



Project | SEARCH®


HealthMattersProgram.org



Lesson 2: What is Physical Activity?

(Refers to HealthMatters Lessons #2, #3, #4, and #32)

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

STEP THREE: Instructor Reflection

Appendices & Additional Resources

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| Unit 7: Health and Wellness Refer to Health Matters: Lessons #2,3,4, and 32. | Total Activities: 1 | Date and Location: <i>(Instructor should enter the date or time of year presented to the interns.)</i> |
| STEP ONE: Pre-Planning/Pre-Activities: | | |
| Implementation Time Frame: This lesson is best implemented the following week after the introduction to Health Matters (7.1.2a). This lesson contains foundational knowledge about physical activity: what it is, the benefits, and what is recommended by the CDC to gain the benefits of physical activity. | | |
| Notes to Instructor <ul style="list-style-type: none"> ● Address “Just Right Challenge”: Provide exercises and physical activity opportunities that align with the skills of your interns. Start simple and work toward more complex movement. This may also mean starting at a low intensity before scaling up to a higher level of intensity. ● Remember what your interns told you during the comfort zones activity last week. Use that information to guide how you can make Health Matters lessons fun, comfortable, and enjoyable for your interns. ● Reference the benefits and how physical activity will improve their performance at their job/internship. | | |
| Lesson Plan Summary: In this lesson interns will learn about physical activity, the intensity levels of activity and the benefits of physical activity. | | |
| Glossary: Physical Activity: Any body movement that works your muscles and uses more energy than you use when you're resting. (i.e., playing, working, active transportation, house chores and recreational activities) (WHO, 2020: https://www.who.int/dietphysicalactivity/pa/en/) Exercise: is a type of physical activity that's planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. (WHO, 2020: https://www.who.int/dietphysicalactivity/pa/en/) Intensity of Physical Activity: <i>CDC guidelines: Adults should engage in moderate intensity activity for 30 minutes each day for 5+ days a week. (total 150 minutes a week) AND At least 2 days a week of activities that strengthen muscles.</i> The talk test is a simple way to measure relative intensity. In general, if you're doing moderate-intensity activity, you can talk but not sing during the activity. If you're doing vigorous-intensity activity, you will not be able to say more than a few words without pausing for a breath. Moderate Intensity Examples-Walking briskly, mowing the lawn, dancing, swimming, bicycling. Vigorous Intensity Activity Examples: Race walking, jogging, or running, swimming laps, tennis (singles), aerobic dancing, bicycling 10 miles per hour or faster that may include hills, jumping rope, heavy gardening (continuous digging or hoeing), hiking uphill or with a heavy backpack (CDC, 2020: https://www.cdc.gov/physicalactivity/basics/measuring/index.html) | | |
| Prior to this training the instructor should complete the following: <ul style="list-style-type: none"> ● Discuss appropriate clothing and shoes to wear while participating in structured physical activity. <ul style="list-style-type: none"> ● See handout: Lesson #3 pg. 28 for “What to Wear” ● Remind interns to bring a change of clothes and self-care items (deodorant, body spray, hair tie, and etc.) so that they do not get their work clothes dirty. ● Prepare map for “walk your way” activity. See other materials for description of this map. Prepare the location: <ul style="list-style-type: none"> ● Ensure the AV is on site and working (Make sure your audio/speakers are working if you are using a YouTube video) <ul style="list-style-type: none"> ● Set up the room so that you have space for each of your interns to participate in the YouTube video (stretching, moving; think arms-length from peers and table/chairs) | | |

Who Should Present / Attend the Training? Why is it important for additional Project SEARCH team members to be present for this lesson and utilize this information?

Instructor:

- Present the lesson
- Schedule a department staff member to be the guest speaker.
- Prepare the training room with technology for video

Skills Trainers:

- Assist with set up of room to allow space for movement.
- Model exercises and participate with the interns.
- Provide insight into how you incorporate physical activity into your daily lives.




