



CHAPTER 1

WARM-UP ACTIVITIES

Alters & Schiff Essential Concepts for Healthy Living, Ninth Edition

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A. Assessment

Have students complete the *Healthstyle* self-assessment in the student workbook.

B. Time to Change?

This activity enables students to get acquainted with some of the other people enrolled in the course. Additionally, the activity can stimulate students' interest in the course by making them consider how personal behaviors can affect health. (This activity may not be feasible in classes that have large enrollments or that are located in lecture halls with fixed seating.)

1. After reviewing the syllabus and other introductory details concerning the course, have students form groups of about four to eight people. In each group, students should arrange their seats in a circle. Request that students introduce themselves to the other individuals in their group and choose one person in their group to serve as group recorder.
2. Ask students to answer the following question: "Which health-related behaviors or habits would you like to change?" Advise students that they should not disclose personal information concerning behaviors that would make themselves or others in the group feel uncomfortable (e.g., sexual behaviors). The group recorders should list the behaviors or habits that are mentioned in their groups.
3. Give students about 5 to 10 minutes to develop their lists.
4. Ask the recorder from each group to read his or her group's list of behaviors and habits. List each behavior or habit on the board. Note the number of times the same behavior or habit is mentioned by the various groups.
5. At the end of the activity, mention that this course and textbook provide information concerning most or all behaviors cited by the groups.

C. Personal Health History

Have students complete a personal health history using the worksheet in the workbook as well as websites such as <http://www.nlm.nih.gov/medlineplus/personalhealthrecords.html>. This will help them to identify those items in their genetic/lifestyle history that they need to be aware of. For those students who have been adopted, it is still important to complete the history because the family lifestyles that they grew up in will affect the health choices they make. Also, for those who grew up in foster care, it can be helpful to have them discuss their own health history and things they might be concerned about not necessarily having a familial health history.