

Also Available for Middle and High School Health



To the Teacher of **Total Health**,

What a change! My student teaching assignment began with six weeks at an elementary school and ended with eleven weeks at a junior high school. I went from high-energy, loving kids to moody, guarded adolescents. When I came home from school, I asked myself, "How can I reach these teens? How can I help them through this difficult time?" I often carried with me the burdens that these students brought into my classroom. My student teaching assignment was a rather difficult semester for me. Through it, however, I came to appreciate the extra special grace that middle school teachers have and need. And, that same grace is also upon YOU!


As you know, the middle school years are very challenging. Young people are feeling intense emotions. Many of them deal with divorced and "extra busy" parents, feelings of low self-esteem, strong temptations with drugs/tobacco/alcohol, curiosity about their sexuality, confusion about their faith and a lack of true communication with their parents. These young teens are developing their own belief systems concerning many important subjects. What is typical for teenagers during these years is to "shut down", isolate themselves and not communicate with anyone other than their own peers. Out of fear of rejection or embarrassment, teens will not willingly open up and share their worries and concerns with adults. Teens who don't learn how to open up to safe adults as well as to God, will try to handle all of their inner conflicts and outer pressures on their own. This lack of open and honest communication hurts the quality of teens' future relationships.

Health class provides a learning opportunity for students like no other class in the entire school curriculum. Health discusses the relevant topics that young people are facing right now in each area of their lives: physical, mental, social and spiritual. The **Total Health** curriculum provides an environment where teens feel accepted, understood, and unconditionally loved. In such an atmosphere, teens readily open up to receive life-changing information based on the truth of God's Word.

Total Health is unique. It clearly helps middle school students to face life's challenges because it is based on interviews of over 300 thirteen and fourteen year old students from Christian schools on many different health subjects. Even though I changed the names of the quotations out of respect for anonymity, each quote is taken directly from the students' own words. As I read through the large stack of student questions and responses, I was filled with excitement. Through the interviews, I felt that I was given an extra edge on how to address the struggles of middle schoolers. The interview information helped me to use health topics along with their concerns as a springboard to reach their hearts with God's Word.

I know that **Total Health** will give you a fresh perspective on health education, a curriculum that is easy-to-use and new insights into how to motivate young teens to talk to safe adults about how their lives are changing. If you have any questions or comments about **Total Health**, please call me on my toll free number. I would be happy to hear from you.

God bless you!



Susan Boe

Author: **Total Health: Talking About Life's Changes**

Call: 1-888-337-1850

Getting Started

What is Available?

For the Student

- **Student Textbook:** available in hard or soft cover
- **Student Workbook** with chapter worksheets: consumable for each student

For the Teacher

- **Teacher's Edition**
- Teacher's **Test and Quiz Master Book:** reproducible quizzes and tests with answer keys. Also includes answers to Chapter Reviews.
- **Student Workbook**

For the Parent of a teen taking the Total Health course

- **The Parent Connection: a Health Resource for Parents of Teens**

The Goals of This Curriculum for Each Student Include

- Developing a knowledge of God as their Creator.
- Developing a knowledge of health/science pertaining to the human body.
- Developing a desire to know God—personally.
- Developing a desire to open up and learn to be transparent with safe adults, their parents, and with God.
- Developing communication skills that will help them in all relationships.
- Developing a healthy lifestyle in each area of life—now.

- Developing an understanding of the love of the Father.

Total Health is Easy-to-Use

- Teen quotes plus personal testimonies make this text a unique avenue for learning.
- Chapters are divided into sections, which are then divided into subsections. This makes for an easy combination of reading, lecturing, and giving of assignments.
- **Log-On!** The purpose of the Log-On! boxes is to integrate interesting facts which support the reading material in the text.
- **Danger!** The purpose of the Danger! boxes is to highlight dangerous choices, activities and information that are of particular interest to teenagers.
- **Bold Type:** Identifies vocabulary terms which are located in the Glossary. Most are listed as vocabulary to define at the back of each chapter in the Chapter Review.
- **Italic Type:** Identifies words, concepts, and ideas that are of particular importance.
- **Glossary:** Identifies bold terms from the student text with the appropriate definitions.
- **Index:** Identifies the location of the word and its definition in the text.
- **Chapter Review:** The student must define bold-face words, explain the questions asked, and apply, in more detail and thought, the general subjects listed under the Applying the Truth section.

Appendices A, B, and C

In the back of this Teacher's Edition there are three Appendices.

• **Appendix A: Further Teaching Information**

The purpose of Appendix A is to give additional information pertaining to certain subjects in Total Health. This information is optional. Appendix A also contains Suggested Course Plans for teaching Total Health over a period of one quarter, one semester, and one year.

• **Appendix B: Chapter Worksheets**

Appendix B includes chapter vocabulary exercises for review of each chapter's vocabulary terms, worksheets for in or out of class assignments, and Bible studies for deeper reflection and study of how the Bible relates to teen issues.

• **Appendix C: Overhead Transparency Masters**


Appendix C contains transparency masters for each chapter. They are ready for you to make transparencies right from your copy machine at school or at a local copy center. Buy the appropriate transparency film, place a sheet in your **alternate** copy feeder, place your master on the copy machine and press print. Each copy machine is a little different so make sure you get assistance if you do not have experience in making transparencies.


How to Use This Teacher's Edition

Chapter Spread: Each chapter spread in the student book will have organizational helps for the teacher. These include:


- The Purpose for the Chapter
- The Objectives for the Chapter
- The Materials Needed for the Chapter
- The Outline for the Chapter


Running along the side panel of your Teacher's Edition and corresponding to the information in the student text, are the following teacher helps.

 **Teaching Suggestion:** These are suggestions that may enhance your class lecture or discussion. They may include a Biblical reference, a note to use a certain transparency located in Appendix C, a discussion starter, or a suggestion on how to handle a difficult subject.


 **Highlight:** The purpose of the highlight is to help locate important facts and ideas found in the student text, then possible ideas to expound on those topics.


Running along the bottom of your Teacher's Edition and corresponding to the information in the student text, are the following teacher helps.

 **Bold Terms Defined:** Whenever a bold term is located on the corresponding page of the student text, the bold term will be defined here for the teacher's quick reference.

 **Assignment & Out-of-Class Activity:** This section indicates suggested assignments from the Chapter Review questions, vocabulary exercise(s), worksheets, Bible studies, and ideas that may pertain to the subjects being discussed in this part of the chapter.

These are always optional and may be used at the teacher's choice.

 **Suggested Classroom Activity:** This section includes suggestions for skits, discussion(s), and worksheets that may be done successfully during class.

 **Quiz and/or Chapter Test:** This information will always be located in the bottom right hand corner of the page. This indicates that the information that the previous pages have covered will be on the specific quiz. These are always optional.

The Use of Chapter Reviews in the Student Text and in the Student Workbook

Following each chapter in the student text is a Chapter Review. Included in this review are three sections:

1. **Defining the Terms:** a selection of the bold words in the chapter also located in the Glossary. You may use the vocabulary sheets available in this Teacher's Edition for use as vocabulary review.
2. **Recalling the Facts:** objective questions meant to cause students to recall facts from the chapter. These questions are to be used as homework or classroom assignments to review the chapter content. These questions are also used in various forms on the tests that are provided in the Teacher's Test and Quiz Master Book.
3. **Applying the Truth:** thought-provoking questions using God's Word and other biblical principles meant to cause students to think deeply. These questions can be used as subjects for written papers, oral reports, or class discussions.

Answers to the Chapter Review and vocabulary are located in this Teacher's Edition at the end of each chapter as well as in the Total Health Test and Quiz Master Book.

Are You Using the Student Workbook or the Worksheets (Appendix B)?

The primary purpose for the Student Workbook is to alleviate the cost and time needed to make copies of the worksheets in the Teacher's Edition. Students can take these booklets home as homework assignments and can also use them as study guides for the quizzes and tests which are available in the Teacher's Test and Quiz Book.

