

ORIENT YOUR CAMPUS

STEP 5: INTRODUCE CREATION HEALTH TO YOUR CAMPUS

Now that your CREATION Health team is in place and you have a game plan in mind, introduce your campus to CREATION Health. The goal of this orientation is to explain each of the eight principles so that a foundation for your CREATION Health plan is well-established. It's also useful for giving students an idea of what will be happening throughout the year. The school's administration team, and especially the principal, should be heavily involved and highly visible in the introduction and implementation of this program.

Here are a few tips for a successful introduction:

- *Schedule your orientation to take place during the first few days of the school year.*
- *Involve as many staff members as possible.*
- *Ask different staff members to introduce the principles to add variety to your presentation and to promote widespread faculty participation.*
- *Adapt the schedule to fit your school's needs—introduce one or two principles every day of the first week. You can walk through all of the activities with the entire student body at once, or you may want to allow groups of students to rotate through stations dedicated to each letter.*
- *Set up a photo booth with fun props.*
- *Create a suggestion box where students can recommend relevant activities.*

The following outline provides a suggested structure and script for your CREATION Health orientation. While the specifics of your presentation will vary as needed, you will want to include the following:

- *CREATION Health Kickoff video.*
- *Message from the Principal.*
- *Introduction of the Wellness Coordinator and Health Coaches.*
- *Explanation of each CREATION Health Principal.*

INTRODUCTION:

Step 1: CREATION Health Video

The kickoff video will give everyone a brief introduction to CREATION Health.

<https://www.youtube.com/watch?v=sHoj0jd6l-o> add VIDEO

Step 2: Principal's Address

Your principal can adapt and use the following script to communicate his or her support for the CREATION Health program:

"I am very excited and personally committed to the implementation of the CREATION Health initiative at our school. I am convinced that the key to personal happiness can be found in the basic principles

presented in this program. But it cannot be JUST a program. For this effort to truly make a difference on our campus, we have to adopt these principles on a personal level and incorporate them into our daily lives. That won't always be easy to do, but I know the effort will be worth it. Our school is dedicated to promoting this message of health and wholeness, and we will do all we can institutionally to operate in accordance with the principles of CREATION Health. You will see this in how we schedule our days, interact with you as students and your parents, treat one another, plan programming, and, most importantly, focus on Jesus. I want to personally invite and encourage you to enthusiastically engage in this new and exciting journey with our school and me."

Step 3: CREATION Health Team Introductions

Next, the Wellness Coordinator will introduce him or herself as well as the Faculty and Student Health Coaches and briefly describe their roles and responsibilities.

Step 4: Explanations of the Eight CREATION Health Principles

Once the members of the CREATION Health team have been introduced, transition into the first principle: CHOICE. If students are rotating in stations, get them started at their first station.

CHOICE

Step 1: Play the Video

The Choices We Make → <https://youtu.be/8aoOAXqX6tA> (0:55 min)

Step 2: Introduce CHOICE

Leader Message:

"You are always responsible for how you act, no matter how you feel. Remember that. CHOICE is the option or ability to evaluate various courses of action and to select among them. It occurs as you exercise the power of your will. Everything you do is the result of making a choice. You may often do things unconsciously, but you cannot avoid making choices. Even the decision to do nothing is still a choice. Choice is the first letter of CREATION Health, and for a good reason. Of all the eight pillars of abundant living, it's the most important because it drives everything else. Choice makes it possible for you to live life to the fullest. Look at it this way: in order to have good REST, a pleasant ENVIRONMENT, a life of ACTIVITY, Godly TRUST, meaningful INTERPERSONAL RELATIONSHIPS, a positive OUTLOOK, and healthy NUTRITION, you must first make the kinds of choices that will ensure these outcomes."

Step 3: CHOICE Activity

Choose a Bag

Supplies:

- Four different paper bags. Examples: A gift bag, a brown paper bag, a bag from the Apple Store, a Nike bag. Label each bag with a number—1, 2, 3, and 4.
- A \$5 bill.
- A pencil.
- A pen.
- A snack. Example: granola bar, fruit snacks.
- One onion.
- Tissue paper.

Preparation:

- 1) Place the pencil and pen inside the bag labeled “1.”
- 2) Place the \$5 bill inside the bag labeled “2.”
- 3) Place the onion inside the bag labeled “3.”
- 4) Place the snack inside the bag labeled “4.”
- 5) Put the tissue paper in each bag so students can’t see what is inside.

