

# PERSPECTIVE

## Role of the Christian School in Health Education

The primary responsibility for educating children belongs to parents. But in the Christian community parents do not have that responsibility alone — church and school also participate in the task of education. The church nurtures the faith of its young members, leading them to understand the implications of faith for their lives. The Christian school teaches children and young people about God's world, equipping them for lives of service. Deriving its authority to educate from the parents who send their children to the school, the Christian school supports and augments instruction provided in the home by teaching all curriculum subjects from a biblical perspective.

One curriculum subject is properly health education. Historically this subject has had low priority in curriculum planning; however, among educators today there is a growing awareness of the importance of health education in a balanced curriculum. Educators are recognizing that in order to promote the well-rounded development of children, the school must give sufficient attention to the healthful living of children as individuals and as members of families and communities. A sequential and comprehensive health education curriculum, such as the *Horizons Health* series, provides the Christian school with the opportunity to deal with basic life issues from a Christian perspective in a consistent way.

The serious health problems facing the contemporary world — the threat of HIV/AIDS, the widespread use of recreational drugs, the prevalence of teenage pregnancy, the easy access to abortion — underscore the need for a sound, Christian program of health education. More than ever before students need current, accurate information and clear direction on healthful living. Today's health crises dramatically highlight the obligation of home, church, and school to work together to bring the lordship of Christ to bear on the health education of the community's children.

## General Christian Perspective

A Christian perspective on health education begins with the Bible's account of who we are and why we are here. The Bible tells us that we have been created by God in his image. We have been created male and female. We have been created to live in harmony with God, with each other, and with the rest of creation. And we have been assigned the task of caring for God's world.

The Bible has more to tell us. It tells us that because of sin our relationship with God is broken; because of sin we no longer clearly reflect God's image. We live at odds with God and with one another. We don't take care of the created world the way God intended. Even when we

try our hardest, we often end up doing the evil we don't want to do (Romans 7:19). And physical death is inevitable.

But that's not the end of our story. In Christ, God has broken the cycle of sin and death. In Christ, God is making us whole. In Christ, God is restoring our relationship to him and to one another. In Christ, we are able to experience the beginning of new life — eternal life — and the hope of a new heaven and earth. We look forward to complete renewal and restoration.

It is this story of redemption history that provides the underlying perspective on health education in the Christian school. When we talk about family life, sexuality, physical fitness, death and dying, and other health topics, it is always in the context of this story.

### Christian Perspective and Health Education

Christians believe that God created each human being as an organic unity. The Genesis 2 account of creation says that the Lord God formed man from the dust, breathed into him the breath of life, "and the man became a living being" (verse 7). The Bible does refer to various aspects of the person — such as the mind, flesh, soul, spirit, or heart—but the stress is on the unity of the whole being. The various aspects of a person — the intellectual, emotional, social, spiritual, and physical — are interdependent. In the New Testament the apostle Paul, writing to Corinthian Christians, supports this point of view. Some Corinthians, influenced by their pagan culture, apparently believed that gluttony, drunkenness, or promiscuous sexual activity did not affect their "spiritual" life. Paul counters by strongly denouncing this attitude (1 Corinthians 6: 12-19).

What is the significance of this Christian view of the person for education? It means that health education cannot be treated as incidental to the curriculum. Rather, it must be an integral part of the curriculum at every level. Physical fitness, nutrition, personal health, emotional health, the functioning of body systems — all strands of the health curriculum — affect the whole child. We must recognize that since healthy living affects us in our totality, health education plays a solid role in developing children and equipping them to serve God in the world.



God has given human beings the task of caring for creation. This task includes being caretakers of ourselves. The *Horizons Health* series helps students fulfill their God-given responsibility in several ways. It teaches them about proper personal and dietary health and encourages them to make good choices in these areas. For example, students learn about the different nutritional value in various foods, how family backgrounds and lifestyles influence eating patterns, and the importance of cleanliness in handling and consuming foods. The

series also teaches students about personal safety, helping them to handle emergencies and to take precautions to avoid injury and harm. Another strand of *Horizons Health* deals with body systems, and students come to understand how they are “fearfully and wonderfully made.” Still another strand deals with disease. In this area students learn, for example, about the defenses which God has provided for our bodies, and how each person can help prevent the spread of disease. The strand of emotional and mental health leads students to develop an honest and healthy self-image concept and to deal with feelings in wholesome ways. Finally, a curriculum strand dealing with substance use and abuse acquaints students with the risks associated with tobacco, alcohol, and drugs.

The Christian view of a person’s responsibility to care for himself or herself in order to honor God runs counter to the prevailing view in North American culture. Our culture says that what we do with our body is an individual matter. Sports and fitness are often used for self-glorification, elevating the body to a higher status than it warrants. At the same time, abuse of the body through addiction, inattention to nutrition, or lack of exercise is also common. In a culture such as this, spelling out how we honor God with healthful living and nurturing Christian attitudes toward ourselves and others are crucial for the Christian community.



The Christian’s view of death and dying also differs from the view prevalent in society. Christians recognize disease and death as part of sin’s effects on creation. Physical death is inevitable, but for those who have new life in Christ, death is not the last word. However, even though Christ has removed death’s ultimate sting, death is still the Christian’s enemy (1 Corinthians 15: 26, 55).

One strand of the *Horizons Health* series helps students view death and dying from this Christian perspective. In ways appropriate to the developmental levels of the students, the curriculum deals honestly with topics such as fear of death, inevitability of death, and ways Christians cope with death and dying.



Christians are called to reflect God’s love in all their relationships. The social health strand of the health curriculum assists students to develop mature Christian attitudes towards others. They also learn interpersonal skills necessary for getting along with others. Thus students are lead to become contributing members of their communities. To answer our deepest needs, God created us to live in relationship with others.

Christians believe that marriage and family are part of a loving God’s design for the human race. God, reflecting on his creation, decided that it was not good for Adam to be alone: “I will make a suitable helper for him” (Genesis 2:18). So God established marriage — and

by extension, the family — as a cornerstone of creation. As part of God’s creation, marriage was very good. The Bible has such a high view of marriage that it uses marriage as a symbol of the relationship of Christ and the Church.

But marriage and family have not escaped the effects of sin. Sin’s results are loneliness, alienation, the breaking of family relationships, and the collapse of marriages. In North American society, these effects of sin are also clearly evident. In fact, for some, marriage and the family simply seem outdated institutions that are no longer useful. And pursuing a course of self-fulfillment is held up by many as the highest goal of life.

Christians believe that in Jesus Christ there is healing for brokenness and power to restore family relationships. He calls us to a life of service and responsibility in the family. And although our efforts are imperfect and our homes are not free of trouble, by God’s grace family life can be a source of comfort and joy.

The family life strand of the *Horizons Health* series leads students to appreciate the blessings of family life and to assume responsibilities of family membership. Working through family topics—such as resolving conflicts, the importance of basing family life on God’s law, knowing how sexuality affects life, and caring for sexuality in a way pleasing to God—helps students to establish basic Christian life patterns, patterns that will have a far-reaching effect on their lives.



In summary, the *Horizons Health* curriculum seeks to teach Christian students how the lordship of Christ results in healthful living. For only as students acknowledge their accountability to God and form their lives according to his Word are they able to become all their Creator wants them to become and live lives of thankfulness and service.

# OVERVIEW

## 1. *What is Horizons Health?*

*Horizons Health* is a comprehensive health education curriculum for grades K-8. The series addresses the mental, emotional, social, and spiritual aspects of health as well as the physical. It helps students take responsibility for their health as individuals and as members of families and communities. It gives them opportunity to develop basic life skills—such as communicating, decision making, and resolving conflicts—in order to prepare them to meet the challenges of daily living. Its Christian perspective leads students to recognize that a healthy lifestyle is a lifestyle of obedience to God.

## 2. *How is the curriculum organized?*

*Horizons Health* is a flexible curriculum, organized into independent units. The units can be taught in any order, depending on your curriculum needs. Each unit focuses primarily on one or two main strands of the curriculum, with lesser strands integrated where appropriate. These are the eleven strands, which are addressed at each grade level:

Emotional/Mental Health	Nutrition
Social Health/Interpersonal Skills	Disease Prevention
Family Life/Human Sexuality	Safety and First Aid
Growth and Development	Substance Use and Abuse
Personal Health	Consumer Health
Community Health	

The scope and sequence chart shows the topics covered in each strand at this grade level and at the other grade levels of the series.

## 3. *Do concepts covered in health education overlap with those covered in other content areas?*

Because this is a comprehensive health program rather than a single-topic program, overlap unavoidably occurs in certain content areas. Health education, for example, teaches students about how their bodies work and how substance use and abuse, physical fitness, and nutrition can effect body structures and functions; however, structure and function of body systems may currently be taught in science. Schools may wish to integrate areas that overlap.

## 4. *What is the personal safety component of Horizons Health?*

At grades K-2 the safety unit includes a lesson on stranger education. In addition, at each level from kindergarten through grade 8 there is one lesson in the safety unit on preventing sexual abuse. In age-appropriate ways, each level deals with differentiating appropriate and inappropriate touch, developing self-protection skills, and identifying sources of help in case of abuse.

Since personal safety is a sensitive area, schools should inform parents about the content of these lessons. Clear communication not only creates trust within the community but also ensures that parents will support and reinforce personal safety concepts taught at school.

