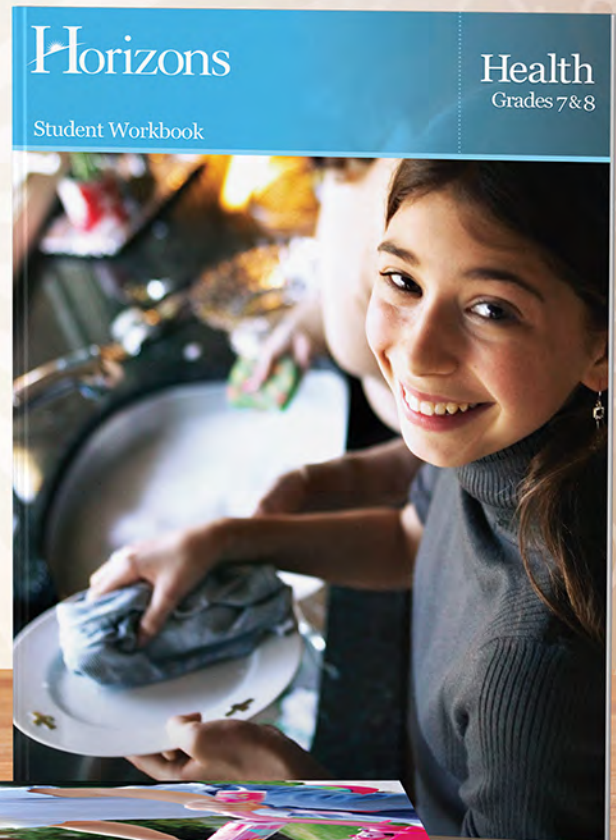
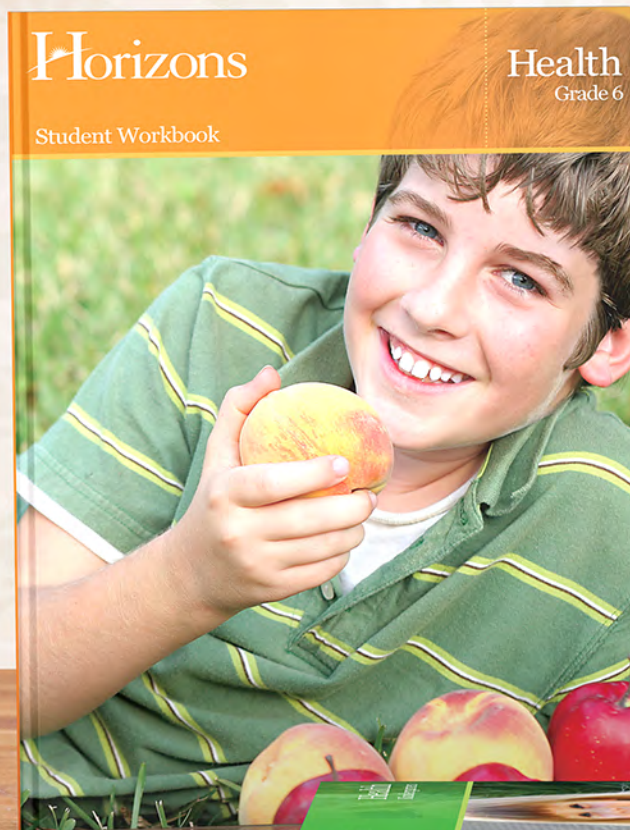


# Horizons

## Health Samples



# **Contents**

Horizons Kindergarten Health

Horizons 1st Grade Health

Horizons 2nd Grade Health

Horizons 3rd Grade Health

Horizons 4th Grade Health

Horizons 5th Grade Health

Horizons 6th Grade Health

Horizons 7th-8th Grade Health



# Horizons

Student Workbook

## Health Kindergarten



Name \_\_\_\_\_

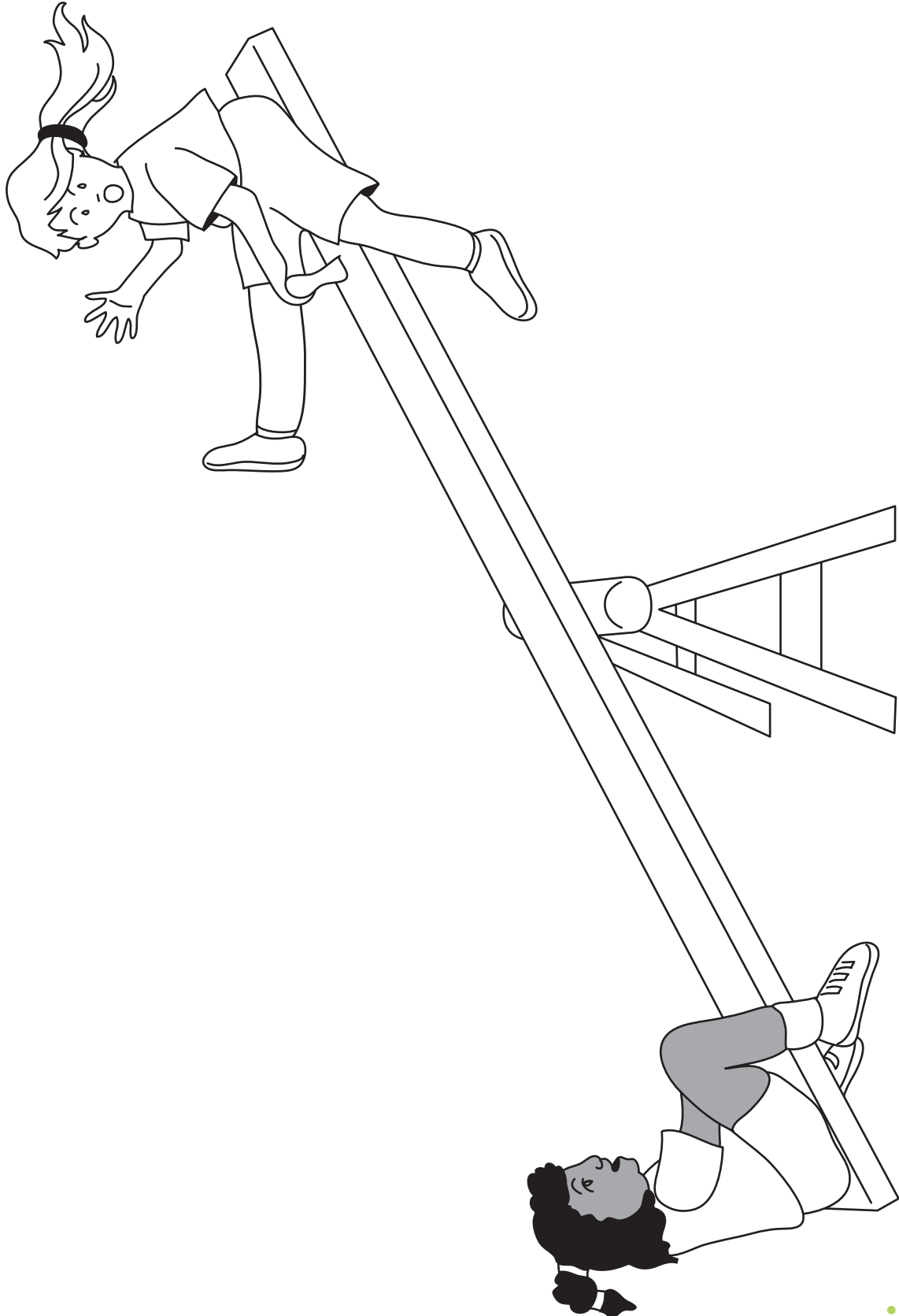
# Unit I

## Lesson 7

Student Activity 2



You may color this page.





Trace the words in gray.

Blue, blue sky,

Oh, I can see the sky.

God gave me eyes

So I can see the sky.

Name \_\_\_\_\_

## Unit 4

## Lesson 5

Student Activity 2



You may color this page.

# Hearing



Name \_\_\_\_\_

Unit 4

Lesson 8

Student Activity



Trace all of the words.

Thank you,  
God,  
for my  
five senses.



Name \_\_\_\_\_

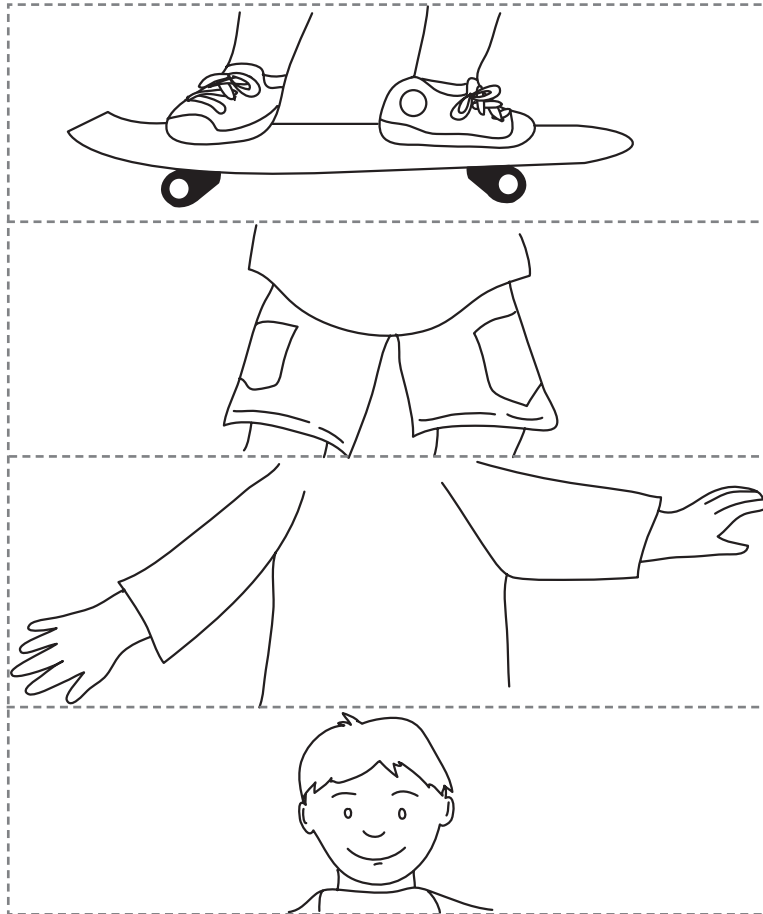
## Unit 5

## Lesson 3

Student Activity 2



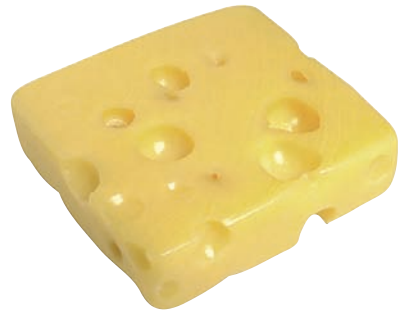
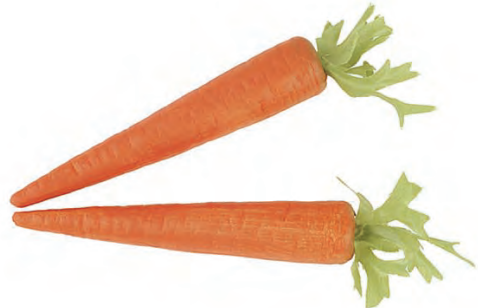
Cut along the dotted lines, glue pieces in the correct order on the train car in Activity 1, and color the picture.







Cut along the dotted lines.  
Glue the pictures in the correct place on Activity 1.



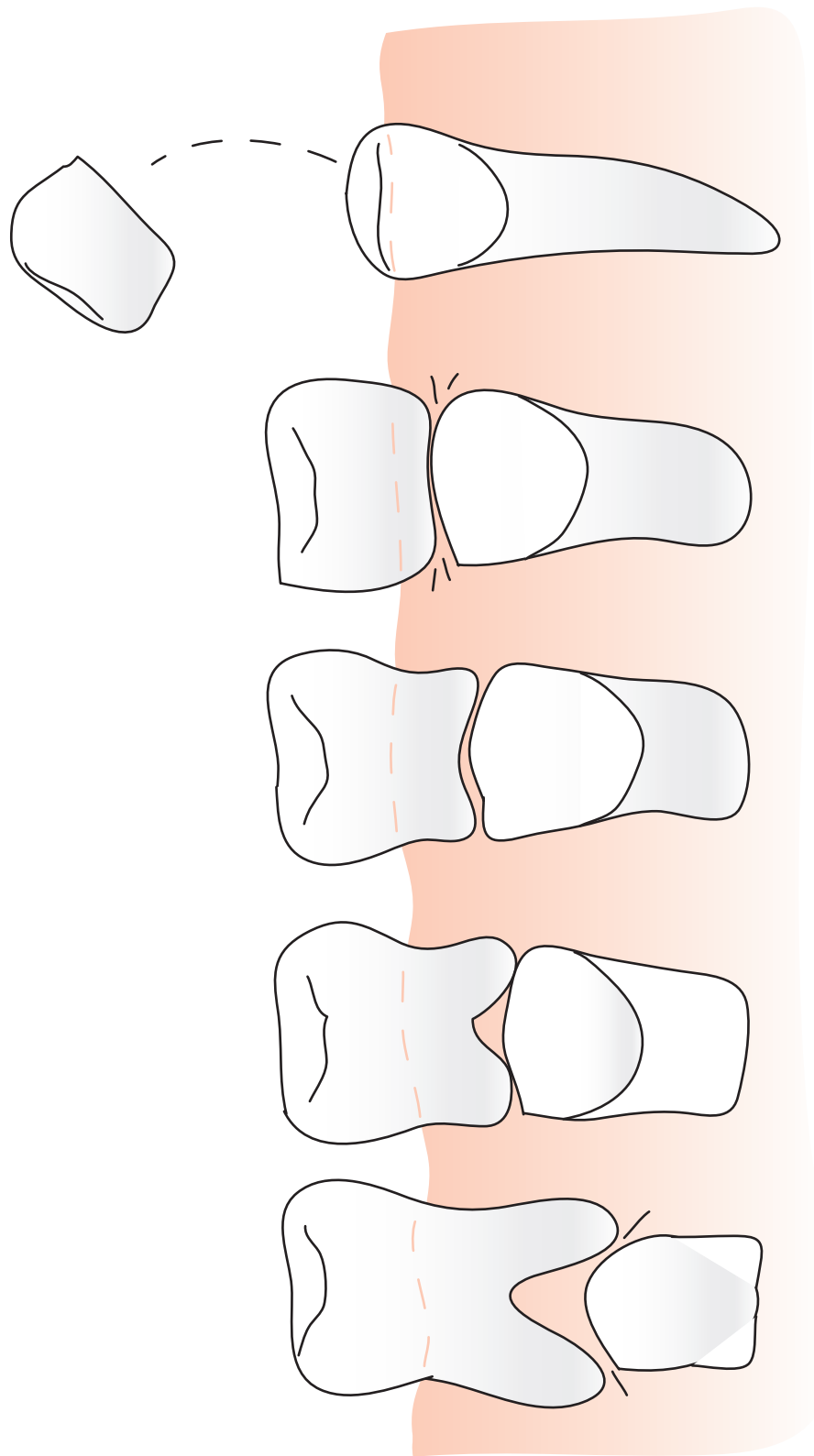
# Stages of Replacement of Primary Tooth with Permanent Tooth

Name \_\_\_\_\_

## Unit 5

## Lesson 8

Student Activity



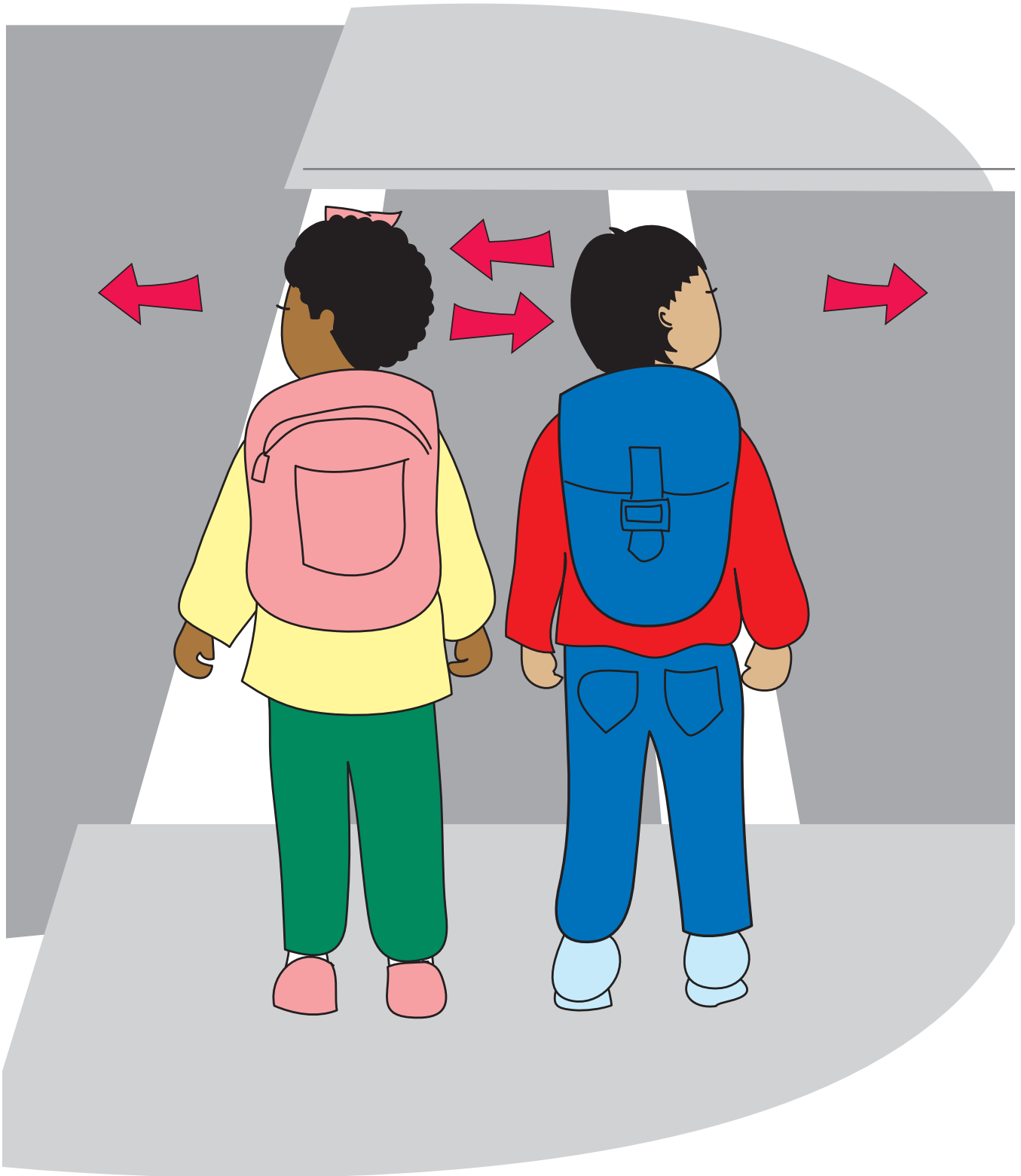
It takes about one year for the root of the primary tooth to slowly disappear and the root of the new tooth to completely form.

