Cognitive Levels of Thinking for Religious Training Materials and Infusion Across the Curriculum

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COGNITIVE LEVELS OF THINKING FOR RELIGIOUS TRAINING
MATERIALS AND INFUSION ACROSS THE CURRICULUM

by

Patrick Low

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
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The major accomplishment of this project was the creation of cognitive levels of questions spanning Bloom's (1964) taxonomy of learning, fostering religious training in nontraditional class settings at Kalamazoo Christian High School, Kalamazoo, Michigan. Classes involved were business mathematics, health, and physical education.

Descriptors, i.e., key terms, were developed from teachers' goals and objectives. Descriptors were then checked in a concordance to help develop Scripture reference for question development. Weekly or biweekly, participating teachers and the curriculum committee were supplied draft sections of the project; they gave feedback relative to usefulness and acceptability.

The results have been termed "very useful" by Roger Sikkenga, site supervisor. Teachers' appraisals have been favorable, with an expressed commitment to implement the curriculum writings during the 1986/87 school year. Dependent upon quarterly assessments during 1986/87, this project may be shared with other area Christian schools.
ACKNOWLEDGMENTS

The cooperation of three classroom teachers at Kalamazoo Christian High School is very much appreciated: Mr. Ken Fletcher, serving as athletic director and business mathematics teacher; Mr. Jerry Weesies, serving as the health teacher; and Miss Sandy Neiuwendorp, teacher of physical education. Each of these individuals shared his or her goals and objectives and classroom priorities with me; they helped to make the religious curriculum materials created more useful and directly related to their activities. Their willingness to share part of their summer hours with me and to permit quarterly assessments of these newly created materials during the 1986/87 school year greatly facilitated this project.

Dr. Roger Sikkenga's cooperation in providing the internship setting and sharing his thoughts on curriculum materials provided a new professional experience for me and considerable personal growth. His suggestions served to enhance the quality of the cognitive levels of questions. It is believed the final draft of curriculum materials in APA form will better meet his criteria than did the working copies submitted each 2 weeks.

Dr. David Cowden's willingness to serve as my advisor for this activity is recognized, as is Dr. Larry Schlack's consenting to participate in my oral examination. Dr. Edgar Kelley's review of my proposal, with suggestions for streamlining it, are also appreciated.
Recognition of those people who helped to make this internship project possible must also include my wife, Grace, and son, Nathaniel, who spent many hours without me during the spring and summer of 1986. Recognition also needs to be given to the Gull Lake School Board for their support of my master's and specialist's work; former students, who encouraged me to always be seeking a "better way"; and my home church, Trinity Reformed, who helped me keep my perspective and motivation as work was gradually completed and finalized.

Patrick Low
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CHAPTER I

PURPOSE, GOALS, AND BACKGROUND

Purpose of Project

The purpose of the project was to increase the frequency and
cognitive level of religious training in three selected courses at
Kalamazoo Christian High School (KCHS) in Kalamazoo, Michigan. The
three selected courses were: business mathematics, health, and
physical education.

Goals

The goals of the project were as follows:

1. To write nine questions or thought provoking statements for
each of the six levels of Bloom's (1964) taxonomy for each of the
three courses.

2. To write and include an implementation appendix which teach­
ers can use to increase the effectiveness of their efforts utilizing
the critical thinking materials.

3. To establish pilot project status for materials created for
this internship. It is desirable that these materials assist other
staff members at Kalamazoo Christian High School to write similar
critical thinking materials.

4. To distribute critical thinking materials created for this
internship to greater Kalamazoo area Christian schools to foster
critical thinking in religious training efforts across their school curricula. This will be determined by evaluation at Kalamazoo Christian High School during initial year.

Background

Dr. Roger Sikkenga, organization supervisor, selected the courses in business mathematics, health, and physical education from curriculum offerings as specific targets where religious training infusion is desired. Training Christian leaders of the future, Kalamazoo Christian High School works to have their students able to witness to others about the glory of their Lord in many phases of their lives. This project addresses Christian training efforts and desired improvements on the part of staff and administration. (See Appendices A and B.)

The fact that at least 80% of graduates from Kalamazoo Christian High School attend college strengthens the need for development of critical thinking skills. Momentum for this project was increased by the timing of a North Central Accreditation Committee evaluation of Kalamazoo Christian High School, starting in the spring of 1986 and concluding in the spring of 1987.

Materials written through research for the high school courses were matched directly to teachers' course objectives or unit and chapter priorities, depending upon which each of the three staff could make available.
Time Frame and Scheduling

Week of June 9: Begin internship efforts on Tuesday, June 10, following final day of duties at Gull Lake High School on Monday. Maintain daily log for later sharing with committee. (Meeting with Mr. Jerry Weesies, Friday at 3:30 at KCHS office.)

Week of June 16: Service days on and off KCHS site. Maintain log. Complete business math topic by June 20. Review with Mr. Ken Fletcher at 2:00 p.m. on Friday, June 20, in his Athletic Department office.

Checkpoint 1: Meet with Dr. Sikkenga and/or Dr. Edgar Kelley. Revisions as necessary for Monday.

Week of June 23: Service days on and off KCHS site. Maintain log. Working on health course materials.

Week of June 30: Service days on and off KCHS site. Maintain log. Working on completion of health course materials. Work for Friday review by Mr. Weesies--set up appointment time.

Checkpoint 2: Meet with Dr. Sikkenga and/or Edgar Dr. Kelley. Revisions as necessary for Monday.

Week of July 7: Service days on and off KCHS site. Maintain log. Working on physical education course materials.

Week of July 14: Service days on and off KCHS site. Maintain log. Working on completion of physical education course materials. Review with Sandy Neiuwendorp on Friday afternoon--set up appointment.
Checkpoint 3: Meet with Dr. Sikkenga and/or Dr. Edgar Kelley. Revisions as necessary for Monday.

Week of July 21: Create implementation materials. Service days on and off KCHS site. Self-review at week's end. Revisions as necessary for Monday.

Week of July 28: Service days on and off KCHS site. Master project assembled and reproofed. Preparation for orals and submission of final project draft by end of week. Try a mid-week review of project draft by a committee member.

Week of August 4: Grades and credentials up date and verification for graduation process.

Total time is 8 weeks at 5 days each week times 7 hours per day = 280 hours versus 240 hours required.

Methodology for Creating Descriptors

Based upon teacher unit and lesson plan priorities from previous teaching year and anticipated desires for up-coming school year, key words or descriptors were selected to coincide with priority content areas using the following references: (a) biblical concordance (Young, 1974), (b) Willmington's Guide to the Bible (Willmington, 1981), (c) Webster's New Collegiate Dictionary (1961), (d) thesaurus (Mawson, 1970), (e) table of contents of textbook (Pollock, Purdy, & Carroll, 1979), (f) index of textbook (Pollock et al. 1979), and (g) brainstorming. Descriptors were then checked and looked up in the concordance. A list was then assembled for Bible reading and research.
Those Bible verses deemed appropriate and helpful were then incorporated into the project questions and content. Descriptors not referenced in the concordance were usually dropped, unless the writer knew a specific application (Christian) for the word from previous Bible study.
CHAPTER II

PHASE I: BUSINESS MATHEMATICS

Narrowed Categories of Study With Descriptors Used

The following training areas represent the priorities of the business mathematics program of Kalamazoo Christian High School:

1. Checkbook skills
   financial--no concordance references
   records--Job 16:19
   manage--no concordance references
   money--Gen. 47:15; 1 Kings 26:2, 12:6; and Lev. 22:11. First one deemed appropriate for use.

2. Cash receipts record
   financial--no concordance references
   records--Job 16:19
   manage--no concordance references
   money--Gen. 47:15
   honest--2 Cor. 13:7

3. Cash payments record
   Used all descriptors for cash receipts record and Heb. 13:18, "in all things live honestly."

4. Gross pay
   pay--none
   honest--Heb. 13:18
empathy—Deut. 20:19 and Ezra 10:15, not used

responsible—John 1:3; Eccles. 5:4; and Deut. 20:19. Used Eccles. 5:4.

5. Budgeting

buying—Deut. 32:6

plan—2 Sam. 24:24

divide—many entries; most believed not to be suitable. Matt. 13:44 and Rev. 13:17 (mark of the beast)

6. Borrowing

borrow—Prov. 22:7; Deut. 15:6, 28:12 (shall lend not borrow); Neh. 5:4; and Ps. 37:21.

debt—Ps. 37:21; Matt. 6:12 (forgiveness of debts); Matt. 18:30; and Matt. 18:26, 28, and 29.

owe—Rom. 13:8; Matt. 18:28; Luke 7:41, 16:5, 16:7; and Philem. 18. Matt. and Rom. were used.

7. Savings

saving—Heb. 10:39; 11:7 (Ark—Noah)

acquiring—no concordance references

tithing—Deut. 14:22; Neh. 10:37; Matt. 23:23; Luke 11:42, 18:12; Heb. 7:5-9; Gen. 14:20; Lev. 27:30-32; Num. 18:24-28; Deut. 12:6-17, 14:23-28, 26:12 (stranger, fatherless, widower); 2 Chron. 31:5-12; and Neh. 10:37-38, 12:44, and 13:5. Matt., Lev., and Neh. were used.

8. Real estate (renting)

rent—no concordance references

estate—Dan. 11:38 and Col. 4:8. Neither used.

The comparison "like the birds of the field, our Father knows our needs and will supply them" was used.

9. Buying home wisely

exchange—no concordance references
home—no concordance references

shop—no concordance references

buying—1 Chron. 21:24 (not offering burnt offerings without cost)

work—no concordance references


10. Travel expenses

recording—overlapped in other sections

note—no concordance references

11. Social security taxes and benefits


benefits—Ps. 103, 116:2; Philem. 14; 1 Tim. 6:2, 2 Cor. 1:15; and Jer. 18:10.

12. Income tax

income—no concordance reference

Utilized descriptors above.

13. Payrolls

pay—no concordance references

obligation—no concordance references

employed—no concordance references

timely—no concordance references

punctual—no concordance references

Used gross pay headings.
Introduction for Cognitive Levels of Thinking Questions
Based Upon Bloom's Taxonomy of Learning

Phases 2 through 4 of this thesis share questions developed for the courses of business mathematics, health, and physical education. Developed to foster religious thinking in class settings, not frequently associated with Bible study, the questions span Bloom's (1964) six levels of cognition.

Following each cognitive level heading for the various classes is a phrase in parentheses which states what the particular cognitive level is striving for. Please review the phrases in parentheses as you read through the question sections in order to have a sharp focus on what outcome the question is seeking with regard to the learner's thinking. The six levels of cognitive thinking which Bloom (1964) has written about range from knowledge, comprehension, application, analysis, and synthesis, to evaluation.

Cognitive Levels of Questions

Knowledge (Recall of information)

1. Keeping business records, journals, and other financial transactions is spoken to in 2 Corinthians 13:7. We are instructed to "do no ________, . . . you should do that which is ________."

2. Continuing the emphasis originated in Question 1, Hebrews 13:18 states "in all things be willing to live _________."

3. When we think of budgets and buying wisely, our minds are of this world. Thinking in heavenly terms, we are taught repeatedly
that Jesus Christ bought us, our salvation, with his blood.

Deuteronomy 32:6 asks "is not he thy father that hath _______ thee? Hath he not made thee and established thee?"

4. Which do you most prize as a dream purchase: special mansions, a fleet of exotic cars, or the perfect wardrobe? Matthew 13:44 states "the kingdom of heaven is like treasure held in a field, and when a man hath found the treasures of the kingdom of heaven, will _______ all that he hath, and _______ that field."

5. Debt assumption and repayment are partially addressed in Psalms 37:21. "The wicked borroweth, and _______ ________ ________.

6. Savings is a portion of one's financial plan that experts suggest should represent 5% to 10% of our income. Hebrews 10:39 speaks of another type of savings. Saving of ________ ________.

Comprehension (Say it in a different way!)

1. Payrolls are a vital concern to businesses and employees. Much goodwill can be generated from timely, efficient, and accurate payroll procedures. The opposite is also painfully true. Ecclesiastes 5:4 states, "when thou vowest a vow unto God, defer not to pay it; for he hath no pleasure in fools. Pay that which thou hast promised." Relate this quotation to the need to honor commitments made to employees on time.

2. Noah demonstrated his understanding of the need to "save" by doing what? Expand beyond the specifics of his actions to the general.
3. Read Deuteronomy 14:22 please. How do you think a business person would feel if he read this section, knowing he was tithing based upon last year's income figures, and not on this year's record-breaking sales income? Another example is the salesperson who pays quarterly income taxes based on estimates, this year to last year?

4. Nehemiah 10:37-38 should give you information about the Israelites and Levites. Give an example of something they did that showed their concept of saving and tithing.

5. Strategies for being wise in a "business" sense have been shared with you by Mr. Fletcher, and will continue to be through the balance of this course. Proverbs 1:5, 3:7, 3:35, 9:9, 10:14, 13:1, 13:20, 15:7, 16:21; Ecclesiastes 7:19; and Proverbs 10:5 all give us ideas of what being wise is. In your own words, state what you think a wise person/business person is. Please limit your writing to two paragraphs or less.

6. Benefits for social security recipients are explained in a special pamphlet. Restate in your own words the benefits spoken of in Psalms 116:2. Compare the two types of benefits and weigh the importance of the two in one's life; this expands this question into an evaluation drill as well.