Before teaching lessons on personal safety, schools should also develop and adopt a protocol for dealing with suspected or reported abuse. Contact the provincial or state department responsible for child protective services to obtain information and copies of relevant laws. Schools interested in obtaining samples of school policy statements on child welfare that include a protocol for dealing with abuse should contact organizations like the Society of Christian Schools in British Columbia, 7600 Glover Road, Langley, British Columbia V2Y 1Y1.

### **5. *What is the sex education component of Horizons Health?***

Sex education is placed within the broader context of family life and human sexuality, one of the strands of the curriculum. Thus at every level *Horizons Health* deals with concepts relating to human sexuality. The grade 5 unit “Growing and Changing” deals specifically with the onset of puberty and the changes it brings.

### **6. *Is HIV/AIDS education included in the health program?***

HIV/AIDS education is integrated into the program as part of the disease prevention strand. At levels K-2 there are no HIV/AIDS-specific lessons; however, the broader health issues and concepts addressed at these levels—preventing communicable disease, the relationship between personal choices and health, and our God-given responsibility to honor and care for our body—establish the foundation for understanding HIV/AIDS-specific concepts at higher grades. At levels 3-6 students learn about AIDS and HIV in age-appropriate ways. Grade 5 material has a lesson on sexually transmitted diseases, including HIV/AIDS.

### **7. *How can schools best implement a comprehensive health education?***

Planning a strategy to implement the program is crucial for the curriculum to be effective. Three main areas to address are these: keeping parents informed and involved, assisting teachers with resources and training in specialized areas, and providing a school environment that supports the program.

First, parents need to be informed and involved. Because some topics covered in health are controversial, good communication is particularly important. Meeting with parents at the beginning of the year to discuss the content and goals of health education and sending letters home to inform parents about what students are learning and doing in *Horizons Health* (particularly in advance of lessons dealing with sensitive issues) are good basic strategies. Involving parents strengthens the program as health concepts learned at school are reinforced at home.

Second, schools need to provide teachers with resources and training. Many health education curricula have compulsory teacher-training sessions because of the special challenges a comprehensive health education program presents. Some health topics have traditionally not been part of the school curriculum in a formal way, and few teachers have had courses

in health education. Thus teachers need opportunities through workshops or in-service training to become comfortable in dealing with sensitive areas such as sexual abuse and substance abuse. In addition, they need resources to support the curriculum and to keep current on health issues. Local or provincial/state agencies and volunteer agencies (for example, the American/Canadian Red Cross or American/Canadian Lung Association) are sources of valuable assistance and offer a wealth of resources. In some cases, inviting experts into the classroom may be advisable.

Third, the total school environment should support the health curriculum and reinforce classroom lessons. Students learn in the classroom about eating snacks that are nutritious and “tooth smart,” but does the school ask students to take part in an annual candy sale to raise money for the school? Does the school library contain current materials about a wide variety of wellness issues? What does the climate of the school teach about interpersonal relationships, about living in community? Does the school community model what a Christian community should be? Health education cannot end when students step out of the classroom. Schools need to consider what kind of messages the total environment is sending.

# USING HORIZONS HEALTH

The curriculum consists of independent units that can be taught in any order. This flexible design makes it possible for you to choose segments that meet your curriculum needs and your time schedule. The unit summaries found at the beginning of each unit give a quick overview of the unit and help you decide which units or lessons to use.

There are approximately 50 lessons at each of the K-2 levels. With a time schedule of a 30- to 40-minute session for each lesson, *Horizons Health* requires daily sessions for 12 to 14 weeks (or 17-19 weeks teaching three sessions per week and 25-27 weeks teaching two sessions per week). An interdisciplinary program, health lends itself to integration with other subjects, such as Bible, language arts, music, art, science, and social studies. Suggestions for integration are included throughout the curriculum.

*Horizons Health* provides a carefully planned and comprehensive framework for teaching health education. It is meant to furnish guidelines and suggestions; it is not meant to prescribe each step of each lesson. You are the one to mold and adapt the material and translate it to fit your students and your community.

## Format, K-2

The units begin with an overview that includes the following components:

- A **Unit Summary** gives an “at-a-glance” list of lessons.
- **Goals** for the unit are outlined.
- The **Background** provides Christian perspective and/or helpful unit information.
- **Vocabulary** lists words students need to know to understand unit health concepts.
- **Unit Resources** offers suggestions of titles of organizations, books, kits, or audiovisuals helpful as teacher or student resources to support the unit as a whole.
- **Lesson Resources** suggests materials for specific lessons. Most of these resources are listed again in the lesson.

The lessons follow this format:

- **Preparation/Materials** lists what things are needed for the lesson and describes necessary preparations.
- **Objectives** for the lesson are outlined.
- **Background** appears in selected lessons providing specific information on health issues, alerting teachers to sensitive lesson topics, or providing Christian perspective.
- The **Lesson** offers a step-by-step outline. Each lesson ends with a suggestion for closing, providing an opportunity for reflection, self-awareness, summary, or evaluation.
- **Related Activities** presents additional suggestions for student activities, expanding or extending the lesson.

Masters for Teacher Visuals and Student Activity worksheets are located in the back of the Teacher Guide.



## Resources

Multimedia resources can significantly increase the impact of the health curriculum, and numerous suggestions for resources have been included. Few health education resources, however, are written from a Christian perspective. Careful screening is necessary before using resources in the classroom. In some cases, you may decide to use selected sections or perhaps to use the materials but add a critical evaluation.

The listings provide suggestions for resources, but keep in mind that the health field changes rapidly. Although we have included resources that were once available, you will need to re-examine and look online for sources to keep the curriculum up-to-date.

Many community and national volunteer health organizations offer educational materials in their special areas. These materials, which include kits, songs, multimedia presentations, lesson plans, activities, posters, student booklets, or brochures for parents, are often available at minimal cost. Many of the materials produced by these organizations are listed in the Unit or Lesson Resources. A list of national health organizations is included at the end of the Introduction. Because new materials are constantly being produced, contacting these health organizations periodically will help you to tap an ongoing source of valuable resources.

## Music

Singing together is an activity that builds community. All take part; all share in creating a delightful whole. Singing encourages togetherness, and young children usually enjoy singing and love repeating favorite songs. At the K and 1 levels particularly, *Horizons Health* includes many suggestions for piggyback songs. In addition, a few songs are included in curriculum.

Singing to God is also a natural part of curriculum in the Christian school. God's people of all ages join voices in praise and thanks to God. At the K-2 levels of *Horizons Health*, we have suggested songs that fit with some of the lessons or units. The suggestions are from the following songbooks. If you wish to obtain copies of the books, order them from your local music supplier, directly from the publisher, or look online for available copies.

*The Children's Hymnbook*. by Wilma Vander Baan, Eerdmans, 1962.

Look for copies available online.

*Proclaim Songbook 1 and 2*. Augsburg Publishing House, 1981.

Look for copies available online.

*Psalter Hymnal*. Grand Rapids: Christian Reformed Board of Publications, 1986.

Order from Faith Alive Christian Resources.

*Songs of God's Love: A Hymnal for Primary Children*. St. Louis: Concordia, 1999.

*Songs to Grow on*. Kansas City, Mo.: Lillenas, 1980.

Order from LifeWay.



# HEALTH EDUCATION RESOURCES

## **SHAPE America**

1900 Association Drive  
Reston, VA 20191  
800-213-7193

## **Canadian Association for Health, Physical Education, Recreation, and Dance (CAHPERD)**

<http://www.cahperd.ca/>

SHAPE America and CAHPERD are national organizations committed to promoting health and fitness through a wide variety of programs and publications.

## **Substance Abuse and Mental Health Services Administration**

600 Fishers Ln  
Rockville, MD 20857  
877-SAMHSA-7 (877-726-4727)  
<http://www.samhsa.gov/>

## **National Family Partnership**

2490 Coral Way  
Miami, FL 33145  
888-474-0008

## **Office of Disease Prevention and Health Promotion (ODPHP)**

<https://health.gov/>  
<https://www.healthypeople.gov/>  
<https://healthfinder.gov/>

The Office of Disease Prevention and Health Promotion (ODPHP) plays a vital role in keeping the nation healthy. They manage the three websites listed.

## **Parents Against Drugs (PAD)**

245 Lakeshore Dr.  
Toronto, Ontario  
M8V-2A8  
416-604-4360

Offers current information about drug abuse and a drug awareness.

**National Institute on Drug Abuse**

6001 Executive Boulevard, Room 5213

Bethesda, MD 20892-9561

<https://www.drugabuse.gov/>

Their mission is to advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health.

**U.S. Department of Health and Human Services**

U.S. Public Health Service

Centers for Disease Control and Prevention, CDC

Adolescent and School Health

<https://www.cdc.gov/healthyyouth/>

1-800-CDC-INFO (800-232-4636)

Offers resource suggestions and updated information about HIV/AIDS.

