

## 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 affect 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 and resources should visit the Child Welfare Information Gateway (<https://www.childwelfare.gov/>).

### **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 train-

ing 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 specific Teacher Visuals are located in the back of the Teacher's Guide. Student Activity pages can be found in the Student Workbook (purchased separately.)

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



	Consumer Health	Safety/First Aid
<b>K</b>		<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>
<b>1</b>	<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>
<b>2</b>	<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>
<b>3</b>	<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>
<b>4</b>		<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>
<b>5</b>	<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>
<b>6</b>	<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>
<b>7/8</b>	<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

# Knowing About Me and My Body

- Lesson 1: Created Unique
- Lesson 2: Alike and Different
- Lesson 3: Introducing Four Feelings
- Lesson 4: Feeling Happy and Angry
- Lesson 5: Feeling Afraid
- Lesson 6: Feeling Sad
- Lesson 7: Relating Situations and Feelings
- Lesson 8: Responding to Others' Feelings

## Goals

- Students will recognize that both the unique features of each person and the similarities among people are part of God's plan.
- Students will develop an awareness of their own and others' feelings.
- Students will develop a vocabulary for expressing feelings.
- Students will develop skills for appropriately dealing with the emotions.

## Background

In this unit students will identify four basic emotions and become aware of the body language — posture, gestures, tone of voice, facial expression — that usually signals these emotions. They will also learn to recognize situations that may trigger these feelings and explore various ways of dealing with the feelings.

But why focus on emotions for a whole unit? What does this unit contribute to healthy living? By developing awareness of feelings and understanding more clearly what prompts certain feelings, students begin to learn how to handle and express 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 “saccharin” 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, thus affecting our relationships with others. Fit, the second goal, has to do with how emotions connect with events. Emotions must be fitting; they must 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 emotional health.

## Vocabulary

Integrate the following suggested vocabulary:

health/healthy	happy	special	unique
sad	alike	afraid	different
angry	feelings	same	

## Unit Resources

(Search online for similar resources if these are no longer available).

Contains ideas for activities and reproducible activity sheets. Although the material is not aimed at kindergarten level, teachers may find suggestions that can be adapted.

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.

Dixon, Dorothy. *Teaching Young Children to Care: 37 Activities for Developing Self-esteem*. Mystic, Conn.: Twenty-third Publications, 1990.

This 77-page book is designed to promote affective education in early childhood classrooms in public, private, and parochial schools. It is divided into three sections: Awareness Sessions, Attitude Sessions, and Accomplishment Sessions.

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. Also included is a 13-page list of resources.

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.

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

### Lesson 1

*Everyone Is Special: A Coloring and Activities Book* South Deerfield, Mass.: Channing L. Bete.

For children ages 4-6, this 8 1/2" x 11" booklet gives the message that everyone deserves to be treated with kindness and respect. Order from the publisher: 200 State Road, South Deerfield, Massachusetts 01373-0200; phone 800-628-7733.

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

The kit includes teacher guide, activity sheets, and an "I Am Special!" teaching poster.

Although the focus of most of the material is healthy lungs, the main concept of the opening unit, All About Me, is self-awareness. Contact your local chapter of the American Lung Association to find out how to obtain the kit.

McPhail, David. *Something Special*. Boston: Little, Brown, 1988.

In this story Sam finds out what he's good at.

Rice, Melanie and Chris. *All About Me*. New York: Doubleday, 1987.

Roe, Eileen. *All I Am*. New York: Bradbury, 1990.

A child thinks about their identity—a child, a friend, a neighbor, an artist—and who they will be when they grow up. Intended for preschool to grade 1.

### Lesson 2

Caswell, Helen. *God Makes Us Different*. Nashville: Abingdon, 1988.

Hiller, Ron and Judy Millar. *Ronno's Theme Pack #1: Self-Esteem Songs*. Kitchener, Ont.: Song Support, 1991.

Ron Hiller is a Canadian singer/songwriter/performer who promotes positive attitudes through his songs for children. The Self-Esteem Theme Pack includes the piano/vocal score and audiocassette of four songs: "I Like Me," "I Wish I Were," "Risk it!" and "The Hooray March!" Order from the publisher: Station C, P.O. Box 722, Kitchener, Ontario, Canada N2G

4B6; or Suite 162, 255 Great Arrow Ave., Buffalo, New York 14207-3081.

