



Physical Activity Survey



Using the list of physical activities below, list two physical activities you have tried, two physical activities you might like to try, and two physical activities that you have never considered trying. Include your reason for trying, wanting to try, or for never wanting to try.

A. PHYSICAL ACTIVITIES I HAVE TRIED		MY REASON WHY
1.	→	
2.	→	
B. PHYSICAL ACTIVITIES I MIGHT TRY		MY REASON WHY
1.	→	
2.	→	
C. PHYSICAL ACTIVITIES I WOULD NEVER TRY (if any)		MY REASON WHY
1.	→	
2.	→	

© List of Physical Activities ©		
Jogging/Running	Basketball	Softball/Baseball
Gymnastics	Martial Arts	Rock Climbing
Jumping Rope	Biking	Walking
Snowboarding	Swimming	Volleyball
Aerobic Dance	Weight Training	Football (Flag/Regular)
Step Dance	Soccer	Wrestling
Dance	Tennis	Ultimate Frisbee
Skiing (Cross country/ Downhill)	Golf	Hiking
Kickboxing	Skateboarding	Other
Hockey	Inline/Roller/Ice skating	



Activity Challenge #1
CHALLENGE THE MYTH

NAME _____ CLASS _____ DUE DATE _____

My Activity Challenge Goal:

- I will try a physical activity I usually don't do or have never tried during the next week.

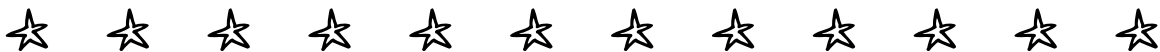
What to do:

1. The physical activity I will try:

2. Do I have a myth about this physical activity?

Yes: _____

No



Goal check:

© Did you meet your Activity Challenge goal?

Yes **GREAT JOB!**

No **KEEP ON TRYING!**





THE FITT RECIPE



YOUR INGREDIENTS TO AN ACTIVE LIFESTYLE

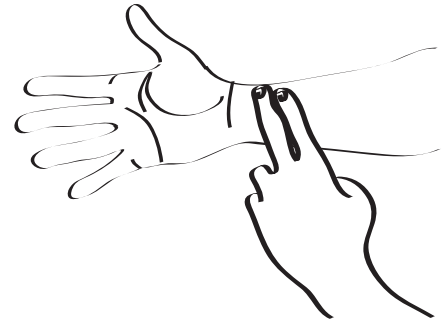
	Ingredient	Definition	What it's About
F	Frequency	Frequency means how many times you do an activity.	Students your age should be participating in: <ul style="list-style-type: none">• Moderate intensity activity five or more days a week, and/or• Vigorous intensity activity three or more days a week.
I	Intensity	Intensity refers to how hard a person exercises during a physical activity period.	<ul style="list-style-type: none">• Aerobic intensity is measured by monitoring the heart rate.• The Target Heart Rate is 60–85% of your maximum heart rate.• When doing moderate intensity physical activities your heart rate should be at the lower end.• When doing vigorous intensity physical activities your heart rate will be at the higher end.
T	Time	Time means how long you actually do an activity, or the duration of the activity.	Students your age should be participating in: <ul style="list-style-type: none">• 30 minutes of moderate intensity activity five or more days a week, and/or• 20 minutes of vigorous intensity activity three or more times a week.
T	Type	The benefits you gain from doing a physical activity are specific to the type of activity being done (aerobic, strength, flexibility).	In order to make your heart stronger you must exercise that “specific” muscle by doing aerobic activities like jogging, biking, swimming, etc. These generally involve moving the whole body.

FITT Recipe Ingredient: Intensity

Monitoring your heart rate is a useful technique for determining the intensity level of a physical activity.

STEP ONE

Find your radial pulse at your wrist. Use the index and middle finger to find your pulse at your wrist below your thumb side with palm side up. (Do not use your thumb since it has its own pulse.)



STEP TWO

Count the number of beats for six seconds and add a zero. (For example, if the number of beats was seven, your heart rate is 70.)

STEP THREE

Determine your target heart rate using the chart below. The target heart rate is the range that you should keep your heart rate at during physical activity.