# SCOPE AND SEQUENCE

	Growth and Development	Disease Prevention	Substance Use/Abuse
<b>K</b>	<ul style="list-style-type: none"> <li>• growth awareness • five senses and corresponding body parts • primary/secondary teeth</li> </ul>	<ul style="list-style-type: none"> <li>• germs and disease • preventing spread of germs • effect of smoke on lungs</li> </ul>	<ul style="list-style-type: none"> <li>• defining medicine • rule: only adults give medicine • consulting adult before using any unknown substance • choosing a smoke-free environment</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• review of five senses • naming external body parts • joints • four main organs: brain, heart, stomach, lungs • interrelationship of body parts • growth predictions • primary/secondary teeth</li> </ul>	<ul style="list-style-type: none"> <li>• defining communicable/noncommunicable disease • preventing spread of germs • immunizations • health checkups • effect of smoking on lungs</li> </ul>	<ul style="list-style-type: none"> <li>• differentiating drugs and medicines • symbols for hazardous substances • identifying some drugs</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• growth awareness • introduction to body systems • function and interdependence of senses • function and basic structure of eyes and ears • visual/hearing impairments</li> </ul>	<ul style="list-style-type: none"> <li>• disease symptoms • defining bacteria and viruses • how germs enter body • effects of nicotine, alcohol, and caffeine on body • identifying eye problems</li> </ul>	<ul style="list-style-type: none"> <li>• identifying common drugs: alcohol, tobacco, and caffeine • products containing caffeine • effect of caffeine on body • how nicotine enters the body • how alcohol affects physical reactions • differentiating prescription and over-the-counter drugs • reasons for using medicine</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• overview of body systems: skin, muscular, skeletal, digestive, respiratory, circulatory, nervous, excretory (main parts and interrelationships) • growth and development problems (special populations)</li> </ul>	<ul style="list-style-type: none"> <li>• communicable and chronic diseases • AIDS transmission through blood and hypodermic needles • immunizations, proper food storage, and cleanliness as ways to control disease</li> </ul>	<ul style="list-style-type: none"> <li>• defining terms • proper use vs. misuse of substances • influence of advertising on use of over-the-counter medicines • dosages • labels for information • tolerance and addiction • harmful effects of tobacco, smoking</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• miracle of life • hereditary factors • structure and function of blood • the immune system • hair, skin, and nails • structure and function of teeth • digestive system: parts of, process of digestion • cells/tissues/organs/systems • functions and kinds of cells</li> </ul>	<ul style="list-style-type: none"> <li>• care of skin • diseases of digestive system • lack of nutrients and disease • alcoholism • long term/short term effects of smoking • review HIV transmission through blood, needles</li> </ul>	<ul style="list-style-type: none"> <li>• review of terms: drugs, medicines, substance, prescription, OTC • side effects of medications • avoiding misuse of OTCs • harmful effects of tobacco, alcohol, marijuana, cocaine • defining alcoholism • refusal skills</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• respiratory system • variations in growth rates • endocrine system • physical, emotional, and social changes of puberty • reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• main classes of pathogens • chain of infection • some common communicable diseases • preventing respiratory diseases • sexually transmitted diseases, including characteristics, transmission, and prevention of HIV infection</li> </ul>	<ul style="list-style-type: none"> <li>• review of terminology • demonstrating effect of smoking on lungs • refusal skills</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• fetal development • stages of life • processes by which cells receive nutrients and oxygen: diffusion, filtration, osmosis • review of main body systems, main parts and functions • hereditary and environmental factors • impairments</li> </ul>	<ul style="list-style-type: none"> <li>• preventing cardiovascular disease • risk factors of cardiovascular disease • diseases of muscular, skeletal, and nervous systems • hereditary and environmental factors in disease • alcoholism and cirrhosis • anorexia and bulimia • AIDS/HIV</li> </ul>	<ul style="list-style-type: none"> <li>• chemical dependency and its effects • steroids • results of substance use • societal pressure to use substances • resisting alcohol advertising • strategies for resisting pressure</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>• characteristics of stages of life • review of interdependence of body systems • changes of puberty • review of reproductive system • impairments • identifying learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• biblical view of disease • lifestyle choices and disease • eating disorders • suntanning • sexually transmitted diseases, including HIV/AIDS • review reducing risk of communicable and acquired diseases • understanding reality of health problems</li> </ul>	<ul style="list-style-type: none"> <li>• alcohol, tobacco, drug abuse (student research) • decision-making and refusal skills</li> </ul>

	<b>Nutrition</b>	<b>Emotional/Mental Health</b>	<b>Social Health/Interpersonal Skills</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• food for energy and growing</li> <li>• plant and animal food sources</li> <li>• eating a variety of foods</li> </ul>	<ul style="list-style-type: none"> <li>• created unique</li> <li>• differences and similarities</li> <li>• main feelings</li> <li>• situations and feelings</li> <li>• responding to others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• minding manners</li> <li>• manners and feelings</li> <li>• listening to each other</li> <li>• ways to share</li> <li>• cooperating</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• food and body energy</li> <li>• five food groups</li> <li>• eating from all food groups</li> <li>• eating healthy snacks</li> <li>• diet and tooth health</li> </ul>	<ul style="list-style-type: none"> <li>• created unique</li> <li>• alike and different</li> <li>• naming and exploring feelings</li> <li>• body language</li> <li>• dealing with feelings</li> <li>• ways to deal with anger</li> <li>• developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>• purpose of good manners</li> <li>• practicing good manners</li> <li>• active listening steps</li> <li>• sharing</li> <li>• practicing cooperation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• five food groups</li> <li>• limiting extras</li> <li>• daily serving requirements</li> <li>• balanced eating</li> <li>• cleanliness and food handling</li> <li>• eating breakfast</li> <li>• smart snacks for teeth</li> </ul>	<ul style="list-style-type: none"> <li>• identifying individual gifts/interests</li> <li>• blessing others with our gifts</li> <li>• review of main feelings</li> <li>• identifying a variety of feelings</li> <li>• feelings and actions</li> <li>• communicating feelings</li> <li>• developing empathy</li> <li>• saying no and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• communicating with others</li> <li>• developing social skills/manners</li> <li>• showing appreciation</li> <li>• helping others</li> <li>• active listening</li> <li>• selfish/unselfish attitudes</li> <li>• importance of cooperating</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• classifying foods</li> <li>• combination foods</li> <li>• define nutrients needed for growth, maintenance, repair of body</li> <li>• limited nutritional value of some foods</li> <li>• healthy snacks</li> <li>• diet and tooth decay</li> </ul>	<ul style="list-style-type: none"> <li>• self-awareness and acceptance</li> <li>• appreciating diversity</li> <li>• identifying and expressing feelings</li> <li>• emotions and body feelings</li> <li>• how feelings affect thoughts and actions</li> <li>• dealing with specific emotions: fear, hurt, anger, being left out</li> <li>• humor and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• developing friendships</li> <li>• factors that affect friendships</li> <li>• kinds of friendships</li> <li>• showing kindness toward others</li> <li>• laughing with, not at</li> <li>• active listening</li> <li>• resolving conflicts</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• six major classes of nutrients: fats, carbohydrates, water, minerals, vitamins, protein</li> <li>• function of nutrients</li> <li>• serving size</li> <li>• lack of nutrients and disease</li> <li>• good food, good times</li> </ul>	<ul style="list-style-type: none"> <li>• self-knowledge and knowledge of God</li> <li>• being saints and sinners</li> <li>• individual differences as part of God's plan</li> <li>• using gifts to serve</li> <li>• how others affect self-concept</li> <li>• showing appreciation for others</li> <li>• handling and expressing feelings</li> <li>• avoiding self-putdowns</li> <li>• making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• belonging to groups other than family</li> <li>• showing respect for others</li> <li>• accepting differences</li> <li>• communication skills</li> <li>• working out problems in interpersonal relationships</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• review of main nutrients and their sources</li> <li>• vitamins, minerals, and their functions</li> <li>• function of water</li> <li>• individual nutrition requirements</li> <li>• nutrition deficiencies and health</li> <li>• influences on eating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• growing up</li> <li>• identifying individual strengths</li> <li>• range of feelings</li> <li>• developing feelings vocabulary</li> <li>• ways of dealing with emotions</li> <li>• expressing feelings without blaming</li> <li>• overall wellness and emotions</li> <li>• dealing with anger in healthy ways</li> </ul>	<ul style="list-style-type: none"> <li>• wise ways in relationships (Proverbs)</li> <li>• forgiveness and maintaining friendships</li> <li>• respecting others</li> <li>• resolving conflicts</li> <li>• social skills</li> <li>• cooperative skills</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• criteria for proper food selection</li> <li>• diet analysis</li> <li>• nutrients: carbohydrates, proteins, fats</li> <li>• reducing salt and sugar</li> <li>• results of unbalanced diet</li> <li>• eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• new life in Christ</li> <li>• patterns of life: inherited and acquired characteristics</li> <li>• handling ups and downs of feelings</li> <li>• interaction of feelings, thoughts, and actions</li> <li>• identifying and managing stress</li> <li>• recognizing influences</li> <li>• decision making and peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• identifying social support network</li> <li>• factors that build up or break down relationships</li> <li>• erecting barriers: prejudice, discrimination, labeling</li> <li>• communication: basic elements, verbal/nonverbal, active listening</li> <li>• deciding to care about others</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>• proper nutrition and dieting</li> </ul>	<ul style="list-style-type: none"> <li>• identifying self as God's image bearer and God's child</li> <li>• being made new in Christ</li> <li>• self-talk and self-confidence</li> <li>• discovering, accepting, and developing gifts</li> <li>• using gifts to serve God/community</li> <li>• influence of media on self-concept</li> <li>• decision-making values/strategies</li> <li>• setting goals</li> <li>• developing study skills</li> <li>• being assertive</li> <li>• recognizing and expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• biblical view of community</li> <li>• types of love</li> <li>• living in community</li> <li>• dealing with internal/peer pressure</li> <li>• using peer pressure positively</li> <li>• friendship</li> <li>• dealing with conflict</li> <li>• communication</li> </ul>

