

COURSE TITLE: PASS THE VEGGIES PLEASE: Toward a Plant-Strong Diet

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Shaila Bora
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COURSE DESCRIPTION:

With the steady rise in the price of groceries everywhere, it's time to invite more veggies to mealtime! Colorful nutritious veggies are quite happy to grace your plate, your bowl, sit in your hand, or smile incognito from within your shake. Learn more about the restorative powers of plants to boost your energy, quench your appetite and freshen your mood. Support well being at school and at home: Pass the Veggies, Please!

Required Text: *Forks Over Knives: The Plant-Based Way to Health*, The Experiment; 1 edition. ISBN-13: 978-1615191468. \$14.95 Available from the bookseller of your choice. Required Movie: Forks Over Knives: the Film.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Set perceptions at a starting point that resonates with course assignments, personal mood and learning ambitions.
2. Learned more about health benefits from a plant- strong diet, from experts in the field and personal experiences. .
3. Gathered data and opinions from an online panel discussion, to support a personal orientation that welcomes more veggies at each meal.
4. Modified and consumed meals that are more plant-based.
5. Discussed with others how to inspire, promote and integrate learning from this course into existing or new curriculum.
6. 400/500 level: Developed a sequence of 3 lessons that showcase new learning from this course. Planned and suggested a pilot program for a Teaching Kitchen for learners of all ages.
7. 500 level: Chosen and completed 2 assignment options that deepen understanding with a focus on the ways and means of eating a low carbohydrate plant-strong diet.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is online.

MATERIALS FEE

Course text: Forks Over Knives: The Plant-Based Way to Health, by Gene Stone is approximately \$8.60 from Amazon.com. The text also is available at local libraries for free.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Start Up

Please watch the videos below : *Non-Vegans Watch Forks Over Knives for the First Time*

<https://www.youtube.com/embed/t38YSFr2X0k>

In 500+ words:

Introduce yourself, describe your professional situation and some reasons why you chose this course.

Respond to the presentations. What points do you find engaging? What questions do the conversations wake up in your mind?

Post your response.

Assignment #2: Forks Over Knives - The Film

Watch the film *Forks Over Knives*: <https://www.forksoverknives.com/the-film/>

What one question might you like to ask Campbell; what one question to ask Esselstyn?

Use Google searches to develop your own answers to each of your questions.

In 500+ words:

Share and explain why you chose each question and include 3+ answers to each question.

Post your response.

Assignment #3: What Others Are Saying

Watch *Food on Film: "Forks Over Knives" Panel Discussion*:

You are now on the panel! What questions might you direct to particular members on this Forks Over Knives panel?

In 500+ words:

Express what you would like to contribute. What discussions most stand out to you specifically and generally? Which viewpoints do you find most compelling? Do you have a bone to pick?

Post your response.

The computer has shared your view! so...please respond to other course participant posts! It's a panel discussion! We all are gathered at the table with the Veggies, listening.

Assignment #4: Read the Text

Read *Forks Over Knives*, through page 40.

As you interact with and interpret the author's message, make entries in a journal. Use these entries to formulate one Guiding Essential Question and complete the task below.

Create a 3- lesson sequence that focuses on your Guiding Question. For an easy time of it, make use of your district template or the THI lesson plan template: <https://www.hol.edu/about/lesson-template>.

Post your response.

Assignment #5: Plant-Based Paths To Healthier Living

Wander among the recipes in *Part 3* of the text. Select 7 plant-based meals that you would like to try out, one for each day of the week. Now Shop & Prepare for your Culinary Adventure!

Eat your plant fortified meals for 21-days! In your journal record everything noteworthy- maybe include how you feel before, during and after these meals too. Note: To change a habit the 21-day cycle has to be repeated two more times, so be prepared to commit!

In 500+ words:

Compose a report which features your 21- day culinary adventure deep into the realm of the plant kingdom. Please mention at least one change in your diet that you intend to keep.

Post your response.

Assignment #6: Powerpoint Pitch

Design a Powerpoint Presentation, a Veggie feature of 10+ slides.

Let the last slide propose a question, to entice and challenge the audience to invite more veggies to their table.

Post your response.

Assignment #7: Meet Up

Share your Powerpoint presentation with a colleague.

Watch this video together.

"The Bittersweet Truth" Dr. Jamnadas, MD - Galen Foundation Lecture 2019

<https://www.youtube.com/embed/6zZBiTfp4Q>

Take a goood look at the USDA recommended diet: <https://www.myplate.gov/>

Look over different graphic representations too. [MyPlate graphic](#)

With your learning in mind, make a claim about some misinformation represented in MyPlate graphic(s.) Support your claim with evidence from course sources. Might someone raise some questions about your claim? Is anything not fully explained?

With your colleague discuss and propose, how to adapt existing curriculum to reflect the "Bittersweet Truth" as presented in your claim. Include 2+ activities that feature MyPlate graphic(s) redesign and 2+ readings/activities concerning the benefits of eating more veggies, perhaps in a platform that includes some self-discovery.

