Comprehensive Course Syllabus

WEL 525: Movement and Relaxation
Fall 2009

Course Description:
Movement and Relaxation is a semester long course that will allow students to explore and practice various methods of movement which produce and promote relaxation. Students will discuss stress, its causes, its signs and symptoms and will learn methods for preventing, coping with and/or relieving stress. Popular methods such as yoga, pilates, qi gong, and tai chi may be examined and performed within this course. Movement origins and historical foundations will initiate each movement method explored. Student will individually perform activities, occasionally assisting each other for correct posture and form. Video analysis will be used for assessment.

Prerequisite:
Moving and Learning

INSTRUCTOR:
• Name: Mrs. Mary Myers
• Office Number: F-111
• Telephone number: 630-907-5955
• Email address: mmyers@imsa.edu

Meeting Days, Time and Room(s)
B & D days, Mods 3 – 5, 8:20 – 9:30 a.m.
Multi-purpose room

Text(s) / Materials:
No text required. Students will receive a series of teacher generated handouts.

Clothing:
Students must come to class prepared to participate. Clean activity clothing and shoes are required. Street clothes and shoes are not acceptable. Jeans or khakis are not allowed. Appropriate attire includes comfortable clothing that allows for nonrestrictive movement through a joint’s full range of motion. Shirts must cover the entire torso of the body. Tank tops and shirts showing the mid-section are not allowed. Tops or shirts that may slip during inverted poses may necessitate another layer beneath. Bike shorts, fitted shorts, or leggings are necessary when wearing non-fitted shorts. Minimize jewelry, buttons, zippers, belts and pockets.
Dress appropriately for environmental conditions. Layering clothing is beneficial for appropriate temperature regulation. Hair may be tied or bound up for comfort. Hats are not allowed in class. Certain portions of the class may be conducted barefoot.

If not properly dressed, students may not receive credit for attendance, even if the student changes and is present. Students will be asked to leave class if wearing unacceptable messages on clothing (i.e. alcohol, drugs, sex, etc.) and may not receive credit for attendance.

To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room.

**Equipment:**
Yoga and general fitness mats are available for student use. Students are welcome to bring their own personal mat to class. A large and small towel may also be brought to each class.

**Essential Content:**
Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Movement and Relaxation will:
A. Demonstrate competency in motor skills and movement patterns needed to perform a variety of activities. Students will:
   a. Demonstrate and name various movements in the explored mind-body fitness methods
   b. Adjust movements
B. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will:
   a. Design, implement, evaluate and lead an appropriate personal mind-body fitness movement routine
   b. Develop realistic, measureable short term personal goals.
   c. Identify and discuss the basic anatomy and physiology of the required of mind-body fitness methods.
   d. List some of the major muscles used in basic postures and movements
   e. Understand the definition, causes, body’s response and symptoms of stress
   f. Demonstrate an understanding of the various breathing methods and styles utilized.
   g. Demonstrate an understanding of the neuro-physiology of flexibility and stretching
   h. Analyze and identify skills that result in higher levels of performance
   i. Demonstrate and name basic postures and movements
j. Understanding of the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span

C. Participate regularly in physical activity. Students will:
   a. Engage in physical activity that will improve overall physical fitness
   b. Perform various breathing and relaxation techniques.
   c. Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

D. Achieve and maintain a health-enhancing level of physical fitness. Students will:
   a. Develop and maintain appropriate levels of health-related physical fitness necessary for a healthy and productive life.
      i. Cardio-respiratory endurance
      ii. Muscular strength
      iii. Muscular endurance
      iv. Flexibility
      v. Body composition
   b. Evaluate and adjust levels of activity to improve fitness for activity and personal fitness
      i. Identify strengths and weaknesses based on performance
   c. Willingly participate in a variety of mind-body fitness activities for maintaining or enhancing a healthy, active lifestyle
   d. Demonstrate the ability to monitor and adjust activity to meet personal needs and abilities.
   e. Monitor stress, emotional index, and physical activity

E. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students will:
   a. Demonstrate respectful personal and social behavior
      i. Act responsibly to avoid conflict
      ii. Exhibit respect for the unique characteristics and abilities of peers
      iii. Show cooperative and positive interactions with others
   b. Appreciate the diverse background, participation, and history of mind-body fitness methods explored and its participants.
   c. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skill and background in peers and in self while performing activities.

