

Teacher's Guide

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Unit 1: Getting the right balance

THEMATIC STATEMENT

God is Creator and Provider

God created the best foods in the Garden of Eden.

AIM

To study the history of food and to understand the importance of maintaining the right balance of nutrients in our diet.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- explain the changes in food cultivation, processing and preparation throughout the ages.
- understand the way in which nutrients are classified: carbohydrates, protein, fats, vitamin/minerals

Skills & Process Objectives

- classify foods according to nutrient category.
- Plan menus with correct nutrient balance

Attitudes & Values Objectives

- choose the most nutritious foods
- implement healthy eating habits

KEY BIBLE PASSAGES

1	Genesis 1: 27 – God created plants and seeds for our food
2	Genesis 6-8; Leviticus 11– After the Great Flood meat was introduced into the diet, but specific laws were given about which meats were to be included.
3	Exodus 15:26 – If you listen carefully to the voice of the Lord your God and do what is right in His eyes and pay attention to His commandments I will not bring upon you any diseases for I am the Lord who heals you.”
4	Psalms 104 – God is sovereign. He provides through His creation.
5	Hebrews 13:5 – Be content with the things you have

DISCUSSION QUESTIONS

1	Why did God choose plants and seeds for Adam and Eve's food? (Gen 1:27)
2	Why do you think God told Noah and the people after Noah, to eat meats like lamb and cattle, and not cats and dogs? (Gen 6-7; Lev 11)
3	What was the reward for obeying God's commandments in Old Testament times? How can we obey the Lord today in terms of caring for our bodies? (Ex 15:26)
4	What food has God provided for us? How can we show appreciation for the food He has provided? (Ps 104)
5	Greed stems from wanting more. How can this be applied to food? How do manufacturing companies appeal to greed? (Heb 13:5)

ACTIVITIES

1	Revise the "New Start" acronym previously introduced in the Primary School program. (See separate file).
2	Make a time line to show the history of food from the Garden of Eden to the present day.
3	Classify foods into their nutrient categories: carbohydrates, protein, fats, vitamins/minerals, fibre. Explain the nutrient value of each group.
4	Subdivide carbohydrates into complex and refined carbohydrates.
5	Subdivide fats into good fats and bad fats.
6	Research the health properties of fruits and vegetables
7	Use the "healthy food pyramid" and "healthy food pie", plan a day's food intake for optimal health.

ASSESSMENT TASKS

1	Unit 1 test
2	Oral/group presentation of the advantages and disadvantages of the wide variety of foods available to Western cultures.
3	Poster outlining the consequences of three scenarios: a) not enough protein, b) too much carbohydrate, c) not enough fruit/vegetables.

RESOURCES AND MATERIALS

- Activity sheets for Unit 1
- Healthy Food Pyramid; Healthy Food Pie (see separate files)
- Pictures of food from supermarket catalogues to be used for classification activities

Unit 2: Digestion, Diets, Addictions

THEMATIC STATEMENT

God is our rock

Developing good eating habits is one of the wisest things we can do. Following a healthy diet is not complicated. Eating food in its most natural form, as close as possible to the way God made it is showing wisdom. Sometimes people turn to food for their comfort. But God is our rock and in Him we can place our trust.

AIM

To study the digestive system, including ways to promote good digestion; to give an overview of various weight loss diets and to draw conclusions about the wisdom of dieting; to consider the reasons for comfort eating.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- understand the digestive process.
- name the parts of the digestive tract.
- outline the functions of the different organs involved in digestion.
- understand problems associated with eating or lack of it: obesity, anorexia nervosa.

Skills & Process Objectives

- draw the digestive tract.
- label parts of the digestive tract.
- explain the meaning of 'diet'.
- compare different weight loss diets.
- give reasons for comfort eating and consider any negative impact it has.
- develop strategies to help people with food addictions.
- discern the role of advertising in motivating us to buy food.

Attitudes & Values Objectives

- aim for a positive self-esteem, not based upon appearance.
- take a sensible approach to dieting for weight loss.
- make healthy food choices and follow eating patterns that will encourage good digestion.
- be stronger in avoiding persuasion by food advertisements.
- trust in God and look to Him for strength.