- **Ask:** “What decisions did you make today?” Possible Answers: What time to get up, which clothes to wear, whether to eat breakfast or not . . .
- **Explain:** “You make small decisions every day. When you make bigger decisions, knowing how to make good ones is helpful. Let’s try this activity.” Line up the four bags on a table.
- **State:** “We are going to play ‘What’s in the Bag?’”
Pick three contestants. Everyone else will be the audience. Tell the contestants: “Pick a bag without touching it and stand behind it.” Encourage the audience to help the contestants choose a bag. Each contestant must pick a different bag. After each contestant has chosen, ask them: “Why did you pick your bag?” Possible answers: “It’s my lucky number,” “It looks the best,” “It was the closest one,” “They told me to,” or “I want a new iPhone.”

Next, tell the contestants to lift their bags only by the top and without looking inside, and then to put them down.

- **Ask:** “Would anyone like to exchange bags or pick the remaining bag?”
Ask any contestants who switch bags to explain why.
- **Ask:** Instruct the contestants to pick up the bags one more time and to try to figure out what is inside. Tell them that they can do anything they want, except open the bag. Give them one last chance to trade bags. Then ask, “What audience member would like the last bag?” After the last bag is distributed, everyone opens their bags and displays what is inside.

Talk about how decisions were made. Include these discussion points:

- **Bag #1** was interesting because it made noise. Curiosity often influences your choices. Bag #1 had positive and helpful contents, such as a pen and pencil.
- **Bag #2** appeared to have nothing, but you got money instead. You can be fooled by not having enough information to make a good choice.
- **Bag #3** felt as if an apple were inside, but you got an onion. Only with a good sense of smell could you tell through the bag that it was an onion. Sometimes you make a quick decision and don’t take time to gather all the information you need.
- **Bag #4** was an unknown. You took a risk by choosing Bag #4, and you received a snack. Taking a risk is okay when you are in a safe situation like today, but taking a risk can also be dangerous if you don’t know what the consequences might be.

→ Goal: for students to think about why they make the decisions they do.

Step 4: Discuss

Conclude the activity with these “Let’s Talk!” discussion questions:

- *What do you need to consider when making good decisions? Answers include: getting accurate information and considering possible consequences and/or risks.*
- *How did you feel when the group was pressuring you? How could this affect the decisions you make outside this room?*
- *What else could influence the decision-making process? Answers include: friends, values, parents, wants, alcohol, drugs, luck, the media, religion, culture, etc.*

REST

Step 1: Play the Video

How Much Sleep Do You Actually Need? → <https://youtu.be/SVQlCxiQlzl> (stop at 02:46)

Step 2: Introduce REST

Leader Message:

“Rest is powerful. It refreshes, regenerates, and rebuilds your mind, body, and soul. Rest allows you to function at your best. Rest includes a good night’s sleep, as well as taking time to relax and rejuvenate daily, weekly, and annually. But sadly, most students misunderstand or simply don’t appreciate the true benefits of proper rest. They allow the stresses of life and the pressures they face at home or school to build until they feel overwhelmed. At that point it’s almost impossible for them to get a good night’s sleep. Rest, the second letter of CREATION Health, plays a vital role in your well-being. Sleep is important to keep you healthy.

In Genesis 1:3–5 God said, “Let there be light,” and there was light. And God saw the light, that it was good; and God divided the light from the darkness. God called the light Day, and the darkness He called Night. So the evening and the morning were the first day.

In God’s act of CREATION, He set in place a pattern of day and night. He knew our bodies needed REST, and He had good reason. Think about how you feel when you have not had enough sleep.” (Share how you feel when you are lacking sleep.)

Did you know sleep deprivation can lead to:

- Poor decision-making.
- Difficulty remembering.
- Difficulty learning new things.
- Increased impulsiveness.
- Difficulty concentrating.
- Lower grades.
- Uncontrolled tiredness that can lead to car accidents and even death.

Fatigue can make you:

- Irritable.
- Angry.
- Physically tired.
- Depressed.
- Worried.
- Overweight.

Because rest is vital to a healthy body and healthy relationships, God gave another gift at Creation, the Sabbath. Isn't it a blessing to have a day during the week when we can forget about school and just relax?