Department Staff:

- Host business fitness expert (if on site and accessible)

What you will need: Materials & Resources

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| <p>Handouts:</p> | <p><u>From the Health Matters Curriculum:</u></p> <ul style="list-style-type: none"> ● What to Wear (Lesson #3) ● What is physical activity? (Lesson #2) ● Aerobic Exercise Tips (Lesson #3) ● Good Things About Exercise (Lesson #4) ● Walking your Way back to Fitness Handout (Lesson #32) <p><u>Infographic:</u></p> <ul style="list-style-type: none"> ● Adult Move Your Way Infographic (Appendix A) |
| <p>Technology:</p> | <p><u>Videos from YouTube:</u> Walking for Health: https://youtu.be/EdwL9PK5WGo</p> |
| <p>Other materials needed for activities:</p> | <ul style="list-style-type: none"> ● Walk your way map: Print out a map of your employer building. Figure out a walking route of your choosing; this can be an inside route or even outside of the building. Once you've figured out the walking route, walk with a step tracker/health app to measure the distance you've traveled, or steps taken on this route. Highlight the route and make copies of the map for the interns for the activity. |

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| <p>Enduring Understandings</p> | <p>Link the benefits of physical activity to performance at internship/job.</p> <ul style="list-style-type: none"> ● Stamina: They will have the endurance to stay on their feet during a long shift at their job. ● Alertness: Physical activity helps the body release endorphins. They trigger positive feelings in the body and reduce pain. ● Strength ● Flexibility: This may help an intern work in different positions needed for a job. For example: bending over to pick up something off the ground, occasionally working close to the floor, or reaching overhead to reach something. ● Reduce Stress ● Improve Sleep ● Decrease joint pain and stiffness |
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| Mastery Objectives | | |
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| Knowledge  | Skills  | Check for Understanding / Evaluation |
| What will they know as a result of the training? | What will they be able to do because of the training? | What will the Instructor ask/do to determine interns' level of understanding? How can the intern demonstrate their level of understanding? |
| <ul style="list-style-type: none"> ● Interns will be able to identify the appropriate clothing and shoes for exercising. ● Interns will be able to define what physical activity is. ● Interns will be able to define different types of physical activity. ● Interns will be able to identify benefits of physical activity. | <ul style="list-style-type: none"> ● Interns will be able to demonstrate different levels of intensity physical activities. ● Interns will be able to demonstrate the ability to do the talk test while being active. | <ul style="list-style-type: none"> ● Interns will be able to recall the CDC recommended amount of moderate intensity physical activity for adults. ● Interns will be able to identify how different exercises will benefits those in different internships. |
| Boundary Spanning  | <p>This would be a great opportunity to reach out to your host business employee wellness department to see if there is a professional/expert that can lead your interns through some exercises. A community partner/instructor from a local gym/YMCA would be a great resource as well.</p> <p>Some businesses even have step challenges for employees, providing them incentives such as discounts on their health insurance benefits if they meet the challenge.</p> <p>Boundary spanning plays an important role in achieving successful Project SEARCH outcomes. Each program is made up of partners from different organizations with unique roles, backgrounds, knowledge, resources, and connections. The instructor can span existing internal and external boundaries of these organizations to collaborate most efficiently and effectively. The primary task of boundary spanning is to integrate the work and resources of multiple fields/organizations/groups/people to best meet the needs of the program and the interns. Boundary spanners are systems thinkers that understand the needs of the program and interns. They reach across typical boundaries to search for information, exchange and translate knowledge, build relationships, coordinate efforts, and facilitate cooperation.</p> <p>Project SEARCH is a business focused and each program follows the policies, procedures, and guidelines of the host business. Use your connections inside the host business to tap into the diverse expertise and perspectives of all partners and other community resources to identify:</p> <ul style="list-style-type: none"> ● What diverse departments at my host business could enrich this lesson with speakers, knowledge, and resources? ● What info and learning opportunities is the host business offering employees (current and new) and clients/customers? (ex: orientation, classes for existing employees, online modules) | |