If you have purchased the consumable Student Workbook(s), then you do not need to use the worksheets that are included in this Teacher's Edition. If you are not using the Student Workbook(s), then you may make copies of the worksheets available for each chapter as you choose. The answers for the student worksheets are located in this Teacher's Edition. If you are using the individual workbooks, then the answers are also in the Student Workbook Answer Key that is available with this curriculum.

Suggested Classroom Activities Listed in the Teacher's Edition

A list of suggested activities are included in the chapter lessons in this Teacher's Edition. There are a variety of styles for both in-class and out-of-class work. Choose which activities would best suit your students or list activities on the board and have the students choose which one(s) they would like to do for credit based on their interest level. Do not expect to do all of the suggested activities.

The Use of Scripture

Total Health integrates the Bible throughout the student text. Many verses are written out in blue ink while others are only listed by their address. In cases where the students are covering a subject that applies directly to their lives and/or current interest level, have the students look up the addresses and read them aloud in class. Some verses refer to entire stories in the Bible. Use the Scriptures throughout your teaching in a way that is not “preachy”. This will help the students apply God’s Word and His principles to their personal lives. If it is appropriate at your school, you may want to bring in different Bible translations or a Teen Study Bible to help the students understand the Bible’s application to their lives even more.

Group Discussion

Success or Failure?

The **Total Health** series, both for middle school as well as high school, encourages group discussion. You may feel apprehensive and hesitant due to past experiences with these energetic young minds. However, if you apply the principles in this section and teach the students how to “discuss” effectively, you may find it brings positive change to your teaching style.

“We believe that all students benefit from the experience of speaking intellectually with fellow students and teachers and, further, that this experience helps them move ahead on their own levels of education... Success in life is highly related to being able to express oneself thoughtfully, responsibly, and courteously to one’s peers and superiors.”

William Glasser, a leading proponent of class discussions

Most young people do not know how to communicate effectively. The example teens have of discussion consists of talk shows from television. These, in my opinion, are not styles we want to imitate. In my experience, group discussion in the classroom has been both a failure and a success. As I evaluated what made the difference, the following became clear to me.

My group discussions failed because:

- ✓ I did not spend adequate time teaching my students how to have effective group discussion.
- ✓ I did not teach my students the value of effective communication for them personally.
- ✓ I did not place parameters and boundaries on the discussion.
- ✓ I did not closely monitor the chosen topics. The topics were not appropriate or were too “way out” for the students’ age and knowledge level.
- ✓ I did not choose the groups for the class. I gave the students too much freedom to start with.

My group discussions were successful when I taught the students the following principles:

- ✓ Start with the end in mind. What do we want to accomplish with this group discussion?
- ✓ Vocabulary usage. What words take away from effective communication and what words encourage effective communication?
- ✓ Control your tone of voice. How can a person’s tone of voice help or hinder a group discussion?
- ✓ Gather information on the subject. How might further research on a particular area help the discussion reach the goals the group has set?

- ✓ Set rules for behavior in the group, e.g., no swearing, no putting down another’s opinion, and no name-calling.

The following will help you to teach your class the dynamics of good group discussion.

Part I: Introduction to Group Discussion

Purpose: What is a group discussion and why might it be of value to you?

- Definition of group discussion: “A systematic form of speech in which two or more persons meet face-to-face and interact orally (or through another means of communication), to arrive at a common goal.” How often are you successful at this? Can you give examples of when you have discussions? What do your discussions normally consist of? What is their usual outcome?
- Classroom activity: Give the students no guidelines but have them form one or two groups to do a mock discussion. Have them sit in a circle. Brainstorm in class for a problem to solve. Suggestions may include school topics such as uniforms, littering problems, sports programs, or community or national-level issues. Tell the students they have 15 minutes to discuss the issue they have chosen. Use the questions in the discussion section after one of the chapters in the textbook if you need a discussion topic.

Let the groups handle their discussions on their own for a time. At the end of the allotted time ask, “What did you accomplish from this discussion? Did you solve the problem? Were anyone’s feelings hurt? Did you hear from everyone in the group?” Most likely,

they will realize that they did not accomplish what they needed to and the discussion did not go as hoped. Then begin to teach on the value and the dynamics of having a good group discussion.

- Conclusion: Questions for the class: “What did you notice about the group discussions? What would have worked better? Why do we need to learn how to speak effectively in groups? When would you ever use these skills, e.g., workplace, school committees, home, with siblings, parents, and friends?”

Part II: Keys to Effective Problem-solving in a Group Discussion

1. Facts, facts, facts. When problem solving, a group meets to accomplish a particular task, or arrive at a solution to a common problem. To stay objective, the group must have facts to back up opinions. Why do you think this is so important?
2. Effective leadership. A true leader can lead a discussion and come up with ideas other than his own. The discussion is not centered around the leader. There are different styles of leadership. See section on leadership (Part III).
3. A discussion has four parts.
 - a. Phrase the problem, question, or topic to be discussed.
 - The topic must be of interest to the group. If it is not, it will fail.
 - The topic must have two sides. If not, there is no reason to discuss it.
 - The topic must be capable of being discussed in the time allotted and with the information available to the group.

- The topic must be written in question form.
- b. Analyze the problem.
 - What is the size of the problem? Who does it affect? What are its causes?
 - How should we test the solutions? Are they realistic and workable? For example, to the question, “How do we keep teens off drugs?”, it is an overly simplistic solution to say: “Just say ‘No’.”
 - c. Suggest possible solutions.
 - Consider a wide variety of ideas before closing the discussion.
 - Hear from everyone in the group.
 - “Yes” and “no” answers don’t offer much to the group.
 - Brainstorm as a group. Write down every idea.
 - d. Determine the best solution.

Part III: The Leader and the Participants’ Roles

The leader’s role in a group is very important. He or she must:

- Plan the agenda.
- Direct the flow of discussion. Hold at check those who dominate and bring in those who are inactive and only observing. What can the leader do with these kinds of people? For example, “Just a second, Jim, I think Mary might have something to add”. “Mary, what do you think?” or “Let’s see if there are any other responses”.
- Keep the discussion on the topic.
- Summarize frequently: “Are we all in agreement with that?” “Can we move on?”

The participants’ role in a group is very important. They must:

- Contribute responsibly.
- Back up opinion with facts, observations, research, or experience.
- Avoid negative roles such as:
 - ✓ **The aggressor:** the one who criticizes everything anyone else has to say, blaming, or name-calling.
 - ✓ **The joker:** the one who makes fun of other’s opinions, making a joke of everything, usually trying to draw attention to him/herself.
 - ✓ **The withdrawer:** the one who refuses to be an active part of the group. Find out what he/she is especially good at or interested in and draw him/her out.
 - ✓ **The monopolizer:** the one who feels he/she needs to talk all the time; the one who usually tries to impress others.

Quarter or Semester Total Health Project

Me, Myself & God Notebook

This is a fun project that can be due at the end of your health unit. The students seem to really like the creativity they are allowed, and the themes help give them guidelines. For some students, this notebook will be a keepsake they will want to save. This notebook that the students create throughout the quarter or semester will consist of thematic pages that reflect each student personally. You may set the guidelines according to your own personal style, but the following may help.

General Notebook Description: Each page will be designated by the following themes. You may adjust, change, or add to the themes that I

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have chosen. The student may create the pages out of colored construction paper and may decorate them according to the appropriate theme or question being asked. Encourage the students to avoid controversial art, symbols, or inappropriate stickers, words, or pictures from magazines. Personal photos may be used.

Students' notebooks will be graded by the following criteria. Many are

subjective so you may want to give points or use pass/no pass.

- Does the student work productively when class time is given to work on notebook?
- Is the student making his/her deadlines when asked by the teacher to turn in certain pages?
- What is the student's quality of response(s) to the themes or questions?

- Do any of the pages overstep the guidelines that the teacher has set?
- How is the student's spelling, grammar, and punctuation?
- Are the pages decorated or designed in a neat and artistic way?