	Family Life/Human Sexuality	Personal Health	Community Health
<b>K</b>	<ul style="list-style-type: none"> <li>families—part of God’s plan • similarities/differences among families</li> <li>gender differences • feelings and family</li> <li>our families and God’s family • dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>good health choices • dressing to stay healthy • exercise and rest • cleanliness and health • care of teeth: brushing and checkups</li> </ul>	<ul style="list-style-type: none"> <li>health helpers • smoke in environment</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>living things reproduce • families—part of God’s plan • kinds of families • contributing to family life</li> <li>family changes • death and Christian hope • Christian families in context of God’s family</li> </ul>	<ul style="list-style-type: none"> <li>making healthy choices • staying fit • eating from all food groups • tooth care: plaque, brushing, checkups, diet • grooming and health</li> </ul>	<ul style="list-style-type: none"> <li>defining pollution • causes of air pollution • health helpers • immunizations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>families provide basic needs • human sexuality, a gift of God • exploring gender differences/similarities • resolving conflicts • family rules • new beginnings and forgiveness • family heritage and traditions • dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>good health habits • keeping fit and active • avoiding too much TV • getting enough sleep • eating a balanced diet • eating healthy snacks and breakfast • review of good grooming habits • tooth care: brushing, flossing, snacks</li> </ul>	<ul style="list-style-type: none"> <li>noise pollution</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>God’s law of love as the basis of family living • depending on family members • communicating in families • living patterns and culture • life cycle and the family • sexual identity, an integral part of a person • dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>benefits of fitness • being physically fit; flexibility, endurance, strength • good posture • oral hygiene • eating healthy foods • benefits of sleep</li> </ul>	<ul style="list-style-type: none"> <li>health agencies • role of community workers in safety</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>institution of marriage/family • responsibility and family life • family and the wider community • communicating • death and dying</li> </ul>	<ul style="list-style-type: none"> <li>components of personal health • building physical fitness • importance of cleanliness • posture • sleep and rest</li> </ul>	<ul style="list-style-type: none"> <li>effect of contaminated food, water, air</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>wellness in family relationships • family’s impact on members’ development • foundation of marriage • changes during puberty • authority/freedom in family life • coping with change in family life • death and dying</li> </ul>	<ul style="list-style-type: none"> <li>concept of wellness • review of personal health practices • keeping a healthy balance • inventory of health habits • fitness and overall health • exercise and respiratory endurance</li> </ul>	<ul style="list-style-type: none"> <li>air pollution • water pollution and health • community health resources</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>stages of life/development • courtship, marriage intimacy • beginning of human life • fetal development and birth process • being a Christian family • societal pressures and family life • changes in adolescence and family life • death/dying</li> </ul>	<ul style="list-style-type: none"> <li>healthy lifestyle • benefits/components of fitness • weight, strength, posture, obesity, losing healthfully • care of skin, eyes, and ears • importance of sleep/rest • oral hygiene • personal cleanliness/disease prevention • setting health goals</li> </ul>	<ul style="list-style-type: none"> <li>community problems caused by substance abuse • treatment for alcoholism • community health resources</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>family life • sexuality vs. sex • biblical view of sexuality • myths of sex and sexuality • changes in puberty • chastity and abstinence • healthy male-female relationships • sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>healthy lifestyle choices • influence of fashion on ideas of beauty • dieting and health • physical fitness and overall wellness • review components of health fitness • review personal hygiene concepts</li> </ul>	<ul style="list-style-type: none"> <li>community resources for getting help for substance abuse/other health problems</li> </ul>

**K****1****2****3****4****5****6****7/8**

	Consumer Health	Safety/First Aid
		<ul style="list-style-type: none"> <li>• rules and safety</li> <li>• poison safety</li> <li>• medicine and safety</li> <li>• traffic safety</li> <li>• strangers and safety</li> <li>• fire safety: basic rules</li> <li>• emergency phoning</li> <li>• appropriate/inappropriate touch</li> </ul>
	<ul style="list-style-type: none"> <li>• health checkups</li> </ul>	<ul style="list-style-type: none"> <li>• medicine safety</li> <li>• poison safety: basic rules and household poisons</li> <li>• safety and strangers</li> <li>• review of fire safety</li> <li>• car passenger safety</li> <li>• dealing with emergencies</li> <li>• appropriate/inappropriate touch</li> </ul>
	<ul style="list-style-type: none"> <li>• aid for visual and hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>• care of eyes and ears</li> <li>• review of stranger education</li> <li>• intro. to bike safety</li> <li>• review of fire safety</li> <li>• home escape plan</li> <li>• seatbelts</li> <li>• emergency phoning</li> <li>• preventing sexual abuse: appropriate/inappropriate/confusing touch</li> <li>• good and bad secrets</li> </ul>
	<ul style="list-style-type: none"> <li>• influence of ads on use of substances</li> <li>• labels as a source of information</li> <li>• reasons for using common health products</li> </ul>	<ul style="list-style-type: none"> <li>• risk-taking</li> <li>• bicycle safety</li> <li>• water safety</li> <li>• electrical appliances</li> <li>• preventing sexual abuse: appropriate/inappropriate touch, trickery, self-protection, sources of help</li> <li>• action plan for an emergency</li> <li>• first aid: scrapes, nosebleeds, burns, blisters</li> </ul>
		<ul style="list-style-type: none"> <li>• accidents—emotional, decisional factors</li> <li>• review of basic safety rules</li> <li>• playground safety</li> <li>• bicycle safety</li> <li>• fire safety, flame hazards</li> <li>• home alone</li> <li>• preventing sexual abuse: definition, touch continuum, self-protection</li> </ul>
	<ul style="list-style-type: none"> <li>• advertising and food choices</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for safety of self and others</li> <li>• basic emergency first aid</li> <li>• rescue breathing</li> <li>• preventing sexual abuse: defining sexual abuse, saying no assertively, sources of help</li> </ul>
	<ul style="list-style-type: none"> <li>• getting correct health care</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for safety of self and others</li> <li>• safety in extreme hot or cold weather</li> <li>• safety and natural disasters</li> <li>• review of basic safety rules</li> <li>• home hazard check</li> <li>• defining/preventing sexual abuse: self-protection, sources of help</li> </ul>
	<ul style="list-style-type: none"> <li>• evaluating advertisements</li> <li>• media sales techniques</li> </ul>	<ul style="list-style-type: none"> <li>• review of basic safety and first aid</li> <li>• responding in emergencies</li> <li>• preventing sexual abuse</li> <li>• identifying and practicing self-protection skills</li> </ul>





## Unit 1

# Getting to Know Myself

- Lesson 1: Created to Be Me
- Lesson 2: We Are Alike — We Are Different
- Lesson 3: Four Main Feelings
- Lesson 4: Feeling Happy, Sad, and Afraid
- Lesson 5: Feeling Angry
- Lesson 6: How Do You Feel?

## Goals

- Students will develop a healthy self-awareness.
- Students will develop respect for others' uniqueness and feelings.
- Students will develop their understanding of the role of feelings.
- Students will choose to express feelings in a healthy and responsible way.

## Background

Emotional and mental health is the focus of this unit. In it students examine the topic of feelings and recognize more clearly what prompts certain feelings. They learn about handling and expressing their emotions in healthy ways and how to respond in healthy ways to the emotions of others.

What are healthy ways for Christians to deal with emotions? Mary Vander Goot in her book *Healthy Emotions: Helping Children Grow* cautions against two extremes. On one extreme are Christians who promote the idea that good children will have only "nice" feelings. Much popular Christian literature and art promote this idea by picturing only smiling, sweet children. Vander Goot warns that "if we fall into the habit of thinking that pleasant emotions are good and unpleasant emotions are bad, and if we consequently elect to cover up negative emotions rather than attend to them, learn from them, and grow from them, we lose integrity and become emotionally artificial." Showing sadness, fear, or anger is not un-Christian. However, in reaction to this "saccharine" approach, some Christians have gone to the opposite extreme, maintaining that children should have the freedom to express whatever they feel. This approach is dangerously irresponsible. For although disturbing emotions should not be stifled or denied, randomly expressing emotions with no concern for others or failing to deal with their causes is also not healthy.

To deal with emotions in a healthy way we must recognize and express the rich variety of human emotions. But we must also learn to control our emotions, to act on them responsibly. Vander Goot puts it this way: "Although our emotions are woven in with our actions, they are counselors to our actions but not their dictators. Our emotions give us a strong sense of our condition; however, we must make insightful and responsible decisions when we act to alter our condition."

