

Youth Physical Activity Guidelines Toolkit

USER GUIDE



***Be Active and Play,
60 minutes, every day!***



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Adolescent and School Health
www.cdc.gov/HealthyYouth



Promoting Youth Physical Activity: User Guide For The *Youth Physical Activity Guidelines Toolkit*

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OVERVIEW

This User Guide provides an introduction to the Youth Physical Activity Guidelines Toolkit (called the Toolkit), describes the materials inside the Toolkit, and answers questions about how to use those materials to inform diverse audiences about the importance of youth physical activity.

Why promote youth physical activity?

Youth gain physical and mental health benefits when they participate in regular physical activity. However, many children and adolescents do not participate in physical activity for 60 minutes (1 hour) or more each day as recommended in the *2008 Physical Activity Guidelines for Americans*.¹ Schools, families, and communities can help youth be physically active and stay active throughout their lives.

What is the purpose of the Toolkit?

The Toolkit provides you with the resources, materials, and guidance necessary to inform other adults who work with and care for youth about the importance of regular physical activity, current physical activity guidelines, and how to encourage physical activity among youth. Toolkit materials highlight specific strategies that schools, families, and communities can use to support youth physical activity.

Who should use the Toolkit? (Primary audience)

The Toolkit should be used by community leaders who promote youth physical activity, including

- Physical education and health education teachers.
- Physical education coordinators at the school, district, and state education agency levels.
- Physical activity practitioners working in health or community-based organizations.

Who are the secondary audiences of the Toolkit?

The Toolkit's secondary audience includes individuals who are interested in learning about the *Physical Activity Guidelines* and how to encourage physical activity among youth, including

- School administrators.
- School board members.
- Community leaders.
- Families and caregivers.

¹ U.S. Department of Health and Human Services. (2008). *2008 Physical Activity Guidelines for Americans*. Washington, DC: Author. Retrieved from <http://www.health.gov/PAguidelines/guidelines/chapter3.aspx>.

How to reach specific audiences?

You can incorporate the information in the Toolkit into news releases, newsletter articles, letters, presentations, speeches, and other outreach materials. Many materials in the Toolkit can be updated and tailored to your community. You may want to add local statistics that help you make the case for youth physical activity in your area. Links and resources for locating local and state physical activity statistics are at <http://www.cdc.gov/HealthyYouth/YRBS/>.

DESCRIPTION OF TOOLKIT MATERIALS

The materials included in the Toolkit are described below, along with suggestions for use.

Promoting Physical Activity: User Guide for the Youth Physical Activity Guidelines Toolkit

This User Guide includes an overview of Toolkit materials and guidance for facilitators for the *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentations with optional introductory and final activities, suggestions for customizing the presentations, and a feedback form. In addition, the User Guide includes an e-mail template and a newsletter article template that you can customize and use to notify local, state, and national organizations and education agencies about the availability of the Toolkit.

2008 Physical Activity Guidelines for Americans, Chapter 3: Active Children and Adolescents

This document, published by the U.S. Department of Health and Human Services, describes the health benefits of regular physical activity; outlines the key guidelines for children and adolescents aged 6–17; describes typical patterns of physical activity among youth; provides guidance on frequency, intensity, duration, and types of physical activity; and describes ways that youth can meet or exceed the guidelines.

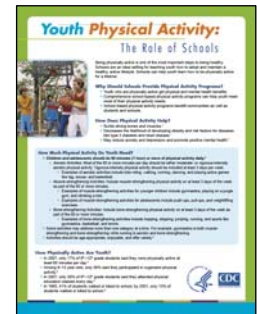
Example of use: Individuals could use this document to obtain additional background information on the guidelines and strategies for increasing youth physical activity levels.

Fact Sheets

Youth Physical Activity: The Role of Schools

This fact sheet reviews the benefits of youth physical activity, provides statistics on youth participation in physical activity, and emphasizes policy and environmental changes that support physical activity. It is easy to photocopy, send as an e-mail message attachment, or place in the body of an e-mail.

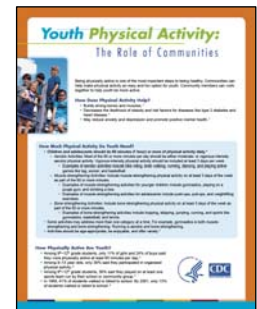
Example of use: Physical education teachers and coordinators could use this fact sheet as a handout at a school board meeting to educate board members on the need for physical activity and physical education in schools.



Youth Physical Activity: The Role of Communities

This fact sheet reviews the benefits of youth physical activity, provides statistics on youth participation in physical activity, and emphasizes how community organizations can support physical activity.

Example of use: Community organizations that promote physical activity for youth (such as the YMCA and Boys and Girls Clubs of America) could give this fact sheet to individuals who provide after-school or community-based physical activity programs to youth.



Youth Physical Activity: The Role of Families

This fact sheet reviews the benefits of youth physical activity, provides statistics on youth participation in physical activity, and offers suggestions for how families can support physical activity.

Examples of use: Physical education teachers, parent volunteers and advocates, and community organizations could use this fact as a handout at Parent’s Night or send it home as part of a school newsletter to encourage parents to increase their families’ level of physical activity.



PowerPoint® Presentations: Physical Activity Guidelines for Children and Adolescents

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

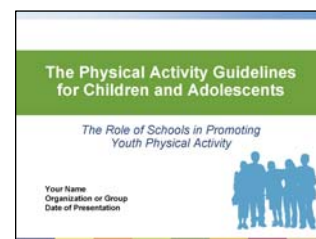
The Toolkit includes four PowerPoint® presentations. Three are designed for specific target audiences, and one is a combination presentation for audiences that have members from multiple sectors. You may use the PowerPoint® presentations with individuals who work with or care for youth in school, family, and community settings. Each presentation describes the benefits of regular physical activity for youth; outlines the key physical activity guidelines for children and adolescents; provides examples of age-appropriate activities; and provides strategies for schools, families, communities to support youth physical activity.

You may customize each of the PowerPoint® presentations depending on the needs, interests, and experience of the audience members as well as the purpose of the presentation. You may choose to combine slides from multiple presentations, delete slides, or customize slides using data or descriptive information that relates to your specific community and state. You may also use the presentations with or without the introductory or final activities, although it is suggested that they be used.

The PowerPoint® presentations include detailed facilitator notes (i.e., narrative). You may print a copy of the speaker notes to use when you give the presentation, as well as print out the handouts of the slides with spaces for note taking to be distributed to your audience. Directions for this are included on pages 39-40 of this User Guide.

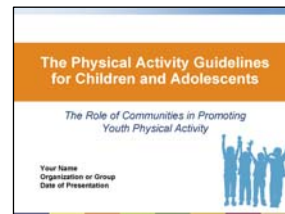
The Role of Schools in Promoting Youth Physical Activity

Examples of use: Physical education teachers could use *The Role of Schools in Promoting Youth Physical Activity* PowerPoint® presentation at a school board meeting to advocate for a comprehensive school-based physical activity program.



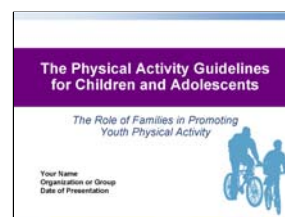
The Role of Communities in Promoting Youth Physical Activity

Examples of use: Physical activity advocates or coordinators from health departments could use *The Role of Communities in Promoting Youth Physical Activity PowerPoint®* presentation at a meeting of leaders of youth organizations (e.g., YMCA, Boys and Girls Clubs, Boy Scouts, Girl Scouts), local businesses, and local service clubs (e.g., Optimist International, Lion’s Club, Red Hat Society) in order to promote youth physical activity or at a city council meeting to advocate for safe and accessible bicycling and walking paths in the community.