Page Descriptions

- Cover: may be decorated as you like as long as the name of the student and the title of the notebook is clear, **Me, Myself, & God.**
- Page 1: Dedication of the Notebook. "I dedicate this notebook to..."
- Page 2: Who Am I? (words and/or pictures that describe your personality, e.g., outgoing, friendly)
- Page 3: What I would like to be as an adult... (pictures/words that describe interests in the future, e.g., a parent, teacher, missionary, graduate).
- Page 4: My favorite color...
- Page 5: My least favorite color...
- Page 6: My favorite food...
- Page 7: My least favorite food...
- Page 8: My goals... and... the problems I face in attaining those goals... (e.g., Goal: To earn good grades; Problems: discipline, hard work)
- Page 9: Things I talk about... Things I think about...
- Page 10: The people most important in my life...
- Page 11: My favorite verse of Scripture and why...
- Page 12: People I admire...
- Page 13: Ten things important to me... (may be tangible or intangible things, e.g., love, happiness, family, money, ministry, job).
- Page 14: Things I like to do...

- Page 15: The one who understands me the most...
- Page 16: My favorite books, movies and television shows...
- Page 17: My favorite quote...
- Page 18: My favorite song...
- Page 19: People say that I am... (Things others say about you, e.g., “athletic”, “talented”, “funny”)
- Page 20: But be aware of... (e.g., my changing moods, my short temper, etc.)
- Page 21: The things I fear...
- Page 22: Things that remind me of God...
- Page 23: When I get to heaven, I want to ask God...
- Page 24: Why I am glad I am me...
- Page 25: The place that I live...
- Page 26: My family...
- Page 27: What has changed my life...
- Page 28: My “Whatever” Page... (This page is open to the student to do whatever he/she would like to create. This page is optional.)

Suggestions for Teaching Total Health to Sixth Graders:

Total Health: Talking About Life’s Changes is appropriate for sixth grade students. The following are suggestions about how you might want to divide the information.

- If you have a biology course in your curriculum, spend less time on Chapter 2, Human Biology and Chapter 5, Diseases. You may want to skip over the information on sexually transmitted diseases in Chapter 5.
- Combine Chapter 4, Fitness, with your physical education course.

- Spend more time on Chapter 8, Building Strong Friendships. Give plenty of practical applications to the section on manners.
- Spend more time on Chapter 9, The 7 Habits of Highly Popular Teens, focusing on personal hygiene.
- Depending upon your school’s philosophy of sex education, use Chapters 2 and 8 for a spring board for a split class; boys taught

by a male teacher and girls taught by a female teacher. The girls’ topics could include: menstruation, ovulation, modesty, abstinence, and moral purity. The boys’ topics could include: physical changes, respect and courtesy to girls, abstinence and moral purity.

- If you have a separate Bible class, Chapters 11 and 12 can be easily integrated into your Bible course.

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Testing

As a convenience, the **Total Health Test and Quiz Master Book** provides two quizzes and one test for each chapter. Depending upon your style of teaching, your teaching emphasis, and your class needs, these tests are designed as general guides from which you can use all or part of each test.

It is important to prepare students for testing. This does not mean to inform students of the questions and

answers. It does mean, however, that the teacher should establish the testing based upon what was taught, and/or read, not on what is assumed to be known by the students.

Each quiz and test supplied is designed to accommodate different learning styles:

- True and False
- Matching
- Short Answer

- Essay: Essay questions are not included in the quizzes, only in the chapter test. Many students do not know how to write an essay. Teach them the fundamentals of writing. Do not grade too harshly on the format details. Focus mostly on content so that the students will learn how to express their thoughts in writing. If the students know what you expect, they are more likely to succeed and develop a positive attitude toward writing and test-taking.

Grading

The tests and quizzes combine both objective material (lists and information presented directly from the text), and subjective material (what the student gains from a Scripture, or what insight he/she has gained from a subject).

Each question is given a point value. I would suggest adding points as you grade the exams, looking for the positive rather than subtracting points, looking for the negative. Place a (+) beside each question rather than a (-). Then add up the points and come up with a (+) number at the top of the page. Divide this number by the total number of points available on the test and get a percentage. Use your school's percentage chart to arrive at a letter grade.

Testing is not the only measure of grading for your students. The following are some additional ideas to use as a measurement of evaluating students' learning:

- Use the Chapter Review questions, Recalling the Facts, as assignments.
- Use class discussions (as suggested throughout the Teacher's Edition). Grade on participation and research. (See section

in Teacher's Edition on Group Discussion.)

- Use Applying the Truth questions at the end of each chapter for writing assignments.
- Use the Worksheets and Bible Studies from each chapter.
- Use the Vocabulary Exercises from each chapter.
- Use Applying the Truth questions at the end of each chapter for speeches or oral reports.
- Use the suggested books as outside reading assignments for written and/or oral book reports.
- Use the Me, Myself, and God Notebook as a quarter or semester project.
- Use the Journals as written projects. Grade them quarterly or weekly.
- Use guest speakers as opportunities for your students to take notes and write a review.
- Use your skits as opportunities to grade your students on participation, cooperation, and organization.

Journaling

As letters, books, articles, newsletters, memos, etc., focus outward to communicate with/to an audience—so journals focus inward to help us communicate with ourself and with God.

Barbara Wright, ***Journaling and the Christian Writer***

Throughout the **Total Health** curriculum, the use of journals is mentioned. The four areas include:

1. Nutrition: The Food Journal
2. Fitness: The Exercise Journal
3. Spiritual:

A MESSAGE FROM THE AUTHOR

Dear Students of Total Health,

I felt that no one really understood me, when I was in middle school. I didn't have anyone to talk to. Besides wondering who my real friends were and struggling with my parents, I also doubted if people liked me. I asked myself what the purpose of my newfound faith in Jesus Christ actually meant. If you can relate to any of these feelings, I can really understand how you feel. Having felt this way before I entered high school, I've written a text-book that you've ever read. I've entitled the book, *Total Health: Talking About Life's Changes* because I know that what I needed the most when I was in middle school was someone to tell me that all of the changes in my life were okay and that God totally understood. Before I wrote the book, I interviewed over 350 students your same age to find out what issues were the most important to them. I've changed the students' names, but their stories, feelings, and questions are very real.

When I look back at what meant the most to me, it was not just a bunch of scientific facts or memorizing a long list of Bible verses. It was experiencing how much God loved and cared for me—as someone unique and different from everyone else. A verse that still means a lot to me is in Jeremiah: "For I know the thoughts that I think toward you, says the Lord, thoughts of peace and not of evil, to give you a future and a hope. Then you will call upon Me and go and pray to Me, and I will listen to you. And you will seek Me and find Me, when you search for Me with all your heart."

These verses meant a lot to me because I felt that God was telling me that He even knew my nickname (which is "Sooney"); that He had very good plans for my future, and that He wasn't hiding from me. I hope that this text is more than just another textbook to you. I hope that you will feel in its pages the very love and care that both God and I have for each one of you. May God draw you closer to Him as you read.

Sincerely,



Susan Boe
5/19/99

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- Me, Myself, and God Notebook (see project description in this Teacher's Edition)
- The Prayer Journal
- Records what we think
- Records what we feel

When teaching your students concerning journaling, the following information may help bring understanding as well as interest.

The Purpose for Using A Journal:

To record our world and ourselves

- Records what we see and hear



Unit 1 • Physical Health

- Things that happened today that made me angry
- Temptations that I experienced today
- Encouraging comments I received today

Further Resources

Books

See the Bibliography in the back of the ***Total Health: Talking About Life's Changes*** student text.

Videos

Check your local library for films and videos that would complement your class. Make sure you always preview your films and videos before showing them to your students.

