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A Healthy Body, A Healthy Mind

Marlen Bonilla Amador
California State University, Monterey Bay

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A Healthy Body, A Healthy Mind
Marlen Bonilla Amador
Kenneth Lawrence-Emanuel & Sergio Paredes
Collaborative Health & Human Services
Department of Health Human Services and Public Policy
California State University Monterey Bay
November 6, 2018

Abstract

The prevalence of chronic health problems among youth has nearly doubled in current years. Due to the lack of knowledge on chronic illnesses rising among youth, many youths find themselves uninformed and suffering the aftermath of these illnesses. Consequences such as obesity, asthma, learning disabilities, physical, emotional, mental and spiritual health are significant as they grow into young adults. To raise awareness among youth at Learning for Life Charter School, we have implemented the program A Healthy Body, A Healthy Mind. The program A Healthy Body, A Healthy Mind is an educational outreach program that promotes resources, healthy eating habits tip, a salad bar, and health education. The goal of this program is to outreach to students at Learning for Life Charter School so that they are informed upon the importance of health and the role it has in their daily life along with promoting healthier eating habits by performing hands-on activities. As a result, we have measured that the outcome of A Healthy Body, A Healthy Mind has been significantly successful and exceeded its expectations.

Keywords: *A Healthy Body, A Healthy Mind, Youth, Learning for Life Charter School, Nutrition, Resources, Promoting Health*

Learning for Life Charter High School

Learning for Life Charter School (LFLCS) is an independent study school that serves at-risk youth from grades 7th to 12th throughout the Bay Area. The mission at Learning for Life emphasizes on “motivating students to learn, to develop a desire to complete their education, and to earn a high school diploma” (LFLCS, 2017). Learning for Life Charter School provides Computers, Wi-Fi, library, study areas, and relaxation & social space for students to drop by at any time from 8 AM to 5 PM, Monday through Friday.

Students are provided with free and flexible schedules to complete their class assignments at their given pace. Also, they are provided with resources such as a hot spot, tablet, one on one tutors, credential teachers, bus passes transportation, and in-class sessions if needed. Teachers are available five days a week from 8 AM to 5 PM; Monday through Friday. In addition, at Learning for Life Charter School also has an education specialist, psychologist and therapist on campus for students to reach out to at any time.

The agency provides students with information/skills that will help them continue their education in the present and the future. Students are provided with information on affordable/free services around healthcare, housing, etc. Moreover, students are always encouraged to seek help if needed. Staff in the agency are always willing to help in academic planning, personal/social development, career exploration and meeting basic needs.

The Increase of Chronic Health Problems

The prevalence of chronic health problems among youth has nearly doubled in the upcoming years.

GMO Science (2015) acknowledges that “43% of children in the United States have a chronic illness, a percentage that rises to 52% when obesity is included as a disease.” Despite there being various resources for youth many seem embarrassed to seek treatment/help or simply have a lack of knowledge. According to the World Health Organization (WHO, 2002), “In an alarming new finding, a United Nations report released today says the vast majority of the world's young people have no idea how HIV/AIDS is transmitted or how to protect themselves from the disease.” As rapid as diseases, illnesses, and other health issues spread, youth health is at high risk. Perrin, Bloom, and Gortmaker (2007) find that “increasing rates of chronic childhood conditions portend significant increases in long-term pulmonary, cardiovascular, and mental health burdens among adults, accompanied by increasing expenditures for health care and disability programs and decreased workforce participation and quality of life.”

The population serve at Learning for Life is at risk youth. A clear majority of these youth are troubled youth, meaning that a child, who is considered an at-risk-youth, is less likely to transition into adulthood successfully and is challenged by various barriers. These barriers can be academically, financially, mentally, physically, environmentally, socially or even poor nutrition. Allowing youth to understand and know about the importance of their well-being as well as the well-being of others, can help them through a transition and or barrier they might go through.

According to PRB 2011, “There is a global epidemic of noncommunicable diseases (NCDs). Moreover, the four primary risk factors for these chronic diseases—tobacco, alcohol, lack of exercise, and poor nutrition—are typically initiated during adolescence or young adulthood, setting the stage for later disease.” As stated before, the increase of chronic diseases is rapidly increasing, and many youths are uninformed about the resources that are available to them and the healthy alternative they can initiate.

Contributors

Due to the lack of knowledge on chronic illnesses rising among youth, many youths find themselves uninformed and suffering the aftermath of these illnesses.

