

<p style="text-align: center;"><b><u>Objectives/ Student Targets</u></b></p> <p><b><u>Cognitive:</u></b> Students will be able to recognize the importance of lifelong physical activity and the role it plays in college, career, and community productivity.</p> <p><b><u>Affective:</u></b> Students will discuss why lifelong physical activity is important to them. Students will also work cohesively in their groups.</p> <p><b><u>Psychomotor:</u></b> Students will be able to use computer skills to gather information regarding lifelong physical activity and obesity.</p>	<p><b><u>Equipment &amp; Technology Needed:</u></b></p> <ul style="list-style-type: none"> <li>● Computer lab</li> <li>● Notebooks</li> <li>● Pens/pencils</li> </ul>
<p><b><u>Academic Vocabulary:</u></b> Lifelong activity, physical activity, obesity, research</p>	
<p><b><u>Introduction / Anticipatory Set:</u></b>                  For this lesson you will need to make sure the computer lab is available or reserve it in advance. Split the class up into groups of 4. Each person in the group will have their own topic to research. The topics to research are: lifelong activities, benefits of physical activity/exercise during college, benefits of physical activity/exercise to your career, and the effects of being overweight/obese. You can choose which student gets which topic, or let the students decide within their group. (5 minutes)</p> <p><b><u>Instant Activity:</u></b>                  Before you give them a specific assignment, let the students conduct a general search on their topic. Have them note information they may find interesting and relative. (7-8 minutes)</p>	<p><b><u>Classroom Layout:</u></b></p> <p>Class will take place in a computer lab. Ideally, each student will need their own computer. If there are not enough computers available, 2 students will have to share a computer to research their topics. iPads will also work.</p>
<p><b><u>Fitness Development:</u></b>                  From this lesson students will gain more understanding of why physical activity and fitness are important not only as high school students, but throughout their entire lives.</p>	

Lesson Focus:

I. Lesson Procedures - Teaching the skill or concept activities

Before any research is done, the students will need to be told or reminded how to find reputable sources online. Wikipedia is no good! Try to find articles and websites that end in .org, .edu, .gov, or .net. Does the article/website have an author? If there is no author, be suspicious. Look for recent publishing or updating dates. Was it published or updated in the last 5 years? (All of this can be written on the board to cut down on instruction time.) (3 minutes)

Now it is time to give the students their specific assignments. These can be shared verbally and/or on a handout.

The students in charge of lifelong activities for their group will look up 5 activities they could do now and until they are at an advanced age. They need to describe the activities and explain how these activities will keep them fit throughout life. What makes these activities “lifelong activities”? Why are they enjoyable for people of all ages?

The students researching benefits of physical activity/exercise in college will need to find 4 or 5 examples. For instance, some benefits may be higher grades are associated with longer workout periods, going to the gym is a good way to relieve stress from your class’s workload, and research shows students who workout regularly are happier and in better moods.

The students with the benefits of physical activity/exercise to your career are going to have similar instructions as the last group. 4-5 examples of how physical activity can improve your work. These could be relieving stress, corporate gym memberships help with team building, and helps with staying in good shape for those with desk jobs who sit all day.

Lastly, the next students need to research the effects being overweight or obese has on your body as well as how it hurts social life (such as school and work). About 5

Teaching Cues:

.edu  
.org  
.net  
.gov  
Author  
Publishing date  
research

Modifications:

If there are 3 students in a group, they can split 3 of the topics up and work on the last one together. If there are 5 students in a group, 2 students can share a topic.

If a student gets done before everyone else in their group, instead of just sitting around they can help another member of their group finish their portion.

**S3 H1 GLO 9-12**

**OKLAHOMA ACADEMIC STANDARDS: Physical Education**

Source: <http://lessonplanspage.com/pecilifetimehealthandfitnessproject912-htm/>

facts will work, although some students may find way more than only 5 (which is totally cool).

(Instruction, 6 minutes)

II. Lesson Instructional Activities:

The students should spend almost the remainder of the class period researching their topics. Be available to them if they have questions regarding their topic or reliable sources.

Students should be recording their information and sources on a piece of paper or a Word document on the computer.

If a student gets done before everyone else in their group, instead of just sitting around they can help another member of their group finish their portion.

(15-20 minutes)

\* A second class period can be added to this lesson by requiring the groups to make a powerpoint presentation out of all the information about the 4 topics they found. They could share the powerpoints during class to see what everyone else came up with.

**Assessment:**

If adding the powerpoint to the lesson,:

1- Powerpoint was disorganized and unappealing to the eye. Vital information was left out of the powerpoint. Not all 4 topics were included. Students did not speak clearly when presenting and did not seem to know the information they researched. Group did not work cohesively to complete project.

2- Powerpoint was disorganized. Some information was left out. Not all 4 topics were included. Students knew some of the information of their topic while presenting to the class. Group did not work cohesively to complete the project.

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3- Powerpoint was mostly organized. Most of the important information was included in the powerpoint. All 4 topics were included. Students spoke clearly when presenting and knew most of the information about their topic. Group worked cohesively to complete project.

4- Powerpoint was organized and appealing to the eye. All information was included in the powerpoint. All 4 topics were included. Students spoke clearly when presenting to the class and were comfortable with the information they researched. Group worked cohesively to complete the project.

Group and individual assessments should be noted.

**Closure:**

Questions to ask the class at the end of the lesson:

In your opinion, why is it important to practice lifelong physical activity?

Do your parents or grandparents practice any lifelong activities?

If more adults participated in these activities, how would it benefit our community? (lower obesity rates)

When you get to college will you make physical activity and exercise a vital part of your life?

What about when you start a career?

Do you see how lifelong activities and physical activity can battle the negative effects obesity has on us? Do you see how much easier life would be?