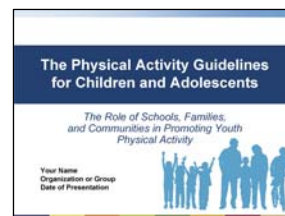
The Role of Families in Promoting Youth Physical Activity

Examples of use: Physical education teachers and physical activity coordinators from health departments could use *The Role of Families in Promoting Youth Physical Activity PowerPoint®* presentation at a Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) meeting to advocate for family and school staff participation in a district-wide 5K run-walk-roll event, as well as to advocate for comprehensive school-based physical activity programs.



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

Examples of use: This presentation combines slides from the other three sector-specific presentations and can be used for audiences that have members from multiple sectors. Physical education teachers and coordinators as well as physical activity coordinators could use *The Role of Schools, Communities, and Families in Promoting Youth Physical Activity PowerPoint®* presentation at a city council meeting to advocate for safe and accessible facilities for after-school and summer youth physical activity programs and events.



Poster

The poster "*Be Active and Play, 60 Minutes, Every Day!*" includes images of youth participating in a variety of physical activities.

Examples of use: Physical education teachers and coordinators, physical activity coordinators, parents, and community organizations can use the poster on bulletin boards at schools and workplaces, or at conferences, meetings, and events.



CD-ROM

This CD-ROM contains individual files for each of the Toolkit components. The video, *Active Children and Adolescents – The Physical Activity Guidelines in Action*, is available for download and use at: <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm>.



Video: *Active Children and Adolescents – The Physical Activity Guidelines in Action*

This short video provides “real life” examples of the *2008 Physical Activity Guidelines for Americans*. It provides an overview of the guidelines; shows youth of various ages engaging in a range of moderate- and vigorous-intensity aerobic activities, muscle-strengthening activities and bone-strengthening activities; and emphasizes the importance of family involvement in youth physical activity. The video is available for download and use at: <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm>.



Examples of use: Physical education teachers and coordinators can use this video as an introduction to *The Role of Schools in Promoting Youth Physical Activity* PowerPoint presentation. Pediatricians and other health care providers can play this video in waiting rooms to inform parents and other caregivers about the guidelines and how to support youth physical activity.

GUIDANCE FOR FACILITATORS FOR *PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN AND ADOLESCENTS* POWERPOINT® PRESENTATIONS

Introduction

This guidance offers step-by-step procedures to facilitate each of the four PowerPoint® presentations, including optional introductory and closing activities; printing handouts; and suggestions for customizing the PowerPoint® presentations for your audience. The PowerPoint® presentations are audience-specific for representatives of (1) *schools* (e.g., state or local education agencies and schools, including physical activity coordinators, teachers, coaches, staff, administrators, and after-school program staff); (2) *communities* (e.g., members of community organizations such as Boys and Girls Clubs, YMCA, faith-based groups, volunteer organizations such as the American Cancer Society, state or local health and physical activity professional organizations, parks and recreation departments, and local businesses); (3) *families* (e.g., family members of students in a school or district, members of Parent Teacher Associations, Parent Teacher Student Associations, and Booster Clubs); and (4) a combination of *schools, communities, and families*.

You may use the PowerPoint® presentations with individuals who work with or care for youth in school, community, and family settings. The slides you choose to include depend on the needs, interests, and experience of the audience members as well as the purpose of the presentation. You may use the presentations with or without the optional introductory or final activities, although it is suggested that they be used. You may also use the video, *Active Children and Adolescents – The Physical Activity Guidelines in Action*, as an introductory or final activity. You may print copies of the PowerPoint® slides with lines for notes to give as handouts for participants. Directions for this are included on page 39. Use slides in a sequence that is most appropriate for the purpose and audience of your presentation. Suggestions for customizing the presentations for specific audiences are given below. In each of the four presentations, the narrative section of selected slides has a ‘**Note to Facilitator**’ and provides suggestions to customize the specific slide.

Objectives

The objectives of the PowerPoint® presentation for each of four audiences are given below, followed by the objectives for the optional introductory activity and two optional final activities.

1. *Schools*

Following *The Role of Schools in Promoting Youth Physical Activity* PowerPoint® presentation, participants will be able to

- a. Identify the benefits of regular physical activity for children and adolescents.
- b. Describe the key physical activity guidelines for children and adolescents.
- c. Describe the role of *schools* in promoting physical activity among children and adolescents.

2. *Communities*

Following *The Role of Communities in Promoting Youth Physical Activity* PowerPoint® presentation, participants will be able to

- a. Identify the benefits of regular physical activity for children and adolescents.

- b. Describe the key physical activity guidelines for children and adolescents.
- c. Describe the role of *communities* in promoting physical activity among children and adolescents.

3. *Families*

Following *The Role of Families in Promoting Youth Physical Activity* PowerPoint® presentation PowerPoint® presentation, participants will be able to

- a. Identify the benefits of regular physical activity for children and adolescents.
- b. Describe the key physical activity guidelines for children and adolescents.
- c. Describe the role of *families* in promoting physical activity among children and adolescents.

4. *Schools, Communities, and Families*

Following the *Role of Schools, Communities, and Families in Promoting Youth Physical Activity* PowerPoint® presentation, participants will be able to

- a. Identify the benefits of regular physical activity for children and adolescents.
- b. Describe the key physical activity guidelines for children and adolescents.
- c. Describe the role of *schools, communities, and families* in promoting physical activity among children and adolescents.

Following the *Optional Introductory Activity*, participants will be able to

- a. Identify examples of physical activities practiced regularly by adults.
- b. Identify barriers to youth participation in physical activities.
- c. Describe the variety of physical activities that can be modeled by adults for children and adolescents.

Following the *Optional Final Activity #1*, participants will be able to:

- a. Describe personal reactions to working in teams and independently to reach a common goal.
- b. Identify at least one advantage of working with other people to promote physical activity among youth.
- c. Determine that promoting physical activity among children and adolescents is a team effort.

Following the *Optional Final Activity #2*, participants will be able to:

- a. Identify steps that encourage collaboration among groups to promote physical activity for children and adolescents.