Name \_\_\_\_\_

## Unit 6

## Lesson 2

Student Activity 3



**We look both ways.**

Name \_\_\_\_\_

## Unit 6

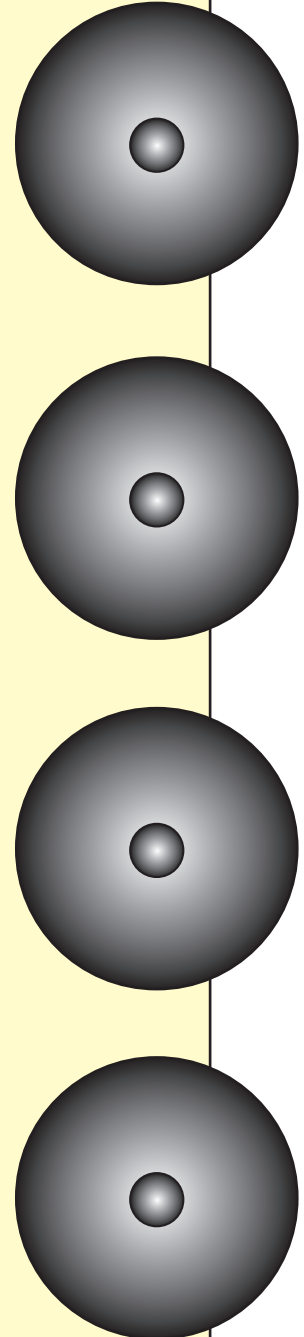
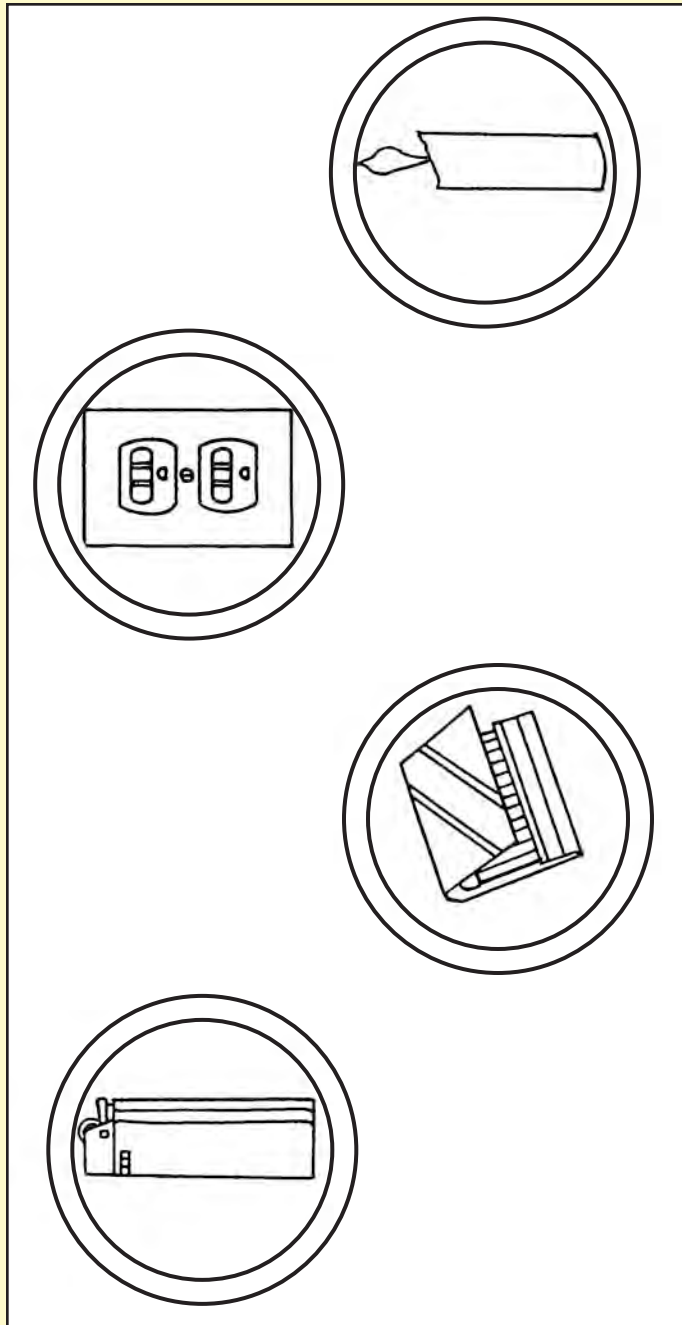
## Lesson 6

Student Activity 2



Color the circle around the pictures red. Draw a diagonal line through the object inside each circle. Cut out the train car.

**Learn NOT to burn!**





Name \_\_\_\_\_

## Unit 7

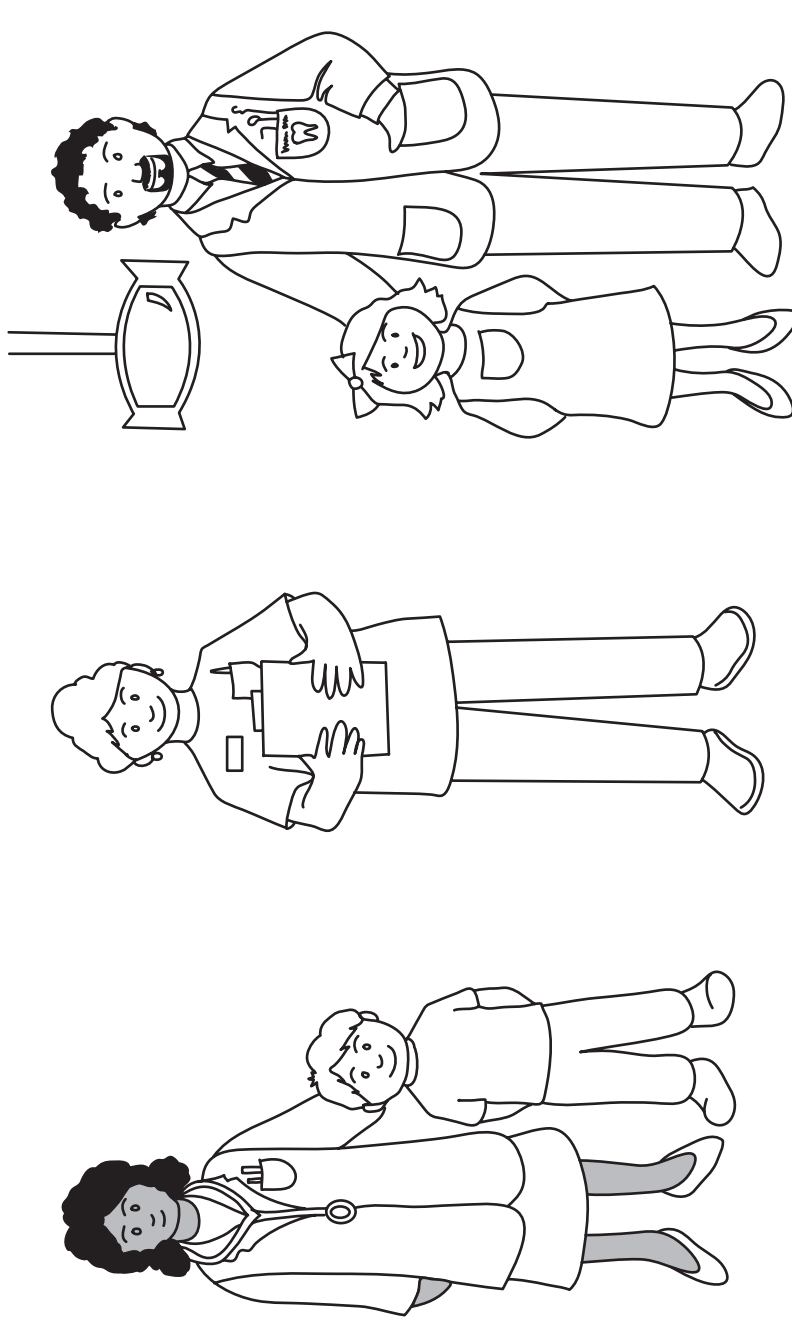
## Lesson 2

Student Activity 5



Identify the health partners and color the picture.  
Cut out the train car.

**Get to know these health helpers.**





**Name:** \_\_\_\_\_

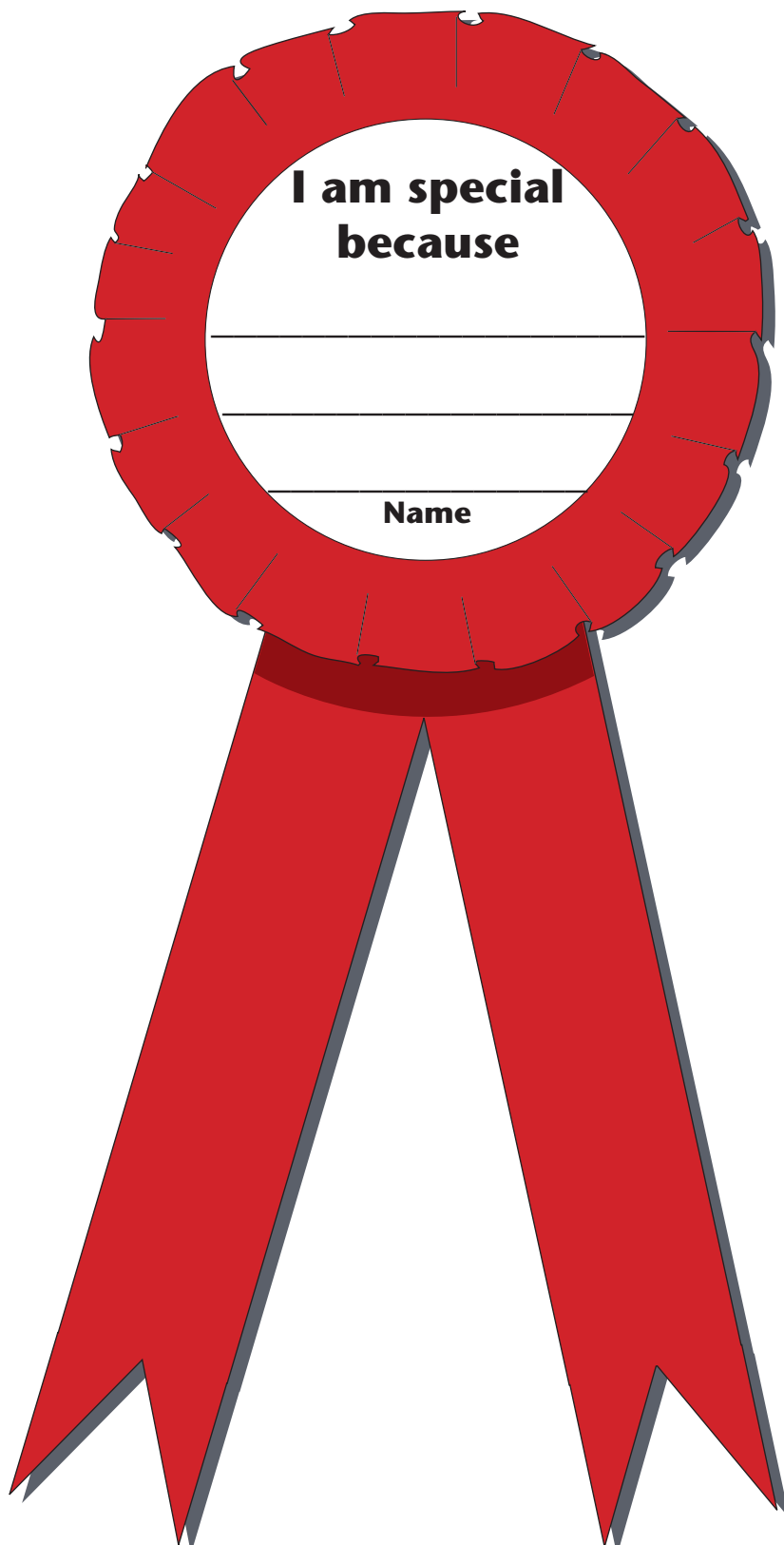
**Unit 1**

**Lesson 2**

Student Activity



Write your name on the line below and write why you are special.

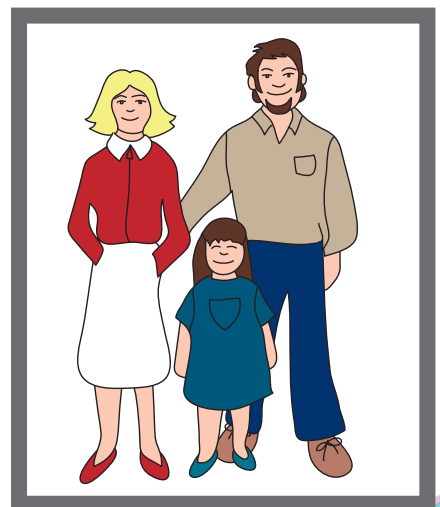
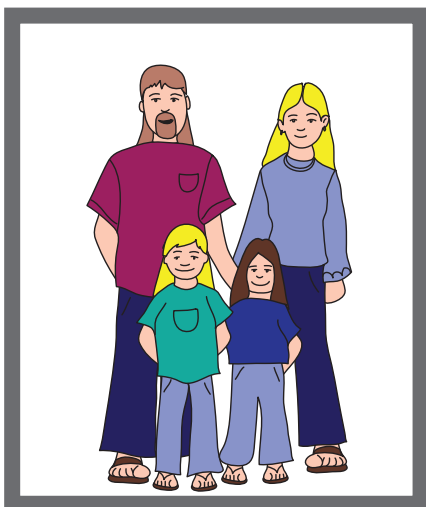
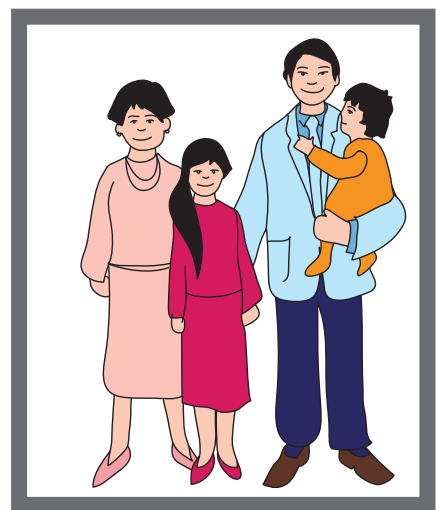
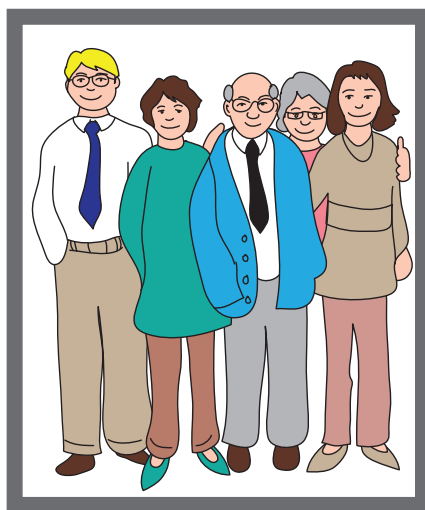
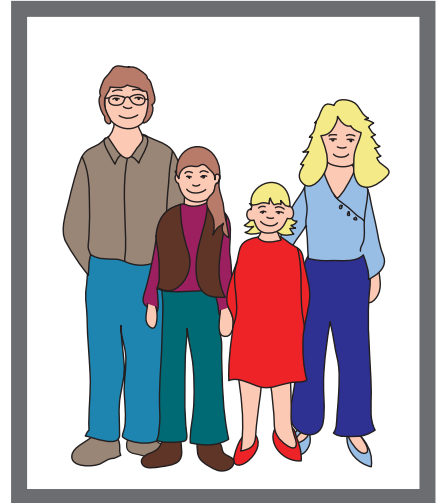
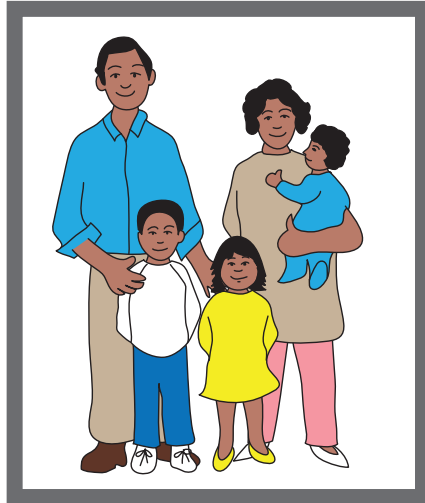
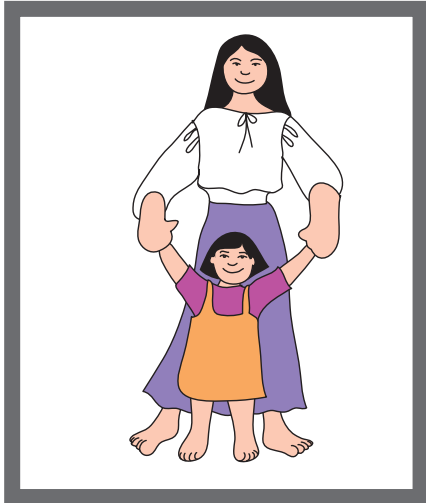




Name: \_\_\_\_\_



Cut out the pictures. Paste the family groups in the correct order on Student Activity 2.





**Name:** \_\_\_\_\_

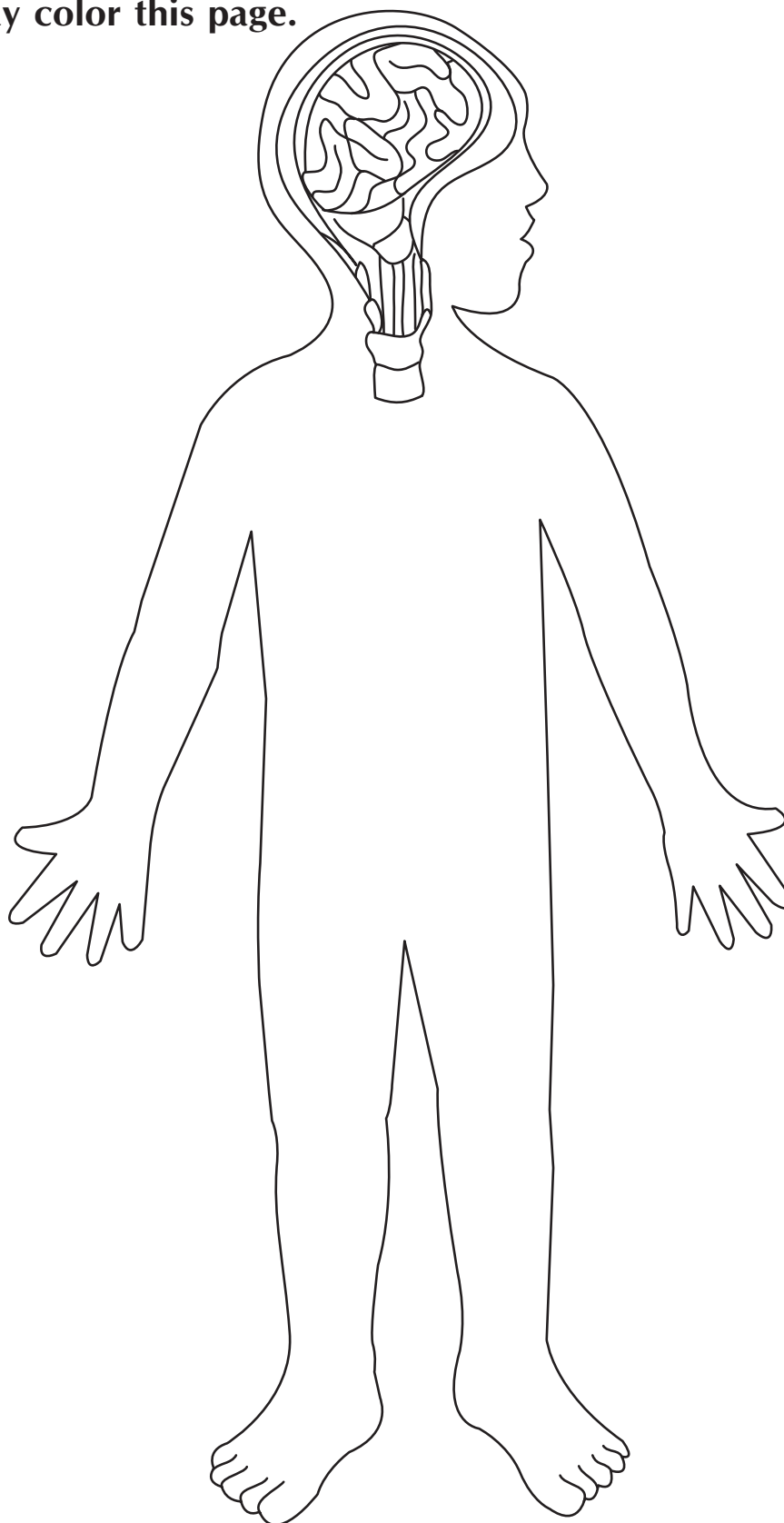
**Unit 4**

**Lesson 4**

Student Activity 1d



You may color this page.



Name: \_\_\_\_\_

Unit 4

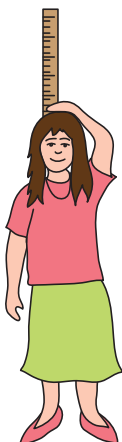
# Lesson 6

Student Activity



Record your height and weight.

Today:



\_\_\_\_\_ inches

Guess:

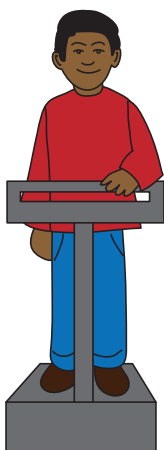


\_\_\_\_\_ inches

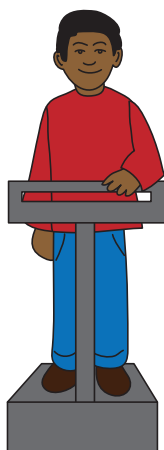
End of Year:



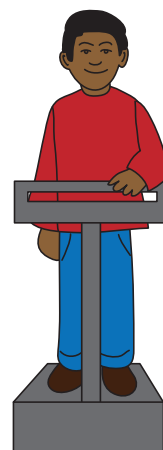
\_\_\_\_\_ inches



\_\_\_\_\_ pounds



\_\_\_\_\_ pounds



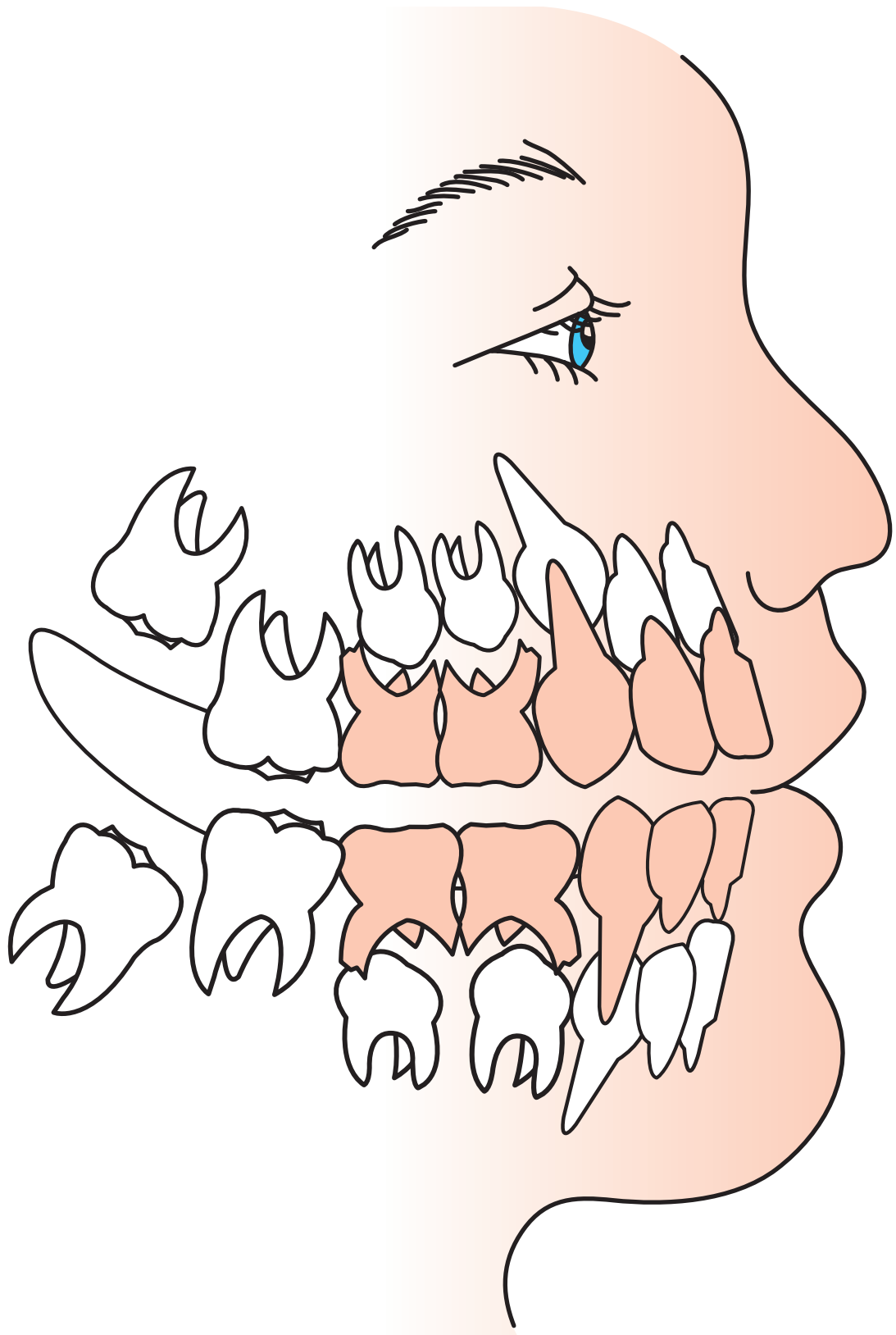
\_\_\_\_\_ pounds

Name: \_\_\_\_\_

**Lesson 9**

Student Activity

# How Teeth Grow



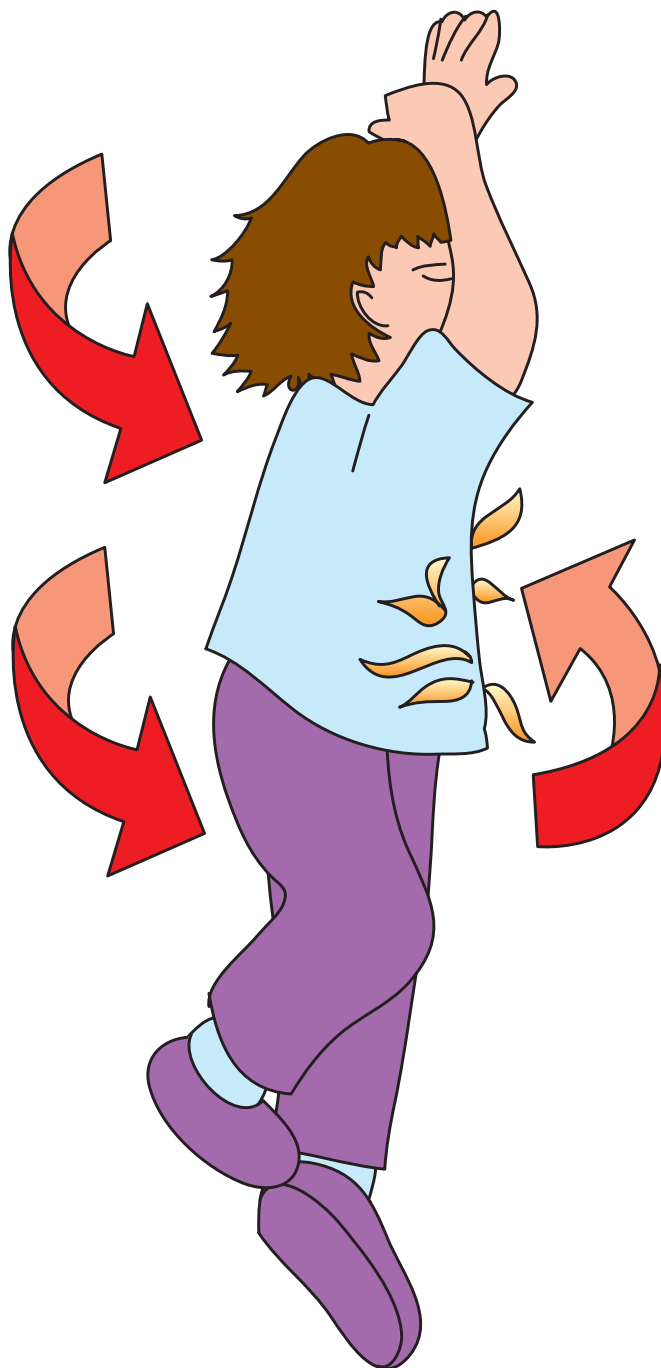
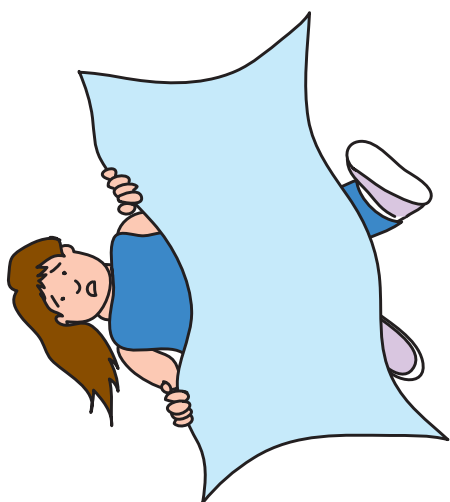
Name: \_\_\_\_\_

Unit 6

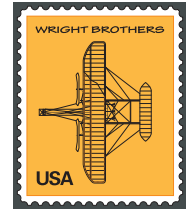
Lesson 5

Student Activity

# Stop, Drop, and Roll.







**My Name**

## My Address



**My phone number is:**      **My emergency number is:**

(        )

Name: \_\_\_\_\_

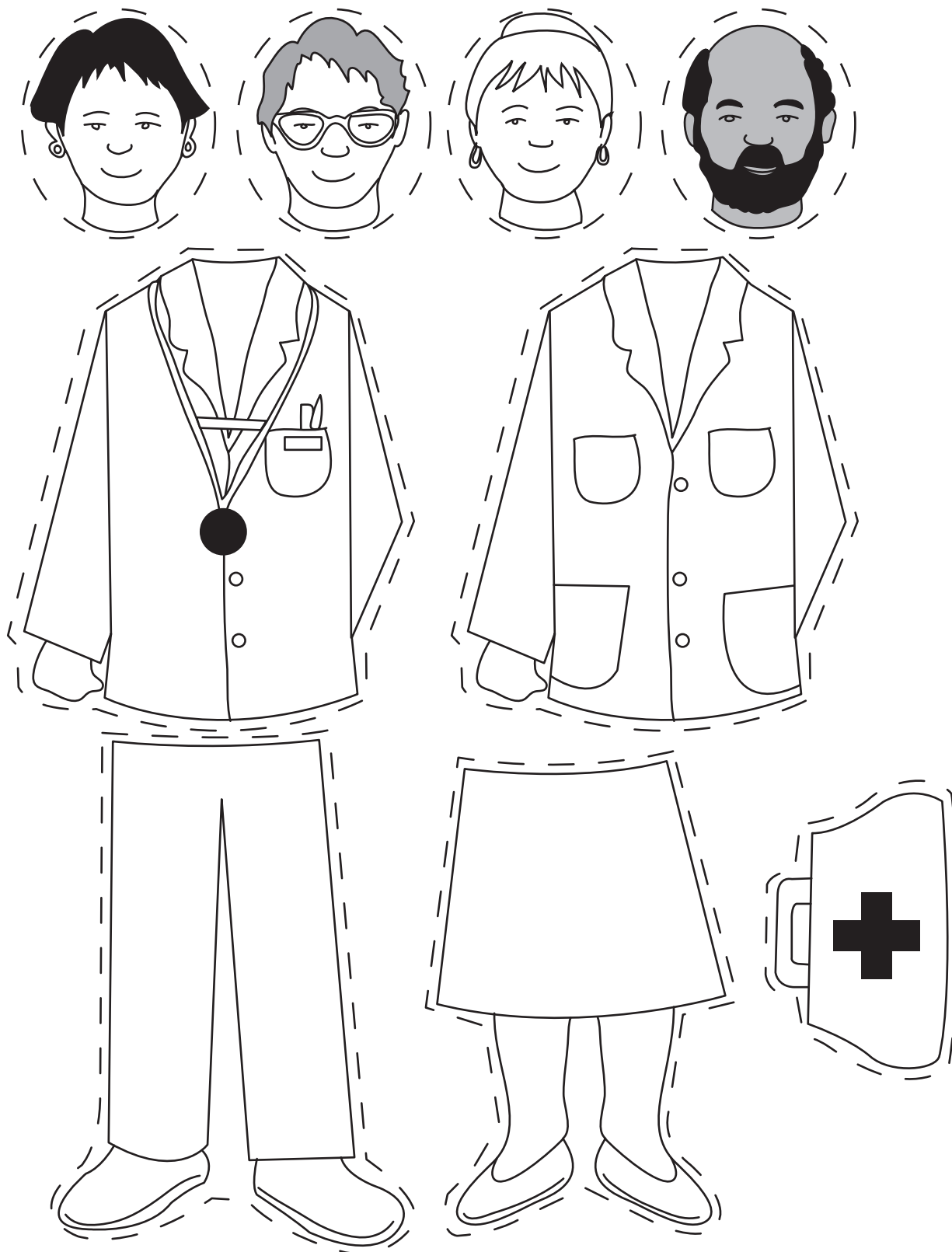
Unit 7

## Lesson 2

Student Activity



Color the pictures and cut them out along the dotted lines.



Name: \_\_\_\_\_

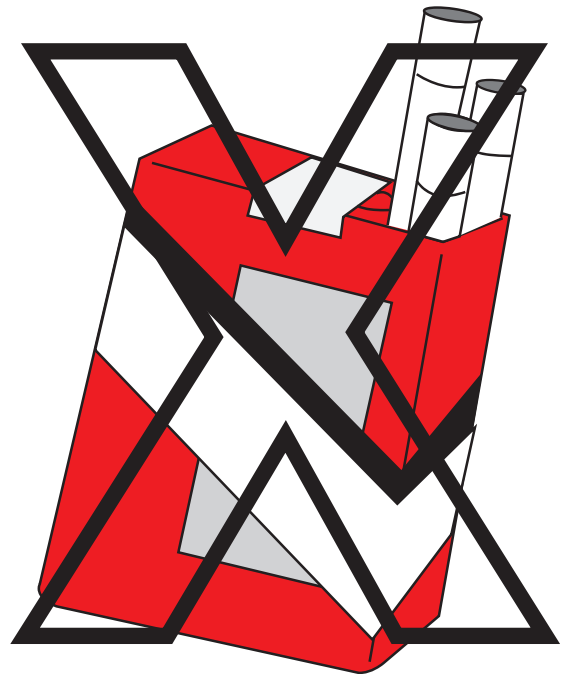
Unit 7

# Lesson 3

Student Activity



Color each X red.



**Name:** \_\_\_\_\_

**Unit 7**

**Lesson 7**

Student Activity



Write your name on the line. Complete the chart.  
Write more good health choices in the empty spaces.

**Look how \_\_\_\_\_ is doing.**

Good Health Choices	Never	Sometimes	Always
Brush my teeth.			
Get regular checkups.			
Get enough sleep.			
Eat healthful food.			
Exercise.			
Obey safety rules.			
Cover mouth when coughing and sneezing.			
Keep hands and nails clean.			
Dress for the weather.			