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| | <ul style="list-style-type: none"> • What are other intern groups in the organization doing? (ex: If you are in a setting that has multiple intern groups, has there already been training made and expectations set for other intern groups?) • What are other Project SEARCH programs doing? (ex: Ask your national program specialist about what like-organizations are doing and consider what other Project SEARCH programs are doing via PS Let's Chat.) • What do our local partner organization have to offer that would add meaning to this objective? • What similar lessons can you draw from? (ex: What similar lessons have you taught in PS or other transition programming that can be applied to this?) <p>Think about the objective of this lesson. How could you span boundaries to improve the impact and meaning of this lesson? How can you tap into the various expertise, resources, and contacts at your host business and within your other partner organizations? Write your thoughts here...</p> |
| <p>Safe Space</p> | <p>Ensure the training environment is a safe space where interns can share information, challenges and successes. Recognize that interns have different levels of readiness. Some interns may not have the background necessary for the information presented.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. Provide safety rules, such as: exits, restrooms, alarms, where to gather if an alarm goes off, when breaks will be, take a break if you need one 2. Allow interns to move, fidget, stand, lean, and create accommodation to stay awake and focus 3. Explain commonly used acronyms and jargon. (refer to glossary) 4. Provide accessible activities for interns and modifications when necessary for participation. 5. Acknowledge everyone's opinions |
| <p>Differentiation Strategies</p> <p>Differentiation Video– It's Not as Hard as You Think"</p> <p>https://www.youtube.com/watch?v=h7-D3gi2IL8</p> | <ol style="list-style-type: none"> 1. After lunch walking group. 2. Early morning walking group 3. Create a step challenge: If your interns have smart phones, typically they will be able to track steps. 4. If walking is not engaging for your interns, try a guided YouTube video to get your interns moving. |
| <p>Citations and Sources</p> | <p>Health Matters Curriculum YouTube</p> |

STEP TWO: The Lesson Plan

Please customize these activities according to your Project SEARCH host site, its policies, vision, and core values. Use the Boundary Spanning to expand your connections and ideas. Please use and modify them based on the objective and the needs of your interns.

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| <p>Introduction</p> <p>VocFit Crosswalk: General: Listen and pays attention Communicates adequately Completes task accurately Follows directions Cognitive Comprehend, read instructions Communication Communicate face-to-face with others Speak clearly so others can understand Interpersonal Skills Monitor own body language Cooperate with others to accomplish work activities</p> | <p>Glossary</p> <p>Ensure the interns are familiar with glossary words connected with this lesson (see Page 2). Use Kahoot or similar app that might interest the interns. They should be able to explain the term and relate it to something in their department and/or host business. Interns could use a computer/tablet to look up the definitions and act out the word for the class. Another idea is to use a game such as Apples to Apples for these glossary terms.</p> <p>Please incorporate any glossary terms utilized at your host business that would enhance the lesson plan and make this objective more meaningful for the interns.</p> |
| <p>Time: 5-10 minutes Opening/ Connect to Purpose</p> | <p>Review: SMART goals and the purpose of Health Matters. Review “what to wear” handout that interns should have reviewed on their own.</p> <p>Introduce: The focus of this lesson to be physical activity. Survey your interns to see how active they are in their daily routine. What do they do to stay active? How often are they active?</p> |
| <p>Activity 1 – What is physical activity?</p> | |
| <p>Time: 1 hour</p> <p>VocFit Crosswalk: General Listens and pays attention Makes eye contact Follows direction Works at an appropriate rate Follows rules and regulations</p> | <p>In large group, discuss the following handouts:</p> <ul style="list-style-type: none"> ● What is physical activity? ● Aerobic Exercise Tips ● Good Things About Exercise <p>Discuss:</p> <ul style="list-style-type: none"> ● Walking your Way back to Fitness Handout <p>Show: Walking for Health: https://youtu.be/EdwL9PK5WGo</p> |

