



CONCORDIA CURRICULUM GUIDE



GRADE
4

Health



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3558 S. Jefferson Ave., St. Louis, MO 63118-3968
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Manufactured in the United States of America

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PREFACE

The Ministry of Christian Schools

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

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

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

In Christian schools, Christ permeates all sub-

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

How to Use This Guide

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

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

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

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

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

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

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

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

CHAPTER 1

Health Education in the Christian School

Vicki Boye

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

Health and Wellness: A Holistic Approach

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

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

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

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

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

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

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

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

Social: The ability to interact with others and develop and maintain relationships. In this dimension, teachers help students develop their intrapersonal and interpersonal skills in positive ways, to aid in forming and sustaining healthful relationships.

Knowledge, Skills, and Attitudes

The purpose of health education, whether in school, at home, or in the community, is to (a) increase positive health behaviors, and (b) reduce health risk behaviors. In order to influence behaviors, health educators must take a triadic approach that involves the development of students' knowledge, skills, and attitudes. *Knowledge* encompasses the cognitive domain—the comprehension of health facts and concepts. *Skills* are the abilities and tools students need to effectively deal with life experiences in a healthy manner. (These include not only physical skills, such as brushing one's teeth properly, but also social and life skills such as decision-making, problem-solving, and communication skills—all of which are needed to live an abundant life.) *Attitudes* refer to the values, morals, and beliefs that guide students' decisions and life choices.

In the past, health education programs have been heavily knowledge-based in nature. However, to truly foster healthy behaviors, knowledge, skills, and attitudes must be equally addressed and incorporated into the health curriculum. As teachers in a Christian school we have the opportunity and privilege to teach not only the *how* with respect to healthy behaviors but also the all-important *why*—because we have been redeemed by Christ Jesus and Him crucified.

Comprehensive Health Education

According to the Centers for Disease Control's Healthy Youth program, the following are key elements of a comprehensive health education program:

- A documented, planned, and sequential program of health instruction for students in grades kindergarten through twelve.

- A curriculum that addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages.
- Activities that help young people develop the skills they need to avoid tobacco use; dietary patterns that contribute to disease; sedentary lifestyle; sexual behaviors that result in HIV infection, other STDs, and unintended pregnancy; alcohol and other drug use; and behaviors that result in unintentional and intentional injuries.
- Instruction provided for a prescribed amount of time at each grade level.
- Management and coordination by an education professional trained to implement the program.
- Instruction from teachers who are trained to teach the subject.
- Involvement of parents, health professionals, and other concerned community members.
- Periodic evaluation, updating, and improvement.

Source: www.cdc.gov/HealthyYouth/CSHP/comprehensive_ed.htm

One Piece of the Puzzle

Comprehensive health education is but one piece of the puzzle in the school's effort to establish and maintain a coordinated school health program “designed to protect, promote, and improve the health and well-being of students and staff, thus improving a student's ability to learn” (Joint Terminology Committee, 2001, p. 99). According to the National Association of State Boards of Education, an effective coordinated school health program involves the following eight unique, yet interrelated, components:

- A school environment that is safe and that physically, socially, and psychologically promotes health-enhancing behaviors.
- A sequential health education curriculum that is designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors.

- A sequential physical education curriculum that involves moderate to vigorous physical activity; teaches knowledge, motor skills, and positive attitudes; and promotes activities and sports that all students enjoy and can pursue throughout their lives.
- A nutrition program that includes a food service program that serves appealing choices of nutritious foods; a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum; and a school environment that encourages students to make healthy food choices.
- A school health services program that is designed to ensure access or referral to primary health-care services, prevent and control communicable disease and other health problems, and provide emergency care for illness or injury provided by well-qualified and well-supported health professionals.
- A counseling, psychological, and social services program that is designed to ensure access or referral to assessments, interventions, and other mental, emotional, and social health services for students.
- Integrated family and community involvement activities that are designed to engage families as active participants in their children's education and that encourage collaboration with community resources and services to respond more effectively to the health-related needs of students.
- A health promotion program that provides opportunities for school staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities.

For more information go to
www.nasbe.org/healthy_schools/intro.htm.

Our Responsibility as Christian Educators

As children of God and teachers who serve God's people, we have the responsibility and duty to tend to the needs of Lutheran school families in all seven dimensions of health (Spiritual,

Physical, Emotional, Career/Occupational, Intellectual, Environmental, and Social). From diseases (Exodus 4:6; Luke 16:20) and risky behaviors (Romans 13:13; Proverbs 23:21) to coping with stress (Psalm 55:22) and social relationships (1 Thessalonians 5:12–14), along with other issues, God guides us through His Word. Use the Scriptures as a resource as you work to provide your students with the knowledge, skills, and attitudes to live long, healthy, God-pleasing lives, honoring Him with their bodies, minds, and spirits with which He has blessed them.

Not only has God blessed us with a wonderful body, He has redeemed it through the life, death, and resurrection of His only Son, who came from heaven to take our human form upon Himself. Now, by faith, He equips and empowers us to honor Him in the new and eternal life He has given us to live for Him. Reflect on the implications of this new life for the body God has given us with this verse from 1 Corinthians: "Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body" (6:19–20).

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