Estimated Time

- *Physical Activity Guidelines for Children and Adolescents*
PowerPoint® Presentation (select from one of the following) 30–45 minutes
 1. *The Role of Schools in Promoting Youth Physical Activity*
 2. *The Role of Communities in Promoting Youth Physical Activity*
 3. *The Role of Families in Promoting Youth Physical Activity*
 4. *The Role of Schools, Communities, and Families in Promoting Youth Physical Activity*

- Optional Introductory Activity—Physical Activity MOVES 10–15 minutes
- Optional Final Activities
 1. *ACTIVE* Sudoku: Working As A Team and On Your Own 25–30 minutes
 2. Promoting Physical Activity for Children & Adolescents: Next Steps 25–30 minutes

Materials

- Handout: *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentation² slides with lines for note taking (see page 39 for printing instructions)
- Computer with LCD projector
- *2008 Physical Activity Guidelines: Chapter 3: Active Children and Adolescents*
- *Feedback Form* (see page 37)
- Fact Sheets
 - *Youth Physical Activity: The Role of Schools*
 - *Youth Physical Activity: The Role of Families*
 - *Youth Physical Activity: The Role of Communities*
- Poster (“Be Active and Play, 60 Minutes, Every Day!”)
- Optional Introductory Activity (see page 16)
 - Handout: *Physical Activity MOVES*
 - Pens or pencils
 - Whiteboard, blackboard. or paper with easel
 - Markers or chalk
- Optional Final Activity #1: *ACTIVE Sudoku: Working As A Team and On Your Own* (see page 20)
 - Handout: How to Solve an ACTIVE Sudoku Puzzle
 - Handout: *ACTIVE Sudoku #1* and solution—Teams
 - Handout: *ACTIVE Sudoku #1* and solution—On Your Own
 - Handout: *ACTIVE Sudoku #2* and solution—Teams
 - Handout: *ACTIVE Sudoku #2* and solution—On Your Own
 - Handout: *ACTIVE Sudoku* Discussion Questions
- Optional Final Activity #2: *Promoting Physical Activity for Children and Adolescents: Next Steps* (see page 34)
 - Pens or pencils
 - Whiteboard, blackboard, or paper with easel
 - Markers or chalk
- Video (“Active Children and Adolescents – *The Physical Activity Guidelines in Action*”)

Preparation

For the presentation:

- **Print** the following handouts to provide one copy for each participant:
 - *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentation slides with lines for note taking. (For help with printing, go to page 39.)
 - *Feedback Form* (see page 37)

² For selected audience: (1) schools, (2) communities, (3) families, and (4) schools, communities, and families.

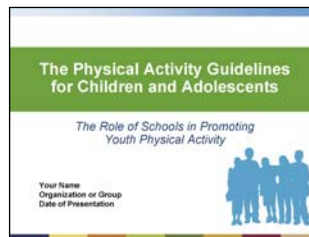
- Fact sheets (*Schools, Families, and/or Communities*)
- *2008 Physical Activity Guidelines for Americans, Chapter 3: Active Children and Adolescents*
- **Print** one copy of the *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentation slides with speaker notes for you to review and use during the presentation. (For help with printing, go to page 39.)
- **Review** the *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentation slides and become familiar with the procedures for the optional introductory and final activities.
- **Review** the *2008 Physical Activity Guidelines for Americans, Chapter 3: Active Children and Adolescents* document.
- **Display** the poster at entrance to meeting room.
- **Set up** the computer and LCD projector and insert CD-ROM. **Choose** the *Physical Activity Guidelines for Children and Adolescents* PowerPoint® presentation file for the selected audience.
- For *Optional Introductory Activity: Physical Activity MOVES*, see page 16.
- For *Optional Final Activity #1: ACTIVE Sudoku: Working as a Team and On Your Own*, see page 20.
- For *Optional Final Activity #2: Promoting Physical Activity for Children and Adolescents: Next Steps*, see page 34.



Suggestions for Customizing PowerPoint® Presentations

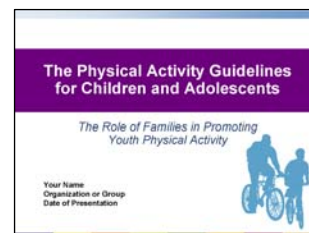
Schools

- Slide #1 (title slide): Insert your name, school district, the name of your organization or group you represent, and the date of presentation in the text box. You can also remove this text box.
- Slide #3: You may change the child's name and/or activities (replace with similar level of physical activity) that are familiar and appropriate for your audience.
- Slide #16: You may enter your state or city's Youth Risk Behavior Survey data.³
- Slides #19–21: If you changed the child's name in slide #3, enter that name on these slides or create your own "Day in the Life of..." slides.
- Slide #22–23: You may change the child's name and/or activities that are familiar and appropriate for your audience (replace with similar level of physical activity) or create your own "Day in the Life of..." slides.
- Slide #32: You may want to enter the state and/or school district requirement for minutes of physical education per week to compare with the recommendation on the slide.
- Slide #33: You may want to enter the state and/or school district requirement for the number of minutes of recess per day for elementary schools students to compare with the recommendation on the slide.
- Slide #35: You may want to include the types of intramural sports that are offered locally in your school or district.
- Slide #39: Add your own local resources for walk- and bicycle-to-school programs, if available. In addition, see reports at:
http://www.activelivingresearch.org/files/ALR_Brief_ActiveTransport.pdf
http://www.childtrends.org/Files/Child_Trends-2009_05_01_RB_PhysicalInactivity.pdf
- Slide #40: Add your ideas for joint-use agreements to promote youth physical activity and cross-sector collaboration.
- Add a slide (following slide #16): Enter local data on the fitness of students from the results of your school, district, or state *Fitnessgram*, the Physical Fitness Test from the President's Challenge, the Health Fitness Test from the President's Challenge, the Youth Fitness Test from the YMCA, or any other fitness test.



Families

- Slide #1 (title slide): Insert your name, school district, the name of your organization or group you represent, and the date of presentation in the text box. You can also remove this text box.
- Slide #3: You may change the child's name and/or activities that are familiar and appropriate for your audience (replace with similar level of physical activity) or create your own "Day in the Life of..." slides.
- Slide #15: You may enter your state or city's Youth Risk Behavior Survey data.

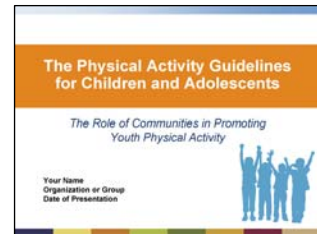


³ For YRBS data in your state or locality, go to: <http://www.cdc.gov/HealthyYouth/YRBS/>. Click on Youth Online (under Comprehensive Results) and view by location and health topic (physical activity).

- Slides #18–20: If you changed the child’s name in slide #3, enter that name on these slides or create your own “Day in the Life of…” slides.
- Slide #21–22: You may change the child’s name and/or activities (replace with similar level of physical activity) that are familiar and appropriate for your audience.
- Slide #30: Add programs and activities offered by your school or district for families to partner with their child’s school.

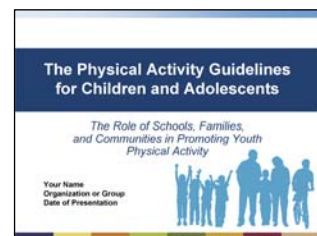
Communities

- Slide #1 (title slide): Insert your name, school district, the name of your organization or group you represent, and the date of presentation in the text box. You can also remove this text box.
- Slide #3: You may change the child’s name and/or activities (replace with similar level of physical activity) that are familiar and appropriate for your audience.
- Slide #16: You may enter your state or city’s Youth Risk Behavior Survey data.
- Slides #19–21: If you changed the child’s name in slide #3, enter that name on these slides.
- Slide #22–23: You may change the child’s name and/or activities that are familiar and appropriate for your audience (replace with similar level of physical activity) or create your own “Day in the Life of…” slides.
- Slides #28–30: If your community offers community-wide campaigns, you may want to prepare similar slides that describe your efforts.
- Slide #33: You may add other cross-sector collaboration examples that apply to your community.
- Add a slide (following slide #16): Enter local data on the fitness of students from the results of your school, district, or state *Fitnessgram*, the Physical Fitness Test from the President’s Challenge, the Health Fitness Test from the President’s Challenge, the Youth Fitness Test from the YMCA, or any other fitness test.



