

rev*it*up

Lesson 1

Can't Stop Me Now!



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**



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Lesson 1: Can't Stop Me Now!

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Core Curriculum Area: Physical Activity (PA)

Objectives

Teens taking this class will:

1. State common PA barriers and decide how to conquer them.
2. Reflect on how PA videos are one way to lessen PA barriers.
3. Increase the number of times per week they do Moderate-to-Vigorous Physical Activity (MVPA).

Behavioral Focus

This lesson teaches teens how to:

1. Be active using videos that they can also do at home.
2. Exercise in a way that gets their hearts beating hard and fast, to achieve MVPA.
3. Identify ways to get past their PA barriers.

Background

Why does the first lesson in a nutrition class for teens focus on physical activity (PA)?

Most teens do not get the PA they need for a healthy lifestyle. In fact, only 1 in 4 teens are active for 60 minutes each day!¹ Teens' PA tends to decrease as they get older, and often decreases even more when they become adults.^{2,3} Notably, low-income teens face many barriers to being more active.⁴ In *Can't Stop Me Now!*, teens learn ways to overcome their PA barriers through activities they can repeat at home. More PA activities are done in later lessons to reinforce what they learn. By starting with *Can't Stop Me Now!*, you can also set the tone for the *Rev It Up!* series, and get the teens excited for the games and activities to come.

Why is PA so important?

Teens, like people of all ages, get many short-term benefits from doing PA, such as:

- Better sleep⁵
- Less depression, anxiety, and stress^{6,7}
- Better self-esteem^{8,9}

PA is also important for teens' future health as adults. The teen years are a critical time to build strong bones. PA, along with a diet with ample calcium and vitamin D

can help with bone growth.¹⁰⁻¹² PA also lowers the risk of getting heart disease, diabetes, and other problems later in life.⁹

Are some teens less active than others?

Yes! Here's what the research shows:^{1,13}

Less active	More active
Girls	Boys
Low-income teens	Teens from homes with more money
Minority teens	White teens
Lesbian, Gay, or Questioning teens	Straight teens

How much PA do teens need?

Physical activity (PA) experts advise children and teens to be active for at least 60 minutes a day.⁹ This does not have to be done all at once. There are 3 types of PA that they need:

1. **Aerobics** (also called Moderate-to-Vigorous PA or MVPA)
 - MVPA gets your heart beating harder than usual. It includes PA like running, dancing, and fast walking.
2. **Muscle Strengthening** (also called strength training)
 - Strength training uses resistance to push your muscles. It includes PA like lifting weights or using fitness bands.
3. **Bone Strengthening** (also called weight-bearing activity)
 - Weight-bearing PA puts extra weight on bones to make them stronger. It includes PA like running, jumping rope, and playing basketball or tennis.

Note that some PA, like running, counts as more than 1 type of PA.

What barriers prevent low-income teens from being more active?

Rutgers researchers have found that some of these barriers include:⁴

- Worrying about how they look when they are being active, or being made fun of;
- Wanting to do something else like watch TV, use a cell phone, or play video games;
- Having other things to do, like homework, babysitting, or part-time jobs;

- No money for a gym membership or exercise gear like weights;
- No access to places to be active, like parks, playgrounds, or sports teams;
- Bad weather, like rain, snow, heat, and cold;
- Lack of family or friends who exercise; and,
- Feeling lazy (that's what they have told us!).

Research has also found that in some neighborhoods parents and teens worry about doing PA outside due to safety factors;¹⁴ others have found that girls sometimes do not participate in PA due to worries about messing up their hair or getting too sweaty.¹⁵⁻¹⁷

How does this lesson address these issues?

This lesson opens by telling teens why they should want to be more active and then asks them to think about what keeps them from doing PA. Then, we show them a way to get around many of their problems with the *Walk Indoors!* videos. Teens often find the videos a little cheesy at first. But they end up having a lot of fun doing them.

Better yet – after the walk, they note that doing PA videos is one way to get past many of the problems they face! PA videos are great ways for them to be active now and as they age because they:

- Are free online and from the library
- Are a way to be more active without being watched or having to leave home
- Can be done in as little as 15 minutes, and
- Can be done no matter what the weather is like.