Post your claim and curricular adaptations.

Assignment #8: Insulin Rules All

Enrich your Insulin IQ. Learn more about insulin, brown fat and ketones, in a language you can understand.

Meet Dr. Ben Bikman:

<https://www.facebook.com/insuliniq/videos/dr-ben-bikman-january-2020/164468834814659/>

Watch: *The Mind-Blowing Science of Fat-Burning and Insulin Resistance with Dr. Benjamin Bikman*

https://www.youtube.com/embed/TfSJFPu50_A

In a 750+ word expose:

Discuss how big money advertising sabotages health. Use some news from the Bikman talk to support your claims.

Design a Veggie Billboard with 3 easy to do suggestions for healthier mealtimes.

Post your expose and billboard design.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #9: Lesson Development

Choose one (1) of the following assignment options below:

Option A)

Develop a sequence of 3 lessons that reflect learning from this course.

Implement the lessons in a 3-day cycle with students. Check for understanding. Observe and record how each lesson supports the learning of your 3 fastest and 3 slowest learners, your English Language Learners and students with exceptionalities. Solicit class feedback too!

In 750+ words:

Write a comprehensive report that describes the lesson sequence. Explain how you might adjust your lesson design, format & presentation, quality of learning and flow based on your observations and learner feedback.

Post your report.

OR

Option B) Use this option if you do not have a classroom available.

Develop a sequence of 3 lessons to reflect learning from this course. Do not implement yet.

Share your lessons with colleagues and/or students to receive some valuable feedback.

What suggestions and guidance for implementation of these lessons might you offer to a recent teacher graduate or new colleague?

In 500+ words:

Write your Letter of Guidance. As an attachment include a notated sample lesson.

Assignment #10: Kids in the Kitchen!

In the Forks Over Knives film we heard more about the coalition between the Food Industry and the Culinary Institute.

Let's partner up locally so students can learn to cook nourishing meals with more veggies!

First we need a proposal for a Pilot Program. Develop a proposal to initiate and support a Teaching Kitchen at your school, in student homes, in a community space or online. The format may be but is not limited to these suggestions: Online video kitchen demo, Letter to Parents, Formal Proposal, PowerPoint, Video/Podcast, Community Education Forum, Billboard, Brochure.

Post your Kids In the Kitchen Veggie Style Proposal.

Assignment #11: (500 Level ONLY)

In addition to the 400 level assignments, complete two (2) of the following assignment options:

Option A) More Veggies On the Menu!

Together with some friends draft an *Eat More Veggies Elevator Pitch*, to an audience of your choice.

Post your pitch.

OR

Option B) Letter To A Friend or Family Member

In 500+ words:

Write a letter to a friend or family member. Suggest how to get started with a new plant-strong 21- day diet. Use examples from your 21- day tryout notes to support your guidelines. Mention potential challenges to stay the course and some suggestions from your personal journey: Pass the Veggies, please!

Post your letter.

OR

Option C) Just Say No to Casein with a Dairy Free Breakfast Taste Test

Take another look at your everyday breakfast!

Is that saboteur casein stealing the spotlight from a pantheon of non-dairy heroes? Go on a Google quest to learn more about the unsung dairy-free heroes found in breakfast bowls and mixing bowls everywhere.

Make a taste test: Substitute non-dairy preferences into three (3) of your favorite milky breakfasts. List the ingredients in each breakfast and highlight the non-dairy substitutions, include other modifications as well.

In 250+ words:

Write a restaurant critic review of each dairy free breakfast. Be sure to mention the substitutions.

Post your response.

C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Shaila Bora, M.A. is currently working toward her PH.D. in Philosophy. Courses offered by Shaila are designed to tap into the creative potential and intuitive knowledge that each of us carries within. Through light touch supervision, we will open a dialogue that encourages experimentation with new techniques, and ways of being and doing that are already latent and waiting to be called forth. Nurturing this unique artistic spirit entails reflecting on and acting from your own experiences, observations, suggestions, questions, relationships, and perhaps a gentle nudge from a supportive someone else. So go ahead and choose the adventure that commands your thoughts and liberates your energy. Are you ready to try something new now? Come on, jump in, and let the magic happen.

BIBLIOGRAPHY

PASS THE VEGGIES PLEASE: Toward a Plant-Strong Diet

Calimeris, Dorothy, *The Complete Anti-Inflammatory Diet for Beginners: A No-Stress Meal Plan with Easy Recipes to Heal the Immune System* (April 11, 2017), Rockridge Press, 162 pages. ISBN-13: 978-1623159047.

This book offers lists out foods that help reduce inflammation. It even lays it out in an easy-to-read table with "foods to enjoy," "foods to consider with care," and "foods to avoid." There is a page offering tips for saving time and meal prepping in advance, which is great in a household where adults work full-time.

