



Health and Wellness for the Educator

3 Graduate Level Credits

Instructor – Matt Heglie

Course Syllabus

Course Overview

Be good to yourself as you develop and model a healthy lifestyle. Deepen your understanding of a healthy diet, the value of exercise, the importance of stress management strategies and social wellness. Demonstrate how health and wellness can be implemented into the classroom.

Course Objectives:

In this course participants will have the opportunity to:

- Understand the harmful effects of sugar, salt, fat, and processed foods
- Learn many benefits of fruits, vegetables, grains, and spices
- Explore daily exercises
- Appreciate the importance of social wellness
- Demonstrate how health and wellness can be implemented into the classroom

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

Assignments in this course are 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 Food Chemicals

A1. Sugar

Read the following resources and answer questions A1a and b.

- <http://wellnessmama.com/15/harmful-effects-of-sugars/>
- <https://www.todaysdietitian.com/newarchives/100112p28.shtml>

A1a) What did you learn or relearn from this information about sugar?

A1b) What surprised you the most? – if nothing did - state why?

A1c) After reading the following resource, summarize your own history with sugar and that of your family and friends.

- <http://www.webmd.com/food-recipes/features/health-effects-of-sugar>

Read the following resources and then answer A1d.

- <http://www.marksdailyapple.com/the-definitive-guide-to-sugar/>
- <http://www.marksdailyapple.com/sugar-cravings/>

A1d) Do you think sugar should be considered an addictive drug? Justify your answer.

A2. Salt

Read the following resources and answer A2a.

- <https://www.marksdailyapple.com/salt-what-is-it-good-for/>

A2a) Because you have taken this class, your principal has asked you to give an informational talk to your school’s PTA on the effect Salt has upon the human body. Summarize what you will tell the PTA.

A2b) You have noticed that a loved one shakes the salt container for what seems like more than 30 seconds on all sorts of food. After reading the following resources, what could you say to the shaker that would result in having the salt container left willingly on the shelf.

- <http://www.news-medical.net/news/20120521/Salt-intake-why-is-it-bad-for-you.aspx>
- <https://www.health24.com/Lifestyle/Healthy-you/7-reasons-why-too-much-salt-is-bad-for-you-20180215>
- <https://www.todaysdietitian.com/newarchives/100111p40.shtml>

A2c) You have a friend with high blood pressure. What could you say about salt to help resolve the problem?

Compare and Contrast

A2d) Drawing on the knowledge you have now acquired, compare and contrast the chemical results that sugar and salt have on your body.

A3. Fat

Read this resource and then respond to A3a.

- <http://www.mayoclinic.org/diseases-conditions/high-blood-cholesterol/in-depth/trans-fat/art-20046114>

A3a) Survey an aspect of your own eating habits. Read the labels on the food packages both in your home and by going down the aisles of your local grocery store to determine the amount of trans-fats that you put in your body. What did you discover?

A3b) Compare your results now with what you remember your diet was when you were a school age child.

A3c) Your school has a newspaper and because you are recognized as a health advocate in the school, the student editor has asked you to write a short piece on the problem of student obesity. Using the information in the following resource you write the article about being smart when it comes to the intake of food and its fat content. A3c is that article.

- <http://www.helpguide.org/articles/healthy-eating/choosing-healthy-fats.htm>
- <https://www.todaysdietitian.com/newarchives/092208p36.shtml>

A3d) There is a lot of data in the above resource. Which information was the most useful for you personally? Explain why.

A4. Processed foods

Profit vs. Health

A4a) Explain how the processed food industry uses chemicals to get you to buy products even though those products may destroy your health. These resources will help you.

- <https://www.betterhealth.vic.gov.au/health/healthyliving/food-processing-and-nutrition>
- <http://www.whfoods.com/genpage.php?tname=george&dbid=107>
- <https://www.todaysdietitian.com/newarchives/080115p40.shtml>

Look over the pictures in this resource.

- <https://www.google.com/search?q=processed+foods&tbm=isch&tbo=u&source=univ&sa=X&ei=LOREU9PIEsWQyQHnvoG4DQ&ved=0CD4QsAQ&biw=1209&bih=842>

A4b) Describe your emotions as you studied these pictures.

A4c) If your students looked at the images do you think their emotional reactions would differ from yours? Explain why or why not.

A4d) You are the CEO of a **healthy** processed food company. All of your competitors' products taste better and are addictive. Design an ad for your product that will attract the audience you are looking for the health-conscious consumer. You may create an actual graphic image or simply explain what it would advocate.

A5. Summary of Harmful Food Chemicals

This course does not have a textbook but if it did it just might be a book entitled **Salt Sugar Fat** by Pulitzer Prize winning investigative reporter Michael Moss. Read and study this review of the book and then respond as to why the book could be said to be a summary of section A of this course — **Harmful Food Chemicals** *sugar, salt, fat and processed* foods.

