



LIVING HEALTHY

Nutrition, Exercise, and Making Wise Choices





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About the Author



Melanie Utley is a believer, a wife to Ricky, a mom to 7, and a pursuer of healthy living with over twenty years of education, work experience, and real-life application in the nutrition and fitness field. She draws children into comfortable conversation that challenges them to dig deeper. Melanie lives and works out of her Arkansas farm home that includes thousands of bees, 3 dogs, 1 cat, 20 cows, and more chickens than she can count. Her goal is to live with honesty and grace and always point a child back to Christ.

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Course Description

Living Healthy: Nutrition, Exercise, and Making Wise Choices is intended to be used independently by your 4th–6th grader. Lessons are approximately 20 minutes long, excluding recipes, extensions, and daily walks. Two lessons can be completed per week for a 36-week course, or four lessons per week for an 18-week course.

Soft drinks, video games, potato chips, screen time. Parents can make rules, and their children may follow them, but what we really want is for our children to make healthy choices for themselves. *Living Healthy: Nutrition, Exercise, and Making Wise Choices* uses the Charlotte Mason style to gently introduce healthy living to children through a conversational tone that also directs children’s hearts to Christ. Children will complete four 9-week units: Exercise, Nutrition, Personal Health, and Environmental Health and Safety. Exercise and a daily walk with parents are encouraged, as we are directed in Deuteronomy 6:7, “Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Thoughtful conversation and education nudges children to making better choices, both in health and in life.



Course Objectives

Students completing this course will:

- ✓ Build up their strength and endurance through daily physical exercise
- ✓ Learn about the different foods that help and harm the body and its functions
- ✓ Discover how their body systems work together and take steps to keep themselves clean, inside and out
- ✓ Become more confident in their communication skills and managing their emotions
- ✓ Assemble their own first aid kit for injuries and create emergency plans for fires and natural disasters
- ✓ Grow more responsible and knowledgeable in the areas of health and safety for themselves and their family

Course Components

The four 9-week emphases are:

- ✓ Exercise
- ✓ Nutrition
- ✓ Personal health
- ✓ Environmental health and safety

There are four areas of focus in each lesson:

1 Words to Know science

Keywords that give children a gentle introduction to health. Making wise choices is the underlying emphasis of the lessons.

2



Helping us to remember that we are God's handiwork and can honor Him with our wise choices. Scripture to be copied will be highlighted.

3



Learning how to build stronger bodies through exercise. No major pieces of equipment are needed. Each lesson has a reminder to go on a 20-minute walk with a parent. Please read the "Core & More" portion of the FITT lesson. This curriculum gives you an opportunity to live out Deuteronomy 6:7, "Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Walk with them. Talk with them. Ask them what they love about this book and what they dislike about this book. Pay attention. Be there. Enjoy the little things, for someday you will realize they were big things. If walking for exercise is not medically or physically feasible for your child, please consider purchasing them a pedometer. A pedometer will help them track the steps that they do take and challenge them to more movement. This is a moment to offer grace and encouragement. (A clip-on style can be purchased for about \$25.)

4



Checking what we have learned. Supplies can be found in your kitchen or office supply drawer. Lessons 18 and 71 require that you go to a one-mile walking track. In the second nine weeks, your child will be preparing food in the kitchen. It might not be tidy. However, they will learn how to prepare healthy snacks for themselves and others. That is probably a goal that you have for your children! Let's teach them how to cook healthy foods so we all benefit. If there are supplies needed for the lesson, they will be listed on the first page of the lesson. There is also a complete supply list for the course on page 9.

In addition to these, there are:



Optional "bonus" activities that may require supplies, supervised Internet usage, or field trips.



Tests (Written Celebrations of Knowledge) at the end of every nine weeks. They have 20 questions to make grading easier for you, the teacher.

Note to the Teacher

Outlined below are a few sensitive topics covered in this course. It is important for you as the parent to review this material and to adjust and interact with the content per the needs of your family.

- ✓ Unit 3, Lesson 47 discusses various approaches to health care, including vaccines and treatments with roots in the traditions of false religions.
- ✓ Unit 4, Lesson 56 is a faith-based presentation about children and personal boundaries.
- ✓ Unit 4, Lesson 70 discusses gun safety and boundaries.

Additional note: The information provided in this book should not be construed as medical advice. Consult a physician before beginning any exercise program.

Grading

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course. To calculate the percentage of the worksheets and tests, the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows:

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F

Living Healthy Supply List

General supplies:

- Exercise clothing
- Non-cotton socks
- Supportive shoes
- Canned goods or small weights (equal weight)
- Paper plates (4 total, can be set aside and reused)
- Pencil
- Colored pencils or markers
- Scissors
- Glue or tape

Optional: water bottle, pedometer

*In these lessons, students are asked to set up a real or imaginary soccer goal or “divider” for a volleyball court. Any materials will work but are optional.

Lesson 3

Optional:

- Posterboard or large piece of paper
- Magazines or printed images from Internet

Lesson 4

- Stopwatch or timer

Lesson 8

- Glue or tape

Optional:

- Kraft paper

Lesson 9

- String

Optional:

- Soccer ball
- Brain teasers or puzzles

Lesson 13

- Ball for tossing
- Liquid measuring cup
- Several 8-ounce cups

Lesson 16

Optional:

- Bandages
- Antibiotic ointment
- Zipper bag

Lesson 18

- Local track to walk a mile on
- Stopwatch or timer

Lesson 19

Optional:

- Apple or banana
- Peanut butter, nut butter, or sunflower butter
- Knife (adult only)
- Granola, raisins, or sunflower seeds

Lesson 20

Optional:

- Posterboard or large piece of paper
- Magazines or printed images from Internet

Lesson 21

Optional:

- Posterboard or large piece of paper
- Magazines or printed images from Internet

Lesson 22

Optional:

- Posterboard or large piece of paper
- Magazines or printed images from Internet

Lesson 23

- Soccer ball

Optional:

- Soccer goal*
- Zucchini
- Olive oil
- Marinara sauce
- Shredded cheese
- Italian seasoning or oregano
- Pizza toppings
- Measuring cups and spoons
- Knife (adult only)
- Baking sheet
- Oven

Lesson 24

Optional:

- Plain yogurt or coconut milk
- Banana
- Frozen mixed fruit (strawberries, blueberries, peaches, pineapple, etc.)
- Raw honey
- Blender
- Measuring cups and spoons
- Popsicle molds or paper cups with popsicle sticks

Lesson 25

Optional:

- Cast iron skillet or pot

Lesson 27

- 5 prepackaged foods

Lesson 28

- Favorite packaged food

Lesson 29

Optional:

- Sugary drinks
- Sugar
- Zipper bags
- Permanent marker (with parent's permission)

Lesson 30

- 5 packaged foods

Optional:

- Notebook

Lesson 31

- Snacks
- Zipper bags
- Measuring cups and spoons
- Plates
- Bowls

Optional:

- Carrots
- Olive oil
- Sea salt
- Measuring spoons
- Cutting board
- Peeler
- Knife (adult only)
- Mixing bowl
- Baking sheet
- Oven

Lesson 32

- Ball for tossing

Lesson 33

Optional:

- Frozen banana
- Frozen mango chunks
- Frozen pineapple chunks
- Baby spinach leaves or kale
- Avocado
- Coconut water
- Measuring cup
- Blender

Lesson 34

Optional:

- 32-ounce (1 quart) wide-mouth jar
- Ring lid to the jar
- Wire mesh sprouting screen or cheesecloth
- Sprout seeds (such as broccoli)
- Water
- Towel
- Paper towels
- Container with lid

Lesson 35

- Balloon

Optional:

- Couch or chairs*
- Russet potatoes
- Olive oil
- Salt and pepper (and other seasonings)
- Knife (adult only)
- Mixing bowl
- Spoon
- Cutting board
- Baking sheet
- Non-stick spray or parchment paper
- Spatula
- Oven

Lesson 37

- Red and yellow markers

Lesson 38

Optional:

- Craft supplies (beads, pipe cleaners, etc.)

Lesson 39

- Balloon

Optional:

- Couch or chairs*

Lesson 40

Optional:

- Gallon jug to hold drinking water
- Water
- Cup
- Permanent marker (with parent's permission)

Lesson 41

Optional:

- Craft supplies (beads, pipe cleaners, etc.)
- Cardboard

Lesson 44

Optional:

- Glitter (1 color per person)
- Dish soap
- Water
- A helper (parent, sibling, or friend)
- Spoon
- Trash can

Lesson 45

- Soccer ball

Optional:

- Soccer goal*
- Assorted beef or chicken bones, with or without meat (2 lbs)
- Yellow onion
- Carrot
- Celery stalk
- Water
- Stock pot, slow cooker, or pressure cooker
- Sieve or colander
- Salt or pepper
- Cloves of garlic, bay leaves, peppercorns, other raw vegetable pieces

Lesson 46

- Balloon

Optional:

- Foaming soap bottle
- Liquid castile soap
- Essential oil
- Water
- Measuring spoons
- Posterboard or large piece of paper

Lesson 48

Optional:

- Paper

Lesson 49

Optional:

- Mirror
- Soap and water

Lesson 50

Optional:

- Mirror
- Dark room

Lesson 54

- Notebook or binder with paper

Lesson 57

- Balloon

Optional:

- Couch or chairs*

Lesson 58

Optional:

- Quart-sized glass jar and lid
- Clean, sterilized water (purchased or boiled and cooled at home)
- Tea tree oil

Lesson 61

- Posterboard or large piece of paper

Lesson 63

Optional:

- Piece of paper
- Phone with video recording

Lesson 64

- Soccer ball

Optional:

- Soccer goal*

Lesson 65

- Paper

Lesson 66

- Red marker

Lesson 67

- Paper
- Ruler

Optional:

- Replacement batteries for smoke detectors

Lesson 69

- Balloon

Optional:

- Piece of paper
- Phone with video recording

Lesson 71

- Local track to walk a mile on
- Stopwatch or timer

Lesson 72

- Stopwatch or timer

Suggested Daily Schedule (One Semester)

Date	Day	Assignment	Due Date	✓	Grade
First Quarter					
Week 1	Day 1	Complete Lesson 1: Why Exercise? • Pages 19–22			
	Day 2	Complete Lesson 2: FITT Principle • Pages 23–26			
	Day 3	Complete Lesson 3: Types of Exercise • Pages 27–30			
	Day 4	Complete Lesson 4: Cardiovascular Exercise • Pages 31–34			
	Day 5				
Week 2	Day 6	Complete Lesson 5: Strength • Pages 35–38			
	Day 7	Complete Lesson 6: Flexibility • Pages 39–42			
	Day 8	Complete Lesson 7: Balance • Pages 43–46			
	Day 9	Complete Lesson 8: Building Bones • Pages 47–49			
	Day 10				
Week 3	Day 11	Complete Lesson 9: Crossing the Midline • Pages 51–54			
	Day 12	Complete Lesson 10: Upper Body Muscles • Pages 55–58			
	Day 13	Complete Lesson 11: Middle Muscles • Pages 59–62			
	Day 14	Complete Lesson 12: Lower Body Muscles • Pages 63–66			
	Day 15				
Week 4	Day 16	Complete Lesson 13: Hydrate! • Pages 67–70			
	Day 17	Complete Lesson 14: Are You Sore? • Pages 71–74			
	Day 18	Complete Lesson 15: Lactic Acid • Pages 75–78			
	Day 19	Complete Lesson 16: What to Wear? • Pages 79–82			
	Day 20				
Week 5	Day 21	Complete Lesson 17: Your Exercise Environment • Pages 83–86			
	Day 22	Complete Lesson 18: A Lifetime of Walking • Pages 87–88 Complete Unit 1 Test • Pages 353–354			
	Day 23	Complete Lesson 19: Why Is Food Important? • Pages 91–94			
	Day 24	Complete Lesson 20: Building with Protein • Pages 95–98			
	Day 25				
Week 6	Day 26	Complete Lesson 21: Carbohydrates • Pages 99–102			
	Day 27	Complete Lesson 22: Fabulous Fats • Pages 103–106			
	Day 28	Complete Lesson 23: Calories — Friend or Foe? • Pages 107–110			
	Day 29	Complete Lesson 24: Vitamins of the Alphabet • Pages 111–114			
	Day 30				
Week 7	Day 31	Complete Lesson 25: Mini Minerals • Pages 115–118			
	Day 32	Complete Lesson 26: Fiber • Pages 119–122			
	Day 33	Complete Lesson 27: Salty Sodium • Pages 123–126			
	Day 34	Complete Lesson 28: How to Read a Nutrition Label Pages 127–130			
	Day 35				