To obtain a free catalog from the following ministries, write:

- Josh McDowell Ministry
P.O. Box 1000 C
Dallas, TX. 75221
- Focus on the Family
P.O. Box 35500
Colorado Springs, CO. 80935
Phone: 800-232-6459

To record our interpretations of our world

- Creates meaning out of facts/feelings
- Records what God says to us
- Gives proper perspective to life

To record the world which we would like to come

- Prayers form into words
- Dreams become birthed
- Solves big and little problems

- Serves as our own counselor
- Becomes a giant “to do” list

Activity in Class: Take out a piece of paper and write out the following lists. These lists help you to quickly describe significant events in your life. Can you think of more lists?

- Things that happened today that made me thankful
- Things that happened today that made me anxious

Chapter 1

The Power of Choice

■ Purpose

- To introduce the reader to the casual approach of the textbook, the frequent use of the student quotes, and the personal testimonies as they are used throughout the textbook
- To use a well-known Bible story of the temptation in the Garden as an example of the relevancy of the principles in the Bible to a teen's day-to-day life
- To share the gospel through a non-threatening testimony of my middle school years
- To address one of the most prevalent issues in adolescence—isolation
- To gain the attention of readers through relating to their desire for independence
- To show how the two trees in the Garden are still affecting mankind's choices today
- To give hope to the reader of God's mercy and faithfulness regarding poor choices whether past, present, or future
- To introduce the Total Health wheel and the principles of physical, mental, social, and spiritual health
- To encourage teenagers to communicate honestly with safe adults, their parent(s), and with God

■ Objectives

Given the proper instruction, the students will be able to do the following:

- Define temptation, consequences, influences, habits, deception, soul, and "total health"
- Recall and explain the Bible story of Eve and the serpent in the Garden of Eden (**Genesis 3**)
- Explain how Eve's decision to eat the forbidden fruit affected all of mankind
- Compare the Tree of Life with the Tree of Death as it relates to teens' relationships with others

■ Materials

- ☐ Vocabulary exercises (Appendix B)
- ☐ Worksheets (Appendix B) or student workbooks
- ☐ Overhead projector and transparencies (Appendix C)
- ☐ Materials for Suggested Activities



**"The tree of life was also
in the midst of the
garden, and the tree of
the knowledge of good
and evil"**
Genesis 2:9

■ Outline

The following is an example of how Chapter 1 might be divided.

- I. Facing a Choice (1:1)
 - A. Imagine...The Story of Eve in the Garden (**Genesis 3**)
 - B. Growing Up: the Desire for Independence
 1. The Two Trees in the Garden (**Genesis 2:9**)
 2. The Danger of Total Independence
 3. The Most "Independent" Person Still Needs God and Others

C. The Power of Influences

1. Positive and Negative Influences
 - a. Media/entertainment
 - b. Music
 - c. Friends
 - d. Church
 - e. The Bible
 - f. Relationship with God
2. The Effect of Unwise Choices (**Genesis 3:8-24**)
 - a. Isolation from God and Others
 - b. Feelings of Guilt

THE POWER OF CHOICE 1

What's Coming Up...

- 1 • 1 Facing a Choice
- 1 • 2 Choosing to Change
- 1 • 3 Exploring Design and Purpose

1 • 1 Facing a Choice

.....

Imagine...

The stage is set, the script is written, and the actors are cast. The main character walks onto the stage where the props resemble a beautiful garden. Carefree in attitude, she strolls among the flowers and stops to rest beneath a fruit tree. She hears a soft and intriguing voice. She glances upward to see a serpent perched on a limb of the tree. She remembers seeing him in the garden before, but she never really noticed him until now. They begin to chat. Their conversation seems harmless at first; until the serpent begins to isolate her from the person she trusted the most by questioning one of the laws of the garden.

"Did God really say, 'You can't eat the fruit of every tree of the garden?'" asked the serpent. Eve answered, "We may eat the fruit of any of the trees of the garden; except of the tree in the

Teaching Suggestion

Of all the chapters in this book, Chapter 1 has the most positive effect if read aloud in class. First, have different students read aloud the parts of Eve, Satan, Adam, and God from the story in **Genesis 3** from their Bibles. Have these same students read their parts from the imaginative story in **Total Health**. Only after the students have read the story, go back and discuss some of the teaching highlights from the story.

- 3. The Truth About How God Responds When You Ask for Forgiveness
- II. Choosing to Change (1•2)
 - The author's personal testimony
- III. Exploring Design and Purpose (1•3) (**Psalms** 139)
 - A. The Total Health Concept (**I Thessalonians** 5:23)
 - B. The Consequences of Adam and Eve's Wrong Choice
 - 1. Physically
 - 2. Mentally
 - 3. Socially
 - 4. Spiritually

Teaching Suggestion

"Now the serpent was more cunning (crafty) than any beast of the field which the Lord God had made." (Genesis 3:1)

What tactics did Satan use to place doubt in her mind? The process of Satan's subtle deception:

- Questioned what God said: "Has God indeed said, 'You shall not eat of every tree of the garden'?" (v. 1)
- Questioned God's intention. "You will not surely die. For God knows that in the day you eat of it, your eyes will be opened, and you will be like God...." (v. 4-5) In other words 'God really wants to keep something good from you—He doesn't know what is best for you.' Satan focused on Eve's pride and greed to be like God.
- Increased her desire for the fruit through her physical senses, "the woman saw that it was pleasant to the eyes and desirable..." (v. 6) Rather than allowing the strength in her spirit to overcome the temptation, Eve allowed the attractiveness of the fruit to draw her into the temptation and lose perspective.
- Why would Eve want Adam to eat of the fruit also? When someone does something they think might be wrong or disobedient, it makes one feel better if another person makes the same mistake.



Highlight

How might the way Satan tempted Eve relate to your own life and the temptations you face?

Verse: I Corinthians 10:13 "No temptation has overtaken you except such as is common to man; but God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear it."

How can this verse specifically apply to your life today?



middle of the garden, God said that if we ate of it, we would die." Then the serpent said to Eve, "God knows you won't die. He's just keeping you from trying something that's really good." Pausing for a moment, Eve turned to go and ask Adam what he felt about the issue. When the serpent noticed that Eve was leaving to talk to someone else, he quickly inserted, "No need to talk to anyone else. Aren't you mature enough to have a mind of your own? Besides, look at this big, red, juicy apple." With that remark, the serpent dropped the most succulent piece of fruit into Eve's hand. She looked at it. There was something different about this fruit that made her want to try it. The **temptation** seemed more than she could resist. "This is the best fruit of the whole garden," he continued, "just take one bite, and you'll see. It won't hurt you. As a matter of fact, it'll make you a better person: more attractive, more intelligent, and much more powerful. Go ahead and give it a try. No one else will find out..." (Genesis 3:1–10, paraphrased)

Choosing the right person to talk to about your feelings is very important. Can you think of qualities to look for in a person you can trust?

How many times have you heard this story? You recognize the characters: Adam, Eve, and the serpent (Satan). You remember the setting: the Garden of Eden, the most beautiful place on earth at the time. You recall how the serpent's deceptive words caused Eve to question God's commandment. And, you know the end of the story. Eve fell into temptation and ate the forbidden fruit. You're also aware of the **consequences** of her decision. You've been personally observing as well as experiencing the pain and devastation ever since.



Take a moment and ask yourself an interesting question. What might have happened if Eve had decided not to handle the temptation alone but had gone to someone whom she could trust? What might have occurred if she had talked to someone else about her inner struggle; someone who could have understood exactly how she was thinking and feeling? Imagine Eve talking with Adam before she



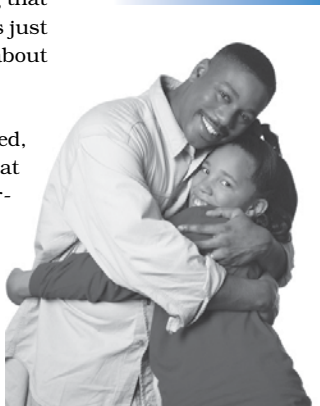
ate the apple. What if they had talked it over, prayed about it, and recognized together that the serpent was bad news. What might have been the outcome? Keeping this in our imagination, let's pick up the story where we left off...