Quinsey, Mary Beth. *Why Does That Man Have Such a Big Nose?* Seattle: Parenting Press, 1986.

For children ages 3-8, this resource stresses that everyone is different and that being different is okay.

Simon, Norma. *Why Am I Different?* Niles, Ill.: Whitman, 1976.

Presents everyday situations in which children see themselves as "different."

### Lessons 3-8

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

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

Reading about a turtle who's afraid of the dark and discovers that everyone is scared of something is a good way to spark a discussion of emotions.

Carle, Eric. *The Grouchy Ladybug*. New York: Harper Trophy, 1986.

Cohen, Miriam. *Jim's Dog Muffins*. New York: Greenwillow, 1984.

A book about feeling sad over the death of a pet.

Fernandes, Eugenie. *A Difficult Day*. Toronto: Kids Can Press, 1987.

Melinda's 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.

Friedman, Susan L., and Susan Conlin. *Let's Talk About Feelings: Ellie's Day*. Seattle: Parenting Press, 1989.

Traces the ups and downs of feelings in the day of five-year-old Ellie.

Greenfield, Eloise. *Night on the Neighborhood Street*. New York: Dial, 1991.

Gross, Alan. *Sometimes I Worry . . .* Chicago: Childrens Press, 1978.

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

This story about a girl responding to a giant's loneliness ties in well with Lesson 8.

*Ideas, Thoughts, and Feelings*. Audiocassette. Educational Activities.

The song "Everybody Has Feelings" is a good unit song.

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.

McPhail, David. *Emma's Pet*. New York: Dutton, 1987.

*Making Faces*. Filmstrip/cassette. Bowmar-Noble.

From the set How Are You Feeling Today?

Munsch, Robert. *Love You Forever*. Scarborough, Ont.: Firefly, 1986.

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 God is "right here."

Murphy, Jane. *Songs for You and Me*. LP or Audiocassette. Kimbo.

Included in this collection are songs about various emotions and acceptable/unacceptable ways of expressing them.

Murphy, Joanne Brisson. *Feelings*. Windsor, Ont.: Black Moss Press, 1985.

Petty, Kate, and Charlotte Firmin. *Feeling Left Out*. Playground Series. Toronto/New York: Barron's, 1991.

Palmer, Hap. *Getting To Know Myself*. Audiocassette. Educational Activities.

Several of these songs are on health topics. The song "Feelings" ties in with this unit.

Rogers, Paul and Emma. *What's Wrong, Tom?* New York: Viking Kestrel, 1989.

Simon, Norma. *I Am Not a Cry Baby*. Markham, Ont./New York: Puffin, 1989.

It's all right to cry because often there are good reasons for crying.

Steele, Danielle. *Max Runs Away*. New York: Delacorte, 1990.

Titherington, Jeanne. *A Place for Ben*. New York: Greenwillow, 1987.

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

Waber, Bernard. *Ira Says Goodbye*. Boston: Houghton, 1988.

Williams, Marcia. *Not a Worry in the World*. New York: Crown, 1990.

A lighthearted book to help children laugh at some common worries.

# LESSON 1: CREATED UNIQUE

## Preparation/Materials

- Ink pad
- Art materials for self-portraits
- Optional: additional songs focusing on individual uniqueness
- Optional: Write the poem “Just Me” on chart paper. Illustrate with simple drawings (for example a father and a baby).
- Optional: Typeset “Just Me” in a large font; make copies for students.

## Objectives

- Students will recognize that God creates each person as a unique individual.
- Students will celebrate and thank God for their uniqueness.
- Students will identify some of their unique features.

## 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 Jooze, in *The Christian's Self-Image: Issues and Implications*, points out that many 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 “such a worm as I” image of the self. Other Christians, however, resist self-esteem. In their view, promoting self-esteem is promoting pride and ignoring the “worm”—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.”

