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PE/Health 4

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Credits: .5

Course Description: Students will be a part of their communities, volunteering to stay active. Students will learn about a number of areas of wellness and seek to improve and maintain their physical, spiritual, emotional, intellectual, and social wellness. Under these areas of wellness some additional topics covered are: disabilities, first aid, nutrition, understanding God's design for sex. Students will respond to each lesson by thinking over situations where the lesson would be applied and thinking through how they would act. These responses can be discussed, acted out, or written.

Week 1

1. We're doing things a little differently this year. Each week you'll do a little reading on a health topic supplied by me. We'll do first aid, wellness, nutrition, and thinking the right way about sex. You'll read the topic and then you'll need to internalize the lesson. Take each lesson and come up with one scenario where you could apply it and decide how you would respond.
2. For your physical activity each week, I want you to volunteer in a way that makes you active. Part of being active is getting up and doing it whatever it is. Objects at rest tend to stay at rest. You have to get up off the couch and make something happen. Here are some suggestions:
 1. babysit – play with neighbor kids, maybe even while the parents are at home
 2. mow lawns, rake, shovel snow, etc., especially for an elderly neighbor or if you know someone is sick, single mom, etc.
 3. If you have a skill, volunteer it: play piano at a nursing home, paint an old porch, make a meal, etc.
 4. Even just go visiting, visit someone without visitors. You can go to a nursing home and ask who doesn't get visitors. Your church may have a list of people called shut-ins who don't leave their homes and need visitors.
 5. Be willing to do it for free, but it's okay if you want to take money offered. Don't charge, but you can take a gift if it's offered. The point is to bless someone. It promotes your spiritual wellness. If they don't want you to do it because they can't pay you, let them know they don't need to pay you.
 6. Active volunteering is required for a minimum of an hour each week for this course.
1. We're going to start with first aid since that might help with your volunteering.

1. [What to do after an incident](#) – This is British. I think all American kids probably know that their emergency number is 911.
2. Remember that for each lesson you need to internalize it. Come up with a scenario where you might have to use this knowledge. What would it be and how would you respond. Think it through completely so that you are better prepared if you were ever in that situation. (You can recruit a sibling to help you role play if you want to act it out. You could also write it out if that helps you hold onto a teaching.)

Week 2

1. [CPR](#)
2. Remember that you need to visualize a situation where you might need to know this. How would you respond. Think it completely through. Share it with someone, act it out, or write it out.

Week 3

1. [Anaphylaxis](#) – Read the section and then click on the link to learn about treating it.
2. What should you do now? Visualize. Work through a situation in your mind then share, act, or write it out.

Week 4

1. [Burns and Scalds](#) – Read the section and then click on the link to learn about treating it.
2. Internalize the lesson. What do you need to do?
3. Are you volunteering? Get up and get out!

Week 5

1. [Bleeding](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 6

1. [Choking](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 7

1. [Drowning](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 8

1. [Electricity](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 9

1. [Fractures](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 10

1. [Hearts](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 11

1. [Poisoning](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 12

1. [Shock](#) – Read the section and then click on the link to learn about treating it.
2. Refer to the course description and notes or Week 1 if you need a reminder on what to do each week. Don't get lazy. Learn the lessons and be active in your community.

Week 13

1. We're switching gears this week. Each week we'll look at a different area of wellness. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.
2. First area: [physical wellness](#). (Link goes to the definition below.)
 - Maintaining a flexible and aerobically fit body; active prevention of body injury and illness; pursuit of healthy eating habits

Week 14

1. [Intellectual wellness](#). (Link goes to the definition below.)
 - Critical thinking applied to social, cultural and political issues; exploratory appreciation of creative arts.
1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 14

1. [Emotional wellness](#). (Link goes to the definition below.)

- Mature management and expression of emotions; development of a realistic self concept
- 1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 15

1. [Spiritual wellness](#). (Link goes to the definition below.)
 - Clear purpose of life; awareness of values and beliefs as related to behavior.
1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 16

1. [Social wellness](#). (Link goes to the definition below.)
 - Effective interpersonal communication; acceptance of human diversities; interest in friendship networking and community welfare
1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 17

1. [Enviornmental wellness](#). (Link goes to the definition below.)
 - Capability to live in a clean and safe environment that is not detrimental to health
1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 18

1. [Occupational wellness](#). (Link goes to the definition below.)
 - Setting of career goals; adequate job search skills; career planning and development
1. Your job is to understand its importance, identify the areas you are both successful and unsuccessful at maintaining wellness in that area, and create a plan for maintaining and improving wellness in that area. Really think about it. Write it down. Share your plan for accountability.

