

New Start Health for Secondary Students

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 for us 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 their nutrient category.
- Plan menus with correct nutrient balance.

Attitudes & Values Objectives

- Make healthy food choices.
- 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 than we need. How can this be applied to food? How do manufacturing companies appeal to greed? (Heb 13:5)

ACTIVITIES

1	Revise the "NEW START" acronym (outlined in the introduction). View the Power Point presentation.
2	Make a timeline to show the history of food from the Garden of Eden to the present day.
3	Discuss food advertisements.
4	Classify foods into their nutrient categories: carbohydrates, protein, fats, vitamins/minerals, fibre. Explain the nutrient value of each group.
5	Subdivide carbohydrates into complex and refined carbohydrates.
6	Subdivide fats into good fats and bad fats.
7	Research the health properties of fruits and vegetables
8	Use the "healthy food pie chart" to plan a day's food intake for optimal health.

ASSESSMENT TASKS:

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

Unit 2: Digestion, Diets, Addictive foods

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 designed 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	Matthew 7:24-27 The house on the rock. Jesus is the rock.
2	Psalm 71:1-3 God is our rock
3	Psalm 46 God is our refuge and strength, an ever-present help in trouble.
4	1 Peter 5:7 Cast all your cares upon Him, for He cares for you.
5	Psalm 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 and present the information. Include diagrams.
2	Research and compare the following diets: low carb & high protein diet; low fat & high carb diet; calorie counting diet; meal replacements; 5:2 diet; use of diet pills.
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 advertising on various age groups.
6	Explain why temporary weight-loss diets are not as effective as healthy eating as a lifestyle.

ASSESSMENT TASK: Unit 2 test

Unit 3: Exercise

THEMATIC STATEMENT

God is Creator

God created the human body as an amazing machine. Exercise is one of the requirements for maintaining our bodies so that we can be fit to serve our Creator.

AIM

To motivate students to develop an on-going personal exercise plan.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- Know the difference between aerobic and anaerobic exercise.
- Understand the effects of exercise on heart rate
- Explain the effects of exercise on the uptake of oxygen.
- Understand the definition of fitness.
- List the benefits of being fit.

Skills & Process Objectives

- Measure and calculate Body Mass Index.
- Take pulse rate.
- Graph results.
- Calculate and measure Body Mass Index.
- Draw up personal exercise plan.

Attitudes & Values Objectives

- Set regular exercise goals.
- Be motivated to be involved in regular exercise or a sport.
- Try one's best and 'having a go'.
- Not put down or criticize others who may not excel in physical achievements

KEY BIBLE PASSAGES

1	Philippians 3:12-15 But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.
2	Phil 4:13 I can do all things through Christ who strengthens me.
3	2 Tim 4:7 I have fought the good fight, I have finished the race, I have kept the faith.
4	1 Corinthians 9:24 Run in such a way to get the prize.
5	Mark 12:30 Love the Lord your God with all your heart, mind, soul and strength.

DISCUSSION QUESTIONS

1	In your community, is there a problem with lack of exercise?
2	What stops people from undertaking regular exercise?
3	Why do most children today have less exercise than 40 years ago?
4	What problems can arise for people over 50 who push themselves too hard with exercise?
5	What do you suggest for people over 50?
6	What are the benefits of exercise?
7	What is the prize we are striving for as Christians? (1 Cor 9:24)
8	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)
9	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)
10	Make a table and list four different types of action a Christian can be involved in, as outlined in Mark 12:30. Explain actions for the “heart, mind, soul, strength”.

ACTIVITIES

1	Fitness activities
2	Assessing personal fitness
3	Taking pulse rate before and after exercise
4	Measuring time for pulse rate to return to normal.
5	Calculating Body Mass Index

ASSESSMENT TASK: Unit 3 test

Unit 4: Water

THEMATIC STATEMENT

God is Provider

God placed within the creation the elements to support life. Water is one of these.

AIM

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

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- Understand the importance of drinking water.
- Understand why the body needs water.
- Know the right amount of water to drink.

Skills and Process Objectives

- Conduct Science experiment with water and other liquids.
- Make predictions.
- Draw conclusions.
- Record results.

