

THE WELLNESS LIFESTYLE
STUDENT'S MANUAL HPW 200R 2.9

TRINITY INTERNATIONAL UNIVERSITY
The REACH Program
2065 Half Day Road
Deerfield, IL 60015
847-317-6500
Copyright © Trinity International University 2008

Table of Contents (HPW 200R 2.9)

| | |
|--|----|
| COURSE OVERVIEW | 1 |
| COURSE SYLLABUS | 2 |
| Course Description | 2 |
| Course Objectives | 2 |
| Texts | 3 |
| Course Outline with Objectives and Assignments | 3 |
| Course Requirements | 11 |
| Grading Criteria | 13 |
| Recommended Reading | 14 |
| ASSIGNMENTS AND ACTIVITIES | 16 |
| Session One | 17 |
| <i>Realage.com Web Assignment</i> | 18 |
| Session Two | 19 |
| <i>Topic Research Project and Presentation</i> | 22 |
| Sleep Death Obedience Shalom Gluttony A Diet Running Forgiveness Indwelling Possessions Solitude Depression Hades Singing Pregnancy A Stressor Heart Sight Aging Hugs Simplicity Blood Birth Order Worship Laughter Touch Anger Bread Smell Posture Clothes Dance Fat A Stress Reducer Divorce Bones Dying Play Margin Competition Pain Fasting Beauty Joy Family Listening | 23 |
| Session Three | 25 |
| <i>Four Day Diet Study</i> | 25 |
| <u>Data Sheet - Day One</u> | 27 |
| <u>Data Sheet - Day Two</u> | 29 |
| <u>Data Sheet - Day Three</u> | 31 |
| <u>Data Sheet - Day Four</u> | 33 |
| <i>Four Day Time Study</i> | 35 |
| <u>Wellness Planning Schedule</u> | 37 |
| <u>Day One</u> | 39 |
| <u>Day Two</u> | 41 |
| <u>Day Three</u> | 43 |
| <u>Day Four</u> | 45 |
| Session Four | 48 |
| <i>Nutritional Bulls-Eye</i> | 48 |
| <i>What Have You Learned From This 4-Day Diet Study?</i> | 49 |
| 150 Points After you have recorded your data for four days it must be carefully analyzed in order to obtain the most benefit. The last requirement to this four-day study is to write a reflection paper. Please include the following observations in your minimum two-page paper. First, summarize your data from the tables, except the | 49 |
| Final Exam Lifespan Wellness Plan | 51 |

COURSE OVERVIEW

Wellness is holistic and multifaceted. Wellness fundamentally connects to the spiritual underpinnings of one's faith. This course is taught with the Hebraic view of persons as unitary. According to the Old Testament, persons do not "have" a body but are bodies, such that all the important theological dimensions of personhood (i.e., soul, spirit, will, conscience, mind, and heart), including human emotion and feelings, emerge or emanate from our physical being, as opposed to the Platonic Greek view with its dualistic emphasis. The biological aspect of our personhood which was created by God, embraced fully by Jesus Christ in the flesh, and redeemed through his atoning death, with a promised restoration including all that is physical, should indicate to us that the physical dimension of who we are is central and vital, and aspects of this are amendable to scientific study here and now.

Our study will concentrate on the physical body and learning about healthy behaviors that have shown positive results to the human organism. However, every effort will be made to understand how the "science" of healthy living operates within the context of community and the other dimensions of wellness.

It may help to use the visual model of a three legged stool to construct the contents of this course. Each leg identifies a major area of health study; exercise, diet, and lifestyle management. Biologically, each of us support our health on these three legs. The stability of the base is not so dependant on one leg as it is all three legs working together. So it is with your health. Therefore, the course includes a focused look at each of these "legs" and a final project to value them together. In addition, you will have opportunity to advance the class knowledge by studying in depth a specific wellness topic of interest and present your findings in class.

It is important to learn the science of living well. However, a better way to view wellness may be in seeing your life as an art form. Art-full living touches every area of life, and because we live in community, my "art-full" living impacts others. In a very real sense we can provide "brush strokes" of goodness to advance beauty in others. The beautiful life is advanced in the Bible. It is different than our cultures orientation for beauty and the beautiful life. We need to consider what makes up beauty and goodness from an eternal reference.

This course will seek to foster an appreciation for your body and person as God's unique creation. God loves diversity. You are special and you are greatly loved. Wellness at its core seeks to understand God's love for us and in return how we may "...love God with all your heart, all you soul, and all your strength" (Deuteronomy 6:5) and "love others as Christ loves you" (John 13:34). This includes the physical for all of you are eligible and valued in God's creative work. However, these changes many times do not happen automatically. We are asked to join in the process! Lifestyle change is meant to be transforming! What an incredible honor is given to us as free creatures to join with God and with one another in the transformation process.

Carpe Diem.

COURSE SYLLABUS

I. Course Description

HPW 200R The Wellness Lifestyle. A study of attitudes and behaviors that enhance the quality of life and maximize one's potential for personal growth and health management. Topics include exercise, nutrition, stress, mental and emotional health, prevention and control of disease, substance use and abuse, accident prevention and safety, community health, environmental health, human sexuality, family life education, and the aging process. Satisfies elective deficiency. *three credits*

II. Course Objectives

Upon completion of this course, the student will be able to:

- A. Define physical fitness, its various components, and their significance to one's total well-being.
- B. Identify one's level of fitness compared to national and college norms.
- C. Explain the fundamental workings of the heart, lung, vessels, and muscles and how these organs respond to exercise.
- D. Identify the immediate and long term effects of physical activity and inactivity on the body.
- E. Identify one's eating patterns as compared to the daily minimum recommendations.
- F. Explain the National Dietary Goals.
- G. Explain the partnership of diet and exercise as it relates to energy balance.
- H. Define stress; explain the causes and effects of stress on one's body.
- I. Explain stress reduction technique.
- J. Explain the relationship between our affluent sedentary society and epidemic degenerative diseases.
- K. Establish personal wellness goals and achieve an improved level of health fitness.
- L. Identify the environmental impact of associated behaviors and alternatives to reduce negative impact.

- M. Identify key aspects of leisure and establish a leisure philosophy with personal goals for healthy living.
- N. Identify physiological effects of alcohol and other drugs and their relationship to performance.
- O. Explain the relationship between wellness choices and social diseases.
- P. Integrate the above objectives from a Christian perspective.

III. Texts

- A. Hoeger, Werner W.K. & Hoeger, Sharon A. *Lifetime Physical Fitness & Wellness, A Personalized Program*. 10th edition, Belmont, CA: Thomson Publishing Company, 2009. ISBN-10: 0495648086
- B. Student Manual for HPW 200R, REACH. Available through www.tiu.edu/REACH/manuals.