TARGET HEART RATE		
Target Heart Rate for 12-15 year olds		
Age	60%	85%
12	125	177
13	124	176
14	124	175
15	123	175

MODERATE ACTIVITY RECIPE CARD

Frequency: Five or more days a week

Intensity: Target Heart rate within 60-85% of maximum heart rate (Moderate is in the lower range.)

Time:

- 30 minutes or more each day
- you can also fit in 10 minutes or more at a time to accumulate 30 minutes of moderate intensity activity throughout the day

Type: Aerobic activities

AND/OR

VIGOROUS ACTIVITY RECIPE CARD

Frequency: Three or more days a week

Intensity: Target Heart rate within 60-85% of maximum heart rate (Vigorous is in the upper range.)

Time: 20 minutes or more each day

Type: Aerobic activities



4E

The Daily News

Thursday

Ask the TRAINER

Dear Personal Trainer #1

Question: I just turned 16 and want to get a job. If I do, I will not have time to be physically active. What are some physically active jobs that I can look for?

FITT Recipe Ingredient: _____

Possible Solutions:

Dear Personal Trainer #2

Question: I don't know if I am working hard enough while I am exercising. How do I tell if I am working hard enough?

FITT Recipe Ingredient: _____

Possible Solutions:

Dear Personal Trainer #3

Question: My mom walks three miles two days a week. Is she getting enough physical activity? What else should she do?

FITT Recipe Ingredient: _____

Possible Solutions:

Dear Personal Trainer #4

Question: I get bored at home and want to do some physical activities at home. How many minutes should I do physical activities and what should I do?

FITT Recipe Ingredient: _____

Possible Solutions:

Dear Personal Trainer #5

Question: I just moved to town and would like to know what activities I can do in the community and that are near the school. I like to do vigorous activities. What suggestions do you have for me?

FITT Recipe Ingredient: _____

Possible Solutions:

Dear Personal Trainer #6

Question: I am working on my Physical Activity and My Family Girl/Boy Scout Badge. I need to plan activities that my family can participate in and would like to know how many days and how long I should plan activities to do.

FITT Recipe Ingredient: _____

Possible Solutions:



Activity Challenge #2

MY FITT RECIPE FOR A FITT WEEK

NAME _____ CLASS _____ DUE DATE _____

My Activity Challenge Goal: I will plan what physical activities I will do over the next week, using the FITT recipe, and then track my progress using the chart below.

DIRECTIONS: List the aerobic physical activities that you plan on doing this coming week and the number of days you plan on doing each activity. Next, complete the FITT ingredient for each activity to record your progress during the coming week. Do a heart rate check immediately after completing the activity and record your heart rate under intensity. Circle the check mark to show you did it on that day. Answer the question at the end of the week. **Remember!** You should do at least five days of moderate activities and/or three days of vigorous activities in a week.

ACTIVITY <i>The physical activities I plan on doing this week are:</i>	F							I <i>Intensity Heart Rate</i>	T <i>Time Number of minutes I did this activity.</i>	T <i>Type (Aerobic)</i>
	MON	TUES	WED	THUR	FRI	SAT	SUN			
EXAMPLE: <i>Riding my bike</i>	✓	✓		✓				70	15 minutes	A
										E
										R
										O
										B
										I
										C

Goal Check:

- ☉ Did you meet the Healthy People 2010 recommendations for physical activity this week?
 • 20 minutes of vigorous activity three days last week? **YES** **NO**
 • 30 minutes of moderate activity five day last week? **YES** **NO**

Activity Challenge #3
BARRIER BUSTERS!

NAME _____ CLASS _____ DUE DATE _____

My Activity Challenge Goal:

- I will attempt to take 11,000 steps each day.
- I will record my steps for each day and identify barriers to getting more steps in my day.
- I will identify ways to break those barriers.

What to do:

1. Write down the day of the week.
2. Write down how many steps you think you will take each day (GOAL).
3. Record the number of steps from your pedometer each day (ACTUAL).
4. Write down the barriers that prevented you from making your daily step goal.
5. Write down a solution to overcome this barrier.