To stay emotionally healthy takes maintenance. Vander Goot singles out three goals to work toward: richness, fit, and control. The first goal, richness, means being able to express a wide variety of feelings. Many people live impoverished emotional lives. Although there are many reasons for this, sometimes family and societal patterns are the cause. Some families, for example, don't allow open expressions of appreciation, affection, or fear; society frowns upon men expressing fear or sadness and upon women expressing anger. A narrow emotional life has wide implications because it keeps us from understanding the emotions of others and thus affects our relationships with others. Fit, the second goal, has to do with how emotions connect with events. Emotions must be fitting; they need to be appropriate to an event. "A pleasant feeling in the face of a horrid event is false, and despair in the presence of great possibilities is equally false," comments Vander Goot. We have a choice as to how to express our feelings. The goal is

to work toward fitting emotions and fitting expressions of emotion. Control, the third goal, requires a purpose in life, something to give our lives direction. Only in the light of that purpose or commitment are we able to assess our emotional life and work toward reflecting that commitment in our emotions. The goal of control is not to stifle emotions, but to follow up on emotions “wisely so that our feelings, our relationships, our actions, and our perceptions move toward greater and greater integrity.”

Christ, whose kingly rule includes our emotional life, calls us to be his disciples, to live according to the laws of the kingdom of God. By God’s grace we can learn to become aware of the meaning of our feelings and to act on them in ways that lead us and our neighbors to emotional health.

## Vocabulary

Integrate the following suggested vocabulary:

unique	feelings	healthy	lonely	ashamed
create	right	emotions	jealous	disappointed
angry	wrong	joyful	worried	bless/blessing
sad	situation	calm	silly	body language
happy	dangerous	confused	excited	mean
afraid	surprised	loving	frustrated	embarrassed

## Unit Resources (Search online for similar resources if these are no longer available)

*All Together: Our Multicultural Community.* Kit. National Film Board of Canada, 1984.

This kit, which includes two filmstrips, audiocassettes (*All My Colours* and *All My Friends*) and a teacher guide, aims to develop tolerance and acceptance of differences both cultural and individual.

Borba, Michele and Craig. *Self-Esteem: A Classroom Affair.* Volumes 1 and 2. San Francisco: Harper, 1984 and 1985.

Contains ideas for activities and reproducible worksheets.

Canfield, Jack, and Harold C. Wells. *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.* Englewood Cliffs, N. J.: Prentice-Hall, 1976.

This classic contains suggestions for building an environment of positive support, increasing student self-awareness, and improving relationships with others.

Joose, Wayne. *The Christian’s Self-Image: Issues and Implications.* Occasional Papers from Calvin College. Grand Rapids: Calvin College, 1989.

A critical look at the self-esteem movement.

Meagher, Laura. *Teaching Children About Global Awareness.* Lexington, N.Y.: Crossroad, 1991.

Meagher offers valuable suggestions for promoting global awareness in children.

Prelutsky, Jack, compiler. *The Random House Book of Poetry for Children.* New York: Random House, 1983.

A good source of poetry that honestly expresses children’s feelings. Some suggestions: “Wrestling” by Kathleen Fraser, “Keziah” by Gwendolyn Brooks, “When I Was Lost,” by Dorothy Aldis, “Sulk” and “They’re Calling” by Felice Holman.

*The Pine Tree Club*. Videocassette. Grand Rapids: Pine Rest Life Enrichment Center, 1988.  
Intended for grades K-4, this 36-minute video teaches these rules of positive behavior: everyone is equal; it's o.k. to be different; respect others; say "no" when something is wrong; express feelings in a responsible way. To order, contact the Pine Rest Life Enrichment Center, 300 68th St. S.E., Grand Rapids, Michigan 49508.

Prutzman, Priscilla, and others. *The Friendly Classroom for a Small Planet*. Philadelphia: New Society Publishers, 1988.

This resource is put out by Children's Creative Response to Conflict, an organization with Quaker roots. It contains suggestions/activities for building community, learning to communicate, promoting self-awareness and empathy. Order from the publisher: P.O. Box 582, Santa Cruz, California 95061.

Sofield, Juliano and Hammett. *Design for Wholeness: Dealing With Anger, Learning to Forgive, Building Self-Esteem*. Notre Dame, Ind.: Ave Maria Press, 1990.

Written from Christian (Roman Catholic) perspective, this resource contains helpful background material for teachers.

Vander Goot, Mary. *Healthy Emotions: Helping Children Grow*. Grand Rapids: Baker, 1987.

Written from a solid Christian perspective, this resource is "about normal emotions of normal children." The author's purpose is to help adults deal effectively with children's emotions. In chapter 7, "Teachers and School," Vander Goot reflects on the way the school environment influences the emotional development of children.

*You, Me, and Others—Variety*. White Plains, NY: March of Dimes, 1985.

This resource, which is part of the March of Dimes' curriculum on genetics, has five lessons that explore variations among individuals: (1) "Is It Alive?" (2) "We Are Alike & Different," (3) "How Tall?" (4) "What Do I Like?" (5) "My Body." Suggested learning activities are listed for each grade level, and 5 activity masters are included. Contact the local chapter of March of Dimes to obtain the materials.

## Lesson Resources (Search online for similar resources if these are no longer available)

### Lesson 1

*Ideas, Thoughts, and Feelings*. Audio cassette. Educational Activities.

"I Like Me" and "I Don't Like Me" are two songs that tie in with the lesson.

*Lungs Are for Life - 2*. Kit. American Lung Association, 1983.

This kit includes a teacher guide, activity sheets, and two posters (one entitled: "Taking Off: Looking at Our Feelings"). Although the focus of the material is healthy lungs, the main concept of the opening unit, Getting to Know You, is self-awareness. Contact the local chapter of the American Lung Association to find out how to obtain the kit.

Sharmat, Marjorie. *Helga High-Up*. New York: Scholastic, 1987.

Helga the giraffe learns to appreciate herself.

Stouse, Karla F. *Different Is Kind of Nice*. St. Meinrad, Ind.: Abbey, 1987.

For grades 2 and up.

Spier, Peter. *People*. New York: Doubleday, 1980.  
Detailed illustrations picture the wide diversity of people.

## Lesson 2

Aliki. *Feelings*. New York: Greenwillow, 1984.

Berger, Terry. *I Have Feelings*. Human Science Press, 1971.  
A 40-page book exploring 17 different feelings and situations that evoke each. Photographs help children identify the feelings.

Cohen, Miriam. *Jim's Dog Muffins*. New York: Greenwillow, 1984.  
Jim feels sad when his pet Muffins dies.

Fernandes, Eugenie. *A Difficult Day*. Toronto: Kids Can Press, 1987.  
Melinda is feeling grouchy until her mother's freshly-baked cookies turn things around.

Fiday, Beverly and David. *Time to Go*. New York: Harcourt, 1990.  
A child sadly says goodbye to the family farm.

Kachenmeister, Cheryl. *On Monday When It Rained*. Boston: Houghton, 1989.  
A boy tells about what happened each day of the week, and photographs show how he felt each day.

Krasilovsky, Phyllis. *The Shy Little Girl*. Topeka, Kansas.  
Anne and Claudia who are both shy, become friends. It gradually becomes easier for them to join in with their classmates.

Moss, Marissa. *Regina's Big Mistake*. Boston: Houghton, 1990.  
Regina's feelings about a drawing assignment that goes wrong will be familiar to all children.

Murphy, Elspeth. *Sometimes I Have to Cry: Verses from the Psalms on Tears*. Weston, Ont./Elgin, Ill.: Cook, 1988.

\_\_\_\_\_. *Sometimes I Think "What If?" Psalm 46 for Children*. Weston, Ont./Elgin, Ill.: Cook, 1987.  
A child imagines a series of disasters but finds peace knowing that God is in charge and "right here."

Simon, Norma. *I Am Not a Cry Baby*. Niles, Ill.: Whitman, 1989.  
It's all right to cry because often there are good reasons for crying.

Tester, Sylvia. *Moods and Emotions*. Marvel Education.  
A set of 16 dramatic pictures portraying emotions such as love, joy, anger, fear, sorrow, satisfaction, frustration and protectiveness. Accompanied by a 40-page manual of suggestions for classroom use.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Macmillan, 1972.

Williams, Marcia. *Not a Worry in the World*. New York: Crown, 1990.  
A lighthearted book that helps children laugh at some common worries.

### Lessons 3 and 4

Aliki. *We Are Best Friends*. New York: Greenwillow, 1982.

Borgeois, Paulette. *Franklin in the Dark*. Toronto: Kids Can Press, 1986.

\_\_\_\_\_. *Franklin Fibs*. Toronto: Kids Can Press, 1991.

Cohen, Miriam. *Jim Meets the Thing*. New York: Greenwillow, 1981.

DeJong, Meindert. *Nobody Plays With a Cabbage*. New York: Harper, 1962.

Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl*. New York: Harper, 1990.

Grimes, Nikki. *Something on My Mind*. New York: Dutton, 1978.

Hayes, Sarah. *Mary, Mary*. New York: McElderry, 1990.

A little girl responds to a giant's loneliness.

Keats, Ezra Jack. *The Trip*. New York: Morrow, 1987.

Marshall, James. *What's the Matter With Carruthers?* Boston: Houghton, 1972.

Munsch, Robert. *Mortimer*. Willowdale, Ont.: Annick Press, 1983.

Murphy, Elspeth. *God Cares When I'm Feeling Mean*. Weston, Ont./Elgin, Ill.: Cook, 1985.

Schindler, Regine. *A Miracle for Sarah*. Nashville: Abingdon, 1985.

Sharmat, Marjorie. *Bartholomew the Bossy*. New York: Macmillan, 1984.

\_\_\_\_\_. *Attila the Angry*. New York: Holiday, 1985.

Simon, Norma. *How Do I Feel?* Niles, Ill.: Whitman, 1970.