Many youths and their families find themselves uninformed of the resources they have available for health care. Blanton, Brodie, Rowland, Altman, and McIntosh (2000) found that “the majority of Americans are uninformed about health care disparities--many were unaware that blacks fare worse than whites on measures such as infant mortality and life expectancy, and that Latinos are less likely than whites to have health insurance.” Not only does the lack of awareness of resources available play a role in the increasing illnesses. Malnutrition is another contributor that causes the body to become more prone to catch airborne illnesses.

The lack of physical activity among youth also plays a role in the upbringing of chronic illnesses. Physical activity has decreased over time due to various reasons. The International Food Information Council Foundation (IFICF) mentioned the following after researching from 1988 until 2010; “From this research, it appears that a major drop in physical activity has been a primary driver of our nation’s rise in obesity (IFICF, 2015).”

Moreover, due to the rapid advance in technology, more kids spend time indoors rather than outdoors. Having no insurance, poverty, and homelessness also play a role in the increase in chronic health problems among young adults. According to Blanton and et. Al., “in 1998, African Americans were nearly twice as likely as whites (24 vs. 14 percent) to be uninsured, and Latinos were 2 1 2 times as likely as whites (37 vs. 14 percent) to be uninsured (Kaiser Commission on Medicaid and the Uninsured 2000).” Furthermore, there are still efforts being made to improve public awareness of racial and financial barriers to health care (Blanton and et. Al., 2000).

Consequences

The consequences due to lack of awareness, malnutrition, lack of physical activity, uninsured, poverty, and homelessness can rapidly become negative. Consequences such as obesity, asthma, learning disabilities, and physical, emotional, mental and spiritual health can become significant.

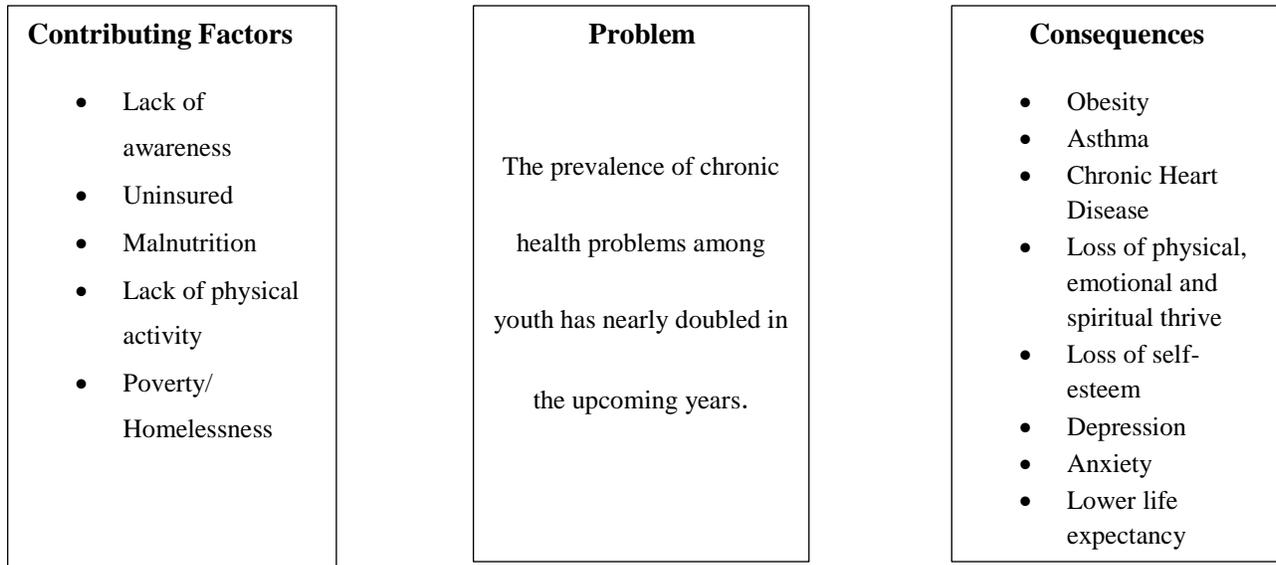
The lack of awareness of obesity has raised the prevalence and nearly tripled over the past decades. Obesity is referred to as an abnormal amount of body fat forming in the subcutaneous tissue. Obesity can develop through genetic or socioeconomic factors. Today, the alarming rate of obesity impacts millions of children living in urban areas. Due to this epidemic, many children suffer from various chronic diseases at a young age.