Campbell, M.D., Thomas, *The China Study Solution: The Simple Way to Lose Weight and Reverse Illness, Using a Whole-Food, Plant-Based Diet*. Rodale Books; 1 edition (May 3, 2016). 304 pages. ISBN-13: 978-1623367572.

"brings us information so dearly needed and yet often convoluted in mainstream media." This book is very well organized and easily readable. Dr. Campbell addresses a multitude of myths, controversies and major confusion the American public has on nutrition around such topics as grains, gluten, protein, fish oil, GMO's, 'does it need to be organic?' and more. He gives us very practical "this is how you can begin to incorporate the science" into your day to day life...it is clear to see his intention in writing this book is to help people who are far too often struggling and medicated for conditions they can treat and in many cases reverse though incorporating a WFPB (whole food, plant based) diet"- Amazon review by Tom

Chopra M.D., Deepak, *Perfect Health: The Complete Mind/Body Guide, Revised and Updated Edition* (February 20, 2001), Three Rivers Press, 390 pages, ISBN-13: 978-1863252928.

Bring the healing power of your mind along as you embark on your adventure to eat more veggies. In this *New York Times* bestseller, you will learn more about how Ayurveda brings you into balance, into a dynamic equilibrium, of mind and body. Change your mindset, change your habits.

Cordain Ph.D., Loren, *The Paleo Diet. Lose Weight and Get Healthy by Eating the Foods You Were Designed to Eat*, John Wiley & Sons; Revised edition (November 1, 2010), 266 pages, ISBN-13 : 978-0470913024.

Find out how to improve your insulin metabolism with the diet we are designed to eat! lean meats and fish, fresh seasonal fruits, and non-starchy veggies. Pages of meal plans to fit your lifestyle and tastes

Esselstyn, Rip. *The Engine 2 Diet: The Texas Firefighter's 28-Day Save-Your-Life Plan that Lowers Cholesterol and Burns Away the Pounds*. Hatchett Book Group USA. 2009. 288 pages. ISBN-13: 978-0446506687.

A *New York Times* bestseller that will inspire each of us in pursuit of vivacious and healthy living, to brighten up our Standardized American Diet meals.

Hyman, M.D., Mark, *The Blood Sugar Solution: The UltraHealthy Program for Losing Weight, Preventing Disease, and Feeling Great Now!*,

Little, Brown and Company; Reprint edition (December 30, 2014), 448 pages, ISBN-13: 978-0316127363.

What? Is this book about eating more plant based meals? Yes, it is! and it is a shameless promotion of my popular course, *Sugar High*, wherein **the secret to losing weight**, and maintaining a calm mind, is revealed!

Katzen, Mollie., *The Moosewood Cookbook: 40th Anniversary Edition*. Ten Speed Press; Anniversary edition (November 4, 2014) 248 pages. ISBN-13: 978-1607747390.

What do T. Colin Campbell, Cornell University and Mollie Katzen have in common? They all find a home in Ithaca, NY. This cookbook is my absolute favorite recommendation to everyone who wants to cook seasonal, local, whole food, vegetarian. I've been cooking from it since 1976. Every recipe will make your belly smile!

Miller, M.D., Daphne. *Farmacology: Total Health From the Ground Up*. William Morrow Paperbacks; Reprint edition (March 15, 2016). 304 pages. ISBN-13: 978-0062103154.

Discover the hidden connections between how we care for our bodies and how we grow our food. This book takes us beyond the maxim, food is medicine, and introduces us to the critical idea that it's the farm where that food is grown that offers us the real medicine. Find an support a CSA near you! You will be healthy you did!

Stone, Gene. *Forks Over Knives*. The Experiment; 1 edition (June 28, 2011) Monica Beach Media. 224 pages. ISBN-13: 978-1615191468. *Text for this course*, a quick read featuring 11 experts in the health field. Easy to understand and with pages of recipes; so easy to cook those satisfying plant strong meals!

Films

Fat, Sick and Nearly Dead

Forks Over Knives- the Film

Food, Inc.

Plant Pure Nation Documentary

What the Health

Fed Up

Websites

www.forksoverknives.com/

Access a Meal Planner, Cooking Course and Recipes that support out text and film.

www.engine2diet.com.

Printable shopping lists, menus and more, essentials for a more plant based way of life.

www.healthgeneration.com

All about school lunch reform.

www.nutritionstudies.org

T. Colin Campbell Center for Nutrition Studies , a nonprofit organization in Ithaca, N.Y., which promotes optimal nutrition through science-based education, advocacy, and research in partnership with eCornell, Cornell University's online course provider.

How breathing and metabolism are interconnected | Ruben Meerman | TEDxBundaberg

<https://www.youtube.com/watch?v=nM-ySWyID9o&t=6s>

Ruben shares his knowledge on how to breathe yourself thin by explaining where fat goes when you lose weight. Ruben's research was published in the British Medical Journal and he is the author of Big Fat Myths. "When someone takes a complex subject and makes it very simple your are listening to a genius."