IV. Course Outline with Objectives and Assignments

****Assignments are expanded upon under each Session in the “Assignments and Activities” section of this manual. See the Table of Contents for page numbers.**

A. Session One

1. Objectives

a. After studying Chapter 1, you should be able to:

- i. Define wellness and its dimensions.
- ii. Define physical fitness and list health-related and skill-related components.
- iii. State the differences between physical fitness and wellness.
- iv. Distinguish between health-fitness standards and physical-fitness standards.
- v. Identify the major health problems in the United States.
- vi. Understand the benefits and the significance of participating in a lifetime fitness and wellness program.
- vii. Identify risk factors that may interfere with safe participation in exercise.

b. After studying Chapter 2, you should be able to do:

- i. Learn the effects of environment on human behavior.
 - ii. Understand obstacles that hinder our ability to change behavior.
 - iii. Understand the concepts of motivation and locus of control.
 - iv. Identify the stages of change.
 - v. Become familiar with the processes of change.
 - vi. Learn techniques that will facilitate the process of change.
 - vii. Learn the role of goal setting in the process of change.
 - viii. Be able to write specific objectives for behavioral change.
- c. After studying Chapter 6, you should be able to do the following:
- i. Define cardiorespiratory endurance and understand the benefits of cardiorespiratory endurance training in maintaining health and well-being.
 - ii. Define aerobic and anaerobic exercise.
 - iii. Learn to interpret cardiorespiratory endurance assessment test results according to health fitness and physical fitness standards.
 - iv. Learn to assess resting heart rate and blood pressure.
 - v. Determine readiness to start an exercise program.
 - vi. Learn the principles that govern cardiorespiratory exercise prescription: intensity, mode, duration, and frequency.
 - vii. Learn some ways to foster adherence to exercise.

2. Assignments Due (to be done before Session One)

- a. Read Chapters 1, 2, and 6 in the textbook.
- b. Complete Activity 1.2: *Wellness Lifestyle Questionnaire*.
- c. Complete Activity 1.3: *Health History Questionnaire*.
- d. Complete “Mission and Philosophy Paper”, assignment in the Assignments and Activities (A&A) section of this manual.
- e. Complete “Realage.com Web Assignment” explained in the A&A.

B. Session Two

1. Objectives

- a. After studying Chapter 7, the student should be able to:
 - i. Understand the importance of adequate strength levels in maintaining good health and well-being.
 - ii. Clarify misconceptions about strength fitness.
 - iii. Define muscular strength and muscular endurance.
 - iv. Be able to assess muscular strength and endurance and learn to interpret test results according to health fitness and physical fitness standards.
 - v. Identify the factors that affect strength.
 - vi. Understand the principles that govern the development of muscular strength and muscular endurance.

- b. After studying Chapter 8, the student should be able to:
 - i. Understand the importance of muscular flexibility to adequate fitness and preventive health care.
 - ii. Identify the factors that affect muscular flexibility.
 - iii. Become familiar with a battery of tests to assess overall body flexibility (modified sit-and-reach test, total body rotation test, shoulder rotation test).
 - iv. Learn to interpret flexibility test results according to health-fitness and physical-fitness standards.
 - v. Understand the factors that contribute to the development of muscular flexibility.
 - vi. Be able to identify exercises that may cause injury.
 - vii. Be introduced to a program for the prevention and rehabilitation of low back pain.

- c. After studying Chapter 9, the student should be able to:
 - i. Identify some popular cardiorespiratory activities and their specific benefits.
 - ii. Dispel common misconceptions related to physical fitness and wellness.
 - iii. Become aware of safety considerations for exercising.
 - iv. Learn concepts for preventing and treating injuries.
 - v. Describe the relationship between fitness and aging.
 - vi. Be able to write a comprehensive fitness program.

2. Assignments Due

- a. Bring your research topic proposal to class, typed, to be approved by the instructor in class. (See “Topic Research Project and Presentation” in A&A.)
- b. Bring your exercise proposal and recording plan to class for discussion and approval. (in A&A).
- c. Complete Activity 6.5: *Exercise Readiness Questionnaire*.
- d. Complete Activity 6.7 *Personalizing a Cardiorespiratory Exercise Prescription* I and II only.
- e. Complete Activity 7.1: (in class) *Assessing Your Muscular Strength and Endurance*.
- f. Review text Chapters 1-2, 6-9, handouts and notes. Complete Knowledge Review “Game,” by changing the chapter objectives into discussion questions to be answered verbally in an in-class competition. You are welcome to use your own hand written notes.
- g. Complete my pyramid web assignment explained in the A&A.

C. Session Three

1. Objectives

- a. After studying Chapter 3, the student should be able to:
 - i. Define nutrition and describe its relationship to health and well-being.
 - ii. Learn to use the Food Guide Pyramid to achieve a balanced diet.
 - iii. Describe the functions of carbohydrates, fats, proteins, fiber, vitamins, minerals, and water in the human body.
 - iv. Define the various energy production mechanisms of the human body.
 - v. Learn to conduct a comprehensive nutrient analysis and implement changes to meet the Dietary Reference Intakes (DRIs).
 - vi. Identify myths and fallacies regarding nutrition.
 - vii. Become aware of guidelines for nutrient supplementation.

- viii. Become familiar with the national Dietary Guidelines for Americans.
- b. After reading Chapter 4, you should be able to do the following:
 - i. Define body composition and understand its relationship to recommended body weight assessment.
 - ii. Identify the difference between essential and storage fat.
 - iii. Explain various techniques used to assess body composition..
 - iv. Be able to assess body composition using the skinfold thickness and girth measurements techniques.
 - v. Be able to determine recommended weight according to recommended percent body fat values.
- c. After reading Chapter 5, you should be able to:
 - i. Understand the health consequences of obesity.
 - ii. Learn about fad diets and other myths and fallacies regarding weight control.
 - iii. Become familiar with eating disorders and their associated medical problems and behavior patterns; understand the need for professional help in treating these conditions.
 - iv. Become familiar with the physiology of weight loss, including set point theory and effects of diet on basal metabolic rate.
 - v. Recognize the role of an exercise program as the key to a successful lifetime weight management program.
 - vi. Learn how to implement a physiologically sound weight reduction and weight maintenance program.
 - vii. Learn behavior modification techniques that help a person adhere to a lifetime weight maintenance program..

2. Assignments Due

- a. Read Chapters 3-5 in the textbook.
- b. Begin “Four Day Diet Study,” data collection, in the A&A.
- c. Begin “Four Day Time Study,” data collection, in the A&A.
- d. Turn in first exercise records and reflection.
- e. Complete Activity 4.1: (in class) *Body Composition Assessment, I and III* only.

- f. Complete Activity 4.2: (in class) *Disease Risk Using Waist Circumference Ratio & Body Mass Index*.
- g. Topic Research Project and Presentation - physical, experiential, and theological information gathered
- h. Dress for taking skinfold measurements (optional). See body sites that must be accessible (Ch 4).