# Horizons

## Health

Grade 2

### Student Workbook

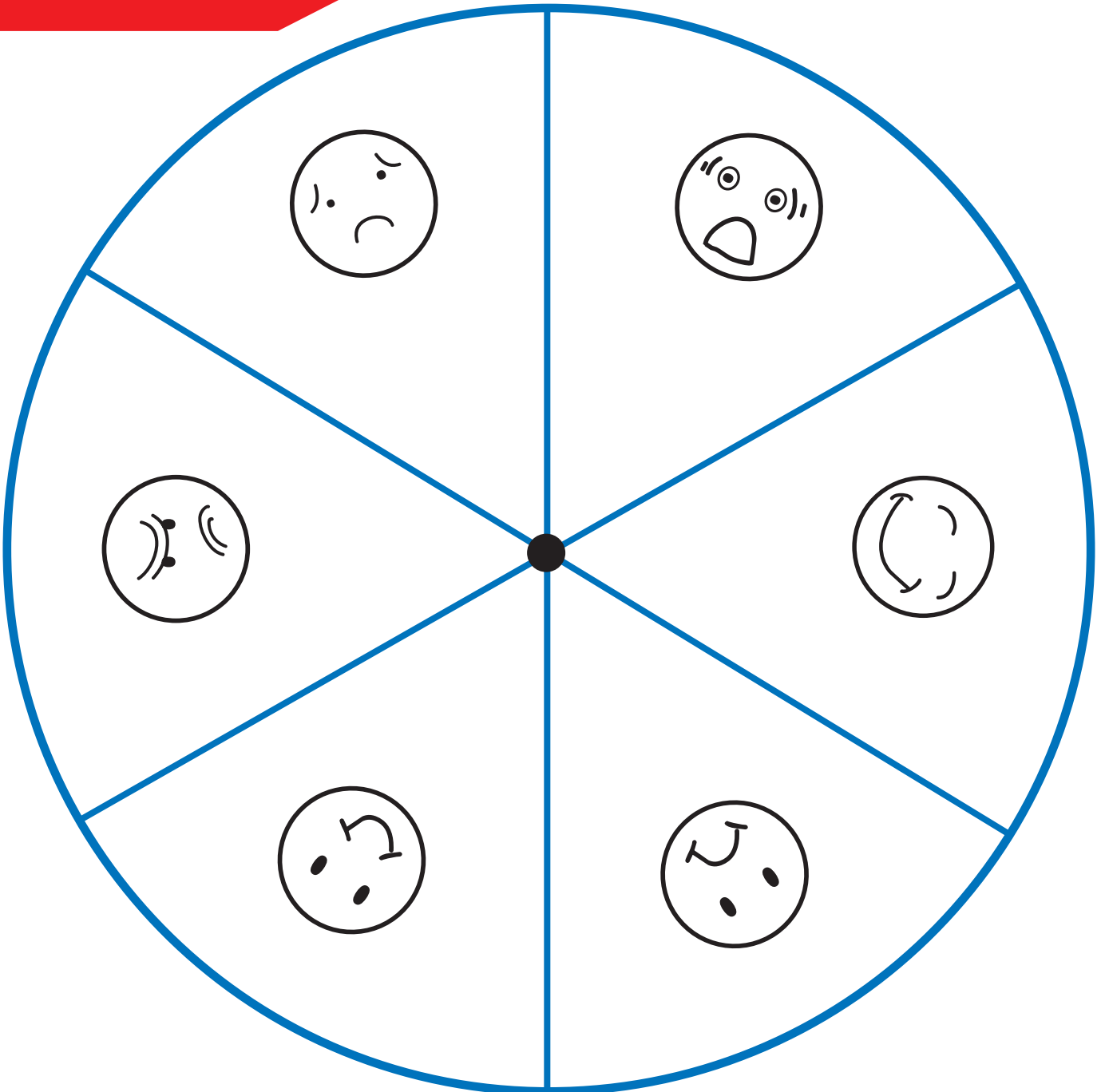


Name: \_\_\_\_\_

**Unit 1**  
**Lesson 4**  
Student Activity



Cut out the circle and pointer and attach with a fastener.  
You may color the faces.



Name: \_\_\_\_\_




**Saying No.** Can you help?

These children want to say no.

Help them say no in a good way. Write a sentence for each child.

1. Alex wants to say no to something wrong.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Zak wants to say no to something dangerous.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

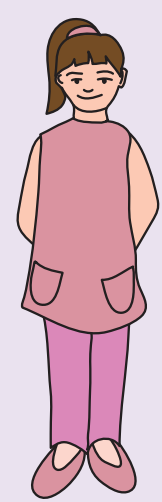
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Chris wants to say no to something that might hurt another.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Sandy wants to say no to something that might harm her body.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Can you think of a time when you said no to something harmful? What did you say?

Name: \_\_\_\_\_



Use the words and phrases from the Word Bank to fill in the blanks.

**Thank you, God, for my** \_\_\_\_\_ .



**My family gives me**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Bank**

food  
shelter

family  
help

love  
clothing

help in learning  
about God

Name: \_\_\_\_\_

## Unit 2

# Lesson 2

Student Activity



Interview your partner. Use the questions to find out what he or she likes best. Write down the answers.

**Reporter on  
the job is**

\_\_\_\_\_  
(your name)



\_\_\_\_\_  
(partner's name)

**told me this.**

1. What animal do you like best? \_\_\_\_\_
2. What TV programs do you like? \_\_\_\_\_  
\_\_\_\_\_
3. What games do you like? \_\_\_\_\_  
\_\_\_\_\_
4. What do you like to do at recess? \_\_\_\_\_  
\_\_\_\_\_
5. What subject do you like best at school? \_\_\_\_\_
6. What jobs do you do at home? \_\_\_\_\_  
\_\_\_\_\_
7. What are you good at doing? \_\_\_\_\_  
\_\_\_\_\_
8. What do you want to be when you grow up? \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_



Cut out the award and write your name in the blank.

# Listening Award

\_\_\_\_\_ knows how to be a good listener.

**Stop! Look! Listen!**

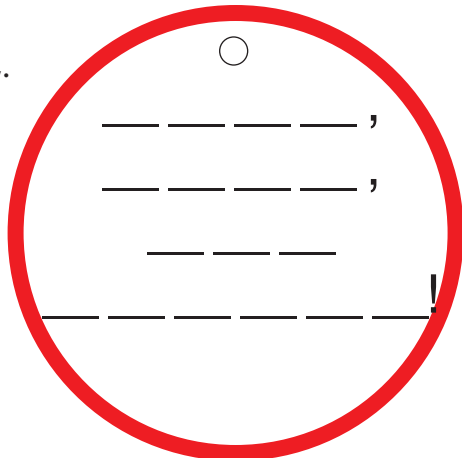
1.



3.



2.



4.



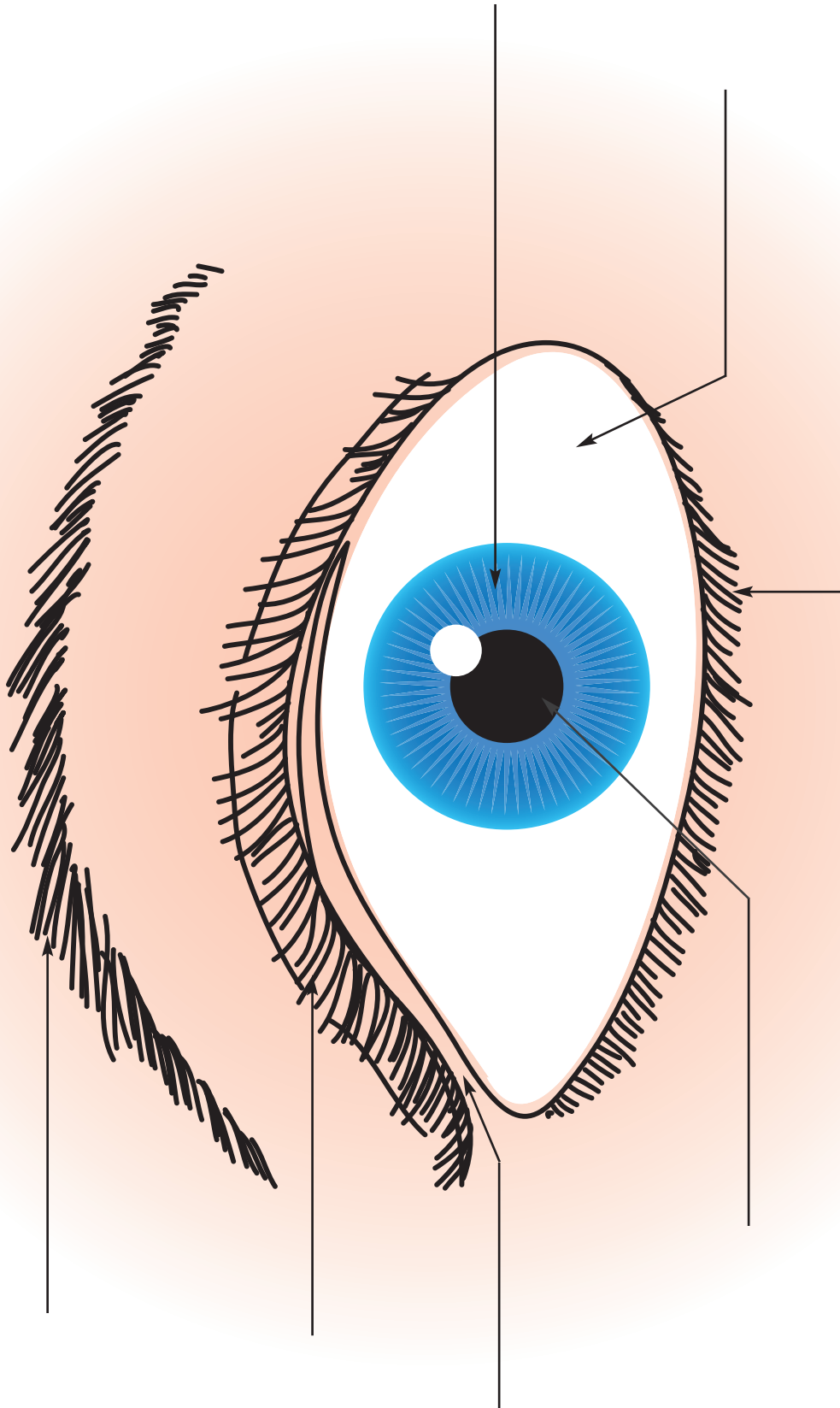


Name: \_\_\_\_\_

**Unit 4**  
**Lesson 4**  
Student Activity 1



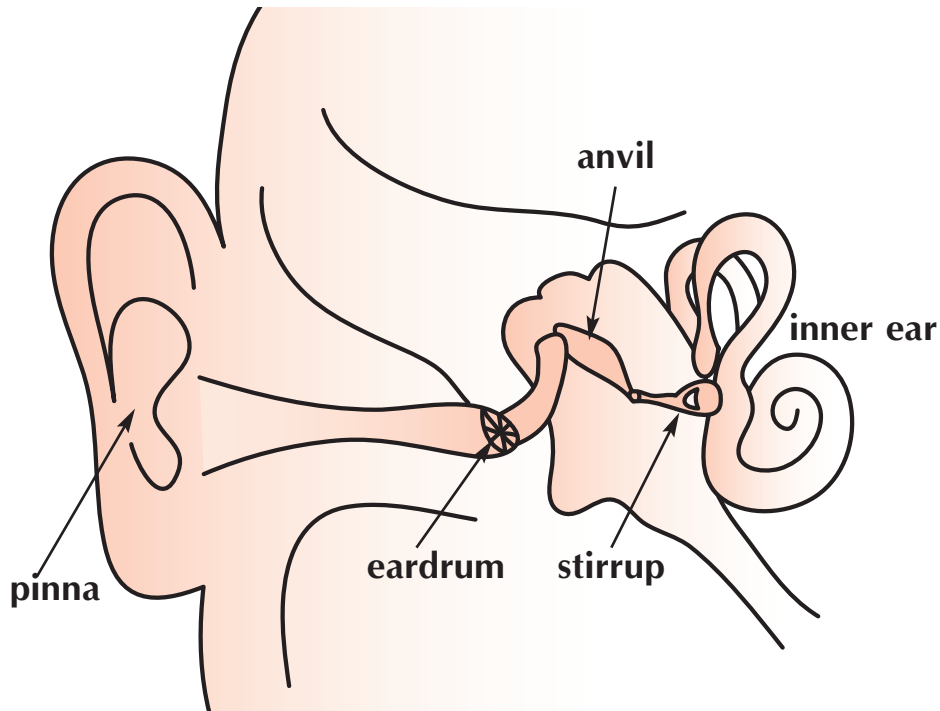
Identify as many parts of the eye as you can.



Name: \_\_\_\_\_



Fill in the blanks using the words from the word bank.



### Word Bank

eardrum  
stirrup  
pinna  
anvil  
brain  
hammer  
inner  
sound  
ear  
hear  
nerve

1. The \_\_\_\_\_ is the part of the ear that you can see.
3. The sounds make your \_\_\_\_\_ jiggle. The motion sends the sound to your middle \_\_\_\_\_.
3. Three little bones move the sound along. These bones are the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. Next the sound travels to your \_\_\_\_\_ ear. It goes onto a bone shaped like a snail shell. Here fluid moves and sends the motion on to a \_\_\_\_\_.
5. The nerve takes the sound to your \_\_\_\_\_. It tells you what you \_\_\_\_\_.

Name: \_\_\_\_\_

## **Yum Yum Cafe** **Breakfast Menu**

### **Breakfast 1**



cheese

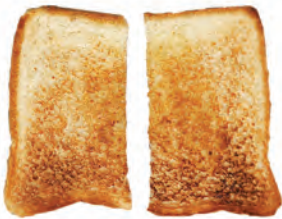


crackers



orange juice

### **Breakfast 2**



toast



egg



grapefruit



chocolate milk

### **Breakfast 3**



pancakes



yogurt



blueberries

### **Breakfast 4**



cereal



strawberries



milk

Name: \_\_\_\_\_



Chris and Alex want to have good health habits. They want to take care of their bodies. Write on the lines what Chris and Alex should do.

### **Wanted: Good Health Habits**

1. Chris wants strong muscles.

---

---

---

2. Alex wants his teeth to last for life.

---

---

---

3. Chris and Alex want to start the day with lots of energy.

---

---

---

4. Alex wants a healthy body. He doesn't eat any fruit or vegetables.

---

---

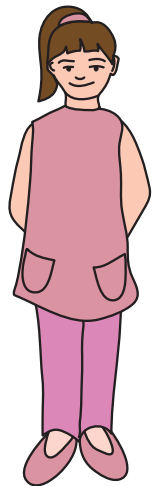
---

5. Chris is often tired and crabby. Sometimes she falls asleep on the school bus.

---

---

---



Chris



Alex



What is one thing you do to take care of your body? Write what you do. Then tell why you do it.

---

---

---

---



Can you solve this riddle?

I work all the time. I never stop. I am part of you but you can't see me. Exercise makes me strong. I am a muscle. *What am I?* \_\_\_\_\_

Name: \_\_\_\_\_

# Unit 7 Lesson 1

Student Activity 1a



Is the person in each picture doing something healthy or unhealthy? Tell why.

\_\_\_\_\_

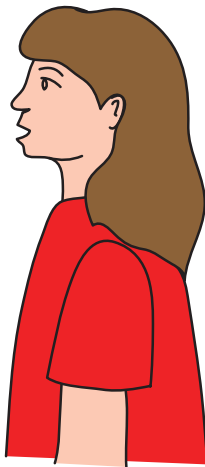
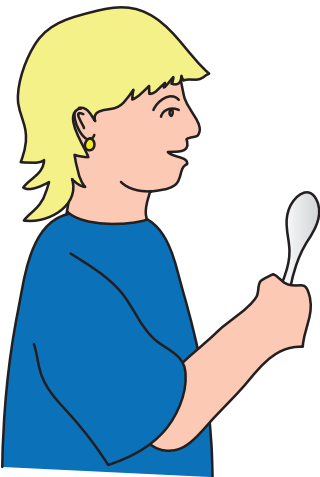
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Horizons

## Health

Grade 3

Student Workbook





Name: \_\_\_\_\_

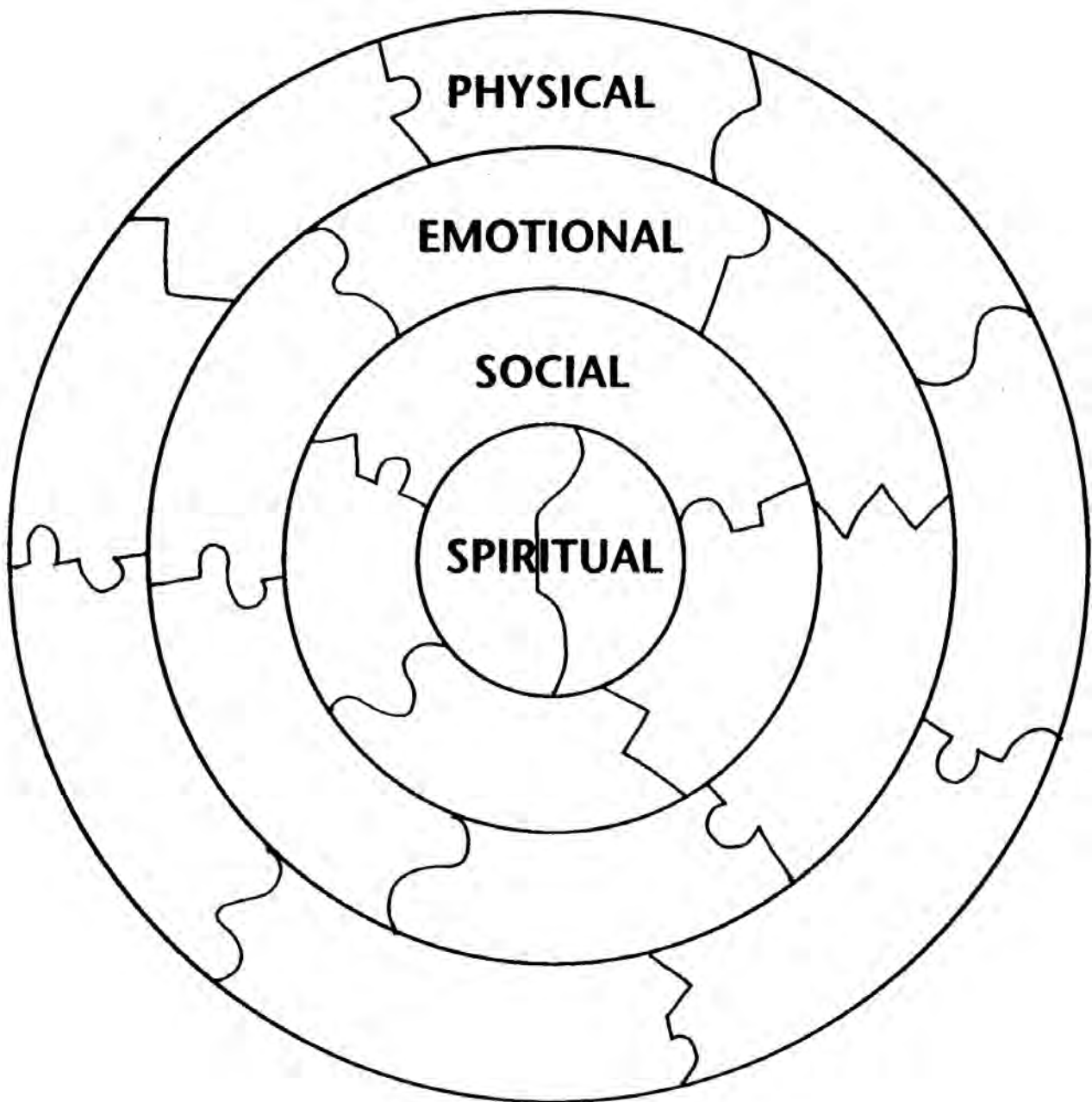
# Unit I

## Lesson 1

Student Activity



Color the puzzle pieces. Cut out the pieces of the outer, “physical” ring. Write a word or phrase on the back of each piece that describes that part of who a person is. Do the same thing with the other three rings. When the puzzle is completely cut apart, shuffle the pieces and reassemble the puzzle.