Show this video:

Day of Rest → <http://creationhealth.com/CreationMedia.aspx?videoID=23> (01:34 min.)

Step 3: REST Activity

Break out in groups and ask students to share how much sleep they get on a regular basis. Suggest they calculate the number of hours they slept the night before. Then have them share tips for getting a good night's sleep. Answers may include: establish a schedule and go to sleep at the same time every day, make your room dark, turn off electronics and use an actual alarm clock, avoid checking your phone or watching TV before bed, eat less before going to bed, etc.

- Goal: for students to notice their own sleep patterns and reflect on ways to establish better sleep habits.

Step 4: Discuss

Invite two or three groups to share what they talked about, and discuss additional tips to improve sleep.

ENVIRONMENT

Step 1: Play the Video

Seven Billion Dreams. One Planet. Consume with Care. → <https://www.youtube.com/watch?v=JyL58vlbvgw> (02:00 min)

Step 2: Introduce ENVIRONMENT

Leader Message:

“Your ENVIRONMENT is everything that surrounds and influences you in a physical, mental, or spiritual way. Your body is constantly processing and interpreting your environment using its five senses. As a result, the external stimuli of your surroundings affect who you are on the inside. Environment is the third pillar of CREATION Health because everything that lies outside of you affects what's inside of you. The world around you is infiltrating you all of the time through your skin, mouth, and even your mind. All of your senses influence your mood and ultimately your health and well-being. Your larger environment (air and water quality) and your immediate environment (light, sound, aroma, and touch) are key to

achieving optimum health and happiness. Making changes to your surroundings can help you create the best possible environment for yourself and those around you.”

Play this video:

What If You Stopped Going Outside? → <https://youtu.be/hmqguIFMC-Y> (Stop video at 2:25.)

Step 3: ENVIRONMENT Activity

Environment Posters

Supplies:

- Four large blank sheets of poster board.
- Pencils, one or more per team.
- Erasers, one per team.
- Colorful markers for each team.

Separate the group into four teams. Give each team a blank poster, pencil(s), an eraser, markers, and one of the following questions to discuss. Ask them to create a poster using the points discussed by their team to share with everyone in the group.

- **Team 1:** “What are some things we can do to save our environment?” Possible answers: recycling, saving water by washing the car with a bucket instead of a hose, turning lights off, riding bikes to school, etc.
 - **Team 2:** “How does spending time outside affect our health?” Possible answers: reduces stress, helps us sleep better, reduces the chance of depression, reduces the risk for diseases such as heart disease, diabetes, high blood pressure, etc.
 - **Team 3:** “What can we do to make our environment at school or at home more relaxing and healthy?” Possible answers: declutter, open windows, burn candles, add flowers, clean, plant a garden, use trash cans, etc.
 - **Team 4:** “What activities can we do to spend more time outside?” Possible answers: ride bikes, go for a walk or a swim, socialize outside instead of inside your dorm or home, have a picnic instead of eating in the cafeteria, help at home by mowing the lawn, study outside, go to the beach, etc.
- Goals: for students to learn about all aspects of our environment in an interactive way: how to take care of everyone’s environment, how being outside is good for us, how we can change our environment, and how we can spend more time outside.

Step 4: Discuss

Invite the groups to display and explain their posters by sharing what they discussed.

ACTIVITY

Step 1: Introduce ACTIVITY

Leader Message:

“Activity, both mental and physical, means having and maintaining movement and development. Exercise is a crucial part an abundant life, but developing your body is only half the battle. You must also learn to develop and strengthen your mind. Mental activity should be as much a part of your routine as lifting weights or running laps. In fact, the mind and the body are intimately connected to each other and, as you will see, building up one helps to build up the other. In other words, you will get the best performance from your mind when you regularly exercise your body, and your body will be stronger when you regularly exercise your mind.”

Step 2: Activities for ACTIVITY

Here are five activities you can do anytime at school. Ask everyone participate in the following:

Standing Push-ups

Supplies:

- A wall.

Doing a push-up against the wall is not as hard as a regular push-up, but it still gives your biceps, triceps, and pectorals a little workout. Contracting your abdominals and back muscles during the exercise helps strengthen your core muscles. To make the push-ups harder, move your feet farther away from the wall, or do them on the edge of a desk.