D. Session Four

1. Objectives

- a. After reading Chapter 10, you should be able to:
 - i. Define cardiovascular disease and coronary heart disease.
 - ii. Understand the importance of a healthy lifestyle in preventing cardiovascular disease.
 - iii. Understand the major risk factors that lead to the development of coronary heart disease, including physical inactivity, hypertension, smoking, and abnormal cholesterol profile.
 - iv. Assess your own risk for developing coronary heart disease.
 - v. Become acquainted with a comprehensive program for reducing coronary heart disease risk and managing overall risk for cardiovascular disease.
- b. After reading Chapter 11, you should be able to:
 - i. Be able to define cancer and how it starts and spreads.
 - ii. Become acquainted with guidelines for preventing cancer.
 - iii. Become familiar with major risk factors that lead to specific types of cancer.
 - iv. Assess the risk of developing certain types of cancer.
- c. After reading Chapter 12, you should be able to:
 - i. Define stress, eustress, and distress.
 - ii. Explain the role of stress in maintaining health and optimal performance.
 - iii. Identify the major sources of stress in life.
 - iv. Define the two major types of behavior patterns.

- v. Learn to lower your vulnerability to stress.
- vi. Develop time-management skills.
- vii. Define the role of physical exercise in reducing stress.
- viii. Learn to use various stress management techniques.

2. Assignments Due

- a. Read Chapters 10-12, in the textbook.
- b. Turn in exercise records and reflection.
- c. Be prepared to hand in your “4-Day Time Study” in A&A.
- d. Turn in exercise records and reflection.
- e. Complete Activity 10.1: *Self-Assessment: Risk Factor Analysis for Coronary Heart Disease*
- f. Complete Activity 12.1: *Life Experiences Survey*
- g. Complete Activity 12.2: *Stress Vulnerability Questionnaire*
- h. Topic Research Project and Presentation - typed outline of presentation is due.

E. Session Five

1. Objectives

- a. After reading Chapter 13, you should be able to:
 - i. Address the detrimental effects of addictive substances, including marijuana, cocaine, methamphetamine, ecstasy, heroin, and alcohol.
 - ii. Understand the detrimental health effects of tobacco use in general.
 - iii. Recognize cigarette smoking as the largest preventable cause of premature illness and death in the United States.
 - iv. Learn the fundamental reasons people smoke.
 - v. Understand the benefits and the significance of a smoking cessation program.
 - vi. Learn how to implement a smoking cessation program, either for yourself (if you smoke), or to help others go through the quitting process.

- b. After reading Chapter 14, you should be able to do the following:
 - i. Describe the most common sexually transmitted diseases.
 - ii. Outline the health consequences of sexually transmitted diseases.
 - iii. Define the difference between HIV and AIDS.
 - iv. Understand the seriousness of the AIDS epidemic.
 - v. Be aware of ways to prevent sexually transmitted diseases.

- c. After reading Chapter 15, you should be able to do the following:
 - i. Understand the effects of a healthy lifestyle on longevity.
 - ii. Learn to differentiate between physiological and chronological age.
 - iii. Estimate your life expectancy and determine your real physiological age.
 - iv. Learn about complementary and alternative medicine practices.
 - v. Learn guidelines for the prevention of consumer fraud.
 - vi. Understand factors to consider when selecting a health/fitness club.
 - vii. Know how to select appropriate exercise equipment.
 - viii. Review health/fitness accomplishments and chart a wellness program for the future.

2. Assignments Due

- a. Read Chapters 13-15 in the textbook.
- b. Present “Topic Research Project & Presentation.”
- c. Turn in exercise records and final reflection.

F. One Week after Session Five

1. Assignments Due

- a. Complete “Final Exam - Lifespan Wellness Plan” in A&A.

IV. Course Requirements

A. Complete all assignments listed in **Section IV** of the Course Syllabus.

1. Major Assignments (See “Table of Contents” for location)

- a. Mission and Philosophy Paper
- b. Realage.com Web Assignment
- c. Out of class exercise proposal and recording plan
- d. Topic Research Project and Presentation
- e. My Pyramid Web Assignment
- f. 4-Day Diet Study
- g. 4-Day Time Study
- h. Final Exam - Lifespan Wellness Plan
- i. Selected text laboratories

Behavior change is a challenging venture. It takes a conscious self effort and many times external reinforcement to overcome obstacles. Systematic record keeping, partner support, and journal writing have proven formidable techniques to deal with internalizing wellness issues and making transitions toward a healthy well-being. It opens the doors to your conscious mind and allows you to really examine what you are thinking and feeling - where you have traveled in the course of a day or week and where this journey has taken you regarding your own mental, emotional, physical, moral, and spiritual growth and development. By analyzing and reflecting for a period of weeks and then reviewing your records, you will begin to see specific patterns to your thinking, your emotional response, and even actions and behaviors. This is where the real self-learning takes place.

Current research suggests that not only is journal writing good for the soul, but it is also good for the body. It helps to take the attitude of both a scientist and an artist. A scientist keeps track and records daily the subject under study. A scientist assigns numbers to observations. They analyze from every angle. An artist can

break out of conventional thinking and explore a wide range of emotions and ways to express one's self. An artist communicates. They are creative.

At first, with the unskilled, record keeping and journal writing can seem tedious and difficult. It often occurs when one is not in the habit of articulating one's inner processes. But, after a while, as with any skill, you become better at it. Wellness logs/records and reflections are an important part of your portfolio. Every effort will be made to maintain confidentiality on the occasions your portfolio is collected for review.

B. Special Circumstances

Chronic injury or health concerns that may require special treatment must be submitted in writing to the instructor at the end of the first class and a consultation with the instructor before activity is initiated. Students over thirty or showing health risks should obtain a medical release to exercise before class starts. A blood chemistry showing cholesterol HDL & LDL is strongly recommended. A "Chem 15" analysis is preferred.

C. Dress

Come to **all** classes dressed for physical activity. Clean modest attire is expected. Jewelry or items that may cause injury cannot be worn during challenge activities. Locker-room facilities may be available.

D. Attendance and Late Paper Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all REACH courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class and a grade of "F" will be recorded. The course must then be retaken in order to receive credit. In addition, students may miss no more than two class sessions in a given semester,** regardless of the circumstances. If a student misses more than two class sessions during a given semester, the student will be required to meet in person with the Director of REACH Student Services to discuss continuance in the Program. Students are responsible for monitoring their own attendance to make sure they do not exceed two classes per semester. The REACH Office will also monitor attendance and notify the REACH Director of

Student Services when a student exceeds two absences for a given semester.

Any student missing more than 30 minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based upon on-time attendance at each session. Students who miss three consecutive course sessions without prior notification to the REACH Office will be dropped from the program and will need to apply for readmission. See REACH Program Handbook for more information on attendance.

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor and the Dean grant the request.

VI. Grading Criteria

A. The final course grade will be determined as follows:

| | |
|---|-----|
| Active In-class Participation | 50 |
| Laboratories | 80 |
| Mission and Philosophy Paper..... | 50 |
| Out of Class Exercise Proposal and Plan | 30 |
| Realage.com Web Assignment | 20 |
| My Pyramid Web Assignment | 20 |
| Weekly Exercise Records and Reflections | 130 |
| Topic Research Project and Presentation..... | 200 |
| 4-Day Diet Study | 150 |
| 4-Day Time Study..... | 100 |
| Final Exam - Lifespan Wellness Plan..... | 70 |
| In-Class Chapter Review "Game" Performance (50 pts ea.) | 100 |

Total: 1000

B. The instructor will collect the Session's assignments at the beginning of class. These will be evaluated and returned to the students. They will also be the basis for the Session Assignments portion of the grade. The instructor may ask for feedback on the assigned readings as a means of assessing preparation and participation. This approach is designed to encourage careful preparation for class participation as well as to provide feedback to students on their assignments. Use your student notebook to organize materials for class submission.