Day of the Week	Daily Step Goal	Actual Steps	Barrier to Meeting Your Step Goal	Barrier Buster! (Barrier Solution)
<i>Monday</i>	<i>11,000</i>	<i>8,000</i>	<i>Had to go home right away after school to babysit</i>	<i>Take my younger brother on a walk</i>

Goal Check:

☉ How many days did you reach 11,000 steps? _____



WHAT KEEPS ME FROM BEING ACTIVE?



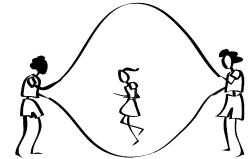
The following questions may help you identify what barriers exist to you being more physically active. Take the following quiz to determine your barriers. Write either **YES** or **NO** at the end of each question.

★ SOCIAL ★

1. Do you tell your friends and family about your physical activity interests? _____
2. Do you invite friends or family members to exercise with you? _____
3. Do you like to make new friends? _____
 - If you answered **YES** to the above questions you are ready to invite someone to be active with you!
 - If you answered **NO** to any of the these questions, you may have a Social Barrier.

★ SKILL ★

1. Are you afraid of getting hurt during physical activity? _____
2. Do you choose to not do certain activities because you do not know how to do them? _____
 - If you answered **NO** to the above questions, you are ready to take a class or ask someone to show you how to do something new!
 - If you answered **YES** to any of the above questions, you may have a Skill Barrier.



★ RESOURCES ★

1. Do you choose to not try new activities because of facilities or equipment costs? _____
2. Do you like activities that require expensive equipment or fees (such as snowboarding or golfing)? _____
 - If you answered **YES** to the above questions, you may have a Resources Barrier.
 - If you answered **NO** to any of the above questions, you are ready to do the activity of your choice!



★ OBLIGATIONS ★

1. Do you have to babysit during times when you could be active? _____
2. Do you have a lot of homework that interferes with your ability to be active? _____
3. Do your chores at home take time away from your physical activities? _____
 - If you answered **YES** to any of the above questions, you may have an Obligations Barrier.
 - If you answered **NO** to any of the above questions, you may already be negotiating for what you want to do!

★ What are your three biggest barriers to being physically active?

- 1.
- 2.
- 3.

NEGOTIATION AND COMMUNICATION SCENARIOS

On the back of this sheet or on a separate sheet read each scenario and come up with an assertive way of addressing the barrier.

1. John and Kurt want to join the football team, but both of their parents work until 5 PM everyday. Practice ends at 4 PM. To be on the team, John and Kurt need someone to take them home after practice. What can John and Kurt do?

2. Ashley wants to take ballet on Thursdays, but it interferes with her horseback riding. Her parents spend a lot of money on her riding lessons and think that it is the only sport for her. How can she convince them that ballet is also important?



3. Kayla likes going to the after school running club at the local community center and she would like her friend Mariah to go with her. Mariah has never run (for fun that is) and is afraid she won't fit in. How should Kayla ask Mariah to come with her?

4. Mitch plays on the baseball team and wants to play soccer on Saturdays with a rec league. It doesn't interfere with baseball practice or games, but his dad wants him to focus only on baseball. How can Mitch convince his dad?



5. Becca and Shayna want to try out for a step team at the high school for their freshman year. Both of their parents are worried that it will take too much time away from their school work since they practice four days a week and have competitions on the weekend. How can Becca and Shayna negotiate with their parents?

6. Tori wants to start walking around her neighborhood every night, but knows it is not safe to go alone. She would like her mom to go with her since both of them are not as active as they would like to be. How can Tori convince her mother to take a walk with her?

7. Create your own scenario and solution set.

TALK IT OUT AND GET ACTIVE!

NAME _____ CLASS _____ DUE DATE _____

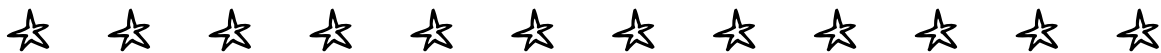
My Activity Challenge Goal for this week:

- I will do a physical activity that I want to do but may have trouble doing because of a barrier.
- The type of barrier I face in doing this physical activity is: _____
- I will try to break that barrier by using my new assertive communication skills to negotiate with someone else.