KEY BIBLE PASSAGES

1	Proverbs 3:5-7 – Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him and He will make your paths straight. Do not be wise in your own eyes.
2	Matthew 7:24-27 – The house on the rock. Jesus is the rock.
3	Psalms 71:1-3 – God is our rock
4	Psalms 46 – God is our refuge and strength, an ever-present help in trouble.
5	1 Peter 5:7 – Cast all your cares upon Him, for He cares for you.
6	Psalms 139:13 – You created my inmost being; you knit me together in my mother’s womb.

DISCUSSION QUESTIONS

1	What could you say to a person who worries about life’s circumstances and turns to food comfort and strength? (Prov 3:5-7)
2	What does it mean to have Jesus as our rock? (Matt 7:24-27)
3	Give some examples of emotional problems faced by teenagers. What are some physical consequences? Ps 71:1-3
4	What advice can you give to people who face emotional problems? (Ps 46)
5	What does it mean to ‘cast’ our cares upon Him? (1 Peter 5:7)
6	How does God feel when we think negatively about ourselves? Why? (Ps 139:13)

ACTIVITIES

1	Research the digestive system. Work in groups, each member presenting information and diagrams on a specific part of the digestive tract.
2	Research and compare the following diets: low carb & high protein diet; low fat & high carb diet; calorie counting diet such as ‘Weight Watchers’; meal replacements; diet pills; balanced healthy plant-based diet as advocated by Gillian Mc Keith. http://www.gillianmckeith.info .
3	Define comfort eating and hold a discussion on reasons for comfort eating. Why is it a problem? What help can be offered to a person who over-indulges in certain foods for comfort?
4	Research the following food-related problems. Outline the problem, its cause and possible solutions: overweight; anorexia nervosa, bulimia.
5	Find advertisements that make false claims about the value of food. Describe the advertisements and their deception. Describe the impact these advertisements have on people who watch a lot of TV.
6	Research the website http://www.gillianmckeith.info . Write a report on your findings Explain the importance of making healthy eating a lifestyle rather than a one-off “diet” to lose weight.

ASSESSMENT TASKS

1	Unit 2 test
2	Group project on the digestive system
3	Report on the deception of food advertisements

RESOURCES AND MATERIALS

- Activity sheets for Unit 2
- TV advertisements
- <http://www.gillianmckeith.info/>
- Recordings of the TV show “You are what you eat” by Gillian Mc Keith
- Books by Gillian McKeith
- The Healing Power of Food – Cheryl Reid

Unit 3: Toxins

THEMATIC STATEMENT

God is Wisdom and Truth

Christians have a responsibility to search for truth. Because of greed, advertising and manufacturing companies try to deceive us, but God gives us wisdom and discernment. He reveals truth to those who have an open mind.

AIM

To discover the truth about food additives and foods or substances that have a negative impact on our health.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- understand the affects of certain food additives and be aware of the ones to avoid.
- appreciate the affects of drugs and alcohol.
- be aware of the impact of environmental toxins and will know how to minimize personal exposure.
- be aware of the impact of excess caffeine on health.

Skills & Process Objectives

- research effects of chemicals and drugs
- compare food labels
- read tables and record information.
- group processed foods according to healthfulness.

Attitudes & Values Objectives

- make healthy choices
- discern truth and deception in the world around them

KEY BIBLE PASSAGES

1	James 1:5 - Ask God for wisdom and He will give it to you.
2	Psalms 25:4-5 - Show me your ways O Lord, teach me your paths; guide me in your truth
3	Galatians 5:22 - The fruits of the Spirit is self-control

4	1 Cor 6:9 – Your body is the temple of the Holy Spirit
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DISCUSSION QUESTIONS

1	How can we show wisdom when buying food? (James 1:5)
2	How can we find out the truth about what we put into our mouths? Think of some TV advertisements that do not give the whole truth about the food they are advertising. (Ps 25:4-5)
3	How could you help someone who has no self-control when it comes to eating junk food? What impact does advertising have on self-control? (Gal 5:22)
4	What are some of the ways in which people can slowly bring about self-destruction? (1 Cor 6:9)

ACTIVITIES

1	Investigate food labels and record information on food additives represented by additive numbers, amounts of sugar/salt, and general description of ingredients. List foods that contain problem ingredients.
2	Research additives in the food sold in the school canteen. Find the quantity of junk food sold. Record the results.
3	Research the affects of aspartame in diet drinks.
4	Research the effects of caffeine.
5	Research the effects of environmental chemicals on our health.
6	Research the cause of increasing food allergies and intolerances
7	Make a poster on the dangers of tobacco.
8	Watch visual presentations on the dangers of recreational drugs.