## Lesson

1. Introduce the topic of each individual’s uniqueness with a few personal anecdotes. Tell students something of your unique history, likes and dislikes. Ask students to identify some of your unique physical characteristics (hair and eye color, dimples, freckles). Teach the word *unique* as new vocabulary.
2. Continue the discussion, centering on the uniqueness of each individual. Stress that God created each of us in his image and loves each of us. Paraphrase Psalm 139: 13-15. (God gave us life and knew us before we were born).

3. Teach students the lesson song “There’s No One Exactly Like Me.” Consider accompanying the song with motions on body movements. Other song suggestions are “Child of God” (*Proclaim Songbook 1*, 13) and “If I Were a Butterfly” (*Proclaim Songbook 1*, 14, *Songs of God’s Love*, 58).
4. Share with the class the following poem by Margaret Hillert:

**Just Me**

Nobody sees what I can see,  
For back of my eyes there is only me.  
And nobody knows how my thoughts begin,  
For there’s only myself inside my skin.  
Isn’t it strange how everyone owns  
Just enough skin to cover his bones?  
My father’s would be too big to fit—  
I’d be all wrinkled inside of it.  
And my baby brother’s is much too small—  
It just wouldn’t cover me up at all.  
But I feel just right in the skin I wear,  
And there’s nobody like me anywhere.

Read or recite the poem several times. If you have written the poem on a chart, use the chart as a teaching aid. Talk about the meaning of the poem together. Bring in the Christian perspective—particularly as you discuss the line “nobody knows how my thoughts begin.” Lead students to understand that although friends, family, and teachers don’t know our thoughts, God does. God knows us through and through. Help the class to see this as a comfort and not as a threat. God knows when we’re misunderstood, when our motives are wrongly judged, and when we’re mean or unkind. God knows us as we really are and still loves us.

Students would enjoy having their own copy of the poem to take home and share with family members.

5. **Student activity.** Distribute a sheet of manila construction paper to each child. Have the children make fingerprints on the right side of the paper and draw a self-portrait on the left side. (Or, if you prefer, have students place the fingerprints across the top of the page.) Students will need help using the ink pad and making the fingerprints. Before beginning the activity, explain that each person’s fingerprints are unique.

Make a class scrapbook of the finished papers. Browse through the scrapbook with the class, emphasizing unique features of each class member. Keep the scrapbook in the book center so students can enjoy looking through it on their own.

6. **Closure.** “Today we learned that God knew each of us even before we were born, and that God made each of us special, unique. And each of us found out things that make us unique.”

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## Related Activities

1. Plan some ongoing way to give each student special recognition. For example, on each child's birthday trace his or her body outline and draw in individual characteristics. Then cut it out and hang it in the classroom in a place of honor.
2. Have children by turns be "Student of the Week" or "Superstar." Designate a bulletin board area for this purpose. Encourage the children to bring photos of themselves, special mementoes, or art work to display. Or have the class interview the "special person" regarding family members, pets, and likes and dislikes; then record these on a large sheet of paper to display for the week.
3. Make handprints with paint or plaster of Paris. For paint handprints, provide paint in variety of colors. Students can make the print on a small paper plate (add a yarn hanger at the top). For handprints of plaster of Paris (available at craft stores), follow directions on the package for mixing. Mix only enough at one time to make about six plaques. Pour the plaster onto meat trays (one per child). Children make the print after the plaster starts to harden (remember to etch in the child's name with a sharp pointed object before the plaster dries). Consider making handprints again at the end of the year to demonstrate growth.
4. Enjoy some of the children's literature on the topic of individual uniqueness. Two suggested titles: *Something Special* by David McPhail and *All I Am* by Eileen Roe.
5. To develop global awareness, put up a poster or magazine pictures of children from all around the world with various skin tones and ways of dressing or involved in different kinds of activities. Draw the children's attention to the pictures and discuss how God made each child in the world unique and in his image.

# There's No One Exactly Like Me

Trilby Jordan

Betty Ann Ramseth

Look all the world o - ver, there's no one like  
Some peo - ple are short and some peo - ple are  
Some fac - es are dark and some fac - es are  
Look all the world o - ver, there's no one like

1

me, tall, light, me,  
No God loves one like me,  
Each one is spe - cial in God's lov - ing  
No one like me, no one like

5

me. all. sight. me.  
Look Some peo - ple are short - ver, there's no one like  
Some fac - es are dark and some peo - ple are  
Look all the world o - ver, there's no one like

9

me. tall, light, me.  
There's no one ex - act - ly like me.  
But no one's ex - act - ly like me.  
But no one's ex - act - ly like me.  
There's no one ex - act - ly like me.