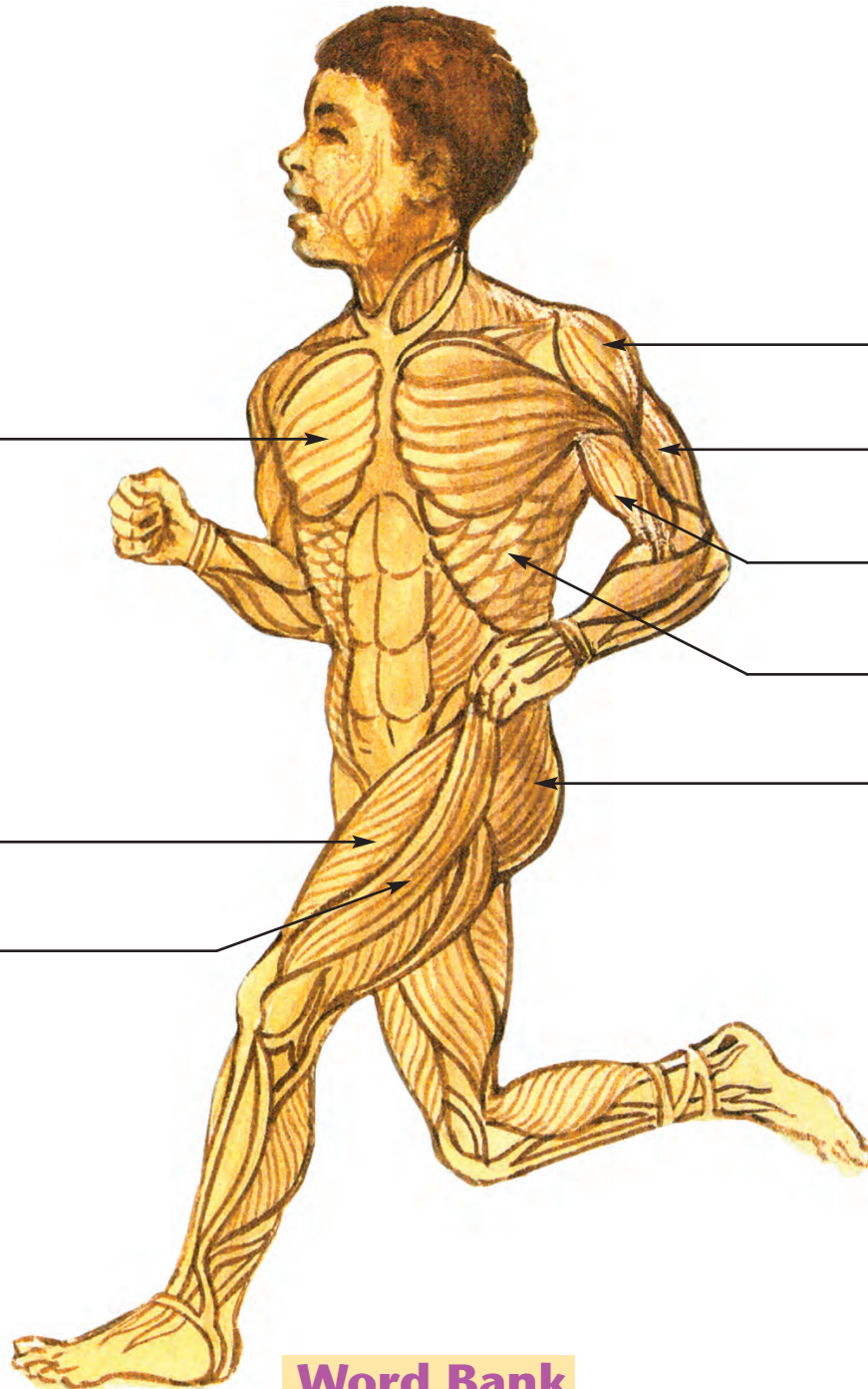


Name: \_\_\_\_\_

## The Muscular System



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



### Word Bank

triceps  
biceps

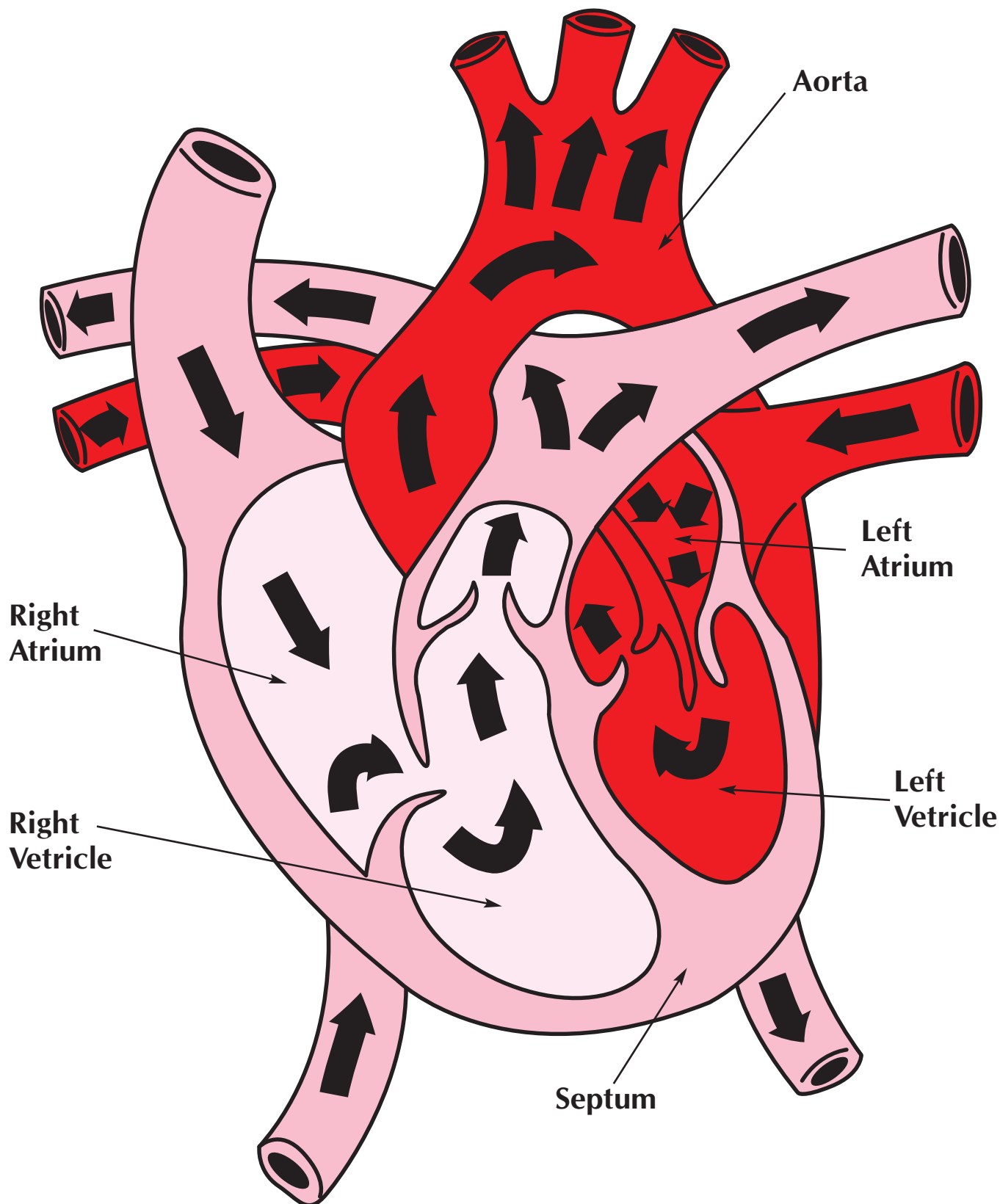
gluteus maximus  
pectoral

quadriceps  
intercostals

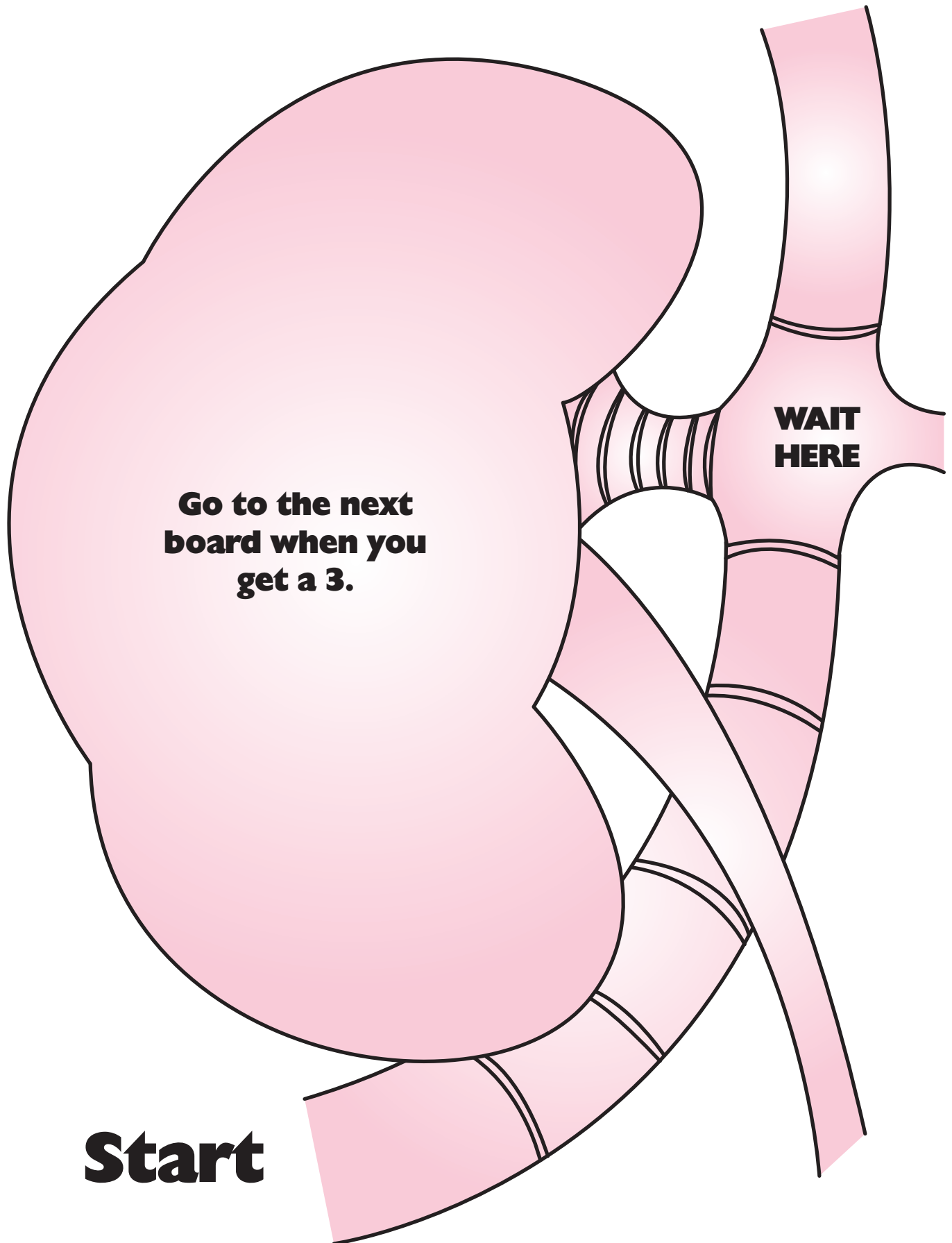
deltoid  
sartorius

Name: \_\_\_\_\_

## The Heart



## The Kidney Game



## Body Check



Complete these activities.

Match each word with its meaning. Write the correct letter in the blank.

- |  |                    |
|--|--------------------|
| 1. ____ a tube for blood   | a. alveoli         |
| 2. ____ a gas you need to stay alive   | b. blood vessel    |
| 3. ____ the body part where nutrients enter the blood                        | c. carbon dioxide  |
| 4. ____ the smallest living part of the body                                 | d. cell            |
| 5. ____ waste gas you get rid of when you breathe out                        | e. kidneys         |
| 6. ____ the part of the body that takes wastes out of the blood              | f. large intestine |
| 7. ____ a liquid in your mouth that helps in digestion                       | g. oxygen          |
| 8. ____ small air sacs in your lungs that are like little balloons           | h. saliva          |
| 9. ____ part of the body where solid wastes collect before leaving your body | i. small intestine |
| 10. ____ the outer layer of the skin   | j. epidermis       |

Fill in the blanks to complete the sentences.

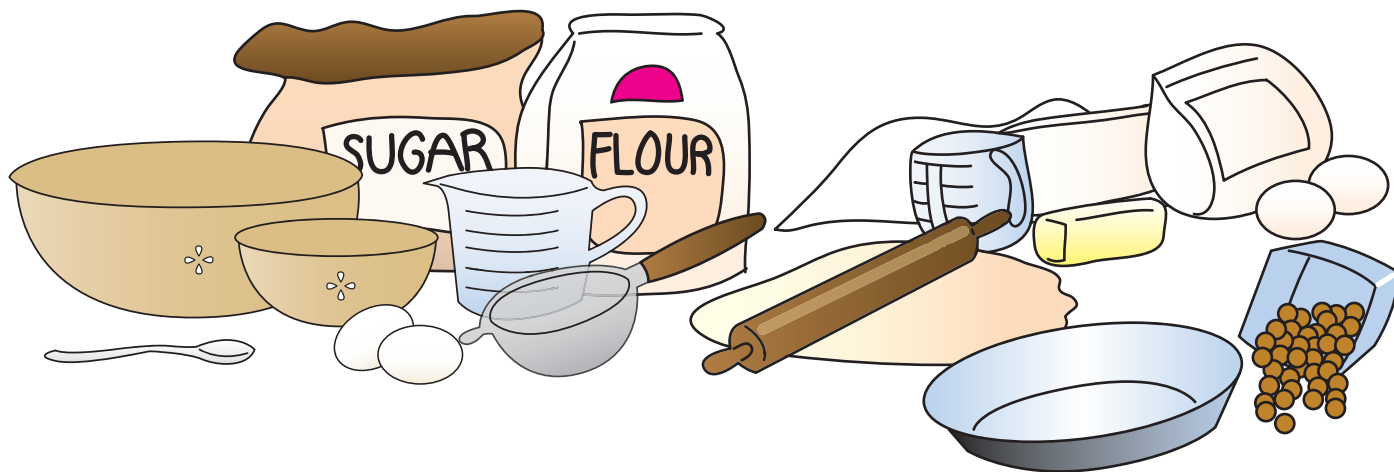
1. Your \_\_\_\_\_ hold up your body and protect body parts.
2. Your bones and \_\_\_\_\_ work together to move your body.
3. Your \_\_\_\_\_ carry messages to your brain.
4. Your \_\_\_\_\_ is the control center of your body.
5. Your \_\_\_\_\_ is the pump that moves blood through your body.
6. Blood travels through \_\_\_\_\_ to get to your body cells.
7. Blood delivers \_\_\_\_\_ and nutrients to your cells.
8. \_\_\_\_\_ enters your body through your lungs.



## Recipe for Friendship



**Complete these activities.**



**Write down the ingredients needed for friendship.**

[illegible]

**Using your list of ingredients, write down what makes a friend.**



---

---

---

---

---

---

Name: \_\_\_\_\_

## Unit 2 Evaluation

### Getting Along With Myself and Others



Write the answers to the questions. Use complete sentences.



1. What are some ways people show their feelings? Name at least two ways.

---

---

2. What can we do to change hurt feelings?

---

---

3. What can help us feel better when we are afraid?

---

---

4. What can help change angry feelings?

---

---

5. Name two ways to be a good friend.

---

---

Name: \_\_\_\_\_

## What Do You Think?

### Men are good at or enjoy:

Few

Some

Most

Cooking  
Lifting heavy furniture  
Taking care of children  
Cleaning the house  
Getting into a fight  
Crying  
Earning money  
Playing baseball  
Talking about how they feel  
Watching television  
Telling jokes  
Telling a lie  
Reading  
Math  
Exploring  
Serving as president

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Women are good at or enjoy:

Few

Some

Most

Cooking  
Lifting heavy furniture  
Taking care of children  
Cleaning the house  
Getting into a fight  
Crying  
Earning money  
Playing baseball  
Talking about how they feel  
Watching television  
Telling jokes  
Telling a lie  
Reading  
Math  
Exploring  
Serving as president

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_

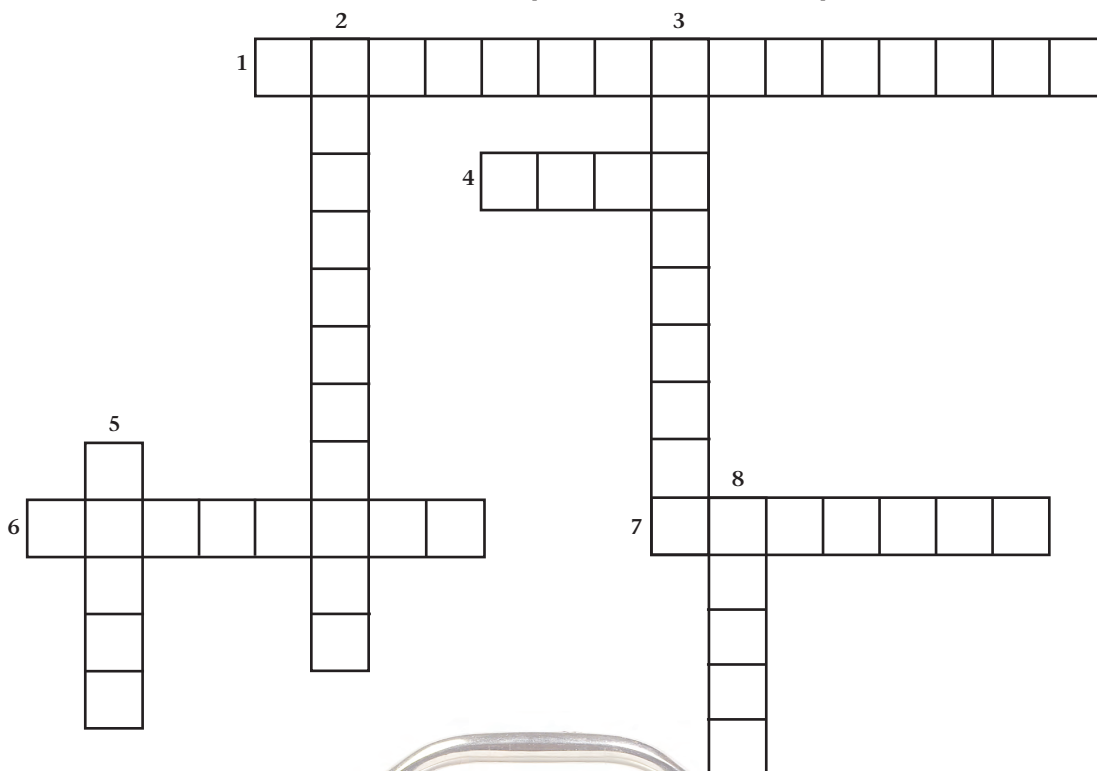
# Unit 3

## Lesson 5

Student Activity



Use the words in the toolbox to complete the crossword puzzle.