C. In assigning the participation grade, the professor will consider the quality, not just the quantity of participation. The professor will listen especially for students'

efforts to synthesize material from readings, assignments, class activities, and students' experiences.

- D. Your final course grade will be based on the total number of points that you earn throughout the course:

| Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|
| 92-100 | A | 72-77 | C |
| 90-91 | A- | 70-71 | C- |
| 88-89 | B+ | 68-69 | D+ |
| 82-87 | B | 62-67 | D |
| 80-81 | B- | 60-61 | D- |
| 78-79 | C+ | 0-59 | F |

VI. Recommended Reading

- A. Brand, Dr. Paul & Yancey, Philip (1980) *Fearfully and Wonderfully Made*. Zondervan. 206 pp.
- B. Campolo, Tony & Aeschliman, Gordon (1992) *50 Ways you can Help to Save the Planet*. InterVarsity Press. 144 pp.
- C. Foster, Richard J. (1978) *Celebration of Discipline, The path to Spiritual Growth*. Harper & Row. 171 pp.
- D. Gillquist, Peter E. (1979) *The Physical Side of Being Spiritual*. Zondervan. 161 pp.
- E. Howley, Edward & Franks, B. Don (1992) *Health Fitness Instructor's Handbook*. Human Kinetics Books. 337 pp.
- F. Margen, Sheldon, M.D., (1992) *The Wellness Encyclopedia of Food and Nutrition*. How to Buy Store and Prepare Every Variety of Fresh Food. Rebus/Random House. 488 pp.
- G. Reese, Randy, M.D. & Minirth, Frank, M.D. (1993) *Growing into Wholeness*. Putting body, mind, and spirit back together. Moody Press. 160 pp.
- H. Blaylock, Mike (2000) *The Right Way to Win: How Athletes Can Place God First in Their Hearts*. Moody Press.
- I. Swenson, Richard A (2000) *More Than Meets the Eye*. NavPress.

- J. Watson, David L. & Tharp, Roland G (1993) *Self-Directed Behavior: Self-Modification for Personal Adjustment* (6th ed.) Brooks/Cole Publishing Company.
- K. Swenson, Richard A (2002) *The Margin Overload Syndrome*. Learning to Live Within Your Limits. Nav Press.
- L. Russell, Rex (1996) *What the Bible Says About Healthy Living*. Regal.
- M. Cherry, Reginald (1998) *The Bible Cure*. Creation House.
- N. Smalley, Gary (2001) *Food and Love*. Tyndale House Publishers, Inc.

ASSIGNMENTS AND ACTIVITIES

Session One
Mission and Philosophy Paper

50 Points

The purpose of this assignment is to put into writing a well thought out life mission statement and articulate your philosophy regarding being created human. Before you compose your mission statement and write your paper, carefully do the following:

Read *Transforming Wellness* and be prepared to discuss this article in class. The article is found in the My Trinity website in College Academics, HPW Dept., under Class Resources. Read Chapter 1 and 2 in the text, concentrating on understanding the components that make up wellness, and the strategies or skills needed in order to make changes in ones behavior and lifestyle for each component. Consider your fundamental motivations for making changes or for not changing.

Go to the following websites to assist you in designing your own personal mission statement:

www.franklincovey.com/missionbuilder

www.lerdertoleader.org/knowledgecenter/sat/mission.html

www.mapnp.org/library/plan_dec/str_plan/stmnts.htm

If you are Christian, pray for wisdom for making decisions and for setting goals. Ask God to reveal the wonder of being created human, in the image of God, and how the physical is valued in our faith.

Write your life mission statement followed by a two to three page paper explaining your philosophy for being created human as opposed to merely animal. This is an opportunity to demonstrate how you think and write.

Grading

| | |
|--------------------------------|----|
| Well written mission statement | 10 |
| Paper's content integration | 30 |
| Writing skill | 10 |

Session One
Realage.com Web Assignment

20 Points

This assignment requires the student to go on the internet and follow the directions for determining one's "real" or biological age based on how one answers a series of questions offered through the site "realage.com". Select the long version when entering the diet section. The purpose of this assignment is to stimulate the student's thinking about issues relating to one's health and the unique characteristics that make up ones "risk factors" for living a full life. Bring a printout of your results to the first class for discussion. Be ready to discuss behaviors that are identified for increasing one's lifespan.

Grading

Evidence by bringing to class 20

Session Two

Out of Class Exercise Proposal and Recording Plan

30 Points

Systematically training your physical body with exercise, not only improves your physical health, it can connect positively to the other components of wellness because we are fundamentally an integrated whole. In fact, we express an illness if we view our spirituality or our mind functioning separate from our body. Our bodies need to be cared for following the creator's design. Healthy rhythms of rest, play, work, and community are part of the design. We were made to move. The body design demands systematic movement either by vigorous exercise or by vigorous play in order to maintain optimal function. The modern diseases are known as hypokinetic. This means that the disease is caused by insufficient movement. Simply stated, bringing vigorous movement back into ones schedule and lifestyle is how we honor the creator's design for the body that was lost due to the fall.

This course would not be complete without advancing physical exercise and vigorous play in your life. Chapter two provides all the reasons people give for not exercising, as well as strategies for changing ones behavior to include physical exercise. How often, how hard, how long, and what type of activity needs to be addressed (FITT). Since for many this will necessitate a behavior change, we need to write out measurable objectives and strategies for succeeding in exercise. In addition, a method of record keeping is needed to assess your performance. You should plan for systematic exercise throughout this course and beyond.

1. Read the chapters on exercise.
2. Set measurable or SMART goals for each component for health fitness to maintain throughout the remainder of this course. These goals should be based on text recommendations for maintaining or advancing health.
3. Put the FITT into your planner or schedule.
4. Obtain accountability. Identify your plan for overcoming obstacles.
5. Design a method for systematic record keeping by:
 - a. coming up with your own recording form
 - b. using the forms in the text
 - c. entering your data using the website mypyramid.gov
6. Bring your proposed plan and method of record keeping to the next class session for discussion and instructor approval.

Note: As an important reminder, it is strongly recommended for anyone and especially for those over forty, that you first get a complete physical exam and doctor's clearance before initiating an exercise program. You may also want to visit a health club for a consultation by a certified personal trainer for assistance in developing your exercise prescription. Membership in a health club during this course is recommended for those who lack facilities or have not been successful in exercise in the past.

Grading

| | |
|------------------------------------|----|
| Setting SMART health fitness goals | 15 |
| Recording system design | 15 |

Session Two
My Pyramid Web Assignment

20 Points

The purpose of this assignment is to become familiar with the operation of the diet analysis website and to consider the diet of our youth.