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Complete Lesson 29: The Sugar Cycle • Pages 131–134			
	Day 37	Complete Lesson 30: More Sugars • Pages 135–138			
	Day 38	Complete Lesson 31: Serving Sizes and Balance • Pages 139–142			
	Day 39	Complete Lesson 32: How Is It Grown? • Pages 143–147			
	Day 40				
Week 9	Day 41	Complete Lesson 33: Clean 15 and Dirty Dozen • Pages 149–152			
	Day 42	Complete Lesson 34: Superfoods • Pages 153–156			
	Day 43	Complete Lesson 35: Real Food Is Made by God • Pages 157–160			
	Day 44	Complete Lesson 36: Making Better Choices • Pages 161–162 Complete Unit 2 Test • Pages 355–356			
	Day 45				
Second Quarter					
Week 1	Day 46	Complete Lesson 37: God's Detailed Handiwork • Pages 165–168			
	Day 47	Complete Lesson 38: The Nervous System • Pages 169–172			
	Day 48	Complete Lesson 39: The Respiratory and Cardiovascular Systems • Pages 173–176			
	Day 49	Complete Lesson 40: Your Cleaning Crew • Pages 177–178			
	Day 50				
Week 2	Day 51	Complete Lesson 41: The Delicious Digestive System Pages 179–182			
	Day 52	Complete Lesson 42: A Strong Skeletal System • Pages 183–186			
	Day 53	Complete Lesson 43: Germs and Your Superhero Army Pages 187–190			
	Day 54	Complete Lesson 44: Hand Washing: Put Germs in Their Place! • Pages 191–194			
	Day 55				
Week 3	Day 56	Complete Lesson 45: Build a Strong Immune System Pages 195–198			
	Day 57	Complete Lesson 46: Cleanliness and a Healthy Body Pages 199–202			
	Day 58	Complete Lesson 47: Types of Health Care • Pages 203–206			
	Day 59	Complete Lesson 48: Super Skin • Pages 207–210			
	Day 60				
Week 4	Day 61	Complete Lesson 49: Designer Dentals • Pages 211–214			
	Day 62	Complete Lesson 50: Eye Health • Pages 215–218			
	Day 63	Complete Lesson 51: Super Sleep Cycles • Pages 219–222			
	Day 64	Complete Lesson 52: How to Communicate with Others • Pages 223–226			
	Day 65				
Week 5	Day 66	Complete Lesson 53: Conflict Resolution • Pages 227–230			
	Day 67	Complete Lesson 54: Emotions • Pages 231–234 Complete Unit 3 Test • Pages 357–358			
	Day 68	Complete Lesson 55: Healthy Responsibility • Pages 237–240			
	Day 69	Complete Lesson 56: Respecting Boundaries • Pages 241–244			
	Day 70				

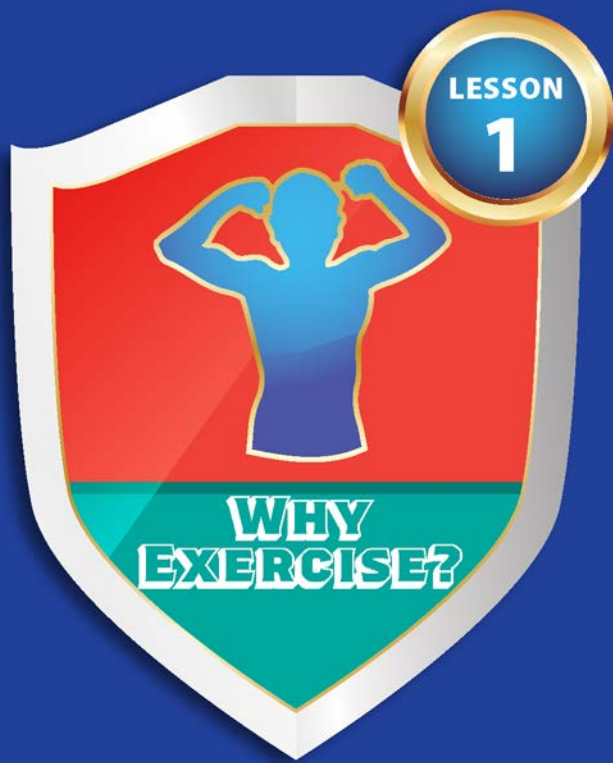
Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 71	Complete Lesson 57: First Aid Preparation • Pages 245–248			
	Day 72	Complete Lesson 58: First Aid for Scrapes and Cuts Pages 249–250			
	Day 73	Complete Lesson 59: First Aid for Choking • Pages 251–254			
	Day 74	Complete Lesson 60: First Aid for Stings and Bites Pages 255–258			
	Day 75				
Week 7	Day 76	Complete Lesson 61: Poisons and Burns • Pages 259–262			
	Day 77	Complete Lesson 62: Food Safety • Pages 263–266			
	Day 78	Complete Lesson 63: Allergies in Your Environment Pages 267–270			
	Day 79	Complete Lesson 64: Alcohol Awareness • Pages 271–274			
	Day 80				
Week 8	Day 81	Complete Lesson 65: Tobacco Addiction • Pages 275–278			
	Day 82	Complete Lesson 66: Screen Safety • Pages 279–282			
	Day 83	Complete Lesson 67: Family Fire Safety • Pages 283–286			
	Day 84	Complete Lesson 68: Bad Weather Safety • Pages 287–290			
	Day 85				
Week 9	Day 86	Complete Lesson 69: Electrical Safety • Pages 291–294			
	Day 87	Complete Lesson 70: Gun Safety • Pages 295–298			
	Day 88	Complete Lesson 71: Environmental Health • Pages 299–302			
	Day 89	Complete Lesson 72: Your Health Goals • Pages 303–306 Complete Unit 4 Test • Pages 359–360			
	Day 90				
		Final Grade			



UNIT
1

EXERCISE





Words to Know

Elohim
 exercise
 life expectancy
 cardiovascular disease
 high blood pressure
 cholesterol
 Type 2 diabetes
 body composition
 weight-bearing activity
 norepinephrine
 beta-endorphins
 insulin



Day 1

Why would I want to exercise?

Elohim is one of the many titles of God. This name means that He made everything since the beginning of time. Years ago, in His amazing ways, He put our bodies together to be perfect creations. Through the Fall of Adam and Eve, our bodies began to experience pain, sickness, and disease. I do believe that God wants us to take care of our bodies, though, and to remember the verse in the Bible that says our bodies are a temple (1 Corinthians 6:19). To me, this means to do the best I can with what I have to honor Him. You are at a great age to learn how to take care of your body in ways that honor God. Are you ready to move and be healthy? We will work together to design a health plan for you to follow for the rest of this book. You can do this!

First, you may be asking, “Why would I want to exercise?” That is an excellent question. Physical activity, also known as **exercise**, is the movement of your muscles that results in an energy expenditure, or use. The health benefits of exercise affect you now and later as you become an adult. Here are some benefits. It can:

- ✓ Extend your life **expectancy** if you exercise regularly. Life expectancy is the number of years you can expect to live. So, your years on this earth may increase with exercise!
- ✓ Reduce your risk of **cardiovascular disease**. This is a disease of the heart and its vessels. Think of your heart as a distribution center and your vessels as a busy highway with trucks making deliveries. The distribution center needs to work efficiently, and if its delivery trucks are stuck in a major traffic jam, then your body doesn’t get the blood it needs to function well. Exercise makes your heart and the blood vessels stronger and more efficient in delivering blood.
- ✓ Reduce your risk of **high blood pressure**. This refers to your arteries having too much force put on them. When they are healthy and flexible, blood can flow through them to deliver oxygen throughout your body. Compare this to having good roads to drive on and no traffic jams.
- ✓ Help you maintain good **cholesterol** levels. There is a type of bad cholesterol that can form a plaque that clogs. This is like sludge, gravel, and speed bumps on the highways that slow down the delivery trucks.
- ✓ Reduce your risk of **Type 2 diabetes**. This is a disease when the body cannot properly produce insulin. Think of insulin as a helper that gives your cells energy to work.

- ✓ Help you control your **body composition**. This refers to the balance of lean and fat tissue in your body. Our bodies need some fat tissue but not too much. Exercise helps regulate our amounts of fat tissue and encourages the right amount of lean tissue, or muscle.
- ✓ Help your bones. Exercise is a **weight-bearing activity**. This means your bones must hold you up to exercise, and that makes them stronger. Weak bones cannot support the weight of your

body and are more likely to fracture, or break.

- ✓ Help you avoid depression and anxiety. Exercise promotes blood flow to your brain, and this makes your brain happier! Regular exercise causes your brain to make more **norepinephrine** and **beta-endorphins**. These are substances that help happy messages move throughout your brain and create a feeling of well-being.



Exercise is a great way to care for our bodies and keep them in good health. Third John 1:2 says, “Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.”

Copy 3 John 1:2 on the lines below.



Squats

Stand with your feet hip-distance apart on a smooth floor. Sit down in a pretend chair. Your knees should be above your toes but not any more forward than your toes. Your hands can be on your hips or come up in the air to shoulder height. Stand back up. That is one repetition of a squat. Count how many squats you can do before your body says to stop. Write that number in the box below. You will do squats in the last lesson of this book and see how your body has gotten stronger. Do not forget to breathe while exercising!

Note: Encourage your parent to exercise with you throughout this book. It’s always more fun to have an exercise buddy!



Number of Squats: _____

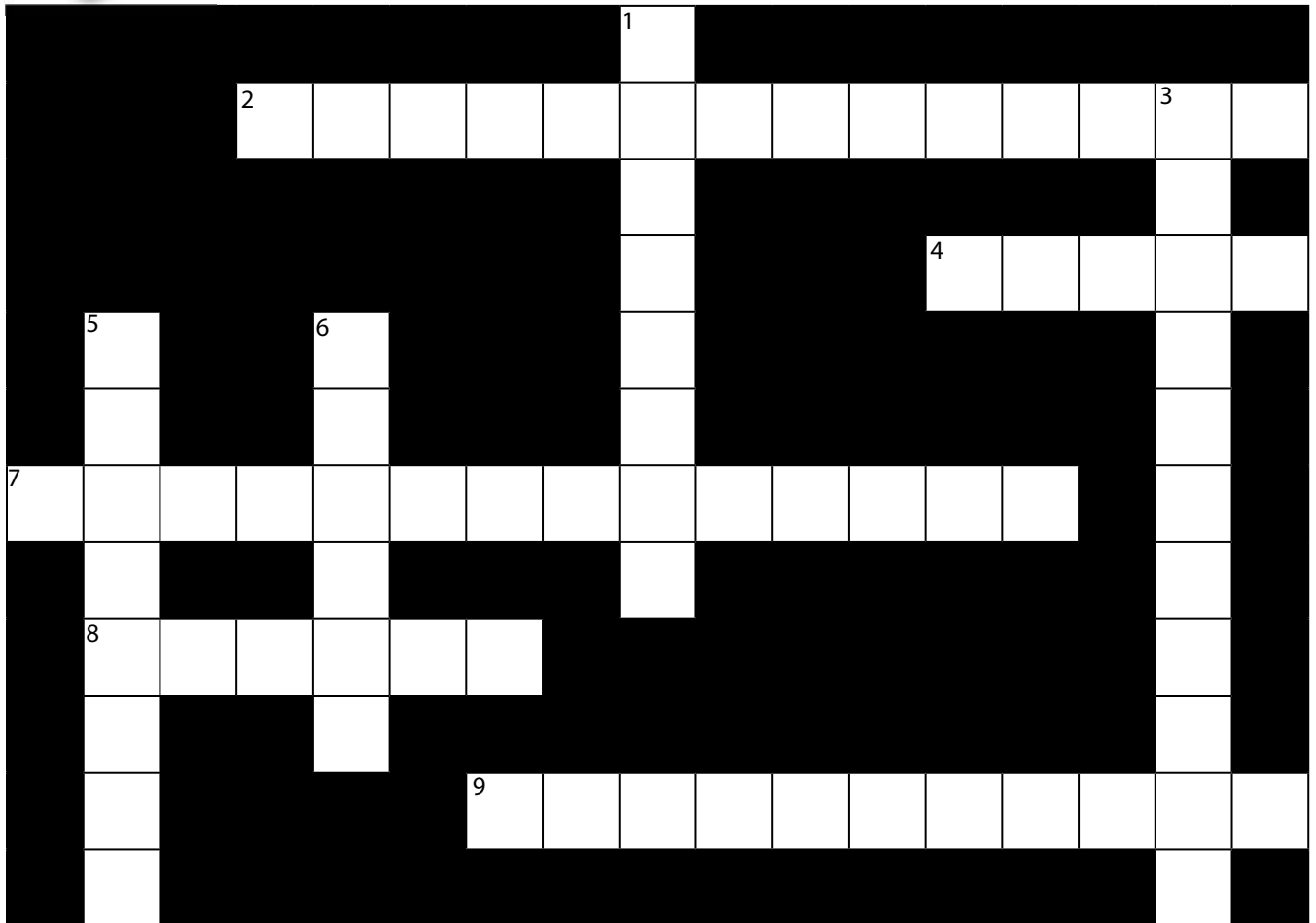
Today’s date: _____



Name: _____

Crossword Puzzle

Answer the questions below to fill in the crossword puzzle.



Across

2. The number of years you can expect to live.
4. High _____ pressure refers to your arteries having too much force put on them.
7. _____ disease is a disease of the heart and its vessels.
8. One of the many names of God.
9. Body _____ refers to the balance of lean and fat tissue in your body.

Down

1. The movement of your muscles that results in an energy expenditure, or use.
3. The plaque that clogs up your arteries and slows blood flow.
5. Type 2 _____ is a disease when the body cannot properly produce insulin.
6. A _____-bearing activity means your bones must hold you up to exercise.



Words to Know

frequency
intensity
time
type



Day 2

Are you ready to exercise to help build a healthier body? Let us get started by making a plan.

We will follow the acronym FITT to build our exercise plan.

F – Frequency

This refers to how often you will exercise. Children should exercise most days of the week. Discuss with your parent what will work for you.

I – Intensity

This is how hard you exercise. Exercise needs to challenge you enough that it is difficult to have a conversation at the same time. You will learn more about intensity in Lesson 4.

T – Time

How long will you exercise? We should exercise several days a week for 60 minutes total per day. The great news is that the 60 minutes can be broken into smaller chunks of time. For example, take your dog for a brisk 10-minute walk in the morning, ride your bike for 10 minutes before lunch, vacuum your home for 10 minutes after lunch, and later play 30 minutes of basketball. Perhaps you can start with 20 minutes and work up to 60 minutes a day by the time you complete this book! Again, ask your parent for input.