1. Stand facing the wall, feet shoulder-width apart and about one foot from the wall.
2. Place your palms on the wall at about shoulder height.
3. Keeping your legs and back straight, bend your elbows and lean toward the wall as far as possible.
4. Push yourself away from the wall to the starting position.
5. Repeat 10 to 20 times.

➔ Goal: for students to work out core muscles and realize that they can do simple activities almost anywhere.

Seated Crunches

Supplies:

- A chair without wheels.

Say: *“Strong abdominal muscles aren’t only about looking good at the beach. There’s a reason your abs are referred to as ‘core’ muscles. They’re the fulcrum around which your body works. They help you sit up, bend over, lift your legs, and twist your body. Without them, you couldn’t bend over to pick up a paper clip from the floor or twist in your chair. Most importantly, your abs hold you upright in a sitting position. Without them, you’d have to be strapped into your chair or you’d slump over onto your desk.”*

So take good care of them by doing these ab curls once a day:

Give students the following instructions for performing ab curls:

1. Sit up straight in a stable chair without wheels. Contract your abdominal muscles.
2. Cross your arms over your chest and curl forward.
3. Hold for three seconds.
4. Repeat 10 to 20 times.

➔ Goal: for students to work their abdominals and realize that they can do simple activities almost anywhere.

Brisk Walk

Supplies:

- An outdoor environment or stairs.

Get up and take a brisk walk outside around the building, the campus, or even go up and down stairs several times to get your heart pumping and your brain refocused.

➔ Goal: for students to raise their heartrate and realize that they can do simple activities almost anywhere.

Stretches

Supplies:

- A wall.

Quads – Stand with knees together. Gently pull one leg behind you with the hand of the same side of your body; hold at the ankle and pull leg toward the buttocks. Use a wall for balance if needed. Hold for 30 seconds and repeat with other leg.

Hamstring – Sit and extend right leg. Put your left foot against your inner right thigh. Gently bend forward from the hips, reaching for your right foot and keeping your back straight. Hold for 30 seconds, then switch legs and repeat.

Back – Sit tall, with your hands gripping the back of your neck. Gently arch backwards and look up towards the ceiling until you feel a stretch. Next, cross arms across chest. Keep legs still, gently rotate, to one side until you feel a stretch, hold. Hold each stretch for 30 seconds. Repeat on other side.

Please included any additional stretches of your choices.

➔ Goal: for students to stretch most of their muscles and realize that they can do simple activities almost anywhere.

The last four exercises worked the body. Now, it is time to exercise the brain.

Memory Activity

Describe your favorite activity and explain why you enjoy it. Then divide the group into pairs and ask each person to share the same information with their partner. After a couple of minutes, instruct each pair to share their partners' responses with the rest of the group. Once everyone has discussed their favorite activities, ask who remembers what yours was and why. (You can do this with different subjects, such as favorite foods, dream jobs, dream vacations, etc. . . .)

- Goal: for students to exercise their memories, realize how little attention we sometimes pay to details and to others, and see how important it is to exercise their brains.

Step 3: Discuss

1. Talk about the importance of physical exercise.
2. Ask students how they felt during and after the exercises.
3. Brainstorm other exercises students can do when they don't have much time.
4. Discuss the importance of stretching during or after class or a long day of study. Emphasize how simple moves can help avoid back and neck pain, swelling, tiredness, and help the brain be more alert and productive.
5. Talk about the importance of exercising our brains and how doing simple mental exercises can help us have better memories. Ask: "What exercises do you think can help exercise the brain?" Possible answers could be: learning phone numbers, learning names, doing puzzles, playing memory card games, playing board games, learning song lyrics, doing crosswords, memorizing Bible verses, etc.

TRUST

Step 1: Play the Video

Fall → <https://www.youtube.com/watch?v=qhnRvb-M-P4> (02:21 min)

Say: "What is your first impression of the video? Do you feel that we do this often with God? Trusting God requires you to spend time with Him. When you know who He is, you will reach the point where you can fall back even when you see nothing."

Step 2: Introduce TRUST

Leader Message:

"Trust is more than just having belief in another person. In CREATION Health, trust refers to trust in the Creator Himself. Trust in God is developed the same way it is with any other person—through a close personal relationship with the individual. God wants you to trust Him so He can transform your life and re-create you into His own image. Understand, He loves you despite your failures, and following His direction will lead you to a meaningful life full of joy and personal fulfillment. But in order to have this abundant life, you first have to do one very important thing—you have to trust Him. Trust in God is the only way you can receive the power of God to transform your life.