- http://www.nytimes.com/2013/03/18/books/salt-sugar-fat-by-michael-moss.html?pagewanted=all&_r=0

A5 Why we say the book *Salt Sugar Fat* is a summary for this section

B. Beneficial Food Chemicals

Read and study this resource and respond to B1a-d and B2a-d.

- <http://www.medicalnewstoday.com/articles/269143.php>

List four foods that you seldom eat but from what you have just read, you would like to add to your diet. Click on the link “Read More” (within the above website) to see additional information about these foods and then write about what you learned or relearned about them. Choose one fruit, one vegetable, one grain and one spice.

B1. Seldom Consumed Foods

B1a Fruit	Information
B1b Vegetable	Information
B1c Grain	Information
B1d Spice	Information

B2. Often in Your Diet

For B1e-h, repeat the activity for B1a-d but with mentioned foods that you eat often. Again, choose one fruit, one vegetable, one grain and one spice.

B2a Fruit	Information
B2b Vegetable	Information
B2c Grain	Information
B2d Spice	Information

B.3 Consumption

Prepare meals for a week that will use combinations of the foods you listed in B1a-d & B2a-d along with other foods. They do not all have to be prepared in one meal.

B3 Communicate the results of this food intake experience.

B4. Putting it all together

Read and study the following excerpt from the book *Eating on the Wild Side* and respond to B4.

- <http://www.npr.org/books/titles/195582692/eating-on-the-wild-side-the-missing-link-to-optimum-health?tab=excerpt#excerpt>

B4 Using what you have read, compare and contrast the two books *Salt Sugar Fat* and *Eating on the Wild Side* regarding the parts chemists and farmers have played in altering our diet and health.

C. Physical and Psychological Issues

Benefits of Physical Exercise

Read and study these three resources and then respond to C1

- <http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise/art-20048389>
- <http://www.mayoclinic.org/diseases-conditions/depression/in-depth/depression-and-exercise/art-20046495>
- <https://www.healthline.com/nutrition/10-benefits-of-exercise>

C1) Compare and contrast the three resources above.

Methods to Obtain the Benefits

C2) After reading the following resource, list your strategies to squeeze in time needed to begin receiving the benefits enumerated in C1.

- <http://www.everydayhealth.com/healthy-living/being-active.aspx>

C3) Discuss your physical health and wellness history (be it good, bad or ugly).

C4) If it has been bad or ugly, what are you going to do to turn that around? If it has been good, what will you do to make sure that it does not become ugly or bad?

D. Social

D1. What is Social Wellness?

Social wellness is the ability to build personal connections with others, deal with conflict and to be a part of a positive social network.

Read and study the following resource and then respond to D1a-b.

- <https://www.unh.edu/health/well/social-wellness>

D1a) Pick one of the nine signs of social wellness that either you or someone you know has struggled with and what (so far) has been the upshot.

D1b) What could have been done to have avoided the problem in the first place?

D2. Communications – personal connections with others

Read and study the following resources and respond to D2a-e).

- <https://www.thebalance.com/communication-skills-list-2063779>
- <https://www.habitsforwellbeing.com/9-effective-communication-skills/>

From each of the following five areas, choose an issue that you want to work on and lay out a plan for tackling it.

D2a) Creating the right environment for communication

D2b) Organizing your communications

D2c) Communicating through speech

D2d) Communicating through body language

D2e) Communicating effectively when in conflict

D3. Community – being a part of a positive social network

How can you be a part of a positive social network at work, in your family and in your community? If you already experience success in these arenas, describe what you have done to create and maintain the connections. The following resource will help.

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-connections-to-peers-and-community.pdf>

D3a) Family

D3b) Work

D3c) Community

D4. Stress – dealing with conflict

D4a) Read the following article and list the most salient points and takeaways.

- <https://www.edweek.org/tm/articles/2017/06/07/social-emotional-competence-starts-at-the-head-of.html>

D4b) Read the following article and comment on which App you may potentially use.

- <https://www.medicalnewstoday.com/articles/320557.php>

How can you use each of the following six strategies to manage the stress in your life? This resource will help.

- <https://www.helpguide.org/articles/stress/stress-management.htm>

- D4c) Avoid unnecessary stress
- D4d) Alter the situation
- D4e) Adapt to the stressor
- D4f) Accept the things you can't change
- D4g) Make time for fun and relaxation
- D4h) Adopt a healthy life style

E. The 30-Day Challenge

Create a **personal** 30-day health and fitness plan that you will religiously follow which includes food chemistry, physical and social wellness.

- E1) Describe your plan
- E2) Why did you create this specific plan?
- E3) What are the results
- E4) Will you continue with this plan in the future? – Why or why not?

F. Dreams May Come True

You have been appointed to create a health and wellness program for the students in your school. We will fantasize and say that you will have no resistance from parents, students, community organizations or school personnel. Use your creative juices to develop the best possible program for the students' health and wellness. Have fun with this culminating assignment and don't go into detail just present a general plan.

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 recognized standards.

***If you enjoyed this course, you may be interested in:**

Crafting Your Plan for Health and Wellness