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| <p>Physical Stand Bend the body Twist the body Work low to the ground (e.g., crouch, stoop, kneel)</p> <p>Interpersonal Work with a co-worker in a group or team Listen actively Ask clarifying questions</p> | <p>Distribute:</p> <ul style="list-style-type: none"> Walk your way map <p>Walking your Way Map Activity:</p> <ul style="list-style-type: none"> Have the interns follow the “Walk your way” map, lead the way if necessary. When you have finished walking the route as a group, have your interns rate the route as EASY, MODERATE, or DIFFICULT. On the back of each intern’s map, have your interns write the date and their rating for 1 lap. <p>Reflect:</p> <ul style="list-style-type: none"> When can you use this walking route throughout the day? Lunchtime, before the day starts, end of the day, break time, etc. <p>How can you make this route more challenging? Pick up the pace of walking, walk more than 1 lap of the route, carry a weighted item while walking, etc.</p> <p>Optional Activity (if you have more time) Choose a movement YouTube video to complete as a group: *Remember you can view already saved playlists of videos on YouTube at this link: https://www.youtube.com/channel/UC4Z1evog-CN1WUjdHeNRvoQ/playlists?view_as=public</p> <p>Pick one and get moving!</p> <ul style="list-style-type: none"> Yoga Zumba Strength-building Stretching |
| <p>Time: 5 minutes Closing</p> | <p>Review benefits of physical activity. (refer to good things about exercise handout and enduring understanding section)</p> <p>Thinking questions:</p> <ul style="list-style-type: none"> How can participating in physical activity help the interns at their job? What benefits are they hoping to get from engaging in more physical activity? |
| <p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p> | |
| <p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p> | <ol style="list-style-type: none"> Knowledge / Remembering <ol style="list-style-type: none"> What is physical activity? How much physical activity is recommended per week for adults? Comprehension / Understanding <ol style="list-style-type: none"> What are things you do every day that are considered physical activity? Applying <ol style="list-style-type: none"> What parts of your internships could be considered physical activity? Analyzing <ol style="list-style-type: none"> How much physical activity do you get each week? Evaluating |

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| | <ul style="list-style-type: none"> a. Do you get enough physical activity each week? b. What could you be doing differently to meet the recommendation? c. How does being physical active make you feel? <p>6. Creating</p> <ul style="list-style-type: none"> a. Create short exercise plans. |
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| <p>STEP THREE: Instructor Reflection</p> <p>What did you learn in the process of presenting this lesson?</p> | |
| Moving on from this Training | <ol style="list-style-type: none"> 1. Explore the kinds of physical activity your interns enjoy. 2. Create ways to be active during the workday. 3. Do any of your interns have a physical activity goal they set for themselves? What are they doing to meet that goal? 4. Vision boards: Have each intern create a visual vision board to represent their goals, tips, and strategies, to use as a reminder and boost to work toward those goals. |
| Intern Reflection on the Lesson | <ol style="list-style-type: none"> 1. What did I do well during this lesson? 2. What could I do better next time? 3. How can I use what I learned? 4. What was the most important thing I learned? |
| Instructor Reflection on the Lesson | <ol style="list-style-type: none"> 1. Did all the interns understand the material? 2. Will they be able to use it in their department and in their day-to-day life? 3. Did the lesson take less or more time than was planned? 4. What should be added to the lesson to make it more meaningful? 5. Do they understand how this information relates to the overall goal of competitive integrated employment? 6. Were there any surprises in the comments, questions or training that would impact this lesson in the future? 7. What could I do differently to improve this lesson? 8. If something went well, please add your comments in PS let's chat on the Project SEARCH page. |

Training Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.



You know you need physical activity to stay healthy.
But did you know it can help you feel better right away?



Boost your mood



Sharpen your focus



Reduce your stress



Improve your sleep

So get more active — and start feeling better today.

How much activity do I need?

Moderate-intensity aerobic activity

Anything that gets your heart beating faster counts.



AND



Tight on time this week? **Start with just 5 minutes.** It all adds up!

Or get the same benefits in half the time. If you step it up to **vigorous-intensity aerobic activity**, aim for at least **75 minutes** a week.

Is it moderate or vigorous? Use the “talk test” to find out.

When you're being active, just try talking:

- If you're breathing hard but can still have a conversation easily, it's **moderate-intensity activity**
- If you can only say a few words before you have to take a breath, it's **vigorous-intensity activity**

What counts?

Whatever gets you moving!



Even things you have to do anyway



Even things that don't feel like exercise

You can get more active.

No matter who you are, where you live, on your own, or together. You can find a way that works for you.



And over time, physical activity can help you live a longer, healthier life.

- ✓ Lower your risk of diseases like type 2 diabetes and some cancers
- ✓ Control your blood pressure
- ✓ Stay at a healthy weight

So take the first step. Get a little more active each day. **Move your way.**

Find tips to get moving and build a weekly activity plan.
health.gov/MoveYourWay/Activity-Planner