F. Comprehend the value of physical activities for health, enjoyment, challenge, self-expression and/or social interaction.
   a. Recognize the importance of physical activity to promote health
      i. Physical health – analyze and evaluate personal execution and its effectiveness in achieving total wellness.
      ii. Social health – foster positive and enjoyable interactions with others during physical activity.
      iii. Emotional health – self-reflect on elements which contribute to personal enjoyment.
      iv. Intellectual health - understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span.
G. Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness. Students will
   a. Record and analyze personal stress
   b. Understand the benefits of relaxation

**SSLs and Outcomes:**

**I.A.** Students are expected to demonstrate automaticity in skills, concepts, and process that enable complex thought such as
   a. team work and collaboration
   b. preparation for class
   c. reflection on personal wellness through journaling
   d. self-assess learner responsibility
   e. performance of kinesthetic movement
   f. self-analysis of fitness and skill levels through technology and President’s Challenge fitness assessment

**I.B.** Construct questions which further understanding, forge connections, and deepen meaning in order to
   a. demonstrate competency in discussions, writing, and quizzes

**I.C.** Students expected to precisely observe and accurately record findings in order to
   a. use technology to collect data on their personal fitness
   b. journaling their accomplishments, progress, and reflection

**I.D.** Evaluate the soundness and relevance of information and reasoning through
   a. demonstrating understanding of each health-related component of physical fitness
   b. comparison of pre and post physical assessment
   c. demonstrating an understanding of basic anatomy and physiology behind the mind-body fitness methods explored.
   d. self-analysis of kinesthetic awareness and skill through observation and comparison
   e. evaluation of misconceptions of their own physicality

**II.A.** Students confront misconceptions through
   a. Discussion
   b. Analysis of previous knowledge and abilities
   c. Creation of questions to further their understanding

**II.B.** Find and analyze ambiguities inherent within any set of textual, social, physical or theoretical circumstances in order to
   a. put their personal wellness in context
   b. approach wellness in an unbiased manner
   c. using research to make more informed decisions about wellness

**III.A.** Use appropriate technologies as extensions of the mind to
   a. accurately record and assess their personal data
   b. self-analyze and reflect on their personal fitness using web technologies and resources
III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge in order to
   a. understand how their physical wellness interconnects with the emotional, social, mental, and spiritual/philosophical dimensions of their wellness
   b. understand the context of their wellness in their everyday lives
III.C. Recreate the beautiful conceptions that give coherence to structures of thought in order to
   a. understand the foundation of movement through anatomy and physiology
   b. appreciate the affects of body processes on cognitive abilities
IV.A. Construct judgments based on evidence in order to
   a. Reflect on their personal data
IV.B. Write and speak with power, economy, and elegance
   a. Through journals, short writes, homework, quizzes and discussions
IV.C. Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems in order to
   a. understand the interconnectedness of wellness dimensions in the whole of the individual
   b. understand the relationship between structure and function in the body
IV.D. Develop and aesthetic awareness and capability by
   a. developing and using spatial awareness
   b. developing kinesthetic skill
V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
   a. recognizing their own biomechanical ability in order make safe and effective decisions
   b. recognizing their current capacity in order to progress
   c. participating and cooperating with others
V.B. Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through
   a. collaboration with other students
   b. constructive critique of others
V.C. Establish and commit to a personal wellness lifestyle in the development of the whole self in order to
   a. become an educated life long learner
   b. be confident in their own abilities
   c. make informed decisions about balance of emotional, social, physical, mental, and spiritual dimensions of wellness

Instructional Design and Approach:
Emphasis is placed on achieving an increase in body awareness to feel the overwhelming calming and relaxing effect that is associated with an activity such as Yoga, Pilates, Tai Chi and Qi Gong. Students will establish baseline measurements of health-related physical fitness. Throughout the course a reflection journal will be maintained focusing on individual execution of movement, relaxation and subsequent effects resulting from the mind-body fitness endeavor. There will be teacher-directed, student-directed, and self-directed activities and discussion. Learners should be ready to participate in large
group, small group, partner, and individual activities. Learning experiences intend to enable students to participate in active relaxation to enhance the establishment and commitment to a wellness lifestyle.