Schools, Families, and Communities

- Slide #1 (title slide): Insert your name, school district, the name of your organization or group you represent, and the date of presentation in the text box. You can also remove this text box.
- Slide #3: You may change the child’s name and/or activities (replace with similar level of physical activity) that are familiar and appropriate for your audience.
- Slide #9: You may enter your state or city’s Youth Risk Behavior Survey data..
- Slide #12: If you changed the child’s name in slide #3, enter that name on this slide.
- Slide #17: You may want to enter the state and/or school district requirement for minutes of physical education per week to compare with the recommendation on the slide.
- Slide #18: You may want to enter the state and/or school district requirement for the number of minutes of recess per day to compare with the recommendation on the slide.



- Slide #20: You may want to include the types of intramural sports that are offered locally in your school or district.
- Slide #22: You may want to add your own local resources for walk- and bicycle-to-school programs, if available.
- You may want to include additional slides that offer examples of programs offered in your school, district, or community.

Step-by-Step Procedures for Delivering the Presentation

1. **Introduce** and **conduct** the optional introductory activity, *Physical Activity MOVES* (see page 16).
 2. **Distribute** to participants and **refer** them to the handout of slides that accompanies *The Physical Activity Guidelines for Children and Adolescents PowerPoint®* presentation selected by audience.
 3. **Introduce, show, and narrate** your customized *Physical Activity Guidelines for Children and Adolescents, PowerPoint®* presentation.
 4. **Ask** participants if they have any questions.
 - **Distribute** the fact sheet (*Schools, Families, or Communities*) that is appropriate for the audience.
 - **Alert** the participants to the poster, “Be Active and Play, 60 Minutes, Every Day!” on display.
 - **Explain** to participants that all of the Toolkit materials are available online at <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm>.
 5. **Introduce** and **conduct** the optional final activities, *Optional Final Activity #1: ACTIVE Sudoku: Working as a Team and On Your Own* (see page 20) and/or *Optional Final Activity #2: Promoting Physical Activity for Children and Adolescents: Next Steps* (see page 34).
- Thank** participants for attending and **ask** participants to **complete** and **submit** the *Feedback Form* (see page 37).

Optional Introductory Activity:

Physical Activity MOVES

Objectives

Following completion of the activity, participants will be able to

- Identify examples of physical activities practiced regularly by adults.
- Identify barriers to youth participation in physical activities.
- Recognize the variety of physical activities that can be modeled by adults for children and adolescents.

Estimated Time

10–15 minutes

Materials

- Handout: *Physical Activity MOVES* (see page 19).
- Pens or pencils.
- White or blackboard or paper on easel.
- Markers or chalk.

Preparation

- Make one copy of the *Physical Activity MOVES* handout for each participant.
- Provide one pen or pencil for each participant.
- On whiteboard, blackboard, or paper on easel, draw a vertical line the length of the board or paper. Label the left column “Barriers”; label the right column “Opportunities”

Procedure

1. **Welcome** participants to the presentation on the Physical Activity Guidelines for Children and Adolescents.
2. **Introduce** yourself.
3. **Distribute** one *Physical Activity MOVES* handout to each participant, along with a pen or pencil.

4. **Tell** participants that they are going to learn about what physical activities are performed regularly⁴ by other members of the audience and what they perceive to be barriers that affect youth (children and adolescents) participation in those activities.
5. **Give** participants the following details and instructions:
 - a. The activity is similar to BINGO, except no one will call out letters and numbers. In this activity, you will locate an individual (in this room) who regularly performs an activity named in a square on your *Physical Activity MOVES* handout and then have that individual sign his or her name in the corresponding square.
 - b. As an example, introduce yourself to another participant and ask if he or she “regularly walks a dog?” If yes, then ask that person to sign on the line in the corresponding square. Meet as many people as you can and fill a line (horizontally, vertically, or diagonally). You can only use each participant once, including yourself. The center square is free.
 - c. When you have completed a line that spells MOVES (horizontally, vertically, or diagonally), then *raise your hand*, and say “MOVES.”
6. **Tell** participants to get started and MOVE!
7. Once a participant has completed at least one horizontal, vertical, or diagonal line on the MOVES card and raises his or her hand, **ask** everyone to sit down.
8. **Ask** the participant (who raised hand) to read off the completed squares with the activity and the name of the person who signed the line. (**Transcribe** the list of activities on the board or easel paper.) **Ask** participants to stand up as their names are read.
9. **Ask** for other participants who have four squares of a MOVES line completed. Have them present their lists and ask the named individuals to stand (if they are not already standing).
10. **Acknowledge and discuss**, briefly, the similarities and/or variety of activities.
 - a. Adults need to recognize the potential barriers⁵ to youth physical activity.
 - b. Adults can advocate for physical activities (and physical activity opportunities) that are reasonable for youth to participate in their home, school, and community environments.
 - c. **Ask participants:** “What are the *barriers* to children and adolescents participating in physical activities?” **Record** the list of *barriers* in the corresponding column on the board or easel paper. If possible, link the *barriers* to activities on the MOVES card. For example, if safety at an after-school site is a *barrier*, perhaps adult supervision is needed. If finances prohibit purchase of roller-skates or rollerblades, perhaps a thrift

⁴ Regular physical activity is defined as a pattern of physical activity if regular activities are performed

- Most days of the week, preferably daily.
- 5 or more days of the week if moderate-intensity activities (in bouts of at least 10 minutes for a total of at least 30 minutes per day).
- 3 or more days of the week if vigorous-intensity activities (for at least 20–60 minutes per session).

It can be part of one's job and include activities such as walking, hauling, lifting, pushing, carpentry, shoveling, and packing boxes, or done before or after work or school, and on the weekends.

⁵ Barriers are the cost of participating in activity, lack of equipment, lack of space, safety, etc.

store may have some in youth sizes. A local sports store may donate basketballs to youth organizations or programs at schools.

11. **Ask** participants to identify *opportunities* to change those *barriers* for youth physical activity. **Record** the *opportunities* in the column corresponding to each of the barriers (on the board or easel paper). **Discuss** the *barriers* and *opportunities* listed; add others if time is available.
12. **Explain** that there are a variety of activities listed on the MOVES card and we all perform some form of physical activity, from doing laundry to walking the dog to riding a bicycle.
 - a. We perform some activities on a daily basis, some a few times a week, and others not at all. Some activities use more energy and strength to promote fitness and health.
 - b. Adults, children, and adolescents need to participate in regular physical activities.
 - c. Adults can serve as models to promote physical activity and other health behaviors for children in our communities. Adults can set good examples for children and adolescents as physical activity participants and advocates.
 - d. Individuals, families, schools, and communities can help all Americans achieve the health benefits of regular physical activity and make physical activity an integral part of community life.
 - e. Encourage your child to participate in a variety of activities that are age-appropriate and enjoyable.
13. **Ask** participants to think about what they can do as parents, teachers, school administrators, business owners, and as community leaders to promote physical activity among youth.
14. **Tell** participants, "During this presentation, you will become familiar with the new physical activity guidelines for children and adolescents and learn some practical suggestions for how to help youth be more physically active."
15. **Acknowledge** the participants and thank them all for participating. **Tell** them they have done a good job!