Application (Apply information to a new situation)

1. Revelation 13:17. There has been considerable discussion in recent years about phasing out paper currency and using debit and credit cards, similar to bank charge cards. Please read the above chapter and verse, which mentions the "mark of the beast." Apply
this information to the world around you, filled with computerization, and discuss the likelihood of debit and credit cards replacing currency, as we know it today, during your lifetime. Seek out current event articles. What are your thoughts about a one world currency? International bankers have favored the concept for years.

2. We have discussed strategies for buying a home. You are to assume that you are on a housing committee at church, searching for a suitable home/parsonage for your new incoming associate pastor. Develop an activities outline for determining priorities, financial capabilities of the church, and time frame for completing your assigned task within several months. Your new associate pastor plans to arrive in 4 months.

3. What does being a "Christian" business person mean? You may support with chapter and verses if you desire, although not necessary. Two paragraphs or less are preferred.

4. Deciding how to vote in an upcoming state election, you have empathy for candidate A's position that business taxes are too low and yours too high. You tentatively believe that candidate A has your vote. Thinking through the issue for a few more days, you wonder where business people will get the additional money to pay their likely higher taxes, assuming the money will not come from present profit levels. Respond to this question with at least two possibilities. We trust you recall the teaching that Christians are to render unto Caesar what is his and unto our Lord that which is his!
5. Your older sister will soon be married. You have been "rapping" with your future brother-in-law and budgets and taxes came up. You are shocked by the percentage that will be deducted from their income of approximately $20,000 as they both work part time and attend college full time. Using the IRS charts for last year or this year, determine their federal income tax and their social security tax. Keep the concluding sentence of Number 4 in mind as you complete this question.

6. You are probably now aware that sales people frequently use their vehicles in their employment. Assume that you are the sales manager of a division of insurance claims agents, specializing in property losses. Develop a brief outline for new staff member training with regard to which auto records are important, how the records will be used, and to whom they may need to present them.

Analysis (Taking apart/seeing similarities in different situations/seeing differences in similar things)

1. Read Genesis 47:15-20, please. How is this financial emergency similar to the events your family could undergo in the event of employment loss and major health troubles for both of your parents? How could budgeting skills be especially helpful at such a time? How is the Genesis reading similar to our Great Depression of the 1930s? Whom might we turn to in such times?

2. The Lord's Prayer teaches us to say "forgive us our debts, as we forgive our debtors." How is this quotation the same as a bank's policy to work with someone having difficulty repaying a loan
on time for legitimate reasons? How is this quotation different from
the loan situation?

3. Romans 13:8 states "owe no man anything, but to love one
another, for he that loveth another hath fulfilled the law." How is
your imaginary Uncle Bob, who never buys on credit and is somewhat of
a hermit and loner, similar to and different from the teachings of
this quotation? How would your imaginary aunt be similar or differ­
et from the quotation, as she is very out-going and sometimes even
borrows money, to enable herself to give more to charities?

4. Acquaint yourself with Matthew 23:23 as necessary. Discuss
with your neighbors how you are like the Pharisees and Scribes. Then
discuss how you are like the "servant" each of us is directed to be.
(Take approximately 5 minutes total--be brave--interact--talk with
and to each other!)

5. Proverbs 22:7 states "the rich ruleth over the poor, and the
borrower is servant to the lender."

Situation A: You have thought quite a while about it, and you
decide to borrow money from a close relative to help you purchase
your first used car. You are 17, and 6 months into this auto and
money adventure you develop mixed feelings. What might be some of
the mental arguments you are tossing around in your mind both posi­
tive and negative?

Situation B: You are a member of an affluent family. Through
your family's financial advisor, with whom you have completed a
relaxed game of tennis, you discover that your family, through gen­
eral investment funds, loans money to third world countries at
interest rates Americans would consider quite high. What could well be running through your mind? What courses of action might you take, if any?

6. Accurate records of receipts and payments are crucial to a business person and/or business. Accuracy and efficiency techniques studied in this course can be used positively or negatively. Cite examples from our society depicting situations of each (i.e., drug wars, immoral underworld activity, tax evasion, etc.). In your opinion, what was the underlying cause for the differences between positive and negative application of skills?

Synthesis (Creating or inventing something/bringing together of more than one piece of information)

1. Leviticus 17:30-32 speaks specifically to the 1/10th tithe issue. As a class or in small groups of four or five people, develop a hypothesis relating the above Bible passage to your general student body. Plan to test your hypothesis by a predetermined method (i.e., random sample, percentage sampling of males and females, freshman to senior spread, etc.). Your instructor can assist you in valid surveying methods and statistical interpretation.

2. Locate a current event article depicting the falsification of business documents resulting in legal proceedings. Write a brief outline so you can give a 5-minute presentation on the "facts" and "biblical teachings" that are relevant to the situation in your thinking.
3. You are probably aware of famous individuals being sent to prison. The Watergate scandal has provided many books by authors now converted to Christianity or by authors who have greatly strengthened their faith. Write a hypothesis about how people often use power, especially as they rise to higher and higher positions of power. Compare your hypothesis with what you know of the way Jesus Christ spent his life and how he used power. What principles can you apply from your hypothesis and discussion to your own life today?

4. Review Deuteronomy 15:6 and 28:2 as necessary. "The Lord will bless all the work of thine hand; and thou shalt lend unto many nations and thou shalt not borrow." You have been elected president of the United States and must explain to your fellow countrymen why the budget deficits are unacceptable and unhealthy from a Christian perspective. With the support of your cabinet and constituency, you plan to move to make it illegal to borrow money to cover the deficit after a certain year and date in the future. In other words, you will not allow the country to spend more than it collects. Conjecture what will be several ramifications of your actions and attempts. Consider both positive and possible negative ramifications.

5. Discussions have taken place about renting real estate, from both sides of the exchange. Keeping these skills in mind, review other timely considerations that the building committee of a Christian high school would make as they plan to move from the renting of facilities to building a high school of their own. You may wish to attend a school board meeting to observe financial planning activities, or meet with a member of the board or the building committee,
or call them for their real-life input.

6. The American system of finance is based to a very large extent on one's credit rating, that is, the result of willingness and ability to repay loans on time. We have read various Bible verses with regard to lending and borrowing; please keep them in mind. Many people in our society borrow at one time or another for large purchase price items, housing, schooling, and so forth. Young people attempting to establish a credit rating have a difficult time doing so if they always pay cash for all purchases; they leave no record of paid loans on which creditors can base future credit. Discuss the pitfalls and challenges of establishing a good credit rating, that is, qualifying for a loan, should you decide you need or want one. What do you think of the strategy of charging purchases on a credit card, but paying for them prior to billing, thereby avoiding any interest charges? Your teacher, parents, family banker or broker, and others may give you helpful input.

**Evaluation (More than one possible point of view/support position—why do you think so or how can you tell?)**

1. Please read Matthew 18:30, which deals with sending the debtor to prison til he could pay the debt.

Which solution is superior overall? The one above or today's personal bankruptcy laws? What are the pros and cons of each? What are possible modifications to either approach that would be most workable?
2. Class skills teach us how to buy wisely. These skills are tied into buying a home wisely, also. Balance the importance given to buying a home wisely and having a nice home with biblical teachings of our "Heavenly Home." Which is more important? Why? How do people in your circle of acquaintances balance the two? What pitfalls may exist in various situations in your opinion? What advice do you have for yourself as you balance these two aspects of your future life?

3. Various texts of the Bible refer to the exchange of money for goods of equal worth. In our society there is the saying "He who ends up with the most and biggest toys wins!" Compare this "worth" statement with "worth" and "value" as perceived and taught by Jesus Christ.

4. Which approach is better? Paying laborers for one hour of work when they work just one hour, or paying them a full day's wage for that one hour of work, because they were waiting for work most of the day? Do you recall the Bible scripture relating a similar report about field laborers? How would such generosity be viewed today? Consider fairness and equity, union reaction, explanation to employees, and other considerations you feel would be vital.

5. Genesis 14:20 has us consider this thinking: "Blessed be the most high God, which hath delivered thine enemies into thine hand, and he gave him tithes of all."

As chairman of your own real estate firm, you have been committed to tithing 10% of your income for the Lord's work. However, a clear thinking new associate in your firm has suggested that perhaps
the tithe need not always be in the form of currency, but rather could be donated resources of the firm. Resources such as advertising, staffing for projects requiring manpower, professional time and expertise, and so forth, calculated at fair market value. You are interested in hearing the thoughts of your work force and plan to announce a meeting for such a purpose. What are several arguments for each side of this issue that come to mind? Perhaps discussing this situation with class members will get your ideas flowing!

6. Debt assumption and repayment are partially addressed in Psalms 37:21: "The wicked borroweth, and ________ ________ ________.

How does this situation affect operations of businesses located in traditionally conservative Christian communities? Some studies report that businesses offering credit sales do realize a greater profit than if all sales were strictly cash. Can you research and locate reports to the contrary. Which method would you use if you were the operator of a business? Would the location of your business impact upon your decision?
CHAPTER III

PHASE II: HEALTH

Narrowed Categories of Study With Descriptors Used

The following training areas represent the priorities of the health program of Kalamazoo Christian High School:

1. Health and health behavior
   
   health—Jer. 30:17 and 3 John 2
   
   physician—Gen. 50:2; 2 Chron. 16:12; Job 13:4; Jer. 8:22; Matt. 9:12; Mark 5:26; and Luke 8:43 and 5:31
   
   mental—none
   
   physical appearance—2 Sam. 12:11
   
   social—none
   
   motivation—none
   
   inspiration—Job 32:8 and 2 Tim. 3:16 (God breathed all script)
   
   spiritual—Ps. 31:24; Hos. 9:7; 1 Cor. 9:11, 15:44; and Rom. 8:6
   
   birth—Hos. 9:11; 2 Kings 19:3; and Luke 1:14
   
   stewardship—1 Chron. 28:1; Luke 16:2, 12:42; and 1 Pet. 4:10
   
   death—Deut. 24:16, 21:22; 1 Cor. 4:9; John 18:31; 2 Kings 24:6; and Lev. 19:2
   
   eyes—Exod. 21:24; Num. 15:39; Deut. 3:21; Gen. 3:5, 22 (lift up your eyes), 34:11; Isa 59:10; and Matt. 18:9 and 6:22.
   
   miracle—Num. 14; Deut. 11; Exod. 7:9; and John 2:23 and 6:26

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male--Gen. 1:27; Lev. 2:3, 4:23; Gen. 2:25, 2:24; and Exod. 10:11

female--Gen. 1:27, 22, and 2:25

man--There were eight pages listed in the concordance; used male instead.

hear/hearing--Prov. 20:12; Isa. 65:12; Acts 8:13; Ps. 10:17; Amos 8:11; and Ps. 135:17

intelligence--Dan. 11:30 and Mark 12:30

strength--Gen. 49:3; Job 18:7; Ps. 88; Job 12:13; Ps. 71:16, 80:2; Eccles. 9:16; Deut. 33:25, 10:26; Ps. 18:1; Hab. 3:19; Job 9:4, Ps. 31:10; Prov. 20:29, 24:5; Isa. 41:1; 2 Sam. 22:33; Neh. 8:10; 1 Chron. 16:11; Mark 12:30; and Rev. 3:2

pollution--Ezek. 20:31 and Acts 15:20

natural--James 1:23 and 2 Pet. 1:4

stress--Prov. 27:20; Eccles. 8:15; Isa. 56:6; Ezek. 20:16, 21; and Eph. 4:26

2. Nutrition--Isa. 7:22; Jer. 29:5, 28; and Joel 1:4 (locust)

eat--Lev. 7:23, 7:25; Deut. 14:3/7; Prov. 24:13; Deut. 14:9/fish; Deut. 14:20; and 2 Sam. 16:2

eating--1 Chron. 10:3/4, 8:4; Lev. 21:22, Num. 6:3/4; Num. 11:18; 1 Kings 4:20; and 2 Kings 4:42

habits--Isa. 23:18 (eat sufficiently)

choice--Prov. 8:10, 10:20; and Neh. 5:18

control--none

food--Gen. 41:35-47:0; Job 40:20; Lev. 19:23, 11:7; Deut. 10:8; 1 Kings 5:9; Job 24:5; Ps. 78:25, 104:14, 146:7; Prov. 28:3; Gen. 2:9, 3:6; Prov. 6:8, 1 Tim. 6:8, Isa. 60:19; Acts 14:17; James 2:15; and Eccles. 8:15

sun--Isa. 30:26; Job 9:7; Num 25:4; Deut. 33:14; Judg. 15:31; Ps. 74:16, 84:11, 136:8; Eccles. 1:3; Joel 2:10

rain--Gen. 8:2; Jer. 14:4; Ezek. 38:22; Deut. 11:11, 11:17; 1 Kings 8:35 (sin/no rain); 2 Chron. 7:13; Acts 14:7; James 5:18; Gen. 2:5; Exod. 9:18; and Amos 4:7
soil—Ezek. 17:8 (only reference)

vegetables—none

fruit—Heb. 12:11; Deut. 11:17; Neh. 9:25; Exod. 10:15; Lev. 19:24; Lev. 26:4; Deut. 28:53; 2 Kings 19:29; Neh. 10:37; Mark 4:8; Prov. 13:2; Song of Sol. 4:16; Isa. 4:2; Jer. 29:5-28; and Deut. 33:14

water—Gen. 1:20, 24:17; Exod. 15:22, 17:2, 23:25; Deut. 2:6; Josh. 2:10; Job 12:15; Ps. 77:17; and Isa 50:2

exercise—1 Tim. 4:8/7 and Jer. 9:24

fatigue—none

sleep—Prov. 6:4; Matt. 26:34; Ps. 127:2; Isa. 29:10; Prov. 3:24, 6:4/9, 20:13; Eccles. 5:12; Rom. 13:11; Isa. 5:27; Prov. 6:10/22; and 1 Tim. 5:10

rest—Josh. 1:15; 1 Kings 5:4; Isa. 63:14; Matt. 11:28; Deut. 28:65; Lam. 1:3; Ruth 1:9; 1 Kings 8:56; Rev. 14:11; 2 Thess. 1:7; Ps. 37:7; Heb. 4:4; Exod. 23:12; and Rev. 4:8

work—John 10:25; Eccles. 1:3 (under the sun; Exod. 20:9, 31:15; 1 Chron. 9:33; 2 Chron. 34:12; Deut. 14:29; Ps. 104:13; Rev. 25; Prov. 16:3; Eccles. 8:9; Ps. 78:11; and Col. 1:2 and 4:12

meat—Rom. 14:20; Joel 1:16; 1 Tim. 4:3; Gen. 24:33; Acts 2:46; Heb. 12:16; Acts 10:35; Eccles. 3:9; 2 Chron. 31:20; and Exod. 5-18.