The temptation seemed more than Eve could resist, but then she remembered Adam. She felt that he might be able to help her with this decision. Before the serpent could say another word, Eve ran off to find him. This made the serpent furious. He knew that if she talked to Adam, his plan would be ruined.

When Eve found Adam, she was almost out of breath. "Where have you been and why were you running?" Adam asked. "Adam," Eve replied, "I've just come from the tree in the middle of the garden. The serpent began to talk to me about the fruit of the tree. I almost grabbed an apple. I really became worried when the temptation got so strong. I ran away from the serpent to try to find you, and—" Adam interrupted, "What were you doing in that part of the garden? Don't you remember how God told us that it wasn't a good idea to hang around that tree?" "I'm very confused," Eve continued, "and I don't know what to do. The serpent began to talk to me about things I've never thought about before. He said that God is jealously trying to keep us from something that is really good for us; some experience that will make us just like Him. That sounded good to me. I'm so curious about that tree! What do you think that I should do?"

"Eve, I understand exactly how you feel," Adam responded, "I've felt the same curiosity as you as I've walked by that part of the garden. Just like you, I don't always understand why God has told us not to eat from that tree. I feel puzzled sometimes, but then I tell myself that there must be a very good reason why He's said "No." God has been so good to us. He's given us so many other trees from which to eat. To avoid the temptation altogether, I've decided not even to go near the forbidden

Sometimes you may feel ~~afraid~~ of sharing your ~~strong~~ feelings for fear of the other persons' ~~reaction~~. But sharing with your ~~parent~~(s), for example, often brings you closer together



Highlight

What thoughts will Satan place in your mind to keep you from seeking help when you are tempted with sin or a wrong decision? How can you recognize these thoughts, and what can you do to overcome them?

Discussion: Can you recall a time when you were tempted but chose not to talk to anybody about it? How have you felt after you made a decision you knew was wrong or disappointing to God?

Who has God placed in your life to help you in time of temptation and confusion? How do you think these relationships change as you get older? Who has God given to adults to help them through times of difficulty? What does this say about the importance of quality relationships throughout our lives?



Teaching Suggestion

Summary of The Two Trees illustration:

"Satan did not tempt Eve with the fruit of the Tree of Knowledge just because of the Lord's prohibition. He tempted her with it because the source of his power was rooted in that tree. Furthermore, the Lord did not implement this restriction just to test Adam and Eve; He prohibited the eating of its fruit because He knew it was poison. When He instructed Adam not to eat from the Tree of Knowledge, He did not say "If you eat from that tree I'm going to kill you," but "On the day that you eat from it, you will die." It was not just man's disobedience that brought death to the world; it was the fruit from this tree.... The knowledge of good and evil kills us by distracting us from the One who is the source of life: the Tree of Life—Jesus. The Tree of Knowledge causes us to focus our attention upon ourselves."

(There were Two Trees in the Garden by Rick Joyner, page 9-10)



A driver's license
and a car means
more freedom and
independence, but
also equates more
responsibility

tree again. If I were you, I'd totally avoid talking with the serpent—no matter how sweet his words sound. He really gives me the creeps."

With that, Eve never went back to the tree to finish her conversation with the serpent. Instead, both she and Adam prayed and asked God for strength to overcome the temptation that they both had felt. After talking it over with each other, and with the Lord, Adam and Eve both experienced less and less of a curiosity for the forbidden fruit. With a renewed desire to do what God had asked them to do, they never went back to that tree.

Growing Up: The Desire for Independence

Oh, how you probably wish that the imaginative version of this story were the real case. Unfortunately, it's not. Everyday you're faced with the consequences of Eve's independent decision. Often, you're tempted to say and do things that you know aren't the best. What specific painful struggle does the forbidden tree represent to you? In his book, *There Were Two Trees in the Garden*, Rick Joyner describes it this way:

There were two trees in the Garden of Eden that defined the course of the entire human race. The Tree of the Knowledge of Good and Evil, [the Tree of Death] and the Tree of Life. These same two "trees" continually challenge us when we become Christians, the challenges don't end—they ~~will~~ increase.

Many times we have to choose between the fruit of these two trees... [which] represent the fundamental conflict between the kingdoms of this world and the kingdom of God.

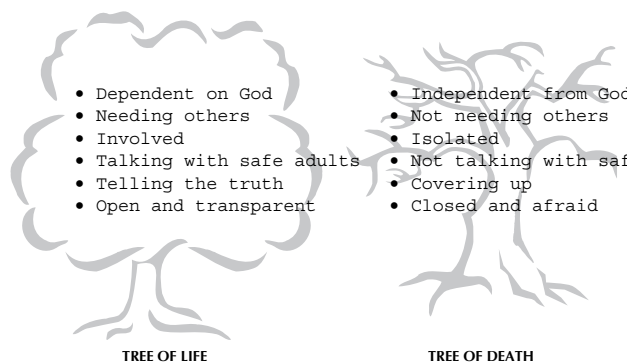
We'll never know how life may have turned out in the Garden, if Eve would have gone to Adam instead of eating the fruit. But, what we do know is that Eve listened to the tempter and yielded to the temptation by making an independent decision. She made a choice without the input of anyone else. She didn't seek out a person she could trust, a person with a different perspective, someone who could pray with her for strength.



You may not realize it, but you answer this inner question everyday: “Do I face my battles alone, or do I talk to someone else about them?” As a younger person, you rely upon others to make many of your decisions. You ask your parents’ permission to spend the night at a friend’s house. You need to get an “okay” from your Dad or Mom to watch a certain movie.

As you get older, the problems in your life seem to get a lot bigger, don’t they? Several years ago, the temptations were less dangerous than they are now. Your choices are still less deadly than they will be in the future. However, as you make right decisions, you’ll earn a growing sense of independence. But, with your increasing independence, you’ll be facing your own “serpents” and will be tempted by your own “forbidden trees.”

The Two Trees



I’m drifting away from God. Actually, I go head forth. But, either way, I don’t know what to do. There’s no one around to talk to.

Mary

Can you relate to Mary’s feelings? Many people feel they have no one to talk to. Our culture says that as you get older and more mature, you should become totally independent from everyone

You may not realize it, but you answer this inner question everyday: “Do I face my battles alone, or do I talk to someone else about them?”

Teaching Suggestion

Transparency: The Two Trees and Their Fruit

Bible Study: “For a good tree does not bear bad fruit, nor does a bad tree bear good fruit. For every tree is known by its own fruit. For men do not gather figs from thorns, nor do they gather grapes from a bramble bush.” **Luke 6:43-44**

On the third day of creation, the Lord established a physical and spiritual law that was of critical importance. He ordered that trees would only bear fruit after their own kind (**Genesis 1:11-12**). Paul, in the New Testament, says “Whatever a man sows, this he will also reap” (**Galatians 6:7**). We cannot bring forth good fruit while we are partaking of the Tree of Knowledge (Tree of Death). Likewise, if we are partaking of the Tree of Life we will not bring forth death. A tree can only produce fruit after its own kind.

Teaching Suggestion

What are some thoughts, actions, and attitudes that could represent the Tree of Life? Patience, kindness, acceptance, love of God, self-sacrifice, mercifulness, and forgiveness are a few ideas.

How about the Tree of Death? Selfishness, jealousy, materialism, racism, self-righteousness (“I am better than they are” attitude) and unforgiveness.

Discussion: How can a person successfully win this conflict between these two trees?



Assignment & Out-of-Class Activity

Worksheet: The Two Trees



✂ Teaching Suggestion

What kind of pressures do teenagers face that might make them feel they should be independent of others? In your opinion, what kind of person is a “loner”? What are some of the dangers of being a “loner”?