\_\_\_\_\_. *I Was So Mad!* Niles, Ill.: Whitman, 1974.

Skorpen, Liesel. *His Mother's Dog*. New York: Harper, 1978.

Wittels, Harriet, and Joan Greisman. *Things I Hate!* New York: Human Sciences Press, 1973.

Zolotow, Charlotte. *The Quarreling Book*. New York: Harper, 1963.

\_\_\_\_\_. *The Hating Book*. New York: Harper, 1969.

\_\_\_\_\_. *It's Not Fair*. New York: Harper, 1976.

### Lesson 5

Berenstain, Stan and Jan. *The Berenstain Bears and the Double Dare*. New York: Random, 1988.

Hazen, Barbara. *Just Say No*. Golden Look-Look Books. New York, Western Publishing, 1991.

Murphy, Elspeth. *Sometimes I'm Good, Sometimes I'm Bad*. Weston, Ont./Elgin, Ill.: Cook, 1981.

# LESSON 1: CREATED TO BE ME

## Preparation/Materials

- Make two puppets (Sam and Terry) to use throughout the year in health class. Sock puppets may be the easiest to make and manipulate. Choose contrasting colored (bright or pastel) socks for the puppets; add felt facial features and yarn hair.
- Plan/practice a brief puppet monologue introducing health class.
- White or manila construction paper, one sheet per student
- A couple of small, unbreakable mirrors or one large, mounted mirror
- Optional: teacher's self-portrait to use as a model
- Optional: additional songs on theme of individual uniqueness

## Objectives

- Students will recognize that God made each person unique.
- Students will identify their own unique characteristics.
- Students will react with thanksgiving to God.

## Background

The self-esteem movement has been the center of vigorous debate in recent years. Floods of articles, books, and films have been produced on the importance of a positive self-image and the disastrous results of a negative self-image. Wayne Joose in *The Christian's Self-Image: Issues and Implications* points out that Christians have climbed onto the self-esteem bandwagon. They see in the movement a synthesis of biblical truth and psychological health, which offers a long-overdue correction to the negative image of the self prevalent in Christian tradition. Other Christians, however, resist pro-

moting self-esteem. In their view, promoting self-esteem is promoting pride and ignoring the sin in each of us. They charge that the self-esteem movement exemplifies the narcissism of North American culture.

Although clearly Christians must critically evaluate the self-esteem movement, there is little question that how children see themselves is extremely important. Educators have found a direct relationship between self-esteem and success in school. And health educators have found that children with poor self-concept are more likely to take part in unhealthy and risky behaviors. Teachers are abdicating their responsibility if they ignore the importance of self-esteem. Indeed, teachers along with parents are the ones chiefly responsible for shaping self-image in young children.

This lesson provides a framework for creating a classroom in which student differences are recognized and accepted. Tell students, "God created each of you in his image. You are God's child, and God loves you just the way you are."

Because puppetry is an ideal way to present many of the situations dealt with in health, we are suggesting that you make two "health" puppets. Try to create a distinctive personality for each puppet. Make them into class friends, humorous or wise commentators, or cheerful comforters. And consider using them outside of health class to resolve problems that may arise between students. Of course, if you find puppets difficult to use, you may prefer to act out the scenes yourself or rely more heavily on children's literature.



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## Lesson

1. Use one of the puppets to introduce the health class in a lively, friendly way. Have the puppet express excitement about coming to the classroom because there are all kinds of things to discover about ourselves and others in health.

Script starter:

Sam: Well, here I am. Do you know who I am? I'm Sam, and I'm a puppet. Did you ever see a puppet just like me before? No? I'm not surprised, because I'm a one-of-a-kind puppet. I'm unique. (Have puppet point out its unique features or ask the class to identify them.) Say, do you know why I'm here? I'm a health puppet. I'm going to help you learn things that will help you be healthy.

Continue the monologue and have the puppet describe how it will contribute to health class (tell stories, answer questions, and listen to what the class has to say). End the monologue by having the puppet look around the classroom and comment on the variety of children in the classroom: "Hey, I thought I was special, but so are all of you!"

Pick up on the puppet's last comment and ask the class what they think it meant. Use their response to lead into step 2.

Alternative option: omit the puppet monologue and begin the lesson with the discussion in step 2.

2. Lead students in a discussion of the uniqueness of each individual. Emphasize that God created each one of us special and loves each of us. Teach the word *unique*.
3. Praise and thank God for making us unique. Teach and sing "I'm Glad." Other songs on the lesson theme are: "There's No One Exactly Like Me" (*Songs to Grow On*, 57), and "If I Were a Butterfly" (*Songs of God's Love*, 58; *Proclaim Songbook 1*, 14).
4. **Student activity.** Have the class draw or paint self-portraits at a center. Provide a few small mirrors or one large, mounted mirror that students can use to study themselves. Encourage them to include in their portraits individual features such as freckles, dimples, high foreheads, round cheeks, and glasses. Post your own self-portrait to create student interest and to provide a model.

Try to establish a classroom climate in which individual differences are accepted. Stress that each of us is differently gifted. Be particularly sensitive to students with impairments, but keep the focus for all students on abilities rather than disabilities.

Take the time to let children talk about their self-portraits before displaying them. You may wish to mat the pictures to give the portraits a more finished look.

5. **Closure.** “Today we learned that each of us is unique. There’s not another person exactly like me or like you in the world. That’s the way God made us, and God loves each of us — just the way we are.”



## Related Activities

1. Single out each class member for special attention in some way. Have a “special person of the week” or schedule birthday activities that focus on each child’s special gifts.
2. Center idea: have students make posters about themselves. Each student can put the self-portrait in the center of the poster and then draw 5-10 things that make him or her unique. Let volunteers share their posters. If students are having difficulty with the activity, let them take the posters home to have family members help them with ideas. Or such a poster could be completed in advance by the person of the week and mounted in a “superstar” display.
3. Students can create rainbows reflecting their uniqueness. Make an activity sheet with a rainbow of four or five segments for each child to color. Label the segments with letters or numbers. Direct students to color each segment to reflect an individual difference (for example, color of hair, eyes, skin, an item of clothing, or favorite color). Have them write “I am unique” over the rainbow. Consider recording the directions and making this a center activity.
4. Journal idea: have the students write the heading, “God has given me a special gift.” Ask each student to write three or four lines about special interests or talents (examples: fast runner, good collector, expressive reader, nice singing voice).
5. Read books related to the lesson theme. *Something Special* by David McPhail, *All About Me* by Melanie and Chris Rice, and *All I Am* by Eileen Roe are a few suggested titles.

# I'm Glad

German folk tune

Carol Greene

I'm glad you're you; I'm glad I'm me; I'm glad! I'm  
I've got my name; you've got your name; I'm glad! I'm  
I'm not like you; you're not like me; I'm glad! I'm

1  
glad! God made us each so spe - cial - ly. I'm  
glad! But still such God good loves us both the same. I'm  
glad! But such good friends we both can be. I'm

5  
glad! I'm glad! I'm glad!  
glad! I'm glad! I'm glad!  
glad! I'm glad! I'm glad!

3

# LESSON 2: WE ARE ALIKE — WE ARE DIFFERENT

## Preparation/Materials

- Health puppets
- Plan a puppet script about alike/different concept.
- Student Activity page
- Optional: song from previous lesson

## Objectives

- Students will understand the concepts of alike and different.
- Students will identify similarities and differences among themselves.
- Students will recognize and appreciate the diversity of God’s creation.

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## Lesson (2 sessions)

1. Use the puppet Sam to briefly review concepts of previous lesson. (“Let’s see; what did we talk about? I remember. We talked about being unique. Mmmm ... unique ... I don’t remember what that means, do you?” Elicit the meaning from the class.)

Through a puppet dialogue explain the concept of alike/different.

Dialogue suggestion:

Sam: This is my friend Terry. Terry is a health puppet, too. You’ll like Terry. Terry likes to play games. And Terry is a kind person.

Terry: (whispering to Sam): Sam, Sam ...

Sam: (whispering to Terry): What the matter? Don’t interrupt. I’m introducing you to the class.

Terry: I’m getting embarrassed, Sam.

Sam: (to class) And sometimes Terry’s a little shy, too.

Terry: Well, that’s the way I am. Once I know the boys and girls better, I won’t be shy anymore.

Sam: That’s okay, Terry. I like standing up here and talking.

Terry: It’s funny that we’re such good friends. We’re so different from each other.

Interrupt the dialogue and ask the class to identify ways the puppets are different from each other, both in appearance and personality. Then have students tell how the puppets are alike.

Terry: Sam, I’ve been thinking ... do you know the story of Pinocchio? He was a puppet made of wood, but one day he changed and then he could do all the things boys and girls could. Do you think we could change like that?

Sam: Naw. That’s just a story. How could we ever start breathing and talking and walking?

Terry: But Sam, then we could play games with the boys and girls. We could eat pizza, too.

Sam: Just enjoy being a puppet, Terry. That’s fun, isn’t it?

Ask the class to compose and contrast the puppets with themselves. How are they different from the puppets? Are they alike in any way?

As an alternative to the puppet dialogue, compare/contrast two well-known cartoon characters, two characters from a favorite class book, or two children in a magazine picture.