Physical Activity MOVES Handout

Directions: Find another person who “regularly” performs the activity in the square. Then ask that person to sign their name on the line in the square. Meet as many people as you can, and fill out a line (horizontally, vertically, or diagonally). You can only use each participant once, including yourself. Note: The center square is FREE. When you have filled in a complete line on this side, raise your hand and say “MOVES.”

| | M | O | V | E | S |
|---|--|--|---|---|--|
| M | Walks a dog _____ | Rides a bicycle _____ | Makes beds, cleans, vacuums _____ | Does salsa or ballroom dancing _____ | Uses stairs instead of elevator or escalator _____ |
| O | Sweeps, mops, or vacuums floor _____ | Does gardening, or rakes leaves or mows the lawn _____ | Plays softball, or baseball _____ | Plays soccer, basketball, volleyball _____ | Lifts weights _____ |
| V | Plays golf or tennis _____ | Does martial arts, tai chi, or karate _____ | FREE | Runs or jogs or wheels/rolls _____ | Plays active video or computer games _____ |
| E | Plays Frisbee _____ | Plays outside with children _____ | Does laundry _____ | Prepares meals _____ | Rollerblades or roller skates _____ |
| S | Drives a car or rides a bus or transit system _____ | Walks at lunch or on a break _____ | Shops for groceries _____ | Does yoga _____ | Swims or does water aerobics _____ |

OPTIONAL FINAL ACTIVITY #1

ACTIVE SUDOKU

Working as a Team and On Your Own

Objectives

Following completion of the activity, the participants will be able to do the following:

- Describe personal reactions to working both independently and in teams to reach a common goal.
- Identify at least one advantage of working with other people to promote physical activity among youth.
- Determine that promoting physical activity among children and adolescents is a team effort.

Estimated Time

25–30 minutes

Materials

- Handouts: Optional Final Activity #1
 - *How To Solve ACTIVE Sudoku Puzzles*
 - *ACTIVE Sudoku #1: Teams*
 - *ACTIVE Sudoku #1: On your own*
 - *ACTIVE Sudoku #2: Teams*
 - *ACTIVE Sudoku #2: On your own*
 - *Solution ACTIVE Sudoku #1: Teams*
 - *Solution ACTIVE Sudoku #1: On your own*
 - *Solution ACTIVE Sudoku #2: Teams*
 - *Solution ACTIVE Sudoku #2: On your own*
 - *ACTIVE Sudoku Discussion Questions*
- Pens or pencils.
- Timer.
- Whiteboard, blackboard, or paper with easel.
- Markers or chalk.

Preparation

- Make one copy for each participant of
 - *How To Solve ACTIVE Sudoku Puzzles*
 - *ACTIVE Sudoku Discussion Questions*
- Make one copy per Team of 4 participants of
 - *ACTIVE Sudoku #1: Teams*

- *Solution ACTIVE Sudoku #1: Teams*
- *ACTIVE Sudoku #2: Teams*
- *Solution ACTIVE Sudoku #2: Teams*
- Make one copy for each individual in teams of four participants of
 - *ACTIVE Sudoku #1: On your own*
 - *Solution ACTIVE Sudoku #1: On your own*
 - *ACTIVE Sudoku #2: On your own*
 - *Solution ACTIVE Sudoku #2: On your own*
- Distribute one pen or pencil to each participant.

Note: There are two rounds of ACTIVE Sudoku puzzle solving. During the first round, some teams will work together to solve a puzzle, while members of the other teams solve the puzzle individually. During the second round, teams solve another Sudoku puzzle, reversing the group and individual approaches. Each participant will complete a puzzle with a team as well as independently.

Procedure

1. **Distribute** one copy of the *How To Solve ACTIVE Sudoku Puzzles* handout to each participant. Pause while participants read the handout. **Review** the handout directions; **answer** any questions.
 - **Review the Challenge**
Fill the empty squares of the grid above using the letters A, C, T, I, V, and E. Each of the six letters should appear only once in
 - Each row (six horizontal squares from left to right).
 - Each column (six vertical squares from top to bottom).
 - Each block (the 2 x 3 rectangles surrounded by thick lines).
2. **Organize teams.** Form an even number of teams (2, 4, 6 ...) with each team comprised of two to five participants.
3. For Round 1,
 - a. **Distribute** the *ACTIVE Sudoku #1: Teams* handout to one half of the teams. Each team should receive one copy of the handout because team members are required to work together. Ask the teams to work jointly and solve the puzzle.
 - b. **Distribute** the *ACTIVE Sudoku #1: On your own* for independent solving to the remaining teams. Each team member should receive a personal copy of the handout to solve the puzzle *independently*. During the activity, ask team members not to talk to each other and solve the puzzle independently.
4. **Monitor** the activity. **Announce** a 3-minute time limit for solving the puzzle. At the end of this time, **call** time and **ask** everyone to stop solving the puzzle.
5. **Distribute** copies of the ***Solution ACTIVE Sudoku #1: Teams*** to one member of the respective team(s), and ***Solution ACTIVE Sudoku #1: On your own*** (to each individual in the corresponding team).
6. **Record** reactions. **Ask** each participant to write down a number from 1 to 5 to indicate his or her reaction to the puzzle-solving experience. **Explain** that “1” stands for a very negative reaction (including frustration or boredom) and “5” for a very positive reaction (including enthusiasm and a feeling of achievement).⁶
7. For Round 2,
 - a. **Identify** the teams that received the independent-solving handout during round 1.

⁶ Participants can write this number on a corner of the solution sheet or How To Solve ACTIVE Sudoku Puzzles sheet.

- b. **Distribute one copy of the *ACTIVE Sudoku #2: Teams*** to the team. Ask members of each team to work jointly and solve the problem.
- c. **Identify** the teams that received the team-solving handout during round 1.
- d. **Distribute** one handout to each member of these teams of ***ACTIVE Sudoku #2: On your own***. Explain that each team member should solve the puzzle *independently*.
8. **Monitor** the activity. As before, announce a 3-minute time limit for solving the puzzle. At the end of this time, and ask everyone to stop solving the puzzle.
9. **Distribute** copies of the respective ***Solutions ACTIVE Sudoku #2: Teams*** and ***ACTIVE Sudoku #2: On Your Own***.
10. **Record** reactions. As before, ask each participant to write down a number from 1 to 5 to indicate his or her reaction to the second puzzle solving experience (1= very negative reaction, 5 = very positive reaction).
11. **Distribute** the ***ACTIVE Sudoku Discussion Questions*** handout (see page 33) to all participants. **Ask** participants to remain with their last team, to discuss their responses to the questions. After approximately 5 minutes, **ask** for one representative of each team to report their team's responses.
12. **Use** the **Facilitator Discussion Questions (below)** to facilitate a group discussion of the teams' responses. Ask the following questions and encourage participants to discuss openly.

Facilitator Discussion Questions:

1. How was your reaction to working on your own different from your reaction to working in a team?
2. Why do you think people have different reactions to working alone versus working in a team?
3. Why would some people prefer teamwork compared to independent work? Why would others have the opposite preference?
4. What are the advantages of teamwork? What are the advantages of independent work?
5. In promoting physical activity for children and youth, would you prefer to use teamwork? Independent work? Why? Whom would you involve in a team in addition to children and youth? (Other parent or family member, neighbor, teacher, after school program leader, other)
6. What could you do as a team to promote physical activity for children and youth? (Recall the examples given in the PowerPoint presentation for schools, families, and communities).