✂ Teaching Suggestion

Does our culture encourage or discourage quality relationships? Discourages. How might it do this? T.V. shows that belittle good friends, friends that treat one another horribly, family members that do not resolve conflicts, husbands and wives who do not encourage and comfort one another. Magazine articles directed to teens about ‘breaking up’, losing trust in your ‘best friend’. Keeping an eye out only for #1 (yourself!) in spite of the feelings of others. Are these messages subtle or blatant? Both.

Why do people often become hardened to the negative messages they see? How does this affect a person’s conscience?

Even the
strongest athlete
sometimes gets
injured and
needs help on
the field.



else in life. It encourages you to make your own decisions without getting anyone else’s input. It claims that you don’t need anyone else. This concept of independence has a seed of truth in it. God does want you to find His unique will for your life.

But, there’s a subtle danger here. The danger is that you will equate growing up with being totally independent, thinking that you don’t need anyone else anymore. The hazard is in feeling that in order to be an adult, you should be able to solve all of the challenges in your life without ever having to talk to anyone else. God does want you to be mature and responsible. He doesn’t, however, want you to be totally independent and isolated. God wants you to recognize your need for others. The benefit to you is that God can really use others to bring many blessings into your life. It’s also important to know that other people need you, too! God has made life in such a way that you never outgrow your need to talk to others about the questions you’re facing. Even the most “independent” person in the world is still very dependent in many ways upon other people. Even the richest person in the world, for example, still needs many financial advisors to counsel him.

The Power of Influences

Everyday, you are faced with choices. Some are more difficult than others. Many you make without a second thought. When you get up in the morning, you may shift into “autopilot” as you go through your daily routine. You may automatically brush your teeth, eat breakfast, and choose what clothes you want to wear. You might have an argument with your brother, snap at your Mom, and head out the door in a huff. Throughout your day, you’re bombarded with **influences** which are all trying to affect your choices. These influences may seem innocent at first, but many can be very

✂ Suggested Classroom Activity

Skit: See **Appendix A: Theme: Isolation**



destructive to your life. King Solomon wrote, “There is a way that seems right to a man, but its end is the way of death.” (Proverbs 14:12) Can you think of both positive and negative influences affecting your decisions today? Think about how the following areas influence your choices about God, yourself, and others.

- Media/entertainment images of sex and violence, profanity, commercials (“You’re not cool unless you buy this!”), magazines, advertisements, television, computer/video games, star/celebrity lifestyles, the Internet, movies, videos
- Music lyrics, tunes, moods, sounds, MTV
- Friends what you talk about, jokes, clothes, habits, what you do to have fun, comparing yourself with others, copying others
- Family the tone in your voice, topics of conversation, daily habit patterns, good and bad examples
- Church practical messages, relevant Bible studies, leaders who “walk the talk,” feeling accepted as you are, finding genuine friends, having open discussions
- The Bible reading and applying the Word of God to your daily struggles, how much you allow it to influence your life
- Relationship with God how often you talk with Him, how much you want to follow Him, if you obey Him



Some negative influences can make your life capsize like a raft in rapids.

Not all of the influences in life are negative. In our story, Adam was Eve’s positive influence. She thought he might be able to help her with her perspective. How can a person recognize which influences are positive and which are negative? Once you determine if the influence is negative or positive, the conflict lies in how much power you give to it.

Teaching Suggestion

Transparency: The Power of Influences

Suggested Classroom Activity

Worksheet: Keeping Track of My Daily Influences



I wish that more kids got to make their decisions
would be better and their problems would be less.

Lindsey

Highlight

The power of a habit: How can a habit be a good friend or a deadly enemy? Good habits are your friends. Bad habits are your enemies.

Teaching Suggestion

You develop a lifestyle in this way: thoughts—actions—habits—lifestyle.

Can you name one pattern or habit (either good or bad) that you have already developed? E.g., staying up late at night, procrastinating on homework or chores, opening up the refrigerator when you get home looking for something to eat, eating something sweet after dinner, or always watching a certain television show.

How can habits be broken? When trying to break a bad habit, it is easier if you replace it with something good instead of trying not to do anything at all. For example, if you always have junk food after school, instead of going without any snack (which would be very hard), substitute a healthy snack for the bad snack.



The consequences of your choices will become more serious as you get older. What are some of the consequences of your decisions as a young teenager?

In your daily decisions, you're setting patterns of how you'll handle life's challenges. You form **habits** which can be difficult to break.

The serpent has not changed his tactics. He's still lurking around the garden of your life. Even as you're reading this page, he's trying to figure out how he can deceive your mind, cause you to make poor choices, and, eventually, destroy your entire life. He's trying to plant proud, totally independent thoughts in your mind; feelings of despair and hopelessness in your heart. The serpent is attempting to keep you away from the very people who would be able to understand your struggles, strengthen your faith, and help you to succeed. Unwise decisions can make you feel so embarrassed that you want to run away or hide. Fortunately, you can resist wrong influences by sharing your struggles with others. Sharing can prevent you from making poor choices and strengthen

you to make better ones. The choice of sharing or not sharing is up to you.

Because of feeling guilty over their sin, Adam and Eve tried to hide from God (Genesis 3:8). What caused Adam to think that he could hide from the Father who knows everything? **Deception** brought this fear and separation into Adam and Eve's hearts. Instead of going to God to admit their mistake, get forgiveness, and gain strength to resist the next time, they thought that they could hide from God and resolve the situation by themselves. Adam and Eve not only hid from God, they also tried to get rid of their guilty feelings by putting on fig leaves for clothes. Instead of going to a loving God who would have forgiven them, they ran away and tried to fix their problem themselves. It just didn't work.



When I make a mistake, I feel like
God is really disappointed in me.

Jan

How many times have you felt like hiding from God? How many times have you felt that God wouldn't know or care, only to find out later that not only did He care, He also knew all about your situation from the very beginning? Your mind knows that your heavenly Father is omnipresent (everywhere at all times), but your heart still tries to hide and cover-up. Why? This is what sin does to you. When you make a poor decision, your independent self says, "God doesn't love me anymore. I'm going to hide. I'm going to do something else to try to get myself to feel better. Unless I'm perfect, God doesn't want to talk to me." These are all untrue thoughts. The truth is that there's nothing that you could ever do to cause your heavenly Father to stop loving you!

And, there's some more good news, too. Someone else totally understands your feelings. The same emotions you have when you disappoint God through your unwise choices in the garden of your life is the same feeling Adam and Eve experienced in their garden. The good news also means that just as God took the initiative to go into the Garden and find Adam and Eve, so will the Holy Spirit come looking for you whenever you hide from Him (Genesis 3:9). Just as God called to Adam and Eve, so God is calling to you. His seeking you out only means that He loves and cares for you. He's showing you a better way to live; a way to get closer to Him and others.



Have you ever felt
like hiding from
the world and
from God?
Contrary to what
you may have
experienced in
other relationships,
when God calls you
and brings
correction, it
means rejection.

Teaching Suggestion

How do some teens hide from God? Don't pray, don't read the Bible, don't allow themselves to feel sorry, don't go to church or youth group meetings, avoid going anywhere God might be. But you know that God is everywhere—so you can't hide! Satan wants you to prolong the process and allow your heart to become hardened. The sooner you admit you're wrong, ask for forgiveness, and turn from that wrong, the better off you will be!

When you make a mistake or do something that you know is going to disappoint someone, it is natural to want to avoid that person. Have you ever been afraid of your parent's or teacher's reaction when you made a big mistake? This is natural because of the fear of being rejected or the fear of having to face the consequences. Why do you think we want to hide just like Adam and Eve did when they ate of the Tree of Death? Satan wants to keep you from going to God because he knows that sin separates you from the Father but true repentance draws you closer to Him and heals the hurt. You can see that telling the truth and asking for forgiveness is the right thing to do because when you do so, you feel so much better and the relationship gets stronger. This is true both with God and with others in your life.



Assignment & Out-of-Class Activity

Discuss and assign Me, Myself, and God Notebook. See description in the **Front Matter**.