1. First consider the food intake of a junior high youth. Then, based on your assigned role, make a list of the food for a typical school day including breakfast, bag lunch, after school snack, dinner, and bedtime snack. You may be assigned to select food as if you were the junior high youth and having little knowledge or supervision about nutrition. In this role you would most likely select packaged foods, foods high in sugar, and fast foods or you may be assigned to select food as a knowledgeable parent carefully attending to the nutritional needs of your child and wrestling with what a typical youth would eat that is healthy throughout the day.

2. Next, go to the mypyramid.gov website and to the diet analysis section. Enter your pre selected data and serving amounts. Consider what a serving amount constitutes. Then, print out both the data entered as well as the nutritional analysis offered to be shared in class.

Grading

| | |
|----------------------------------|----|
| Food selection for assigned role | 10 |
| Computer print outs | 10 |

Session Two

Topic Research Project and Presentation

200 Points

This is a one or two person assignment, completed for week five. The purpose is to study in-depth an integration topic related to wellness, and make all the necessary preparations for presenting your findings as a lecture presentation to adults. Topic must be approved by the instructor and meet the following:

1. Organize a folder to collate all materials for project and submit for week five.
2. Submit a typed proposal for pursuing a particular topic and how you plan to gather information. Discuss and gain instructor approval on 2nd session.
3. Keep an up to date detailed “timeline” log of when and what was done by you to do this project. This log will also include your own experience and emotional response to the topic. Bring to 3rd and 4th session for discussion on progress.
4. Integrate biblical and other theological references with topic.
5. Attach copies of book, journal, and/or Internet sources with highlighted sections to be used or adapted for project.
6. Develop a detailed presentation outline for a twenty minute lecture, including important content, quotes, verses, recommendations, etc. This may be in power point format.
7. Develop at least three overhead templates, prepared for presentation, that demonstrate one’s use of technology. One transparency should highlight the internal human biology that changes or adapts relating to topic. This may be in power point format.
8. Submit the folder of all support materials used for developing the project, the presentation materials including a paper copy of all visuals prepared for session five.
9. If class is small (10 or less) plan to present your topic in class formally. If the class is large plan to present by setting up a booth for an informal presentation to your peers.

Topics to Consider

| | | | |
|-------------|-------------|------------------|-------------|
| Sleep | Hades | Laughter | Dying |
| Death | Singing | Touch | Play |
| Obedience | Pregnancy | Anger | Margin |
| Shalom | A Stressor | Bread | Competition |
| Gluttony | Heart | Smell | Pain |
| A Diet | Sight | Posture | Fasting |
| Running | Aging | Clothes | Beauty |
| Forgiveness | Hugs | Dance | Joy |
| Indwelling | Simplicity | Fat | Family |
| Possessions | Blood | A Stress Reducer | Listening |
| Solitude | Birth Order | Divorce | |
| Depression | Worship | Bones | |

Grading

| | |
|--|----|
| Typed project topic proposal (due session two) | 20 |
| Time line log and affective journal | 30 |
| Highlighted source materials | 30 |
| Presentation outline (due session four) | 60 |
| Visuals and use of technology | 60 |

Session Three
Exercise Record and Reflection Plan

40 Points

Submit your out of class exercise records initiated at the second session. In addition, add a one page reflection regarding your exercise and how you are adapting to your plan. Are your strategies working? Accountability? Are there any positive or negative effects of your exercise related to the other components of wellness such as social, emotional, and spiritual? How has your exercise affected your sleep, your nutritional habits, and your stress?

Grading

| | |
|------------------------------|----|
| Performing adequate exercise | 20 |
| Exercise record keeping | 10 |
| Reflection | 10 |

Session Three
Four Day Diet Study

150 Points

Name _____ Sec. _____ Date _____

Before beginning your diet study please review this whole packet so you are fully aware of why this study is important. Some of the information that you will be recording may seem pointless, **but there is** a purpose for everything. Throughout this packet I will briefly explain why the data is important. Please keep an open mind so you can get the most out of this study.

You will begin by choosing four days of the week that are typical of your eating pattern. While you are recording data, think about how your surroundings and emotions affect your food choices. In the provided tables you will record the following data:

1. Time: This is to see how often you eat and when you eat. Have you developed late night habits?
2. Minutes Spent Eating: Do you take your time to eat? Are you always in a hurry?
3. Meal or Snack: Do you eat big meals? Do you find yourself snacking throughout the day?
4. Hunger Level: Are you really hungry? Is it more for something to do? Is it convenient when you study?
5. Activity While Eating: Are you walking to class? Are you talking to friends? Do you study as you eat?
6. Place of Eating: Are you working at your desk? Are you in class? Do you eat fast food often?
7. Others Present: Do certain people influence your eating habits?
8. Emotional Level: How are you feeling? Are you sad, stressed, happy, lonely, hyper, etc.?
9. Food: Write down all the foods and drinks you consume for each day. **It is important and necessary to record your food as you select it. If you wait until later you will forget about a fifth of your actual food consumption.**
10. Quantity: Write down all the approximate amounts you eat in units (cups, ounces, teaspoons, tablespoons, pounds). See text and handout for what constitutes a serving.

11. Reason for Food: Why choose that food?

Taste/Texture Advertisement Weight Control
 Convenience/Time Health Cost
 Availability Family/Cultural Background Peers

12. Food Group: Abbreviate with the first letter for each food group. Remember to include water consumption.

Bread Dairy Fruit Meat VegetableN/A
 (6-11 Servings) (2-3 Servings) (2-4 Servings) (3-5 Servings) (3-5 Servings)

Sample Record:

| Time | Minutes Spent Eating | Meal or Snack | Hunger Level 1,2,3,4,5 (1=low, 5=high) | Activity While Eating | Place of Eating | Others Present | Emotional Level | Food | Quantity | Reason for Choice | Food Group |
|------|----------------------|---------------|---|-----------------------|-----------------|----------------|-----------------|--|---|--|-----------------------------|
| 7:10 | 20 | Meal | 5 | sitting | Kitchen table | son | chipper | orange juice cinnamon toast crunch 2% milk banana water | 1 cup 1 cup 1 cup 1 medium 32 oz. | health taste taste health | F B D F N/A |

Were You Able to Meet Your Daily Needs?

Use a tally mark to count for one serving

Fruit

Vegetables

Dairy

Bread

Meat

Were You Able to Meet Your Daily Needs?

Use a tally mark to count for one serving

Fruit

Vegetables

Dairy

Bread

Meat

Were You Able to Meet Your Daily Needs?

Use a tally mark to count for one serving

Fruit

Vegetables

Dairy

Bread

Meat

Were You Able to Meet Your Daily Needs?

