

Crafting Your Plan for Health and Wellness

3 Graduate Level Credits

Instructor – Matt Heglie

Course Syllabus

Course Overview

Discover how creating and maintaining health and wellness is a skill that can be learned and sustained. Research appropriate information that will result in a fitness plan designed to fit your own lifestyle. Improve your personal well-being and inspire your students.

Course Objectives:

In this course participants will have the opportunity to:

- Reflect on your current health status
- Understand the harmful effects of hydrogenated oils, and preservatives contained in many foods.
- Learn the importance of hydration for cognitive and physical performance
- Explore foods that enhance brain function
- Analyze current popular diets and their purpose and effects on the human body
- Examine the importance of sleep for physical and mental health
- Identify current life situations that may create anxiety and stress
- Learn the five components of health-related fitness
- Create a health and wellness plan that will improve your being and inspire your students

Course Relation to CCS or other Professional Standards

This course aligns to the standards for:

- CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
- CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Throughout this course, keep one “running document” and submit via the LMS upon completion of all tasks. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. The final course grade will be determined and you will be notified.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

A. Harmful Foods and Additives

A1 Read the following resources and describe the negative effects (mental and/or physical) of each chemical/additive

A1a Negative Effects of Caffeine

- <http://www.caffeineinformer.com/harmful-effects-of-caffeine>
- <http://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/caffeine/art-20045678>

A1b Negative Effects of Artificial Sweeteners

- <http://www.medicaldaily.com/4-dangerous-effects-artificial-sweeteners-your-health-247543>
- <http://www.health.harvard.edu/blog/artificial-sweeteners-sugar-free-but-at-what-cost-201207165030>
- <https://www.todaysdietitian.com/newarchives/090112p42.shtml>

A1c Negative Effects of Partially Hydrogenated Oils

- http://www.naturalnews.com/024694_oil_food_oils.html
- <http://www.livestrong.com/article/272066-why-is-hydrogenated-oil-bad-for-you/>

A1d Negative Effects of Artificial Preservatives

- <http://www.livestrong.com/article/325437-harmful-effects-of-preservatives-in-foods/>
- <http://livehealthy.chron.com/effects-food-preservatives-human-body-6876.html>

A2 Harmful Foods

After reading the following resources, answer questions A2a- d

- <https://www.healthline.com/nutrition/20-foods-to-avoid-like-the-plague#section1>
- <https://www.wellandgood.com/good-food/6-inflammation-causing-foods-no-one-talks-about/#6-inflammation-causing-foods-no-one-talks-about-1>
- <https://www.healthline.com/nutrition/6-foods-that-cause-inflammation#11>

- A2a. Were there commonalities among some of the unhealthy foods?
A2b. If so, what are they?
A2c. Were you surprised by any of the mentioned foods? Which ones?
A2d. Have you eaten any of these foods in the past week? If so, which foods?

A3 Reflection- Strengths and Weaknesses List

To complete section **A**, make a written comment on **your** own food intake and (without proselytizing) some observations about what those around you are consuming. You will intermittently refer to this list.

B. Hydration for Performance

Read and study the following two resources.

- <http://ksi.uconn.edu/wp-content/uploads/sites/1222/2015/04/Influence-of-Hydration-on-Cognition.pdf>
- <http://www.h4hinitiative.com/book/print/890>

B1. What results were concluded from the two studies regarding hydration and cognitive performance?

Read and study the following two resources.

- <http://www.eatright.org/resource/fitness/sports-and-performance/hydrate-right/water-go-with-the-flow>
- https://www.todaysdietitian.com/enewsletter/enews_0416_01.shtml

According to the resources above:

B2 Did you drink enough water daily when you were a student?

B3 Do you drink enough water daily today?

B4 What are some helpful tips that you can share with your students and yourself in regards to hydration?

C. Foods that Enhance Brain Function

Read and study the following four resources.

- <http://www.bbcgoodfood.com/howto/guide/10-foods-boost-your-brainpower>
- <http://www.webmd.com/add-adhd/ss/slideshow-brain-foods-that-help-you-concentrate>
- <http://www.webmd.com/diet/eat-smart-healthier-brain>
- <http://www.rd.com/health/conditions/best-brain-food/>

C1. What surprised you the most about the material in the four above resources?

C2. Which foods mentioned in the above resources were not consistently a part of your diet when you were a student?

C3. Are there any that still are not consistently a part of your diet today – if so name them.

C4. Assuming that there are more foods listed in C2 than in C3 – state why you think that as an adult one consumes more brain foods than when he/she was a student and probably needed them more?

C5. State how you might convey your answer in C4 effectively to your students.

Popular Food Plans

While some food plans target weight loss, others seek to decrease inflammation in the body and/or provide general well-being. Most importantly, our bodies require necessary nutrients, vitamins, and minerals to support healthy functioning systems including the brain. The following section will provide information for some popular food plans. As you acquire information, continue to think about the benefits for yourself and your students from the standpoint of physical and cognitive function.

D1. Paleo

Read the following two resources and answer questions D1a, b, and c.

