

Horizons

Health
Grade 6

Teacher's Guide



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Handling Ups and Downs of Feelings

to be appropriate to an event. And how we emotionally react to various events involves “an element of decision.” 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.

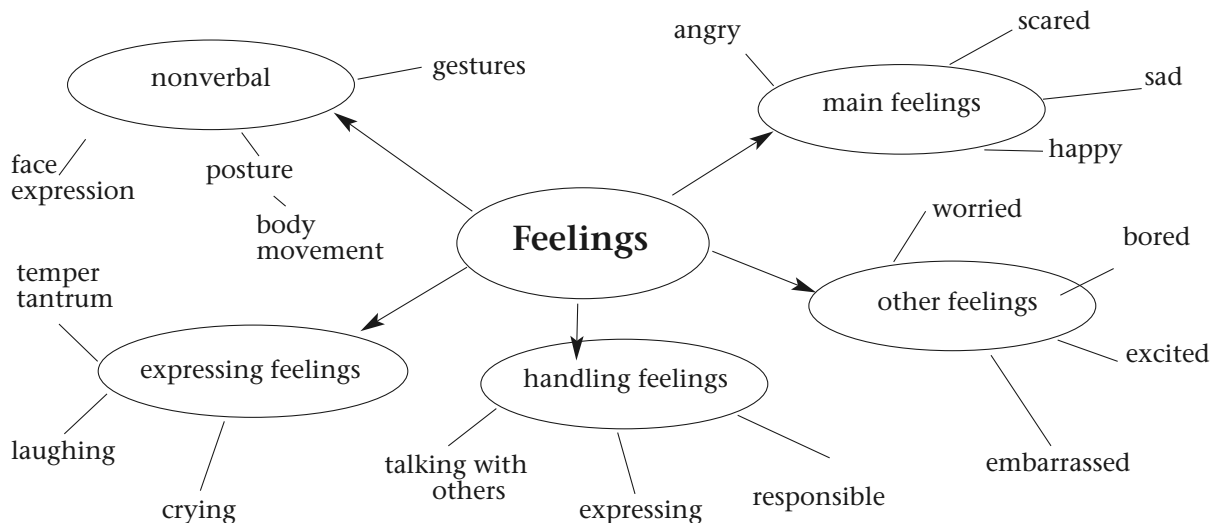
Only in the light of that purpose or commitment are we able to assess our emotional life and work toward reflecting that commitment in our emotions. The goal of control is not to stifle emotions, but to follow up on emotions “wisely so that our feelings, our relationships, our actions, and our perceptions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

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Lesson (2–3 sessions)

1. Lead into the lesson by showing the class a few pictures of people and having students identify what they think the people are feeling.
2. Ask the class: “What are feelings?” Use a clustering activity to help students review what they know about feelings and start thinking about what feelings are.

Write the word *feelings* on the board, and draw a circle around it. Then have students brainstorm their associations with the word, calling out words and phrases. Write their ideas on the board in clusters, organizing them to demonstrate relationships. Include nonverbal expression of feelings, asking leading questions, if necessary, to elicit/review main ideas on the topic.



Close the activity by defining emotions (our inward response to what’s going on around us). Be sure students understand that the words *feeling* and *emotion* mean the same thing and can be used interchangeably.

3. Have students work together to make a Feelings Rainbow poster or mural. This activity will help students develop a vocabulary that accurately describes and names feelings.

LESSON 3: ERECTING BARRIERS— PREJUDICE AND DISCRIMINATION

Preparation/Materials

- Student books
- Student workbook activities 1 and 2
- Optional: Have two students practice reading the conversation in the student book (“Eavesdropping”).
- Optional: Make an audio recording of the musical accompaniment (piano or guitar) to the song “Jesu, Jesu.”

Objectives

- Students will be able to describe prejudice and discrimination.
- Students will understand how prejudice blocks relationships, leads to injustice, and

violates God’s command to love our neighbors.

- Students will consider ways deal with prejudice.

Background

This lesson zeroes in on one barrier that humans erect in relationships—prejudice. As you consider the topic with students, explore not only the obvious differences that often evoke prejudice and discrimination, but also subtler forms of prejudice that may exist in the classroom community. Note that the next lesson deals specifically with excluding others by labeling. In addition, Unit 4, Lesson 9, deals with excluding or stereotyping those with disabilities.