Use a tally mark to count for one serving

Fruit

Vegetables

Dairy

Bread

Meat

Session Three

Four Day Time Study

100 Points

A time study is done to clarify priorities and unearth behaviors that may or may not advance wellness on many fronts. We use the anachronism **GOALS** to consider wellness from at least five dimensions; God, Others, Administration and Work, Leisure, and Self Care. Our text identifies seven dimensions. By using a color code it is easy to identify time spent in each dimension. Some activities may include development in more than one dimension. However, for the purpose of this study, you will need to choose the fundamental motivation for doing the activity and color it in the appropriate shade. For instance, the fundamental motivation for playing basketball could be to build relationships with **others** and help others grow. It could be for your own **leisure** and enjoyment where others are there to help add to your own leisure. It could be played for your physical **self care**, getting in a thirty minute aerobic workout. It could even be considered a **work** requirement for some as an athletic practice. You need to choose.

After completing your four day data collection, being careful to identify activities with associate feelings in half hour increments, you are ready for the analysis. First, develop your color code and shade in each half hour in the appropriate shade. Then add up the hours spent in each area coded. Adding all categories together should total twenty four hours.

Next, reflect on your hours spent in this study and your associated attitudes. Consider how your time spent relates to wellness. Consider how your attitude relates to wellness. Write notes in the analysis column of your time study as you reflect.

After your reflection, and may I add meditating before God, construct an ideal one week schedule for your next semester using the “Wellness Planning Schedule” provided (see Table of Contents under Session Four for page number). Be specific. Show your academic courses with an ideal study strategy for each course; ideal spiritual development time and activities; ideal sleeping schedule, eating schedule, exercise schedule with type of activity; time devoted for advancing others; ideal time spent on personal hygiene etc. Think through your leisure time. Identify what activities you would ideally want to do and experience. Remember, you only have 168 hours a week.

Next, using your color code, shade each area appropriately. Add up hours scheduled for each of your categories and the grand total which should be 168 hours. As an artist, a scientist, and co-creator, this exercise may be seen as your gift of time utilization to and before God. In a larger context we can compare your 168 hours with others in class to uncover a more idealistic view of the body of Christ functioning in concert. There may be great diversity in schedules and lifestyle patterns. You may also uncover patterns and rhythms similar which follow principles we have learned about healthy living.

After completing the above steps, type a one page summary of your findings. Include comments regarding activities scheduled and attitudes that impact your wellness. Make reference to principles learned in this course and on the topic of stress management.

Grading

| | |
|--|----|
| Four day data and daily analysis | 40 |
| One page response paper | 30 |
| Ideal schedule with color code and totaled | 30 |

Session Three
Four Day Time Study
Wellness Planning Schedule

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> | <i>Saturday</i> | <i>Sunday</i> |
|------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| 5:00 a.m. | | | | | | | |
| 6:00 a.m. | | | | | | | |
| 7:00 a.m. | | | | | | | |
| 8:00 a.m. | | | | | | | |
| 9:00 a.m. | | | | | | | |
| 10:00 a.m. | | | | | | | |
| 11:00 a.m. | | | | | | | |
| 12:00 p.m. | | | | | | | |
| 1:00 p.m. | | | | | | | |
| 2:00 p.m. | | | | | | | |
| 3:00 p.m. | | | | | | | |
| 4:00 p.m. | | | | | | | |
| 5:00 p.m. | | | | | | | |
| 6:00 p.m. | | | | | | | |
| 7:00 p.m. | | | | | | | |
| 8:00 p.m. | | | | | | | |
| 9:00 p.m. | | | | | | | |
| 10:00 p.m. | | | | | | | |
| 11:00 p.m. | | | | | | | |
| 12:00 a.m. | | | | | | | |
| 1:00 a.m. | | | | | | | |
| 2:00 a.m. | | | | | | | |
| 3:00 a.m. | | | | | | | |
| 4:00 a.m. | | | | | | | |

| Color code each category | Hours | Color code each category | Hours |
|---------------------------------|--------------|---------------------------------|----------------|
| Specific academic schedule: | | Passive leisure: | |
| Specific study time: | | Spiritual: | |
| Sleep: | | Work: | |
| Hygiene: | | Other: | |
| Nutrition: | | Other: | |
| Exercise: | | Other: | |
| Active leisure: | | Other: | Total (168 hr) |

Session Three
Four Day Time Study
Day One

| | Activity Log | Emotional Log | Analysis |
|------------|---------------------|----------------------|-----------------|
| 5:00 a.m. | | | |
| 5:30 a.m. | | | |
| 6:00 a.m. | | | |
| 6:30 a.m. | | | |
| 7:00 a.m. | | | |
| 7:30 a.m. | | | |
| 8:00 a.m. | | | |
| 8:30 a.m. | | | |
| 9:00 a.m. | | | |
| 9:30 a.m. | | | |
| 10:00 a.m. | | | |
| 10:30 a.m. | | | |
| 11:00 a.m. | | | |
| 11:30 a.m. | | | |
| 12:00 p.m. | | | |
| 12:30 p.m. | | | |
| 1:00 p.m. | | | |
| 1:30 p.m. | | | |
| 2:00 p.m. | | | |
| 2:30 p.m. | | | |
| 3:00 p.m. | | | |
| 3:30 p.m. | | | |
| 4:00 p.m. | | | |
| 4:30 p.m. | | | |

| | | |
|------------|--|--|
| 5:00 p.m. | | |
| 5:30 p.m. | | |
| 6:00 p.m. | | |
| 6:30 p.m. | | |
| 7:00 p.m. | | |
| 7:30 p.m. | | |
| 8:00 p.m. | | |
| 8:30 p.m. | | |
| 9:00 p.m. | | |
| 9:30 p.m. | | |
| 10:00 p.m. | | |
| 10:30 p.m. | | |
| 11:00 p.m. | | |
| 11:30 p.m. | | |
| 12:00 a.m. | | |
| 12:30 a.m. | | |
| 1:00 a.m. | | |
| 1:30 a.m. | | |
| 2:00 a.m. | | |
| 2:30 a.m. | | |
| 3:00 a.m. | | |
| 3:30 a.m. | | |
| 4:00 a.m. | | |
| 4:30 a.m. | | |

Daily Analysis:

G od (spirituality) _____
O thers (social) _____
A dministration & Work (occupational) _____
L eisure (emotional) _____
S elf Care (exercise, sleep, eating, hygiene) _____
Total _____ (24 hr)

Comments:

Session Three
Four Day Time Study
Day Two

| | Activity Log | Emotional Log | Analysis |
|------------|---------------------|----------------------|-----------------|
| 5:00 a.m. | | | |
| 5:30 a.m. | | | |
| 6:00 a.m. | | | |
| 6:30 a.m. | | | |
| 7:00 a.m. | | | |
| 7:30 a.m. | | | |
| 8:00 a.m. | | | |
| 8:30 a.m. | | | |
| 9:00 a.m. | | | |
| 9:30 a.m. | | | |
| 10:00 a.m. | | | |
| 10:30 a.m. | | | |
| 11:00 a.m. | | | |
| 11:30 a.m. | | | |
| 12:00 p.m. | | | |
| 12:30 p.m. | | | |
| 1:00 p.m. | | | |
| 1:30 p.m. | | | |
| 2:00 p.m. | | | |
| 2:30 p.m. | | | |
| 3:00 p.m. | | | |
| 3:30 p.m. | | | |
| 4:00 p.m. | | | |
| 4:30 p.m. | | | |

| | | |
|------------|--|--|
| 5:00 p.m. | | |
| 5:30 p.m. | | |
| 6:00 p.m. | | |
| 6:30 p.m. | | |
| 7:00 p.m. | | |
| 7:30 p.m. | | |
| 8:00 p.m. | | |
| 8:30 p.m. | | |
| 9:00 p.m. | | |
| 9:30 p.m. | | |
| 10:00 p.m. | | |
| 10:30 p.m. | | |
| 11:00 p.m. | | |
| 11:30 p.m. | | |
| 12:00 a.m. | | |
| 12:30 a.m. | | |
| 1:00 a.m. | | |
| 1:30 a.m. | | |
| 2:00 a.m. | | |
| 2:30 a.m. | | |
| 3:00 a.m. | | |
| 3:30 a.m. | | |
| 4:00 a.m. | | |
| 4:30 a.m. | | |

Daily Analysis:

G od (spirituality) _____
O thers (social) _____
A dministration & Work (occupational) _____
L eisure (emotional) _____
S elf Care (exercise, sleep, eating, hygiene) _____
Total _____ (24 hr)

Comments:

Session Three
Four Day Time Study
Day Three

| | Activity Log | Emotional Log | Analysis |
|------------|---------------------|----------------------|-----------------|
| 5:00 a.m. | | | |
| 5:30 a.m. | | | |
| 6:00 a.m. | | | |
| 6:30 a.m. | | | |
| 7:00 a.m. | | | |
| 7:30 a.m. | | | |
| 8:00 a.m. | | | |
| 8:30 a.m. | | | |
| 9:00 a.m. | | | |
| 9:30 a.m. | | | |
| 10:00 a.m. | | | |
| 10:30 a.m. | | | |
| 11:00 a.m. | | | |
| 11:30 a.m. | | | |
| 12:00 p.m. | | | |
| 12:30 p.m. | | | |
| 1:00 p.m. | | | |
| 1:30 p.m. | | | |
| 2:00 p.m. | | | |
| 2:30 p.m. | | | |
| 3:00 p.m. | | | |
| 3:30 p.m. | | | |
| 4:00 p.m. | | | |
| 4:30 p.m. | | | |

| | | |
|------------|--|--|
| 5:00 p.m. | | |
| 5:30 p.m. | | |
| 6:00 p.m. | | |
| 6:30 p.m. | | |
| 7:00 p.m. | | |
| 7:30 p.m. | | |
| 8:00 p.m. | | |
| 8:30 p.m. | | |
| 9:00 p.m. | | |
| 9:30 p.m. | | |
| 10:00 p.m. | | |
| 10:30 p.m. | | |
| 11:00 p.m. | | |
| 11:30 p.m. | | |
| 12:00 a.m. | | |
| 12:30 a.m. | | |
| 1:00 a.m. | | |
| 1:30 a.m. | | |
| 2:00 a.m. | | |
| 2:30 a.m. | | |
| 3:00 a.m. | | |
| 3:30 a.m. | | |
| 4:00 a.m. | | |
| 4:30 a.m. | | |

Daily Analysis:

Comments:

G od (spirituality) _____
O thers (social) _____
A dministration & Work (occupational) _____
L eisure (emotional) _____
S elf Care (exercise, sleep, eating, hygiene) _____
Total _____ (24 hr)

Session Three
Four Day Time Study
Day Four

| | Activity Log | Emotional Log | Analysis |
|------------|---------------------|----------------------|-----------------|
| 5:00 a.m. | | | |
| 5:30 a.m. | | | |
| 6:00 a.m. | | | |
| 6:30 a.m. | | | |
| 7:00 a.m. | | | |
| 7:30 a.m. | | | |
| 8:00 a.m. | | | |
| 8:30 a.m. | | | |
| 9:00 a.m. | | | |
| 9:30 a.m. | | | |
| 10:00 a.m. | | | |
| 10:30 a.m. | | | |
| 11:00 a.m. | | | |
| 11:30 a.m. | | | |
| 12:00 p.m. | | | |
| 12:30 p.m. | | | |
| 1:00 p.m. | | | |
| 1:30 p.m. | | | |
| 2:00 p.m. | | | |
| 2:30 p.m. | | | |
| 3:00 p.m. | | | |
| 3:30 p.m. | | | |
| 4:00 p.m. | | | |
| 4:30 p.m. | | | |

| | | |
|------------|--|--|
| 5:00 p.m. | | |
| 5:30 p.m. | | |
| 6:00 p.m. | | |
| 6:30 p.m. | | |
| 7:00 p.m. | | |
| 7:30 p.m. | | |
| 8:00 p.m. | | |
| 8:30 p.m. | | |
| 9:00 p.m. | | |
| 9:30 p.m. | | |
| 10:00 p.m. | | |
| 10:30 p.m. | | |
| 11:00 p.m. | | |
| 11:30 p.m. | | |
| 12:00 a.m. | | |
| 12:30 a.m. | | |
| 1:00 a.m. | | |
| 1:30 a.m. | | |
| 2:00 a.m. | | |
| 2:30 a.m. | | |
| 3:00 a.m. | | |
| 3:30 a.m. | | |
| 4:00 a.m. | | |
| 4:30 a.m. | | |

Daily Analysis:

Comments:

God (*spirituality*) _____
Others (*social*) _____
Administration & Work (*occupational*) _____
Leisure (*emotional*) _____
Self Care (*exercise, sleep, eating, hygiene*) _____
Total _____ (24 hr)

Session Four
Exercise Record and Reflection Plan

40 Points

Submit your out of class exercise records done between session three and four. In addition add a one page reflection regarding how you are adapting to your exercise plan. Are you thinking about increasing your FITT? How likely is it that you will continue with your exercise plan after this class is over? What are you finding to be the biggest hindrance to your exercise? What are your strongest motivations for continuing in exercise? Are there any new sport or recreational skills you would like to learn in the near future? How important is experiencing enjoyment during exercise?

Grading

| | |
|------------------------------|----|
| Performing adequate exercise | 20 |
| Exercise record keeping | 10 |
| Reflection | 10 |

Session Four

Nutritional Bulls-Eye

Use the Bulls-eye chart to plot the name of the foods consumed within the four-day study. The more nutritious the food, the closer it should be toward the center of the Bulls-eye. Foods with negative points should appear outside the Bulls-eye. Some foods may not apply, but must be listed above the Bulls-eye, under the appropriate heading. Use tally marks next to the food name to calculate the total amount consumed over the course of the study.