Today in the United States, one in three children is known to be either above the average weight or obese (American Heart Association, 2016). Obesity has nearly affected an average of about 12.7 million children and adolescents and nearly impacted over 36.5% adults which continues to increase daily (Centers for Disease Control and Prevention, 2017). Due to a result of obesity, a person who is obese can suffer through various issues, such as asthma, chronic heart disease, loss of physical, emotional and spiritual thrive. Malnutrition can affect the body in a significant way. An unhealthy diet is coupled with lack of physical activity. Occasionally, the lack of physical activity is a factor in obesity which can cause body malfunction. Due to body malfunction, one can lose self-esteem and become learning impaired.

Today Depression and Anxiety are among youth have significantly increased. According to the Anxiety and Depression Association of America (2011), over 80% of youth are diagnosed with depression and over 60% are diagnosed with anxiety. Physical health soon or later can be

affected and as a result, can lead depression which will affect the body and cause various adverse effects and can contribute to the losing interest in life.

Problem Model



A Healthy Body, A Healthy Mind

A Healthy Body, A Healthy Mind Program is an educational intervention that will increase the knowledge of health promotion, and the availability of resources youth can obtain. This intervention is primarily to increase knowledge upon social, emotional, spiritual, environmental intellectual and physical well-being along with nutritional health and where to obtain the resource if needed. The project will be implemented through an intern at Learning for Life Charter School through curriculum development, recruitment strategy, strategical goals, and logistics. The implementation of *A Healthy Body, A Healthy Mind* at Learning for Life Charter School success rate will be measured by the number of participates and participants satisfaction through a questionnaire. Moreover, the project will have a pre and post-test questionnaire to help understand the overall outcome of this program.

The project A Healthy Body, A Healthy Mind at Learning for Life Charter School, will provide knowledge, guidance, and reassurance on health and benefits youth can obtain in the Monterey County. Learning for Life Charter School targeted population is at risk youth from grades 7th to 12th. Learning for Life Charter School expects to help their student reach their full potential and motivate them to obtain their high school diploma and strive for higher education. Through the program, *A Healthy Body, A Healthy Mind, Learning* for Life Charter School will strive to inform, motivate and teach their students to navigate and obtain resources if needed and when needed along with the importance of nutrition. Furthermore, the intervention *A Healthy Body, A Healthy Mind* will address the increasing lack of knowledge on an individual's well-being.

By establishing *A Healthy Body, A Healthy Mind*, Learning for Life Charter School will implement the number of resources and partnerships they can obtain to help their students. Implementing this intervention will also allow to redirect and update the services and connections the school currently has on file. Moreover, this project will have a positive impact by allowing their student to learn about nutrition, how to redirect their emotion and the importance of their and other well-being. They will become aware of the positive and negative impacts their way of living can have on their overall health.

Project Implementation

The following scope describes the work that will be completed to implement the program A Healthy Body, A Healthy Mind which will promote and inform youth at Learning for Life Charter School about nutritional health, wellbeing and resources available to them around the Monterey County area. The primary objective is to ensure that youth become aware and knowledgeable about their health and prevent the high increase of chronic diseases among youth.

Under this scope, *A Healthy Body, A Healthy Mind* at Learning for Life Charter School will develop educational sessions that will involve hands-on, visual, and verbal learning. This program will take place once a week for 6 weeks at the school facility. The intern (Marlen Bonilla), Secondary Mentor (Mr. Sergio Paredes) and Primary Mentor (Mr. Kenneth Lawrence-Emanuel) will work alongside to side to provide and develop this program to meet their mission.

The Scope is organized into the following task:

- Task 1: Project Coordination [August 29- October 8]
- Task 2: Data Collection and Research [October 3 – October 12]
- Task 3: Program Implementation [October 16- November 20]
- Task 4: Documentation and Evaluation [November 20- November 30]

Task 1: Project Coordination

Objective: To organize and coordinate the project with both mentors.

The project title *A Healthy Body, A Healthy Mind* will be organized on the week of August 29 to October 8. Throughout this series of events, the projects weekly schedule upon date and time will be set. Rules and location will be established as well as the resources that will be promoted. Before beginning the implementation, there will be papers and approvals by both mentors. Lastly, both mentors will bring up and concerns or ideas to the table and will be worked out and manage through this week.