What God desires from you more than anything is your trust. This trust manifests itself when you experience a loving relationship with your Creator. This relationship will empower and influence every aspect of your life as your Heavenly Father enables you to achieve the fullness of CREATION Health."

Step 3: TRUST Activity

Cast Your Cares Upon the Lord

Supplies:

- Pencils, one per student.
- Paper, one piece per student.
- A box, bag, or some type of container for collecting the pieces of paper.

Say: *“Psalm 55:22 says, ‘Cast your cares upon the Lord and He will sustain you.’ In this activity we are going to go through an exercise to practice casting our cares upon the Lord.”*

Make sure everyone has a piece of paper and a writing utensil. Ask students to write down anything that might be burdening them. It could be a big test coming up, a relationship that is struggling, a parent’s divorce, or peer pressure at school.

Say: *“Write down everything, no matter how big or small. While you are writing, think about what God is saying in this verse. When you have finished writing down your worries, I will come around and collect them. Dropping your worries into the container is an act that symbolizes giving your cares to God. Once we have collected all of the burdens, we will pray over them.”*

“When God says, ‘Cast your Cares upon the Lord and He will sustain you.’ He is telling us not to worry, that He will carry our burdens, just like he carried the cross. And not only will He carry them, he will take care of them. We do not have to go through life alone. Trusting God takes a huge weight off of our shoulders. When you try to handle life all on your own, it becomes too much. However, when you walk through life hand in hand with God, you will no longer be weighed down. You might not always get the outcome you hoped for or when you wanted it, but that is where trust comes in. God knows what is best for your life. When you have faith in that, you do not have to worry about what God’s answer is and when He will answer, because you believe God knows what is best in your life. Take a deep breath and find renewed energy in knowing you have released your worries to God. Let’s pray.

“Dear Lord,

“As we release our burdens to you today, give us renewed strength and energy. Help us to stop taking life into our own hands and to put it in yours. Help us to have absolute trust that you will take care of whatever it i—today, tomorrow, and the next day—that is weighing us down. Be with every individual here, Lord. Each one of us has a different concern, but we all equally need you. Thank you for loving us enough to be willing to carry our burdens. We love you and cannot wait for the day we can see you in heaven. Amen.”

- ➔ Goal: for students to relieve themselves of the cares weighing them down and to find renewed strength in having absolute trust in God.

INTERPERSONAL RELATIONSHIPS

Step 1: Play the Video

Say: *“When it comes to relationships, what we say and do, or do not say and do, can affect others in ways that we cannot even imagine. Let’s watch this video and see how someone’s choices affected the people around him.”*

World’s Best Motivational Videos for Students → <https://www.youtube.com/watch?v=Tjnq5StX68g>
(03:05 min)

Step 2: Introduce INTERPERSONAL RELATIONSHIPS

Leader Message:

“INTERPERSONAL RELATIONSHIPS, the sixth principal in CREATION Health, are the connections and associations that exist between people that fulfill their emotional and physical needs. Interpersonal relationships occur in a variety of forms, from family and friends to professional and romantic.

“Inter-’ is a prefix that means ‘between,’ ‘among,’ or ‘together.’ For example, the interstate highway system is a series of roads that runs between states, connecting them to each other. In a similar way, interpersonal relationships connect you to other people. While the nature of these connections varies between people, they should ideally generate a similar sense of openness, generosity, and goodwill between the participants. That’s because an interpersonal relationship is more than just a social connection. It also fulfills a physical or emotional need in you and the other person. Interpersonal relationships provide you with a number of health benefits as well. Dozens of studies have shown that people who have satisfying relationships with family, friends, and their community are happier, have fewer health problems, and live longer.”

Step 3: Activity on INTERPERSONAL RELATIONSHIPS

Say: *“God wants us to have positive relationships. It is important to our health and happiness that we spend time with people who lift us up, not those who tear us down—people who are willing to go out of the way for us, not just be there when it is convenient for them. Individuals who have strong morals and will encourage us to always be our best. Unhealthy relationships can take a toll on our health. That’s why it is important to choose your friends wisely and beware of relationships that are a danger to your health. Take a couple minutes and share with the person beside you what characteristics you think a good friend should have.”*

Ask a couple of people to raise their hands and share with the group. If you have a white board available, write the suggestions on the board.