T – Type

What kinds of exercise do you want to participate in? Our lessons will focus on five primary forms of exercise.



Name: _____

Circle your favorite ways to exercise below and add five more ideas of your own.

- | | | |
|-------------|-----------------------|-----------------|
| Walking | Soccer | Exercise videos |
| Running | Stretching | Raking leaves |
| Swimming | Gymnastics | Mowing the lawn |
| Bike riding | Tennis | Martial arts |
| Playing tag | Lifting light weights | |

1. _____
2. _____
3. _____
4. _____
5. _____



We walk for our heart's health, but we need God's help to keep our spiritual heart healthy. Proverbs 4:23 says, "Above all else, guard your heart, for everything you do flows from it."

Copy Proverbs 4:23 on the lines below.

Walking



Remember to breathe!

Walking is a common exercise that requires minimal equipment. Throughout this book, walk for 20 minutes daily. Talk to your parent about how to fit this into your schedule. Ask your parent to walk with you! It can be fun to walk and talk together. Be sure you walk in a safe location. Maybe the street you live on? A nature trail? Your local high school or college track? When I am unable to leave my house, I walk in a circle around my house. Also, if it is poor weather outside, be creative! Can you walk up and down stairs inside? Does your community have a free indoor walking track? If you are unable to walk for physical reasons, think of an alternate exercise that works for you.



Track Your Exercise

Copy and laminate the 9-week chart in the back of this book to track your exercise while you complete this book. (Note that the chart only shows five days a week. You should try to go for a walk every day, but you only need to chart for five days a week.)





UNIT
2

NUTRITION

The logo is centered on a dark blue background. It features a purple silhouette of a muscular person flexing their arms, positioned behind a green shield with a hexagonal pattern. The shield is flanked by two green laurel branches. The word "NUTRITION" is written in large, bold, white letters with a black outline, slanted upwards across the bottom of the shield. The words "UNIT 2" are written in white, sans-serif font above the shield.

LESSON
19

WHY IS FOOD
IMPORTANT?

Words to Know
digestive system
nutrient
diet
nutritious
varied

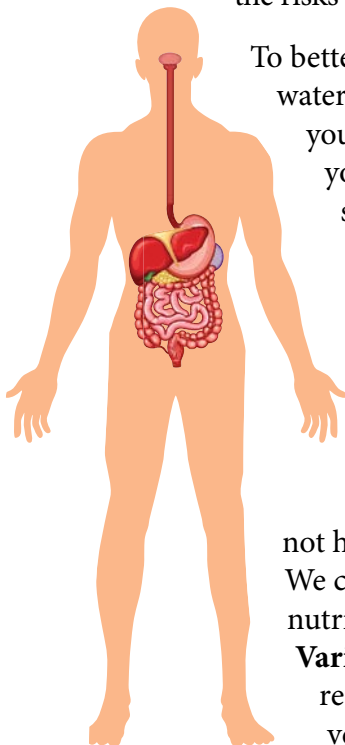


Day 23

Get ready to learn about healthy foods.

What is your favorite food? Why do you enjoy that food? I am sure it is because it tastes good! Perhaps you said pizza. Does that pizza help you grow taller? Does it contain nutrients to heal a cut on your finger? Are any of those delicious toppings brain foods to help you think faster? You will learn these answers and why food is important over the next 17 lessons.

God gave each of us a **digestive system** to process and prepare nutrients for our body. It breaks down food into tiny pieces so that it can be absorbed and used by the body. **Nutrients** are the chemical substances in food that provide energy and support body systems. They can also help reduce the risks of some diseases.



Digestive System

To better understand what happens to nutrients inside your body, imagine a very thin water hose that coils back and forth. It is located way down in your belly. Imagine your small intestine as this hose. Tiny bits of pizza have been munched up in your mouth, swallowed down your esophagus, and swirled around in your stomach, with juices added along the way. It does not look like pizza anymore, it is nutrient soup. Now, in your small intestines, 90–95% of your body's nutrients are absorbed from this soup. This means the tiny bits of nutrients pass through the very thin walls and are then carried throughout your body by your blood.

Have you ever heard of someone “going on a diet”? When the word diet is used in this way, I think of someone only eating gum and being super hungry! But if someone eats only gum, then they would get sick. This is not how we will use the word diet in this book. **Diet** can refer to what you do eat. We can use it this way, “I eat a healthy diet.” This implies that the food you eat is nutritious and varied. **Nutritious** means it is full of nutrients that fuel your body. **Varied** means you eat a variety of healthy foods, not the same thing every day. Get ready to learn about healthy foods and to shock your parents by asking for more vegetables!



We not only need to feed our physical bodies nutrients, but we also need to feed ourselves spiritually. John 6:35 reads, “Then Jesus declared, ‘I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty.’”

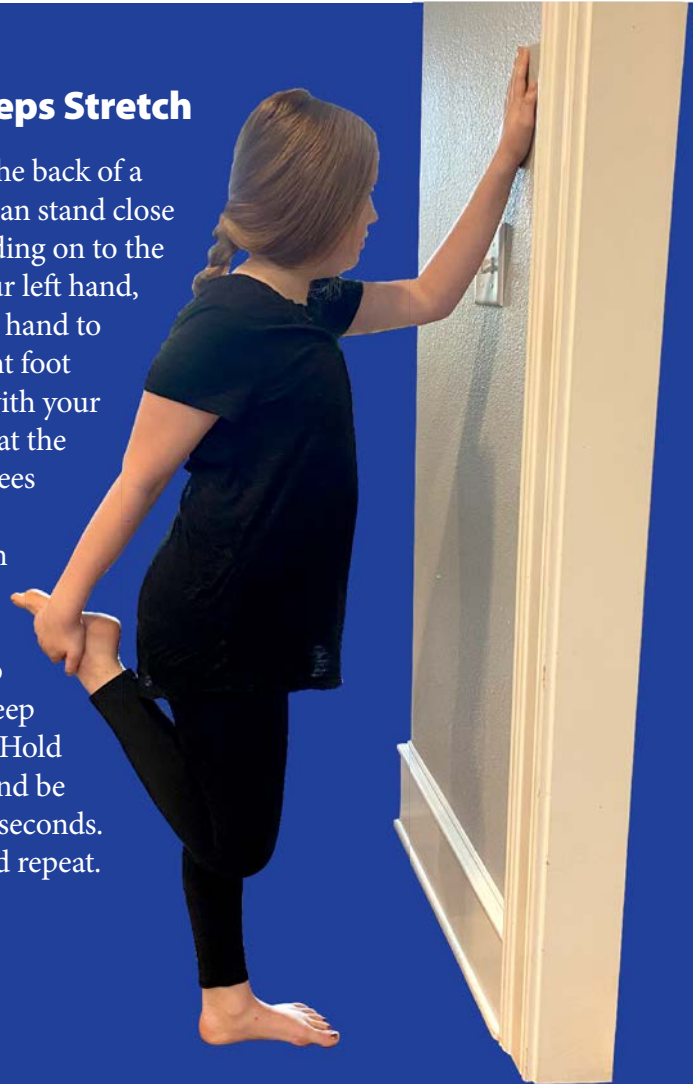
Copy John 6:35 on the lines below.



Remember to breathe while you exercise and to take your 20-minute walk.

Quadriceps Stretch

Stand facing the back of a chair, or you can stand close to a wall. Holding on to the chair with your left hand, use your right hand to hold your right foot behind you, with your right leg bent at the knee. Your knees should still be level with each other. Do not pull the right leg out to the side, but keep it behind you. Hold this position and be still for 20–30 seconds. Switch legs and repeat.



Squats

See Lesson 1 or the back of the book for squat exercise instructions.

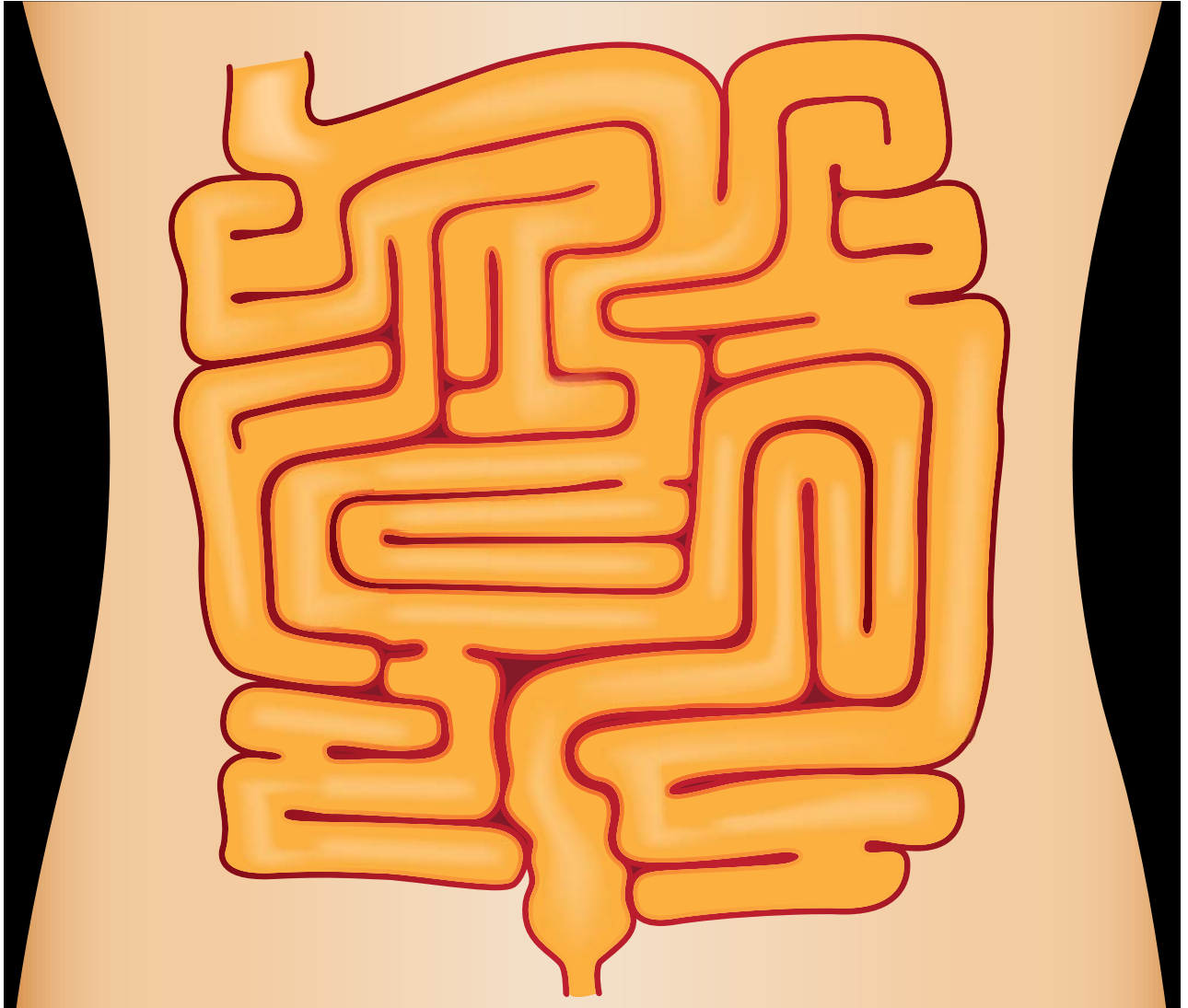




Name: _____

Intestine Maze

Find your way through the maze to get to the end of the intestines!





A Quick Power Snack

Apples and bananas provide carbohydrates and vitamins. Peanuts or nut butter provide fat and protein. You can add healthy “sprinkles” in the form of granola, raisins, or sunflower seeds too!

Note: You can skip the peanut or sunflower butter if someone in your house has an allergy. Ask your parent.

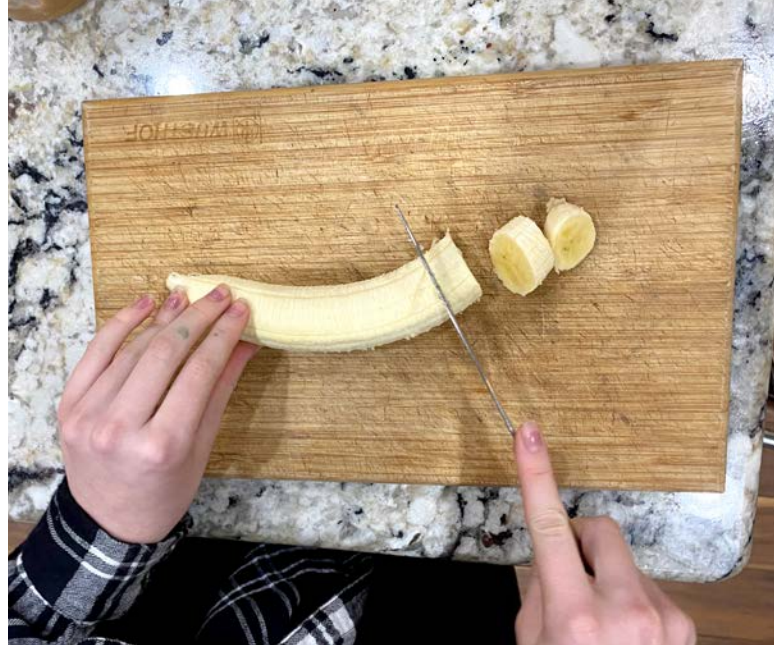
Ingredients:

- Banana or apple
- Peanut butter, nut butter, or sunflower butter
- Granola, raisins, or sunflower seeds (optional)
- Healthy sprinkles

See supply list for utensils on page 10.