You might be wondering why we chose a DVD instead of something fun like dancing. At first, we tried dancing and other activities, but many were too embarrassed, and we could not get them to join in. When we tried the DVDs, we found that more teens would join in because they were looking up at the screen and not at each other. Once they get used to exercising as a group, we have them do other PA in future lessons – and it works!

Six months after *Rev It Up!* was taught in their schools, teens told us some of them were still doing PA videos with friends and family members and they were still finding small ways to be active during the day – even if they weren't using the videos!¹⁸ It's A-OK to promote other videos and ways for teens to be active as an add-on to this lesson.

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Materials Needed

Activity 1: Pre-survey

- ❑ EFNEP 6th-12th Grade Questionnaire
- ❑ Pens or pencils, 1 per teen

Activity 2: Introduction to MVPA

- ❑ Poster board sheet, 1 per team
- ❑ Masking tape
- ❑ Bold, black markers, 1 per team
- ❑ A watch, clock, or phone you can use as a timer

Activity 3: Walk Indoors!

- ❑ Computer, projector, and speakers (or) SMART Board® (or) TV and DVD player
- ❑ “Walk Indoors! with Leslie Sansone” Video 1: “Walk Indoors” available at efnep.rutgers.edu/efnepContent.php?l=eg&c=Exercisevideos.

Prepare to Teach

1. Download the EFNEP 6th-12th Grade Questionnaire at connect.extension.org/g/efnep/resource/efnep-6-12-grade-youth-questionnaire-fy24-english-clear-pdf. Copy or print 1 per teen and 1 for yourself.
2. Practice the lesson as described in the “Introduction” section.

Practice until the activity lengths are:

- **Introduction:** 1 minute
- **Pre-survey:** 10 minutes
- **Introduction to MVPA:** 7 minutes
- **Walk Indoors!:** 15 minutes
- **Wrap up:** 1 minute

This will allow for the lesson to be taught in 35 minutes.

Lesson Plan

Set-up

1. Remind the teacher:
 - You need to begin today with a survey. You will need him/her to collect and check each survey after you are done. If any teens leave questions blank, you will need the teacher's help getting them filled in before you leave.
 - There will be an exercise video towards the end of the lesson. The teacher should not tell the teens that they must do the video at first. You will try to engage them with the activity. If there are students that do not join in, then you will need the teacher's help with getting them to walk with you. Say she/he is welcome to join in.

- If any behavioral issues arise, you will need his/her help to resolve them.

2. Tape the poster sheets on the walls around the room. Put them in places where you will want the groups to meet.
3. Test the “Walk Indoors!” video. Cue it up to 0:47 so it is past the tips.
4. Place the surveys and markers where you can get to them when you need them.

We ask our adult participants to read the video tips out loud before doing each walk. You may want to do this if you have more than 35 minutes for the class, but we most often skip them to save time.

Introduction (1 minute)

1. Introduce yourself to the teens.
2. Tell the teens how often and for how many weeks you will be coming. Say that you will be using a fun program called *Rev It Up!* that will help them rev up their activity and what they eat.

“Hi, my name is Mary, and I am with the XXX University Expanded Food and Nutrition Education Program, or EFNEP.”

Activity 1: Pre-survey (10 minutes)

1. Tell the teens that you need them to do a little paperwork with you before you start the lesson, but it won't be brutal.

If you do not work for EFNEP, use whatever survey your program uses instead of the EFNEP 6th-12th Grade Questionnaire.

2. Have the teacher pass out the EFNEP 6th-12th Grade Questionnaire and the pencils. Explain that you need them to take a quick survey.
 - Tell them that you will go through the questions one by one, and you will read them out loud. Tell them not to work ahead.
 - Tell them you **really** need them to be honest. Let them know that they will do the survey again at the end of the lessons. By telling the truth now, you will be able to see if they have made any changes by the end of the lesson series.
 - Ask them to make sure they answer **all** the questions.
3. Read each question and the answer choices out loud so all can hear you.

- Wait at least 7 seconds before going to the next question. Count 7 Mississippi(s) in your head!
 - If someone has a question, repeat it so all can hear and then answer it.
4. Have the teacher collect the surveys when you are done. Have him/her check over the surveys to make sure they are complete while you move on. The teacher should bring the survey back to students and have them answer any questions with missing answers.

