



# CONCORDIA CURRICULUM GUIDE



GRADE  
8

Health



# C O N T E N T S

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<i>Preface</i>	4
<i>Chapter 1:</i> Health Education in the Christian School	7
<i>Chapter 2:</i> Teaching and Learning about Personal Health from a Christian Perspective	11
<i>Chapter 3:</i> National Health Standards: The Background for Health Education Programs in Christian Education	15
<i>Chapter 4:</i> Health Curriculum Standards for Students in Grade 8	17
<i>Chapter 5:</i> Information and Activities for Integrating the Faith as Keyed to Grade 8 Standards	21
<i>Chapter 6:</i> Topics in Health Education for Lutheran Educators	53
<i>Index</i>	63

# P R E F A C E

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## **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

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## Health Education in the Christian School

Vicki Boye

Vicki L. Boye, PhD, is Associate Professor of Health and Human Performance and a graduate of Concordia University Nebraska. She did her graduate work at the University of Houston (MS, 1989) and earned a doctorate from the University of Nebraska in health education (1999). She has taught at Lutheran high schools in Kansas City and Houston. While at Lutheran High North in Houston, she was named Teacher of the Year in 1989. Currently, her primary responsibilities are in the areas of health education and lifetime wellness. She has written for *Lutheran Education*, is a member of the CUS Council for Physical Activity and Wellness, and provides health seminars and presentations to various community and campus groups.

### 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

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# 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

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## Health Curriculum Standards for Students in Grade 8

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* volume 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



- 8.1 Eighth-grade students in Lutheran schools will understand concepts related to healthy lifestyles and the prevention of disease.**
- 8.1.1 Describe and explain the structure and function of the systems of the human body.
  - 8.1.2 Identify responsible behaviors that help people maintain good health, and relate these behaviors to the prevention of injury, illness, disease, and premature death.
  - 8.1.3 Explain the importance of assuming responsibility for their own personal health.
  - 8.1.4 Explain how personal health habits, including daily vigorous exercise, influence the functioning of body systems and overall health.
  - 8.1.5 Describe the relationships between, and how one's surroundings influence, physical, mental, social, and emotional health.
  - 8.1.6 Explain ways to reduce risks related to common health problems of adolescents, and implement these ideas into their own lifestyles.
  - 8.1.7 Describe how pathogens, family history, and other factors are related to the cause and prevention of disease.
  - 8.1.8 Know and use key health and medical terms appropriately.
  - 8.1.9 Know why some drugs are illegal, why they should not be used, and the consequences of their use.
  - 8.1.10 Explain how appropriate health care can help prevent, detect, and treat health problems.

# HEALTH INFORMATION AND RESOURCES



- 8.2 Eighth-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.**
- 8.2.1 Develop and use guidelines to select health resources, and use home, school, and community resources that provide reliable health information.
  - 8.2.2 Analyze how media sources attempt to influence our choice of health information, products, and services.
  - 8.2.3 Make comparison studies of the costs and reliability of basic health products.
  - 8.2.4 Identify sources of health services in the community and the roles of health-care specialists in providing services.
  - 8.2.5 Identify situations where professional health care is required, and develop guidelines for using these services.

# CHAPTER 5

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## Information and Activities for Integrating the Faith as Keyed to Grade 8 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 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

## 8.1 Eighth-grade students in Lutheran schools will understand concepts related to healthy lifestyles and the prevention of disease.

### Body Systems, Structure and Functions of

“For I am fearfully and wonderfully made,” writes the psalmist in Psalm 139:14. Not “fearfully” as in something of which to be afraid, but as in something that shows the awesomeness and majesty of our Creator-God. We each have parts that work together to satisfy a function and make our lives pleasurable and enjoyable.