Directions:

1. Wash your apple under running water. Scrub it with your hands or a clean washcloth. Dry.
2. Ask your parent to slice the apple for you. If you chose a banana, peel it and slice it with a parent’s help.
3. Add peanut or nut butter to each slice.
4. If you like fancy, you can add some granola, raisins, or sunflower seeds!



LESSON
20

BUILDING WITH
PROTEIN

Words to Know

protein
complete protein
amino acids
incomplete protein
complementary protein
legumes



Day 24

A **protein** is a primary nutrient needed for building and repairing your body, with extra being used for energy. Your nails, skin, hair, blood, and muscles are mostly made from protein. It is part of every cell in your body. One gram of protein gives your body four calories of energy. We give proteins two different names: complete proteins and incomplete proteins.

Complete proteins have all the nine essential amino acids your body needs to get from food. **Amino acids** are like tiny building blocks that make up the bigger building blocks of protein. Sources of complete proteins (with all nine amino acids) from animals include meat, fish, poultry, wild game, eggs, and dairy products such as milk, yogurt, and cheese. Non-animal sources are quinoa, soy, seitan, and buckwheat. If you eat these foods, then your body will have enough amino acids to build protein.

Incomplete proteins come from plants. These do not provide all the amino acids you need, so you must eat many different types. They fall into four general sources: grains (whole grains, corn, rice), legumes (dried beans, peas, lentils), nuts, and seeds.

If a person is vegan (they don't eat any animal products), it is important for them to eat

complementary proteins, or a mix of incomplete proteins that together provide all the essential amino acids they need. Examples are eating rice with beans, hummus with pita bread, or peanut butter on a slice of whole wheat bread. Eating a burrito made with a whole wheat tortilla, beans, rice, and corn provides a variety of amino acids. Or, if these cannot be combined during one meal, a vegan person must make sure to eat a variety of them throughout the day.











Vegan chickpea burgers with arugula, pickled cucumbers, and hummus

The best plan is to “mix and match” your protein sources. Each day, choose both animal and plant proteins so that your body has all the building blocks it needs to function.

Do you know what a legume is? **Legumes** are plants that grow their seeds in pods. All beans are legumes, but not all legumes are beans. Regardless, they are a great source of vegetarian protein, fiber, and vitamins. Here are some healthy legume choices: →



Nitrates are preservatives that are often added to hot dogs, bacon, and lunch meat. Nitrates possibly lead to cancer and are unhealthy.

Legumes	
 Chickpeas	 Soybeans
 Lentils	 Pinto Beans
 Kidney Beans	 Navy Beans
 Black Beans	 Peanuts (It's a legume, but not a bean!)



God gave us the foods we need to have a healthy, varied diet. We see hints of this in Scriptures like Genesis 9:3: “Everything that lives and moves about will be food for you. Just as I gave you the green plants, I now give you everything.”

Copy Genesis 9:3 on the lines below.



Butterfly Stretch

Sit with your legs in front of you. Bend your knees and gently pull your feet up so that the soles of your feet touch each other. Hold your feet with your hands and rest your elbows on your knees. While keeping your back straight, let your knees fall toward the ground. You should feel a gentle stretch but not pain. Hold this position and be still for 20–30 seconds. Do not bounce. Release then repeat two more times.



Remember to breathe while you exercise and to take your 20-minute walk.



Name: _____

Word Search

Find these words in the word search.

beef	chicken	fish	dairy	yogurt	duck	goat
walnuts	pecans	almonds	seeds	millet	lentils	chickpeas
peanuts	eggs	deer	quinoa	buckwheat		

B U C K W H E A T T Q M
E G G S M I L L E T U G
E P E C S L O M S C I W
F I S H M E E O J O N A
E O C I R P E N R N O L
C H I C K E N D T T A N
D Y S K W C A S S I N U
A G E P E A N U T S L T
I E G E S N D E E R D S
R G O A T S H D U C K T
Y W D S H N Y O G U R T





Protein Poster

Make a poster of foods that are proteins. Ask permission to cut out pictures from magazines. Or you can print images from the Internet with adult supervision. Glue the images you find onto a posterboard and label your poster.





UNIT
3

**PERSONAL
HEALTH**





Words to Know

lymphatic system
 integumentary system
 reproductive system
 endocrine system
 muscular system



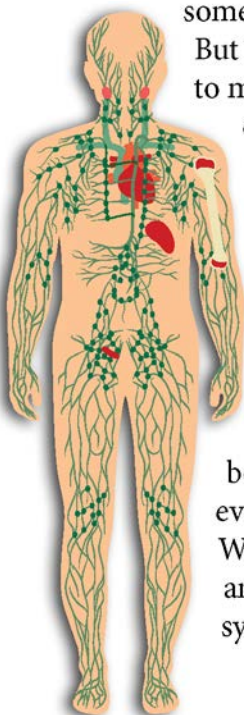
Day 46

Supply List

- red and yellow markers

The Bible tells us that we are created in God's image, and our bodies are His detailed handiwork. Our bodies are made up of many complex parts that work in harmony. We will learn about the various organ systems and understand how they work together to keep us healthy.

Our bodies would just be a pile of bones if we had only the skeletal system. But if we attach muscles and tendons to the bones and add nerves to tell our muscles to move our bones, we have something that looks more human.

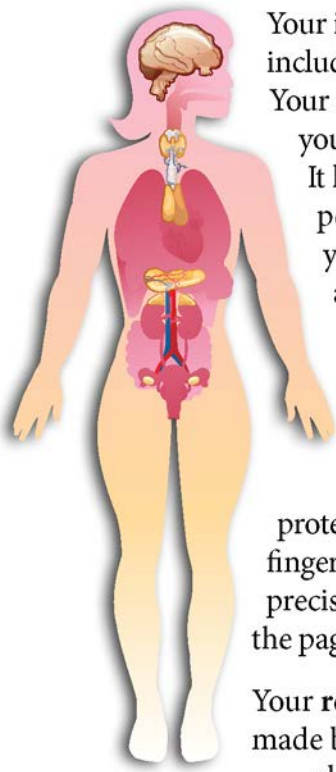


Lymphatic System

But how do the muscles get energy to move? Where does the oxygen come from? How do the bones get strong enough to support the body? What system gives the body skin to hold it all in? It is not exactly that simple, but you get the idea that the separate parts of our bodies all work together to create the whole human body. Every body system is different, and every body system is important. We'll look at a few systems today and then learn about more systems in future lessons.



Your **lymphatic system** is like a river system that goes throughout your body. The rivers are filled with traveling lymph fluid that is clear to yellowish in color. The lymph fluid can carry viruses, bacteria, and trash from cells. When it makes a stop at a "toll booth," or lymph node, it hands over the trash for removal. If you have ever had a sore throat and two large, painful bumps showed up on the sides of your neck, these are lymph nodes. They get larger and swollen because they are working overtime to clean the sickness from your body.



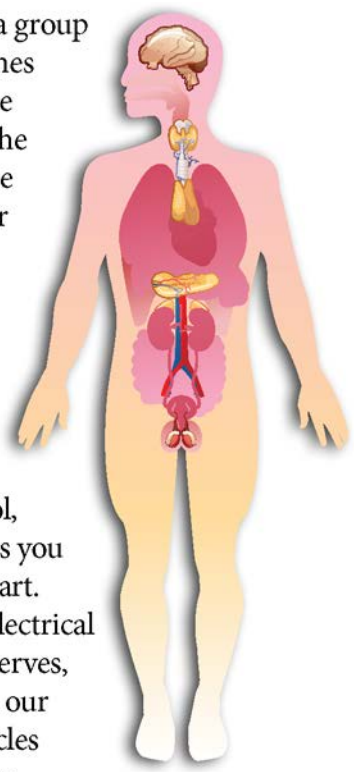
Endocrine System
(Female)

Your **integumentary system** includes your skin, hair, and nails. Your skin is the largest organ in your body and does many jobs. It holds other organs in, puts perspiration out, regulates your body temperature, and more. Hair keeps your body warmer and acts as a filter. Do you know why you have hairs in your nose? They catch dirt and germs! Your fingernails protect the soft skin of your fingers; plus, they help you make precise movements like turning the pages of this book.

Your **reproductive system** was made by God to help you have children someday. Both males and females have different abilities that complement each other.

Your **endocrine system** is a group of glands that send hormones into the bloodstream. These hormones give the rest of the body messages that regulate cell function, growth, water balance, sleep, and more.

Lastly for this lesson is your **muscular system**. We learned about your muscular system in Unit 1. It includes all the muscles that you control, like your arms, and the ones you do not control, like your heart. Muscles are controlled by electrical signals that travel in your nerves, which we know start out in our brain and spinal cord. Muscles need to be used to be strong. Your muscles should be growing stronger from doing the exercises in this book.



Endocrine System
(Male)

Body System	Includes
Skeletal System	Bones and joints
Muscular System	Muscles
Cardiovascular System	Heart and blood vessels
Respiratory System	Upper airway (nose, pharynx, larynx), trachea, and lungs
Nervous System	Brain, spinal cord, and nerves
Digestive System	Mouth, esophagus, stomach, intestines, liver, gall bladder, and pancreas
Urinary System	Kidneys, ureters, and bladder
Reproductive System	(Male) Testes, genital ducts, and prostate (Female) Ovaries, uterus, fallopian tubes, and breasts
Integumentary System	Skin, nails, and hair
Endocrine System	Pituitary gland, hypothalamus, thyroid gland, parathyroid glands, pancreas, adrenal glands, testes (male), and ovaries (female)
Lymphatic System	Lymph nodes, lymph vessels, thymus, tonsils, and spleen



Name: _____

God created our body's systems to work together. And we know that whatever happens in our lives, God is working everything together for good. Apostle Paul tells us in Romans 8:28, "And we know that in all things God works for the good of those who love him, who have been called according to his purpose."

Copy Romans 8:28 on the lines below.



Remember to breathe while you exercise and to take your 20-minute walk.

Mountain Climber

See Lesson 24 for mountain climber exercise instructions.

Hamstring Stretch

See Lesson 3 for hamstring stretch exercise instructions.



Fill-in-the-Blank

Fill in the blanks with the correct words from the word bank below.

endocrine	different	God's	separate	handiwork
reproductive	complement	Bible	lymphatic	electrical
together	bodies	skin	integumentary	

1. Your _____ system is a group of glands that send hormones into the bloodstream.
2. Both males and females have _____ abilities that _____ each other.
3. _____ is the body's biggest organ.
4. The _____ system can carry viruses, bacteria, and trash from cells.
5. Your _____ system includes your skin, hair, and nails.
6. Muscles are controlled by _____ signals that travel in your nerves.

7. _____ parts of our bodies work _____ to create the whole human body.
8. The _____ tells us that we are created in _____ image.
9. Our _____ are His detailed _____.
10. Your _____ system was made by God to help you have children someday.

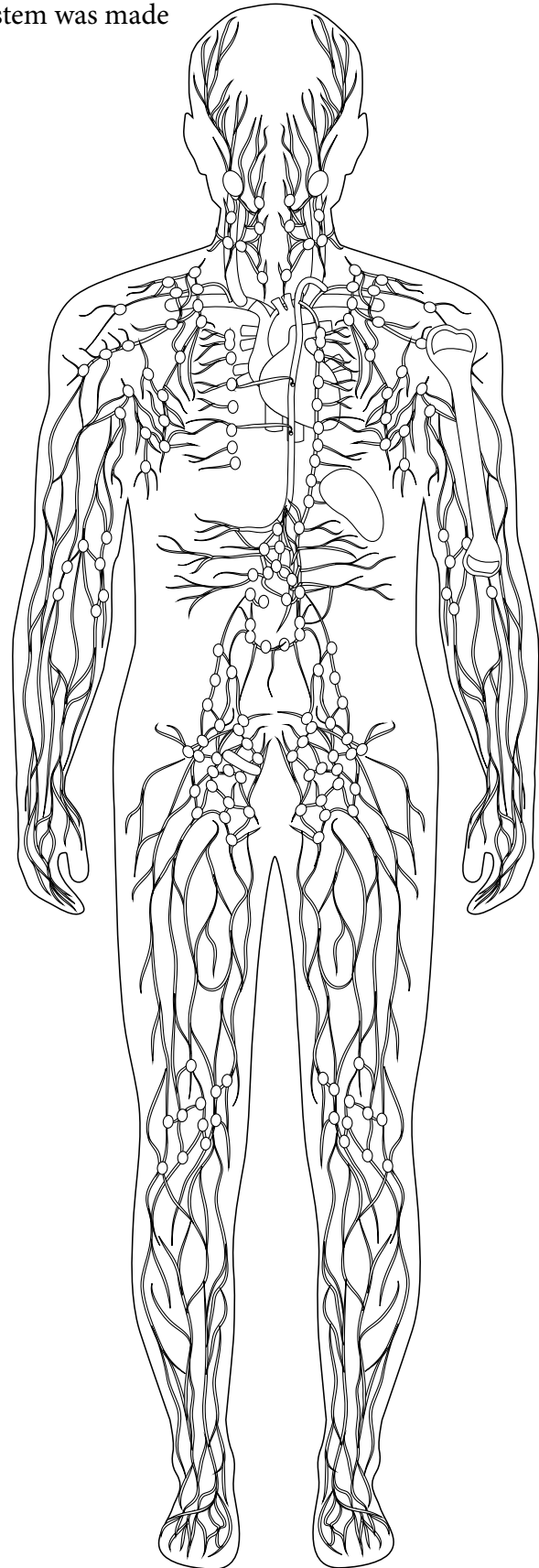


Your Lymphatic System

Supplies:

- Red and yellow markers

This is a picture of your lymphatic system. Mark the lymphatic vessels that look like long highways yellow. Mark the many round lymph nodes yellow. Color the heart red.