### Across

- \_\_\_\_\_ means paying attention to someone when they speak to you.
- God’s law for families is to \_\_\_\_\_ one another.
- Help someone see a better way to do things by using \_\_\_\_\_ messages.
- Letting other use your things is \_\_\_\_\_.

### Down

- Working together for the good of all is \_\_\_\_\_.
- Let the other person know what you want by using \_\_\_\_\_.
- The Bible says to \_\_\_\_\_ your mother and father.
- \_\_\_\_\_ was the best way to handle things when Daddy fell into the pond.

Name: \_\_\_\_\_

## What's the Score?



Complete these activities.

Part 1 – Fill in the chart below.

	<i>Disadvantages</i>	<i>Advantages</i>
of smoking	_____	_____
	_____	_____
of living with a smoker	_____	_____
	_____	_____
of chewing tobacco	_____	_____
	_____	_____
	_____	_____

Part 2 – We have talked about the effects of tobacco. Do you think you will ever use tobacco? Why or why not?

I probably ☐ will ☐ won't use tobacco when I grow up because...

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# Horizons

## Health

Grade 4

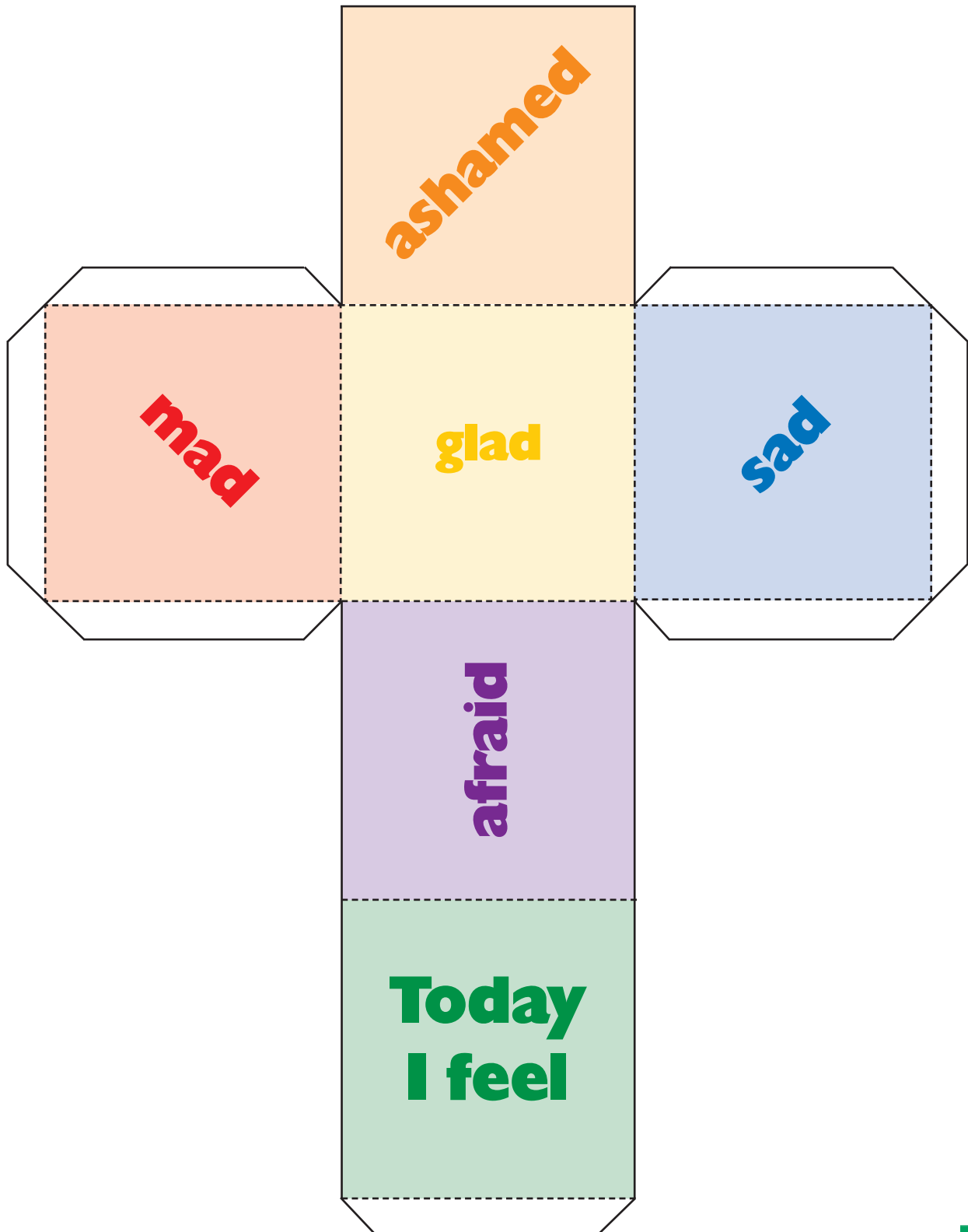
### Student Workbook



NAME: \_\_\_\_\_

## Feelings Cube

Cut along solid lines and fold on dotted lines to form a cube. Glue or tape the cube together.



NAME:

## Think Again!

Change the put-downs to boosters.

Put-downs	Boosters
1. Everyone is better at baseball than I am. I'll never be any good at it.	1. _____ _____ _____
2. I'm so stupid. I'll never understand this math.	2. _____ _____ _____
3. I feel so ugly with these new glasses. My friends will all make fun of me.	3. _____ _____ _____
4. I'm always the last to be picked. I'm a loser.	4. _____ _____ _____
5. I'm not going to try out for the team. I'll never make it anyway.	5. _____ _____ _____

Tell about a time you put yourself down. Change your put-down to a booster.

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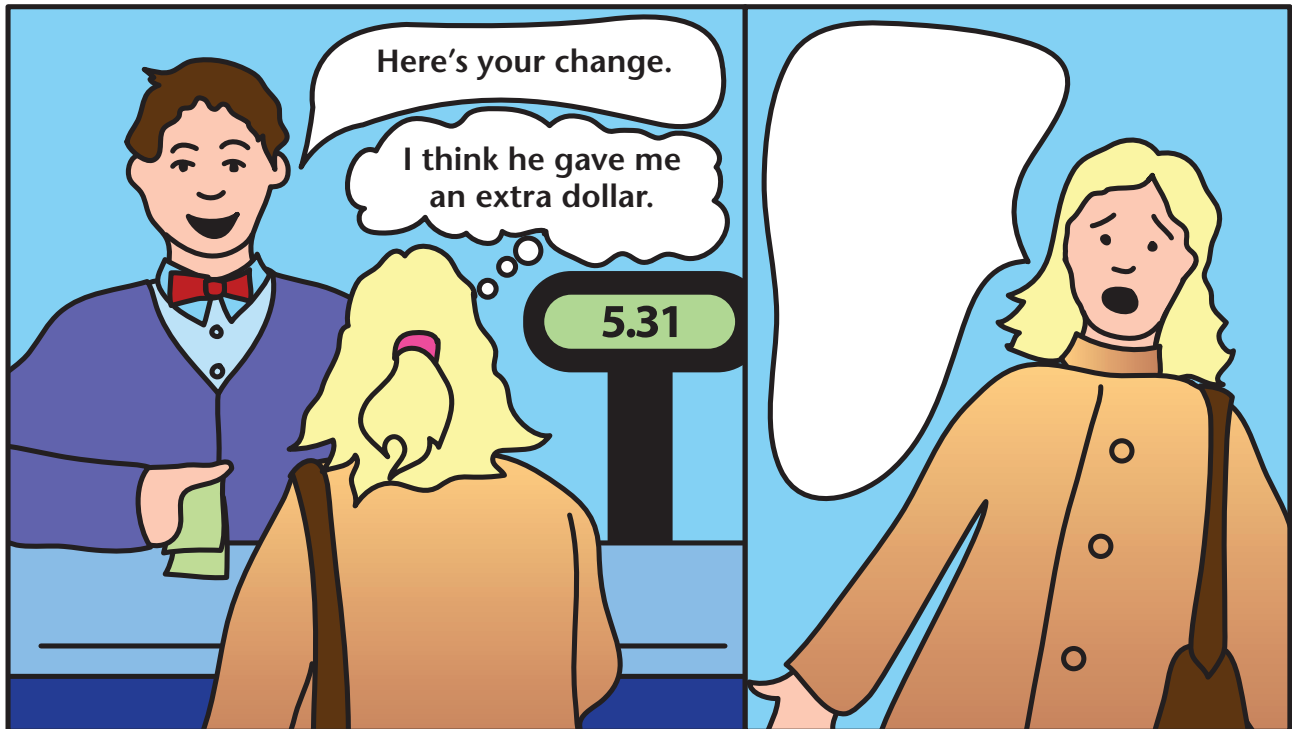
NAME: \_\_\_\_\_

## Unit 1 Lesson 6

Student Activity

### What Would You Decide?

Read each cartoon. What decision would you make? Follow the steps for making decisions. Keep God's tests in mind. Then fill in the empty word balloon. Be ready to explain why you made the decision.





## A Fight

**Student 1:** I was just walking along minding my own business. All of a sudden you just pushed me down!

**Student 2:** I didn't see you. It was an accident!

**Student 1:** Well, my homework fell in a puddle, and now it's ruined! I'm going to have to do it all over again!

**Student 2:** Oh sure, but you yelled at me and called me names!

**Student 1:** Then you pushed me down again! On purpose!

**Student 2:** This isn't the first time you've called me names! I'm tired of it!



NAME: \_\_\_\_\_

## Skin Test Recording Sheet

Body Part	Distance
Finger tip	
Elbow	
Knee	
Arm	
Palm	
Lips	
Back of neck	

Where would you say was the most sensitive part of your body?

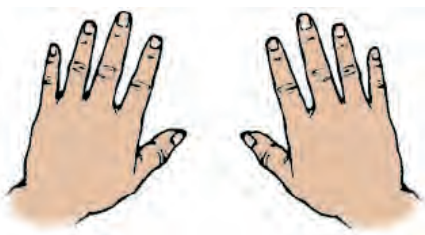
\_\_\_\_\_

What would happen if the most sensitive part was on the bottom of your feet?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

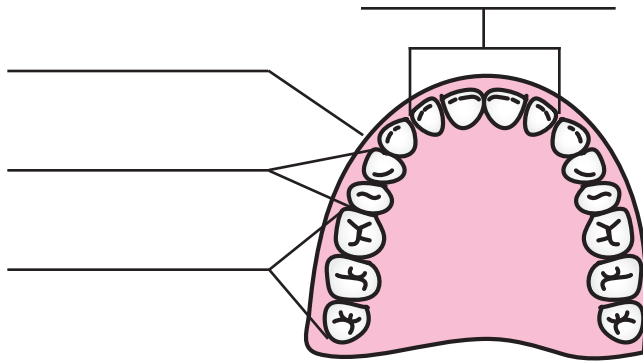




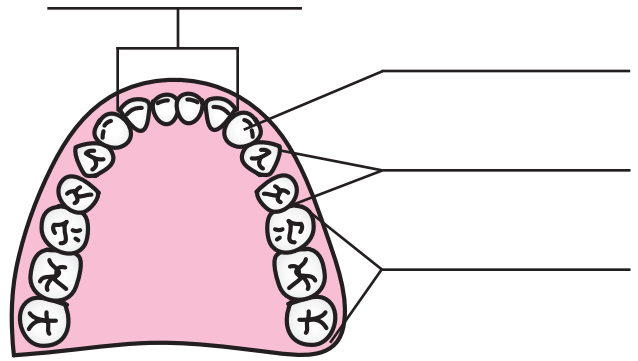
NAME: \_\_\_\_\_

## Four Kinds of Teeth

You have four kinds of teeth in your mouth. Label the types of teeth shown below.



Adult upper



Adult lower



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Word Bank

bicuspid

canine

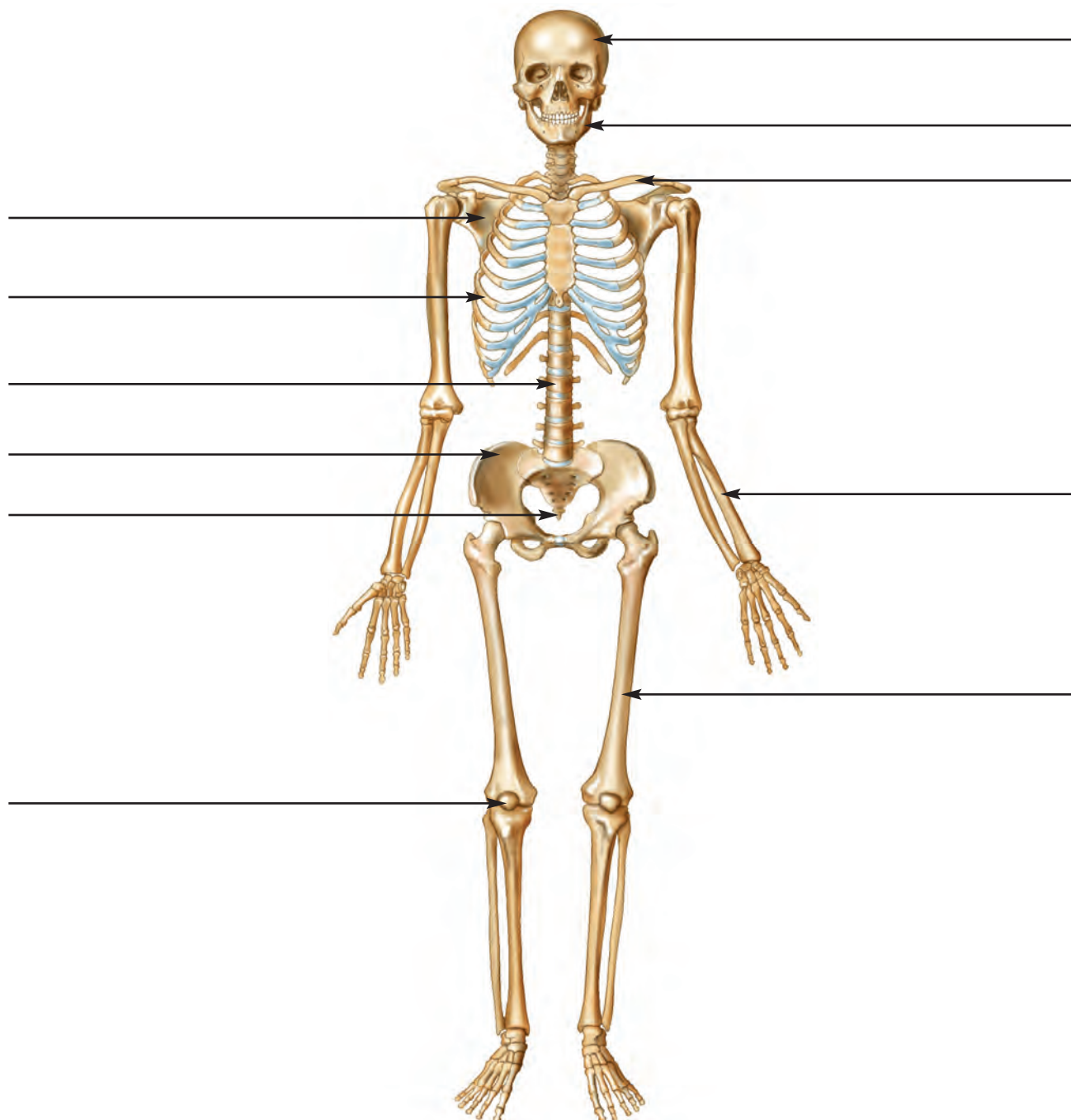
incisor

molar

NAME: 

## The Skeletal System

Label the parts of the skeleton using words from the word bank.



### Word Bank

rib  
skull (cranium)  
hipbone (pelvis)  
thighbone (femur)

shinbone (tibia)  
tailbone (coccyx)  
jawbone (mandible)  
lower arm bone (radius)

kneecap (patella)  
collarbone (clavicle)  
backbone (vertebra)  
shoulder blade (scapula)

NAME: 

## My Picnic Lunch–Playing Rules

**Have fun playing this game and learning about the digestive system. Here are the game rules.**

1. Decide what you want for your picnic lunch.
2. Take the right card for your lunch. Be sure to take the right number of protein, fat, and carbohydrate cards. You will keep these cards until these nutrients can be absorbed in the villi of the small intestine. The person who is able to discard all of his or her cards first, and leave the large intestine, is the winner.
3. Put your playing piece in the mouth on the same board. It must stay there for your lunch's carbohydrates to be digested. They'll be digested when you roll a 1 or 2 on the die.
4. Move the appropriate number of spaces down the esophagus for each roll of the die until you reach the stomach.
5. Stay in the stomach for an acid bath. The stomach juices begin to work on proteins, so stay until you roll a 3 or 4 on the die.
6. When you roll a 3 or 4, move one space to the beginning of the small intestine. Here the gall bladder sends in bile made in the liver. This aids in digesting fat. And the pancreas makes several juices that digest proteins, fats, and carbohydrates. Stay here until you roll a 5 or 6.
7. Move the right number of spaces down the small intestine until you get to the villi. Stay there until you can discard all the cards you had at the beginning. The card that you discard is determined by the number you roll on the die.

**1 or 2 – discard**  
1 carbohydrate card

**3 or 4 – discard**  
1 fat card

**5 or 6 – discard**  
1 protein card

After discarding all nutrient cards, move on to the large intestine. Stay there for water to be reabsorbed and for waste storage until you roll a 5. Then you can leave the body and you are a winner!

### “Picnic lunch” menu:

#### Choice #1

Tuna with mayonnaise on wheat bread  
Potato chips  
Skimmed milk

#### Choice #2

Peanut butter and jelly on wheat bread  
Brownie  
Orange juice

#### Choice #3

Submarine sandwich with mustard  
Chocolate chip cookie  
Pop (Coke® or Sprite®, etc.)

### Nutrient cards needed:

(6)

Protein/carbohydrate/fat  
Carbohydrate/fat  
Protein

(6)

Protein/carbohydrate/fat  
Carbohydrate/fat  
Carbohydrate

(6)

Protein/carbohydrate/fat  
Carbohydrate/fat  
Carbohydrate

NAME: 

## What Do You Think?

Read what some people have to say about alcohol. Decide if you agree or disagree with them. Put a check in the right box.

