



CONCORDIA CURRICULUM GUIDE



GRADE
6

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 6

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.

This chapter includes health standards that have been compiled from the individual state departments of education. They are 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 below. 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



- 6.1 Sixth-grade students in Lutheran schools will understand concepts related to healthy lifestyles and the prevention of disease.**
- 6.1.1 Describe and explain the structure and function of the systems of the human body.
 - 6.1.2 Identify responsible behaviors that help people maintain good health, and relate these behaviors to the prevention of injury, illness, disease, and premature death.
 - 6.1.3 Explain the importance of assuming responsibility for their own personal health.
 - 6.1.4 Explain how personal health habits, including daily vigorous exercise, influence the functioning of body systems.
 - 6.1.5 Describe the relationships between a person and their surroundings and how one's surroundings influence physical, mental, social, and emotional health.
 - 6.1.6 Explain ways to reduce risks related to common health problems of adolescents, and implement these ideas into their own lifestyle.
 - 6.1.7 Describe how pathogens are related to the cause and prevention of disease.
 - 6.1.8 Know and use key health and medical terms appropriately.
 - 6.1.9 Know why some drugs are illegal, why they should not be used, and the consequences of their use.
 - 6.1.10 Know the nutritional values of a variety of foods.

HEALTH INFORMATION AND RESOURCES



- 6.2 Sixth-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.**
- 6.2.1 Develop and use guidelines to select health resources and use home, school, and community resources that provide reliable health information.
 - 6.2.2 Analyze how media sources attempt to influence their choice of health information, products, and services.
 - 6.2.3 Make comparison studies of the costs of basic health products.
 - 6.2.4 Identify sources of health services in their community, and identify the roles of health care specialists in providing services.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 6 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 4 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 for student activities that nurture the Christian faith as students work to achieve the related health standard.

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

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

Systems of the Human Body (Skeletal, Muscular, Respiratory)

Much of what goes on beneath a person's skin takes place by God's gracious design and without any specific direction or thought on the part of the owner. It is only when something goes wrong that a person's attention is drawn to the muscle or tissue inside his or her body. How often does that same description apply to your relationship with Jesus? Our hearts beat, our lungs breathe, and our stomachs digest. When pain comes to visit, many often want to be rid of it as soon as possible, not realizing it is truly a great gift. Jesus Christ chose to live within the confines of a human body, indicating how much He values this earthly flesh and would have us do the same. Our pain is a reminder of the suffering, pain, and death He took on Himself so that we might be saved from sin's eternal pain. Through His suffering, we have everlasting life with Him. He took the pain of our sin on Himself and freed us to live with and for Him each day. Through our healing, He is honored. (6.1.1)

- Research the five senses, summarize their tasks, and choose an art medium to design a sculpture, montage, or collage depicting the function of each sense. How does one sense carry on the work of another should something happen to it? Share your artwork with your class, and discuss the blessings God provides to us through these senses. If you had to give up one of your senses, which would it be? Explain your choice.

- The human skeletal system is made up of 206 bones and many joints and hinges. One of its most important components is the opposable thumb. Tell your partner what you think are the two main functions of the skeleton. How is the skeleton like the rules of a game? Compare and contrast the work of the skeletal system with the uses of God's Law as spelled out in Luther's explanations to the Ten Commandments. Without structure (or laws), there would be pandemonium and chaos. How does God's Law provide structure for human life?

Behaviors, Responsible

Paul's words in 1 Corinthians 6:19–20 remind us that we do not have the right to do anything we want to or with our bodies, for in reality our body does not belong to us. God created us and Jesus Christ redeemed us from the bondage of sin and death. It has been said that we are twice bought. Our bodies are temples of the Holy Spirit. Talk about pressure! I'm anxious over the fact that someone may accidentally forget to use a coaster and cause a water stain on my new furniture. Sure, the table cost me a fair amount of money, but nothing like the cost Jesus paid on my behalf. Because of His love for me, I take care to honor my body by watching what I put into it, by treating it with the love Jesus has shown me, and by working with others to glorify God in all I do. (6.1.2)

- Choose a sport that requires participants to wear protective gear of one kind or another. Identify the vulnerable body parts in this sport, and describe the gear worn to protect them. Our faith is also vulnerable to attack from Satan, the father of lies. What protective gear has God given you to help defend against Satan's wily ways (Ephesians 6:10–18)?