LESSON
38



Words to Know

nervous system
brain
spinal cord
nerves
central nervous system
peripheral nervous system
neuron



Day 47

Supply List

Optional:

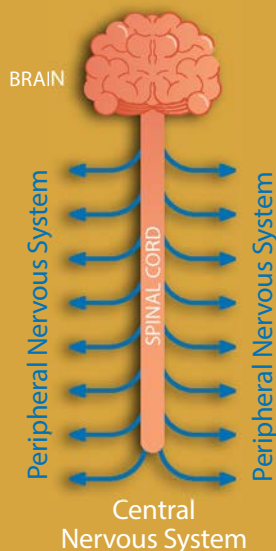
- various craft supplies (playdough, craft sticks, yarn, straws, etc.)

I get nervous when I stand below a towering, looping roller coaster. My stomach feels like it is twisted in knots. I debate whether I can ride without vomiting. This is what I think of when someone says “nervous,” but it’s not exactly the same as my “nervous system.” God built you with a nervous system because it is a vital part of how your body works, and it does help you when you are trying not to vomit on a roller coaster!

Imagine your **nervous system** starting at your **brain**. It is the “central processor and mail room.” Your brain sends an important message to your foot that says, “Hey, there is a glob of ketchup

on the floor. Move to the right!” That message travels down your **spinal cord** to **nerves** that send the message farther down the “delivery route” to your feet. Once that message reaches your feet, they quickly avoid the ketchup, and a messy ketchup disaster is avoided. Some signals are sent automatically, like for your heart to beat, but others are a result of conscious thought because you do not want ketchup on your foot!

Your nervous system is divided into two parts based on their location: the **central nervous system** and the **peripheral nervous system**.



Two Parts of the Nervous System

Central Nervous System
(shown in pink)

Includes the brain and the spinal cord, completely enclosed in bony structures.

Peripheral Nervous System
(shown in blue)

Includes the nerves that go to your hands and feet; has 12 pairs of cranial nerves that come from the brain and brain stem and 31 pairs of spinal nerves that come from the spine.



Nerves are a unique type of cell. It is called a **neuron**. Neurons have long, branching fibers that reach out to each other to send the signals. With this design, they can cover a large distance and send messages quickly.



Much like your nervous system sends important messages to your body, so the Bible sends an important message to your soul. The Bible sends the message that God's plan for people is for good. Adam and Eve made an unwise decision that turned the path of man to sin. God then sent His own Son, Jesus Christ, to bear the awful consequences of sin. In the Resurrection of Jesus, God showed His victory over sin and calls everyone to Him. John 3:16 reads, "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."

Copy John 3:16 on the lines below.



Spider-Man Slides

On a soft and clean surface, get on your hands and knees. Place a paper plate under each hand and foot. Put your body in a plank. Strong arms are underneath your shoulders and your body is out behind you, with toes on the floor. Pretend you are Spider-Man climbing up the side of a building. Push your right arm and leg forward at the same time, moving the paper plates too. Then return them to starting position. Push your left arm and leg forward at the same time, moving the paper plates too. Do 8–20 reps for a total of 2–4 sets.



Remember to breathe while you exercise and to take your 20-minute walk.

Strong Tree

See Lesson 7 or the back of the book for strong tree exercise instructions.



Name: _____

Don't Be Nervous

Answer the questions below.

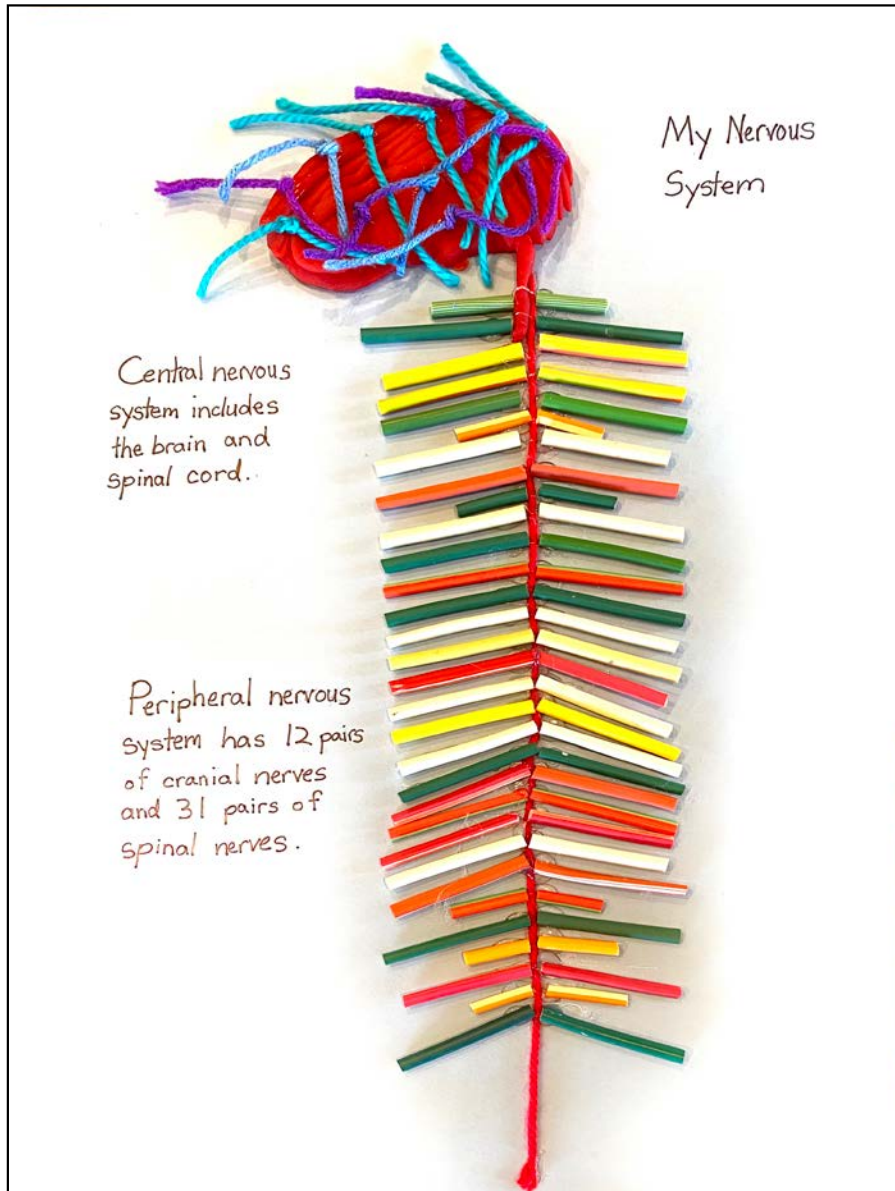
1. What are the three components of the nervous system?
 - a. B _____
 - b. S _____ C _____
 - c. N _____
2. The central nervous system includes the _____ and _____
_____.
3. The peripheral nervous system includes _____ that go out to your hands and feet.
4. A nerve cell is called a _____.

Draw a cartoon describing what happens when your nervous system responds to a sensory message such as avoiding stepping in ketchup. See the beginning of this lesson if you need help.



Nervous System Model

Ask a parent's permission to use craft supplies, cardboard, and glue. With a large piece of cardboard as a base, design the nervous system with the craft supplies. For example, use playdough for your brain, a stick for your spinal cord, and yarn or cut-up straws for nerves. Explain to your family how God gave you a nervous system to help you avoid stepping in ketchup or other potential disasters!





Words to Know

health care
Asian health care
botanical medicine
chiropractic health care
essential oils
homeopathy
modern medicine
Native American traditional healing
naturopathic health care



Day 58

Note to parent: This lesson discusses various approaches to health care, including vaccines and treatments with roots in the traditions of false religions. It is important for you as the parent to review this material and to adjust and interact with the content per the needs of your family.

Have you ever had an ear infection? Many of us have. They hurt! The great news about sickness is that it can often be treated by one or more types of health care. **Health care** is the prevention, diagnosis, treatment, and recovery from an illness, and God provides this knowledge in many different forms. Today we will learn about some of the forms of health care used, but there are many more throughout the world. While there are many approaches to health care, some have roots in the traditions of false religions. Some treatments have unwanted side effects or have been created in ways that do not value human life. We must have good judgment based on God's Word and learn as much as we can about all of our options.



Asian health care differs between the Asian cultures, but can include exercise movements, herbal therapies, acupuncture, and more. Some of these activities are based on religious beliefs and must be approached with caution by Christians.

Botanical medicine makes use of plants and their extracts. Plants can be cooked down in water, combined with alcohol or vinegar to take internally, or dried and put in a capsule to swallow.

Chiropractic health care focuses on the muscles, bones, and nerves in the body. The body works best when all its parts are in correct alignment.

Essential oils are made from the chemical compounds of plants that make them special. They contain properties that protects the plants from insects, weather, and sickness. These properties can help protect people too.



The theory of **homeopathy** is that “like cures like.” Little remedies are made from plants, animals, or minerals in very tiny amounts. They go under the tongue to dissolve quickly into the body.

Modern medicine uses science to create medicines and vaccines and uses treatments like surgery. Vaccines can be effective but are sometimes not used by some Christians and others because they have been grown or tested using human fetal cells.



Native American traditional healing uses herbs, along with ceremonies, as part of their religious beliefs of living in harmony with the earth. Spiritual treatments are important to their beliefs. Christians should practice good judgment with this type of treatment and look to the Bible.

Naturopathic health care works to find any hidden causes of sickness. It follows a “therapeutic order” of steps to follow to best benefit the sick person.

God gave us many ways to heal our bodies! Your family will follow their own preferred methods of health care.

Did You Know?

Hippocrates was a Greek man that lived about 500 years before Jesus. He was a wise man that studied health and disease. He questioned what patients ate and is credited with saying, “Let food be thy medicine and medicine be thy food.”



Revelation 22:2b says, “And the leaves of the tree are for the healing of the nations.” This verse from Revelation tells us of the healing that waits for us in eternity.

Copy Revelation 22:2b on the lines below.



Balancing Superman

Get on your hands and knees on a soft carpet. Make sure your hands are directly underneath your shoulders and knees are under your hips. While keeping your eyes looking down to the floor, lift your left arm straight forward and your right leg directly behind you. Your core muscles in your stomach and back muscles will work to help you balance. How long can you hold this position? Repeat on the other side.

Remember to breathe while you exercise and to take your 20-minute walk.



Name: _____

Crossword Puzzle

Answer the questions below to fill in the crossword puzzle.



Across

1. Native American _____ healing uses herbs, ceremonies, and prayers, and promotes living in harmony with nature.
3. Health care that focuses on the muscles, bones, and nerves in the body.
4. The theory of “like cures like.”
6. Credited with saying, “Let food be thy medicine and medicine be thy food.”
8. Made from the chemical compounds of plants that make them special.
9. _____ medicine makes use of plants and their extracts.

Down

2. Health care that works to find any hidden causes of sickness.
5. _____ medicine uses science to create medicines and vaccines.
7. _____ health care can include exercise, movements, herbal therapies, acupuncture, and more.



Cultural Health Care

Each culture is important in God's eyes, but not every culture holds to Christian beliefs. Each culture will also have differing health care beliefs that may or may not align with Christian values. If you are learning about another culture or country in your studies, investigate their health care methods with a parent's permission. However, be aware of beliefs that contradict God's Word. Write your findings below.



UNIT
4

**ENVIRONMENTAL
HEALTH AND SAFETY**

The graphic features a purple silhouette of a person flexing their muscles, positioned over a green shield with a gold border. The shield has a hexagonal pattern. Two green leafy branches are on either side of the shield. The text 'UNIT 4' is in white on the purple figure, and 'ENVIRONMENTAL HEALTH AND SAFETY' is in large, bold, white letters with black outlines, slanted across the bottom of the shield.



Word to Know
responsibility



Day 68

Responsibility is being accountable for your actions, words, and choices.

The Bible tells us that “Jesus grew in wisdom and maturity.” Have you ever wondered about Jesus’s chores? Do you think Mary told Him to watch His younger siblings? Did Joseph tell Him to check on the animals? We know that Joseph was a carpenter, so I wonder if Jesus had to cut down trees for lumber? You too are at an age of growth and maturing, and with it comes responsibility to make wise choices. **Responsibility** is being accountable for your actions, words, and choices.

As my children grow in wisdom and maturity, they earn the responsibility of becoming an OAU. “A what?” you probably asked. OAU stands for Oldest Available Utley (Utley is our last name). The OAU is the responsible person in charge when Mom and Dad are not available or home. They have shown they can be kind to siblings, obedient to Mom and Dad, and make wise choices about safety.

At some point, your parents will be unavailable. They may be raking leaves in the backyard when a stranger rings the doorbell. Or they might be showering when a younger brother performs a stunt that ends with a nasty cut. It is best to know their wishes so that you may try your best to be obedient and responsible. On the next page are my family’s rules to help you and your parents discuss what might be right for your family.



