the body, showing the integration between them so that the student can better understand the wonder of God’s creation and relate this to the functioning of the Church. From a physiological point of view, this is the start of Maslow’s hierarchy of needs—each part of the body requires air, food, water, support, and protection for survival. The bodily systems each play a part in meeting these needs, but each also depends on the other systems for survival.

Illustrate a simple representation of the systems of the human body by displaying a paper or Halloween skeleton, which is usually available at party supply stores. Point out that everyone in the room has one of these of their very own, but it’s not made out of paper. It gives the basic form to their own bodies. Explain that the skeleton serves not only as the frame of our bodies, but it also protects vital organs. Cut out simple shapes to represent the heart lungs, stomach, brain, and so on, and place them behind the protective parts of the skeleton. Next, add on the muscular system that everyone has so that the parts of the body can move. Add red paper streamers to illustrate the bands of muscles that connect the various parts of the body and give us a shape that is not just bony. Use blue fine line markers to draw some of the circulatory system, which supplies food and oxygen to all parts of the body, and use black markers to draw the nervous system, which sends messages to control the various systems. Point out that some of these body parts are voluntary and some are involuntary. Explore those terms. Then note that there are other body systems that will be discussed at other times. It is also important to consider that

- Try an activity that requires two or more children to work together to accomplish a task. The task is to pick up a beach ball while working together as a team. However, team members must hold hands, coordinating their free hands in order to pick up the beach ball. You can make it even more complex by making it a team of three and blindfolding the two who have free hands so that they must follow the guidance of the middle person who can see. This activity builds an appreciation of integrated, cooperative effort. If one of the hands would decide not to cooperate or the eyes would decide not to tell the hands what they see, then the ball would be dropped. Thanks be to God that He made the body an integrated organism with parts that work together. Remind the students about what we can learn from 1 Corinthians 12:12–26. Then consider the way that Christians as the body of Christ need to work together. We are thankful that He gave His Church the gifts it needs so that we may work together to spread the love of Jesus and the Good News of His salvation.

- One of the body systems not previously discussed is the endocrine system. It acts like the body’s chemistry set, providing chemical signals to govern growth, energy, and development. The endocrine system provides adrenalin and the ability for a fight or flight response to danger. Since it cannot run or reach, has no eyes, ears, or nose, and cannot hear, see, or smell danger, it must work together with the other systems of the body. Now consider our response to spiritual dangers. Review the story of the temptation of Jesus in Matthew 4:1–11. What did Jesus do when faced with danger and temptation? He spoke the Word of God. The Holy Spirit working through the Word acts as our spiritual eyes, ears, and nose to warn us of dangers such as the devil, evil in the world, and our sinful nature. God gave His Word, the Bible, as our spiritual adrenal gland to give us the fight or flight response when we are confront-



INFORMATION BY TOPIC

the body is 60–70 percent water to keep it from dehydrating; for this reason, God has given our bodies a protective barrier—our skin—that holds everything in place. Your discussion could end at this point, or you could add a covering of skin to your illustration either with papier-mâché or fabric. In fact, you could also add clothing to the completed shape, yarn hair, craft eyes, candy lips, and so on. (3.1.1)

DISCUSSION POINTS/ACTIVITIES

ed with temptation and the evils of this world. James 4:7 says, “Submit yourselves therefore to God. Resist the devil, and he will flee from you.”

Good Health Practices

Good stewardship is the use, not abuse, of the gifts of God for His greater glory. Part of stewardship is taking care of the body that God has given to us. 1 Corinthians 6:19–20 says, “You are not your own, for you were bought with a price. So glorify God in your body.” Sickness and injury will happen, but deliberately choosing a lifestyle or activity that will harm the body does not let you use your God-given physical gifts to give glory to God. Proverbs is full of advice about behaviors that are good and those that are harmful to both the body and the soul. For example, Proverbs 23:20 warns against drunkenness and gluttony. But focus on the positive things the students can do to enhance their wellness. Tucked into Paul’s First Letter to Timothy are small pieces of personal advice about health habits (see ch. 4). Paul counsels Timothy to use common sense in his life habits. He also reminds Timothy that everything that God created is good and should be accepted with thanksgiving. However, the overuse of even good gifts can be harmful, so the child of God practices a life of moderation and thanksgiving. Sing a hymn of stewardship that recognizes that all we have is a gift of God, such as “We Give Thee But Thine Own.”