# LESSON 2: ALIKE AND DIFFERENT

### Preparation/Materials

- Two puppets, flannelgraph figures, or other manipulatives. Suggestion: make two sock puppets. Choose socks of contrasting colors (brightly-colored or pastels); add facial/distinctive features.
- Plan and practice a puppet dialogue about similarities and differences.

### Objectives

- Students will be able to recognize ways in which all people are alike and ways in which each individual is different.
- Students will recognize that God wants all people to serve, thank, and praise him.

### Background

Puppetry is an ideal way to present many of the situations dealt with in health. So we are suggesting that you make two puppets to use in health. 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.



### Lesson

1. Review the vocabulary word *unique*. Then introduce the idea of alike/different with the health puppets, Chris and Sal (or names of your choice). Present a short dialogue in which the puppets discuss their similarities and differences.

Begin by telling the class, "We have two new puppet friends. Let's find out who they are." Have students ask questions of the puppets, eliciting their names, where they live, etc.

Next have the puppets carry on a conversation:

Chris: You know, Sal, the boys and girls want to know who we are and what we're like. I've been thinking....Did you ever notice how much we're alike?  
Sal: Alike! We're not alike!  
Chris: Sure we are. Take a good look at me. See?  
Sal: No way.

Interrupt the dialogue and have Chris ask the class to identify ways the puppets are the same (both made of socks, etc.) After class members state the similarities they have noticed, sum up their observations and add any similarities they have missed.

Continue the dialogue:

Sal: (begrudgingly) Well, okay. You were right. We are alike in some ways.  
Chris: That's what I told you.  
Sal: In some ways, I said. We aren't exactly alike.

Break off the dialogue and have Sal ask the class to identify differences. Then finish the dialogue with Chris admitting that Sal had not been totally wrong. Summarize: “So Chris and Sal both the same and different.”

2. **Circle talk.** Tell students that God has made us different from each other in specific ways. Recall that God loves each one of us the way we are. Note that all people are alike in many ways, too. Name or have students name a few similarities. Lead students to identify one basic similarity: God has made us all and wants all of us to thank and love him. If time permits, sing “There’s No One Exactly Like Me” as an expression of praise and thanksgiving.
3. **Optional: Circle activity.** Stay in the circle. Ask each child to say one way he or she is the same and one way different from the child sitting to the left or right. Move around circle, giving all a chance to speak. Allow students to “pass” if they wish. If time is limited, have one child tell a similarity and the next tell a difference. Or provide a hand-held mirror to help children develop awareness of themselves and how they are alike or different.
4. **Closure.** “What did we learn today? We learned that we—and Chris and Sal—are alike in many ways. We can see ways in which we’re alike, can’t we? (Name ways.) But we’re different from each other, too. And we can see many ways in which we’re different.”



## Related Activities

1. Read a book such as *Why Am I Different?* by Norma Simon, *Why Does That Man Have Such a Big Nose* by Mary Beth Quinsey, or *God Makes Us Different* by Helen Caswell. Then talk about how students feel about “being different.”
2. Extend the lesson with a math activity. Make a graph showing how many students have green, blue, or brown eyes. Or put up a larger paper to let the children vote on a food preference such as apples or bananas, or a breakfast preference such as cereal or pancakes. Count up the tallies to see which got more votes.
3. Draw the children’s attention to the poster/collage of children from around the world from optional activities, Lesson 1. Have volunteers choose a child that they like. Ask them how they feel they are the same as or different from that child.



# LESSON 3: INTRODUCING FOUR FEELINGS

## Preparation/Materials

- Make four posters each with the title of one of the four basic feelings and a large blank circle. Fill in the facial features (as shown below) during the class session (step 2).



happy



angry



afraid



sad

## Objectives

- Students will become aware that all people have feelings.
- Students will identify four main feelings.
- Students will recognize that feelings change frequently.