- <https://www.healthline.com/nutrition/paleo-diet-meal-plan-and-menu>
- <http://www.paleodietevolved.com/benefits-of-the-paleo-diet.html#.VpEYerYrLIU>
- <https://www.todaysdietitian.com/newarchives/0218p14.shtml>

D1a Briefly describe the Paleo Food Plan.

D1b Did anything you read surprise you? Explain

D1c Which parts of this plan would you **consider** following? Explain

D2. Ketogenic

Read the following three resources and answer questions D3a and b.

- <https://www.marksdailyapple.com/keto/beginners-guide/>
- <https://www.marksdailyapple.com/keto/benefits/>
- <https://www.marksdailyapple.com/keto/weight-loss/>
- <https://www.medicalnewstoday.com/articles/323345.php>

D2a Briefly describe the Ketogenic food plan.

D2b What are the major pros and cons to this plan?

D3. Zone

Read the following two resources and answer questions D4a and b.

- <http://www.webmd.com/diet/a-z/zone-what-it-is>
- <http://crossfitimpulse.com/the-zone-diet-explained-edited/>

D3a Write a paragraph describing the Zone food plan.

D3b Outline a typical meal plan for three days on this plan.

D4. Weight Watchers

Read the following three resources and answer questions D5a, b and c.

- <http://health.usnews.com/best-diet/weight-watchers-diet>
- <http://www.webmd.com/diet/a-z/weight-watchers-diet>
- http://www.weightwatchers.com/util/art/index_art.aspx?tabnum=1andart_id=65271andsc=3002

D4a What is the basic premise of the weight Watchers food plan?

D4b What surprised you the most about this plan?

D4c What are the motivating factors of this plan?

D5. Intermittent Fasting

Read the following three resources and answer questions D6a and b.

- <https://www.medicalnewstoday.com/articles/321690.php>
- <https://www.healthline.com/nutrition/16-8-intermittent-fasting>

D5a. What are claimed benefits of this food plan?

D5b What are some cons you believe this plan has (if any)?

D6. Fad Diets

Read the following resource and make a comment regarding some of the current Fad Diets.

- <https://www.todaysdietitian.com/newarchives/0519p12.shtml>

D7. What is Your Current Food Plan?

Describe a food plan that would be best for you and explain why that is (this could be one of the above). You may choose parts of some of the above plans or describe what is currently working for you.

Assignment E

The Teacher Often Learns as Much as the Students When Preparing a Teaching Lesson for the Students!

Assignment E is given with the above statement in mind

This is not a lesson plan!!!

It is simply ideas. Within the curriculum you are assigned to teach, how could you transmit nutritional wisdom to your students and get them to want to make changes (small or large) in their eating behavior.

Return to Your Strengths and Weaknesses list for any changes you might make at this time. Remember this list is simply for you to reflect on current practices and potential changes that you can describe in your final task (Your Plan).

Mental

F. Sleep

Read and study the following two resources

- <https://sleepfoundation.org/media-center/press-release/national-sleep-foundation-recommends-new-sleep-times>
- <http://www.sleepforkids.org/>

Chart your sleep for one week and then respond to the following:

F1 How many hours did you average?

F2 Did you get enough sleep according to the sleep foundation?

Read and study the following three resources

- <http://www.universityherald.com/articles/11540/20140924/sleep-disturbance-academic-performance-adolescents-uppsala-sweden.htm>
- <http://www.news-medical.net/news/20121122/Sleep-deprivation-could-affect-academic-performance-of-college-students.aspx>
- <http://breakingmuscle.com/health-medicine/how-sleep-deprivation-fries-your-hormones-your-immune-system-and-your-brain>

F3 In looking back at your life, reflect upon your sleep habits as to its effect upon your performance as a student and a teacher.

Read and study the following resource

- <http://www.helpguide.org/articles/sleep/how-to-sleep-better.htm>

F4 Make a written comment about the parts that this resource relates to you.

G. Anxiety, Stress and Tension

G1 Describe briefly an occurrence in your life when anxiety, stress and/or tension got the better of you.

G2 After reading and studying the following four resources, state how knowing some of the information in them could have helped you in the occurrence described in G1.

- <http://www.wikihow.com/Live-a-Stress-Free-Lifestyle>
- <http://zenhabits.net/10-simple-ways-to-live-a-less-stressful-life/>
- <http://www.pickthebrain.com/blog/7-steps-to-positive-self-talk/>
- <https://www.medicalnewstoday.com/articles/320557.php>

G3 List three “stress free” methods identified in the above resources that you would recommend to your students to help them cope with life.

G4 Why did you choose the three methods you listed in G3?

G5 Read the following resource and make a written comment about Cortisol.

- <https://www.todaysdietitian.com/newarchives/111609p38.shtml>

H. Relaxation

Read and study the following resource

- <http://psychcentral.com/blog/archives/2013/05/24/20-ways-to-relax-unwind/>

H1. Of the twenty ways to relax and unwind, pick the three that appeal most to you and tell why.

View the following Ted Talk by Daniel Levitin on how to stay calm when you know you will be stressed.

- http://www.ted.com/talks/daniel_levitin_how_to_stay_calm_when_you_know_you_ll_be_stressed/transcript?language=en

H2. Before stressful situations occur in the classroom, what systems can you put in place that may allow you to remain relaxed and calm when they occur?