ASSESSMENT TASKS

1	Unit 3 test
2	Report on the effects of aspartame or caffeine.
3	Anti-smoking poster

RESOURCES AND MATERIALS

- Activity sheets for Unit 3
- Food additive decoder
- Statham, B., *The Chemical Maze*, Aust, 2006, www.possibility.com
- Government resources on tobacco smoking and recreational drugs (Education Department)
- QUIT resources

Unit 4: Fit to serve

THEMATIC STATEMENT

God is our Protector and our Purpose

God has designed the human body with incredible resilience. God protects us through the immune system, the body's defence mechanism for warding off disease. To keep our immune systems strong we need to follow principles for a healthy lifestyle. Healthy living enhances our ability to fulfil God's purpose for our lives.

AIM

To motivate students to be fit and healthy, focusing on exercise, water and sleep.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- know the definition of being fit
- know the difference between cardiovascular and weight-bearing exercises
- understand the importance of drinking water
- understand the importance of adequate sleep
- have an understanding of the immune system and how to maintain optimal fitness

Skills & Process Objectives

- measure their own BMI
- measure pulse rate before and after exercise
- design a personal fitness program

Attitudes & Values Objectives

- develop positive attitudes to fitness, drinking water and healthy sleep patterns
- appreciate the importance of having good standards of health and fitness so that we can serve our Creator.

KEY BIBLE PASSAGES

1	1 Corinthians 9:24 - Run in such a way to get the prize.
2	Philippians 3: 12-14 – Press on towards the goal
3	Colossians 3: 23 – What ever you do, work at it with all your heart as working for the Lord, not for men.
4	Mark 12:30 – Love the Lord your God with all your heart, mind, soul and strength.
5	Job 5: 17-26 – Blessed is the man whom God corrects (vs.17). You will come to the grave in full vigour (vs. 26)

DISCUSSION QUESTIONS

1	What is the prize we are striving for as Christians? (1 Cor 9:24)
2	Apart from going to Heaven, Christians have many goals for serving the Lord. What are some of these? How does having a fit body help us achieve our goals for serving God? (Phil3:12-14)
3	Working with all our heart in serving the Lord means obeying Him. How can we train our bodies to have more energy to serve? (Col 3:23)
4	List four different groups of actions a Christian can be involved in – heart, mind, soul, strength. (Mark 12:30)
5	If God shows you some truth, and it means change, what is the best thing to do? How are obedient people blessed? What does it mean for a person to ‘go to the grave in full vigour’? (Job 4:17-26)

ACTIVITIES

1	Define fitness.
2	Review the New Start acronym. Make a book mark or laminated wall hanging as a reminder of the elements of fitness.
3	Measure BMI (body mass index)
4	Assess and record the amount of water consumed in an average day and compare compared consumption of other beverages.
5	Undertake fitness activities.
6	Design a personal fitness program and set it out in table form.
7	Assess and record typical personal sleep patterns. Write some steps towards improving your personal sleep patterns.
8	Write an essay – “Fit to serve” in which students outline their future goals for serving God.
9	Research and discuss the spiritual roots of yoga using the Beacon Media website: www.beaconmedia.com.au/ Consider Pilates as a better alternative to yoga.

ASSESSMENT TASKS

1	Unit 4 test
2	Table – personal fitness program
3	Essay – “Fit to Serve”

RESOURCES AND MATERIALS

- Activity sheets for Unit 4
- P.E resources

References

The following references and consultants have been used in the preparation of *New Start for secondary students*.

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2. Reekie, Lillian, 2002 *Hidden Dangers*, Aust
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4. *The Australian and New Zealand Food Additive Decoder*, 2000
5. Statham, B., 2006, *The Chemical Maze*, Aust,
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Consultant:

Gary Martin, Living Valley Springs, Qld., Aust.

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