Attitudes & Values Objectives

- Be thankful for the gift of pure water.
- Be willing to try drinking water instead of other drinks.
- Suggest ways of helping communities who do not have a clean water supply.

KEY BIBLE PASSAGES

1	Exodus 17 Water from a rock
2	Exodus 15: 22-26 Bitter water made sweet
3	Genesis 1 Creation of water on the second day.
4	John 7:38 Jesus the Living Water

DISCUSSION QUESTIONS

1	What factors make it necessary to increase our water consumption?
2	Why should we drink plain water? Can't we rely on other drinks for hydration?
3	Why is it better for digestion to drink water <i>between</i> meals rather than <i>with</i> meals?
4	A student will only drink sweet drinks. How could you help them to start drinking water?
5	Why do people over 80 need to be reminded to drink?
6	How does rainwater get to our taps?
7	Many people in developing nations do not have water 'on tap'. How do they get water to their homes, and what is the water quality like?
8	What projects are operating to assist availability of clean water in developing countries?
9	What are the advantages and disadvantages of using desalinating seawater as a water source?

ACTIVITIES

1	Design an experiment to show how certain cola soft drinks can erode materials.
2	Evaporate a sweet fizzy drink to find out the amount of sugar contained in the drink.
3	Evaporate salty water (or seawater) and taste the evaporated water.
4	Make a list of body fluids. Find out what percentage of a human body is water.
5	Make a poster showing the benefits of drinking water.

ASSESSMENT TASK: Unit 4 test

Unit 5: Sunlight

THEMATIC STATEMENT

God is Light

Living things cannot live without light. God created light on the first day of the Creation. Initially God was the light source, but on the fourth day of Creation, the sun was created as a light and heat source for our special planet.

AIM

To motivate students to be fit and healthy, focusing on getting the right amount of sunlight.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

Have an understanding of:

- The sun's role in providing light, warmth, food energy and rain.
- The sun's role in Vitamin D absorption and the importance of this vitamin.
- Dangers of Ultraviolet radiation: sunburn, cell damage and skin cancer

Skills and Process Objectives

- Conduct Science experiment with plants and light.
- Make predictions.
- Draw conclusions.
- Record results.

Attitudes & Values Objectives

- Make an effort to spend time out of doors for good health.
- Be aware of dangers of too much sun.
- Have a responsible attitude towards sun safety.

KEY BIBLE PASSAGES

1	Genesis 1:3 God said, "Let there be light"
2	Genesis 1:16 God made two great lights
3	1 John 1:5 God is light and in Him there is no darkness at all.

4	1 John 1:7 Walk in the light as He is in the light.
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DISCUSSION QUESTIONS

1	Many people like to lie in the sun to gain a tan. What would your advice be?
2	Should solariums be banned?
3	What are the best times of day to be in the sun?
4	Can you get sunburnt on a cloudy day?
5	Is it right to NEVER expose your skin to the sun? Give reason.
6	What would the world be like if there was no sun?
7	What effect does the sun have on your emotions?

ACTIVITIES

1	Research the symptoms of vitamin D deficiency.
2	Research the role of vitamin D in both preventing and healing illness.
3.	Write a report on the benefits of the sun to health and wellbeing.
4.	Research the effects of overexposure to sun.
5.	Make a Sun Smart poster.

Unit 6: Food additives and household 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 effects of certain food additives and be aware of the ones to avoid.
- Be aware of the impact of environmental toxins and know how to minimize personal exposure.
- Be aware of the impact of excess caffeine on health.

Skills & Process Objectives

- Research effects of certain food additives and household chemicals on the human body.
- 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 us.

KEY BIBLE PASSAGES

1	James 1:5 Ask God for wisdom and He will give it to you.
2	Psalm 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

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 TASK: Unit 6 test

RESOURCES AND MATERIALS

New Start food additive decoder

A note about labeling food additives

To regulate food additives, and inform consumers, each additive is assigned a unique number, termed as "E numbers", which is used in Europe for all approved additives. This numbering scheme has now been adopted and extended by the *Codex Alimentarius Commission* to internationally identify all additives regardless of whether they are approved for use. E numbers are all prefixed by "E", but countries outside Europe use only the number.