Task 2: Data Collection and Research

Objective: To collect data from student and take an in in-depth look analysis to find the primary resource.

During this period, there will a survey distributed that students will be required to fill out. This survey is designed to figure out the primary resource needed by this population served. The survey will determine the course of the program activity schedule.

Task 3: Program Implementation:

Objective: To increase knowledge of social, emotional, spiritual, environmental intellectual and physical well-being along with nutritional health and where to obtain the resource if needed.

The program implementation will be held once a month and implemented by the inter. Through the course of 6 weeks, there will be a healthy food bar involve attracting students and open the discussion. Each week there will be a different health topic discussed upon. Every two weeks, a presenter from the local resource center will come in and inform the students upon their services. Lastly, the program will close with a 15min question and answer as well as a take away from each student.

Task 4: Documentation and Evaluation

Objective:

After the implementation of the project, there will be a reflection, documentation evaluation and the overall Evaluation/ Analysis of the program. Throughout this week, the final survey will be resent to students once again it will be mandatory to fill out. After this period, the inter will evaluate and put together the results which will be presented to both mentors. Both mentors will be asking for feedback and overall thoughts. Lastly, the reflection portion of capstone will start.

Activities	Deliverables	Timeline/Deadline
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Interact with students at Learning for Life Charter School	Allow students to know that I am an intern at Learning for Life	Ongoing through Fall 2017, Spring 2018, & Fall 2018
Help students on task, listen to students, get to know students at Learning for Life Charter School	Allow students to gain my trust and Allow myself to get to know them as well	Ongoing; Fall 2017, Fall 2018, & Fall 2018
Meet with mentors	Obtain feedback and update them on how the internship is going	Throughout each semester; Ongoing
Plan Capstone; Get Capstone Approve	Strategize along with mentors to determine what would best benefit learning for Life	By the end of Spring 2018
Research on Capstone	Obtain research that will support my capstone project	Throughout Spring 2018
Run a test trial for capstone	To obtain an understanding of how the project will turn out in the long run	Last 4 Weeks of Spring 2018
Project Coordination	Make sure the pre-survey is approved and have an agenda with approve dates	Aug.29- October 8
Data Collection and Research	Help to develop an agenda for the program	October 3- October 12
Program Implementation	Implement project to raise awareness	October 16- Nov.20
Documentation and Evaluation	Analysis and review results with mentors	Nov. 20- Nov 30

Obstacles and Unexpected Outcomes

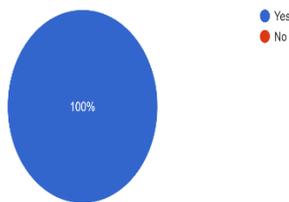
Challenges that were faced throughout this process were food resources, and lack of participation. Food resources were challenging when performing this project. The reason for this was due to the recent changes that the food bank was making at the time which limited the program when it came to obtaining food. Another obstacle faced throughout this program was the lack of regular participation given that it was an independent study school, the number of participants varied every week. Finally, getting the project running was one of the significant challenges faced overall.

Expectation Outcome

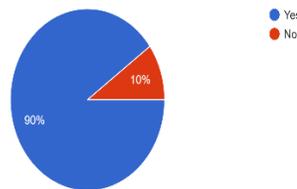
The expectation of this program is to outreach to students so that they are well informed of the importance of health. In addition, it is highly encouraged for participants to act when it comes to choosing healthy alternatives. To assess this program, a survey which will demonstrate how much knowledge participants gained from this program will be distributed. These results will then be compared to the pre-survey that was sent out at the beginning of the program. Results are expected to be at least 25% more informed than the start of the program. Overall it is essential that the resources are spread by word of mouth through the students.

Pie Chart Results of Final Survey

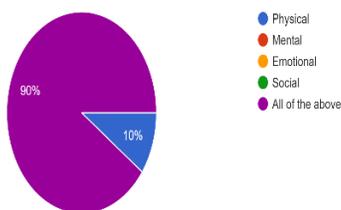
Are you familiar with the food pyramid and food plate?
10 responses



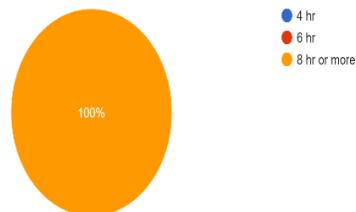
Are you aware of the daily intake that is recommended by the food plate group? (ex. 1-2 serving of water a day, ..., 5 Ounces Protein Food, 3 Cups Dairy)
10 responses