Take for instance our eyes. These beautiful sensors (that come in a variety of colors and shapes) allow an image to be brought in, focused, and separated into darks and lights, and for most of us categorized into colors as well. But this wonderful function would be to no avail if our eyes only received the image and didn’t send it anywhere. Our awesome God provides an organic network of receptors to transfer the image into electric codes that relay what the eyes see to an organ that receives and interprets the information. In that organ, forms and colors are identified, cross-referenced, and categorized so that a quick appropriate response can be made—and all of this is done, in most cases, in less than a second. Sight is just a small part of the body’s nervous system, which is just one of the many body systems through which God blesses us and others through us. “For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” (Ephesians 2:10). The marvels of the human body are often taken for granted because they are so common; everyone has equivalent equipment. What a fantastic message you have to share with your students. No matter what the student’s size, shape, disability, or personality, each is handmade by a God who loves them and has prepared special opportunities of service for them. (8.1.1)

- God designed the different systems of the body to work together to provide a service to the body as a whole. Work in groups to explore how we are “fearfully and wonderfully made,” with each group taking one system of the body (the reproductive system will be left out for now since its purpose is highly specialized). The task of each group is to list the major parts of their assigned system and its overall functions. Have each group select a task (e.g., eating, growing, laughing, singing, sleeping, walking, building) and construct a step-by-step procedure poster on how to accomplish their given task by using the research they did on their body system and by asking the other body-system groups for any missing information that is necessary.

- Work in groups to write a song that could be sung to the tune of the Bible-camp song “I’ve Been Redeemed.” Create a body-system version to review the parts or functions of the eight body systems. Ask each group to work on the words for one body system, or ask each student to choose a system to write about. As another alternative, the class can work together on writing a multitude of verses that proclaim how God has given them these systems. I’ve been redeemed by the blood of the Lamb. I’ve been redeemed by the blood of the Lamb. I’ve been redeemed by the blood of the Lamb. Saved by the Holy Ghost I am. All my sins are washed away; I’ve been redeemed. (Examples of possible first lines for each system—but you can think up your own if you wish)  
God’s given me my glands so small . . . (Endocrine System)  
God’s given me my quadriceps. . . (Muscular System)  
God’s given me my bones and frame . . . (Skeletal System)  
God’s given me my nerves and brain . . . (Nervous System)  
God’s given me my blood and heart . . . (Circulatory System)



God's given me my lungs and air . . .  
(Respiratory System)  
God's given me my stom'ch and gut . . .  
(Digestive System)  
God's given me the gift of life . . .  
(Reproductive System)

### Responsible Behaviors Affecting Health and Well-being

When God created the world, He gave all that He had created to humanity to rule over (Genesis 1:28–29). But even at its best, our care of creation is contaminated by sin. Today, with our world growing progressively smaller due to our communication and transportation systems, it has become increasingly more apparent that what is done by a few can affect many—in ways both good and bad. Guide your students toward a greater understanding of their responsibilities as God's children to take care of all aspects of God's creation, beginning with themselves. Remind them that since Christ has redeemed them they belong to Him. Their actions concerning health, safety, and disease will show others Christ's power at work for their physical as well as spiritual well-being. (8.1.2)

- Break into small groups and discuss some of the common rude comments and put-downs students say to one another. Have the students answer the following questions: When and how are these words used? For what purpose? How does using them affect others? What actions could these words lead those against whom they are directed to take? How does the person saying them appear to others who hear? How do rude comments affect the school? What do rude comments suggest about the regard students have for one another? How does this behavior relate to the health of our community? In what way do rude comments relate to other problems? After discussing these questions in small groups, allow each group to report their findings to the other groups. Discuss how put-downs affect a person's walk with Christ.
- Work in teams of three or four to create comic strips showing how the germs in a sneeze can affect hundreds of other people. Delegate some to write the script telling where the sneeze began, how it gets passed along, and to whom. Students will need to decide how many panels to use to tell the story and work with others who will draw the scenes. Someone with clear handwriting can be in charge of writing the dialogue and sound effects. Use a large sheet of paper or poster board to present your story and post it in your classroom. Compare the germs spread by the sneeze to sin and the way it spreads to infect and affect so many other people. Discuss how sin and disease are analogous to one another. Consider also the remedies for each.