Test/Quiz

Chapter 1: Quiz A



Teaching Suggestion

It is important not to ignore the subtle urging of the Holy Spirit in your life. When you feel drawn to God and to His Word, do all you can to respond and obey His promptings.

Discussion: Why do you think some teens feel embarrassed or uncomfortable in spiritual settings? How can a teen overcome this tendency?

Although Susan was teased in school because of her interest in spiritual things, she still responded to God in her quiet times. At home, she read her Bible even when her sister teased her. In her journal she wrote private prayers to God because she did not feel comfortable praying aloud yet. She changed her music choices to Christian music even when her friends criticized her. But, with each choice she made, God gave her strength.

Discussion: Do you ever feel that God is trying to get your attention? How? How did you respond to it? If you ignore Him, you may find yourself becoming insensitive to His presence. Your desire for more of Him will sooner or later diminish and then you may really feel far away from God. It may not happen overnight, but it can be a slow, subtle drifting away.

Why do you think that all the years Susan went to church and a private school, she never really responded to Christ in a personal way? It could have been the church she attended, her close friends, or the lack of good example at home. Susan realized that going to church and memorizing verses and prayers did not mean that she had a close relationship with God—and that is what she earnestly desired.

When you choose to surrender your entire life to God, ~~very~~ change God brings in your life will bring you closer to Him.



1 • 2 Choosing to Change

I was raised in a home that attended church faithfully every Sunday. Church was a regular routine for us. I didn't really mind it. I also attended a private school that offered a religion class. I knew all the Bible stories. Even though I passed my religion classes with A's, I couldn't say that I had a personal relationship with Jesus. By the end of seventh grade, I had a reputation in the school of being the "teacher's pet" or the "religious one." I got that reputation from answering the questions in religion class and offering to pray for requests when other students didn't want to. Through a series of circumstances, I began to get more and more interested in spiritual things. I specifically remember crying in church during a sermon one Sunday. Something was happening inside of me. As I now look back, God was calling to me. But, like Adam and Eve, I was hiding.

One night, I attended a Christian concert. I found myself listening very closely to the speaker. He was sharing about how Jesus truly loved us just the way we were. This made me feel good. He also told us that God had a special plan for our lives. He kept talking about having a personal relationship with Jesus. In all of my years in private school, I had never heard anyone talk about God in this way. With tears in my eyes and a heart open for change, I chose to welcome Jesus into my life that night. I surrendered my entire life to Him. I gave Him every poor choice, each painful memory, and all of my sins. Ever since that moment, I've never been the same.

This textbook will probably be unlike any other text you've read. This health class may cause you to re-evaluate your life. You may even make the choice to change in a few areas. You'll learn more about yourself, your fears, and your God. The stories you'll read are true. They're from



real people who have experienced genuine battles. The years before young adulthood are very difficult, even more difficult than a few years ago. But, remember, there's power in your choices—just ask Eve!

1 • 3 Exploring Design and Purpose

God created everyone and everything with a purpose. When an inventor begins to think creatively about an invention, there's an ultimate intention that the invention must serve. A light bulb, for example, was created to produce light, and not heat. Although heat is a by-product of a light bulb, the heat generated would not be enough to heat a room. If you wanted to communicate with a friend across town, you wouldn't use a hairdryer. You'd use a telephone because it was designed for that specific purpose.

Similarly, when God created you, He had a special purpose in mind. He made plans for you in the future and said, "I see (put your name here) doing this for My kingdom. I will make him/her especially suited for that specific purpose."

For You have formed my inward part; You have covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made. Marvellous are Your works, and that soul knows very well.

Psalm 139:13-14

The Total Health Concept

Immediately after both Adam and his wife made the wrong choice, separation from God and others began to increase. The human race discovered that sin was very self-destructive. But, in God's mercy, He revealed some laws to Moses and the people of Israel that would protect them from hurting and destroying themselves. These laws or principles covered every aspect of life. In *Total Health* you will see how some of these divine boundary markers

Just as ~~hac~~ invention is designed for a purpose, God has created ~~oy~~ you with an incredible purpose and plan.



Teaching Suggestion

Bible Study: Psalm 139:13-14

You may want to park on these verses and discuss God's wonderful creation. Teens are experiencing doubt about the importance of their lives and whether God really loves them. If they can begin to see that God knew exactly what He was doing when He created them, it may help build their self-esteem. Explain to the class that Satan wants each person to have a low self-esteem because it makes a person unproductive for the Kingdom of God as well as doubtful about God's love. Remember, Satan is the "father of lies." How else does Satan lie to us?



Assignment & Out-of-Class Activity

Worksheet: Me, Glorify God? Yes!

Bible Study: What is everyone's purpose for being created? To glorify God. We are to glorify God in every area: physical, mental, social, and spiritual. How do you know you are bringing glory to God? How can teenagers glorify God in their bodies, minds, social lives, and spiritual walks?

This theme of glorifying God is repeated throughout **Total Health**.



Suggested Classroom Activity

Worksheet: God's Promises To Me (finding verses that support the fact that God has your best in mind).

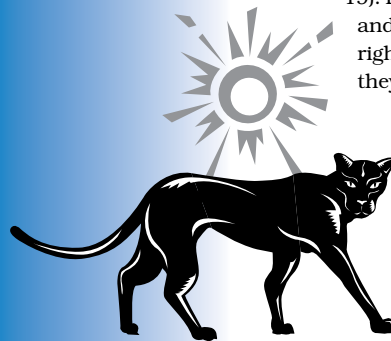
As a class, make a list of verses on the board. Have each person choose his/her own favorite verse. Have each student make a poster with that verse on it. Making sure that the student's name is on the poster, decorate the poster using pens, photos, pictures—anything to make it uniquely his/her own. When the students finish the activity, you may choose to have each student explain to the class what the verse means to him/her.



apply to you today. You'll discover that these principles are relevant not only to your physical health, but to your mental, social, and spiritual health, too.

When Adam and Eve made the wrong choice, it affected every area of their lives. They damaged more than their relationship with God. The consequences were not just "spiritual." Both of them immediately experienced the negative outcome of their choices in at least four ways: physically, mentally, socially, and spiritually.

Physically, as soon as Adam and Eve disobeyed God, their bodies immediately began to be subject to disease, decay, and death (Genesis 3:19). What once was a perfectly designed human body, now became imperfect. Eve was going to bring children into the world with much physical anguish and pain (Genesis 3:16). Adam would have to exert much energy in manual labor. He would have to struggle to get food for himself and his family (Genesis 3:17–19). Before they chose to eat from the forbidden tree, Adam and Eve were never sick. They were enjoying eternal life right here on earth. After their unwise choice, however, they both became open to sickness and death.



He was going to experience mental and emotional stress due to fear of bad climate and animal attacks.

Mentally, Adam would no longer enjoy nature or the animal kingdom as much as he had before he disobeyed God. God cursed both the creation and the animal kingdom because of Adam's sin (Genesis 3:14, 17). Even though Adam showed dominion over the animals in the beginning by naming each one (Genesis 2:19), now many of the animals were going to be a lethal danger to him. He was going to experience mental and emotional stress from fear of bad climate and animal attacks.

Socially, sin brought severe conflict between human beings. This conflict would begin at a very young age and continue throughout people's lives. Jealousy, hatred, and violence were going to be experienced—even between family members. Cain murdered



his younger brother Abel because his brother's sacrifice was accepted by God while his was not (Genesis 4:6–8). Cain allowed his anger to turn into rage and murder. Shortly afterwards, the spirit of revenge ("getting even") increased between people (Genesis 4:15, 24).

Spiritually, Adam and his wife walked and talked with God every day in the cool of the Garden before they disobeyed. They had a close friendship with God. After they disobeyed God, however, their spirits, which were once in close union with the Father, were separated from that intimacy. As a consequence, they experienced a lonely, isolated feeling that they had never known before.