Example:

Bulls-eye:

Fruit - orange juice III

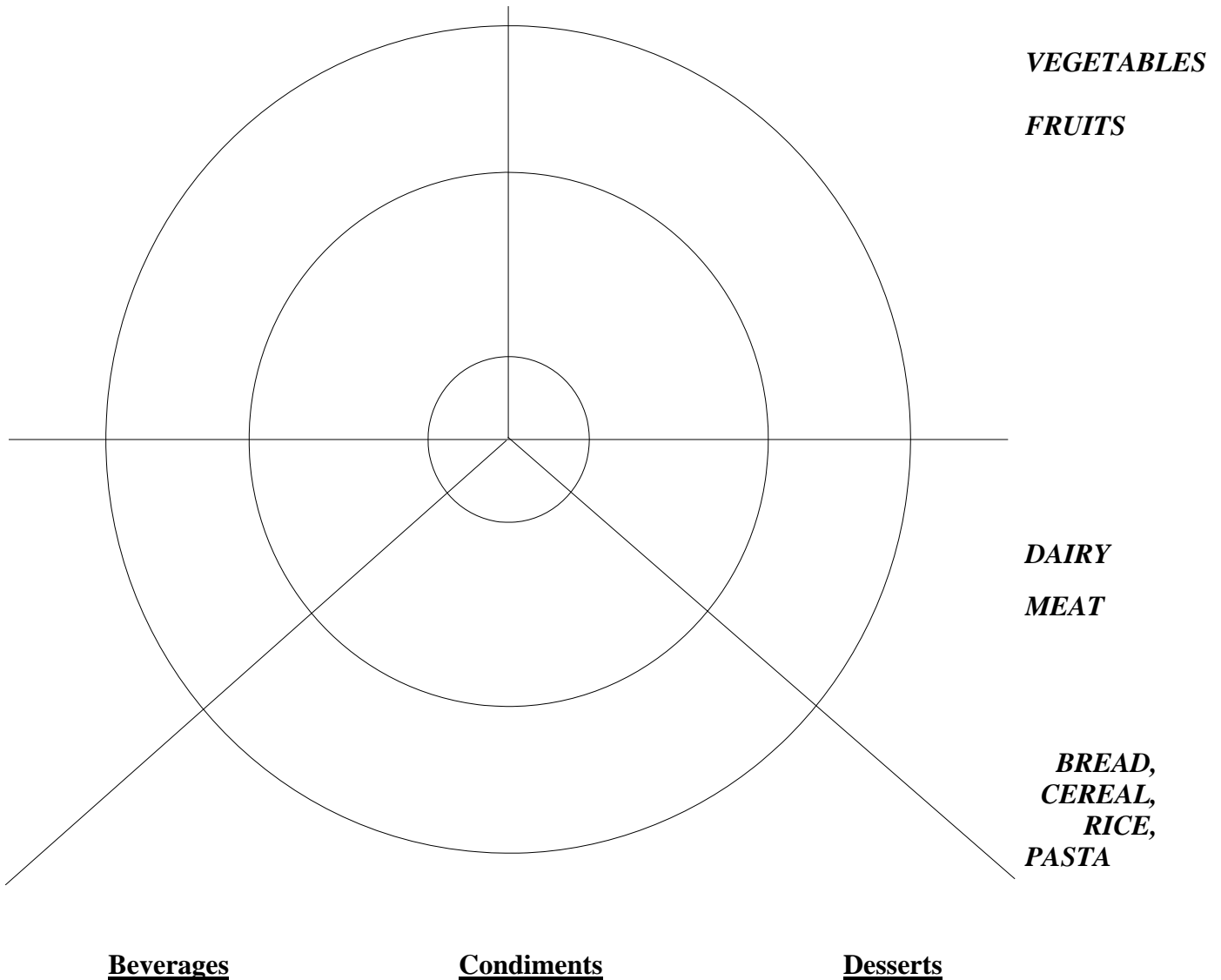
Meat - hamburgers II

Other:

Beverages - water, coffee, pop

Condiments - catsup, butter, sour cream

Desserts - candy bar, cake



Session Four

What Have You Learned From This 4-Day Diet Study?

150 Points

After you have recorded your data for four days it must be carefully analyzed in order to obtain the most benefit. The last requirement to this four-day study is to write a reflection paper. Please include the following observations in your minimum two-page paper.

First, summarize your data from the tables, except the “Food” and “Quantity.” What are some of your daily habits? Use the questions on the first page to help you begin to process these patterns you have begun to form. Then make some comparisons to the text and to wellness eating principles.

Next, use the Bulls-eye chart to compare your food intake with what the food pyramid suggests. Summarize your findings regarding the balance of food eaten from the five food groups making comparisons to the text regarding nutrition, disease prevention, and weight control.

Then rate the quality of food you have eaten. Summarize your findings making comparison to the text regarding nutrition, disease prevention, and weight control.

Now, go to the mypyramid.gov website, enter your four day diet data, print out the data entered and the food analysis report. Identify any additional findings in your paper. Attach printouts to your study.

Conclude your paper by making connections from your bulls-eye findings and the computer generated findings. Add at the end of your paper 5 measurable goals for improving and changing your eating behaviors, demonstrating your understanding of Chapter 2 goal setting skills.

BON APPETIT!

Grading

| | |
|-------------------------|----|
| Four day data collected | 40 |
| Bulls eye chart | 30 |
| Computer analysis | 30 |
| Two page paper | 50 |

Session Five
Exercise Record and Reflection Plan

50 points

Submit your out of class exercise records done between session four and five. In addition, add a two page reflection regarding the following:

1. How would you summarize your physical activity and exercise during the course?
2. How has the other components of wellness been affected by your investments in physical exercise during the course?
3. Compose new measurable goals for physical activity and exercise for the next 12 weeks.
4. How does your exercise plan influence or involve significant others? How can you invest in the health of others while at the same time meeting your own personal fitness goals? How important is this to you?
5. Again, review your life mission. Is ongoing physical exercise an important component to experiencing success in your mission over your lifespan? Does exercise become more important as you age and in your ongoing pursuit of your life mission? What physical health do you envision for your retirement years? Do you believe your plan will provide for this?

Grading

| | |
|------------------------------|----|
| Performing adequate exercise | 20 |
| Exercise record keeping | 10 |
| Reflection | 20 |

Final Exam
Lifespan Wellness Plan

70 Points

The purpose of this project is to demonstrate that you have made the important connections regarding health knowledge and behaviors that lead to minimizing one's risks and advancing well being. It is not a paper. It is a conceptual web project. Using a large sheet of paper (3 ft square) begin in the center by writing in a small circle "My Wellness Plan". Then by drawing lines that radiate from this central point, identify the most important parts of your wellness plan. The more important parts of your plan should be identified on shorter lines thus located closer to the center. Additional lines are then added to each of your important parts of your plan to further identify specific components that will "flesh out" and identify detailed aspects of your plan. Consider the text chapters and specific content and your own findings learned through class and self assessments. I suggest that "cancer" prevention should be one important radiant coming from the center. Add off cancer the many specific and even measurable behaviors and activities that can be part of your lifestyle that would minimize this risk. Continue to add lines and content as you further define your "Immune strengthening" plan. I suggest "Spirituality" be another important part that is further defined. Those students who are married may want to include "family wellness", making connections to one's health in community. This assignment will be further explained in class.

Grading

| | |
|---|-----------|
| Design and visual communication skills | 15 points |
| Making connections to ones personal risks | 25 points |
| Making connections to specific course content | 30 points |