**Student Expectations:**

**Attendance:**
Class begins at 8:20 p.m. on B & D days. You are allowed **five (5) minutes** to change on activity days. After these five (5) minutes or **8:25 a.m.**, you will be counted tardy. Students arriving fifteen (15) minutes late are considered absent. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness. Please refer to the IMSA Attendance and Tardiness procedures outlined in the IMSA Handbook. You are allowed three (3) unexcused absences for the entire semester of Movement and Relaxation. Three (3) unexcused tardies equal one (1) unexcused absence.

**Locker Rooms & Lockers:**
Please store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be prepared with activity clothing in your locker or you will be sent back to your room to get them and given an **unexcused tardy** for the day.

**Student Responsibility: All students are expected to:**
1. Assume ownership for own learning and challenge.
2. Attend all scheduled class meetings and be **on time, prepared, and dressed** for class.
3. Participate fully for the entire class period unless otherwise directed by the instructor.
4. Dress appropriately in modest clothing for temperature conditions.
5. Act respectfully toward self, others, class environment, and content.
6. Complete a pre- and post- testing for President’s Challenge to pass course, regardless of total class points.
7. Complete all assigned work and submit graded assignments on time. Some assignments will not be graded. **All assignments are due on their assigned due date at the beginning of class. Fifty percent (50%)** will be deducted per class day late.
8. Be held responsible for any concepts, problems or announcements presented in class.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Take all tests and/or quizzes at the scheduled time. Make ups may be allowed for excused absences. Make ups are not allowed for unexcused absences.
12. Not bring food or beverages (other than water bottles with lids) in the Wellness areas.
13. Make sure shoes are clean before entering any Wellness room.
14. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.

Academic Honesty:
The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student’s own efforts. It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA’s policy on academic integrity located in the student handbook.

Assessment Practices, Procedures, and Processes:
Grading:
All Wellness courses are graded A – D. Categories of assessments include: Health Related Fitness and Learner Responsibility. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments including:
- Fitness Assessment: Pre-and post- President’s Challenge
- Self and peer video analysis of skill
- Stress Assessment and reflection
- Workout Journal
- Written quizzes (stress, mind-body fitness methods)
- Personal mind-body fitness movement routine
- Miscellaneous written assignments/short writes
- Written reflections, including Quarter Reflection and Summative Reflection

Submitted work will be returned in a timely fashion. Note: Graded work may not be returned until all students have submitted the assessment.

Learner Responsibility
Student behavior and participation will be monitored. In-class learner responsibility points will be awarded at 40 points for each quarter. Points will be deducted for the following infractions (but not limited):
- Attendance
  - Tardy – 3 point deduction per time tardy
  - Absent – 5 point deduction per time absent, excused and unexcused.
    - Points for Academy excused absences (refer to the student handbook for acceptable excused absences) may be made up. See the instructor for Wellness Make-Up Card.
- Work Ethics
  - On task, follow directions, rules and etiquette
- Acceptable effort; actively engaged in involved in class activities and discussions
- Appropriate dress
- Awake!

**Sequence of Topics and Activities**
The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. The instructor reserves the right to change the schedule at any time.

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<tr>
<th>Date</th>
<th>Agenda</th>
<th>Assignment</th>
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<tr>
<td>Class 1 (B) Aug 19</td>
<td>Introduction to course and expectations</td>
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<td>Introduction to stress:</td>
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<td>Activity: Calm Classroom/Introduction to Breathing</td>
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<td>Class 2 (D) Aug 21</td>
<td>President’s Challenge fitness assessments/video</td>
<td>Stress Journal directives distributed</td>
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<td>Class 3 (B) Aug 25</td>
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<td>Class 7 (B) Sept 8</td>
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<td>Class 8 (D) Sept 11</td>
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<td>Class 9 (B) Sept 15</td>
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<td>Class 10 (D) Sept 18</td>
<td>Yoga</td>
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<td>Class 11 (B) Sept 22</td>
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<td>Class 13 (B)</td>
<td>Pilates</td>
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<td>Class 16 (D)</td>
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<td>Class 17 (B)</td>
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<td>Introduction to Qi Gong/Tai Chi End of 1st Quarter</td>
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<td>Class 18 (B)</td>
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<td>Class 21 (D)</td>
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<td>Movement routine practice with peer Peer Evaluation/editing</td>
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<td>Routine presentations</td>
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<td>Class 33 (B-s)</td>
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