

<p align="center"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> Students will be able to evaluate factors that may affect physical activity throughout life.</p> <p><u>Affective:</u> Students will build an understanding of lifelong activities to their personal lives.</p> <p><u>Psychomotor:</u> Students will use movement to engage their thought process while brainstorming.</p>	<p><u>Equipment & Technology Needed:</u></p> <p>Notebooks Pens/pencils White board</p>
<p><u>Academic Vocabulary:</u> exercise adherence, risk, physical activity, intrinsic/extrinsic motivation</p>	
<p><u>Introduction / Anticipatory Set:</u> Ask the students to define (or try to) “exercise adherence”. Exercise adherence refers to maintaining an exercise regimen for a prolonged period of time. We see far too often people starting an exercise regimen and then dropping out. 75% of the adult population drop out of exercise in 3 years 80% do not achieve desired weight goals Why do you think this is?</p> <p>Brainstorm with the students different factors that would negatively affect a physical activity regimen. Some examples may be: no motivation, accountability/support, income, time, facilities, injury. Write the examples on the board as a visual for the class.</p>	<p><u>Classroom Layout:</u> An open space such as a gym or cafeteria</p>
<p><u>Instant Activity:</u> Have the students turn to a partner and write down ways they could counter these factors. They need to find at least one example for each factor written on the whiteboard. Tell them to be creative and think outside of the box to find solutions.</p>	
<p><u>Lesson Focus</u></p> <p>I. <u>Lesson Procedures - Teaching the skill or concept activities</u></p> <p>Have a class discussion about the examples the students found countering the factors working against an exercise regimen. What are some of the interesting solutions the students came up with?</p> <p>When discussing motivation, inform the students on the two different kinds of motivation, intrinsic and extrinsic. Intrinsic motivation is where the individual wants to</p>	<p><u>Teaching Cues:</u></p> <p>Intrinsic Extrinsic Think outside the box</p>

exercise and live a healthy lifestyle because they WANT to. They WANT to better themselves and they do not need any outside motivation. External motivation is when an individual needs outside motivation such as a “cheat day” after a week of eating good. Or if I complete this workout in a certain amount of time, I can go buy that shirt I wanted last week. Both motivations work for different people. Allow other students to voice their opinions and solutions.

Accountability and support can also be tied to motivation. Many individuals will have more motivation to keep up with their regimen if they have support from their family and friends and if they have another person to participate in the lifestyle with them. Accountability could include having a friend who calls you and asks about your workouts, a husband or wife who only keeps healthy foods in the house, or bringing a friend to a new yoga class.

Income is an excuse that is used often when adults are having trouble with exercise adherence. A healthy lifestyle can be very expensive to keep up with. How do we combat this? Students may come up with solutions such as running outside is free, many parks have an “outdoor gym”, you don’t need much equipment to get a good workout, many gyms are as low as \$10 a month, many apartment complexes have a gym in their buildings, and trading out unhealthy eating options for more healthy ones.

Time is also a popular excuse. When individuals have families and careers, or going through college, exercise is often the last thing on their to-do list. How do we combat this? In college, it often helps students to have breaks in studying to run or do some sort of physical activity. They could stop by the university gym in between classes. For adults with careers and families, many gyms have childcare options. Maybe they could take their children on a run with them. There are home workout videos that could be done after the children are put into bed.

Injury can happen to anyone. Individuals with joint or bone issues would benefit mostly from a swimming pool. Many gyms or fitness facilities have access to swimming pools included in the membership price. Be sure to tell your students that if there is a major injury, no exercise should be done without your doctor’s approval.

Modifications:

There can be a group of three if there are an uneven number of students.

Can be done in a classroom setting. Students would stay stationary or move about the classroom practicing spacial awareness.

II. Lesson Instructional Activities:

What is a lifelong activity? Inform the student a lifelong activity is something that can be done now until they reach an advanced age.

For the next part of class you could have your students stay where they are seated, or grab a partner and walk laps around the gym/cafeteria. While the students are walking, have them come up with different lifelong activities. They should be able to come up with 7-10 examples. Some of these examples could include: golf, tennis, running, walking, swimming, cycling, yoga, pilates, weight lifting (to an extent), hiking, etc.

Bring the students back together to hear all of the ideas they came up with. Lifelong activities are very important for an individual's exercise adherence.

Assessment:

Visually gage if the students are participating in group discussion or engaged with their partner during brainstorming.

- 1- Not engaged, did not participate in any discussion.
- 2- Somewhat engaged, did not participate in most of the discussions.
- 3- Engaged during class, actively participated in class discussions.

Closure:

What is a lifelong activity?
Why are lifelong activities important for the older generations to participate in?
How do you feel about trying to add a regular exercise regimen into your future?
Why do some New Year's resolutions not last very long?
Are you more comfortable with combating this issues after today's lesson?