Which of the following fall under the category of well-being?
10 responses



How many hours of sleep should a youth be taking ever school night ?
10 responses



Interpreting Results

The results for the Program A Healthy Body, A Healthy Mind were astonishing. After performing A Healthy Body, A Healthy Mind, there was a notice among the participant's attitude towards eating habits. Majority of the participants began to request a healthier alternative to the

school providers. Results were significantly shown when compared the pre and post surveys. As a result, there was an increased understanding of health overall. Moreover, all participants of the program became aware of the food pyramid and food plate. As a result, there was an increase of 30 % when participants were asked if they knew the proportions encourage by the food pyramid and food plate. Lastly, participants became fully aware of the importance of sleep and the recommended amount needed.

Strengths/successes

The overall purpose of the project A Healthy Body, A Healthy mind was to encourage youth to act and become informed about their wellbeing as well as that of others. A Healthy Body, A Healthy Mind teaches students about meal prepping which integrates hands-on activities. Furthermore, it allows them to connect with other students, ask questions and have fun as they learn. The program A Healthy Body, A Healthy Mind is strongly advised to be continued at Learning for Life Charter School because it has proven to help students grow and become motivated and even helps them meal prep for college in the future.

Limitations/challenges

One of the most significant limitations was getting the project to become approved and implemented. Obtaining approval for the pre and post survey was also one of the most significant difficulties faced throughout this process. This was due to the wording structure that the agency required due to the population served. One of the biggest challenges was obtaining the participant's attention and engagement during the seminars. Lastly putting the presentations together were the participants would understand and become appealing to them was of great challenge. In order to address these challenges and limitations, I had to reach out for help and advise from those who knew the participants well; therefore, I reached out to all school staff.

Lastly, I personally took the time to get to know and engage one on one with the students at the agency.

Conclusion and Recommendation

Overall, the project A Healthy Body, A Healthy Mind is determined to be a success. After close analysis, I recommend the agency to continue with the program as many kids enjoy it. As a matter, A Healthy Body, A Healthy Mind has helped several youths at Learning for Life Charter School to become engage with school activities as well as their wellbeing. Moreover, it is highly encouraged that Learning for Life Charter School expands their networking among other agencies that can be a great asset to them and can help them build a stronger foundation for this program in the future.

Another strong recommended for this program to become of more significant success is to advertise it more and encourage it among students and staff to attend. It is essential to refine and intergrade more resources and guest speakers for the student to hear from and learn. Another possibility would be to obtain parent involvement throughout the seminars. Parent involvement could be one of the biggest challenges facing, but the outcome of obtaining at least some parent involvement would become of great asset to the participants and the school as well.

Personal reflection/final thoughts

Overall, I have learned that many youths aren't fully aware of the health issue that has skyrocketed in the past years and continued to grow gradually. I did find that youth are aware of health issues that can arise if healthy habits aren't a priority for an individual; although this knowledge to them was to a limited extent which they tend to ignore or not fully comprehend. As there were some limitations face, the project itself manage to succeed and become a success for Learning for Life Charter School. The impact the A Healthy Body, A Healthy Mind had on

students was positive. The reason for this being is that many students enjoy the feeling of coming into a classroom and feeling what they consider “normal or regular class setting.” I express this because many participants appreciate this seminar and mention constantly that they enjoyed it because it made them feel like they were at a “normal school.”

The overall intent of the project was to address the prevalence of health issues that have raised among youth over the years. The program A Healthy Body, A Healthy Mind make at least a small impact at students at Learning for Life Charter School by making them become aware of the importance of health. This topic was broken down into the five categories of well-being as well as integrating nutrition learning in a fun way. Through this implemented project students were able to engage and learn about how to navigate and take care of their own well-being through nutrition, exercises and some provided health tips.

Furthermore, to address this problem, there is an array of significant steps that could be taken. For example, a program such as A Healthy Body, A Healthy Mind can be integrated into schools, afterschool programs and even in summer camps...e.g., boys and girl club. It has also been seen implemented on a bigger scale by former first lady Michell Obama with the Let’s Move! Movement. Overall on a bigger scale, there are many ways to implement programs to address the increasing prevalence of health risk among youth.