- Do research online or perhaps at your local hospital's emergency center to find information regarding typical seasonal accidents. Make a chart showing your findings. Use pictures or words to describe the activity and charts or graphs to show the statistics relating to injuries, then identify the safe behavior(s) or precaution(s) that may have prevented the injury. Discuss the relationship of the behavior to a commandment that God gave. What is one reason for obeying the commandments (1 John 4:19)?



Health, Responsibility for

In his explanation to the First Article, Martin Luther writes an extensive list of how God created us, how He richly and daily provides for us, and how He defends us. There is nothing we need to do or be in order for our heavenly Father to act in such a loving and caring manner. We cannot earn God's favor, we don't deserve it, and we don't have to remind Him that we are down here waiting. More likely we go on our ways without too much thought about all that is being done on our behalf. This reminds me of the manner in which hearts keep beating, lungs breathing, and stomachs digesting—all without any thought or effort on our part. Luther goes on to remind us why God acts and what response we should have: "All this He does only out of fatherly, divine goodness and mercy, without any merit or worthiness in me. For all this it is my duty to thank and praise, serve and obey Him" (From *Luther's Small Catechism with Explanation*, © 1986, 1991, 2005 CPH, p. 16). Everything we need is provided; all that is required of us is to receive what is given. Understanding the enormity of the gift, we can't help but follow through with this "duty." (6.1.3)

- Interview your parents or guardians about the things they needed to do for you during the early years of your life, such as until you were five. As you grew, what changes were required to provide for your nutritional needs, safe space (baby proofing), toilet training, and developing good hygiene habits? Using pictures from magazines, grocery-store ads, catalogs, and perhaps pictures from your early childhood, design a collage that portrays the ways your parents assumed responsibility for your health and care. Place the words of Isaiah 38:16, 19 on your collage: "O Lord . . . the father makes known to the children Your faithfulness."

- As a sixth grader, you no longer require the same level of supervision and care you once did. At the same time, you are not yet able to handle making all your own decisions. What level of responsibility have you assumed for your own health? Take a personal inventory of things you do or do not do that impact your health. Write a list of at least three responsibilities you maintain and three responsibilities you often leave undone. How is assessing your responsibility for your own health similar to what John says about assessing our behavior in 1 John 1:8–10?

Health Habits

In Jesus' day, nearly all the activities of daily living provided a natural physical fitness component. A person's body systems benefited by this level of activity. Traveling was done on foot. Carpenters would have done everything by hand, including cutting the tree, hauling it to the shop, and doing all the preparation to make the wood right for the project at hand. Women walked long distances to the wells for water and carried heavy jars on the return trip. Meal preparation involved physical labor, and faithful Jews practiced very strict dietary laws. Contemporary studies suggest the health benefits of physical exercise and following these dietary laws. Yet Paul recognized that his salvation was not due to his efforts but to God's grace alone in Christ Jesus (Ephesians 2:8–9). As you encourage students to participate in vigorous activity regularly, share with them the joy of God's gifts to them in Christ Jesus. (6.1.4)

- What is the current definition of a physically fit body? To develop a definition, consult the Web site Fitness Fundamentals (www.hoptechno.com/book11.htm), created by the President's Council on Physical Fitness and Sports. Describe the four or five basic components of physical fitness, identify the organ systems involved, and demonstrate exercises that can help test or improve physical fitness. What are some activities that will increase your spiritual fitness (Acts 2:42–47)?

- Simple walking is a great fitness activity. The Web site for Kids Walk-to-School, www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm, will help you start an organized walking program in your school. If your school draws from a wide area, perhaps you should concentrate on a Kids Walk-to-VBS in your church's neighborhood. Walking together can remind you of the people who walked from place to place, following Jesus and listening to Him teach.

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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