Galatians 6:7 and Job 4:8 both speak of reaping what is sown. One of the temptations the devil uses is the temptation to take an action that would logically result in severe injury or death. He told Jesus, in effect, to jump off a cliff because God would take care of Him. Jesus responded by saying we should not tempt God (Matthew 4:5–7). In other words, God is taking care of us, but He has also given us the ability to differentiate between healthy and unhealthy behaviors. God expects us

• Frequent exercise to strengthen and maintain our bodies is a healthy way of life. The Book of Hebrews compares this process to spiritual exercise to strengthen and maintain the soul in the struggle against sin (Hebrews 12:4–12). In order to be effective, physical and spiritual exercise need to be a daily part of our life. Some exercises promote strength, some endurance, and some greater flexibility. Teach the children some stretching exercises that can be used before recess or gym class to prepare their bodies for activity. As a spiritual exercise, have the children memorize a Bible passage or hymn stanza that can be used for dealing with specific problems, such as fear, worry, sorrow, or temptation, keeping the message readily available in heart and mind.

• The Old Testament contains many laws that describe healthy living habits about food and cleanliness, such as Leviticus 13–14. By the time of Jesus, these had been expanded into traditions about hand washing and keeping things in the house clean (Mark 7:3–4). God’s laws protected the children of Israel from some diseases, but the most important thing about the laws was the fact that they set the Israelites apart as a people that glorified God with their lives. We, too, can maintain a healthy lifestyle to glorify God in all things. Consider the seemingly small matter of teeth. Third graders have many of their permanent teeth. Regular toothbrushing, dental exams, and dental care take care of those teeth. Brushing the teeth and flossing removes sugar and bacteria from the surface of the teeth and prevents the process of decay. If school facilities allow it, make toothbrushing after lunch a regular part of the

CHAPTER 6

Topics in Health Education for Lutheran Educators

The three articles that follow give information about eating disturbances, allergies, and school policies. These topics directly affect many children today. The emotional health and physical health of children are interrelated, and both, as is true of all aspects of life, are affected by one's spiritual health. Our concern about health is led by our Savior's example, as He time and again felt compassion for those in need and helped them. He calls on us to show compassion and care too. Galatians 6:10 says to us, "As we have opportunity, let us do good to everyone, and especially to those who are of the household of faith." Let us respond to the needs of the children in our schools and in our care not only as created children of God, but also as redeemed and sanctified believers in Christ.

Healthy Eating— The Key to a Healthy Body Image

According to the latest government figures, more youngsters than ever (10 percent) are overweight, and between 16 and 33 percent of them are obese. On the other side of the weight issue, some youngsters become so preoccupied with being thin that they develop eating disorders (estimated seven million girls and one million boys). It's easier to prevent problems than to manage them later when they occur. The key to preventing both kinds of eating disturbances is instilling healthy eating and exercise habits at a young age.

How to Help

- Lead by example. Research shows that children imitate their parents' behavior. If you make an effort to maintain a healthy attitude and healthy eating habits, your children are more likely to do the same now and for the rest their lives.

- Come to terms with your own food issues and body image. Take a look at your own food habits and ideas about weight. Your comments and ideas about appearance can influence what your children think is acceptable or desirable. How many times have you heard yourself make a negative comment about how you look in an outfit? "Do I look fat in this?" or "Boy! These jeans make my thighs look fat!" Kids are listening and take in that a person is valued by his or her appearance.
- Give up dieting—it doesn't work! What's a healthy weight? Check with your doctor to understand how your child compares to established standards for height and weight.

How to Calculate Your BMI (Body Mass Index)

Multiply your weight in pounds by 703; divide by height in inches; divide again by height in inches, and the result is your BMI. For example, a thirteen-year-old boy who weighs 190 pounds and is 5'5" tall would have a $BMI = 190 \times 703 \div 65 \div 65 = 31.6$, indicating that he is obese. A healthy BMI is between 18.5 and 24.9.

Start with Small Changes

- Cut back on soda and juice.
- Switch to skim milk. (Kids don't need as much milk as the dairy industry recommends.)
- Substitute fruit for dessert.
- Drink eight to eleven 8-ounce glasses of water daily.
- Rather than make a particular food taboo, use it in moderation for treats.
- Work towards following the federal dietary guidelines.

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