Say: *“Sometimes we miss out on positive relationships because we don’t take the time to get to know one another. We go through life focused on ourselves and on our clique of friends and can forget about others around us. Every interpersonal interaction is important to God. God treated everyone with love and respect. It’s important to be kind and understanding toward even the people who may seem weird to you or are not always easy to deal with. We are all God’s children.*

You never know what that person is dealing with or what experiences they have had that have shaped them into who they are. When you take the time to get to know a person better, you might find out they're not so bad after all. You may never be close friends, but you will be able to better understand them and hopefully be able to accept them for who they are. And who knows? Maybe they will even become a lifelong friend."

Instruct students to pair off with someone they normally do not talk to. Instruct them to talk to each other for 15 minutes, asking each other the following questions:

1. Where were you born?
2. What is your favorite food?
3. What is the most fun thing you have done?
4. What is a hobby you like?
5. What motivates you?
6. Do you have a pet?
7. What are you scared of?
8. What is the one thing you would like to do if you could?

Step 4: Discuss

Ask:

- *Who learned something new about another person?*
- *Did you find you had anything in common with your partner?*
- *Do you feel like you have a better understanding of the other person?*

Step 5: Watch

If there is time, finish with this short video:

Kid President's 20 Things We Should Say More Often →

<https://www.youtube.com/watch?v=m5yCOSHeYn4> (03:31 min)

OUTLOOK

Step 1: Play the Video

Look at Yourself after Watching This → <https://youtu.be/Gc4HGQHgeFE> (04:10 min)

Step 2: Introduce OUTLOOK

Leader Message:

"OUTLOOK is how you approach the world and your life. It is your general attitude. Outlook affects how you see the world—what you think of yourself, the people around you, your family, your schoolmates, and your friends—everything! As the seventh principle of CREATION Health, Outlook refers to your own unique point of view, but it's more than that. How you react to the situations you face shapes your attitude in ways that can either help or harm you. A negative outlook turns off the lights of hope, changes love to hate, and makes other people want to be around you less than the guy in gym class who doesn't use deodorant. But a positive outlook does just the opposite. It turns on the lights, ignites love, and gives you a contagious personality. You become a person others want to be around. Positive

is what you were made to be. Outlook impacts everything you say and do. By focusing on how to have a more positive and optimistic attitude toward life, you'll see how negative thinking can be destructive and even hazardous to your health. Let's watch this short clip about a positive attitude toward life."

Positive Attitude Is Everything—Very Funny Attitude Video—Inspirational →
<https://www.youtube.com/watch?v=pTgOLLmTQI0> (0:41 min)

Say: *"Even though this is just a funny commercial, it is a good example of scenarios that would cause a person to have a bad attitude. However, the child in the video shrugs it off with a smile. We can choose to let the struggles of life get us down or choose to trust God and have a positive attitude because we know He is taking care of the bigger picture."*

Step 3: Activities on OUTLOOK

Attitude Acrostics

Supplies:

- Paper and pencil for each student.

An acrostic is an effective way to help students figure out what traits are common to people with positive attitudes.

- Begin by giving each student a piece of paper and asking them to write the word ATTITUDE vertically down the left side of the paper (see the image below for an example).
- Set a timer for five minutes and ask everyone to brainstorm all the traits and characteristics seen in people possessing a positive outlook on life. At this point, don't worry about whether the traits begin with the letters found in the word "attitude."
- Next, ask students to recall some of those traits and word them so they fit in the acrostic. For example, your student's paper might say:

Always sees the good in a situation.

Tries to find solutions to problems.

Takes time to appreciate the little things.

Is happy with what he has.

Takes responsibility for his actions.

Understands the need to listen to other people's opinions and thoughts.

Doesn't complain often.

Enjoys life.

- Goal: for students to recognize positive attitudes and contemplate their own attitude in comparison.

The Attitude Inventory Activity

Supplies:

- Paper and pencil for each student.

Taking an "attitude inventory" is a lot like taking the inventory of a store or of your closet. You're trying to see what is and is not there. The difference is that with an "attitude inventory," you're asking your students to take stock of what is and is not present in people with certain types of attitudes.

