The Physical Activity Guidelines for Children and Adolescents

The Role of Schools, Families, and Communities in Promoting Youth Physical Activity

Your Name
Organization or Group
Date of Presentation
Presentation Objectives

- Identify the benefits of regular physical activity among youth
- Describe the key physical activity guidelines for children and adolescents
- Describe the roles of schools, families, and communities in promoting physical activity among children and adolescents
A Day in the Life of Colin: A 7-Year-Old Child

• Walks to and from school
• Jumps rope and does gymnastics in physical education class
• Plays on the playground during recess
• Does homework
• Watches television
• Plays soccer with family
• Plays video games
What Are the Benefits of Physical Activity?

- Promotes health and fitness
- Builds healthy bones and muscles\(^1\)
- Reduces the risk of developing obesity and risk factors for diseases such as type 2 diabetes and heart disease\(^1\)
- Reduces the symptoms of anxiety and depression\(^1\)
- Can positively affect concentration, memory, and classroom behavior\(^2\)

1. HHS. Physical Activity Guidelines Advisory Committee Report;2008
How Much Physical Activity Do Youth Need?

- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.
  - **Aerobic Activities**: Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Include vigorous-intensity physical activity at least 3 days per week.
  - **Muscle-strengthening Activities**: Include muscle-strengthening physical activity on at least 3 days of the week, as part of the 60 or more minutes.
  - **Bone-strengthening Activities**: Include bone-strengthening physical activity on at least 3 days of the week, as part of the 60 or more minutes.
- Activities should be age-appropriate, enjoyable, and offer variety.
What Does This Really Mean?

- At least 60 minutes every day
- Mostly aerobic
- Add variety and fun
# Examples of Physical Activities for Children and Adolescents

<table>
<thead>
<tr>
<th>Type of Physical Activity</th>
<th>Children</th>
<th>Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderate-intensity aerobic</strong></td>
<td>Hiking, bike riding, brisk walking</td>
<td>Baseball, yard work, hiking, brisk walking</td>
</tr>
<tr>
<td><strong>Vigorous-intensity aerobic</strong></td>
<td>Bike riding, jumping rope, running, soccer, basketball</td>
<td>Jumping rope, bike riding, karate, basketball, cross-country skiing</td>
</tr>
<tr>
<td><strong>Muscle-strengthening</strong></td>
<td>Modified push-ups, sit-ups, rope or tree climbing</td>
<td>Exercises with hand-held weights, push-ups, pull-ups, climbing wall</td>
</tr>
<tr>
<td><strong>Bone-strengthening</strong></td>
<td>Jumping rope, running, hopping, skipping, gymnastics</td>
<td>Jumping rope, running, sports like gymnastics, basketball</td>
</tr>
</tbody>
</table>
Meeting the Guidelines

Getting and Staying Active
How Physically Active Are High School Students?

* Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes/day during the 7 days before the survey.

## How Much Do 9- to 13-Year-Olds Participate in Physical Activity?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Organized Activity</th>
<th>Free-Time Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, non-Hispanic</td>
<td>24%</td>
<td>75%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26%</td>
<td>75%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>47%</td>
<td>79%</td>
</tr>
<tr>
<td>Total</td>
<td>39%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Meeting the Guidelines

• **Youth Who Don’t Meet the Guidelines**
  - Slowly increase activity in small steps
  - Participate in enjoyable activities

• **Youth Who Exceed the Guidelines**
  - Maintain activity level
  - Vary the kinds of activities to reduce the risk of injury

• **Youth Who Meet the Guidelines**
  - Continue being active on a daily basis
  - Work toward becoming more active
A Day in the Life of Colin

- Walks to and from school (20 minutes)
- Jumps rope and does gymnastics in physical education class (10 minutes each)
- Plays on the playground during recess (10 minutes)
- Does homework (20 minutes)
- Watches television (30 minutes)
- Plays soccer with family (20 minutes)
- Plays video games (30 minutes)

Total physical activity time = 60 minutes

- Vigorous-intensity aerobic activity: jumping rope
- Bone-strengthening activities: jumping rope, gymnastics
- Muscle-strengthening activities: gymnastics
Barriers to Meeting the Guidelines

- **Personal**
  - Attitude
  - Belief in ability to be physically active
- **Social**
  - Influence of their peers
  - Parental support
- **Environmental**
  - Safe locations to be active
  - Access to equipment
  - Financial costs of physical activities
  - Time
YOUTH PHYSICAL ACTIVITY
Youth Physical Activity

The Role of Schools
Comprehensive School-Based Physical Activity Program

Components include:
- Quality physical education
- Daily recess period
- Activity breaks throughout the day
- Intramural sports
- Interscholastic sports
- Walk- and bike-to-school programs
- Staff wellness and involvement
- Family and community participation

What is Quality Physical Education?