bread—Jer. 52:6; Matt. 7:9, 8:16, 6:11; Exod. 16:4; Matt. 4:4; Exod. 23:25; Gen. 19:3, 3:19, 28:20; Deut. 8:3; Exod. 12:20; 2 Sam. 16:2; and Prov. 25:21

corn—Gen. 41:49, 27/28, and 43:2

grain—none

3. Health/Tobacco

dangers—none apply

diseases—2 Kings 8:8/9; 2 Chron. 21:18; Deut. 28:60; 2 Chron. 21:15; Matt. 4:23; Luke 6:17; and Acts 19:12

abuse—1 Cor. 6:9
habit--none

illness--none

sick--Song of Sol. 2:5; Isa. 38:9; Mark 6:13; Phil. 2:27; and James 5:14

temptations--Deut. 7:19/29:3 and James 1:2/2:12

smoke--2 Sam. 25:9; Job 41:20; Ps. 68:2, 102:3; Prov. 10:26; and Isa. 51:6

choice--none that apply

4. Health/Alcohol--Gen. 27/28; 1 Kings 4:20 (celebrate); and Ps. 104:15 (wine)

   eyes--Gen. 49:12 (red) and Exod. 18:7

   miscellaneous--Exod. 20:3; Job 8:19; and John 10:1

   dangers--Acts 19:40 and Matt. 5:21/22

   abuse--none appropriate

   temptations--James 1:2; 2 Pet. 2:9; and James 1:12

   disease--see Tobacco list above

   habit--none

   illness--none

   sick--see Tobacco list above

   choice--none apply

   drink--Dan. 1:10; Col. 2:16; Gen. 9:21, 43:34; Exod. 15:24, 17:1; Lev. 10:9; Num. 6:31; Deut. 2:28; 1 Sam. 1:15; 1 Kings 18:41; Ps. 75:8; Prov. 9:5, 31:4/5/7; Eccles. 2:24, 8:15, 9:7; Song of Sol. 5:1; Jer. 25:27; Isa. 22:13; Matt. 24:38; Judg. 4:19; Prov. 20:1; Matt. 25:35; Rom. 12:20; Num. 6:20; and Gen. 24:17

5. Health/Drugs

Use tobacco headings plus ones listed:

   miracle--Num. 14:22; Exod. 7:9; John 3:2, 6:14, 12:37; and Acts 4:22
care for—2 Chron. 8:16; Luke 21:34 (cares of world); 1 Cor. 7:32/34; and Luke 10:34/35

help—Ps. 115:9–11, 46:1; Josh. 10:4; 2 Sam. 10:11; Isa. 63:5; 2 Chron. 19:2; Luke 5:7; 2 Cor. 1:22; and 1 Cor. 16:16

lifesaving—none

cure—Jer. 33:6 and Luke 7:21, and 9:1

aid—Judg. 9:24

compound—Exod. 30:25

6. Health/Disease

spiritual—Eph. 6:12

eyes—see No. 1 plus these: Mark 8:23; Math. 20:34; Job 9:11; 2 Pet. 2:14 (adultery)

heart—Judg. 19:6; 1 Sam. 2:1; 1 Kings 21:7; and Job 37:24

blood—Eph. 1:3 (spiritual blood)

cancer—none

tumor—none

cause—Jer. 30:13

heal—2 Kings 4:35; Acts 4:22, 4:30, 19:12, 5:16; and Gen. 20:17

prevent—Ps. 88:13 and Amos 9:10

pleading/for neighbor—Job 16:21

control—none

illness—none

sick—see Tobacco listing

death—Judg. 16:16; Gen. 27:10; Exod. 10:17; Deut. 30:19; 1 Sam. 20:3; Job 30:23; John 2:4; Eccles. 7:26; 1 Cor. 15:55; John 4:47; and Mark 5:23

pain—Jer. 6:24, 15:18; Ps. 25:18; Ezek. 30:16; Jer. 15:15; Matt. 17:17; and 1 Cor. 10:13
suffering (also available were adversity and affliction)—2 Cor. 1:6; Gal. 3:4; Phil. 1:29; 1 Pet. 2:20, 3:14; 1 Cor. 9:12, 13:4; and 2 Tim. 3:12

discourage—Isa. 42:4 and Col. 3:21

alone—Deut. 1:9 and Ps. 102.7

physician—Luke 4:23 and 8:43

heart—Eccles. 7:22; Ps. 44:21, 62:10; Isa. 66:14; Prov. 3:5; Jer. 32:39; Prov. 23:15; Deut. 1:28; Prov. 27:11; Ps. 73:26; and Jer. 32:40

7. Health/ Emergency First Aid

emergency—none

aid—Judg. 9:24

safety—Lev. 25:18; 1 Sam. 12:11; Job 11:18; Ps. 78:53; Isa. 14:30; Job 5:4; Prov. 29:25; and Job 3:26

help—Ps. 32; Deut. 33:29; Ps. 46:1, 70:1; Isa. 10:3; Exod. 2:17; and Deut. 32:38

assist—Rom. 16:2

brother/ly/hood—Matt. 25:36; 1 Pet. 2:17; and Rom. 12:10

heal—Matt. 9:35; Mark 1:3; Acts 19:12; Isa. 38:9; Ezek. 34:16; Matt. 8:16; and Mark 3:5

immediate/ly—healing—Mark 1:14; Luke 5:12; John 5:18; and Acts 9:17

respond—none

Cognitive Levels of Questions

Knowledge (Recall of information)

1. High school years can be very demanding, stressful, emotional, joyous, and heart breaking all in one day! Luke 1:14 states, "And thou shalt have _________ and gladness; and many shall
at his birth." In your life also, many rejoiced when you
were born and continue to do so. Consider mentally or in written
fashion the "support groups" you have in your life. These groups of
people help you through the challenges of life, especially during the
high school years. They contribute significantly to your health and
emotional well being! You are not on your own!

2. Bible scripture contains numerous examples of Jesus acting
as "The Great Healer" and physician. Cite at least one such chapter
and verse.

In the school setting you participate either in physical educa-
tion and/or team sports. You are expected to use your knowledge of
proper preactivity warm-up procedures to help keep yourself in
healthy condition and able to contribute to the team. The old saying
that the Lord helps those who help themselves may be appropriate with
regard to proper warming up procedures. Can you state what the warm-
up procedures are for your physical education class and/or team sport
involvement?

3. Luke 16:2 reminds us to be mindful of our___________.
What is our responsibility with regard to our fitness and health,
which most people receive in full portion in youth?

4. Chariots of Fire, produced by Puttnam and released in 1981,
was a moving film portraying physical and mental fitness teamed with
group pride and dedication. Psalms 31:24 speaks of "spirituality,"
so vital in sports and athletic endeavors. We are called to "be of
__________ ___________, and he shall _________ your heart,
all ye that hope in the Lord."
5. Deuteronomy 11 speaks of the miracles performed by Jesus. Most of us have first hand experience or involvement with serious illness, whether through a family member or a friend. This day, as you are active and enjoy the vitality of youth and health, think about your miracle of health, one of many miracles our Lord performs. How can you use your health as a resource to help build our Lord's kingdom? What other Bible passages speak of God's miracles?

6. Intelligence, part of the gift of health and capacity, is a powerful gift and tool, which we frequently take for granted. What advice is given in Mark 12:30 to all people with regard to nurturing intelligence?

7. Intelligence, by itself, cannot make a full person in the eyes of our Lord. What other attributes important to fulfilling one's life are found in 2 Peter 1:4-8?

8. Many people are involved with health foods and natural ingredients, citing both medical research and personal experience that such dietary practices improve their vigor and lifestyle. These practices may well contribute to sound health and a satisfying daily routine. The Bible relates the "naturalness" of God's plan for our lives. How does James 1:27 phrase this idea?

9. Stress management workshops have become a significant part of corporate America the past several years. Workers at all levels, as well as students and children, are said to suffer from the effects of stress. You probably have discussed strategies to cope with, guard against, or control levels of stress in your lives in health and physical education. Physical exercise is known to be an
excellent antistress agent. Ephesians 4:26 says much, in a few words, on how to control or avoid stress! Can you recall those words?

Comprehension (Say it in a different way!)

Psalms 74:16 states that God "has prepared the light and the sun." Deuteronomy 33:14 shares the blessing which Moses gave the children of Israel before his death. Our Michigan summer of 1986 certainly makes us appreciative of any sunshine. Moses reminded Israel of the blessing of "precious fruits brought forth by the sun." Mentally or in writing, say in your own words what Moses said with regard to the sun. (You may wish to expand the coverage of your prayer to include the vast array of foods which we have at our convenient disposal.)

2. Proverbs 8:10 and 10:20 speak of the importance of choices in our lives. When it comes to our nutrition, we have a vast number of choices. Explain in your own words what you believe Jesus' advice might well be to each of us in terms of our personal diet and thinking on nutrition. (What would he want for our lives in the area of nutrition?)

3. It is easy for us to complain about the abundance of rain during May and June of 1986 in Michigan. Ironically, much of the rest of our country is experiencing a drought. While young people would probably prefer sunbathing to rain, we are also taught to give thanks for all our resources. Water is said to be the next endangered resource. Michigan's legislature has even moved to protect
its water from being piped to other states.

Two verses, 1 Kings 8:35 and 2 Chronicles 7:13, reflect on the circumstance of no rain. How might we state our feelings about abundant rain fall in more Christlike terms, as opposed to our usual complaints? How has our Lord used rain or the lack of rain as an analogy to teach us principles deemed important to us?

4. We realize that Michigan is blessed with sunshine and very adequate rainfall most of the time. Our sound nutrition is dependent upon available natural resources and their sound management. The neighboring town of Richland was so named for its very fine soil, conducive to profitable farming. Why is land management so important for future generations, especially when world news sources bring graphic pictures of barren land, chemical and nuclear pollution, and shortages of tillable land? How has our Lord equipped Christians to be good stewards of the land and other natural resources?

5. Ministerial marriage counselors suggest that engaged couples consider retaining those parts of their past life and family which they like and discarding those they do not like. In other words, each newly married couple establishes a home with a unique blend of their former lives and bring to it the newness of their life together. The point of this is to remind you of a quotation which many parents have used in good conscience, but is probably poorly received by the youngster to whom it is aimed. The quotation I am speaking about is "Don't waste that food on your plate, don't you realize there are people starving all over this world!" I decided when I married that this was one quotation I never wanted to use in my new
marriage and family setting. How about you; how would you get across the same point, in a less obnoxious manner? Remember, you want to get across the Christian point, without striking a "nerve" in the receiver!

6. Many of our grandparents continue to have their own gardens even when they could afford to buy fresh fruits and vegetables for their one or two person households. Why is it that some people cite Jeremiah 29:28 as a directive to continue to have a garden of their own? What other beneficial reasons may there be for having a garden, beyond the possible cost savings of purchasing similar food? (You should be able to tie this in with health and physical education.)

7. Joel 1:4 paints a grim picture of crop devastation by various insects. Be the moderator between two guests. One is a very conservative Christian farmer and member of one of the Indiana religious groups, typified by very distinctive lifestyles, not believing in chemical farming. Your other guest on the issue is a Christian missionary farmer, home for a one month leave from his African duties. Perhaps two class members can role play each of these parts. Summarize each speaker's main thoughts at the conclusion of his or her brief 2 to 3 minute presentation. Then follow with questions from the class.

8. A nursing friend of the family shared a story about a wonderful older Jewish woman who was hospitalized over a weekend. When her daughter entered her room, the older woman was asked, "How was your breakfast, Mother?" The reply came back, "Wonderful, just wonderful, I had the tastiest breakfast meat with my eggs this
morning!" "What was it Mother, do you know?" "I don't know, let's ask the nurse." "Oh," replied the nurse, "it was sausage patties!"

Deuteronomy, Leviticus, Proverbs, and Numbers speak of "proper foods" and "improper foods" for followers of Jesus Christ. How would you say in your own words the basic premise behind the Old and New Testament scriptures relating to eating the proper/improper foods instruction? How are people to respect and be aware of the wishes of others, with regard to foods and religious beliefs?