Lesson (2 sessions)

1. **Student book.** Turn to “People Need People,” and read and discuss “Eavesdropping,” “Prejudice,” and “The Next Step—Discrimination.” Use the “Think It Over” questions to stimulate discussion on the topic of prejudice and discrimination. Lead students to understand that prejudice and discrimination transgress God’s command to “love your neighbor as yourself.” Be sure they understand that neighbors include all whom God created. Raise awareness of prejudices and discriminatory behavior present in your community or city—or classroom. Note that an awareness of the problem is the first step in doing something about it.

1. *Lead students to see how people with disabilities are sometimes treated unfairly and kept from fully integrating in North American society*
2. *Answers will vary. Help class members to understand why any minority group may be—and often is—the object of discrimination.*
3. *Discuss the meaning of “love God above all and your neighbor as yourself.” Recall the parable of the Good Samaritan.*
4. *Answers will vary, but make students aware that often our prejudices are hidden—even from ourselves. This may be a good time to raise awareness of specific problems in the community—fair housing, hiring practices, and so on.*

Discuss how stereotypes can lead to prejudice and discrimination. Stereotypes are fixed ideas we have of other people—usually people of a particular race, ethnic group, or

LESSON 4: CHECKING UP ON FATS, SUGARS, AND SALT

Preparation/Materials

- Student books
- Samples of labels to demonstrate how to check for fat, sugar, and salt content
- Labels from various products—for example cereal, peanut butter, canned soups, tomato products, and crackers. (Request students to bring labels from home. Try to have labels from different manufacturers for the same type of product for comparison.)

Objective

- Students will become aware of healthy choices connected with fats, carbohydrates, and salt.
- Students will be able to discover the amounts of fats, sugars, and sodium in processed foods by deciphering food labels.

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Lesson

1. **Student book.** Read and discuss “Close-up: Fats,” “Close-up: Carbohydrates,” and “Be a Sodium Sleuth.” The first two sections have suggestions for ways to make wise choices about fats and carbohydrates. The last section raises awareness of the large amounts of salt in processed food and offers some ways to avoid using too much salt.

During the discussion of fats, look at the food pyramid with the class. Ask students to identify which food groups have the most fat and which have the least. Stress that although we need some fat in our diet, we can get what we need if we eat the right amounts from the different food groups. Note, however, that eating too much from groups that contain the most fat isn’t healthy either. Recall how a build-up of fatty substances in the blood vessels leads to heart disease. Answer the “Think It Over” questions with the class.

Close-up: Fats / Close-up: Carbohydrates

1. *Saturated fats most often are of animal origin; they are solid or semisolid at room temperature. Unsaturated fats are of vegetable origin; they are liquid at room temperature.*
2. *Choose proteins—chicken, turkey, fish, lean meats, and beans—that are lower in fat; cut away visible fat; limit foods that are high in fat; use little or no fat in cooking; check fat content on food labels.*
3. *Complex carbohydrates contain more nutrients with fewer calories.*

Sodium Sleuth

1. *Hot dogs, processed cheese, canned soups, canned meats and fish, bacon, condiments such as soy sauce and garlic salt, olives, catsup, any kind of salted snack chip.*
2. *Answers will vary.*

Family Tree

 (My name)
 Born: _____
 Place: _____
 Family of God: _____

 (Father)
 Born: _____
 Place: _____
 Family of God: _____

Married: _____
 (Mother)
 Born: _____
 Place: _____
 Family of God: _____

 (Grandfather)
 Born: _____
 Place: _____
 Family of God: _____

 (Grandmother)
 Born: _____
 Place: _____
 Family of God: _____

 (Grandfather)
 Born: _____
 Place: _____
 Family of God: _____

 (Grandmother)
 Born: _____
 Place: _____
 Family of God: _____

 (Great grandmother)
 Born: _____
 Place: _____
 Died: _____
 Family of God: _____

 (Great grandfather)
 Born: _____
 Place: _____
 Died: _____
 Family of God: _____

 (Great grandmother)
 Born: _____
 Place: _____
 Died: _____
 Family of God: _____

 (Great grandfather)
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 (Great grandmother)
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 (Great grandmother)
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 (Great grandfather)
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