## 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 pre-

senting myself likely to elicit the response I wish to have from the children?

Being sensitive to body language in the classroom may also help teachers better understand individual students. For example, if a student's behavior is puzzling, observing his or her posture, facial expression, gait, or gestures may provide new insight.

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.



## Lesson

1. Review alike/different. Introduce the topic of feelings by pointing out another way that all people are alike: all have feelings.

2. Show the posters and read the title of each one. Then go back through the four basic feelings one by one. Ask the children to show you with their faces what they look like when they are experiencing that emotion. Fill in the face with simple features similar to the drawings provided. Ask the children if they agree that the face shows that emotion.
3. Go through the four emotions again. For each, ask the children to volunteer to tell about a time when they have experienced that emotion. Ask whether they have the same emotion all the time. Stress that emotions change frequently.
4. **Closure.** "Today we learned that all people have feelings. And we learned that there are four main feelings. (Point to the posters and have students name the four feelings). We don't always feel the same way, do we? For example, sometimes we feel grumpy when we wake up, but after we've had a good breakfast and can go outside to play, we start feeling happy. We're going to talk about these different feelings tomorrow."

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### Related Activities

1. Read and discuss a story that illustrates one main feeling. Suggested books: *Time to Go* by Beverly and David Fiday, *Love You Forever* by Robert Munsch, *Emma's Pet* by David McPhail, *Franklin in the Dark* by Paulette Bourgeois, *The Grouchy Ladybug* by Eric Carle, and excerpts from *Night on Neighborhood Street* by Eloise Greenfield. Have students identify the feeling and then ask whether they have ever had the same feeling. Give volunteers opportunity to tell about their experiences.
2. Make finger paintings of emotions. First ask the children to make a painting of one of the emotions. You should participate as well. When everyone has fully explored that feeling, demonstrate how feelings can change by wiping across your painting with your hand and begin to paint about another emotion. After going through all four emotions, allow the children to go back to recreate one that they will allow to dry.

Then relate the poster faces to the story. Ask: "Was X happy (or sad or afraid or angry) all the time in the story?" Identify other feelings of the main character during the story. Stress that feelings change frequently.

## LESSON 4: FEELING HAPPY AND ANGRY

### Preparation/Materials

- Four feelings posters
- For making student masks:  
styrofoam meat trays, paper plates, or circles of construction paper, two per student  
popsicle sticks, or paint mixers, two per student  
crayons or markers  
glue or tape

### Objectives

- Students will recall the four main feelings.
- Students will describe various types of happy and angry feelings.
- Students will identify body language corresponding with feeling happy or angry.

### Background

Happiness is a pleasant emotion, but 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. This lesson stresses that everyone feels angry sometimes and that it's okay to express anger. Lesson 7, which links situations with emotions, emphasizes the necessity to deal with anger in healthy and responsible ways.

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### Lesson

1. Briefly review the four main feelings with the feelings posters.
2. Expand on the meaning of *happy* and *angry* by adding other descriptive words. (For example, "*Happy* means feeling pleased, cheerful, friendly; *angry* means feeling mad, unhappy, and sometimes unfriendly and cross.")
3. Ask: "How do we know when someone is feeling happy? How do we know when someone is feeling angry?" Dramatize these feelings and ask students to identify the tone of voice, facial features, and other body language (laughter, posture, gestures) that often reveal these feelings. Perhaps begin the exercise with an expressionless face and ask if students can tell how you are feeling.
4. **Student activity.** Have students make two masks, one expressing happy feelings and the other angry feelings. Use styrofoam trays, paper plates, or construction paper circles (yellow or orange for happy, red for angry). Show students how to draw simple happy/mad expressions on the masks with crayons or markers. Use the posters as models. For handles attach popsicle sticks or paint mixers with glue or tape.

Extend the happy/angry faces into a language arts activity. Briefly describe a situation and have students tell how they would feel by holding up the appropriate mask:

- Someone smiles at you.
- Your brother or sister spills juice on you.
- Someone says you do good work.
- You are invited to a birthday party.

Also use the masks during various times of the day in the classroom to have students express what they're feeling.

5. Sing "If You're Happy and You Know It, Clap Your Hands." Make up verses about being angry: "If you're angry and you know it, stamp your feet (make a frown)."
6. **Closure.** "We can often tell when people are happy or angry by looking at them and listening to them. How do they often look and sound when they are happy? (Have students hold up their happy masks and smile or laugh.) How do they often look when they are angry? (Have students hold up angry masks and scowl or stamp their feet.)"

## LESSON 5: FEELING AFRAID

### Preparation/Materials

- Afraid student masks
- Puppets or flannelgraph figures
- Plan a puppet script about a scary incident.
- For making afraid masks:  
paper plates, styrofoam trays, or construction paper circles, one per student  
popsicle sticks, or paint mixers, one per student  
crayons or markers  
glue or tape

### Objectives

- Students will describe the feeling of fear.
- Students will identify body language accompanying the feeling of fear.

### Background

Some people are more emotionally expressive than others. Children also differ in expressiveness, but typically they are not burdened with as many inhibitions as adults, and therefore 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 scary happens, it’s okay to be afraid, and when something sad happens (next lesson) it’s fitting to cry.

### Lesson

1. Put a happy mask in front of your face (or have a student hold one). Ask students to identify the feeling. What facial features express a happy feeling? Review feelings of anger in the same way with the angry mask. Then ask students to make their own faces reflecting feelings of happiness and anger. Explain that today the lesson will be about another of the four main feelings.
2. Pantomime the feeling of fear and have students guess what emotion you are acting out. Ask: “How did you know I was afraid? What did my face look like? What did I do with my hands?”
3. Use puppets or other manipulatives to tell a simple story about a scary incident that ends well. For example, pretend Chris and Sal are playing in a field near home or going on a picnic or camping trip and playing in nearby woods while the rest of family is setting up camp or frying hamburgers for supper. Briefly describe the situation and scene as you get the puppets ready. Add details and be dramatic to create a scary atmosphere.

Dialogue starter:

Chris: Sal, c’mon. Let’s go exploring.

Sal: Okay. (Have one tell a parent where they’re going, and then have them head off in one direction together.)

Chris: Wow! It’s quiet here, isn’t it?

Sal: Yeah. Kind of dark, too. Say, I'll race you to that big tree over there.  
Chris: Okay. (They run, one wins, and both stop to rest.)  
Sal: I've got some M & M's in my pocket. Want some?  
Chris: Sure. Thanks.  
Sal: What's that noise?  
Chris: I didn't hear any noise?  
Sal: Shhh . . . listen. Hear it now? (Both are quiet and listen and then whisper.)  
Chris: Yeah . . . there's something moving in the leaves over there. What is it?

Finish the dialogue. Have Chris and Sal begin to imagine that the noise is a large scary animal and then find out the noise was made by a squirrel or bird, or perhaps by a sibling or other camper.

4. **Circle talk.** Briefly discuss the incident. Have students describe how Chris and Sal felt when they thought the noise was something scary and pantomime how they would have looked and acted if they had been in the situation. Then ask them to describe how they think Chris and Sal felt when they found out the noise wasn't something scary and to pantomime how they think Chris and Sal looked and acted. Elicit from students how their feelings changed.
5. Combine the discussion, leading students to describe the feeling of fear and how fear affects the body. Begin by describing how you feel when you are frightened. Give class members opportunity to add their ideas. Explain that the body responds to fear by becoming tense and alert in order to prepare us to take appropriate action, such as running to safety or jumping out of the way. Draw a contrast to how the body feels during a relaxed and sleepy state.
6. **Student activity.** Distribute materials and have students make a paper plate mask showing fear. As in previous lessons, use the poster as a model and show students how to draw the mouth, eyebrows, and other facial features.
7. **Closure.** "Everyone feels afraid sometimes. We can often see that people are afraid by looking at them. When we feel afraid, our bodies become ready to move fast. When we feel afraid, we can remember that God is always near and cares for us."



### Related Activities

1. Enjoy children's literature related to the lesson topic. One comforting book is Elspeth Murphy's *Sometimes I Think "What If?" Psalm 46 for Children. Sometimes I Worry. . .* by Alan Gross suggests ways to deal with common fears, and *Not A Worry in the World* by Marcia Williams helps children to laugh at some worries.
2. Put the puppets in a center for students to use in retelling the story of Chris and Sal and the scary noise.
3. Have students make drawings or paintings illustrating one scene of the story about Chris and Sal.