9. Referenced here are two Bible texts which speak of rest. Matthew 11:28, "Come unto me those who are heavy laden and I will give thee rest." Hebrews 4:4, "God did rest from all his work on the seventh day." From a health perspective and as students in the field, you are aware of the importance of physical and mental rest for adequate health. You probably also feel the exhilaration of being a teenager and all the related activities. You have probably discovered how challenging it can be sometimes to stop long enough to sleep! Isn't it amazing on a test day how tired you can feel?

Try this activity, please. In your own words, verbally or in writing, alone or with a partner, state the importance of daily rest and the importance of a Christ centered Sunday. Include the physical, emotional, mental, and spiritual benefits derived from such rest. How can stepping back out of this world briefly actually give you more in life, rather than less?
Application (Apply information to a new situation)

1. One or two years ago "Ethiopian" sick jokes were popular. Some people perceived the misfortune of these people to be a result of ignorance and racial inferiority. The fact that rain had not fallen for 10 years did not seem to impact their thinking very much. U.S. citizens may not realize that our large city grocery stores have approximately a 3 to 5 day reserve supply of food—what happens when that reserve is exhausted and restocking becomes impossible for any one of many reasons?

The importance of and blessing of food are highlights of Genesis 41:35-47:0 and 1 Timothy 6:8. Using these verses as background or other Bible texts, present the other side of the Ethiopian issue. Rebut those jokes and the philosophy which supported them.

2. For those of you for whom physical exercise is a "grind," the Bible provides texts which you may be able to use to convince your coach or physical education instructor to ease up! Two exercise related stories seem worth sharing here. One is the old graffiti message seen frequently in team locker rooms. It reads, "Practice makes perfect, but nobody is perfect, so why practice?" The second story is about Ed McMahon, co-host of the "Tonight Show." During one episode a very athletic guest turned to Ed and said, "What do you do to stay fit?" Ed's reply was, "Oh, I hire a guy to work out for me and he looks just great!"

I trust you put more effort into your nutrition, health, and exercise than the previous two stories would suggest. However,
1 Timothy 4:4 may give you added support for an argument with your physical education teacher or coach. Might you convince them to reduce activity time to 2 days a week, based on 1 Timothy 4:4? Could your time be better invested in Bible study or charitable work? Plan your case in outline form.

3. The "Summer Games of 1986" received considerable whoop-lah by the media. Admittedly, for those interested in sports and athletics and the bringing together of varied cultures in a reasonably peaceful setting, the Summer Games probably provided considerable pleasure.

Jeremiah 9:24 speaks of exercise, the type which Jesus practiced during his life among us--exercise beyond his profession as a carpenter and traveling great distances. Serving as the student representative on the Bible class curriculum committee, you have been asked to speak to graduating seniors at commencement. Your time frame is 5 minutes and your topic is a spin off of Jane Fonda's exercise tapes. Create the outline for your presentation for "Jesus Christ's Daily Five Minute Exercise Suggestions." (Keep in mind, they need not be accomplished in 5 minutes, but rather are shared during the 5 minute presentation!)

4. Work, careers, education, status, and satisfaction can all be a part of one's life. Our Bible contains numerous references to work, some of which are: John 10:25; Eccles. 1:3; Exod. 20:9, 31:15; 1 Chron. 9:33, 2 Chron. 34:12; Deut. 14:29; Ps. 104:13; Rev. 25; Prov. 16:3, Eccles. 8:9; Ps. 78:11; and Col. 1:2, and 4:12. The Catholic church uses the slogan "Dignity of all people" as a
cornerstone for its social fairness activities. In your circles of influence, the idea of the "dignity" of all work has probably been imprinted upon your subconscious. From refuse collector to surgeon, in the eyes of a Christian, they should all be looked upon with respect and dignity for they all serve the Lord in one way or another.

Role play this situation. You are a high school counselor in a Christian school. You are working with a student who has not scored well on his college entrance exams the second time around. Coaching and preparation classes were part of his planning and study, yet the scores were still low. His school marks average to a high C, yet in some settings you feel his work would average out to a low C. He is a school leader, athletic, popular, personable, and one of the "in" people. Girls generally feel he is a 10 on a 1-to-10 scale, and the guys look up to him as a model figure and great person. He has scored very well on aptitude surveys/tests with skills suitable for air conditioning and refrigeration careers, and you believe that is the avenue he should pursue. You are quite certain you can help him obtain a fully paid 2 year scholarship in a 2 year technical school in the field.

All of his closest friends, male and female, are going to 4 year colleges and have done very well on the entrance exams. From a Christian perspective and with the mental health information you possess, make your recommendation to this young man, share his score with him, and advice, strategies, and alternatives open to him. Be realistic—not a pie-in-the-sky type of counselor. Let him know that
you expect to talk with him on an on-going basis the next several months to help him through this period of his life and his career decision making.

5. Recently in the Kalamazoo Gazette there was an article which indirectly was an example of mental stability and the manner in which people view themselves and their work. The young scientist pictured in the paper was said to be a real whiz, educated with extensive degrees and much sought after as a consultant and speaker. Quoted in the paper under his picture was this saying, attributed to his recent visit, "Brain power will rule the world during my generation!"

Seeing this article reminded me of a very different type of person, a surgeon whom I met at the Mayo Clinic in Rochester, Minnesota. Following an 8-hour surgery which saved my mother's life, this surgeon visited the family in the waiting area. One of perhaps six surgeons in the U.S. able to perform such delicate surgery, he accepted our enthusiastic praise and thanks by responding, "Don't thank me, thank our Lord, for he merely used my hands to accomplish his work." What a fantastic reserved sense of self-worth and humility.

Apply what you believe should be a healthy Christian perspective of one's talents and professional/student skills to each of these two situations. What can we learn from each of them?

6. From a nutritional standpoint, a well-rounded diet is to include daily foods from each of the major food groups, fruit being a priority. For parents attempting to feed teenagers, Michigan's fruit basket and relatively low cost is a real plus. The Bible frequently speaks of the "fruits of our labor" and the "fruits of Jesus' work."
Assuming all goes according to your plans and desires, or even pretty much according to your plans and desires, develop a list of achievements you will have to your credit 6 years from now with regard to your health and nutrition as a Christian steward of these gifts. Examples might be: consistently jogging several miles each day, keeping only fruits and vegetables in your home, avoiding junk foods, or possibly encouraging others to enjoy physical fitness and sound nutrition by your example and vitality for life. Can you come up with 11 or 12 more?

7. Various class members may recall the major power outage of New Year's Eve 1984-85. Various areas in the greater Kalamazoo sector were without power and related services for up to 9 days! Exodus 15:22 tells of Moses' experience without water for 3 days, while Exodus 23:25 relates water blessed by our Lord. When my parents' retirement home was nearing completion and the well had been connected, with water flowing from interior pipes for the first time, it really did seem like a miracle—volunteer family labor built that home. During the storm period of 1984-85, our home became a haven for family and friends, for we are set up with total auxiliary generation, providing ongoing daily conveniences. People really enjoyed our water supply!

Do you really think you can relate to Moses' experience? Do you really believe you appreciate your water, beverage, and food supply? Health considerations being paramount, select a very favorite food or drink and deprive yourself of it for at least several days. Upon returning to the item, log your feelings, impressions, and any
biblical texts which come to mind. Then apply your log notes to how "Third World" people may or are said to feel towards U.S. citizens. Third World peoples usually lack the basic necessities and the many advantages we experience as a matter of expectation. Do you better understand why some foreigners may have negative thoughts about us? By the way, when you returned to your drink or food item after abstaining for several days, did you detect flavors, tastes, or textures which you had previously not detected? People that fast for religious reasons say that such findings are common.

8. Earlier in these exercises, we considered sleep, and the benefits of a reasonable mix of study, sports, socializing, and rest. The Bible says more about sleep in Proverbs 20:13, "Love not sleep, lest you come to poverty." Proverbs 3:24 speaks of "sweet sleep." Write a generalization about your present sleep time table and apply it to your anticipated postschooling/college life. Will you be in balance with regard to your employer, work for the Lord, personal interests, formal obligations, and so forth? What changes might you need to make now to alter present habits for a greater likelihood of successful life mixes in the future? (Think about this one! It may sound strange; however, I have a deep appreciation for it, as I am just recovering from a mean bout with mono, brought on by burning my candle at both ends. Adults have a difficult time putting it all together sometimes, too!)

9. Vision is a sense of enormous importance to each of us. We are taught to protect our eyesight from youth with regular testing and safety procedures to prevent injury both at work and at home.
Most of us probably recall being told when we were young that certain foods were good for our eyes, "so shut up and eat 'em!" We know today from verifiable scientific research that certain food groups really do contain vitamins and nutrients helpful to our basic senses. What is the point of this lead-in? Isaiah 59:10 says, "man gropes as if blind, we stumble at noon, as in night." What generalization is being made here and how would you apply it to your graduation experience; all those thoughts, feelings, and reflections people have as they approach, experience, and then remember their graduation? How does this quotation from Isaiah tie in with the maturing process explained in your health textbook and the experience all adults must go through?

Analysis (Taking apart/seeing similarities in different situations/seeing differences in similar things)

1. Ecclesiastes 9:16 states "wisdom is better than strength." Completing this high school nutrition and health material makes you much more knowledgeable in the area than many adults around the world. Here is your exercise situation. You have volunteered with your church youth group for summer service in the back hills of Kentucky (location of the highest adult illiteracy rate in the U.S.). You will be working with families on improving nutrition. Keep in mind that most of these families are at or below the poverty level, with a junior high education considered advanced. Many families are headed by single, unwed girls; there are many young teen couples; and there is a distrust of government agencies and outsiders. You will
be responsible for developing and presenting either written and/or verbal materials which you can share in not more than 15 minutes with these rural residents. Church leaders from the area will be with you to help soften your entrance and help provide a supportive setting. Remember, share the main points of nutrition with them—the pearls of your wisdom!

2. Job 32:8 strengthened a friend of mine several years ago. Sometimes, in spite of our efforts towards good nutrition and health, our health and wellness are lost. One of my former students experienced this situation, but fortunately had the support of his very good friend, also a former student of mine. Both had recently graduated from high school, being top athletes and good scholars. Ken's ability to play good basketball deteriorated steadily after graduation due to poor stamina. Upon physical exams, it was discovered he had leukemia. While some patients can recover, Ken did not, passing on to our Lord's home 9 months later. His friend, Todd, shared strength with him, taking heart from Job 32:8, "there is spirit in man; the inspiration of the Almighty giveth them understanding."

Ken, although scared and experiencing emotional and spiritual peaks and valleys, lived an example of courage and "class" and stamina, apparently alive with the "spirit" Todd had known was within him and had helped nurture. Develop a list of at least one dozen words which would be synonymous with the "spirit" which we are discussing here.

3. Training, mental preparation, and nutrition are all a part of competition. You find yourself in the following situation: You
have taken your younger brother or sister to the "Special Olympics" held each summer at one of the state colleges. These summer games are set up with handicapped and disabled young people in mind, offering them the opportunity to participate athletically. A beautiful sunny summer afternoon, you are surrounded by physical and emotional warmth radiating from the crowd. Early in the afternoon schedule of events is a four-man relay run. You and the stadium of spectators are brought to your feet by the anchor-man runner of one of the teams. It is apparent that an upper elementary student is giving it his all just to finish his leg of the race, with substantial difficulty. You and the crowd cheer them on to the finish line, and you feel all tingly and your eyes have filled with emotion as you witness this demonstration of courage and competitive spirit. You hear your little brother or sister say under their breath, just after the race, "the hearing ear and the seeing eye, the Lord hath made them both." (Proverbs 20:12)

Varied interpretations are possible, but what would you believe to be this youngster's main thoughts, expressed by this quotation, at a time such as this.

4. Part of a health course in high school deals with male/female relations and changes that each experiences from junior high through high school. Genesis 1:27 teaches us that male and female are both created in God's image. Here at KCHS you realize that you are asked to be different from other public school high school students, and yet you also realize that you are very similar as well. For example, you have similar fears, dreams, frustrations,
apprehensions, and goals. Some differences between the two types of high schools are very apparent, such as our dance policy (we don't have any until college years) and our junior/senior banquets versus prom/ dance settings.

Develop a list of at least a half dozen ways in which KCHS is similar to and a similar number of items for ways in which we are different from public high schools. Then, see if you can state why; what Christian principles direct the policy making at our high school.

5. Enjoying your first year at college, your roommate exhibits some degree of obesity and seems to eat out of nervousness and/or frustration. Your attempts to interest him in athletics for relaxation have not been overly successful. One night just as you are leaving for a date, your roommate lets you know that he is depressed to the max, and that he really needs to talk with you. You readily agree, and set up a 1:00 p.m. time with him for tomorrow afternoon. Telling him to hang in there and that you will be praying for him, you leave for your much anticipated date.

Quite convinced that the conversation will have to deal with his obesity problem, you feel awkward about the situation. Fortunately, you recall that your home church used to run a TNT program; tempted, nurtured, and triumphant. Stealing some time from your night out, you reach your associate pastor by phone, and get the basics on the TNT program for overweight people and some suggestions on how to cope with Saturday's situation. Develop your main ideas of your discussion that would be helpful to you with regard to the overweight
situation. Good luck; this is typical of life's tough, but realistic, situations.