Return to Your Strength and Weakness list for any changes you might make at this time.

I. Physical

Watch the following Ted Talk then complete question I1.

- http://www.ted.com/talks/emily_balcetis_why_some_people_find_exercise_harder_than_others

I1. Describe three salient points that Emily makes in her talk.

Read the Surgeon General’s statement and the website resource below, then complete I2

Engaging in regular physical activity is one of the most important things that people of all ages can do to improve their health. Physical activity strengthens bones and muscles, reduces stress and depression, and makes it easier to maintain a healthy body weight or to reduce weight if overweight or obese. Even people who do not lose weight get substantial benefits from regular physical activity, including lower rates of high blood pressure, diabetes, and cancer. Healthy physical activity includes aerobic activity, muscle strengthening activities, and activities to increase balance and flexibility. As described by the Physical Activity Guidelines for Americans,

adults should engage in at least 150 minutes of moderate-intensity activity each week, and children and teenagers should engage in at least one hour of activity each day.

- <https://health.gov/paguidelines/guidelines/children.aspx>

I2. List the physical activities (and approximate minutes) that you perform in a given week.

I3. Now consider the Five Components of Health-Related Physical Fitness and the primary benefits of each, and then answer questions I3a, b, and c.

1. Cardiovascular Endurance-decrease risk of arteriosclerosis, anxiety, and depression

- <http://www.everydayhealth.com/fitness/workouts/why-you-need-aerobic-exercise.aspx>

2. Muscular Strength-decrease risk of osteoporosis and improves tissue integrity

- https://www.verywell.com/how-to-increase-muscular-strength-3496121?utm_term=muscular+strength+exercises&utm_content=p1-main-1-title&utm_medium=sem&utm_source=msn_s&utm_campaign=adid-664de86c-b496-462d-ba40-0a4752aef5f7-0-ab_mse_ocode-4349&ad=semD&an=msn_s&am=exact&q=muscular+strength+exercises&o=4349&qsrc=999&l=sem&askid=664de86c-b496-462d-ba40-0a4752aef5f7-0-ab_mse

3. Muscular Endurance-decreases fatigue and improves enzyme activity

- <https://www.ahealthyphilosophy.com/article/muscular-endurance>

4. Flexibility-improves range of motion and decreases pain (injury)

- <https://www.healthline.com/health/benefits-of-flexibility>

5. Body Composition- improves complete system and organ function

<http://healthyliving.azcentral.com/advantages-healthy-body-composition-17706.html>

I3a. Does your current routine of physical fitness incorporate all five components?

I3b. Which areas (if any) do you believe you fall short?

I3c. What activities will you consider to improve in your areas of need?

*Remember exercise and healthy choices do not have to be hours at a gym. Adherence to physical activity is the most important part of this learning experience. If you enjoy it, you will do it. You can make small changes (i.e. always taking the stairs opposed to the elevator, or cleaning the house more vigorously). Do not forget about non-traditional activities such as Pickle ball, Bocce ball, Disc golf, kayaking etc.

Return to Your Strength and Weakness list for any changes you might make at this time.

J. Your Plan

Your plan will be made up of at least three sections *Chemical*, *Mental* and *Physical*. Feel free to add other sections or categories within the sections. Note that you don't have to include every category listed in each section as shown below. They are listed to help you organize your plan. Use your Strength and Weakness list to help create your plan to minimize or eliminate your weaknesses and maximize your strengths. Submit the plan as Assignment **J** and discard the Strength and Weakness list.

1. Chemical
 - A. Harmful Foods and Additives
 - B. Hydration for Performance
 - C. Foods that Enhance Brain Function
 - D. Popular Food Plans
2. Mental
 - A. Sleep
 - B. Stress, Worry and Tension
 - C. Relaxation
3. Physical
 - A. Three Salient Points
 - B. Physical Activity Guidelines for Americans
 - C. Five Components of Physical Exercise

You now have a plan for your health and wellness – YOUR STUDENTS WILL BENEFIT, TOO!!!

Course Assessment Rubric

| EXCELLENT Meets or Exceeds Course Objectives: A to A- | ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B- | NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below |
|--|--|--|
| All work is very well organized. | Most work is generally well organized. | Work shows little or no organization. |
| Answers are well thought out and demonstrates reflection on the material. | Answers are complete and demonstrate some reflection on the material. | Answers are brief and do not demonstrate any reflection on the material. |
| Assignment use specific examples or references from multiple sources. | Assignment use specific examples or references from just a few sources. | Assignment do not use specific examples or references from the readings. |
| All assignment are completed using complete sentences. | The majority of the assignments are completed using complete sentences. | Assignments are not completed in complete sentences. |
| Work is free of spelling and/or grammatical errors. | Work has few spelling and/or grammatical errors. | Work has numerous spelling and/or grammatical errors. |
| Projects are supported by learning objectives and by recognized standards customized specifically to the intended student participant. | Projects are supported by learning objectives and by recognized standards customized specifically to the intended student participant. | Projects are not supported by learning objectives or by recognized standards. |