2. Teach the words *alike* and *different*. Brainstorm a list of ways God has made everyone in the class alike (in physical appearance, basic body parts, survival needs, ability to talk, sing, think, and so on) and ways in which they are made different (color of eyes, curly or straight hair, dimples, freckles, size, voice). Again, use the activity to establish a classroom climate of acceptance, and be sensitive to physical impairments.
3. Celebrate the diversity of God's creation. Have students imagine what the class would be like if the members all looked alike. Enjoy singing some of the songs from the previous lesson.
4. Play a kind of Simon Says game to stimulate students to identify similarities and differences. Gather the class into a circle. Then give instructions such as the following:
  - Clap if you have two hands.
  - Blink your eyes if they are brown.
  - Touch your chin if you have dimples.
  - Raise your hand if you are a girl.
5. **Student activity.** Students should complete a "special person" award. Instruct them to write their name on the line provided. Ask children to give reasons they are special. If they are having trouble coming up with an idea, invite their peers to offer suggestions. The class members can then note similarities and differences in their gifts.
6. **Closure.** "Each one of us is unique. In some ways each of us is different from others. But we're the same as others, too! How are we the same? (Elicit suggestions.) One important way we're the same is this: God created us, and we are God's children."

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### Related Activities

1. This is a good opportunity to increase students' sensitivity to people who are differently abled. Together read and discuss a story about a child with an impairment: *I Have a Sister, My Sister Is Deaf* by Jeanne W. Petersen, *Peter Gets a Hearing Aid* by Nigel Snell, *My Sister Kate: How She Sees God's World* by Christine Wright, or one of the other excellent books currently available.
2. Bind the self-portraits from the previous lesson into a class book. Encourage the students to read the book, looking for things that they have in common as well as things that make them unique.
3. Have each class member make an "All About Me" booklet. The self-portrait from Lesson 1 could be the first page. Subsequent pages could include hand-tracings, drawings of favorite animals or foods, and a writing activity on "something I can do." Read *All I Am* by Eileen Roe and *God Makes Us Different* by Helen Caswell.

## LESSON 3: FOUR MAIN FEELINGS

### Preparation/Materials

- Make a poster of faces showing four basic feelings:



afraid



sad



angry



happy

- Plan a teacher skit for depicting all four emotions.
- For student posters:  
tagboard, one piece for each pair or group  
Divide each poster into four columns and draw one feelings face as a heading for each column.  
magazines, newspapers, old coloring books
- Optional: chart paper

### Objectives

- Students will identify/review four basic feelings.
- Students will conclude that all people have feelings.
- Students will infer feelings from body language and facial expression.

\*Emotions icons designed by ibrandify/Freepik

### Background

Our body language sends emotional messages to others. Mary Vander Goot reminds us that we don't *have* bodies, we *are* our bodies, and "our emotions take hold of us bodily." When we look down, cover our face with our hands, or scrunch ourselves together, we are expressing an emotion—fear. And when we talk, our tone of voice can subtly communicate whether we are friendly or distant, whether we approve or disapprove. For this reason, teachers should take the time to critique their body language in the classroom. Ask yourself: Is the way I am presenting myself likely to elicit the response I wish to have from the children?

Vander Goot suggests that teachers should think about ways to emotionally contact specific children. Great disparity of demeanor between the teacher and certain children may create barriers. She suggests trying to make contact through empathetic body language: "It is much easier to admit sadness to an adult whose voice, face, or posture says that this is someone who also knows what sadness is."

This last suggestion highlights one way this and subsequent lessons on feelings can serve to help children deal with their emotions. Many children believe that they are the only ones who have certain feelings. Talking about feelings and recognizing that others have the same feelings can be liberating. Vander Goot states that "one of the first steps to managing emotions is admitting to having them," and she notes that "students, who in the process of social comparison become convinced that they are the only ones who have felt the way they do, spend a good deal of their energy hiding their feelings from others and sometimes even from themselves." On the other hand, knowing that others grapple with similar emotions gives students valuable support and promotes mental and emotional health.

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## Lesson

1. Act out the four basic emotions in a one-person skit or pantomime. Stop at appropriate points, and ask the class to identify which emotion is being depicted. Lead students to specify how they identified the emotion (clues in facial expression, posture, and/or tone of voice).
2. Use the four faces poster to identify and discuss, by turn, each of the four main feelings. For example, point to the face showing fear, ask students to identify the feeling, and point out how the mouth and other facial features often look when a person is afraid. Have class members show you how they may look and act when they feel afraid.

Ask students to identify some things that make them afraid. (“Have you ever felt afraid? What made you feel that way?”) List their responses—either on the poster or on a separate chart.

Follow the same procedure for each feelings face. During the discussion, make the point that feelings can change rapidly and that sometimes a person may have more than one feeling about something or someone. (Example: a person may feel happy to be asked to sing in a program, but may also feel a little afraid to sing.) Also lead the class to understand that although body language helps us guess how people feel, we can’t be sure unless we ask. (In the next lesson, students practice asking about feelings.) Stress that all people, young and old, have these feelings and that the feelings themselves are neither good or bad.

Display the poster and the lists. Add to the lists as the unit progresses.

3. **Student activity.** Have class members work in pairs or in groups to make posters illustrating the four main feelings. First, have students cut out from magazines or newspapers pictures of people showing various feelings. Second, have them sort the pictures into the four feelings groups. (It may be difficult for students to differentiate or identify some expressions, but encourage them to use their judgment. Another possibility is to make a fifth category for “other” feelings.) If this is a group activity, you may want to provide each group with four boxes for sorting the pictures. Third, direct the children to glue the pictures in the appropriate column on the poster.

Discuss the completed posters. Ask students why they think the people feel sad, angry, afraid, or happy. If the class set aside questionable pictures, take time to talk about them. What expressions do students think they show? Tell the class that often other feelings go along with the main feelings, that we have many feelings besides the four main feelings. If time permits, elicit from students feelings that may go along with feeling happy (excited, contented, relaxed, friendly, proud) or feeling angry (unfriendly, unhappy, gloomy, lonely).

4. **Closure.** “Today we talked about four main feelings. There are times when we feel sad, afraid, angry, and happy. Of course, we can have many feelings besides these four main feelings. We can often tell how a person feels by the way he or she looks (refer to posters). We also learned that everyone feels happy, sad, afraid, or angry sometimes.”

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### Related Activities

1. Play music with changing moods. Use selections such as *Peter and the Wolf* by Prokofiev, *Carnival of the Animals* by Saint-Saens, *Pictures at an Exhibition* by Mussorgsky, or *Scenes from Childhood* by Schumann.
2. Display examples of art expressing different moods or feelings. Encourage students to tell which pictures make them feel happy, sad, or afraid.
3. Make copies of the four feelings faces (in reduced size) for class members to cut out and paste in their journals. Then have them compose a few lines about each feeling.
4. Enjoy books and songs that tie in with the lesson. One excellent choice, *On Monday When It Rained* by Cherryl Kachenmeister, shows how a boy felt on each day of the week. See the Lesson Resources listing at the beginning of the unit for other suggestions.



## LESSON 4: FEELING HAPPY, SAD, AND AFRAID

### Preparation/Materials

- Health puppets
- Plan and practice the puppet script.
- Optional: write the poem “Sometimes” on chart paper.

### Objectives

- Students will infer how others are feeling.
- Students will practice checking their guesses about others’ feelings by asking.
- Students will understand that there are various ways of dealing with emotions.

### Background

Some people are more emotionally expressive than others. Children will also differ in expressiveness, but typically they are not burdened with as many inhibitions as adults, and therefore they feel freer to express their emotions. However, older children or adults who are uncomfortable with open expressions of fear or sadness may squelch this freedom, admonishing young children not to cry (“Big boys/girls don’t cry”) or not to be afraid (“Scaredy cat!”). In this lesson stress that when something sad happens, it’s fitting to cry and that when something scary happens, it’s okay to be afraid.



### Lesson

1. Start off with the puppets acting out a happy situation, such as going on a picnic.

Script starter:

- Sam: I’m glad your family said you could come along. We’re going to have fun. My dad said that at this zoo we can feed some of the animals—the ducks and chickens and a goat and a pig.
- Terry: Can we ride on the ponies, too?
- Sam: Sure. That’s the best part. The last time I rode on a black pony that went fast. We were almost galloping.

Continue the happy mood of the dialogue. Ask students how they think the puppets are feeling and then ask the puppets to confirm their guess. (“Terry and Sam, we think that you’re feeling happy. Did we guess right?”) Have puppets tell how they’re feeling and why.

2. Then use the puppets to act out the emotion of sadness or disappointment.

Continue the story:

Terry and Sam are disappointed because the pony stable is closed when they finally get to that part of the zoo.

- Terry: This is lots of fun. I liked feeding the goat the best. I thought she was going to butt me in the stomach, but she didn’t.
- Sam: Now let’s go ride the ponies.

Terry: I'm glad we saved the best for last.  
Sam: Oh, oh, Terry. There's no one at the pony stable.  
Terry: Oh no! We're too late. The stable's closed.

Again, interrupt the dialogue and have students guess and then ask the puppets how they are feeling.

3. Continue the puppet dialogue. This time act out the emotion of fear. Have Terry become frightened when Sam hides.

Sam: C'mon. Let's explore the rest of the zoo.  
Terry: Wow! Look at that bird with the bright feathers and the long tail!  
Sam: I like the monkeys the best.  
Terry: So do I. (While Terry is engrossed in watching the monkeys, Sam runs and hides. Put Sam behind a book or behind a desk.)