6. Your sister is home from her second year of college, during Christmas vacation, and announces that she has asked her new male friend (boyfriend?) to come for dinner one evening prior to Christmas, as he commutes to his home. You are looking forward to his visit, for as a high school senior and three sport letter winner your junior year, you know Jeff (sister's friend) is heavily involved in weight lifting and physical training. Your predinner conversations go well among your family, Jeff, and yourself. You are quite convinced Jeff in an okay guy for your sister. During dinner conversation, your father discovers from Jeff that he competes in weight lifting and body building competitions on stage. To your father's surprise, it is learned that Jeff lifts at a co-ed weight lifting club, complete with mirrored panels, etc. Knowing your Dad is also committed to good health, as he jogs regularly and completes his daily exercises, you know why a hush has come over the dinner table.

From a Christian perspective what thoughts do you believe are running through your parents' minds and possibly through your own as well. Is Jeff's approach to health and nutrition consistent with a Christian's? What are your main ideas in this situation?

7. Teenagers are known for their desire for good times and their ability to put a party together on the spur of the moment. A class leader, and very likable young man, is quite skillful at quoting Bible verses and interpreting them to make alcoholic consumption okay. He cites 1 Kings 4:20; Psalms 104:15; and Genesis 27:25. You
want to be in on the good times of your senior class, but you feel awkward about the situation. The seniors involved are smart enough to reserve one driver per car to refrain from drinking. Different settings are used for the spring pregraduation parties. Trusted by your folks, you are allowed to be in by 12:30 on Friday nights. Using your own house key, you are able to let yourself in and go directly to your basement bedroom, safe until morning, when any major effects will have vanished.

Analyze your actions from your Christian perspective and reach a decision about the next probable spring senior party. Can you develop any appealing alternatives?

8. Enjoying a new friendship at KCHS you become aware that your new friend may be experiencing abuse from home. Not only deep mood swings, marked by depression and an attitude of not caring about anything, but physical signs appear from time to time (bruised cheeks, sore arms, limbs, etc.). You know a little about Paul's home setting; his mother is a member of an old time Christian Reformed family in town. You really don't know much about Paul's father, for his natural father died several years ago, and his mother remarried a fellow from out of state. Word is that she was very happy at the time of their wedding, but your parents' friends really don't see or hear much about them as a couple.

You sense whatever you do or say could put you in a ticklish situation and could greatly embarrass your new friend. From your life's Christian training and high school education, what will be the main points of your plan of action? Who might you turn to for
assistance and still keep the wraps on this matter?

9. James 1:12 shares with us "Blessed is the man that endureth temptation; for when he is tried, he shall receive the crown of life, which the Lord hath promised to them that love him." This biblical verse is one of many in your mind as you find yourself at college and working through the summer of your pre-junior year.

During the 3 months of summer you are able to spend wonderful times with a young lady you met at a local men's clothing store. You greatly enjoy her family, her home church in town, and find that just spending time in the same room with her is a beautiful experience. You believe it is "love" and begin to be concerned about the challenge of controlling your youthful energies of love, until you may one day be married. You would really like to begin preengagement and premarriage counseling through her home town church, for it is the same denomination church as yours, and you hit it off well with the pastor.

Dreaming about a possible November or December wedding, you must speak to your parents about the situation. You have not asked your dream lady yet, but know in your heart that of course she will say yes to the question of engagement and marriage. The challenge is that your parents have preached to you for years about the pitfalls of young marriages, college year marriages, and all the extra related problems that go with them: finances, work and study schedules, possible children, and on and on. Before attempting to speak with your parents, you decide to analyze this situation one more time in your mind, look at all the pieces so to speak, and see what
conclusion you come up with. You pray for sound judgment and clear thinking, yet you know in your heart that you are hooked and in love; that this IS the big one! What might you come up with through this process? What will you say to your parents, how will you approach them, and possibly react to them? (Good luck!)

**Synthesis (Creating or inventing something/bringing together of more than one piece of information)**

1. Through your discussions on nutrition you believe school lunch programs should push whole wheat bread and sandwich buns as opposed to "soggy white" bread. Formulate a hypothesis as to the reaction of a student body if offered a choice of breads. Which type would prove most popular over a 2 week test period? Develop a workable test which could be used in your high school to verify your hypothesis. What would you do with the results?

2. We have seen much coverage by the media about AIDS and young victims with the disease attempting to attend classes at their schools. Hypothesize what you believe this school's position is or would be on the issue. Verify your thinking by inquiring with the administration as to what the policy is or would be. Should no present policy exist you may wish to assist in helping to develop one. (Please refer to Question 9b of Evaluation level.)

3. Luke 21:34 speaks about overeating. The other night my wife, son, and I enjoyed a light meal at Elias Brothers'. When we were driving home I mentioned to my wife that I could not help noticing the great number of people that appeared to be quite grossly
overweight and/or in poor physical condition.

For the sake of being trendy, assume that E. T. is home in your closet and asks you why so many humans (in the U.S.) seem to match my previous overweight and out of shape description. What will you tell him? (Don't act in haste, there really could be quite a bit of depth to your response!)

4. Drug education provides knowledge, which often prevents experimentation. Concerned high school students, parents, and community members in many high schools have programs in place to deal with drug education, abuse, detection, counseling, and rehabilitation. Hypothesize what your high school's program consists of and then verify it. Your teacher and building administration should be able to assist you with this effort.

Should your school have a drug program of some type, what strengths and weaknesses do you see? In what ways could you and/or your class members help it operate more effectively?

5. Much is known about healing in the medical profession, with amazing advances reported each year. Healing of people's minds, spirits, and emotions continue to prove resistant to formidable assaults by specialists and researchers. Acts 4:22, 4:30, 19:12, and 5:16 tell of Jesus' healing and miracles.

Did you know that one of the main goals or purposes for the existence of Kalamazoo Christian High School is to provide a "healing community" and to respond to situations as Jesus Christ would? It is believed that because of the welcomed presence of Jesus in your high school, that this high school can more effectively create and offer a
healing community than could a public high school. Serving as president of the Psychology Club, you have been asked to write a story for your school newspaper depicting the marvelous changes and happenings at Kalamazoo Christian High School during the past 8 months, when the "healing community" was successfully achieved and operational for one full school year. You are writing your article for the final issue of this year's school paper. Keep foremost in your mind that everyone at the high school has been deeply touched to their very depths and roots by this "healing community." Also, address how you think this highly successful healing community was achieved!

6. Cures for illness are marvelous for recipients, family, and friends. Luke 7:21 and 9:1 speak of cures and miracles performed by Jesus and his Disciples. Cures to keep us from sinning completely have not been forwarded by the medical profession; however, a close relationship with our Lord is known to greatly help. Few of us complete a day's activity without sinning numerous times, either through action or thought.

Create a student career plan depicting where you will be upon graduation from high school with regard to your career skills and your personal relationship with our Lord. Complete the same exercise, assuming you graduated from a public high school. Do you detect any significant differences? How might these possible differences affect your later life? How might possible differences affect your self-respect, ego, and maturity?

7. Job 16:21 states, "O that one might plead for a man with God, as a man pleadeth for his neighbour." Occasionally in the
medical profession one will hear, "We have done all we can, we must just wait and see now what happens." Christians also realize that much spirituality and prayer life is involved with healing also. Church prayer chains are common in many denominations, with prayer requests shared by public address systems to some students as an entire school group during daily announcements.

Hypothesize upon the reaction of Kalamazoo Christian High School students, parents, staff, and administrators should you become seriously ill or injured. Has there been a real life situation at this high school in recent years upon which you could base your hypothesis?

8. Health and nutrition studies help prepare us to maintain the gift of our health longer than if we did not receive such training. Being human, however, we should all realize that infirmities, the aging process, or simple accidents weaken our physical systems over time.

Your family has sponsored a child in Appalachia for many years through a Christian organization. You specifically have written more letters and continued the contact over the years more than anyone in your family. Therefore, you are, in the eyes of this young sponsored person, somewhat of a hero. You learn from the staff of the Christian home and school where your sponsored child resides that the child has been diagnosed with leukemia; and while some patients do recover, your sponsored child is terrified. The school and home staff ask that you personally come for a visit as soon as possible! You readily accept, and set a date for one week from this weekend.
Knowing that your conversation with your sponsored child will have to deal with the illness and related challenges, you attempt to write something down to help you think out in advance, to some extent, what you will say. While a sincere look, warm hug, etc. can say so much, you also want to speak the right words, not just platitudes.

Years ago my uncle, serving as a minister, presented the eulogy for very dear friends at the funeral of their infant daughter. His approach was to share that each of us is on a time line, one which we will all move along and through. He suggested that their daughter had simply temporarily overtaken them as parents, and that one day they, too, would be reunited on that time line together. Should this line of thinking or reasoning seem helpful to you, feel free to incorporate it as you write your initial thoughts of what you want to say to your sponsored child.

9. "You've gotta have 'heart'," so says a popular song. In today's medical profession you need heart, eyes, kidneys, lungs, and many other transplantable organs. Dealing with the issue of health and its maintenance, hypothesize where the "transplant" explosion will lead our society in the next 50 years. What questions will your hypothesis pose for the Christian community and perhaps to you personally? Can you find previous evidence from the 1940s through the present that would aid you in your study of this topic?
Evaluation (More than one possible point of view/support position—why do you think so or how can you tell?)

1. Isaiah 38:9 and Mark 6:13 speak of illness and healing, while Philippians 1:27 and James 5:14 speak of sickness, such as people suffer and endure today. We have all been encouraged to think about "life support" systems and their proper role in the treatment of patients that are ill or victims of accidents. Vivid stories have been etched on our minds about people kept alive with a maze of tubes and mechanical devices, in hopes that they would respond to future treatments, although "brain dead" or existing at a "vegetable" level.

Have you discussed such situations with family and planned ahead and put your wishes in writing? Does age make a difference as to the extent of life support effort used? Should Christians make use of such complex "life support" systems, and if so under what conditions?

2. Perhaps you have read or heard about the phenomenon of people having themselves frozen upon their death and kept on ice, so to speak, in hopes of some future treatment that would allow them to once again live physically. Some individuals have participated in such programs as volunteers, while others have paid substantial sums of money from their estates to be frozen away. I have even read about a situation of a couple that had been frozen away together upon their mutual death, only to be put to rest when their estate funds would no longer cover their "iced" storage!

What is your position on the "freezing away" of bodies for future possible rebirth when medical science is perhaps able to put life back into once dead bodies? Is such a practice one that
Christians could consider or decide to follow? What becomes of the person's soul/spirit if they decide to be "iced"? Would you agree that putting oneself on ice is simply being a good steward with your gift of life entrusted to you by our Lord? How would you advise your future possible children in this matter?

3. James 1:2 shares with us that it is all joy when one is delivered out of temptation. Chapter 2, Verse 9 of Peter delivers a similar message to us. Part of the Christian community, we are to help others out of temptation, which can be very challenging and possibly rewarding. Our efforts may not always be welcomed or appreciated, which can aggravate the situation.

Consider this situation, please. Your close friend, family member, or relative has acquired the habit of smoking. You wholeheartedly invest yourself in trying to help this person reverse the habit. You pray, provide them with literature outlining the health risks of smoking, and politely, yet forcefully, share your disapproval when they light up. You let them know that because you love them you cannot stand by and watch them injure themselves. Your efforts to date have not proven successful, as a matter of fact, you believe the person is smoking more, not less.

Should you take action that is more forceful? You could physically remove the cigarette from his or her mouth, remove all the ash trays in a setting which you control, complain of the terrible smell which penetrates everything and everybody when they smoke, and so forth. Which avenue would you select: the low key approach or the super forceful approach? Do you have other options at your disposal
we have not raised here? Would they prove effective? Does the Bible address the issue of smoking?

4. We know from Bible text that wine was a staple beverage during the time Jesus walked with us on earth and as the Disciples wrote scripture. There are even instances written about where the Lord blessed wine for consumption as a beverage and portion of a working person's daily meal. We know, also, that the Lord provided wine for consumption at celebrations and social gatherings of people.

How do you believe parents should approach the issue of drinking and alcoholic consumption in your home? Should you be allowed wine with special meals and on special occasions? When enjoying club sandwiches, should your parents share a beer with you to help bring out the flavors of both the sandwich and the beer?

Perhaps it would be best that no alcoholic beverages be in your parents' home at all, neither for them or any children or guests. What will be your probable approach with your future possible children? Do you believe you will feel the same way in 20 years as you do today? There must be a proper Christian position on the issue of alcoholic consumption and youthful drinking. Share your thoughts with us and support your position! Does the Bible address the issue of drinking and, if so, how and where?

5. Various Sunday morning televised ministries portray people being healed in the presence of the particular TV minister. Do you believe these miracle healings to be real and authentic?

Does the Lord continue to work miracle healings today through others, or were miracles accomplished only when Jesus was with us in
the flesh of a human being? What is the effectiveness of the TV miracle ministries with regard to building the Kingdom of God? Do such programs do more harm than good, or are they beneficial?

Does your church ever conduct "healing" services and/or practice the laying on of hands by ministerial staff and elders to help heal the sick? Should churches involve themselves with this faith healing approach to aiding the sick and troubled? What should be the perspective of Christians in this area? Remember, we are all expected to be good stewards with the gift of our health and to assist others in maintaining theirs!

6. Discouragement can dramatically impact a person's health and physical and mental well being. Many people advocate the consistent reading of "positive thinking" materials and books as an aid in maintaining a healthy, up-beat outlook on life. Others believe in Bible study and devotions with each meal during the day or at scheduled quiet times in their day.

Which method do you believe is the more effective? Do you have a basis for your opinion, other than opinion? Which method do you practice, if any? Can you suggest other methods of dealing with discouragement that you believe to be equally effective as the two mentioned here? Christians need to be able to resolve their own challenges of life, to some extent, to enable them to help others. What is your thinking in the area of handling discouragement?