How to Solve an *ACTIVE* Sudoku Puzzle

You have probably seen Sudoku puzzles in newspapers, magazines, books, and Web sites. For this Sudoku puzzle, we will use 6 x 6 grids. Here is a mini-Sudoku puzzle. Notice that this 6 x 6 grid is divided into six rectangular 2 x 3 blocks. Some of the squares already contain letters (A, C, T, I, V, E). Work with those letters already given as a guide, complete the diagram with the missing letters that will lead to the correct solution. Look on the next page for the solution to this puzzle.

The Challenge

Fill the empty squares of the grid above using the letters **A**, **C**, **T**, **I**, **V**, and **E**. Each of the six letters should appear only once in

- Each row (six horizontal squares from left to right).
- Each column (six vertical squares from top to bottom).
- Each block (the 2 x 3 rectangles surrounded by thick lines).

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| E | | I | | V | C |
| | V | | I | T | |
| T | I | | V | | A |
| V | | A | | I | T |
| | A | T | | E | |
| C | E | | T | | I |

Solution: How to Solve an *ACTIVE* Sudoku Puzzle

Check the solution below. Verify that each row, column, and block contains the letters A, C, T, I, V, and E once and only once.

| | | | | | |
|---|---|---|---|---|---|
| E | T | I | A | V | C |
| A | V | C | I | T | E |
| T | I | E | V | C | A |
| V | C | A | E | I | T |
| I | A | T | C | E | V |
| C | E | V | T | A | I |

#1 *ACTIVE* Sudoku: Solve in Teams

Directions: Work with the other members of your team to solve the puzzle.

The Challenge

Fill the empty squares of the grid above using the letters **A**, **C**, **T**, **I**, **V**, and **E**. Each of the six letters should appear only once in

- Each row (six horizontal squares from left to right).
- Each column (six vertical squares from top to bottom).
- Each block (the 2 x 3 rectangles surrounded by thick lines).

| | | | | | |
|---|---|---|---|---|---|
| V | T | | I | | |
| I | | | | C | T |
| T | A | | C | E | I |
| E | C | I | | T | V |
| A | V | | | | C |
| | | E | | V | A |

Solution: #1 *ACTIVE* Sudoku: Solve in Teams

Check the solution below. Verify that each row, column, and block contains the letters A, C, T, I, V, and E once and only once.

| | | | | | |
|---|---|---|---|---|---|
| V | T | C | I | A | E |
| I | E | A | V | C | T |
| T | A | V | C | E | I |
| E | C | I | A | T | V |
| A | V | T | E | I | C |
| C | I | E | T | V | A |

#1 *ACTIVE* Sudoku: Solve On Your Own

Directions: Solve this puzzle by yourself. Do not talk to anyone else.

The Challenge

Fill the empty squares of the grid above using the letters **A**, **C**, **T**, **I**, **V**, and **E**. Each of the six letters should appear only once in

- Each row (six horizontal squares from left to right).
- Each column (six vertical squares from top to bottom).
- Each block (the 2 x 3 rectangles surrounded by thick lines).

| | | | | | |
|---|---|---|---|---|---|
| | | | I | T | A |
| I | A | | V | E | |
| A | | | T | C | E |
| T | E | C | | | I |
| | T | A | | I | V |
| C | V | I | | | |

Solution: #1 ACTIVE Sudoku: Solve On Your Own

Check the solution below. Verify that each row, column, and block contains the letters A, C, T, I, V, and E once and only once.

| | | | | | |
|---|---|---|---|---|---|
| V | C | E | I | T | A |
| I | A | T | V | E | C |
| A | I | V | T | C | E |
| T | E | C | A | V | I |
| E | T | A | C | I | V |
| C | V | I | E | A | T |

#2 *ACTIVE* Sudoku: Solve in Teams

Directions: Work with the other members of your team to solve the puzzle.

The Challenge

Fill the empty squares of the grid above using the letters **A**, **C**, **T**, **I**, **V**, and **E**. Each of the six letters should appear only once in

- Each row (six horizontal squares from left to right).
- Each column (six vertical squares from top to bottom).
- Each block (the 2 x 3 rectangles surrounded by thick lines).

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| E | | | A | | |
| C | T | | | V | |
| | | | | T | A |
| T | A | | | | |
| | C | | | I | E |
| | | I | | | C |

Solution: #2 ACTIVE Sudoku: Solve in Teams

Check the solution below. Verify that each row, column, and block contains the letters A, C, T, I, V, and E once and only once.

| | | | | | |
|---|---|---|---|---|---|
| E | I | V | A | C | T |
| C | T | A | E | V | I |
| I | V | E | C | T | A |
| T | A | C | I | E | V |
| A | C | T | V | I | E |
| V | E | I | T | A | C |

#2 *ACTIVE* Sudoku: Solve On Your Own

Directions: Solve this puzzle by yourself. Do not talk to anyone else.

The Challenge

Fill the empty squares of the grid above using the letters **A**, **C**, **T**, **I**, **V**, and **E**. Each of the six letters should appear only once in

- Each row (six horizontal squares from left to right).
- Each column (six vertical squares from top to bottom).
- Each block (the 2 x 3 rectangles surrounded by thick lines).

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| C | | | I | | V |
| | V | | C | | |
| | A | | | C | |
| | E | | | A | |
| | | E | | V | |
| A | | V | | | T |

Solution: #2 *ACTIVE* Sudoku: Solve On Your Own

Check the solution below. Verify that each row, column, and block contains the letters A, C, T, I, V, and E once and only once.

| | | | | | |
|---|---|---|---|---|---|
| C | T | A | I | E | V |
| E | V | I | C | T | A |
| I | A | V | T | C | E |
| T | E | C | V | A | I |
| V | I | E | A | V | C |
| A | C | V | E | I | T |

***ACTIVE* Sudoku Discussion Questions**

Directions: In your team, reflect on your personal reactions (1–5) to the individual and team-solving activities. Then, discuss those reactions with your team, related to each of the following questions. Select one person in your team to speak on your team’s behalf in a whole group discussion.

1. How was your reaction to working on your own different from your reaction to working in a team?
2. Why do you think people have different reactions to working on your own versus working in a team?
3. Why would some people prefer teamwork to independent work? Why would others have the opposite preference?
4. What are the advantages of teamwork? What are the advantages of independent work?
5. In promoting physical activity for children and youth, would you prefer to use teamwork or independent work? Why? Who might you want to involve in that team (other parents or family members, neighbors, teachers, school staff, after-school program leaders, others)?
6. What could you do as a team to promote physical activity for children and youth? (Recall the examples given in the PowerPoint® presentation for schools, families, and communities).

OPTIONAL FINAL ACTIVITY #2

Promoting Physical Activity for Children and Adolescents: Next Steps

Objectives

Following completion of the activity, the participants will be able to do the following:
Identify cooperative steps to promote physical activity among children and adolescents.

Estimated Time

20–30 minutes

Materials

- *Optional Final Activity #2: Promoting Physical Activity for Children and Adolescents: Next Steps* handout (page 34).
- Pens or pencils.
- Whiteboard, blackboard, or paper with easel.
- Markers.

Preparation

- Make one copy of *Optional Final Activity #2: Promoting Physical Activity for Children and Adolescents: Next Steps* handout for each team.
- Distribute a pen or pencil for each team.
- If needed, set up easel with paper.
- Markers.