	Agree	Disagree	Don't Know
1. Alcohol makes you warm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Alcohol is a drug.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Root beer has alcohol in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Alcohol affects everyone the same way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. People can drive well after drinking if they concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Only people who live on the streets of big cities have problems with alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Alcohol slows a person down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Drinking is what makes a party fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Alcohol is especially dangerous for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Alcoholics can be cured if they have only one drink daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Staying on the Right Track

**Matching.** Match the words with the correct meaning. Write the letter in the blank.

- |                               |  |
|-------------------------------|--|
| 1. ____ OTC                   | a. a drug used for health reasons  |
| 2. ____ alcohol               | b. a dangerous drug made from the cocoa plant  |
| 3. ____ cocaine               | c. medicine ordered by a doctor for a certain person   |
| 4. ____ tar                   | d. unwanted changes that can be caused by a medicine   |
| 5. ____ medicine              | e. a substances that changes the way a person thinks, feels, and acts                        |
| 6. ____ prescription medicine | f. a medicine a person can buy without a prescription  |
| 7. ____ marijuana             | g. substance in tobacco smoke that harms the cilia in the lungs                              |
| 8. ____ nicotine              | h. a substance made from a plant and smoked; it contains a drug that changes a person's mood |
| 9. ____ side effects          | i. substance in tobacco that makes the heart work faster than normal.                        |

### Short Answer.

- What different ways can people take medicines into the body? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What are three rules to help you use medicines safely?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Name three harmful substances in tobacco smoke.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







NAME:

Wellness Chart

What I Need to Be Well...

Physically	Mentally (includes thinking and feeling)	Socially	Spiritually

## Health Survey

Put a check mark in front of the statement that is true for you most of the time.

### Fitness:

- \_\_\_\_\_ I am strong enough to climb a tree.
- \_\_\_\_\_ I can play soccer or skate for a long time without getting tired.
- \_\_\_\_\_ I can bend and stretch easily.
- \_\_\_\_\_ My weight is within the normal range for my age and height.

### Nutrition:

- \_\_\_\_\_ I eat breakfast every day.
- \_\_\_\_\_ I drink fewer than five soft drinks a week.
- \_\_\_\_\_ I try to eat food from the main food groups at every meal.
- \_\_\_\_\_ I have a good appetite.
- \_\_\_\_\_ I try to choose healthy snacks.

### Sleep:

- \_\_\_\_\_ I fall asleep easily at bedtime.
- \_\_\_\_\_ I wake up feeling refreshed in the morning.
- \_\_\_\_\_ I usually sleep all through the night.

### Recreation:

- \_\_\_\_\_ I usually have energy left to play after school.
- \_\_\_\_\_ I watch less than two hours of TV each day.
- \_\_\_\_\_ I spend time with my friends daily.
- \_\_\_\_\_ I make time for myself each day.

### Work:

- \_\_\_\_\_ I usually enjoy school and school work.
- \_\_\_\_\_ I work better in the morning than later in the day.
- \_\_\_\_\_ I try to think of the new ideas that I learned at school.

### Cleanliness:

- \_\_\_\_\_ I wash my hair at least three times per week.
- \_\_\_\_\_ I wash my face every day.
- \_\_\_\_\_ I keep my nails clean and trimmed.
- \_\_\_\_\_ I take bath or shower at least three times per week.



## Clue in to Health!

Use the clues to help you find the words. Write the words in the blanks. What message do the letters in the boxes spell?

[illegible]

### Clues:

1. Harmful changes in the air, water, and land around you. \_\_\_\_\_
2. A disease that people can develop by breathing polluted air over a long period of time.  
\_\_\_\_\_
3. A gas in the air that people need in order to live. \_\_\_\_\_
4. The band of air around the earth. \_\_\_\_\_
5. Burning these causes air pollution. \_\_\_\_\_
6. Tiny particles of lead and other metals or droplets of liquid in the air. \_\_\_\_\_
7. A fuel cars burn. \_\_\_\_\_
8. Most air pollution is \_\_\_\_\_ .
9. The system of your body that you need in order to inhale and exhale. \_\_\_\_\_

The message is: \_\_\_\_\_

NAME: \_\_\_\_\_

## Speaking the Truth in Love

Complete these statements. Write a specific situation in the first blank. Then pick a feeling word from the word bank that describes how you would feel in that situation. Write it in the second blank. If you don't know what some of the words mean, look them up and write their meanings on a sheet of paper.

### Feelings Word Bank

miserable  
bored  
lonely  
shy

guilty  
humiliated  
happy  
worried

excited  
sad  
shocked  
afraid

relieved  
frustrated  
surprised  
great

outraged  
disgusted  
ashamed  
loved

1. When you \_\_\_\_\_  
I feel \_\_\_\_\_
2. When you \_\_\_\_\_  
I feel \_\_\_\_\_
3. When you \_\_\_\_\_  
I feel \_\_\_\_\_
4. When you \_\_\_\_\_  
I feel \_\_\_\_\_
5. When you \_\_\_\_\_  
I feel \_\_\_\_\_

Write a "When you..., I feel..." statement to each of the following persons. Try to express your feelings honestly, but in a loving way. Use feelings words from the word bank or use those of your choice.

1. A friend \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME:

## Questionnaire

Here is a list of jobs. Circle in red the jobs that you think are more for males and in green the jobs that are more for females.

actor	dentist	lawyer	senator
architect	doctor	mail carrier	ship captain
artist	engineer	mechanic	singer
author	factory worker	minister	soldier
business owner	farmer	nurse	store salesperson
carpenter	fire fighter	pilot	Sunday school teacher
cashier	foreign diplomat	plumber	surveyor
clothing designer	forest ranger	police officer	teacher
construction worker	garbage collector	president of company	truck driver
cook	house cleaner	principal	
day care worker	insurance salesperson	restaurant server	

What makes a job better for men or women?

Where do we get our ideas of what is good for a man or woman to do?

Make a list of words that you think describe males.

Make a list of words that you think describe females.

NAME:

Resources in My Community

Yellow Pages Heading	Organization Name	Location and Phone Number	Service Offered



4. If the cause of a death is unclear or suspicious, there may be a special investigation called a(n) \_\_\_\_\_ .
5. When a body is \_\_\_\_\_ , it is burned to ashes.
6. Doctors are able to save the lives of many people by transplanting the \_\_\_\_\_ of people who have died.

**Answer the following question. Write your answer in complete sentences.**

In what way or ways is a Christian funeral different from a non-Christian funeral?

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## Rescue Breathing/Artificial Respiration

1. Tap and shout

2. Open airway

3. Look, listen, and feel



4. Give 2 full breaths



5. Check circulation

6. Rescue breathing count:

**Adult:** 1 breath every 5 seconds

**Child:** 1 breath every 4 seconds

**Infant:** 1 breath every 3 seconds

7. Continue rescue breathing until the person can breathe on his/her own *or* until someone comes to help you.



NAME:

# Food for Thought

Grain

Vegetables

Fruits

Milk/  
Yogurt/ Cheese

Meat & Beans

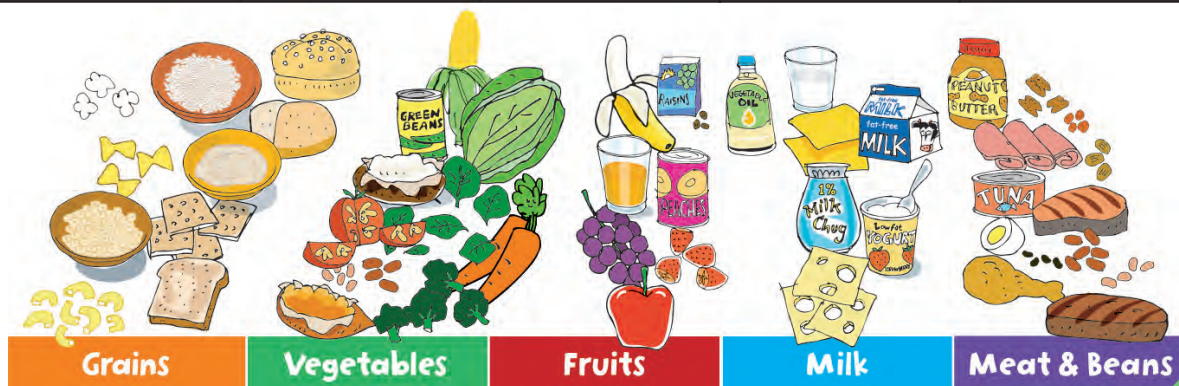
C

P

S

B

M

Grains

Vegetables

Fruits

Milk

Meat & Beans



## Diff'rent Foods for Diff'rent Folks

1. All of us need certain nutrients,  
How we get them can be diff'rent.  
Diff'rent foods for diff'rent folks  
Like diff'rent tastes and diff'rent strokes  
All of us need certain nutrients.

### *Chorus:*

Diff'rent factors, five in all.  
May be big or may be small,  
Economic, social, environmental, too,  
Emotional and cultural, they all influence you.  
They all influence you.

2. What does it cost to eat nutritious food?  
Lots of healthy foods are cheap and good.  
Diff'rent foods for diff'rent folks  
Like diff'rent tastes and diff'rent strokes  
What does it cost to eat nutritious food?

### *Chorus*

3. Your friends and fam'ly help you choose your food.  
They decide what's right for you.  
Diff'rent foods and diff'rent folks  
Like diff'rent tastes and diff'rent strokes  
Friends and fam'ly help choose your food.

### *Chorus*

4. Let's think about the meals you make.  
How much time and effort do they take.  
Diff'rent foods and diff'rent folks  
Like diff'rent tastes and diff'rent strokes  
Think about the diff'rent meals you make.

### *Chorus*

5. When you're feeling grouchy, sad, or sweet,  
It makes a diff'rence in the way you eat,  
Diff'rent foods and diff'rent folks  
Like diff'rent tastes and diff'rent strokes  
So are you feeling grouchy, sad, or sweet?

### *Chorus*





# Horizons

## Health

Grade 6

### Student Workbook





## What Is the New Life in Christ Like?

Mark each item true or false. Be prepared to give a reason for your answer.

1. \_\_\_\_\_ The Bible doesn't say much about how I should think about myself. It only talks about how I should treat others.
2. \_\_\_\_\_ God gave each person a conscience. My conscience is my guide. If I just follow my conscience, I'll be okay.
3. \_\_\_\_\_ God wants me to shape up. I can do it if I try. After all, God created me in his image.
4. \_\_\_\_\_ In baptism I show that I have been given new life in Christ.
5. \_\_\_\_\_ Because Christ died for my sins, I am pretty free to do what I want.
6. \_\_\_\_\_ What I do with my life is my business. It doesn't matter what I do as long as I'm not hurting anyone by my actions.

Look up the following references in the Bible. What does each reference say about the new life in Christ or about those who have new life in Christ? Sum up each reference in a few words.

1. Ephesians 4:32 \_\_\_\_\_
2. Ephesians 5:2 \_\_\_\_\_
3. Ephesians 5:8 \_\_\_\_\_
4. Ephesians 5:19 \_\_\_\_\_
5. Ephesians 5:20 \_\_\_\_\_
6. Romans 8:6 \_\_\_\_\_
7. 1 John 2:9–10 \_\_\_\_\_
8. Romans 6:23 \_\_\_\_\_
9. 2 Corinthians 4:16 \_\_\_\_\_
10. Galatians 5:22 \_\_\_\_\_
11. Philippians 4:6 \_\_\_\_\_
12. Hebrews 12:14 \_\_\_\_\_

## Student Survey

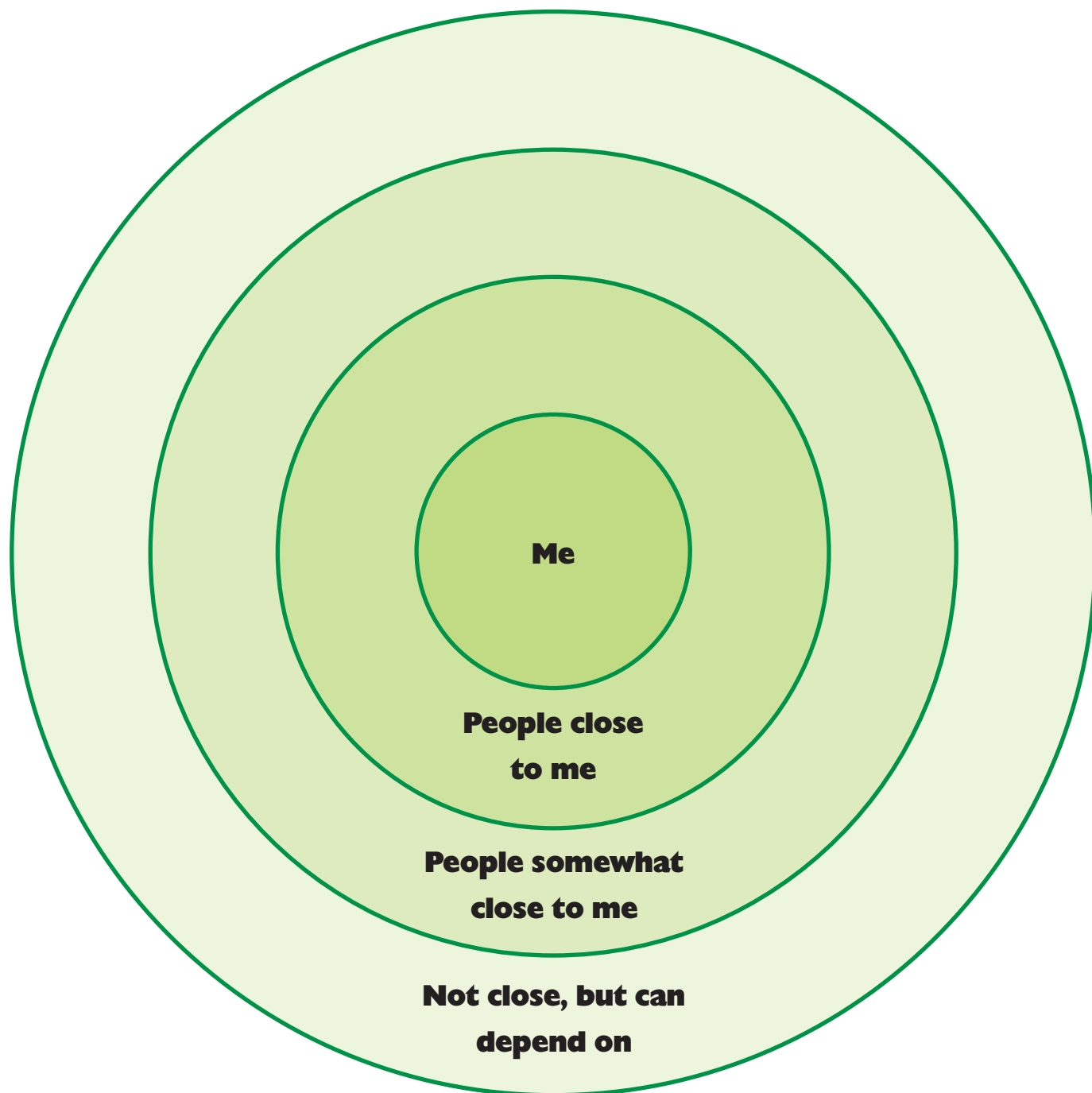
Complete the chart for members of a family.

Characteristic	Person 1	Person 2	Person 3	Person 4	Person 5
Eye color					
Free earlobes					
Likes spinach					
Hair color					
Likes swimming					
Dimples					
Good at math					
Likes fruit					
Freckles					
Widow's peak					
Needs lots of sleep					
Eye color					

NAME: \_\_\_\_\_

## My Support Network

Who are the people with whom you have relationships? Write the names of people who are very close to you and somewhat close to you in the circles provided. In the outside circle, write the names or categories of people who are not close, but that you still depend on or could depend on.



## People Need People

Match the word or phrase with its correct meaning. Write the correct letter in the blank.

- |                                  |   |
|----------------------------------|---|
| _____ 1. prejudice               | a. someone considered typical of a kind                           |
| _____ 2. nonverbal communication | b. an opinion based on ignorance or false information             |
| _____ 3. discrimination          | c. the people on whom we depend                                   |
| _____ 4. active listening        | d. to act unfairly towards persons or groups because of prejudice |
| _____ 5. indifference            | e. the pigment that gives skin its color                          |
| _____ 6. stereotype              | f. people who share common traits and customs                     |
| _____ 7. support network         | g. communicating without words                                    |
| _____ 8. ethnic group            | h. tuning in and responding to a speaker                          |
| _____ 9. melanin                 | i. not caring one way or the other.                               |

Complete each sentence with the correct word or words.

1. We cannot be close friends with everyone, but everyone deserves our \_\_\_\_\_.
2. People who are \_\_\_\_\_ decide to like or dislike people before they get to know them.
3. A person whose body language gives one message and whose words give another is sending \_\_\_\_\_ signals.
4. \_\_\_\_\_ a person a “nerd” is one kind of hurtful prejudice.
5. We need other people because God created us as \_\_\_\_\_ beings.
6. One good listening habit is to maintain \_\_\_\_\_ throughout the whole conversation.

Answer the questions.

