

# BEGINNING HEALTH

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** None.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means get a pass (and an initial) from another student (or your supervisor if it says that). A \* means get a checkout. Essays are turned in to the supervisor.

**PURPOSE:** To learn more about keeping the body healthy.

**ESTIMATED TIME:** 9–10 hours.

## MATERIALS NEEDED FOR THIS COURSE \_\_\_\_\_

A simple cookbook which the student can use for ideas of different dishes that could be used in menus;  
access to magazines (step A.4)

Heron text-pack with these Data Sheets (DS):

3943      3944      3945      6113      3946

Exam: 3948

## A. WHAT IS HEALTH?

### 1. DEFINE:

health \_\_\_\_ healthy \_\_\_\_ healthful \_\_\_\_ \_\_\_\_\_

### 2. READ: Data Sheet #3943 What is Health? \_\_\_\_\_

### 3. ESSAY:

a) Think of a bicycle or other machine you are familiar with and list some of the “healthy” things about it, meaning things that are right and work well. Then list some of the “unhealthy” things about it (things that are not right or don’t work well).

b) List some ways you have seen that a body can be unhealthy. Then list some of the things about a healthy body that are important to you. \_\_\_\_\_

### 4. DEMONSTRATE (by observation): Find pictures of people that look healthy and people that do not look healthy. \_\_\_\_\_

### 5. DEMONSTRATE USING CLAY:

a) a person with an unhealthy body and how that affects him. \_\_\_\_

b) a person with a healthy body. \_\_\_\_

**Supervisor pass.** \_\_\_\_\_

## B. KEEPING CLEAN

1. DEFINE: germ \_\_\_\_ plague \_\_\_\_ \_\_\_\_\_

2. READ: Data Sheet #3944 Keeping Clean. \_\_\_\_\_

3. DEMONSTRATE (with whatever objects you wish to use): Each of the six things listed to know about keeping clean (6 demonstrations). \_\_\_\_\_

4. DRILL: Practice saying the six things to know about keeping clean in your own words until you can tell another person what they are without reading them. \_\_\_\_\_

5. DEMONSTRATE USING CLAY: How and why being clean is important to being healthy. **Supervisor pass.** \_\_\_\_\_

6. PRACTICAL: Think of something you could do better in keeping yourself or your belongings or your surroundings clean. Start doing it. When you have done it for a while, write down what you did and how it could help you. (This can be done outside of class.) \_\_\_\_\_

**Supervisor pass.** \_\_\_\_\_

## C. HEALTHFUL FOOD

\*1. READ: Data Sheet #3945 Healthful Food. \_\_\_\_\_

2. DEMONSTRATE (with objects): Each of the general rules about eating healthy foods (8 demonstrations). \_\_\_\_\_

3. DRILL: Practice saying the eight rules in your own words until you can tell another person what they are without reading them. \_\_\_\_\_

**Supervisor pass.** \_\_\_\_\_

4. DEMONSTRATE: (This can be done outside of class.) Talk to your parents or other adults until you find three different supplements that they take or know about. Write these down and turn in to your supervisor. \_\_\_\_\_

5. DEMONSTRATE USING CLAY: A healthy breakfast, lunch and dinner, using the data in the Data Sheet. **Supervisor pass.** \_\_\_\_\_
6. DRILL: Write down a healthy breakfast. Check it against the Data Sheet you just read. Do this at least five times with different foods, or until you are sure you can write down a healthy breakfast. \_\_\_\_\_
7. DRILL: Repeat the drill you just did, with lunches. \_\_\_\_\_
8. DRILL: Repeat the drill you just did, with dinners. \_\_\_\_\_
9. READ: Data Sheet #6113 Types of Food to heading “Some Examples”. \_\_\_\_\_
10. ESSAY:
  - a) Write in your own words some of the places you can find each of the four types of food. \_\_\_\_\_
  - b) Then write down sentences using each of the four types of food until you are sure you can spell them right and use them in sentences. \_\_\_\_\_
11. READ: Data Sheet #6113, section “Some Examples”. \_\_\_\_\_
12. PRACTICAL APPLICATION: For the next day, keep a list of all the food you eat at breakfast, lunch and dinner, and in between meals, and next to each one try to say which type of food it mostly is. Then for each meal say whether you think it was a healthy meal. Use all the data on this course so far. Tell why you think so. Give the list to your supervisor (you may continue with the checksheet while you do this). \_\_\_\_\_
13. READ: Data Sheet #6113, section “Eating the Right Amount of These Types of Food” to the end. \_\_\_\_\_
14. PRACTICAL APPLICATION: Write down healthy breakfasts, lunches and dinners for six days of meals. Use a cookbook for ideas on kinds of food to have. Use the data in the Data Sheet. **Supervisor pass.** \_\_\_\_\_

## D. EXERCISE

1. READ: Data Sheet #3946 Exercise Helps the Body Stay Healthy. \_\_\_\_\_

- 2. DEMONSTRATE (with objects): Exercise. \_\_\_\_\_
- 3. DEMONSTRATE USING CLAY: How exercise helps health.  
**Supervisor pass.** \_\_\_\_\_

**E. SUMMARY**

- 1. ESSAY: Write down two ideas from Data Sheet #3944 Keeping Clean that you think are very important. Explain why *you* think so. \_\_\_\_\_
- 2. ESSAY: Write down three ideas from Data Sheet #3945 Healthy Food that you think are very important. Explain why *you* think so. \_\_\_\_\_
- 3. ESSAY: Write down one idea from Data Sheet #3946 Exercise Helps the Body Stay Healthy that you think is very important. Explain why *you* think so. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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