Utley Family Rules

1. No one may go outside when parents are not home.
2. The doors stay locked. If someone knocks at the door, the OAU is responsible to not open the door. They may only open the door if it is Grandma, Papa, or Mr. and Mrs. Smith.
3. Only the OAU may cook, after getting Mom's permission.
4. Small children may not eat foods that may be choking hazards.
5. No one may watch TV or use the Internet without asking Mom's permission.
6. The OAU is responsible for any first aid and knows when to call 911.
7. Our favorite saying is, "Be ye kind, even to your brother and your sister." Kindness matters, so treat others the way you want to be treated. Just because you are "the boss" doesn't mean you should be "bossy."



When you stay home alone, it is important to know how to take care of yourself. Also, you should know how and when to call 911 if needed. You will learn more about 911 calls in Lesson 57.



As you grow older, you will be given opportunities to grow in wisdom. Pray to be given eyes to see right choices and a heart that obeys. Luke 2:52 says, "And Jesus grew in wisdom and stature, and in favor with God and man."

Copy Luke 2:52 on the lines below.

Squats

Stand with your feet hip-distance apart on a smooth floor. Sit down in a pretend chair. Your knees should be above your toes but not any more forward than your toes. Your hands can be on your hips or come up in the air to shoulder height. Stand back up. Do 8–20 reps for a total of 2–4 sets.



Quadriceps Stretch

See Lesson 19 or the back of the book for quadriceps stretch exercise instructions.



Remember to breathe while you exercise and to take your 20-minute walk.



Name: _____

Rules of Our House

Discuss the rules of your house with your parents. Write their answers below. Know how the rules apply to both you and your siblings. Post this on your refrigerator door.

Rules of Our House

1. Explain OAU to your parents (refer to earlier in this lesson if you need help). Does this apply to your family?
2. May I answer the phone when you are not available? (If yes, what should I say?)
3. May I answer the door when you are not available?
4. If yes, to whom may I open the door?
5. May I go outside when you are not home? (If yes, where can I go?)
6. May I cook on the stove or oven when you are not home?
7. May I play video games, watch TV, or use the Internet when you are not home?
8. Whom do I call if I need help? A friend, family member, or a neighbor?
9. What emergency number do I call for fire? Police? Ambulance?
10. Am I ready to be responsible for my actions, words, and choices?



Field Trip

Schedule a visit with your local fire station, police station, or 911 dispatch office.

Blank for cutting purposes.



Day 69

Words to Know

respect
boundary

Respect is being considerate of others' feelings, beliefs, or space.

Note to parent: This lesson is a faith-based presentation about children and personal boundaries. It is important for you as the parent to review this material and to adjust and interact with the content per the needs of your family.

One night, my 10-year-old daughter, Sarah Katherine, and I were at a party. I told her it was time to go home, and her friend Mary yelled, "Bye, Sarah Katherine!" and gave her a big hug. Mary is a happy girl and shares her joy with her friends. However, Sarah Katherine does not like to be touched! She has a hard time giving her grandma the required one-second hug and was a little uncomfortable with Mary's hug. Hugs are tricky because we want to be kind and share Christ's love with others, but our boundaries should be respected also. All of us have things we don't like or can't handle that others need to

remember so we can enjoy our relationship. Any point where we need people to stop so we can be safe and comfortable is called a **boundary**.

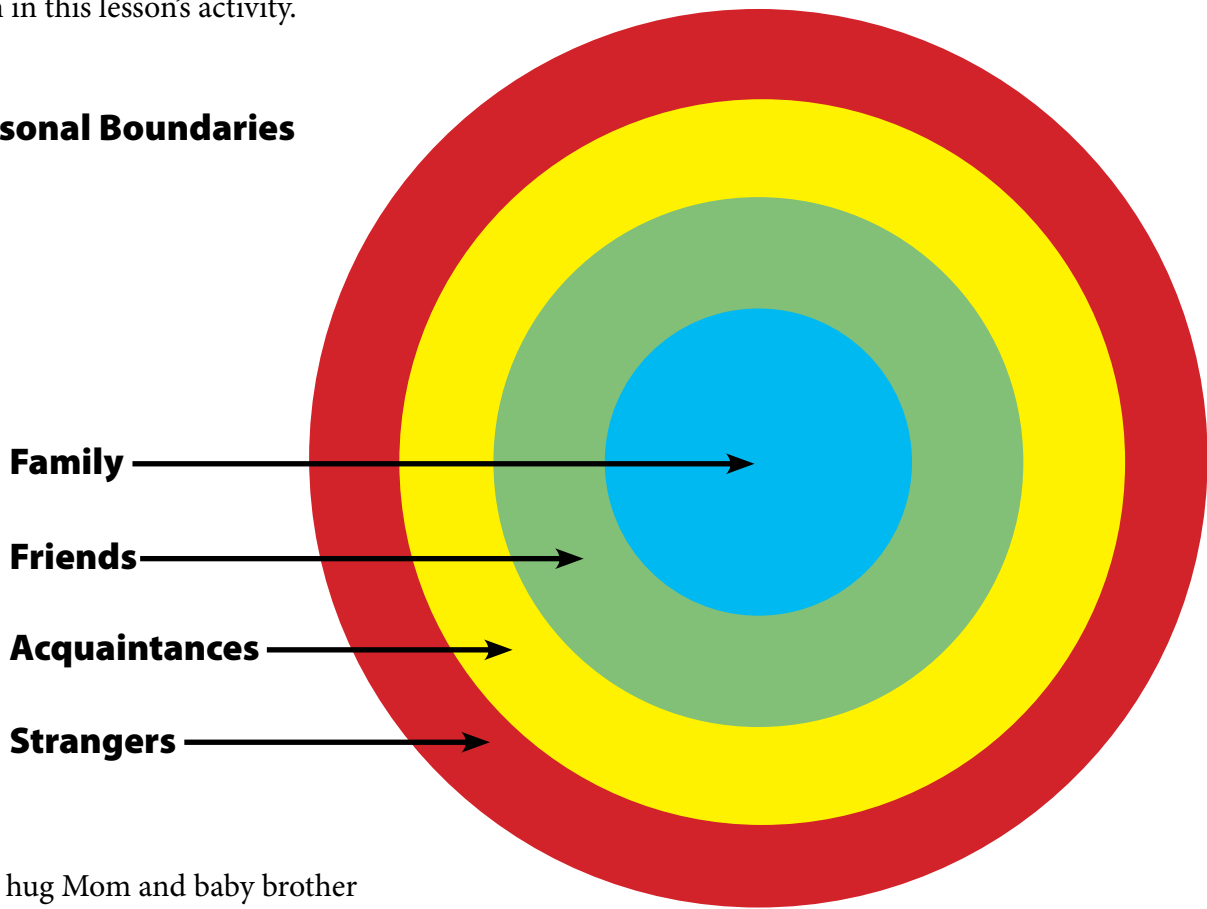
What do we do? First, let's see what God's Word says. Colossians 4:6 tells us, "Let your conversation always be full of grace, seasoned with salt, so that you may know how to answer everyone." This means that we can be kind in setting our boundaries with others. It is okay for Sarah Katherine to say, "Please stop, I'd rather give you a high five." Mary, being respectful of Sarah Katherine's boundary, could then say, "Okay, that works too!" and still have her joyful smile.

It is important to know yourself and listen to your inner voice that tells you when you are uncomfortable. Unless it is for a medical reason, it is never okay for anyone to touch you anywhere under your clothes. Sometimes, before you play sports, you must go to a doctor and have an exam called a physical. The doctor may need to check your private parts, but one of your parents should always be present. If this makes you uncomfortable, talk to your parent before the appointment.



Respect is being considerate of others' feelings, beliefs, or space. It works two ways. You should respect others, and others should respect you. Being kind and friendly is Christ-like, but your personal space belongs to you. You need to be clear about the respect and rules for your family. Sarah Katherine and I filled out this bull's-eye target so that she can know what type of touch feels safe for her. You will fill out your own in this lesson's activity.

My Personal Boundaries



Family – hug Mom and baby brother

Friends – secret handshakes are cool

Acquaintances – shake hands if Mom says to “use your manners”

Strangers – wave “hello” but would rather not shake hands



Respect works two ways. You should respect others, and they should respect you. When you speak, try to be kind and use wise words. Colossians 4:6 says, “Let your conversation always be full of grace, seasoned with salt, so that you may know how to answer everyone.”

Copy Colossians 4:6 on the lines below.



Remember to breathe while you exercise and to take your 20-minute walk.

Burpee

See Lesson 8 or the back of the book for burpee exercise instructions.

Push-ups on Knees

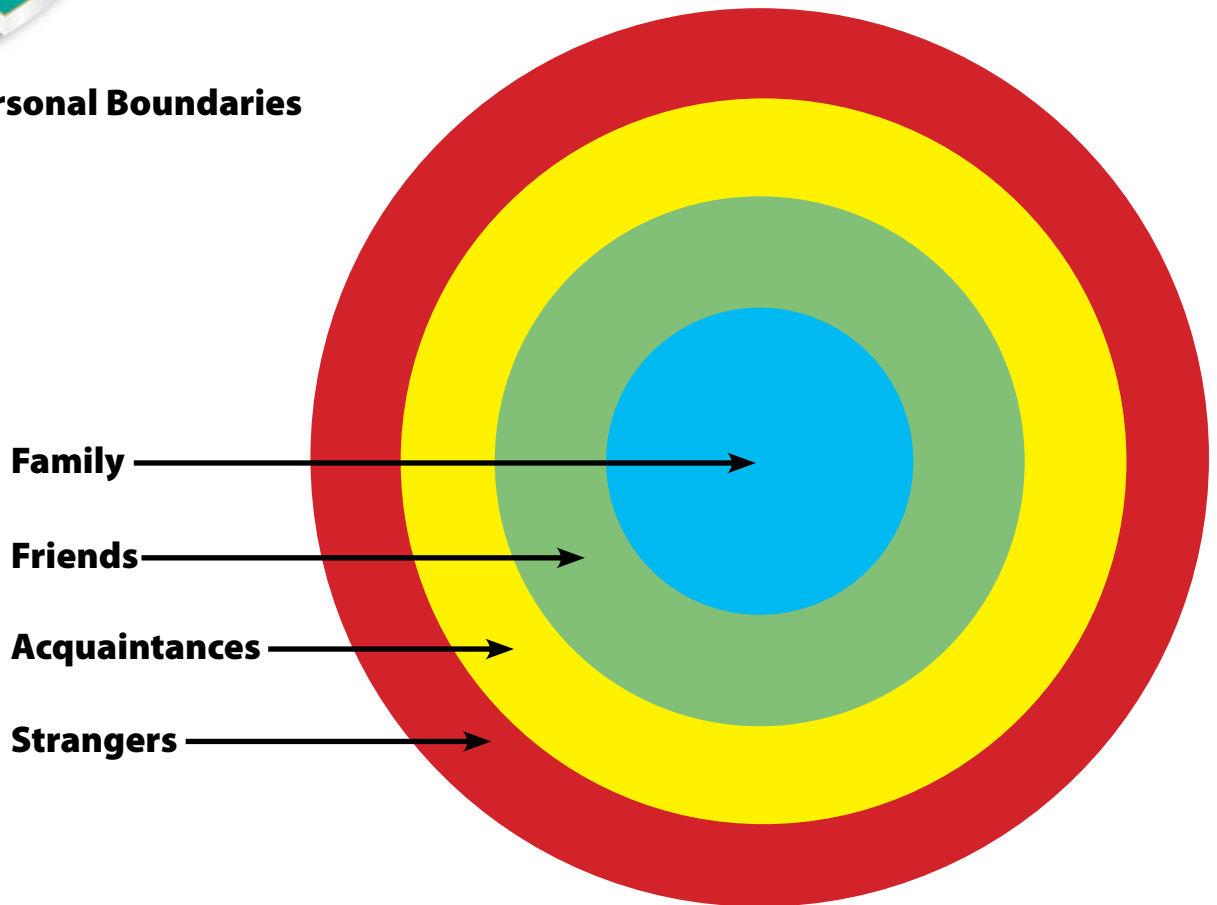
See Lesson 21 or the back of the book for push-ups on knees exercise instructions.



Your Comfort Circle

Ask your parents to talk to you about the values and rules for your family. Respectfully tell them how you feel about hugs or being touched. You can also think through this with loud noises, quiet time alone, and any other area where you often feel uncomfortable. Use what you learned to fill in your “comfort circle.”

My Personal Boundaries



Family – _____

Friends – _____

Acquaintances – _____

Strangers – _____



Name: _____

Role-play

What if Mary responded to Sarah Katherine with, “What? You are so stupid. I can hug you if I want to!” How should Sarah Katherine respond? Ask a parent to help you role-play this situation. If you would not know how to respond to this situation, think about James 1:5. It tells us, “If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.”

Here’s an example of how Sarah Katherine could respond to her friend: At first, she would likely be surprised at Mary’s response. She wouldn’t be sure how to respond. Quietly in her mind, she could say, “Lord, can you help me here?” Then she could take a deep breath and say, “You’re an awesome friend; I just don’t like hugs. How about our secret handshake instead?” Hopefully, Mary will be respectful and participate in the handshake. If not, Sarah Katherine should find adult help to talk to the girls about respecting friends’ boundaries.



Words to Know

gun safety boundaries



Day 87

Note to parent: This lesson covers vital gun safety rules and responsibility. Students should respect parental rules about guns and should NEVER play with guns. It is important for you as the parent to review this material and to adjust and interact with the content per the needs of your family.

Last summer, my kids and I were traveling and decided to stop and stretch our legs. We found a small, roadside store and went in to check it out. As we entered, my 4- and 6-year-old little boys' eyes got huge! Looking around, they saw rifles leaned against every corner of the shop. They looked up at me to make sure I saw the guns also. I gave them a reassuring smile and said, "It's okay, you know what to do." Guns can be dangerous, and guns can be safe. Today we will learn about gun safety. Make sure to talk to your parent about this lesson too!