What to do:

1. **WHAT:** The physical activity I want to do is: _____
2. **WHO:** The person I will negotiate with so that I can do this physical activity is: _____
3. **WHERE:** I plan to do my activity at the following place: _____

4. **WHEN:** Day and time I plan to do this physical activity: _____



Goal check:

- YES** I negotiated assertively.
CONGRATULATIONS!
- NO** I didn't negotiate.
KEEP ON TRYING!



SAMPLE CLASSY MOVES

30-MINUTE RULE: Since concentration begins to decline after 30 minutes of mental activity, take a 3–5 minute break every 30 minutes for a *Classy Move*!

1. **Hot Seat:** Do ten chair squats at your desk. Begin to sit but the minute you feel the hot seat stand right back up.

2. **Music Break:** Play a favorite song and freestyle dance (or march in place, do the twist, or do a step-clap move).



3. **Raise the Roof:** Do ten overhead presses.

4. **The Swim:** Stand and do swimming motions like freestyle and backstroke with your arms.

5. **Off the Wall:** Do ten push-ups while standing against the wall.

6. **Tippy Toes:** Stand up on your toes and then down again ten times.

7. **Stand Like a Tree** (modified yoga): Stand on one leg and bend the other leg and put that foot near your knee against the standing leg. See how long you can stand.

CLASSY MOVES CRITERIA

- *Classy Moves* are 2–3 minute activity breaks that get your heart beating faster.
- *Classy Moves* can be done easily in the classroom or inside your house. *Classy Moves* do not require a lot of space.
- Do a *Classy Move* after sitting for 30 minutes at one time, especially when studying or working in class.
- *Classy Moves* help you to concentrate by pumping up your heart rate and getting your blood circulating.
- Music makes a *Classy Move* more fun!



NOTE: Ask your teachers before doing *Classy Moves* in classes.

Activity Challenge #5
TURNING IT AROUND

NAME _____ CLASS _____ DUE DATE _____

My Activity Challenge Goal:

- I will *Turn It Around* by making a sedentary activity from the **CHOOSE TO DO** category that I do everyday more physically active.



What To Do:

1. The sedentary activity that I will *Turn Around* is: _____

2. The *Turning It Around* strategy I will use is: _____

EXAMPLE: Whenever I talk on the phone next week, I will do chair squats and arm curls to *Turn It Around*.

Goal check:

☉ Did you reach your goal of *Turning It Around*?

YES GREAT JOB!

NO KEEP ON TRYING!

The following web sites provide information and promote physical activity. An example of a PSA campaign promoting physical activity is “VERB™ It’s what you do.” This campaign promotes positive activity among youth. Check out the VERB web site listed below.

- **VERB™** (www.verbnow.com)
- **Get Active/Stay Active!** (<http://www.getactivestayactive.com>)
- **Girl Power!** (<http://www.girlpower.gov>)
- **4 Girls Health** (<http://www.4girls.gov>)
- **BAM! Body and Mind™** (<http://www.bam.gov>)
- **Powerful Bones. Powerful Girls.**
(<http://www.cdc.gov/powerfulbones>)
- **President’s Council on Physical Fitness and Sports**
(<http://www.fitness.gov>)
- **Kids Running** (<http://www.kidsrunning.com>)
- **Women’s Sports Foundation/Go Girl**
(<http://www.womenssportsfoundation.org>)
- **Kids Health** (<http://www.kidshealth.org>)

These links provide useful information about physical activity in youth, though the TAAG Program does not endorse them.

PUBLIC SERVICE ANNOUNCEMENTS (PSAS)

PSAs:

- Provide important information to the public and give a suggested action.
- Use a slogan, title, or catchy phrase to get the attention of the reader, viewer, or listener.
- Reinforce healthy behaviors, provide action plans, or promote solutions for ideas or behaviors (for our class purposes, physical activity).

