Lesson Plan

Career and Life Management

The *What*, *Why*, and *How* of Exercise

Objective: Students will explore types of exercise, the benefits of regular exercise, and strategies for fitting exercise into daily life. Students will create a written plan to create a short-term physical exercise goal.

Workplace Readiness Skill: **Demonstrate career- and life-management skills.**

Demonstration includes

- *recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities)*
- *identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits)*
- *managing personal growth and wellness (e.g., stress management, self-care, financial planning)*
- *setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals).*

Correlations to Other Workplace Readiness Skills:

- Demonstrate work ethic.
- Demonstrate big-picture thinking.
- Manage time and resources.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.C, 6.DSR, 6.RI, 6.R, 7.C, 7.DSR, 7.RI, 7.R, 8.DSR, 8.RI, 8.R, 9.DSR, 9.RI, 9.R, 10.C, 10.DSR, 10.RI, 10.R, 11.DSR, 11.RI, 12.DSR, 12.RI
- History and Social Science: WHI.4, WHI.9, VUS.3, VUS.8, VUS.9

Instructional Steps:

1. ***Open the lesson with the following facts from the Centers for Disease Control (https://www.cdc.gov/healthyschools/physicalactivity/facts.htm):*** Did you know that students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior)? Higher physical activity and physical fitness levels are associated with improved cognitive performance (e.g., concentration, memory) among students. Discuss these facts and ask students to predict why this might be the case. Open further discussion by asking students, "How do you feel after exercising? How do you feel when you let a lot of time go by without exercising?"

2. ***Introduce student research.*** Explain to students that they will be using online resources to research the "what," "why," and "how" behind exercise. Distribute Handout #1: Research Notes and break students into groups of three. Assign one student in each group to research each of the following questions:
    - What types of exercise exist and how do they differ?

- Why is exercise beneficial to people's health?
- How do people make exercise a priority and find time in their busy schedules to exercise?

Students will work together to research exercise and complete Handout #1: Research Notes. The following websites may be of help:

- "Getting More Exercise" (https://www.mindtools.com/pages/article/exercise.htm), MindTools
- "Why Exercise is Wise" (http://kidshealth.org/en/teens/exercise-wise.html#), The Nemours Foundation

3. ***Group students according to the question they were assigned to research.*** Once in their question groups (there will be three groups), ask students to discuss their findings and notes regarding their assigned question. Each group should assign a spokesperson to present the cumulative findings/answer to the assigned research question.

4. ***Reassemble as a whole class.*** Each spokesperson should present the findings on the assigned research question. As a class, discuss each question and the student answers.

5. ***Assign action plan activity; apply the lesson.*** Now that students have explored multiple facets of physical exercise and its importance, ask students to create an exercise action plan. Use Handout #2: My Exercise Action Plan to guide student work. Students should set realistic goals in questions one through four on Handout #2. Then students should track their activity for a week and complete questions five and six. Follow up in class to discuss how the action plan affected student exercise habits.

Formative Assessment:

- Assess student understanding and participation as demonstrated in the class and small group discussions.
- Evaluate student understanding of concepts within the lesson as demonstrated in responses to Handout #1: Research Notes.
- Evaluate students' ability to apply the lesson as evidenced by responses to Handout #2: My Exercise Action Plan.

Options for Adaptation/Differentiation:

- To adapt this activity to accommodate class time as well as student abilities and available resources, student research can be completed individually or as a whole-class activity.
- To extend this activity and provide further enrichment, ask students to keep an exercise log and journal over a period of one month. Ask students to write down the type and duration of physical activity. Ask students to reflect on their overall feelings of well-being during those two weeks. Do they notice any correlation between feelings of well-being and time spent exercising? Discuss in class.

Suggestions for Follow-up:

- Ask one of the school's health and physical education teachers to come in and discuss the importance of exercise to overall health.
- Ask each student to interview a professional (e.g., a teacher, coach, employer, relative, or friend) about how they fit exercise into busy work schedules. Report back to class and discuss.

Handout #1: Research Notes

What types of exercise exist?

Why is exercise beneficial?

How do people prioritize exercise?

Handout #2: My Exercise Action Plan

Try using this plan for a week. If you like it, keep it up, or modify it to fit your goals.

1. This week my goal is to spend _____ minutes doing cardiovascular exercise.
2. This week my goal is to spend _____ minutes doing weight training exercise.
3. This week my goal is to spend _____ minutes doing flexibility training.
4. This week, I'd also like to do this to support my overall health: _____

Day of Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time of Exercise							
Description of Exercise							
Duration of Exercise							
Notes/Feelings							

5. At the end of the week, I feel _____
6. Next week, I'd like to _____