1. Give one example of a stereotype.

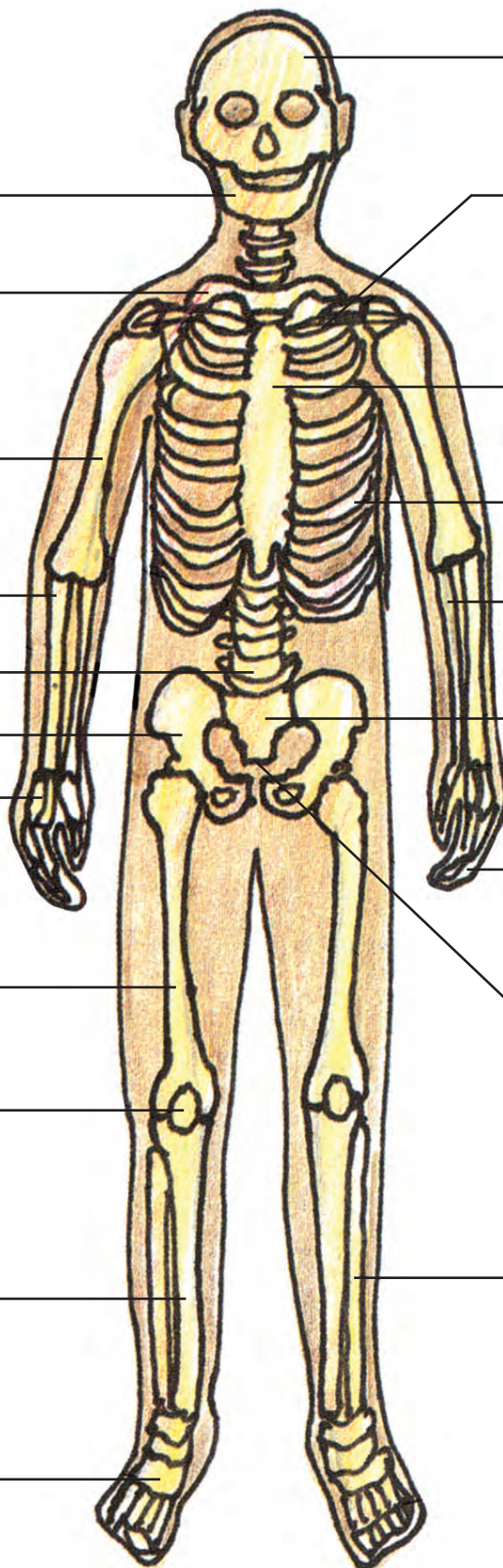
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NAME: \_\_\_\_\_

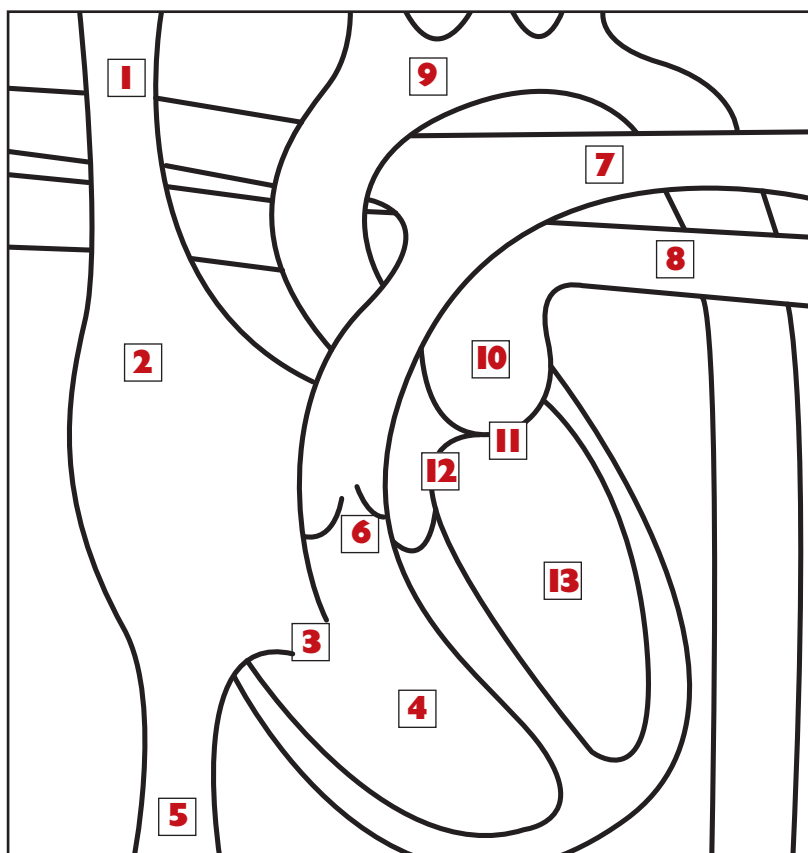
## Skeletal System



## Your Heart and How it Works

Trace the blood's path through the heart. Use a blue pencil or crayon to show the bluish-red blood that is loaded with carbon dioxide. Use a red pencil or crayon to show the bright red blood that is loaded with oxygen.

Next, write the name of each part on the correct line.



- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |



## Role Playing Cards: Take Care of Yourself

### Your Role: Child Age 12

You have just heard that your dad has high blood pressure. He doesn't seem to be worried about it because it doesn't hurt. He has complained about the cost of the medicine and thinks he'll stop taking it. You heard about high blood pressure in your health class.

You are concerned about your dad and feel that you should tell him what you know about treatment and prevention of this disease and where to get more information.

### Your Role: Doctor

You have just discovered high blood pressure in one of your patients. He is overweight and is a smoker with a stressful job. You have to explain the disease to him.

### Your Role: Nurse

You take the blood pressure of someone who has come in for a routine check-up. You find out it is high. What do you do?

### Your Role: Health Educator

You are teaching your students about problems related to the heart and circulatory system. You explain to your class about high blood pressure.

If people don't feel sick, what should they do to find out if they have it?

Explain how you might prevent high blood pressure. Then tell students where to get more information on high blood pressure; for example, the American Heart Association.

## Home Safety and Hazard Check

Take a few moments to give your home and yourself this Red Cross safety test.

### LIVING, DINING, BEDROOM

#### Does your family...

Yes No

1. Have non-skid backing on small rugs and avoid using them at the top of stairs? ☐ Yes ☐ No
2. Keep traffic areas and exits clear of furniture and obstructions? ☐ Yes ☐ No
3. Use a screen in front of your fireplace (if you have one)? ☐ Yes ☐ No
4. Have plenty of wall outlets for lamps and appliances (avoid octopus connections)? ☐ Yes ☐ No
5. Have lamps within reach of beds? ☐ Yes ☐ No
6. Have good lighting in heavy traffic areas and night lights in bedrooms of children and elderly persons? ☐ Yes ☐ No
7. Mark sliding glass doors so that visitors will not run into them? ☐ Yes ☐ No
8. Have emergency phone numbers doctor, police, fire, utilities handy by your phone(s)? ☐ Yes ☐ No

### BATHROOM

#### Does your family...

1. Have non-skid mats or textured surfaces in tubs and showers? ☐ Yes ☐ No
2. Have medicines clearly labeled? ☐ Yes ☐ No
3. Keep medicines stored safely out of the reach of small children? ☐ Yes ☐ No
4. Dry hands before using electrical appliances and NEVER operate them when in the tub or shower? ☐ Yes ☐ No
5. Keep only those medicines that are currently needed and throw out all others? ☐ Yes ☐ No
6. Dispose of old razor blades and keep all poisons clearly marked and on a high shelf or locked up? ☐ Yes ☐ No

### KITCHEN

#### Does your family...

1. Use non-skid wax on your floor? ☐ Yes ☐ No
2. Have stove and sink areas well-lighted? ☐ Yes ☐ No
3. Turn pot handles away from stove front, but not over another burner? ☐ Yes ☐ No
4. Wipe up spills immediately? ☐ Yes ☐ No
5. Open oven door before turning on gas to light it manually? ☐ Yes ☐ No
6. Have a rack or compartment tray for sharp knives and cut away from you when using a knife? ☐ Yes ☐ No

## Dear First Aid Expert...

YOU are the First Aid Expert (F.A.E.). On a separate sheet of paper answer these letters with the correct first-aid information.

Dear F.A.E.,

Sometimes my grandmother has nosebleeds. If I'm home alone with her and she has a nosebleed, what should I do?

*No Experience*

Dear F.A.E.,

I burned my hand yesterday. I got too close to the kettle, and some hot steam touched my hand. I put some butter on it. My sister is in grade 5, and she says that I shouldn't have put butter on it. She says that she's right and I'm wrong. Who is right? And please tell me exactly what first aid steps to follow.

*Likes to Be Right*

Dear F.A.E.,

My question is about teeth. I've always thought that if my tooth got knocked out, I'd just have one less tooth. But my friend Victor said that's not true. He said there are special first aid steps to follow if your tooth gets knocked out. I'd like to know because I'd like to keep all of my teeth.

*Tooth Saver*

Dear F.A.E.,

The other day my older sister started to choke on a piece of meat. It was scary. But then she coughed hard, and the piece came loose. I've heard that if someone can't cough, talk, or breathe, it's important to give first aid right away. What is the right way to help someone who is choking?

*Ready for Next Time*

Dear F.A.E.,

What should I do if my little brother cuts himself? I'm talking about cuts that aren't all that serious. They bleed a little, though.

*Old Enough to Babysit*

Dear F.A.E.,

I know what to do for little cuts and scrapes and things like that, but I'm wondering what I should do in a serious emergency. What if my best friend cut her hand on a piece of glass? What if it was a deep cut, and blood was spurting out? Help! Tell me what to do!

*Afraid of Blood*

Dear F.A.E.,

Can you tell me what to do if I get a speck of dirt in my eye? It's really windy where I live. We have a lot of dirt and sand flying around.

*Eye Wonder*

Dear F.A.E.,

I know that a lot of bottles of household cleaners are poisonous. And I read the other day that hundreds and hundreds of people are accidentally poisoned every year. Most of those poisoned are little children. We always have lots and lots of children at our house. Our family has four sets of twins and they each have tons of friends. I need to know right away what to do in case of poisoning.

*Oldest of Many*

Dear F.A.E.,

I'm part of a hiking club. We're planning a long hike in rough country. We want to know what first aid to give if one of us sprains an ankle or breaks a bone. Thanks for helping.

*Wants to Be Prepared*

## Focus on Safety

Complete each sentence with the correct word or words.

1. In \_\_\_\_\_ a person's body temperature becomes abnormally low.
2. \_\_\_\_\_ is damage to part of the body caused by freezing temperatures.
3. Sunburn is caused by the sun's \_\_\_\_\_ .
4. \_\_\_\_\_ is a method of first aid to help a person who has stopped breathing.
5. A powerful storm that forms over an ocean is called a \_\_\_\_\_ , a \_\_\_\_\_ , or a \_\_\_\_\_ .
6. \_\_\_\_\_ is a form of temperature measurement that figures in the effect of windspeed.
7. \_\_\_\_\_ occurs when the body is not able to circulate blood normally.
8. To treat a \_\_\_\_\_ burn, use \_\_\_\_\_ .
9. A person with \_\_\_\_\_ is dizzy and sweats heavily, but has a near-normal temperature; a person with \_\_\_\_\_ is dizzy, too, but has red, hot, dry skin and a high temperature.
10. An ingredient in suntan lotions that helps to prevent sunburn is \_\_\_\_\_ .
11. A(n) \_\_\_\_\_ is a winter storm with strong winds, lots of snow, and very cold air.
12. During an earthquake the best way to avoid injury is to stay calm and \_\_\_\_\_ .

Write a safety rule that relates to each of the words or phrases.

1. fun in the sun \_\_\_\_\_  
\_\_\_\_\_
2. heatstroke \_\_\_\_\_  
\_\_\_\_\_
3. flammable or combustible materials \_\_\_\_\_  
\_\_\_\_\_
4. hypothermia \_\_\_\_\_  
\_\_\_\_\_
5. electrical appliances \_\_\_\_\_  
\_\_\_\_\_



# Horizons

## Health

Grades 7-8

Student Workbook





## God's Image in Creation

"Then God said, Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground. So God created man in his own image, in the image of God he created him; male and female he created them." (Genesis 1:26-27)

Images. They are all around you. You get up in the morning and peer into a mirror. What peers back at you is not you but your image. You look into a camera viewfinder or watch a favorite person on TV. You gaze at a reflected mountain upside down in a lake. You have a dental X-ray taken or make a photocopy of a school report. In all these cases you are dealing with images.



An image is a likeness of something. Often, as in mirrors, it is a reflected likeness. Some images, as in great portraits, are beautiful. Some are funny, as in cartoons. A few (in good computer games, for example) are exciting.

In addition, images are often very powerful. They can deeply influence your thinking and feeling. Why do you suppose TV advertisers often show you a wealthy or a happy person using a certain product? Why do rulers of some countries plaster their picture up on every wall, fence, and billboard? Why does the second commandment in the Bible tell us we must not make a "graven image" of God?

After God had made day and night, after God had created land and seas, plants and trees, moons and stars, birds and fish and land animals—after all that, God did one final thing. God made an image. God made a likeness, a reproduction, a reflection of himself. God made human beings.

It's a scary and difficult thought—that we humans are like God. What could it mean? After all, we have bodies and faces, but God has no body at all. So how could we look like him? Also, we are persons who often do or say what is wrong. God never does. So how could we resemble God in our acts or speech?

Yet we do. Look at the Genesis verses at the top of this reading. One way we resemble or image God is in our *ruling*. God has made us responsible for taking good care of the earth, making sure that water and air are clean, for instance, and that forests and other natural gifts are protected. God wants us to use soil intelligently and to handle animals well. God is, of course, the ultimate ruler over all these things, but he has seen fit to share his ruling by giving us a part to play in it. We are earth-rulers or earth-keepers.



## Guidance

Okay, vocabulary quiz. Which of the following is the best definition of a sextant?

- a. a mutation of the six-legged species of bog fly called mungus phobus;
- b. an instrument used for measuring angles in stars;
- c. a church custodian charged with keeping the grounds and sanctuary prepared for meetings;
- d. a criminal convicted of extremely naughty things.

No matter how appealing the rest of these definitions are, the answer, as the wizards among you already know, is b. For centuries, the sextant was an essential tool for any bearded sea captain ready to ship out on the high seas. The sextant measures the angles between the stars and the horizon and thus helps pinpoint exactly where a ship is.

A compass is another tool that travelers use to find their way. If you've backpacked out in the High Sierras or the Rocky Mountains, you've likely used this small device with a tippy magnetized needle that always points north. Compass in hand, one at least knows north from south.

High tech has put both the compass and the sextant in museums—not because these old instruments don't work, but because today we have faster and more accurate ways of finding out where we are.

The people of Israel had no high tech—and no sextants or compasses either. When Pharaoh gave them the green light to leave Egypt and Moses tiptoed them across the Jordan, they had no way of determining which direction was which. They became pilgrims, wanderers, followers of a promise that Moses relayed to them from God—that somewhere out there lay a promised land, a home.

But God gave his people guidance, a pillar of cloud and a pillar of fire (Exodus 13:21). And when they were hungry, he laid the ground white with manna.

I don't know a soul today who is out in the wilderness trying to figure out his or her position. There may be open space at the North and South Poles, but for the most part the world's wildernesses are pretty well mapped.

I know, however, that there are still a lot of folks who need guidance—even Christians.

We all want guidance, a sure sense of footing down the paths that lie before us, the kind of guidance that God gave the people of Israel. We want to know which school to go to, which friends to



But, of course, it was my decision, and of course, I'd done it because I thought I had to prove something. That reason itself was far more stupid than jumping off the bridge.

I've since discovered that the really strong, really secure people don't have the need to prove anything. They know within themselves what they can and cannot do, and that is enough. So they do what they do—in every field from motherhood, to police work, to doctoring—with quiet, self-assured confidence, and yes, gentleness and compassion, because all of that takes a great deal of strength.

In sports too I've discovered it is the quiet ones you need to fear.

In racquetball, the guys with the flashy equipment and great stories—they were the guys trying to make up for a lack of ability. The players with the old wrinkled gloves, wrinkled clothes, and the small smiles waited until the game to prove themselves. And when it was over, they had no need to brag. Their actions had spoken loud enough.

In hockey, the guys who always made a big deal of offering to fight—they were the ones who somehow managed to get behind a protective referee when it really counted. The others, the truly tough ones, never needed to show they were tough. They just didn't back down when someone pushed them too far.



Those without confidence? They spend a lot of time faking it, which usually involves acting as macho as possible, giving or accepting dares.

Bridge-jumping that day wasn't all bad, though. One result was that it gave me a lot of freedom. I keep that memory in the back of my mind whenever I feel the stupid urge to prove something to someone simply for the sake of proving it.

The other result was even better.

Cousin Jeff never risked our lives again.

—Sigmund Brouwer

NAME:

Managing Your Time

Activity	Time Actually Spent	Rank*	Priority	Time That Should Be Spent
*Rank activities according to amount of time spent.				

## Role Play Assignments

### Role Play 1

- ☐ Plan a study session. What do you have to do? How long will it take? In what order will you do it?

### Role Play 2

- ☐ Decide on an optimum study time. When will you be most alert and awake? When is the study environment the most suitable?

### Role Play 3

- ☐ Study in short time blocks (30-40 minutes), taking short breaks in between blocks. Do something that you enjoy during the break.

### Role Play 4

- ☐ Sometimes it is helpful to study together, but other times it can slow you down. Figure out what works best for you.

### Role Play 5

- ☐ Review all assignments when you finish them. Review material by talking to yourself or to anyone else who will listen.

### Role Play 6

- ☐ Preview all assignments. What do you need to do? What do you already know?



## Feelings

Read each statement below. Then write down a word or phrase that you think describes what the person is feeling. Be ready to describe each speaker's situation.



1. Lately my parents have been fighting a lot.

Feeling: \_\_\_\_\_

2. Guess what! I'm moving to Calgary!

Feeling: \_\_\_\_\_

3. Our team lost again.

Feeling: \_\_\_\_\_

4. I lost my calculator. It's the third time this week.

Feeling: \_\_\_\_\_

## Empathic Replying

How could you reply to the following statements? How could you encourage the speaker to continue sharing?

1. My parents blamed me for something that I didn't do.

---

2. I'm having a hard time with math this year.

---

3. I'm thinking of trying out for the tennis team, but if I make it I'm not sure that I'll be able to keep up with my schoolwork.

---

4. My older brother is always picking on me.

---

5. I can't ever seem to get my homework done on time. I just can't concentrate when I study.

---

6. It isn't fair! The bus driver made me get off the bus, but she ignored what the others were doing.

---

7. Shanna says that I took her things out of the locker, but I really didn't.

---

8. I hate being treasurer! If I had put the money in the bank right away, this would never have happened.

---

9. We had plans to go swimming on Saturday, but he canceled. Now I hear he's going swimming with Max.

---

10. It's always the same old story: Do this! Do that! No, you didn't do it right!

---

## What in the World Is Love?

There are many ideas about what love is. What does your own experience tell you about love? What do advertisements, television, and music videos tell you? And what does the Bible tell you? For each of these categories give five examples. For each example write who received the love and how the love was shown.

Example: My favorite teacher. I brought him a banana cream pie.

1. **My ideas.** List at least five different examples of love based on your own experience.

Who or what?

How was the love shown?

♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____

2. **Advertisements.** List at least five different ways that people in ads show/find love.

Who or what?

How was the love shown?

♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____

3. **Television.** List at least five different ways that people on the programs show/find love.

Who or what?

How was the love shown?

♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____
♥ _____	_____

## Will the Real You Please Stand Up?

Submit to  
pressure  
from peers  
and you move  
down to their  
level.

Speak up  
for your own  
beliefs  
and you invite  
them up to your  
level.

If you move  
with the crowd,  
you'll get  
no further than  
the crowd.

When 40 million  
people believe in  
a dumb idea,  
it's still a  
dumb idea.

Simply swimming  
with the tide  
leaves you  
nowhere.

So if you  
believe in  
something  
that's good,  
honest, and bright—  
stand up for it.

Maybe your peers  
will get smart  
and drift  
your way.



## Role Plays

### Role Play 1

You and your girlfriend/boyfriend have plans to go to a basketball game. At the last minute she/he calls up to cancel. You go to the game with other friends and see the her/him there with a date. The next day you both act as though nothing has happened. You want to bring up the problem but you don't because she/he is very popular and you want to keep the relationship.

### Role Play 2

You have been going with the same boy/girl for two months. At first you enjoyed doing things together, but now you find the friendship tiring because your friend doesn't want you to spend time with other friends. You'd break the friendship, but your partner has plenty of money and always offers to pay for food and other things when you go out.

### Role Play 3

You have a crush on a person in your class. The person pays attention to you and agrees to do things with you only when his/her other friends aren't available.





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