The strength you feel to overcome your temptations is directly related to your relationship with God. Adam and Eve had an open and honest relationship with God before they ate from the forbidden tree. But, after being thrown out of the garden, they struggled with keeping their relationship with Him so open and close. It took Jesus Christ to come into the world, pay the penalty for sin, and make it possible for you to have a close relationship with God. Adam and Eve didn't get to experience that reunion with God the Father, but you can experience it through His Son, Jesus Christ. All you have to do is choose to surrender your entire life to God. Every change God brings into your life will bring you closer to Him.

God created each part of you according to His unique plan. He designed your body, soul, and spirit to do something for Him that no one else can do! In order for you to fulfill His plan, He must separate (sanctify) you from the sin that would hinder His work



Conflict between people begins at an early age—but this is not God's intention when He created mankind.



Highlight

God is concerned about each area of your life. Sin brought a change from God's intended plan. With Christ coming to restore all that sin has done to the human race, you can come boldly to God in a renewed relationship. It is not because of 'how good you are' or 'your parent's faith', it is only because of Jesus' sacrifice that you can have a personal relationship with God. Each area of life (physical, mental, social, and spiritual) comes under His grace as we walk in a growing relationship with Jesus.



Teaching Suggestion

Bible Study: "Grace" as unmerited or undeserved favor, help, or blessing

What happens when we criticize ourselves or put down others? We are really finding fault with God's creation. This habit of being critical or finding fault steals the blessing that God wants to give you when you realize God does not make a mistake! He loves you—He created you—and others, too!



Assignment & Out-of-Class Activity Vocabulary Exercise



Test/Quiz

Chapter 1: Quiz B and/or **Chapter 1 Test**

Teaching Suggestion

1 Thessalonians 5:23, “Now may the God of peace Himself sanctify you completely....”

“Sanctify” means to separate, set apart, make holy, purify.

Discussion: Why must God sanctify you in each area of your life: spirit, soul, and body? Because He wants you to be separate from the negative influences of the world so you can better fulfill the plan He has for you.

How does “sanctification” happen? What is your part in sanctification? Is there anything you can do to speed it up or slow it down?

Transparency: Total Health



Highlight

Give examples of choices that result in immediate consequences and those where the consequences are not immediate.

How have the choices you have made so far influenced your life? How might the choice of dropping out of school affect your life? How would not doing your homework affect your life? Can you think of daily choices as well as future decisions that will have an effect on your life, e.g., college choice, marriage partner, etc.?

Chapter 1 Review

Defining the Terms

(If the following terms are not clearly defined in this chapter, use the definition from a dictionary.)

Temptation: something that allures or draws someone especially to evil

Consequences: the effect, outcome or result of something

Influence: the power of persons or things to produce effects on others

Habit: a pattern of behavior established from repetition

Deception: the act of misleading by false appearance or statement, to trick

Soul: a person's mind, will, and emotions

Total Health: physical, mental, social and spiritual well-being

Recalling the Facts

1. Satan began to question Eve about what God really had said. He wanted to isolate her from Adam and from God. He tried to trick her by lying to her about God's intentions. He brought doubt into her mind.
2. Their eyes were opened to good and evil. They recognized they were naked. Deception brought fear and separation from God. Adam and Eve hid from God and felt



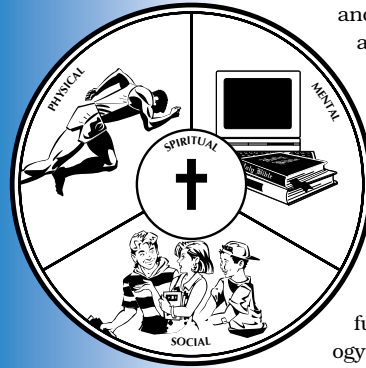
Unit 1 • Physical Health

through you. This is the way Paul described God's changing process in a letter to the church of the Thessalonians:

Now may the God of peace Himself sanctify you
and may your whole spirit, soul, and body be preserved
blameless at the coming of Jesus Christ. He calls
you to be faithful, and he will do it.

1 Thessalonians 5:23

How your body functions, how your **soul** (your mind, your will, and your emotions) responds, how you relate to others, and how you communicate with God, all determine what kind of person you are. When all these parts of your being are functioning well, I call it “**Total Health**.” Just as Adam and Eve's choice affected each area of their lives, so your choices impact every area of your life. Throughout this course, we will explore choices and their consequences. Some consequences are immediate while others are not. How have your choices already affected your life? What choices do you face today that may positively or negatively influence your future? In the next chapter, we will explore human biology in relationship to your choices and the consequences affecting the physical aspects of your total health.



Chapter 1 Review

Defining the Terms (use the Glossary if necessary)

Temptation
Consequences
Influences
Habits
Deception
Soul
Total Health

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afraid of God. They did not feel they could tell Him what they had done.

3. Adam and Eve's “forbidden fruit” was the tree in the middle of the garden. It was God's commandment to them not to eat from it. To us, it's something that God wants us to stay away from.
4. The Tree of Life means to be dependent upon God, knowing your need for others, to be involved, talking with safe adults, telling the truth and being open and transparent about your thoughts and feelings. The Tree of Death leads you to be independent from God, seeing no need for others, being isolated, not talking with safe adults, covering up, being dishonest and being closed and afraid to share thoughts and feelings.

5. God called for them and sought them out.
6. Physically: disease, decay, death, and pain in childbirth. Adam would have to work hard in manual labor and struggle for food.

Mentally: Mankind would struggle with the animals. Experience mental and emotional stress from fear of bad climate and dangerous beasts.

Socially: Severe conflict between human beings. Jealousy, hatred, violence.

Spiritually: The spirit of mankind, which was once in close union with God, would now be separated because of sin. Feelings of loneliness and isolation.



Recalling the Facts

1. What caused Eve to begin to question God's laws of the Garden?
2. How did Adam and Eve's decision to eat the apple immediately affect their relationship with God?
3. Explain what is meant by the phrase "forbidden fruit".
4. Compare the Tree of Life with the Tree of Death as it relates to your relationships with others.
5. When Adam and Eve ate from the forbidden tree, and hid from God, how did God respond to them?
6. How has Eve's decision affected all of mankind today? Give one example under each of the following categories: physically, mentally, socially, and spiritually.

Applying the Truth

1. Eve allowed Satan to entice her with his deceptive words and by the sight of the delicious looking fruit (Genesis 3:1-6). Read Proverbs 1:15; 3:7. Discuss how Solomon advised people to handle evil influences. How might this truth apply to your daily life?
2. What painful struggles might the "forbidden fruit" represent to you and many other young teenagers?
3. Evaluate yourself for a moment. Do you face your battles alone, or do you talk to someone else about them? Who would be your first choice to talk to and why would you choose him/her? What makes him/her a positive or negative choice?
4. What choices do you face today that may positively or negatively influence your future?

Applying the Truth

1. Do not be wise in your own eyes, don't be influenced by others or "go along" with an evil crowd of people who would want you to do wrong. Flee evil, don't hang around just to "check things out".
2. Pressure to disobey your parents, temptation to give into peer pressure of immorality, gossip, drinking alcohol, trying drugs and tobacco. A desire to do things that you know will not be pleasing to God.
3. Personal reflection; the answer is subjective. Encourage discussion of the importance of talking to a safe, Christian adult they can trust. Positive choice: a person who wants them to please the Lord, the Bible, and their parents. Negative choice: a person

who does not care about what is right or wrong; does not support them by praying for or with them; is not a strong, growing Christian.

4. Possible answers may include: choice of friends, study habits in school, food choices, decision to try tobacco, drugs, or alcohol, decision to get involved with the opposite sex, the decision to improve their communication with their parent(s).

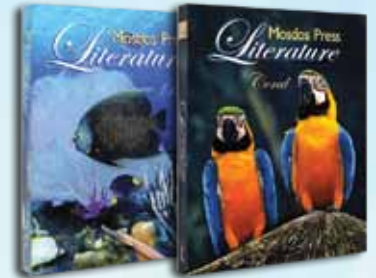
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