Note: *If participants have come to this presentation in teams, encourage them to work in those teams. However, if participants come individually, group them with others who have like-jobs, work in the same school district or community, or other organized groups with a cross-section of representatives (e.g., school, family, community).*

Procedure

1. If time permits to implement this activity, **ask** participants to remain in their teams to identify their next steps for promoting physical activity for children and adolescents in their community or state.
2. Distribute one copy of the ***Promoting Physical Activity for Children and Adolescents: Next Steps*** handout (and pen or pencil, if needed) to each team. **Ask** for one member on each team to record their team's answers on the form, and one member to serve as spokesperson for the team.
3. **Ask** participants (in teams) to identify one activity to promote physical activity among youth that they could implement cooperatively with other physical activity advocates in their local

community or state. Then, on the Next Steps form, ask them to complete the list of items that includes:

- a. A **cooperative activity**⁷ that will promote physical activity for youth that could be implemented with other physical activity advocates in their local community or state.
 - b. **Names** of individuals who could be involved in the cooperative activity.
 - c. **Representation** of those individuals (e.g., family, name of school or district, community organization or agency).
 - d. A **timeline** (start date and approximate completion), and name of volunteer to assume leadership (**lead**).
4. Once each team has completed one activity on their Next Steps form, ask each team to share their actions with the entire group.
 - a. **Record** the actions from each team on the board or paper.
 - b. **Discuss** whether there are actions that members of other teams would be willing to work cooperatively.
 - c. **Transcribe** the teams' decisions. **Ask** participants to share contact information to follow through on their Next Steps. Then, **encourage** them to initiate the first step.

⁷ Examples of cooperative activities might be to coordinate a walking school bus to your local elementary school, to write a proposal to a funder to purchase equipment for an after-school physical activity program, and to coordinate a neighborhood "clean up" project for youth to help individuals who are ill, physically or financially challenged to clean up their yards (e.g., remove trash, mow lawn, clean garden).

OPTIONAL FINAL ACTIVITY #2: Promoting Physical Activity for Children and Adolescents: Next Steps Handout

| Action or Activity: | | |
|----------------------------|--|--|
| Timeline | | |
| Start date: | End date: | |
| Name | Representation <i>(family, school or district, community organization or agency)</i> | Contact information <i>(phone, e-mail)</i> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Lead(s): | | Contact information <i>(phone, e-mail)</i> |
| | | |
| | | |
| | | |

Feedback Form

| | | | | |
|---|---------------|----------------------------------|---|----------------------------------|
| Which audience best describes who you represent at this meeting? (circle one) | Family | School or School District | Community agency or organization | Other (specify): _____ |
|---|---------------|----------------------------------|---|----------------------------------|

Directions: Circle the one best response for each of the following statements.

| HOW HELPFUL WAS THE PRESENTATION IN: | Very helpful | Helpful | Don't know | Not helpful | Not helpful at all |
|---|-----------------------|----------------|-------------------|--------------------|---------------------------|
| 1. Identifying the benefits of regular physical activity for children and adolescents. | 5 | 4 | 3 | 2 | 1 |
| 2. Describing the key <i>Physical Activity Guidelines</i> for children and adolescents. | 5 | 4 | 3 | 2 | 1 |
| 3. Describing the role of schools, communities, and families in promoting physical activity among children and adolescents. | 5 | 4 | 3 | 2 | 1 |
| GENERAL QUESTIONS | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 4. The PowerPoint® slide presentation was engaging and informative. | 5 | 4 | 3 | 2 | 1 |
| 5. The Physical Activity Guidelines for children and adolescents were clearly presented. | 5 | 4 | 3 | 2 | 1 |
| 6. The handouts for the PowerPoint® slide presentation are informative and useful. | 5 | 4 | 3 | 2 | 1 |
| 7. The fact sheets(s) are practical and useful. | 5 | 4 | 3 | 2 | 1 |
| 8. There was enough time to practice and complete the activities. | 5 | 4 | 3 | 2 | 1 |
| 9. The presenter was knowledgeable, organized, flexible, and informative. | 5 | 4 | 3 | 2 | 1 |
| 10. Overall, the quality of the presentation was good | 5 | 4 | 3 | 2 | 1 |

11. In your opinion, what part of this presentation was most valuable? _____

12. In your opinion, what part of this presentation was least valuable _____

13. Other comments: _____

Guide for Printing Slides and Handouts for Physical Activity Guidelines for Children and Adolescents PowerPoint® Presentations

To open the PowerPoint® slides and print them as handouts with a smaller version of each slide and presenter notes on each page or as handouts with 3 to 6 slides per page and lines for note-taking, or to convert PowerPoint® slides into transparencies, follow the instructions on page 38.


Opening a PowerPoint® presentation from www.cdc.gov

1. Go to <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm> .
2. Double-click on “The Physical Activity Guidelines for Children and Adolescents” PowerPoint® presentation.
3. Right click on the PowerPoint® and save it to your computer.
4. Double-click on the PowerPoint® presentation you want to open.

Note: PowerPoint® files are labeled with this icon: 

Opening a PowerPoint® presentation from a CD-ROM

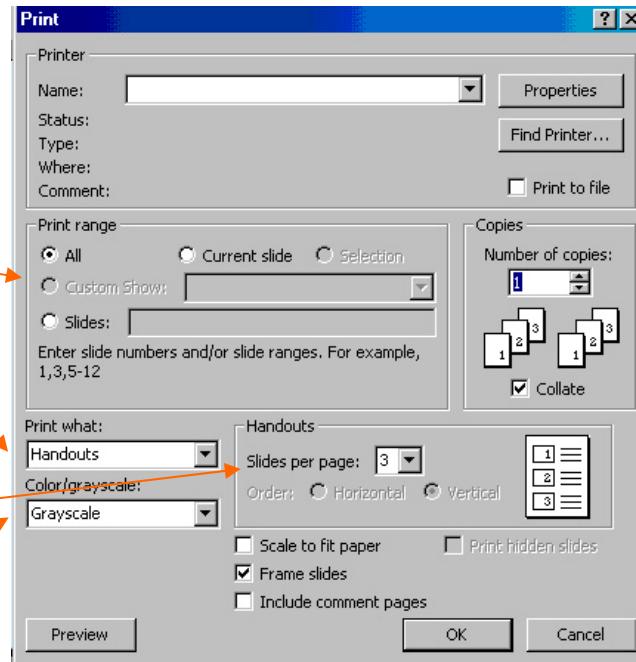
1. Insert the CD into the CD drive.
2. Double-click on “My Computer.”
3. Double-click on the CD disk drive (usually D: or E :).
4. Double-click on the PowerPoint® presentation you want to open.

Note: PowerPoint® files are labeled with this icon: 

Printing Handouts From A PowerPoint® Presentation

Sometimes it is helpful to print handouts of a PowerPoint® presentation to allow the audience to have a hard copy of the presentation for note taking.