## LESSON 6: FEELING SAD

### Preparation/Materials

- Happy, angry, afraid masks from previous lessons
- Book about feeling sad to read aloud
- For making sad masks:  
paper plates, styrofoam trays, or construction paper circles, one per student  
popsicle sticks, or paint mixers, one per student  
crayons or markers  
glue or tape

### Objectives

- Students will describe the feeling of sadness.
- Students will identify body language that usually accompanies sadness.

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### Lesson

1. Review the three feelings covered in previous lessons. Hold up each feeling mask and ask students to identify the feeling and show the appropriate body language.
2. Read a book about feeling sad to the class. Suggested titles: Elspeth Murphy's *Sometimes I Have to Cry: Verses from the Psalms on Tears*, *A Place for Ben* by Jeanne Titherington, *Jim's Dog Muffins* by Miriam Cohen, *Ira Says Goodbye* by Bernard Waber, or *I Am Not a Crybaby* by Norma Simon.
3. **Circle talk.** Ask students to suggest words that describe how the main character in the book felt (lonely, left out, sorry, sad, misunderstood). Why did the character feel sad? Have class members pantomime feeling sad. Talk about crying and sadness, stressing that crying is an appropriate way to express sad feelings.  
  
If time permits, tell about something that makes or has made you feel sad. Student volunteers may wish to share similar experiences. In discussion bring out that Jesus knows how we feel when we are sad because he felt sad sometimes.
4. **Student activity.** Distribute materials for making the last mask, a sad mask. Follow the same steps as in previous lessons. Identify the facial expression identified with sadness. Ask: "How do you think a person who felt sad would act?"
5. **Closure.** "Today we talked about feeling sad. When we feel sad, we may feel lonely, left out, sorry, or misunderstood. How do people look when they're sad? (Have students hold up sad masks.) Everyone is sad sometimes. When we are sad, we can remember that Jesus knows and cares how we feel."





## Related Activities

1. Center idea: make matching or sorting games with magazine pictures showing basic emotions.
2. To illustrate Jesus' compassion and empathy, discuss the Bible story of the raising of Lazarus.

# LESSON 7: RELATING SITUATIONS AND FEELINGS

## Preparation/Materials

- Student Activities 1 & 2
- Students' feelings masks
- Chart paper

## Objectives

- Students will recognize the relationship between feelings and situations.
- Students will choose to deal with anger in healthy and responsible ways.

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## Lesson

1. **Student activity.** Refer to Student Activities 1 and 2 in the Student Workbook. Ask class members how they think the child who dropped the popcorn feels. Then discuss the seesaw picture. Lead students to understand how situation or actions affect feelings and how different people may have different feelings about the same situation. Have students color the pictures or write the feelings on each activity sheet.
2. **Play Show Me.** Roleplay (or use puppets or flannelgraph figures to present) situations that elicit the feelings covered in previous lessons. Have students identify each feeling by holding up a feeling mask. Again note that not everyone will feel the same about these situations. When student responses vary, take time to explore differences.

### Suggested situations:

- Trying to tie shoestrings without success
- Eating favorite food
- Being scolded
- Going berry picking and meeting a bear
- Stubbing toe
- Playing with friends
- Being sick and missing a birthday party
- Listening to parent read a story
- Being in a bad storm
- Feeding a pet
- Breaking a new toy
- Having someone purposely take and break a toy

3. **Circle talk.** Focus on situations evoking anger and on how to deal with anger in healthy and responsible ways. Begin by referring to the last situation in step 2: "We all get angry sometimes. What can we do when we feel angry?" Brainstorm ways to deal with anger.

Include the following ideas:

- Don't do anything right away. If you don't calm down first, you may do something you'll be sorry for. Count to five or ten slowly.
- Talk with the person who made you angry. Explain how you feel and why. Then listen to what the other person has to say. Try to work out your differences.
- Do something to work off your anger (swinging on the bars, running on the playground, or looking at a favorite book).

