

**Subject Area:**

10th-12th Nutrition & Food Science

**Title:**

Choosing An Active Lifestyle

**Teacher:****School:****Lesson Objective(s) & Career Cluster:**

Achieve Texas Career Cluster: Human Services

Objectives: Students will:

- 1) Be able to explain why appropriate weight is not the same for everyone.
- 2) Describe smart ways to achieve and maintain appropriate body weight.
- 3) Explain how to develop and carry out a plan for physical activity.
- 4) Describe how physical activity helps promote fitness
- 5) identify the benefits of different types of physical activities
- 6) summarize ways to fit physical activity into your daily life.

**Activity:**

Focus: Ask students to think about and discuss the following:

- \*Who do you know that is very physically fit?
- \*What workout or exercise program does that person follow to maintain fitness?
- \*What do you do to stay physically fit?
- \*How can you make physical activity part of your everyday routine? (ex.-chores)
- \*What advantages are there to being physically fit?

Teach/Activity:

Small group activities:

1. Too Busy For Fitness? - a) Brainstorm excuses we come up with to not fit exercise in our lives. b) Brainstorm a "wish list" of activities they would enjoy doing and how to get started. c) Each group will come up with a "Top 5" list of the group's favorite activities. d) Each group will share the lists with the class and come up with a "Top 5" class list.
2. Lecture: \*What is physical fitness? \*Terms \*Benefits of physical fitness. \*Getting and staying fit. \*How active are you? (How much do you need?) \*Setting realistic goals, discuss management of plan...what if goals are too high?...too low? \*Choosing Physical Activities \*Being Safe and Keeping it up
3. Worksheet - Understanding Physical Fitness graphic organizer - includes: promotes-, components-. frequency options-; and benefits.

**Evaluation:**

Apply:

Personal Fitness Plan-each student will create a personal plan for fitness. As a part of this plan, students should develop a schedule and describe the types of activities in their personal fitness routine.

**Extension/Modification and/or Instructional Methodology:**

Close - Ask students to compare the role of physical activity in fitness with the role of healthful food choices in good nutrition. Discuss the relationship between these two components in healthy living.

(Prior lessons and knowledge- Healthy Choices about Weight - including body measurements, healthy weights, body mass index, genetics, pressure from society, MyPyramid, fad diets)

**SCAN Skills:**

For career study/research:

01. The student analyzes the effect of personal interest and aptitudes upon educational and career planning by matching interests and aptitudes to career opportunities

B. match interests and aptitudes to career opportunities.

02. The student knows how to locate, analyze, and apply career information. The student is expected to:

A. access career information using print and on-line resources to complete an educational and/or training plan for a career pathway.

**Cooperative Learning Ideas, TAAS, TEKS Competencies:**

§122.11. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Home Economics Foundations, High School.

122.42. Nutrition and Food Science

(15) Nutrition and food. The student analyzes basic nutrition needs and results of dietary practices. The student is expected to:

(18) Nutrition and food. The student determines career options related to nutrition, food science, and wellness. The student is expected to:

- (A) identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness; and
- (B) Describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

## 122.42. Nutrition and Food Science

### (C) Knowledge and skills.

(1) Principles of nutrition. The student utilizes information about the basic principles of nutrition to promote healthy food choices. The student is expected to:

(D) describe effects of nutritional intake on health, appearance, effective job performance, and personal life; and

(E) Explain the relationship of activity levels and calorie intake to health and wellness, including weight management.

(4) Nutritionally-balanced diets. The student analyzes nutritional adequacy of selected diets utilizing available technology.

The student is expected to:

(C) assess nutritional needs of persons at various activity levels

(F) utilize decision-making skills to improve eating habits, exercise, and management of optimum weight

(10) Career preparation. The student determines opportunities and preparation requirements for careers in nutrition and the food industry. The student is expected to

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the nutrition and the food industry

### **Team Project, Guest Speaker, or Field Trip:**

\*Guest Speaker Ideas: Personal Trainers, Nutritionist/Dietician/County Extension Agent-how they develop member's fitness plans and how they monitor their success, what plans they follow themselves, and how they keep them motivated.

\*Career Study-Research the following careers: personal trainers, nutritionist, dieticians

### **Resources:**

<http://www.academicinnovations.com/docs/txcc.pdf>

<http://www.tea.state.tx.us/cte/index.html>

<http://www.tea.state.tx.us/rules/tac/ch122.html#s12242>

Paper, pen/pencil, internet access, computer and projector, texts