Give each student a piece of paper and a pencil and ask them the following questions:

- Write down the name of someone you think typically has a good attitude.
- What about them makes you think that? How do you know they have a positive attitude?
- Write down the name of someone you think typically has a lousy or bad attitude. What makes you think that? How do you know they have a bad attitude?
- When you think of the person with a bad attitude, what things or people does that person usually point to as the reason they are in a bad mood?
- Do you think you can have a bad attitude one day and a good one the next? Why or why not? What influences that?
- Do you have to have a bad attitude if things aren't going your way, or do you think it's possible to have a good attitude even when bad stuff is happening? Why?
- Are there things in your life you'd like to change to help you have a more positive attitude?
- If negative stuff is happening to you, are there things you can do to keep your outlook positive? Name a few of them.

Next, review the questions and ask students to share their answers.

- Goal: for students to recognize what kind of outlook they have; help them see their good and bad attitudes and what needs to be improved in their lives; and enable them to maintain the most positive attitude possible when facing bad situations.

Step 4: Discuss

Say: *“Do you see yourself reflected in your acrostic? Think of ways you can improve your attitude in order to exemplify everything you wrote down. Put the paper in a place where you can read it every day to remind you to be positive. I encourage you to reflect on your Attitude Inventory answers and remember those positive people and traits in everything you do or say.”*

NUTRITION

Step 1: Play the Video

Eat Close to the Ground → <http://creationhealth.com/CreationMedia.aspx?videoID=73>
(01:46 min)

Forks Over Knives – Trailer → https://www.youtube.com/watch?v=DZb-35oV_7E&spfreload=10
(02:08 min)

Step 2: Introduce NUTRITION

Leader Message:

“NUTRITION is not just a matter of eating and drinking, it's also one of the most powerful tools available to influence your health. Nutrition fuels the body, so it's important to choose nutritious foods that help it operate at peak performance. Imagine putting cheap gas in a luxury car. The car's performance would suffer. Foods loaded with fat, sugar, preservatives, and other harmful ingredients may taste good and make for a quick, inexpensive option, but over time they will wreak havoc on your body resulting in weight gain or chronic diseases, such as heart disease, type 2 diabetes, and cancer. Making healthy choices now will keep your body functioning at its best and will even help fight disease and sickness.”

Step 3: Activities on NUTRITION

A Healthy Snack

Supplies:

- Two options of a healthy snack: frozen grapes, hummus dip and veggies, green smoothies, trail mix, etc.
- PDF of Healthy Snacks List (Template found in the PDF Printable Aids online).

Offer students the healthy snacks. Encourage them to try something new. Give everyone a copy of the Healthy Snack List and go over it. Ask students to complete the questionnaire and identify their favorite snacks.

→ Goal: for students to realize healthy food can taste good.

Healthy Habits & Goals

Supplies:

- Pen and paper for each student.

Say: “A new school year is a great time to work on improving your health habits. Maybe you want to get more active, eat more fresh fruit, watch less TV, or drink fewer sweetened drinks. Whenever you want to make a change, the first thing to do is to set a goal. The best kinds of goals are ones that you can meet! If you set goals that are too hard, you may give up on making changes.”

Ask students to write their own personal goal(s) related to CREATION Health on the back of the sheet of paper. Suggest they hang the paper in a place where they will see it every day.

→ Goal: for students to learn to establish healthy goals and be encouraged to follow them.

Step 4: Discuss

Outline your own nutritional goals, and point out how they are small, needed, achievable, and measurable. Discuss how important it is that you are aware of your goals, that you know what they are and how to achieve them. Ask for volunteers to share their nutritional goals with the group.

Say: “I encourage you to keep your goal(s) somewhere highly visible, so you can remember them. Once you meet your first goal and it becomes a habit (give it at least 2–4 weeks), set more nutrition goals for yourself. You can also do this with any other principle.”

FINAL SELF-ASSESSMENT

After the students have been introduced to all eight principles at the school wide orientation, ask them to take a few minutes and respond to the self-assessment, [“How Healthy Are You?”](#) (PDF available in [Printable Resources Section](#)). This assessment can help each student see their own personal needs for growth. We suggest keeping these surveys on file and re-administering them at the end of the school year so students can see the progress they have made.



End Orientation with a fun, light, and refreshing school wide event. For example, Lunch on the Lawn, as described in the Event section of the Student Engagement, is a great way to start the year.