

Horizons

Health Grade 4

Teacher's Guide



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LESSON 2: DISCOVERING GIFTS AND TALENTS

Preparation/Materials

- For unit booklet:
White manila construction paper, one sheet per student
Fine markers or colored pencils
- Student books

Objectives

- Students will strengthen their self-awareness.
- Students will appreciate individual differences as being part of God’s plan for their lives.
- Students will choose to use their gifts to serve God and others.

Background

Students in grade 4 are just beginning the process of discovering and developing their gifts, talents, and interests. It will be helpful to present the lesson in this context of discovery, and to emphasize that as they grow and change, students will be developing in ways that they don’t even imagine at this age. As you teach this lesson, try to impart to the class a sense of the mystery of personhood and a sense of the wonder of a Creator God who makes each person unique and uniquely able to serve him.



Lesson

1. Tell students that in today’s lesson they are going to continue to answer the question “Who am I?” Review the answer given in the last lesson. Note that although all human beings are the same—in that God created us all in his image, we all sin, and we all need new life in Jesus Christ—God has still made each one of us unique. So we can also answer the question “Who am I?” by looking at the ways we are unique persons. Using yourself as an example, name roles/talents/interests that you have (for example, “I am a teacher; I am a child of...; I am a sister/brother to...; I am a member of...; I am a piano player; I am a cook; I am a volleyball player”).
2. Ask students to work in pairs to make lists of who they are. Have partners take turns interviewing each other and jotting down each other’s answers. Circulate to help pairs that are having difficulty with the activity.

Then ask them to read over their own lists and put stars next to the items that name their gifts and talents.

3. Have students use their lists to plan and make the second page of their booklets.

Suggestions:

- Students can make a frame for the page by writing their roles/gifts around the outside of the page. Have them use the same color marker or colored pencil. On the top of the sheet in another color have them write the one statement they wish to illustrate in the center of the page. The illustration should be a close-up drawing.



- Integrate with language arts, and have students write a description of themselves based on selected items from the list. Or ask them to identify their two or three most important strengths and write about those only. Again, they can copy their writing onto the booklet page or onto writing paper cut to fit the booklet size.
 - Students can design an award for themselves that celebrates one of their talents.
4. Find ways for the students to share their lists and illustrations. Consider having students orally tell one or two others about their partners (make sure that the statements are positive). During discussion, talk about how students can use their gifts and talents to serve God and others.
 5. **Student book.** Close the lesson by enjoying the poem “Faces” in “I Am One of a Kind.” In discussion, reinforce the idea that each student is created as a unique being by God and that God is guiding the life of each of them. Use “Think It Over” questions on page nine for discussion.
 1. *Answers will vary. Stress that the world and each human being are not the result of random events, but rather the result of a loving God. Also make the point that we are dependent on God; we are God’s creatures.*
 2. *Answers will vary.*
 3. *Accept all responses. Discuss that as God’s children we have new life in Christ; however, our lives and the world continue to be broken by sin. Still, Jesus is restoring God’s image in us.*

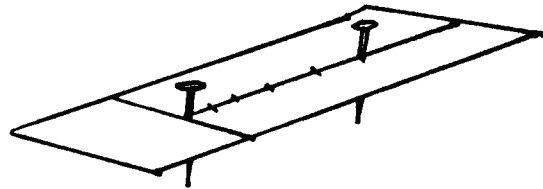
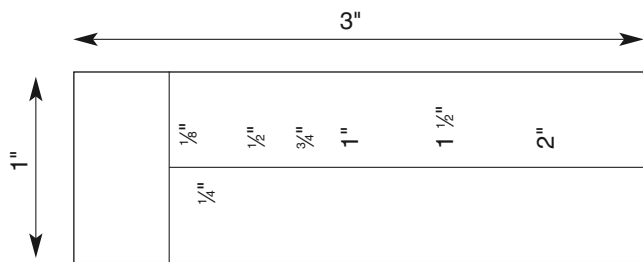
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Related Activities

1. Consider involving parents or guardians by asking them to write a short paragraph describing what they like best about their child. Incorporate the paragraphs into the unit booklets or feature them on a bulletin board. If you use this idea, it is important that every child be included.
2. Ask students to demonstrate their talents and gifts. Children who make models, knit, or bake can bring samples to school; others can demonstrate in class.
3. Students can make additional pages for the booklet—a family tree showing relation-

3. Do the following activity to demonstrate the work of sweat glands.
 - Have the students “paint” their palm with iodine. They should paint an area about 2" square. (Be sure to caution them on the use of iodine—supervise the painting well.).
 - Direct the class in some activity that will let students work up a sweat—jog outside, run in place, move to fast music, do a series of jumping jacks.
 - Then have students take a piece of test paper and press it on the palm where the iodine was painted. The sweat glands will show up as dark spots. Each person can count the dots and estimate the number of sweat glands on the entire palm.
 - Recall the function of the sweat glands.

4. Have students work in pairs to test the sensitivity point of the skin.
 - Have each student turn to the Student Activity recording sheet in the student workbook; give each pair a 3" x 1" piece of tagboard. Using a ruler, students should mark the tagboard as in the diagram and then stick in the two straight pins. Start with the pins 2" apart.



- One of the pair must be blindfolded or keep eyes closed while the partner carefully presses the pins against the skin. The partner tests sensitivity by gradually reducing the distance between the pins until the skin detects them as one. The blindfolded student must tell when he or she feels one pin or two. (Or begin with the pins 1/8" apart and move them until two pins are felt.) Students should record the results on the sheet provided.
- Partners should take turns and try the test on the different parts of the body listed on the recording sheets. *Note:* Different parts of the body are more sensitive than others and will be able to detect the two pins closer than other places.
- After the tests are completed and the recording sheet is filled in, students should discuss/decide which parts are the most/least sensitive and answer the questions on the lower part of the student activity.
- Give students the opportunity to share results of the sensitivity experiment.

2. **Student activity.** Have students complete the activity sheet.
3. Assign students to check their favorite cereal at home and list its top three ingredients in order. Ask students to check if the cereal has any sugar in it? Have the class compare results.

Which cereals have sugar among the top three ingredients? Which cereals are sugarless? Discuss the results. Were some students surprised to find out that their favorite cereal had sugar among the main ingredients?



Related Activities

1. Learn some additional consumer skills. Practice comparing weights and prices of different brands of a food product and deciding which is the most economical to buy. How does packaging often try to make the buyer think that there's more in the package than there really is?
2. Check products for salt/sodium content. Discuss why less salt is a healthier choice.

Lesson 4 Student Activity AK:

