

The Wellness Factor in Education

Instructor on Record: Francoise E Netter, MA
Phone Number: 303-960-6000
Email address: fenetter@yahoo.com
Web site: www.bodyminddynamics.org
Credit Hours: 3 graduate credits (45 hours)
Course Number: EDUU 9080

Course Description:

We know that a healthy body and an alert mind are essential for creating the best learners and a successful academic environment. This course will cover a variety of informational, experiential and practical data about the significance of promoting Wellness for education and the classroom. The course will ask and then answer these five questions to better explore the strategies that can be integrated into the curriculum to foster Wellness:

1. Why is Wellness such a significant factor in 21st Century education?
2. What does the subject of Wellness have to do with academic achievement?
3. What are the components of Wellness that extend beyond just physical nourishment and how does it impact every aspect of life and learning?
4. How can teachers promote Wellness as an integral part of the classroom and learning?
5. How can the enhancement of Wellness in Education impact learning, success and positive achievement and contribution?

We will examine scientific and medical research that support the significance of this subject and we will explore specific techniques that can be used in the academic environment that focus on practically ensuring a healthy body, a strong, focused mind and an attitude of well-being. In addition, educators will be asked to share their own experiences in the classroom that support this evidence and to share techniques that can specifically be utilized for individual and group success. Wellness based education is the trend for our future and one we must begin incorporating now for the sake of our students and our world. In a simple and powerfully effective format that includes lecture, small group discussion, written materials and experiential exercises, educators will discover and implement the effective and specific strategies that they can integrate into their classrooms for optimal learning and wellness.

Student Learning Outcomes:

Upon completion of this course, the participant will be able:

1. To identify and create awareness of the definition of Wellness and how it relates to Education in general and each educator's classroom specifically.
2. To explore specific strategies for wellness that translates into the classroom and causes greater success academically as well as behaviorally.
3. To share data through research and personal experiences that can create positive choices for increased effectiveness for all levels and grades.
4. To create greater attentiveness, wellness and balance during the school year.
5. To identify five new methods for incorporating Wellness and Well-being in any class or subject that helps improve test scores, academic success and decrease negative acting-out behavior.

Course Process:

1. During the on-site meeting, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials.
2. They will document their studies by keeping a log of completed assignments including: reading assignments (from handout and book reading list), practicing exercises given, working with CD, creating on-going lesson plans utilizing materials learned in course, implementing lesson plans in the classroom, writing a final paper identifying and implementing theories and practicum learned.
3. Projects completed by student are to be submitted via email or by regular mail (within 90 days of final class).
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

Course Required Readings And Materials:

- Chopra, Deepak, *Ageless Body, Timeless Mind*, . N.Y.: Harmony Books, Catford1993.
- Netter, Françoise, *Redress Your Stress* CD, Boulder, Body/Mind Dynamics, 2006
- Robbins, John, *Healthy at 100*, N.Y., Random House, 2006

Additional Reading List--Educators may also choose any book or articles of their chose by John Robbins or other authors listed below that reflect on the state of Wellness in general and as it applies to Education specifically. Educators may go to www.bodyminddynamics.org and read from the 35 plus published articles in the archives for reference or they may choose a different series of articles or books of their chose with prior consent of the facilitator or instructor:

- Chopra, Deepak, *Perfect Health*, 1990
- Dienstfrey, Harris. *Where The Mind Meets The Body*. NY: Harper Collins, 1992.
- Frankle, Viktor, *Man's Search For Meaning*,
- Levey, Joel & Levey, Michelle. *Living In Balance*. CA: Conari Press, 1998.
- *McGraw-Hill, Education Health and Wellness*, Student Edition, 2007
- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2013.
- Netter, Françoise. *The Magic Of Movement* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Schiffmann, Eric, *Yoga The Spirit And Practice Of Moving Into Stillness*.: NY Pocket Books, 1996.

Course Requirements:

1. In class activities:
 - a. Attend each class session and participate in class discussions, projects, and activities.
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings
 - b. Work with the CD and exercises introduced in class.

Complete all written work: 5 new lesson plans incorporating methods for creating awareness of how to nurture Wellness in the classroom and practical exercises that can sustain this experience during the academic year and beyond. A completed paper in which educators will answer these five questions to better explore the strategies that can be integrated into the curriculum to foster Wellness:

- Why is Wellness such a significant factor in 21st Century education?
- What does the subject of Wellness have to do with academic achievement?