Week 19

1. We're switching now to nutrition. Scroll down to the big heading number 2 (in a green circle). Read unit one on the [components of a healthy diet](#).
2. Again, you are supposed to internalize this information. Now that you have this information, what are you going to do about it? Compare what you have learned to how you live. What choices should you be making?

Week 20

1. Scroll down to the big heading number 2 (in a green circle). Read unit two on [food labels](#).
2. Again, you are supposed to internalize this information. Now that you have this information, what are you going to do about it?

Week 21

1. Scroll down to the big heading number 2 (in a green circle). Read unit three on [super foods](#).
2. Again, you are supposed to internalize this information. Now that you have this information, what are you going to do about it?

Week 22

1. Scroll down to the big heading number 3 (in a green circle). Watch Jamie Oliver talk about the [food crisis in America](#). WARNING: There is a bad word at 10:07.
2. Again, you are supposed to internalize this information. Now that you have this information, what are you going to do about it?

Week 23

1. The world teaches really messed up stuff about sex. I want you to know what the Bible teaches and to know for yourself why sex is for marriage only.
2. These articles are written to parents. I suggest your parents read each of these with you and you talk about it together. Sex isn't shameful in the way God created it. It's okay to talk about these things. We need to control our thoughts to not think about sex in terms of lusting after someone's body, but we need to put in our mind's God's ideas about sex, so we aren't only taught by the world.
3. [Purposes](#) – Sex damages people. It even destroys lives. BUT sex the way God intended it is good and wonderful. Sex was created by God and He does all things well.

Week 24

1. [Physical Beings](#)
2. Please read this with a parent and discuss it. God created your body. Even Jesus had a body, so we know bodies aren't inherently evil!

Week 25

1. [Purposes of Sex](#)
2. Please read this with a parent and discuss it. God made sex for a reason.

Week 26

1. [Relational Beings](#)
2. Please read this with a parent and discuss it.

Week 27

1. [Fallen Sexuality](#)
2. Please read this with a parent and discuss it. This is a good week to talk about protecting yourself from those enslaved to lust and who are snared by sexual sin. Some things would be: dress and act modestly, try to not be alone with someone else (obviously not referring to being with a parent or close friend, but most molesters are people the child knows...), what to do if someone makes an inappropriate advance, how to get out of an uncomfortable situations. Even if it's not really a dangerous situation, your child might not be comfortable with someone putting an arm around them or giving them a hug...how should they respond. Talk it out, act it out. Let them know God's authority is bigger than any other. Even if it's a pastor, they should be able to stand up to them or to anyone that's asking them to do something wrong or something that's making them feel uncomfortable.

Week 28

1. [Redeemed Sexuality](#) and [Sexuality Perfected](#)
2. Please read this with a parent and discuss it. Sex can cause horrific problems, but it can be good too. God has a perfect plan for sex and "perfect" sex is worth waiting for.

Week 29

1. [Ultimate Goal](#)
2. Please read this with a parent and discuss it.

Week 30

1. [Absolutes and Disputes](#)
2. Please read this with a parent and discuss it. Here are things all Christians should accept about sex and areas where people disagree. Parents: you need to talk to your child about what you believe and why. They will be exposed to these things whether you tell them about it or not. Better to learn from you and from your wisdom and from God's word.

Week 31

1. We have one last section for the year, learning about disabilities. These people have different abilities. You shouldn't look down on them. In the ways they overcome their disabilities, they have grown so much stronger than others because they had to work so hard at it. There are statistics like one third of CEOs are dyslexic. Why? They learned to overcome.
2. [ADHD](#) — Use the links and learn about it. Again, I want you to think about it.

- What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?

Week 32

1. [Autism](#) — Use the links and learn about it. I want you to think about it.
 - What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?

Week 33

1. [Fetal Alcohol Syndrome](#) — Use the links and learn about it. I want you to think about it.
 - What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?

Week 34

1. [Tourette Syndrome](#) — Use the links and learn about it. I want you to think about it.
 - What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?

Week 35

1. [Mobility Loss](#) — Use the links and learn about it. I want you to think about it.
 - What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?

Week 36

1. [Hearing Loss](#) and [Vision Impairment](#) — Use the links and learn about it. I want you to think about it.
 - What would it be like to struggle with this? What obstacles would need to be overcome? What advantages does this person have if they work to overcome? How can you show understand or help someone with this disability?