The guns that were in the shop were not dangerous because no one was touching them. A gun that is being touched can be dangerous. It is like our lesson about respecting boundaries. Do you remember that Sarah Katherine did not like to be hugged? She set her boundaries to say that her mom and her baby brother could hug her, but she was not comfortable with hugs from other people. The same is true with guns. Sarah Katherine, with a parent's supervision, might use a gun to go hunting. However, she knows that if she sees a gun at a friend's house or somewhere else, like at that roadside shop, it is outside of her boundaries. We will call this **gun safety boundaries**. You will talk to your parents and set your gun safety boundaries, just like you did in the "Respecting Boundaries" lesson (Lesson 56).

Hunter education classes are offered for kids to learn hunting safety. However, basic gun safety is something that every kid should know! There are four steps to gun safety for kids:

1. If you see a gun, stop what you are doing. Take note of where the gun is located.

Example: Imagine that you are climbing trees at the park. You spy a gun in the hollow of a tree. Whoa!
Is that a gun? Yes, yikes!

2. Do not touch it.

Example: Is it a toy gun? What if it is a real gun? Even if it looks like a toy, do not touch it! Touching a gun increases the chance that it will discharge, or fire.

3. Turn around and walk away from the gun.

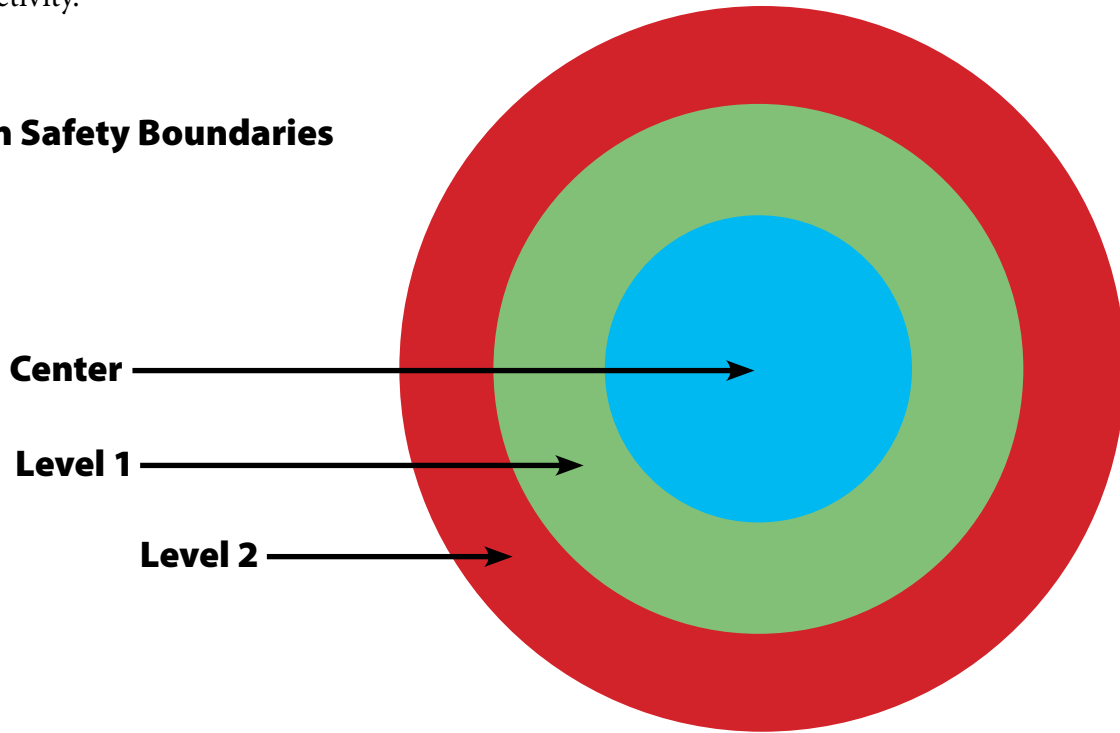
Example: The safest place for you to be is away from the gun. Leave the tree and go straight to your parent. If your parent is not there, go to a responsible adult.

4. Tell a responsible adult immediately

Example: Tell your parent what the gun looks like and describe the tree in which you found it. A responsible adult can make arrangements, remove the gun, and put it in a safe place.

Your family needs to be clear about gun safety boundaries for your family. Sarah Katherine and I filled out this bull's-eye target so that she can know what is safe for her. You will fill out your own in this lesson's activity.

My Gun Safety Boundaries



Center – I could take the hunter education class and use a gun to hunt with Dad. Maybe take trap shooting classes.

Level 1 – When I see my dad's hunting gun, I will not touch it.

Level 2 – When I see a gun anywhere else, I will tell my mom or dad and not touch it. I will keep my siblings away from the gun.



A bow and arrow was an important weapon during the days of the Bible. A soldier might have one bow but needed many arrows to fight well. (Note: Today, similar safety measures should be taken with a bow and arrows as with guns.) The book of Psalms tells us the importance of children. They are as important to a family as arrows are to a soldier! Psalm 127:4 reads, "Like arrows in the hands of a warrior are children born in one's youth."

Copy Psalm 127:4 on the lines below.

Name: _____



Remember to breathe while you exercise and to take your 20-minute walk.

Crossbody Knees

See Lesson 9 or the back of the book for crossbody knees instructions.

Push-ups on Knees

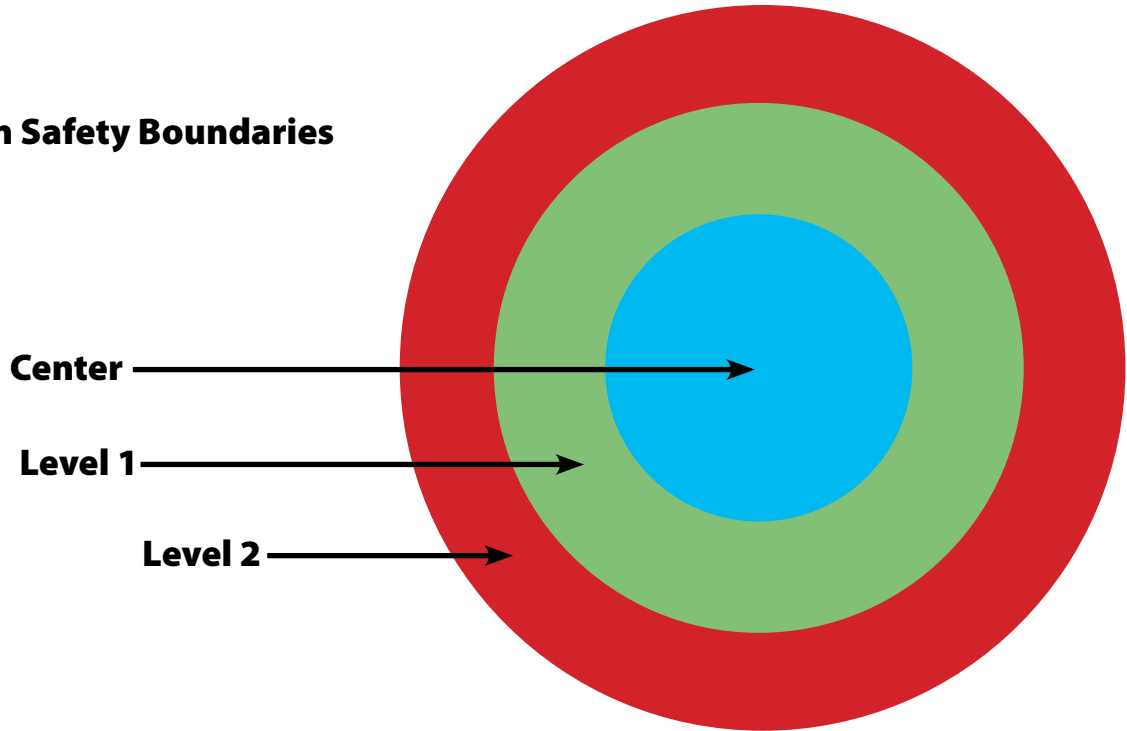
See Lesson 21 or the back of the book for push-ups on knees exercise instructions.



Gun Safety

1. Ask your parents to talk to you about gun safety boundaries for your family. Use what you learned to fill in your “gun safety boundaries.”

My Gun Safety Boundaries



Center – _____

Level 1 – _____

Level 2 – _____

2. There are four steps to gun safety for kids. Imagine you are at a friend's house and find a gun. Follow the four steps and draw your responses in the cartoon boxes (refer to earlier in the lesson if you need help). Then discuss your cartoon with a parent.

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Gun Safety Videos

The National Rifle Association offers videos about gun safety for kids. With adult supervision, use the Internet to learn more about gun safety on their website.





WORKSHEET HELPERS

Unit 1, Lesson 2

Track Your Exercise Chart

	Date	20-minute Walk	Stretch After Walk	Other Exercise	Drink Water
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

	Date	20-minute Walk	Stretch After Walk	Other Exercise	Drink Water
Week 6					
Week 7					
Week 8					
Week 9					



**WRITTEN CELEBRATIONS
OF KNOWLEDGE**

**Fill-in-the-Blank**

Fill in the blanks with the correct words from the word bank below.

lactic acid flexibility exercising heart rate Elohim cardiovascular disease
blister static resting heart rate repetition hypothermia

1. A waste product from making energy is called _____.
2. A _____ is a fluid-filled pocket that forms due to friction.
3. _____ is a disease of the heart and its vessels.
4. When your body temperature gets too cold, you may experience _____.
5. _____ is one of the many names of God.
6. When exercising, each time you go down and up is called a _____.
7. Your _____ is the number of times your heart beats per minute when you are resting.
8. Your _____ is the number of times your heart beats per minute when you are exercising.
9. _____ stretches are when you are still while stretching.
10. _____ is the ability to twist and bend your body through a full range of motion without hurting yourself.

Short Answer

Answer the questions below.

11. What do the letters FITT stand for?
 - a. F: _____
 - b. I: _____
 - c. T: _____
 - d. T: _____
12. Bone-building exercises use impact upon your body to strengthen your bones. What does impact mean?

Multiple Choice

Circle the best answer.

13. "Crossing the midline" is when you:
- a. Drive dangerously
 - b. Sit in the middle of the car
 - c. Bend down to touch your toes
 - d. Touch one side of your body with a body part from the other side of your body
14. The name of the muscle on the top part of the backside of your leg is called a:
- a. Hamstring
 - b. Chicken leg
 - c. Bicep
 - d. Abdominals
15. Intense cardiovascular exercise challenges your heart to:
- a. Ride a bike
 - b. Work harder and faster
 - c. Relax
 - d. Slow down
16. If we do not have enough water inside our bodies, it is called:
- a. Perspiration
 - b. Sweaty
 - c. Dehydration
 - d. Hydration
17. These muscles help your spine hold up your body and help your body to move.
- a. Skeletal muscle
 - b. Cardiac muscle
 - c. Back muscle
 - d. Movement muscle

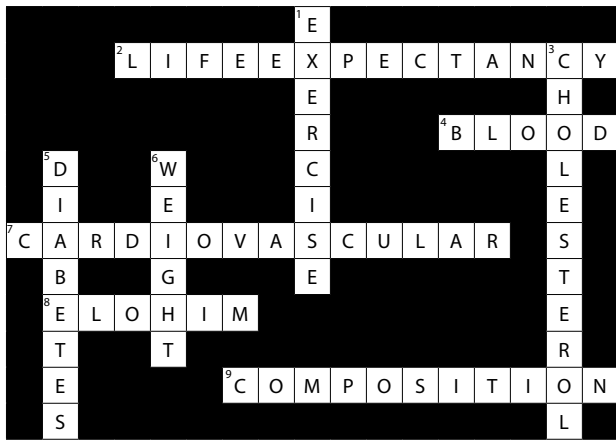


**ANSWER
KEYS**

Unit 1

Lesson 1

Crossword Puzzle



Lesson 3

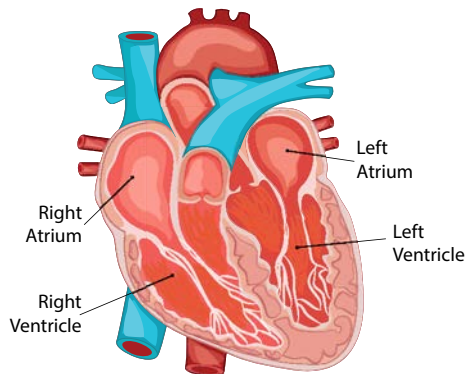
Fill-in-the-Blank

1. Cardiovascular
2. Strength exercises
3. flexibility
4. Balancing
5. Bone-building

Lesson 4

Show What You Know

1. Frequency
Intensity
Type (or Time)
Time (or Type)
- 2.



3. Answers will vary.

Super Shoes?

Answers will vary, but students should provide sound reasoning for their answer.

Lesson 5

True/False

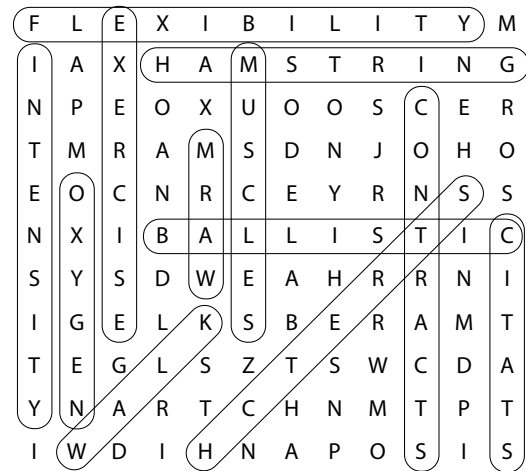
1. T
2. T
3. F
4. T
5. T
6. F

Olympians

Answers will vary, but students should have completed the research.

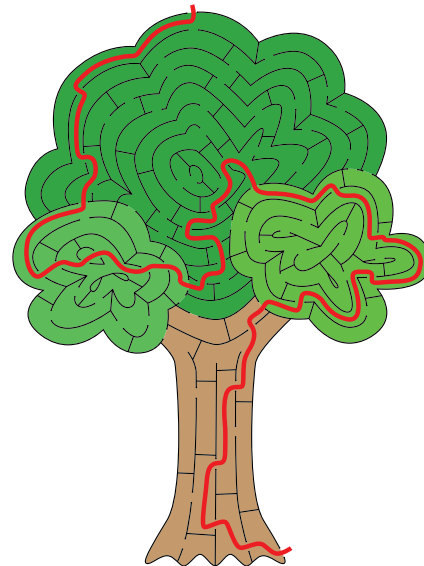
Lesson 6

Word Search



Lesson 7

Maze



How Do They Balance?

Answers will vary, but students should have completed the research.

Plan Your Trip

Answers will vary but may include:

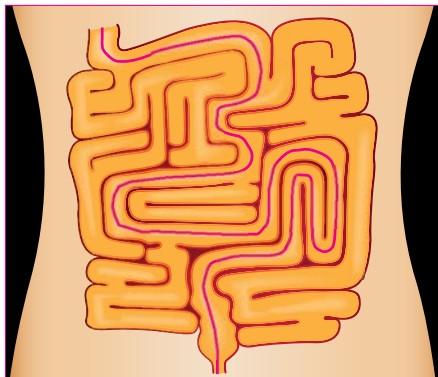
1. Cultivation zone – bushbabies, speckled mousebird
2. Forest or rain forest zone – monkeys, rhinoceros, giraffes, and buffaloes
3. Heather and moorland zone – leopards, elephants, and a variety of antelope species
4. Highland desert zone – some ground-dwelling insects and spiders
5. Arctic zone – extreme weather conditions make it impossible for animals to live there permanently

To prepare your body for the extreme environment of Mount Kilimanjaro, you should train by practicing aerobic and cardiovascular exercise, pace yourself while climbing, and constantly hydrate your body while climbing. Bring extra layers of clothing and winter items for the colder zones.

Unit 2

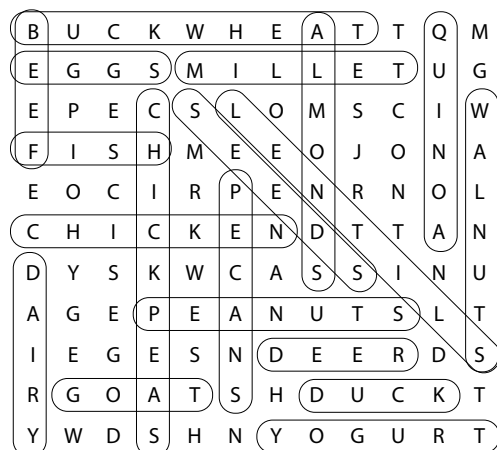
Lesson 19

Intestine Maze



Lesson 20

Word Search



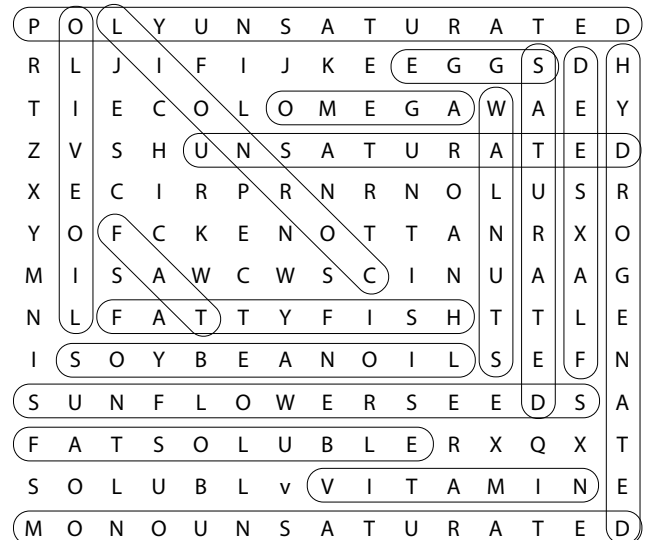
Lesson 21

Carbohydrate Sort

- ✓ Simple carbohydrates: honey, milk, lollipop
- ✓ Complex carbohydrates: baked beans, whole wheat muffin, baked potato
- ✓ Fiber: blackberry, strawberry, avocado

Lesson 22

Word Search

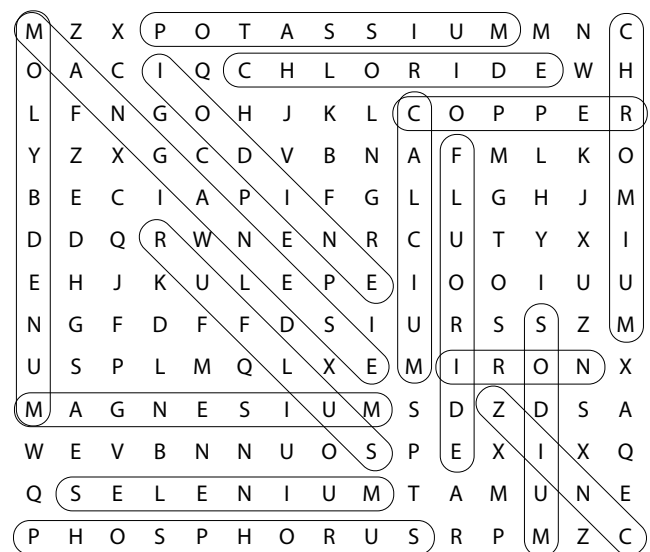


Lesson 24

Vitamin Hunt – Answers will vary.

Lesson 25

Word Search



Cast Iron

Answers will vary, but students should have completed the research.

- sweet potatoes
- Chia seeds
- Hemp hearts
- ginger
- yogurt
- Chlorophyll
- Microgreens and sprouts

Lesson 36

Answers will vary on the healthy foods list and the chart.

Unit 3

Lesson 37

Fill-in-the-Blank

- endocrine
- different, complement
- Skin
- lymphatic
- integumentary
- electrical
- Separate, together
- Bible, God's
- bodies, handiwork
- reproductive

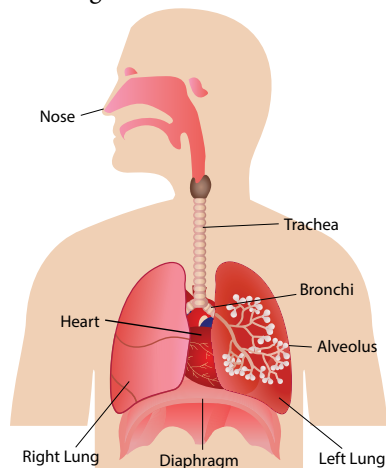
Lesson 38

Don't Be Nervous

- Brain, spinal cord, nerves
- brain, spinal cord
- nerves
- neuron

Lesson 39

Labeling



Eating and Breathing

There is a flap of tissue called an epiglottis that covers the opening to your trachea when you swallow.

Lesson 40

Animals "Go" Too!

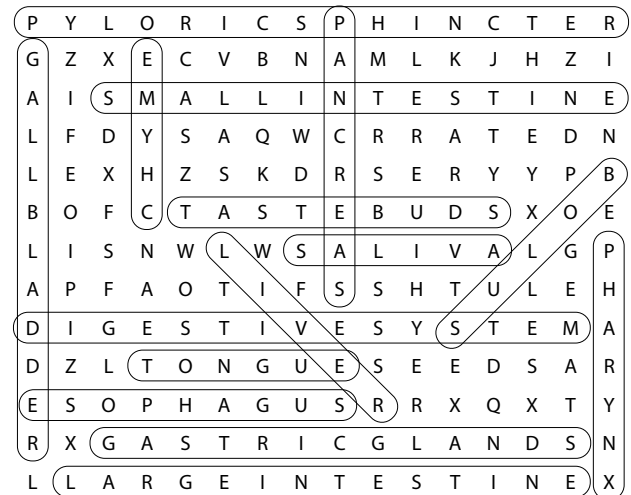
- ✓ Elephant – 13 gallons
- ✓ Cow – 4.5 gallons
- ✓ Horse – 1.5 gallons
- ✓ Pig – 0.75 gallons
- ✓ Human – 0.25 gallons

Staying Hydrated

Answers will vary.

Lesson 41

Word Search



Lesson 42

Matching

- | | |
|--------------------|--|
| Cervical Vertebrae | Bottom vertebrae that connect with your spine and pelvic bones |
| Thoracic Vertebrae | Lower vertebrae that support your upper body |
| Lumbar Vertebrae | Upper vertebrae that connect with your skull |
| Sacral Vertebrae | Middle vertebrae that attach to your ribs |
| Long Bones | Little bones in your wrists and ankles |
| Short Bones | These are your arm, leg, finger, and toe bones |
| Flat Bones | These aren't a certain shape, but differently shaped, like your vertebrae and pelvis |
| Irregular Bones | Protector bones such as your skull (protects your brain) and sternum (protects your heart) |

Unit 4

Lessons 58

Scrapes and Cuts

1. Stop the bleeding. Use a gauze pad or clean paper towel to apply pressure, and elevate until the bleeding stops.
2. Wash your hands with soap, then gently wash the injury also.
3. Gently rinse the injury several times with an antiseptic wash. You can buy a wash at the store or use a homemade recipe.
4. Apply a small amount of antibiotic cream.
5. Apply a bandage to protect from contamination and promote healing. If it's a cut, a butterfly bandage can help pull the edges together.

Lessons 59

Choking – Heimlich maneuver

1. Ask the victim if he or she is choking. If they cannot answer, then they cannot breathe and they need help.
2. Tell them you are going to try to help them.
3. Stand behind the victim and wrap your arms around their waist.
4. Make a fist. Place the thumb side of your fist into their stomach, just above the belly button. Grasp that hand with your other hand.
5. Make quick upward thrusts into their stomach.
6. Do this until the object comes out or the person is unconscious. Unconscious means that a person looks like they are sleeping and not responding. If this happens, call 911 and they will give you directions.

Lessons 60

Stings and Bites

Stings

1. Remove stinger if needed. Do not squeeze the stinger, but try to scrape it sideways with a credit card or similar object.
2. Gently wash with soap and water.
3. Apply a cold pack wrapped in cloth.

Animal Bites

1. If the bleeding is not heavy, gently wash the wound with soap and water.
2. Gently dry the wound.
3. If swollen, apply a cold pack wrapped in cloth.

Lesson 61

Poisons and Burns

Swallowed Poisons

Tell an adult so they can call 911. Be ready to tell them the following: Type of poison; age of person that swallowed poison; sickness from the poison — vomiting, cramps, gagging, burning around mouth; how long ago the poison was swallowed.

Contact Poisons

If you touch a poisonous plant, you need to: Take off contaminated clothing, wash your skin thoroughly several times with soap and water, and apply a calamine lotion to help with the itching. If blisters form, do not open them! Be sure to tell an adult so they can help you get medical attention if needed.

Burns

Most burns can be helped by immediately putting the burn under cool, running water until you can get an adult to help you.

Do not put ice directly on your skin.

Your first aid kit may contain an ointment or spray that is made to heal burns.

Outdoor Poisonous Plants (Option 1)

Answers will vary based on location.

Lesson 62

Good Idea or Bad Idea

1. Bad idea. Samuel should make a sandwich to take for lunch but leave the box of lunch meat at home in the refrigerator.
2. Good idea. She cut the chicken meat last so the vegetables would not be contaminated.
3. Good idea. Sarah Katherine washed her hands several times during cooking. This helps prevent the spread of bacteria.
4. Bad idea. Food should never be thawed on the counter. It should always be thawed in the refrigerator to prevent spoilage and bacteria growth.

Salmonella

Answers will vary, but students should have completed the research.

Unit 1 Test

Fill-in-the-Blank

1. lactic acid
2. blister
3. Cardiovascular disease
4. hypothermia
5. Elohim
6. repetition
7. resting heart rate
8. exercising heart rate
9. Static
10. Flexibility

Short Answer

11. a. Frequency
b. Intensity
c. Type (or Time)
d. Time (or Type)
12. Impact means your body contacts the ground with force.

Multiple Choice

13. d
14. a
15. b
16. c
17. a

Unit 2 Test

Fill-in-the-Blank

1. digestive system
2. Varied
3. Complete proteins
4. protein
5. Carbohydrates
6. Fat
7. minerals
8. salt
9. nutrition label
10. Spices

Short Answer

11. a. Fruit
b. Vegetables
c. Whole grains
d. Protein
e. Dairy
12. We should eat a varied diet so that we get a variety of nutrients from food.

Multiple Choice

13. a
14. a
15. b
16. c

Unit 3, Lesson 54

Scripture Cut-outs for Emotions Journal

Cut out the Scripture verses below and glue or tape them into the front of your journal. Whenever you have an emotion to write down, you will be armed with God's TRUTH to answer your problem.

For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

—Ephesians 2:10

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

—Philippians 4:8

I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength.

—Philippians 4:11–13

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well.

—Psalm 139:13–14

Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

—Philippians 4:6–7