Quality physical education provides:

- Opportunity to learn
- Meaningful content
- Appropriate instruction
- Enjoyable experience for all students
- Meets the needs and interests of all students
- Keeps students active for most of class time

Policy Recommendation: Schools should require daily physical education for students in kindergarten through grade 12¹

- Elementary school = 150 minutes per week
- Secondary schools= 225 minutes per week

Recess

- Opportunity to participate in free-time physical activity and practice skills learned in physical education classes
- Enhances cooperation and negotiation skills
- Improves attentiveness, concentration, and time-on-task in the classroom

**Policy Recommendation:** Schools should provide at least 20 minutes of recess per day, in addition to physical education classes¹

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¹ National Association for Sport and Physical Education. Recess in Elementary Schools;2006.
Physical Activity Breaks

- Independent of physical education and recess
- Can enhance positive classroom behavior of students
- Incorporates activity in the classroom as part of planned lessons

Physical Activity Break Ideas: Ask students to identify and act out action words from a story through physical activity or take a walk outside as part of a science class.
Intramural Sports

• Can be offered before, during, and after school
• Provide students with a choice in activities
• Offer every student an equal opportunity to participate regardless of ability level
• Incorporate lifetime physical activities like walking, running, hiking, swimming, tennis, dancing, and bicycling
Interscholastic Sports

- Help establish cooperative and competitive skills\(^1\)
- Help students learn sport-specific and performance-based skills
- May be related to higher levels of overall physical activity\(^2\)
- Associated with improved mental health and reduction in some risky health behaviors\(^3\)-\(^4\)

Walk- and Bicycle-to-School Programs

Activity Recommendation: Schools should participate in International Walk to School Week and support ongoing walk and bike to school programs.

- Resources:
  - Safe Routes to Schools
  - Walking School Bus
  - KidsWalk Guide
Youth Physical Activity

The Role of Families
Set a Positive Example

• Lead an active lifestyle yourself
• Make family time an opportunity for physical activity
  ▪ Take a walk together after dinner
  ▪ Do housework or yard work together
  ▪ Walk the dog together
  ▪ Make use of low- or no-cost resources
    ♦ Public parks
    ♦ Community fields and courts
    ♦ Recreation areas
• Replace inactivity with activity whenever possible
  ▪ Example: walk or bike to school instead of riding in a car
Limit “Screen Time”

- The American Academy of Pediatrics recommends less than 2 hours of media time per day.
  - Television
  - Computer
  - Movies/DVDs
  - Video games
- Turn commercial breaks into activity breaks
- Turn off the television during mealtimes
- Do not use screen time as a reward or punishment
Encourage Physical Activity

- Expose children to a variety of physical activities
- Be positive about the physical activities in which your child decides to participate
- Encourage children to talk about their experience with physical activity
- Help your child get to and from practices and events
- Give your child toys that promote physical activity
- Encourage children to play outside instead of watching television or playing video games
- Make special events physical activity events
- Encourage your child to join a team or try a new physical activity with a friend.
Partner With Your Child’s School

• Learn about what physical activities are offered at your child’s school
• Talk to the principal or write a letter to the district superintendent if you think that there should be more physical education at your child’s school
• Encourage the school to implement a comprehensive physical activity program
• Become a member of the school health advisory board
• Help organize special events like walk-a-thons, dance-a-thons or bike-a-thons
• Volunteer to help with afterschool sports teams
Youth Physical Activity

The Role of Communities
How Communities Can Promote the Youth Physical Activity Guidelines

- Community-wide campaigns
- Enhance access to places to be physically active
- Involve multiple sectors of the community
Community-Wide Campaigns

• Include physical activity messages with activities
  ▪ Health fairs
  ▪ Walk/run events
  ▪ Physical activity counseling

• Distribute messages through television, newspapers, radio, and other media
  ▪ Encourage local media to feature stories about young people who have made physical activity a priority
Lexington, Kentucky, and the VERB™ Campaign

- Social marketing campaign promoted physical activity among “tweens” (youth aged 9–13 years)
- Coalition of local health, education and community based agencies adapted the CDC’s VERB™ campaign for their community
Improving Access to Places and Programs To Be Physically Active

- Implement “complete streets” policies
- Identify safe routes for walking and bicycling
- Build new places for physical activity or turn an abandoned or vacant lot into a park, multipurpose court, or playground
- Provide access to school gymnasiums, recreation fields, and playgrounds when school is not in session
Cross-Sector Collaboration

What Schools, Families, and Communities Can Do Together
Cross-Sector Collaboration

- Parks and recreation departments—provide access
- Law enforcement agencies—promote safety
- Urban planners—design features
- Transportation agencies—promote use, safety, and access
- Architects—design and construction
Working Together: Community Involvement In School-Based Physical Activity

• Support school-based physical activity
  - Join the school health advisory council
  - Donate equipment or money or encourage staff to volunteer time
  - Support Safe Routes to School programs
  - Offer afterschool physical activity programs
Working Together:
Joint-Use Agreements

• Share resources: athletic fields, playgrounds and fitness facilities with other community members

• Open school facilities to provide physical activity programs to students, families, school staff, and community members

• Seek funding from local businesses, community groups and health organizations for physical activity programs
Thank you!
Questions?

Be Active and Play, 60 minutes, every day!

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