Look at that little monkey hanging on to its mother. Even when she makes a big jump he doesn't fall off. Look, Sam ... Sam? (Show Terry becoming frightened when he can't find Sam.)

Interrupt the dialogue and ask students to describe how Terry is feeling and why. Then finish the dialogue, resolving the situation.

4. **Circle talk.** Give students opportunity to talk about what makes them happy, sad, or afraid. Perhaps refer to the lists of the previous lesson and add to them. Make the point that sometimes it's fitting to feel sad, for example, when we've done something wrong. But telling someone and saying we're sorry helps. Stress the comfort of knowing that God loves us and cares about us when we're sad or afraid and that we can talk to God about what is making us sad or afraid when we pray.
5. Read and talk about the following poem by Jack Prelutsky. If you have written the poem on chart paper, display the chart and read the poem from the chart.

#### **Sometimes**

Sometimes I simply have to cry,  
I don't know why,  
I don't know why.  
There's really nothing very wrong,  
I probably should sing a song  
or run around and make some noise  
or sit and tinker with my toys  
or pop a couple of balloons  
or play a game or watch cartoons,  
but I'm feeling sad,  
though I don't know why,  
and all I want to do is cry.

Pay particular attention to the “I don’t know why” line. Make the point that although our feelings are influenced by situations (as in the puppet dialogue), at times we’re simply in a sad or mean mood—and don’t know why.

6. **Student activity.** Have students in pairs or small groups act out the story of Sam and Terry going to the zoo or other situations discussed during class.
7. **Closure.** “Today we talked about feeling happy and sad and afraid. Like Sam and Terry, our feelings don’t stay the same. What can we do to feel better when we’re feeling sad or afraid?”



### Related Activities

1. Read books that tie in to the lesson. Suggested titles: Elspeth Murphy’s *Sometimes I Think “What If?”* Psalm 46 for Children, *Sometimes Everything Feels Just Right: Psalm 104 for Children*, or *Sometimes I Have to Cry: Verses From the Psalms on Tears; Love You Forever* by Robert Munsch; *Sometimes I Worry ...* by Alan Gross; *Jim’s Dog Muffins* by Miriam Cohen; *I Am Not a Crybaby* by Norma Simon. (See Lesson Resources for complete list.)
2. Sing “He’s Got the Whole World in His Hands” (*Psalter Hymnal*, 457; *Songs of God’s Love*, 56), “Children of the Heavenly Father” (*Songs of God’s Love*, 62; *Psalter Hymnal*, 440), or “Thank You for Giving Me the Morning” (*Proclaim Songbook 2*, 21).
3. Integrate with language arts by writing a class story about something that has happened since the beginning of the school year to make the class happy or sad.
4. Class members can illustrate the poem “Sometimes.” Use the illustrations to create a booklet for students to read in the book center. Consider making an audio recording of the poem for them to listen to as they look at the book.

## LESSON 5: FEELING ANGRY

### Preparation/Materials

- Plan a scene depicting anger.
- Drawing or construction paper (white or manila), one sheet per student
- Optional: props for acting out scene

### Objectives

- Students will identify situations that lead to anger.
- Students will check their guesses about others' feelings by asking.
- Students will identify specific ways of dealing with anger.

### Background

Anger is a disturbing emotion. It's so disturbing that we tend to think of it as purely negative and destructive. But anger has a positive side. Anger over unjust treatment, for example, can become a catalyst for change. Anger can move us to confront prejudice or demand justice. We know, however, that unbridled expression of anger, with no attempt at resolution, breeds more anger. And the Bible specifically warns about the destructiveness of runaway anger. We know, too, that repressed or unresolved anger simmering within can lead to actual physical illness.

As you teach this lesson, help students begin to identify healthy and responsible ways of expressing anger and ways to defuse situations that may lead to anger.

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### Lesson

1. Refer to the poster of the angry face. Ask: "How do you feel when you're angry?" Identify other feelings that are closely related to anger, such as being upset or frustrated.
2. Act out a scene about anger for the class. Tell students that in the last lesson they saw Sam and Terry act out a story about going to the zoo, but this time you will do the acting and they can ask you questions.

Introduce yourself as a first grader named Christie or Chris. Look angry and describe a problem that has made you angry. For example: "I'm never going to help Jamie again! And even if he asks me, I'm not going to play with him either."

Interrupt your monologue to encourage class members to identify your feeling and to ask why you're feeling the way you are. Answer their questions and describe the situation or problem. (For example, after you helped Jamie build a garage, parking lot, and store with blocks, Jamie asked someone else to play cars with him. Or after you found a lost ball for Jamie, he ran off to play ball with others.)

Pose the problem of what to do next. ("Well, what can I do now?") Ask the class for possible solutions to the problem and then have them choose what to do.

Act out the class's solution and show a pleased facial expression when you work things out.

3. Ask the class for suggestions of another situation that might make them feel angry. Act the situation out with a student, or have the students fill both roles. Have the class come up with responsible ways to deal with the anger or frustration. Allow them to do some creative problem solving and choose which solution they think is best. Possible situations: a friend takes personal items without asking, a classmate teases or bullies, a teacher or parent interrupts a favorite activity such as reading or watching TV.
  4. **Circle talk.** Brainstorm ways to ways to deal with anger. Include the following ideas:
    - Don't do anything right away. Calm down first so that you won't do anything you will be sorry for. Perhaps try counting slowly from 1-10.
    - Talk with the person who made you angry. Tell him or her how you feel and why. Then listen to what the other person has to say. Try to work it out.
    - Do something to work off your anger. Read a favorite book or take a drink of water or get back to work.
- Clearly make the point that everybody gets angry and that's not bad, but being angry doesn't mean we can hurt others.
5. **Student activity.** Give the class a sentence starter—"I get angry when ..." Have the students complete the sentence and draw a picture of something that makes them angry. Ask students to show their drawings to the class and together talk about ways of dealing with the situation.
  6. **Closure.** "We talked about feeling angry today. We all get angry sometimes, don't we? Because we're upset when we're angry, sometimes we do things we're sorry for later. What are some things that can help us when we're angry?" (Refer to list in step 4.)



### Related Activities

1. Read and discuss a story about someone who became angry. Suggested titles: *The Quarreling Book* by Charlotte Zolotow, *We Are Best Friends* by Aliko, *Martha's Mad Day* by Miranda Hapgood, *Sometimes I Get Mad: Psalm 73 for Children* by Elspeth Murphy, *Let's Be Enemies* by Janice May Udry. Consider having the class make up an alternative ending to the story or suggest an alternative way to deal with the problem presented in the story.
2. Center idea: have students make finger-paintings expressing how they feel when they're angry.
3. Center idea: pairs or groups of students can use classroom puppets or other manipulatives to act out the situations and the resolutions covered during the whole group session.
4. Poems to enjoy: "The Wrong Start" by Marchette Chute, "Sulk" and "They're Calling" by Felice Holman (both in *The Random House Book of Poetry for Children*).

## LESSON 6: HOW DO YOU FEEL?

### Preparation/Materials

- Book to read aloud about feelings
- Posters of feelings and lists of situations/feelings

### Objectives

- Students will identify ways to respond to others' feelings.
- Students will develop empathy.

### Background

Only as children mature both intellectually and emotionally can they begin to see a situation from another's point of view. "One way," says Mary Vander Goot, "to encourage children to take social responsibility for their own actions is to teach them to identify the consequences of their emotional expressions on others." Encour-

aging empathy is the best way to help students learn to be considerate of each other in the classroom. Sometimes this may involve placing students in a situation where they experience the same feelings that they inflicted on others. For example, a child who loves to tease may not understand how the victim feels until the teacher allows the victim to give the teaser a taste of teasing. "Child-centered outcomes," concludes Vander Goot, "are probably more effective than teacher-centered rules."

In the preceding lessons students have learned to identify the connection of feelings to body language and the situations that may lead to certain feelings. In this lesson the focus is on how we can help others when we know they're sad, unhappy, or angry.

### Lesson

1. Begin by reading a story that deals with feelings. A few suggested titles: *Ira Says Goodbye* by Bernard Waber, *We Are Best Friends* by Alike, *What's the Matter With Carruthers?* by James Marshall, *Whistle for Willie* by Ezra Keats, *Mary, Mary* by Sarah Hayes, and *What's Wrong, Tom?* by Emma and Paul Rogers.
2. Discuss the story, stressing the feelings of the main character. Ask students to close their eyes and pretend to be the main character. Ask: "If you were (name), how would you have felt when (describe an incident from the story)?" Then have students identify what others in the story did to make the main character feel better or perhaps tell what they would have done if they would have been the character's friend.
3. Teach students the song "We Love" by Ann Price. After they learn the words, have them add clapping. Use the song as a basis for discussing why we love others. Teach the class God's commandment: "Love God above all and others (your neighbor) as yourself."
4. **Closure.** "Today we talked about caring about others' feelings, about loving others." Ask students to recite God's commandment.
5. Use the posters of feelings and students' lists of situations in which those feelings commonly occur to review unit concepts.



### Related Activity

1. Show the video *Pine Tree Club*. This resource can be used to review many unit concepts.

# We Love

I John 4:19

Ann F. Price

We love be - cause God first loved us, we

love be - cause God first loved us. We love. We

love. We love be - cause God first loved us.