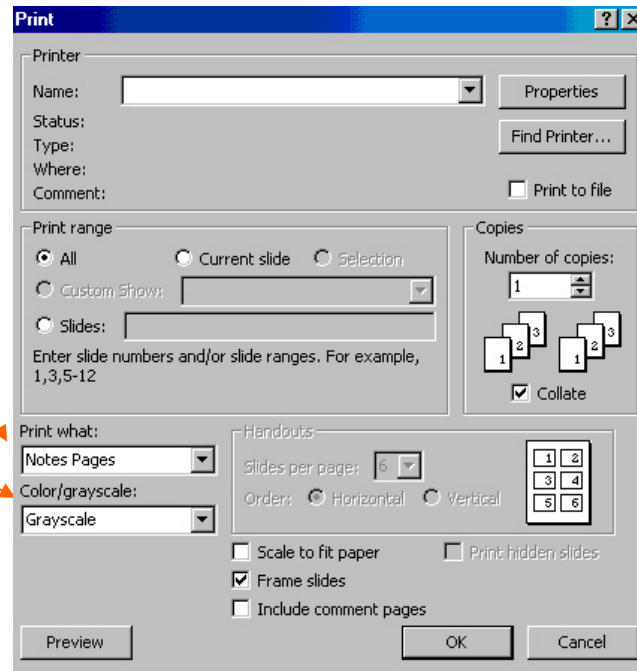
1. Open the PowerPoint® presentation you want to make into handouts. Click the File button and select “Print.” The screen at right will appear.
2. Make sure “All” is selected here to print all the slides.
3. For handouts, select “Handouts” from the dropdown menu located here.
4. You can select 1, 2, 3, 4, 6, or 9 slides per page. The layout is previewed here. If you select 3 slides per page, the handouts will have lines printed out for the audience to take notes.
5. Select grayscale to print in “pure black and white.”
6. You can preview your handouts by clicking “Preview” or press “OK” to print.



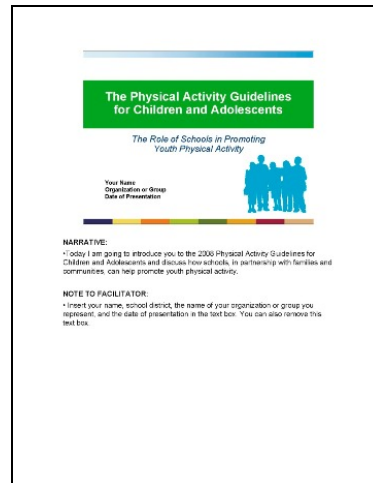
Printing Notes Pages From A PowerPoint® Presentation

In order to view notes that correspond to each slide, you can print notes pages. These notes can help when giving a presentation.

1. Open the PowerPoint® presentation you want to make into notes pages. Click the File button and select "Print." The screen at right will appear.
2. Select "Notes Pages" from the dropdown menu here and then press "OK."
3. Select grayscale to print in "pure black and white."

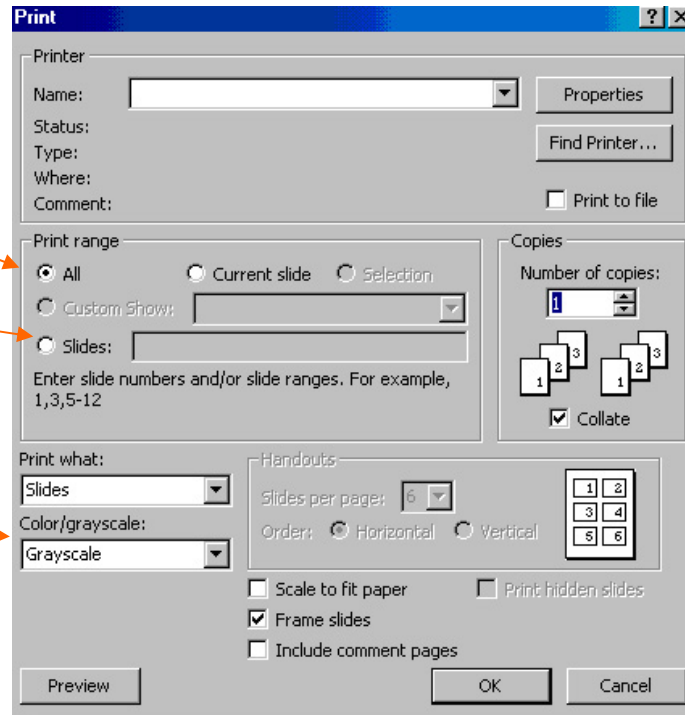


4. The finished product will look like the illustration at right. Each slide will be on its own page with the corresponding notes underneath



Converting PowerPoint® Presentation Slides Into Overheads

1. Open the PowerPoint® presentation you want to make into overheads. Click the File button and select “Print.” The screen at right will appear.
2. To print every slide, select “All.” If you want to print selected slides, list them here, separated with a comma.
3. Select “Slides” from the dropdown menu. Choose whether you want to frame each slide or not. You can preview the slide before pressing “OK” to print.
4. Select “Color” or “ Pure Black and White” from the dropdown menu.



Get the word out! Customize and send this e-mail to physical activity leaders and advocates who are members of your local and state professional organizations, and education agencies, to alert them of the availability of the Toolkit.

E-MAIL TEMPLATE FOR THE *YOUTH PHYSICAL ACTIVITY GUIDELINES TOOLKIT*

Dear Youth Physical Activity Practitioner:

It's time to make physical activity a priority. The health of the youth of the United States depends on it! Regular physical activity in children and adolescents promotes health and fitness, and youth who are regularly active also have a better chance of a healthy adulthood.

A new *Youth Physical Activity Guidelines Toolkit* has been developed by the Centers for Disease and Control and Prevention in collaboration with other leading physical activity organizations to help you convince parents, school staff, state and local education leaders, and community leaders of the importance of regular physical activity for children and adolescents. This Toolkit is based on the U.S. Department of Health and Human Services' *2008 Physical Activity Guidelines for Americans*, which are the first comprehensive guidelines on physical activity ever to be issued by the Federal government. The guidelines are science-based recommendations to help persons aged 6–17 improve their health through physical activity.

This Toolkit is ready for you to use! It features customizable PowerPoint® presentations, fact sheets, a poster, and a CD-ROM with all the Toolkit materials. Go to <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm> to download or order your free Toolkit.

Help youth become active, healthy, and happy!

Cordially,

(Enter)
Name: _____
Position: _____
Phone: (____) ____ - ____
E-mail: _____@_____

Get the word out! Customize this article for use in your state and local professional organization's and education agency's newsletters. Alert physical activity leaders and advocates of the availability of the Toolkit.

NEWSLETTER ARTICLE (TEMPLATE): RELEASE OF NEW *YOUTH PHYSICAL ACTIVITY GUIDELINES TOOLKIT*

Do you want to help children and adolescents be active, healthy, and happy? Regular physical activity in children and adolescents promotes health, and youth who are regularly active also have a better chance of a healthy adulthood. It's time to make physical activity a priority; the health our youth depends on it!

You are a critical link to reaching school administrators, school board members, community leaders, parents, and students to convince them of the importance of regular physical activity for children and adolescents. The new *Youth Physical Activity Guidelines Toolkit* can assist you [physical activity practitioners working in state and local education agencies] in your role. The Toolkit has been developed by the Centers for Disease and Control and Prevention in collaboration with other leading physical activity organizations. It is based on the U.S. Department of Health and Human Services' *2008 Physical Activity Guidelines for Americans*, which are the first comprehensive guidelines on physical activity ever to be issued by the Federal government. The guidelines are science-based recommendations to help persons aged 6 years or older improve their health through physical activity.

This Toolkit is ready for you to use! It features customizable PowerPoint® presentations, fact sheets, a poster, and a CD-ROM with all the Toolkit materials. It gives you the practical support and tools to encourage others to be physical activity advocates for youth.

Take this opportunity to order the Toolkit and find out how we convince others to promote physical activity among youth. Go to

<http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm> to order your free Toolkit, or send an e-mail to cdc-info@cdc.gov or call 1-800-CDC-INFO.

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***Be Active and Play,
60 minutes, every day!***