- What are the components of Wellness that extend beyond just physical nourishment and how does it impact every aspect of life and learning?
- How can teachers promote Wellness as an integral part of the classroom and learning?
- How can the enhancement of Wellness in Education impact learning, success and positive achievement and contribution?

And document their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Personal incorporation of the materials learned is encouraged as the information is more readily embodied. Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (8 pages plus).

Share one lesson plan and integrated application with group. As a culminating project and applied understanding of principles learned.

Grade Distribution and Scale:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. Assignments need to be completed by the due date assigned by the instructor.

Grade Distribution:

Attendance	15%
Class Participation and discussion	20%
Written Paper (see above)	40%
5 Personal Lessons (exercises to be included)	25%

Grading Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

Grading Rubric for U Mass Global

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose, And Presentation	Purpose and presentation of objectives and application of course are clear.	Shows awareness of purpose and presentation.	Shows limited awareness of purpose and presentation.	No awareness.
Main idea	Clearly presents ideas and objectives of course throughout the paper and assignments.	There are objectives and ideas supported throughout most of the paper and assignments.	Vague sense of a main idea, weakly supported throughout the paper and assignments.	No main idea or objective of course assignments.
Organization: Overall	Well-planned and well-thought out reflecting the objectives of the course.	Good overall organization reflecting the	There is a sense of organization.	No sense of organization

		objectives of the course		
Content	Exceptionally well-presented. Ideas, observations and reflections are detailed, well-developed, supported with specific evidence, as well as examples, experiences and specific details.	Well-presented, Ideas, observations and reflections are detailed, developed and supported with evidence, examples, experiences and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, examples and experiences but usually of a generalized nature.	Content is not sound
Research (when applicable)	Sources are exceptionally well-integrated and they support claims articulated in the paper and assignments very effectively.	Sources are well integrated and support the paper's claims and assignments.	Sources support some claims made in the paper and assignments, but might not be integrated well within the paper's argument.	The paper does not use adequate research or if it does, the sources are not integrated well.
Lesson Plans	Lesson plans are clearly articulated to reflect the integrated knowledge of the course and the specific application to Educator's academic environment.	Lesson plans are articulated to reflect some of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans reflect a limited amount of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans are not clearly articulated to support the Educator's knowledge and application.

NON-CONTACT HOURS

1. Educators will read from assigned and recommended reading list. (10 hours)
2. Educators will research and write paper final paper answering the 5 questions on Wellness and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how Wellness based education can positively impact education today and in the future. (6 hours)
3. Educators will do exercises specified in classes that are on the CD including breathing exercises, relaxation exercises and guided visualization exercises. Educators may also continue their "walk about of wellness" that we did in class and include it as a daily exercise that can then be used as a lesson plan.. (4 hours)
4. Educators will write 5 lesson plans designed for personal classroom use on the application of principles researched and learned in class. (5 hours)
5. Educators will implement lesson plans in classroom and academic environment and document results. (5 hours)

COURSE PROCESS:

- During the on-site meetings, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials. Students will document their studies by keeping a log of completed assignments including: reading assignments, practicing exercises given, working with CD, creating lesson plans utilizing materials learned in course, implementing and integrating lesson plans in the classroom, and will research and write paper final paper answering the 5 questions on Wellness and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how Wellness based education can positively impact education today and in the future.
- Educators will do exercises specified in classes. Projects completed by students are to be submitted via email, in person or by regular mail.
- The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

EVALUATION PROCESS:

Course evaluations will be collected at the end of the course study along with completed assignments unless submitted via email or regular mail.

1. During the onsite meetings the instructor will introduce the content of the course through lecture, discussions, handouts, small group activities, experiential exercises and other materials.
2. Students will follow through with 15 hours of in-class attendance and 30 hours of non-contact hours including assignments using the materials introduced in classroom as well as on-line research and reading list.
3. They will document their studies by keeping a log of completed assignments including: reading assignments, practicing exercises given, working with CDs and will research and write paper final paper answering the five questions on Wellness and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how Wellness based education promotes better learning skills and academic achievement. Included in the final assignment will be five new lesson plans incorporating methods for creating awareness of how to nurture Wellness in the classroom and practical exercises that can sustain this experience during the academic year and beyond.
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.