Activity 2: What's Stopping Me from Being Active? (7 minutes)

1. Tell the teens that over the next few weeks you will be talking a lot about activity. There is a special type of activity called **Moderate-to-Vigorous Physical Activity (MVPA)**.
 - Tell them that MVPA includes movements that get their hearts racing! It keeps their hearts healthy and helps burn calories. It can also make them feel more alive and energetic, and help them relieve stress, sleep better, and keep depression at bay.
 - Give them examples of MVPA, like running, dancing, swimming, and riding a bike.
 - MVPA is done at a pace where you are still able to talk but should not be able to sing. So, a brisk walk might be MVPA, but walking to school is probably not.
 - Ask them, "How much MVPA do you think you should do each day?" Praise anyone who says that it should be 60 minutes (or 1 hour) per day. If no one knows, tell them.
 - Let them know that the 60 minutes does not have to be all at once. They can split it up into smaller chunks during the day.
2. Say: "Now that you know about MVPA, let's do a little contest." Split the group into teams of 4-6 teens each. Have each team quickly move to one of the posters.
 - Pick a team leader for each team and give him/her a marker.
 - Tell the teams that you will be asking them a question, and they will have to write down as many answers to the question as they can think of. Have the teams number their answers, to make them easy to count.
 - The team with the most answers after 5 minutes will win.
 - When all teams are ready, say: **"What keeps teens like yourself from exercising or being**

active? GO!" Set the timer for 5 minutes.

- As they work, walk around the room and cheer them on. Say, "Good job!" or "Great answers!"
 - Give them a 2-minute warning. Count the last 10 seconds out loud. When time is up, tell them to put their markers down.
3. Figure out which team has the most answers. Have them read their answers out loud for the class. If they all make sense, they win! If not, see which team has the most answers that make sense, and declare them the winners.
 - Ask the other teams to read out loud things from their lists that have not yet been said.

The teens may give all sorts of answers. Some things you may want to mention, if not said, are:

- They may not have time during the day to be active
- It may be too dark, cold, rainy or snowy outside
- They may not have the right equipment or gym access
- They may not like P.E. class or sports
- Some places may be unsafe to be active in
- They may be afraid of looking too silly while being active

These are all things teens in New Jersey have told us!

Activity 3: Walk Indoors! (15 minutes)

1. Refocus the teens and tell them it is time to switch gears.
2. Have the teens spread out and find a place to stand. The teens can stand in rows between their desks if there is not a lot of room.
3. Tell them that they are going to be part of an experiment and that you need them to close their eyes for a moment and think about how they feel. Say: "maybe you feel tired or groggy."
 - If it is morning, suggest they may want to roll back into bed.
 - If it is after lunch, suggest that they might be hitting that after-lunch slump.
4. Say: "Now, I'm going to play a video, and for the experiment to work I **need** you all to walk along with me and have fun!" Play the video and make sure the volume can be heard by all.
5. As the video plays, walk around the room while you are walking along to it at the same time. Cheer the teens on. Be silly and have lots of energy! The teens will have fun if you are having fun too.

The teens may be stubborn at first and not want to try the video. Be positive and show them how fun it is! **Don't** threaten the teens into trying the video but **do** enlist the site leader to help get the teens moving if they are not walking.

6. Give all the teens a round of applause at the end of the walk. Have them sit down and ask them how they feel now.
 - Most will say things like they feel more alert or have more energy.
 - Some may say they are sweaty or a little sore. Say, "That means you got a good workout!"
7. Tell the teens that you walked 1 mile together in 15 minutes. Remind them that they should get 60 minutes of MVPA each day.
8. Ask if doing the video solved any of the issues they came up with earlier.
 - You may suggest that the video can be done at home, it only takes 15 minutes, it's free, and it's fun!
9. Let the teens know that the videos can be found on efnep.rutgers.edu/. If you want, you can give them a printed card with this internet address to take home.

Wrap up (1 minute)

1. Ask the teens what they learned and if they have any questions.
2. Tell them that next time they will be playing a game similar to Family Feud®. Ask them to watch an episode or 2 on YouTube if they have never seen the show. That way, they will know the rules before you come back.

After the lesson is over, remind the site leader what her/his role will be for the next lesson. Teachers have told us that it is best to send them an email a few days before the class. You may want to send an email like this:

I really had fun at the last lesson; I hope the teens did too! The next time I come, I will need your help running the slides. I have attached them to this email in case you want to play with them ahead of time. I will also need your help passing out popcorn samples. I'm looking forward to lesson 2!



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