Make a chart of the class's ideas. Use a simple drawing to illustrate each point. Display the chart in the classroom and refer to it at appropriate times.

Conclude the discussion by saying, "Everybody gets angry and that's not bad. But being angry doesn't mean that we can hurt others. Besides, there are better ways for us to deal with people who make us angry—talking to them and trying to change things."

4. **Closure.** "Things we do or things that happen to us can make us feel happy, angry, sad, or afraid. What can we do when we're angry?" (Elicit or repeat items discussed in step 3.)



### Related Activities

1. Show the class pictures of people in different situations and ask students to imagine what might have happened and how the people might be feeling.
2. Integrate with current Bible stories. What feelings do the characters express? Or how do students think the characters might have felt?
3. Read books about a wide variety of feelings. Ask students to identify what evoked the feeling or feelings. *Feelings* by Joanne Brisson Murphy and *Feelings* by Alikei both include a number of feelings and situations; *On Monday When It Rained* by Cheryl Kachenmeister gives students the opportunity to predict what emotion a specific situation will evoke.
4. Extend the lesson to include the main feelings. Identify and discuss other feeling words: jealous, shy, embarrassed, proud, calm.

## LESSON 8: RELATING TO OTHERS' FEELINGS

### Preparation/Materials

- Puppets or other manipulatives
- Plan details of the story or puppet script

### Objectives

- Students will identify asking as a way to be sure of others' feelings.
- Students will empathize with those feeling left out.
- Students will originate ways to solve a problem involving feelings of loneliness/exclusion.

### 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." Encouraging 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."

Use this lesson to help class members develop empathy. In the discussion, focus on how they would feel if they were in a similar situation and how they would like to be treated.

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### Lesson

1. Ask: "How do we know how others are feeling? Often we can tell by how people look or act but not always. Sometimes we have to ask. If Bertie is unusually quiet, he may be tired, but he may be sad or upset about something."
2. Use a puppet to act out a scene in which Sal is alone and wanting to play with someone.

Dialogue starter:

Teacher: What's the matter, Sal?

Sal: (sighing) Oh, nothing.

Teacher: Nothing? What are you doing?

Sal: Oh, nothing. I came out to play with Chris and Jamie, but they're playing a game together. They say that only two can play. So . . .

Continue the dialogue, developing the idea of Sal's hurt feelings about being excluded.

As an alternative teaching strategy, use the dialogue ideas to tell a simple story of Sal and his hurt feelings.

3. **Discussion.** Interrupt the puppet skit or story to ask students to describe how Sal feels and why (or have students ask Sal and let her reply). "If you were Chris or Jamie, how could you make Sal feel better?" Encourage class members to think of several ways to solve the problem situation. (For example, Sal can find someone else to play with or find something to do by herself; Chris and Jamie can play a different game that includes Sal, or they can tell her that after they finish their game they'll play with her.)

Talk about the meaning of God's commandment to love others as ourselves. Relate the commandment to the lesson story, leading students to understand that being concerned about how others are feeling is one way to obey God's command.

Have students decide which of the suggested solutions is the best.

4. Conclude the puppet skit or story using the solution chosen by the students.
5. **Closure.** "How can we tell how others feel? (By looking, listening, and asking.) When we love other people, we care about how they feel. By helping Chris and Jamie decide how to make Sal feel better, we learned ways we can show other people we care about them."



### Related Activities

1. Try making a cooperative monster to encourage imaginative expression and reinforce unit concepts about feelings. Students can construct a large creature from cardboard boxes and decide on its characteristics. Is it angry, happy, sad, or afraid? Why? What can the class do to make it feel better? Integrate the activity with language arts and art by making up a class story about the creature and drawing story illustrations. Consider asking each student to illustrate part of the story and make a large class book. Use the completed book to review unit concepts.
2. Center idea: students can use puppets to retell the story of Sal, Chris, and Jamie.
3. Ask children to dictate a chart story about another situation in which a person is feeling left out or hurt. Have them use their hand masks to retell the story.
4. Sing songs on the theme of loving one another. Two suggested titles (different songs): "Love One Another" (*Proclaim Songbook 1*, 37), "Love One Another" (*Songs of God's Love*, 64).