The United States Food and Drug Administration (FDA) lists these items as "generally recognized as safe" (GRAS). They are listed under both their *Chemical Abstracts Service* number and FDA regulation under the United States Code of Federal Regulations.

http://en.wikipedia.org/wiki/Food_additive

Most packaged food in the USA states the name of the additive on the ingredients label, not the number. In other countries such as Australia and the UK, the number and not the name of the additive is stated.

Unit 7: Substance abuse

THEMATIC STATEMENT

God is Pure and Holy

Every human being is special to God. God our Creator wants us to love, serve and obey Him. It is His plan that every individual come to know Him. Self destruction through substance abuse grieves our Creator.

AIM

To give students a basic understanding of the problems cause by smoking, alcohol and illegal drugs.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- List types of drugs and their effects
- Understand the health risks in taking drugs

Skills and Process Objectives

- Ask questions.
- Make observations.
- Draw conclusions.

Attitudes & Values Objectives

- Respect for the human body, a gift from God.
- Respect for others: effects of passive smoking and effects of drugs on the unborn
- Have a responsible attitude towards care of the body.
- Show wisdom.
- Demonstrate obedience to God and the law.

KEY BIBLE PASSAGES

1	1 Cor 6:19 Your body is the temple of the Holy Spirit
2	1 Cor 6:20 You are not your own; you were bought with a price.
3	Psalms 139 God knew us before we were born; He put us together in our mother's womb.
4	Rom 12:1 Present your bodies as a living sacrifice.

5	Rom 13:1-5 Obey the law.
6	Eph 5:18 Do not be drunk with wine but be filled with the Spirit of God.

DISCUSSION QUESTIONS

1	What impact does smoking have on other people? E.g. those living in a smoker’s household.
2	When a pregnant woman smokes, drinks alcohol or takes other drugs, what impact does it have on the unborn child?
3	Should cigarette smoking be made illegal?
4	Should smoking cannabis be made legal?
5	Should cannabis be made legal for certain medical conditions?
6	Why do people smoke, drink excessive alcohol or take drugs?
7	Do we have a right to treat our bodies in any way we like?
8	How could you help someone to quit smoking or drug taking?

ACTIVITIES

1	Interview a smoker. Find out why they smoke and whether they would like to quit.
2	Make an anti-smoking poster.
3	Make an action plan for helping someone who is addicted to alcohol or other drugs.
4	Write an argument for and against cannabis being used for the treatment of certain medical conditions.

Unit 8: Air

THEMATIC STATEMENT

God is the source of life and the sustainer of life

All living things need air. God has provided us with the essential elements for life.

AIM

To help students appreciate the importance of fresh air.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- Appreciate that fresh air is important for our health.
- Understand that air pollution is a major problem in cities and industrial regions.
- Identify causes, effects and sources of air pollution
- Define air quality index

Skills & Process Objectives

- Suggest possible solutions to the problem of air pollution
- Conduct science experiments with air.

Attitudes & Values Objectives

- Take opportunity to spend time outdoors in fresh air.
- Respect for our special planet.
- Take responsibility in doing one's part to minimize air pollution.

KEY BIBLE PASSAGES

1	Genesis 1: In the beginning God created the heavens and the earth.
2	Colossians 1:16-17 In Him all things hold together.
3	Numbers 35:33-34 You shall not pollute the land in which you live.
4	Genesis 1:28 God put us in charge of caring for His creation.

DISCUSSION QUESTIONS

1	Why is air so important to us?
2	Does the quality of air matter?
3	How does air become polluted?
4	How can polluted air affect our health?
5	What are some solutions to the air pollution problem?
6	How do plants contribute to air quality?
7	Should people be allowed to cut down natural forests?

ACTIVITIES

1	Make a personal goal chart for spending time outdoors in fresh air.
2	Write a report on the air quality of a particular city. Suggest ways to improve air quality.
3	Science experiments with air.

Unit 9: Rest

THEMATIC STATEMENT

God is Peace

Rest is more than a state of relaxation. It is the contentment that comes from trusting in God.

AIM

To encourage students to develop good sleep habits and to deal with stress.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- Understand the importance of regular and good quality sleep.
- Understand the best hours for sleep.
- Understand the negative effects of using digital technology directly before going to sleep.
- Learn strategies to deal with stress.

Skills and Process Objectives

- Discuss.
- Engage in problem solving.