Types of Public Service Announcements

TYPE	LENGTH	HOW DOES IT LOOK?	EXAMPLES
TV Announcement	15–30 seconds	Written on paper. The announcer reads it.	“May is National PE and Sport Month.”
Radio Announcement	10–20 seconds	Written on paper. The announcer reads it over the radio.	“Did you know that the Surgeon General has determined that inactivity is hazardous to your health?”
Poster/T-shirt Design	1 or 2 short phrases with pictures	Uses eye-catching graphics and colors, large type and one idea.	“Sweat is Sweet!”
Newsletter Article	1–2 short paragraphs	Short written article in a section of the newsletter.	“Physical activity is not only fun, it’s good for you.”
Jingle or Rap (with or without a dance or movements)	4–8 lines	Structured like a poem or a song. May rhyme.	“The Healthy People 2010 Rap and Dance”
Video tape or Commercial	15 seconds to 1 minute	Actors role-play a scenario that describes the message of the PSA	“How to Make the FITT Recipe!”
Website Banner	1–2 sentences	Flashes across the computer screen on school website	“TAAG You’re IT and will get you FIT.”
Vehicle or Object Wrap	Picture/image or just a few words	Uses eye-catching graphics and colors, large type and one idea.	Message displayed on buses, cars or printed on cereal boxes like “Physical Activity Barrier Busters”
Song and/or Actions	develop song or a verse and/or chorus	Use a catchy tune and change the words	“MVPA” song to the tune of the Village People’s “YMCA” song
Bus Stop Sign or Bumper Sticker	Bold words and colors	Short, catchy message seen close up or as vehicle is in motion.	“Get Active, Stay Active”



Fit and Active: EveryBODY can be Active.

People of all ages, abilities, and types of body shapes can benefit from living a physically active lifestyle. EveryBODY can be physically active!

Fitting in Physical Activity

- The FITT recipe is an easy way to remember the four main exercise principles: **F**requency, **I**ntensity, **T**ime, and **T**ype.
- Healthy People 2010 physical activity recommendations for adolescents:
 - Moderate Physical Activity: 30 minutes five or more days a week AND/OR
 - Vigorous Physical Activity: 20 minutes three or more days a week
- Pedometers help track your steps — 11,000 a day!
- Fit in physical activity throughout the day (15 minutes here, 20 minutes there)

Breaking Down Barriers to Physical Activity

Young or old, in shape or not, there are always barriers to being physically active. Identifying and developing strategies to overcome common barriers (like lack of time or money, fear of injury, family obligations, homework, weather) is a key step in maintaining a physically active lifestyle.

Turning Sedentary Time into Active Time

- Turn around time spent doing activities like watching TV, playing video games, or talking on the phone into time spent doing fun physical activities.
- Watch no more than two hours per day of TV and playing computer games (a recommendation of The American Academy of Pediatrics).
- Taking physical activity breaks every 30 minutes while studying helps improve concentration.

Benefits of Physical Activity

Physical activity provides many mind (i.e., improves mood, helps concentration, increases motivation), body (i.e., increases strength, flexibility, the way you look), and social benefits (i.e., it's fun, a great way to spend time with family and friends).

Physical Activity is More Fun With A Buddy

Having a friend or family member as a physical activity buddy can help you increase your physical activity and have fun while doing it!

Physical Activity Goal Setting

Setting personal physical activity goals that are attainable (not too hard), specific (easy to see if you've done them), realistic (able to fit into your life), and positive (say what you will do), will help you develop and maintain a physically active lifestyle.



GETTING THE WORD OUT PSA



CLASS PERIOD _____

NAMES:

CHECK ONE BELOW:

- | | |
|---|--|
| <input type="checkbox"/> Announcement | <input type="checkbox"/> Radio message |
| <input type="checkbox"/> Poster | <input type="checkbox"/> TV message |
| <input type="checkbox"/> Newsletter article | <input type="checkbox"/> Editorial |
| <input type="checkbox"/> Video | <input type="checkbox"/> Bus stop sign |
| <input type="checkbox"/> Website banner | <input type="checkbox"/> vehicle sign |
| <input type="checkbox"/> Song, jingle, rap | <input type="checkbox"/> other: _____ |

Message/TAAG Key concept:

Physical Activity Solution / What You want People to Do:

Slogan/Title of PSA:

Location (Where will you display, announce, publish, or act out your PSA?):