7. Donor cards for the sharing of vital organs upon one's death are increasing in use. Reports tell us that more and more people are signing up and carrying their donor cards with them in their wallets.
or purse.

Should churches become more active in encouraging their congregations to sign up as organ donors; and if so, how forceful should they be in their approach? Should Christian schools become more active in sharing information about the donor program with students and encourage sign ups by having teachers and administrators serve as models? What should the Christian approach be with regard to the organ donor program?

8. We know that some Christian denominations such as Seventh Day Adventists do not permit blood transfusions and some other modern medical practices when it comes to a person's health and medical well being. How would you deal with the following situation? You are serving as the God parents to a young boy and find yourself inheriting his parenting, as both of his parents die and there are no close relatives or family members to raise him. The parents have asked in their last will and testament that their son be raised in the Seventh Day Adventist faith, contrary to your denomination's thinking. How will you approach the health and medical needs of this youth, knowing that it is very probable somewhat complicated medical situations can arise before this boy becomes 18 years old?

9. Health, nutrition, physical exercise, and spirit all impact upon the total being of a person. Recently Paul Harvey reported that researchers have apparently developed "smart pills" which when ingested, actually increase the capacity of a person to learn and retain information. Their use with humans is being tested on a larger scale than initial restricted laboratory tests.
During your lifetime, would you make use of compounds such as "smart pills"? Do you believe Christians should be availing themselves of such products should they become widely available? Suggestions have been forwarded that would restrict the use of "smart pills" to individuals in high demand jobs, such as astronauts and others. Do you believe this approach to be better or worse than wide distribution and availability?
CHAPTER IV

PHASE III: PHYSICAL EDUCATION

Narrowed Categories of Study With Descriptors Used

The following training areas represent the priorities of the physical education program of Kalamazoo Christian High School:

1. Personal health and fitness

   personal--none

   person--Isa. 9:2; Prov. 24:8; Gen. 14:21; Lev. 27:2; 2 Sam. 14:14; and Prov. 28:21

   health--Isa. 58:8; Jer. 30:17, 33:6; Prov. 4:22; Prov. 12:18, 3:8; 2 Sam. 20:9; Acts 27:34; Prov. 16:24; Jer. 8:15; and 3 John 2

   fitness--Lev. 16:21; 1 Chron. 7:11; and Song of Sol. 5:12

   conditioning--none

   training--Prov. 22:6

   education--none

   teach--Prov. 16:23; Luke 5:3; Deut. 6:7; Heb. 5:12; Exod. 18:20; Deut. 4:9; Ezra 7:25; Exod. 4:15; Judg. 13:8; 1 Sam. 12:23; Ps. 86:4; Mic. 4:2; and Ps. 25:5

2. Motor skills/proficiency

   coordination--none

   manipulation--none

   movement--none

   moved--Col. 1:23 and Heb. 12:28 and 11:7

   function--none
harmonious—none
proficiency—none
cooperation—none
sequence—none
influence—Job 38:31
efficient—none
skilled—Ps. 78:72 and Dan. 1:17 and 9:22
management—none

3. Intellectual understanding of body and its needs

intelligence—Dan. 11:30
physiology—none
anatomy—none
needs—Matt. 6:8; 1 Cor. 12:21; Philem. 4:19; 1 John 3:17; Matt. 6:32; Luke 12:30; and James 2:16
academic—none
understanding—Job 20:3; Prov. 28:5; Isa. 6:9; Jer. 9:12; Dan. 9:25; 1 Cor. 13:11; and 1 Chron. 22:12
development—none
maintenance—Prov. 27:27 and Titus 2:14
body—1 Tim. 4:8; Neh. 9:37; Prov. 5:11; Matt. 10:28; and Rom. 6:12, 12:1, and 12:5
needs—none

4. Fitness, sport, recreational pursuits (development and re-inforcement of positive attitude)

fitness—Prov. 24:27 and 1 Chron. 7:11
sport—Isa. 57:4
recreation—none
pursue—Gen., Exod., Lev., Deut., Josh., and Judg., all of help (related to people pursued/physical education skills versus evangelism skills of pursuit)

attitudes—none

lifetime—none applicable; life—Gal. 3:21

benefits—Ps. 103:2; Philem. 14; 1 Tim. 6:2

rewards—Prov. 24:14; Isa. 3:11; Ruth 2:12; 1 Kings 13:7; Eccles. 4:9; Ps. 109:5; 2 Chron. 15; and Jer. 31:16

optimistic—none

5. Christian social expression and Christian conduct through coed classes

Christian—none

social—none

expression/education—none

conduct—2 Sam.

behavior—1 Tim. 3:15; 1 Sam. 21:13; Ps. 34; and Titus 2:3

brotherhood—1 Pet. 2:17; Rom. 12:10; and Heb. 13:1

friendship—none

communication (communicate)—Gal. 6:6; Heb. 13:16; and 1 Tim. 6:18 (long to communicate)

sharing—many miracles!

Cognitive Levels of Questions

Knowledge (Recall of information)

1. How does the Bible describe Saul as being representative of sound body and mind when a young person?

2. What one word adjective does the Bible use to describe Saul's personality and disposition?
Expanding beyond the knowledge level: What one word adjective would your family, friends, and acquaintances use to describe your personality and disposition?

3. The Bible presents numerous verses dealing with our outlook on life. How does your health and fitness impact your personality and how does your personality and disposition impact your health and fitness?

4. Through your study of the body and its needs, you are aware that health is quite a delicate balance of factors; that the human body is complex and can pose challenges when we become ill or injured.

How have the new "sports medicine" clinics taken advantage of their knowledges of physical healing and mental/motivational characteristics of athletes?

5. Proverbs 4:20-27. Share specific advice for maintaining health and physical and mental fitness and a Christian spirit. What advice does the Bible provide us? How can a Christian advise others to put it all together?

6. Proverbs 12:18-28. These verses speak of life, health, and satisfaction. How do these verses encourage and inspire Christians as they pursue health and a satisfactory lifestyle, from a Christian perspective?

7. Jeremiah 8:15-9:0. How do these verses make us appreciative of the peaceful and safe setting of our high school, which provides us the opportunity to improve our health and fitness?
8. What is John's desire for our well-being, as shared in 3 John 2?

9. Looking forward to meeting the person that may one day become our spouse is a natural part of being a Christian adult. The Bible tells us that we are to leave our parents and begin a new family and that it is very acceptable not to marry, should that be God's plan for our lives. Personal health and fitness will continue to be very important in young persons' lives, especially as they move out on their own and make their own way. Being prepared for our futures, physically, mentally, and spiritually, is a stewardship relation we have with our Lord.

Verses in the Bible that help us look forward to meeting our possible future spouse include Song of Solomon. How are we instructed to think of our spouse from a Christian perspective? How can knowledge gained in health and physical education assist us in a future marital relationship?

**Comprehension (Say it in a different way!)**

Appreciating blessings in our lives is frequently easier once those blessings are lost. In an effort to help us be more appreciative of our ability to engage in athletic activity, a role playing exercise will be used. Using a volunteer, or selecting a name at random, duplicate a handicapped situation for that student for one class period. The student may be confined to a wheelchair, be blindfolded, wear ear plugs, or undergo other treatments, to duplicate life with a physical handicap. Discretion can be used as to how much
the person participates in the physical activity of the day.

Take a few minutes at the end of the hour or at the start of the next class period and have the person temporarily handicapped share his or her feelings with other class members. How do you believe handicapped teens feel as they attempt to interact with their peers? How would Jesus respond to such people and how do people frequently respond to handicapped persons?

Maintain a mental or written list of comments over a several day period which could be termed "negative." This may be accomplished during your physical education class and/or in other classes. Then share some of your findings with other students and your instructor and see how the comments could be rephrased to be more constructive and positive.

How does communication among team members influence athletic performance and a Christian climate?

The influence of the Disciples on people around them can be seen to have been quite dramatic. Can you cite examples of actions by Kalamazoo Christian High School athletes that influenced others towards Christ?

What actions could a Kalamazoo Christian athlete demonstrate that could have a positive influence on others as a witness for Christ (other athletes, officials, spectators, reporters, and so forth). Do athletes exert too much influence on others in high school? If so, why? Is it healthy? What can be done to get it in perspective?
4. The Bible presents situations in which Christians were victorious and others in which they were defeated, overwhelmed, or rejected. Athletes experience similar situations of victory, defeat, rejection as losers, and the feeling of being overwhelmed or out-classed.

Suggest a response/responses you could make to athletes experiencing these various situations.

5. Perhaps you are familiar with professional sports personalities, such as Billy Martin. Various high profile managers and coaches demonstrate styles that could be termed harsh, severe, and highly critical. How would one of your good friends feel as a member of a team managed/coached by such a person?

How do you believe your good friend would feel as an athlete under the direction of a person similar to Moses?

Cite the pros and cons of styles exemplified by the two examples above.

6. Hebrews 11:7 speaks of Noah "moving with fear" and faithfulness. On a less grand scale, cite an example of when you or a friend involved in an athletic activity moved with fear, yet experienced the Lord's faithful support. What impact did this support have upon your performance, outlook, and interaction with others?

7. Proverbs 22:6 directs us to "train up a child in the way of the Lord." Cite examples of how participation in physical education and athletics has helped to train you in the ways of our Lord.

Those of you serving as coaches or teachers for youth group activities may be able to cite situations in which the Lord's
teachings were advanced through athletic activity.

8. Physical fitness, health, and vitality can serve a person in sharing the Gospel of Jesus Christ. We are taught that it is beautiful when the "light of Jesus" shines out from us to the world.

Give an example of a person you know that encompasses the qualities mentioned above. How do you think that person makes others feel? How do you believe the person himself or herself feels? (Are they apt to be more or less satisfied with life?)

9. We know from the Bible that our bodies are to be "temples of the Lord." Society is demonstrating that many people are apparently worshipping physical beauty and form, rather than keeping their bodies as a "temple of the Lord." Can you cite examples of this phenomenon? Why and how has this situation developed and how might the pattern be reversed?

Application (Apply information to a new situation)

1. Serve as a referee or official for a game, such as soccer, basketball, volleyball, or other area of your expertise. Call the game according to the rules and in a Christian manner. (You may be able to recall officiating situations in which the referee seemed to enjoy calling fouls, embarrassing people, or being unpleasant.)

2. A new student is enrolled in your physical education class. The many challenges of acclimating to a new school seem to be taking their toll on the student. In addition, you have heard them comment that they do not think too well of themselves or their physical being. They tend to "slam-dunk" their personality, their athletic
capability, and their appearance.

   How would you treat this person the way you would like to be treated in a similar situation?

3. Serving as captain or rotating captain of an athletic team, you are quite shocked at your teammates' excessive "kill 'em" enthusiasm during the first half of competition. You decide that during half time you and/or the coach should speak to the team about this situation. You do not wish to lose your winning momentum or come across like a "goodie two shoes." However, you firmly believe the team is not serving as a Christian witness while competing.

   What will you say or do (to the coach and/or to the team)? During the second half, how might you help channel your team's enthusiasm to better serve the Lord?

4. Prior to your departure for your first invitational track meet, involving many different schools, your parents seem to temper your eagerness for victory by reminding you that "we are one body in Christ, and every one members one of another" (Romans 12:5). What would your actions and activities be at the invitational meet if you attempted to keep this verse in mind rather than solely desiring that you and your team out-perform all others.

5. Peer tutoring or coaching can provide an opportunity to share skills and to use your Christian human interaction skills.

   Try assisting another person in skill development related to the course activities. Your instructor may assist you in pairing off for this exercise. Keep in mind that in different situations in life each of us experiences being the skilled and the tutored.
6. Competing in athletic games, you frequently find it necessary to call your own fouls. You find yourself involved in a game in which your opponents are abusing this privilege, they are not calling some obvious fouls and resist when you try to point them out.

During a time-out one of your team members suggests that your team give them some of their own treatment. How might you respond to this situation to suggest other alternatives? You know that you are not being treated as you would want to be; how can you be a leader and resolve the conflict?

7. You and a friend are the first two people to arrive for physical education class. You find a note taped to the locker room door which reads, "I have been detained due to a family emergency and will arrive 10 minutes late today. Our student teacher from history class will be with you until I arrive. Volleyball nets, posts, balls, and floor marking tape are in the unlocked closet by my office." (The note is signed by your instructor.)

How would you respond in this situation, as you would like others to react to you if you were the instructor? How does cooperation and initiative help create a better class?

8. Realizing that Kalamazoo Christian High School attempts to provide a "healing community" and that winning is not everything in athletics, how would you respond to your close friend, whom you have just touched out in a very close track race?

9. The need for social expression to the health and fullness of individuals is real and known. In a discussion of classes with friends from other schools, some of them are quite shocked to learn
that your physical education courses are co-ed. How would you explain to them why Kalamazoo Christian has taken such an approach? Apply what you know of Christian conduct and the need for social expression to explain the positives of such a course set-up.

Analysis (Taking apart/seeing similarities in different situations/ seeing differences in similar things)

1. Pursuit of an opponent, such as in a track event, can be very exhilarating and rewarding, especially when we come from behind to win.

In your daily life, how would you place yourself with regard to the pursuit of God's word for our lives (daily devotions, Bible reading, quiet reflective times, and so forth)?

How could you improve your effectiveness in pursuing God's word and in helping others do so?