Attitudes & Values Objectives

- Have a responsible attitude towards getting enough sleep and at the right times.
- Take time out to rest from daily work.

KEY BIBLE PASSAGES

1	Proverbs 3: 24 When you lie down, you will not be afraid; when you lie down, your sleep will be sweet.
2	Psalms 4:8 In peace I will lie down and sleep, for you alone, Lord, make me dwell in safety.
3	Isaiah 26:3 You will keep in perfect peace those whose minds are steadfast, because they trust in you.
4	Matthew 11:28 "Come to me, all you who are weary and burdened, and I will give you rest.
5	1 Peter 5:7 Cast all your anxiety on him because he cares for you.

6	Matthew 6:25 – 34 Do not worry.
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DISCUSSION QUESTIONS

1	Should school start later for teenagers?
2	How do you feel when you are sleep deprived?
3	What are the dangers of being sleep deprived?
4	What are the reasons for being unable to fall asleep when we want to?
5	Discuss the effects of the use of stimulating electronic media before bed.
6	What are some factors causing us to feel stressed?
7	How can we deal with stress?
8	Should shift work be offered by businesses in the interests of making more money?

ACTIVITIES

1	Make a table to record your personal sleep habits over a week. Record time of going to bed; time of falling asleep; activities one hour before bed; time of waking in the morning; any interruptions to sleep during the night.
2	Comment on your personal sleep habits and suggest some steps you can take to improve your sleep quality
3	Rate your stress level on a scale of 1 – 10 during times of heavy work load and exams. Think of ways of dealing with stress in your own situation.

ASSESSMENT TASK: Unit 9 test

Unit 10: Enjoyment

THEMATIC STATEMENT

God gives joy

Times of laughter and enjoyment are essential to good health.

AIM

To encourage students to enjoy wholesome leisure time activities.

OBJECTIVES: The student will:

Knowledge & Understanding Objectives

- Gain an overview of different types of leisure pursuits.
- Discover the leisure time activities to which you are personally suited.
- Understand the importance of joy and happiness in life.

Skills and Process Objectives

- Discuss
- Make choices

Attitudes & Values Objectives

- Make value judgements on the wholesomeness of leisure activities.
- Have a positive outlook to life.
- Share happiness with others.

KEY BIBLE PASSAGES

1	John 15:11 These things I have spoken to you, that My joy may remain in you, and that your joy may be full.
2	Psalms 68:3 But let the righteous be glad; Let them rejoice before God; Yes, let them rejoice exceedingly.
3	Psalms 28:7 The LORD is my strength and my shield; my heart trusts in him, and he helps me. My heart leaps for joy, and with my song I praise him.
4	Phil 4:4 Rejoice in the Lord always. I will say it again: Rejoice!

5	Psalm 32:11 Rejoice in the Lord and be glad, you righteous; sing, all you who are upright in heart!
6	Psalm 100:1-2 Shout for joy to the LORD, all the earth. Worship the LORD with gladness; come before him with joyful songs.
7	Matt 6:33 But seek first his kingdom and his righteousness, and all these things will be given to you as well.

DISCUSSION QUESTIONS

1	What are the most popular leisure pursuits?
2	What were the most popular leisure pursuits 100 years ago?
3	Which leisure pursuits have remained the same? Which ones have changed?
4	What are the advantages and disadvantages of the change in types of leisure pursuits?
5	What is the meaning of ‘joy’?
6	What are some of the factors that bring about happiness?
7	Many people think they will be happy if they take drugs or alcohol. What would you say to this?
8	Does having lots of money make you happy? Does being extremely poor make you happy? What does God say in Matthew 6:25 – 34?
9	Why is laughter sometimes called “the best medicine?”
10	What are some ways in which Christians can have fun together?

ACTIVITIES

1	Make a list of leisure activities. Categorize them into ‘active’ and ‘passive’ groupings.
2	Now rank the activities in each group, from the ones you are most suited to, to the ones you are least suited to. Make sure you have a balance of ‘active’ and ‘passive’ leisure pursuits.
3	Find out who enjoys the same leisure activities as you. Spend some time with that person (or those people) planning some leisure activities you can do together.
4	Write your ideas on ‘the essence of happiness’.

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