# 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.

# INDEX

---

## A

Advertisements 8.2.2  
Alcohol, Effects of 8.1.9, 8.2.2, 8.6.1  
Anger, Dealing with 8.3.3  
Authority Figures, Role of 8.6.2

## B

Behaviors, Safe and Unsafe 8.1.2, 8.3.2, 8.6.3  
Body Systems 8.1.1

## C

Careers in Health 8.4.4  
Cholesterol 8.1.8  
Circulatory System 8.1.1  
Cleanliness 8.3.1  
Commercials 8.2.2, 8.4.3  
Communicating Care, Respect, and  
    Consideration 8.6.2, 8.7.2  
Communication Skills 8.6.1, 8.6.4  
Communication, Verbal and Nonverbal 8.6.4  
Community Health Agencies 8.7.3  
Conflict Resolution 8.6.6  
Cooperative Efforts to Achieve Health Goals  
    8.7.4  
Crisis Management 8.6.6

## D

Dating 8.5.4  
Decision Making 8.1.6, 8.3.2, 8.4.1, 8.5.1, 8.5.2  
Decisions, Health-Care 8.2.1, 8.2.5  
Diet 8.1.8, 8.5.2  
Digestive System 8.1.1  
Disease Prevention 8.1.7  
Diseases and Illnesses 8.1.7  
Drugs, Illegal and Consequences 8.1.9

## E

Emergencies, Health 8.3.4  
Endocrine System 8.1.1  
Exercise Plan 8.5.3

## F

Fads 8.1.6  
Family History 8.1.7  
Freedom and Independence 8.5.5  
Friends and Family Members, Characteristics of  
    Responsible 8.6.3  
Friends and Relationships 8.3.5, 8.6.2

## G

Germs 8.1.2  
Grief, Dealing with 8.3.3

## H

Health and Environment 8.1.5  
Health and Medical Terms 8.1.8  
Health and Wellness Goals 8.5.3  
Health-Care Decisions 8.2.1, 8.5.1  
Health-Care Issues 8.6.1  
Health-Care Specialists and Services 8.2.4, 8.2.5  
Health Choices and Media 8.2.2  
Health Conditions and Disease 8.1.8  
Health Habits, Personal 8.1.4  
Health Information 8.2.4, 8.2.5, 8.4.3, 8.7.1, 8.7.3  
Health Practices 8.3.1, 8.3.6, 8.7.1  
Health Practices, Role of Culture, Gender, and  
    Age 8.4.2  
Health Practices, Role of Media and Technology  
    8.4.3  
Health Products, Costs and Reliability of 8.2.3  
Health Products, Generic 8.2.3  
Health Resources, Selecting 8.2.1  
Health Risks, Reducing 8.1.6  
Health Strategies 8.3.7, 8.6.5  
Health Technologies 8.4.3  
Health Care, Preventative 8.1.10  
Healthy Behaviors 8.5.4  
Healthy Behaviors, Influence of Family, School,  
    and Peers 8.4.1  
Healthy Choices, Supporting Others in 8.7.2  
Hearing 8.1.10  
Heredity 8.1.7  
Hygiene 8.3.1

---

## I

Injuries and Diseases, Avoiding 8.3.1, 8.3.4

Injury Prevention 8.3.4

## L

Listening and Other Communication Skills 8.6.4

## M

Maturation, Ability, Independence, and  
Responsibility 8.5.5

Medicine 8.4.3

Medicine Kit, Home 8.2.5

Misunderstandings 8.6.4

Muscular System 8.1.1

## N

Nervous System 8.1.1

Nutrients 8.3.7

## P

Pathogens 8.1.7

Perspective, Maintaining 8.3.3

Physicians 8.2.2

Put-downs and Rude Comments 8.1.2

## R

Reproductive System 8.1.1

Respiratory System 8.1.1

Responsibility for Personal Health 8.1.3

Risk Taking 8.3.2

## S

Safety and Health Practices 8.3.6

Sexuality and Responsibilities 8.5.5

Sight 8.1.1

Skeletal System 8.1.1

Skills, Refusal and Negotiation 8.3.5, 8.6.5

Special Health Needs, Understanding 8.4.4

## T

Teeth, Healthy 8.1.10, 8.3.6

Threatening Situations, Dealing with 8.3.5

Tobacco Products 8.5.4

Tobacco, Alcohol, and Other Drugs 8.6.1

## W

Weight Training 8.3.6

Worry 8.1.5, 8.3.3