2. Drug experimentation and addiction are reported to be at near hyper-epidemic proportions in the U.S. From your knowledge of the effects of "recreational drugs" and the reported "highs" they bring, contrast the ways that physical activity/sports are similar to the highs reported by drug users. How do the highs associated with athletic competition differ from drug highs?

Please refer to "Synthesis" Question 1, Section 5. This question asks how we could use this information to work with drug users in helping them escape their habit?

3. Through your work with physical education and health topics, analyze your lifestyle. Categorize the positives and negatives of
your lifestyle as they relate to health and fitness.

Please refer to Question 1 of the "Evaluation," Section 6. This question will allow you to expand upon your work completed for Question 3 above.

4. Read from Proverbs 5-11, please. Determine the main points of these verses, and list several. Which activities bring lasting happiness and contentment? Which activities bring the downfall of the person?

How do the main points of Proverbs 5-11 contribute to our building sound bodies and minds?

5. Part of successful competition is the mental preparation prior to the event. Some coaches encourage their athletes to mentally image a successful race, to make affirmative statements about it, and to develop a strong self-confidence.

What impact does Proverbs 27:1 have on approaches, such as those just shared? How are pro-achievement statements you have made falling short of including the Lord? How might a competitor or goal oriented person phrase their goals and plans?

6. Jesus Christ was certainly mission and goal oriented. How was Jesus similar to a fine athlete, with regard to accomplishing his endeavor and winning the victory?

7. Some companies post this sign in their work places: "If you need training, we will train you; if you have an attitude problem we will fire you!"

List several ways in which your activities in physical education and/or team sports depicts the two extremes above.
Please see "Evaluation" Question 3 in Section 6. This question will help you expand your work with Number 7, involving our Christian teaching and heritage.

8. Psalms 103:2 relates the benefits of our relationship with God. The benefits desired by individuals may vary from person to person, yet all share a common experience that bonds them together.

Class members and team members may also have different desires for being involved in athletic activities. List several benefits you seek from physical education and/or team sports. List several surprising benefits or outcomes you have experienced from athletic involvement. Share these with your instructor, including any frustrations or needs not presently being meant. How can your relationship with our Lord help you derive more and give more to others in your physical education and sports activities?

9. Rewards are an outcome of many sectors of our lives. List several ways in which you feel athletic rewards (trophies, letters, pins, etc.) enhance athletic quality and a Christian atmosphere and feeling of oneness. Can you list any negatives of athletic awards as they impact quality of performance and a Christian atmosphere?

Please see "Evaluation" Question 4 in Section 6 to expand your thinking on the above question.

Synthesis (Creating or inventing something/bringing together of more than one piece of information)

1. Refer back to "Analysis" Question 2 in Section 4, please. How could we use this information with drug users to help them escape
their habit? Do any such athletically oriented rehabilitation pro-
grams for drug users exist in the Kalamazoo area? Is there some way
in which you might be of assistance in their efforts? Could you use
your athletic gifts and obtain training to work with teens trying to
work out a cure from their habit? Check out the resources in your
community to learn more about this area.

2. Develop a hypothesis as to your physical fitness and condi-
tion. Your teacher can probably aid you with a possible self-scoring
system as you enter physical education class in September. Goal set
where you would like to be by Memorial Day. With the aid of your
instructor, determine your present level of fitness and compare the
outcome with your hypothesis.

What impact will your relationship with your Lord have on your
efforts to reach the goals you have set for yourself? How can you
use your new skills and level of conditioning to accomplish our
Lord’s work?

3. Develop a hypothesis as to the personal characteristics
people’s favorite athletes possess (i.e., dynamic, take-charge type,
strong, independent, outspoken, super talented, etc.). Inquire with
several of your friends who they admire or most admire as an athlete
(professional or amateur) and several reasons why. Compare their
responses to what you believed they would highlight as desirable or
admired characteristics. Which of the qualities or characteristics
shared with you are admirable from a Christian perspective, which are
not? How can athletic competition be similar to trying to live the
Christian lifestyle.
4. Freshman are asked to consider their beliefs about the possibility for success in being part of a co-ed physical education class. One month after the start of the course, review your thinking and determine whether your initial beliefs were proven out. Why was your initial belief verified or rejected? Had you slanted your thinking with simplified stereotypes or unfounded prejudices? Were your initial feelings about a co-ed physical education setting influenced by positive or negative Christian perspectives? What have you learned about yourself?

5. Positive attitudes impact the effectiveness of Christians to accomplish goals important and necessary for themselves and their families, in athletic endeavors, and in working for the Lord. Select someone whom you know that is an "up-beat" person and reflect on how you think they maintain their mind set. Discuss with them (be brave) how they actually do maintain their positive attitude and outlook. Was a relationship with Jesus Christ involved? (You might even choose to write to a professional athlete for a response!)

6. Consider one of your game areas in physical education (lacrosse, volleyball, golf, etc) and write one new rule that you believe would improve the game. Think through how you believe your new rule might be received by your class and then obtain feedback from them.

In a similar fashion, the Old and New Testaments demonstrate "rule changes" for Christians. What are these changes and how were they originally received? What impact have they had on the players of life? Upon yourself?
7. Class reunions seem to be increasingly popular. Many people find pleasure in wondering what someone will be like and look like after a number of years since graduation. Perhaps you can assist your physical education and health departments develop a survey instrument that would allow participants in class reunions to rate themselves on their health and physical fitness based against their graduating perceptions of themselves in the future. Feedback from such surveys could assist health and sport coaches and teachers better know areas of people's lives that create unmet challenges or problems for them. This diagnosis could then assist your school staff to address these specific areas and needs in students lives prior to graduation; they could be planned for and headed off before causing frustration or health problems.

Please have respondents address the question of whether lack of time, energy, ambition, support of spouse, or attitude caused them to fall short of their perceived level of physical fitness and health. How can involvement with Christian principles impact our future health, fitness, and lifestyles?

8. Create a response that would be appropriate for your employer who has said at a monthly staff meeting that "No workers of mine will take any time for physical fitness activities during working hours, nor will I provide specific facilities for such exercise. You are here to work! How you spend your free time is your business--go work out then if you wish." From your training in physical education and health and conversations with your parents and their adult friends who believe in and have exercise areas at their
places of work, you know the pay backs to an employer are many. Your co-workers approach you and ask you to speak to the "chief" on all your behalves. Good luck!

9. How would keeping pace with Jesus during the last several years of his time on earth with us have proven challenging for any of us? What factors created special stresses, both physical and mental, for Jesus? Hypothesize about what periods of your life will probably be the most challenging and demanding. What training have you had that will help you cope with these periods of your life? How well do you believe people recognize stressful periods in their lives and adjust to them accordingly? How can spouses, families, and friends work together to off-set the effects of such periods?

Evaluation (More than one possible point of view/support position—why do you think so or how can you tell?)

1. Please refer to "Analysis" Question 3 of Section 4. Referring to your positive and negative lifestyle responses, prescribe corrective measures for each negative. Base your prescription on your likes and dislikes. An example would be, if you were not walking enough in your daily routine you have the option to play golf, take up jogging, go out for soccer, and so forth. How can the Christian community assist you as you work towards improving your lifestyle? How could you help others in a similar effort?

2. Many high schools award an outstanding male and female athlete of the year award. What criteria do you believe should be involved in such a selection process? Should the criteria be
different here at a Christian school than at a public high school? What are the advantages and disadvantages of offering such awards?

3. What corrective steps can you take to correct negatives associated with "Analysis" Question 7 of Section 4? This question dealt with skills training and personal attitude. How could involvement with others in a Christian setting further your improvement more rapidly than if you approach the challenges solely on your own? How does the Body of Christ and the Christian community supply support for such endeavors?

4. Please refer to Question 9 of the "Synthesis" section, Number 5. This question asked you to think about Christ's final years on earth and the physical and mental stress he endured.

Compare your responses with friends and determine if you had similar answers. What stressful periods of life seem somewhat similar for all people? How can realizing in advance which periods of life are apt to be highly challenging help us to better prepare for them? How can structured text knowledges and the expertise of teachers work for us in our lives?

5. The Lord knows us better than anyone else, including our private thoughts. Instructors do not have such total insight, so we ask you to review the course outline of activities and think which areas of the course you believe will prove most challenging for you and which will be the most enjoyable? How can you work and plan to address these areas with your instructor? Fears and frustrations may unnecessarily block your progress and enjoyment in the course.
What areas of your life pose similar challenges or rewards and how do you approach your Lord with regard to them? Do you speak with your Lord about such areas or carry them around as "excess baggage" weighing you down and preventing you from being all you can be?

6. Underclassmen are often envious of the rights, privileges, confidence levels, maturity, and stature which many seniors seem to possess. Feelings of inadequacy and low self-esteem are known to inhibit personal performance and happiness. Reflect upon which of these feelings sometimes afflict you and whether they seem to be primarily self-imposed or put upon us by others.

Develop strategies to help you resolve feelings which hold you back. You may need to visit with friends, parents, family members, church staff, school counselor, and so forth. The biggest step you may have to make is to be brave enough to admit that a particular aspect of your life is less than perfect and be daring enough to speak to someone else about it. Studies show that for each person that has a question or problem, at least one-third of all other people in their setting do also!

Be prepared to be called on to assist another in working through a situation or feeling that is bothersome to them! Your relationship with our Lord should prove helpful in this process!

How can setting yourself free, so to speak, improve your enjoyment in this class, school, and life in general?

7. Presently physical education classes are involved with the Heart Association in fund raising efforts. Can you think of other possible athletic related activities that could help others, such as
the Heart Association jump rope event? Try to develop ideas that will not put a large burden on your instructor. Why and how do you think your suggestions would be workable?

8. Based on your attendance at one of our school's major athletic events, evaluate the conduct of the Kalamazoo Christian fans and spectators. Try sitting on the visitors side and observe and listen. Would others know that you and your co-school fans were representing a Christian school? Did their conduct exemplify such an affiliation? How could a poor impression by KCHS spectators hinder the Christian community and the advancement of God's plan?

9. Budget considerations have caused parents and administration to look at the physical education curriculum with respect to cutting back to a skeleton offering, just meeting state guidelines. Interested students have been invited to speak at the next school board meeting, and you feel so inclined. How would you justify continuing the existing program as it relates to intellectual development, a positive attitude, lifetime health, communication, social expression, and Christian relations and conduct between males and females?
CHAPTER V

IMPLEMENTATION STRATEGIES, INCLUDING HUNTER'S MODEL HIGHLIGHTS

Infusing the religious training materials presented in this project can more readily be achieved, I believe, by having a relatively free and open spirit as to when they may be incorporated into your classes. You may choose to use them as extra credit, quiet time study material, quiz questions, test questions, exam questions, substitute teacher materials, and so forth. One strength is that they are quite flexible in their application.

Materials abound with suggestions for creating a positive learning climate and successful instructor/pupil interactions. Christian education relies not only on such valuable contributors as Hunter (1982) to education; we also gain our very foundations from the greatest teacher, Jesus Christ. The Christian principles detailed in the Bible supply us with very practical guides for establishing a positive climate for students and interacting with others as we would desire they interact with us.

I am eager for others to realize the beautiful compatibility between Hunter's (1982) materials for teaching and our Christian precepts. May you feel as I do, after reviewing her materials, in this context. With regard to effective teaching, lesson delivery, and implementation of units, may you view these pages as wonderfully useful, practical, and timely. They should help calm your
professional anxieties and increase your empathetic approach with students.

Appendices A and B shared criteria furnished by Hunter (cited in Kalamazoo Valley Intermediate School District [KVISD], 1984-1986) that she believes are necessary for a successful teaching effort. She points out that teaching is more than telling something to someone. Teamed with the spirit, Kalamazoo Christian High School strives to develop a Christian healing community; the concepts presented here can help us teach with increased effectiveness.

Preparing for the delivery of a planned learning activity requires consideration of the receiver and "anticipatory set." Included in the anticipatory set effort are guides to that which is to be learned and a focusing of the learner's thinking. Christians realize a special purpose for their lives and this can be a useful motivational tool during times of instruction. The anticipatory set phase of a lesson can bait the learner to come on board and interact with the learning experience.

The Hunter (1982) model encourages teachers to share with the students what specific information or skill is to be mastered as our end product of our teaching effort. What is it that teachers are after; what is the expectation of the learner? Paralleling the sharing of what teachers are after is the "why." Why are we bothering to spend time learning this particular skill or information? How will our lesson tie in with students' present and future lives. I believe you would agree that these are fair questions from students. It is with some humiliation that we can recall times when we
overlooked these aspects of a lesson or did not think them truly worthy of inclusion; that we could save time excluding them and get right to the heart of our lesson.

The body of the lesson, as suggested by Hunter (1982), consists of checking for understanding, modeling, and guided practice. We will study each of these components briefly to facilitate more successful lesson presentations.

Serving as wonderful news for spouses and family, checking for understanding can be accomplished through means other than scoring paper work, quizzes, and tests. Your family and friends need not be without your company every evening and weekend for learning to take place in your classroom! Methods suggested for checking student understanding include: discussing with a partner, writing questions, brainstorming, finger signals, thumbs up or down votes, unison response, arm signals, group/team flash card responses, and individual flash cards. Deemed very significant in checking for understanding is "wait time," providing a pause between our question and the moment we ask for a response. From 3 to 6 seconds is recommended as a realistic average waiting time, while some lesson designs may require longer wait and thinking times for students.