Advise for other Interns

My advice for future interns at Learning for Life Charter School is to come with an open mind with the population served. It is essential to make connections with each student and allow time to know them at a bigger scale so that they are open to participate and interact with the intern. Another advice is to be assertive with a mentor, follow up and be independently driven. This agency prompts a significant amount of independence, and the agency requires interns and

staff as well to be self-driven. It is also essential to work on building professional communication and be persistent with projects and task. Lastly, connect with staff and build connections so that they can help you and get to know and support you as well.

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Appendices

The scope of Work Overview

Activities	Deliverables	Timeline/Deadline
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Health Inquiry

A short assessment based on your knowledge upon health; along with maintaining a healthy lifestyle.

1. Please write down your definition of health.

Your answer

•

2. Do you think you eat a healthy diet?

Yes

No

3. How would you rate your nutrition?

Very Poor

Poor

Neutral

Good

Very Good

4. Are you familiar with the Food Pyramid or the Food Plate?

Yes

No

5. Are you aware of the daily intake that is recommended by the food plate group? (ex.

1-2 serving of water a day, 2 cups of vegetables, 1 1/2 Fruits, 5 Ounces Protein Food,

3 Cups Dairy)

Yes

No

6. Do you get at least 30 min of exercise or activity each day?

Yes

No

7. How many hours of sleep do you ideally get per night on a school day?

3 or fewer hours

4 to 7 hours

8 or more hours

8. Do you think getting less than 8 hrs of sleep each night can influence the health of

young people your age?

Yes

No

9. What do you do to release stress?

- Your answer

10. Which of the following fall under the category of well-being?

- Physical
- Mental
- Emotional
- Social
- All the above

A LUNCH TIME SEMINAR!

A Healthy Body, A Healthy Mind

With Intern Marlen !

- Free Lunch!
- Salad Bar Included!
- Hands-on Activities!
- Counts as an Edgenuity Activity!



YOU ARE HIGHLY ENCOURAGED TO ATTEND ALL WEEKLY SESSIONS!

**Dates: October 30; November 6,13,20,27
December 4,11,18,2018**

A Healthy Body, A Healthy Mind! Survey

Short survey about the weekly seminar that takes place every Tuesday at Learning for Life Charter School.

1. What is the definition of health?

Health is the combination of physical, mental, emotional, spiritual and social wellbeing.

To be free from illness or injury

Living healthy

All of the above.

Other:

2. Are you familiar with the food pyramid and food plate?



Yes

No

3. Are you aware of the daily intake that is recommended by the food plate group? (ex. 1-2 serving of water a day, 2 cups of vegetables, 1 1/2 Fruits, 5 Ounces Protein Food, 3 Cups Dairy)

Yes

No

4. How many hours of sleep should a youth be taking ever school night ?

4 hr

6 hr

8 hr or more

Other:

5. Which of the following fall under the category of well-being?

Physical

Mental

Emotional

Social

All of the above

6. Have you learn to prep Healthy Meals throughout A Healthy Body, A Healthy Mind?

Yes

No

7. On a scale of 1 to 10 how would you rate A Healthy Body, A Healthy Mind?

Poor

1

2

3

4

5

6

7

8

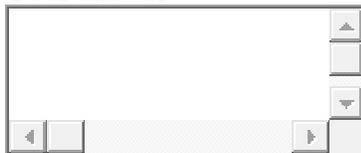
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Great

8. What has your experience been attending a Healthy Body, A Health Mind?

Your answer

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: the top one has an upward-pointing arrow, the middle one is empty, and the bottom one has a downward-pointing arrow. Below the main input area, there is a horizontal scroll bar with a left-pointing arrow, a small square, and a right-pointing arrow.

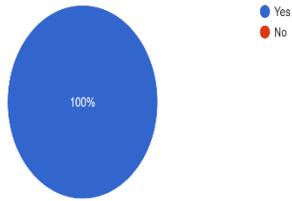
9. What did you enjoy the most out of this class so far?

10. Any suggestions to improve A Healthy Body, A Healthy Mind?

Result Charts

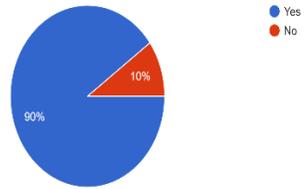
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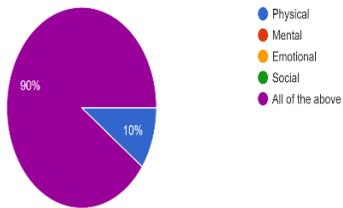
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