"Modeling" allows the learners to see the instructor or guest presenter demonstrate the successful use of the information in discussion. Solving a mathematical equation with a new formula on the overhead would be an example of modeling. Through sight and hearing the learner is provided the opportunity to view a correct example, a best example. The modeling or demonstration phase also allows
students to know the criteria for perfection.

What a fantastic model we have in Jesus Christ, who preached and lived his teachings during his short life span on earth. His educational impact has endured centuries and has crossed cultural, religious, and political lines. His teachings live through his followers, who attempt to live according to them and pass them on to new generations. The exhilaration an educator could derive from such an accomplishment is worth dreaming about!

Elements which complete the successful lesson design are "closure" and "practice." Can we safely take for granted that learners of any age will package all the lesson components into a neat parcel for storage and retrieval? Considering the many other demands and interests impacting a teenager's life, I trust we would agree it is best to provide a wrap-up as part of the lesson design. Closure constitutes recapping the previous lesson components, highlighting the key points, and alerting the learners that next they will be working primarily on their own. Encouraging remaining questions from the group at this point is timely. Successful sales people are talented at wrapping up their effort, closing the sale, and doing it--making the sale! Teachers also need to be successful sales people, selling lessons each day to potentially very tough customers, teenagers!

Concluding an effective lesson design is "practice," both guided, or monitored, and independent practice. Professionalism sometimes breaks down when educators jump from closure to independent practice and bypass guided practice. Many teachers can probably
recall instances of completing the modeling stage of a lesson just before the final class bell, rapidly wrapping things up, and calling our an assignment as students leave the room. Painfully, the missing link in this lesson design is the guided practice or monitored practice, providing learners yet another opportunity to request clarification on a one-to-one basis with the teacher.

Many learners are reluctant to ask questions in a group setting. However, provided the opportunity to ask questions as the instructor passes their desk they will increase their odds for success. Quality of work submitted can be enhanced by adhering to the monitored practice stage of an effective lesson, while lowering frustration levels of students. Overall, the guided practice strategy helps significantly in assisting the creation of a positive classroom climate for learning.

Independent practice and problem solving time can be structured for students also, such as during the last 10 minutes of the hour, when a study hall atmosphere could be maintained. Independent practice designed for at home completion or for school study hall periods can be trusted to be more useful if all previous steps of the effective lesson design have been included and accomplished. Perhaps the old quotation, which states the idea that the faster I go, the behinder I get, is appropriate when thinking of lesson plan design and delivery!

Relating "state of the art" methods of education to our Christian school setting has been important in this project. I have found it helpful as a Christian and educator to reflect upon the analogies
which can be made between the steps of the effective teaching model and the life of Jesus Christ. Insights gained can be quite dramatic and encouraging to Christians serving as educators.

The Old Testament served to create an anticipatory set, as people awaited the arrival of their Savior. Objectives and purposes were shared by scripture and also by prophets and leaders, such as Moses. Understanding was addressed by Christ's teaching of God's kingdom and plan for mankind when he became flesh and walked among us. The model for Christians is certainly Jesus Christ, as he was free from sin.

The poem discussing "where are you Lord, I need you," was movingly worded by pointing out that only one set of foot prints was visible in the sand, not two, for those were the times the Lord was carrying the writer, a type of parallel to guided practice at dealing with life. Christ's closure of his life's teaching was simple enough to be understood by people of many situations and eloquent beyond any event past or since. The giving of his life as an atonement for our sins encompassed his life's teachings and plan for our lives. We are taught to practice the concepts he shared, a type of independent practice, until the conclusion of our lives, when we will be united with him for eternity.

Christ's lesson plan, in my estimation, represents the greatest lesson plan ever presented; simple enough for all to understand and challenging and rewarding enough to devote a lifetime to. Should our lessons today contain even the spirit of Christ's great lesson, we truly can make a difference in the lives of young people for the
better. We are committed to the belief that all knowledge does begin with God and that we are stewards of the gift of the ability to learn.

Appendix B of the introductory pages of this project directs our attention to motivation, active participation, levels of cognition, rewards, interest levels, and feeling tone. We will consider these aspects of implementing lessons now and trust the information will help facilitate your usage of religious training across the curriculum and across the various levels of cognition.

Motivation is defined in the Hunter (cited in KVUSD, 1984-1986) model as being "a state within the learner" (unnumbered page). Directly influencing the intent to learn, motivation activates a person to satisfy a need or desire. Controlling, at least in part, the learning climate for students, we can impact the learner's level of motivation or concern for learning, at least to some extent. Techniques for impacting motivation include sharing with the student how the lesson is designed to help them succeed and to personalize the material to fit into their value system in some way. Hunter (cited in KVUSD, 1984-1986) has a humorous way of encouraging us to consider the simple, rather than the grand, when it comes to motivation. She states "you don't have to bring in an elephant to teach the color grey" (p. 11)! I am certain my young son would love that lesson, though! Frequently we observe our colleagues using a simple, catchy, little gimmick or device that pays enormous dividends. Don't be shy, make use of them, and share your techniques with others; all of education is one large sharing effort anyway. Very few patents
Active participation was partially discussed earlier, as methods for checking for understanding were shared. To provide a quick review, suggested methods to increase active participation and checking for understanding included: discussing with a partner, writing questions, brainstorming, finger signals, thumb up or down signals, unison response, arm signals (folded or unfolded), flash cards by groups, individual flash cards, and providing sufficient waiting or think time to take place prior to calling for an answer. Active participation is "the consistent engagement of the minds of all the learners with that which is to be learned" (Hunter, cited in KVISD, 1984-1986, p. 12). The techniques just mentioned can help assure us whether a person's mind is actively engaged! Remember, "we do not teach by telling," states Hunter (cited in KVISD, 1984-1986, p. 12).

Bloom's (cited in KVISD, 1984-1986) levels of cognition and extending the level of thinking have been focuses of this project. Real life situations frequently require higher levels of thinking, as defined by Bloom. Moving beyond the basic levels of thinking (knowledge and understanding) to application, analysis, synthesis, and evaluation provides our learners with training for decision making as an independent person. In a sense, I perceive the need for myself and other teachers to move beyond ourselves, to grow and move our students along with us. We can accomplish this in part by dwelling upon the middle and upper ranges of thinking as defined by Bloom. Perhaps classroom boredom for both educators and learners could be significantly diminished by involvement with these middle and upper
ranges of cognitive thinking. I have found from experience that this requires teachers to author their own material, for most textbooks I am involved with neglect these upper thought areas. Summer vacation and snow days serve as valuable time for such accomplishments!

Rewards and their impact upon the learning environment are incorporated into Hunter's (cited in KVISD, 1984-1986) teaching model. Recognized as either extrinsic or intrinsic, their correlation to the learning which takes place is significant. It is fortunate for teachers in Christian schools that many of their students bring backgrounds to the classroom which strengthen the value of intrinsic rewards. The attitude of the Christian doctrine stresses giving and self-sacrifice to help others. One's reward for such efforts can be a close relationship with our Lord, a sense of fulfillment, and a feeling of enrichment. These values and feelings allow teachers in a Christian setting to maximize the positive effects of intrinsic rewards, helping them to attain academic goals and experience classroom success. The concept of stewardship with our gift of the ability to learn can also be touched upon by the teacher and used to advantage. Teachers in Christian schools can use these special levers to help their students strive for excellence and success!

Providing extrinsic rewards, controlling the resources that are out of reach of our students, can also serve to encourage classroom successes. Use of free time, passes, field trips, classroom guests, independent research, advanced materials, extra credit, and so forth can fortify our curriculums and our teaching success. Including
information about "rewards" for your class in your course syllabus can build effective public relations, starting your very first day of class meetings. Students also realize that you have more planned and thought out for them then progressing page by page through the textbook.

With regard to extrinsic rewards, we can provide "natural highs" for our students (our young Christians) by sharing praise and genuine support with them and encouraging their peers to react similarly, when so deserved. We need to take advantage of the unique healing, praising, building, Christian community inherent in Christian schools. Professionals and parents know well that young people will see to it that they receive attention. Whether that attention is a result of positive achievements or negative behaviors can be determined to a large extent by how we support or neglect the outward demonstrations of the Christian community. People of all ages learn that communication can be risky, especially praising and complimenting. Serving as educational leaders, we need to set the example to help young people learn the skills of nurturing, praising, complimenting, and supporting one another. These efforts and learned skills can help build strong, talented, and out-going Christians, able to spread God's word to an ailing world.

Controlling the "level of concern," the interest of the learner is a paramount challenge for educators. We can manipulate the level of concern to get or keep attention. When the concern level is too high, the stress levels climb and students find it more difficult to focus their attention. We have then overkilled on creating a level
of interest. Perhaps some of you can recall specific college or graduate courses that would qualify! When the level of concern we create is too low, it is probable that no or very little motivation will be present. When we read our students correctly and plan a corresponding strategy to create concern for the learning task that is just right, students will be on task and focusing clearly. The match we will have created will be closer to the optimum. We can practice being artists, trying to get just the right blend!

One final thought, not entirely from Hunter (1982), is that teachers need to share enthusiasm for their lessons that is contagious. We need to be sales people when sharing knowledges and experiences with our students. Marketing each lesson as though our very economic survival depended upon how it is received can put extra power into our delivery. Perhaps each teacher needs to function as though his or her class is an elective, not required, with sign up based upon student feedback among peers and parents. This approach is probably too simplistic, for dealing with young people and adults, also, we know that people will act to avoid what may be very good for them. Thinking of your course as an elective does provide an opportunity for reflection, however.

The final concept that I wish to share from Hunter (cited in KVISO, 1984-1986) is that of "feeling tone." Feeling tone is "the way a student feels in a learning situation, affecting the amount of effort they are willing to put forth to achieve learning" (p. 12). We create feeling tone with words, actions, the structuring of the physical environment, and fortunately for Christian school staffs,
with the spirit of God moving among us and working through us. This one very real fact should serve to win over many parents as they select schooling for their children.

Perhaps first opinions can be a bit unfair, too severe. However, I believe teachers can detect feeling tones of other classrooms by instinct. Another population that has logged considerable service time in schools are the students, also surely able to express how they perceive what we call feeling tone! Some teachers default on creating a positive feeling tone, I believe, due to a low self-appraisal of themselves and of their personalities. Some view personal charisma as the necessary ingredient for establishing an attractive feeling tone in their classes. Thinking through the type of feeling tone one desires, and then planning how to achieve it, is the more favorable approach.

Each of us is able to control the words we use, the actions we communicate, and how we organize the physical environments we inherit through room assignments. Whether the spirit of God shines through us on a daily basis is a personal challenge, a desired end result of our Christian studies, reflections, prayer, fellowship, outlook, and relation with our Lord. Perhaps a retired teacher and coach, a good friend of mine, stated best the impact of feeling tone, as he could control it. He shared the idea that when he could no longer be as excited about reporting to his classes on Monday morning as he was about starting his weekend on Friday afternoon, that he would retire. This individual retained his credibility by recently retiring early, for the reason just shared. Having been a teenager coached by this
special person, I can attest that he used words and actions to create a beautiful feeling tone in whatever physical setting he found himself. We can create positive feeling tones whose carryover qualities can last for years. Successes such as these add significantly to our profession's reputation and attitude of students.

Approaching feeling tone from a different perspective, we can reflect upon the feeling tone our Lord provides for our lives. The Lord forgives our sins daily, tolerates our shortcomings, and provides us a fresh start each day, an opportunity to fly as high as we wish, unincumbered by our past faults. Can we not then approach our students in a similar fashion, thereby going a long way toward creating a supportive feeling tone for them?

I share these final thoughts in an effort to encourage others to write cognitive levels of questions to infuse religious training in their classes, using the Hunter (1982) lesson plan principles. Frequently, I learn from colleagues that they, too, pray between classes, seeking a successful and enjoyable upcoming class for all. Each of us, serving as Christian educators, can challenge ourselves to excellence by simply adding one name to each of our class rosters, the name of Jesus Christ. Reflecting upon the fact that our Lord is attending each of our classes can be quite sobering, motivating, and challenging. Each of us has been chosen of God for the teaching position we are in at this time of our lives, a stewardship situation with unending responsibilities and joys!

Please avail yourselves of the effective lesson and teaching techniques presented in this final phase of the project. During the
next year or two create your own religious cognitive levels of questions for your classes and infuse them into your courses. These activities will help you meet your responsibilities with greater satisfaction and will provide new joys for yourself, your students, and our Christian community. The end result can be a stronger evangelizing of God's word and teachings to our world!
APPENDICES
Appendix A

Madeline Hunter's (1982) White Sauce of Teaching: Teaching and Implementation Methods

Anticipatory Set/Objective/Purpose/Input = Introduction (The Appetizer)

Checking for Understanding/Modeling/Guided Practice = Body of Lesson (The Entree)

Closure/Independent Practice = Conclusion (The Dessert)
Appendix B

Effective Teaching Model, Also Known as ITIP and Clinical Supervision

1. Motivation: definition, variables, when, why.
2. Active participation: covert and overt, checking student understanding.
3. Six levels of cognition: knowledge, comprehension, application, analysis, synthesis, and evaluation.
4. Thinking: extending the level of the process as an ongoing goal.
5. Rewards: extrinsic and intrinsic.
6. Interest: changing the learner's mind.

For each of the seven areas presented above, at least three Biblical concepts were shared. Sharing of these concepts, it is believed, should help to explain, from a Christian perspective, why each is important when interacting with others when teaching.
BIBLIOGRAPHY


