Engaging in physical activities is an important part of a healthy lifestyle. WNEP teaching about physical activity is a part of working towards WNEP Goal 3:

“Participants will balance the food they eat with physical activity.”

WNEP staff are not hired, funded, or trained to teach people how to exercise or to lead exercise sessions. With this exception, specific Physical Activity concepts and demonstrations can be directly taught within the Expanded Food and Nutrition Education Program (EFNEP) if using the “Eating Smart and Being Active” Curriculum after being appropriately trained and having signed waivers from participant learners.

However there are many ways that WNEP can help support people in being physically active.

Teaching concepts that are appropriate for WNEP:

• The importance to health of balancing energy (calorie) intake with energy expenditure (e.g. portion sizes and being active as a way to use calories).
• Benefits of physical activity (e.g. reduced risk for heart disease, stroke, high blood pressure, type 2 diabetes, colon cancer, and osteoporosis; promotes psychological well-being, including help with managing mild to moderate depression and anxiety).
• Helping learners know the recommendations for activity, including distinguishing between moderate and vigorous activity.
• Encouraging participation in safe physical activities that fit into a busy lifestyle.
• Helping learners explore barriers to their activity and set goals for improvement.
• Playing inside or outside games that emphasize or reinforce a nutrition concept and have an obvious nutrition education objective.
• Providing local information about low-cost or free places to be active.
• Having a physical activity professional in the community that you can refer learners to when they have more involved questions or are interested in an exercise prescription.
• Using the “Eating Smart and Being Active” curriculum activities with the lessons with EFNEP learners after being appropriately trained.
Examples of teaching that is not appropriate for WNEP: (partnering with a fitness professional who can do this type of programming would be fine. In that case, the programming may be of benefit to your learners, but would not be cost-sharable because it is not an allowable use of WNEP funds)

- Teaching how to do aerobic exercises (i.e. activities such as jogging, biking, aerobic dancing, swimming, that cause a person to breathe hard while using the large muscle groups at a regular, even pace.)
- Discussion of target heart rates for exercising.
- Teaching how to do stretching and muscle strengthening exercises, such as weight training either with a machine or free weights.
- Teaching how to do calisthenics or exercises such as sit-ups, jumping jacks, push-ups, etc.
- Monitoring weight, loss, blood pressure, B.M.I. and other physical indicators.
Physical activity recommendations from the Dietary Guidelines for Americans:

- **To reduce risk of chronic disease in adulthood** - at least 30 minutes of moderate-intensity physical activity, above usual activity, on most days of the week.
- **To help manage weight and prevent gradual weight gain in adulthood** – approximately 60 minutes of moderate- to vigorous-intensity activity on most days of the week.
- **To sustain weight loss in adulthood** – at least 60 to 90 minutes of daily moderate-intensity physical activity.
- **For children and adolescents** - at least 60 minutes of physical activity on most, preferably all, days of the week.

- For most people, greater health benefits can be obtained with activity of more vigorous intensity or longer duration.
- Most adults do not need to see their healthcare provider before starting a moderate-intensity physical activity program. However, men older than 40 years and women older than 50 years who plan to start a vigorous program or who have either chronic disease or risk factors for chronic disease should consult their physician to design a safe, effective program.

Physical activity terms:

- **Physical activity** is any bodily movement produced by skeletal muscles that result in an expenditure of energy.
- **Moderate-intensity** physical activity refers to a level of effort in which a person should experience some increase in breathing or heart rate.
- **Vigorous-intensity** physical activity may be intense enough to represent a substantial challenge to an individual and refers to a level of effort in which a person should experience a large increase in breathing or heart rate (conversation is difficult or “broken”).
- **Exercise** is physical activity that is planned or structured. It involves repetitive bodily movement done to improve or maintain one or more of the components of physical fitness—cardiorespiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition. The term “exercise” can bring up negative images and emotions in some people; “physical activity” is a friendlier term.
- **Physical fitness** is a set of attributes a person has in regards to a person’s ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability.

For more on definitions, see the Centers for Disease Control and Prevention’s website on physical activity [http://www.cdc.gov/nccdphp/dnpa/physical/terms/index.htm](http://www.cdc.gov/nccdphp/dnpa/physical/terms/index.htm)
Suggestions for incorporating teaching about physical activity into WNEP teaching

- Mention physical activity whenever it is appropriate with the teaching you are doing. For example: when you talk about making nutritious food choices, talk about making active moving choices too – like pretzels are a lower-fat snack option than potato chips, taking stairs is a more active moving option than riding in an elevator.

- In teaching parents of children, let parents know that children need to accumulate at least 60 minutes of physical activity every day to balance the food they eat and to build healthy bones and muscles. Many learners may not even be sure how much activity is recommended for their children.

- Just as you may ask your learners to track or recall what they ate for a day, you could ask them to track or recall how much time they spent being active.

- Just as you may ask your learners to set a nutrition goal, you could give them the option of setting a physical activity goal.

- Try having learners work together in pairs or groups to talk about things that get in the way of being physically active (barriers). Write their comments on a chalkboard or flipchart, and then ask them to help each other discuss ways around the barriers. They could then set personal goals individually.

- Again in pairs or groups, ask learners to trace through their typical day, and look for places/times during the day where/when they could make “active” choices, rather than “inactive” choices (for example – walk during a break at work rather than sit, get off the bus a few stops early and walk, use stairs rather than elevators, spend less time watching TV or on computers).

- For parents, try having them discuss these questions in groups or pairs: does my child have a physical activity class at school? What does my child do during recess? Does my child have a chance to be active at day care or preschool? Is my child watching too much TV (American Academy of Pediatrics says no more than 1-2 hours per day)? Is my child playing on the computer when he/she could be playing outside? Could my child help me rake leaves or go for a walk or bike ride with me instead of watching TV or playing on the computer? Am I an active role model for my child? Could my child safely walk or bike to school rather than ride the bus or car?

Examples of materials that are appropriate for use in WNEP (not an all-inclusive list; see also the teaching resources database at http://www.uwex.edu/ces/wnep/tch_res/res_list.cfm?topic_id=13):


“Find Your Balance Between Food and Physical Activity” (p. 6 of Dietary Guidelines consumer brochure)

“Physical Activity Jeopardy for Older Adults”

• Suggestions to incorporate simple, low-cost physical activities into a busy life.
  “Let’s Get Moving,” WNEP fact sheet
  http://www.uwex.edu/ces/wnep/p6/nfspdfs/Moving.pdf
  “Let’s Get Our Kids Moving,” WNEP fact sheet
  “Eat Smart. Play Hard” brochures/posters for parents and school-age kids
  http://www.uwex.edu/ces/wnep/tch_res/res_detail.cfm?resource_id=270
  “Walk, Dance Play...Be Active Every Day” tipsheets and displays
  http://www.nutrisci.wisc.edu/nutrinet/WDP%20materials.htm
  “Nibbles for Health” Sharing Session #2 for parents of young children

• Helping learners explore barriers, know recommendations, and set goals.
  “The Power of Choice” for middle schoolers (Topic 2, except activity 2, which is out of scope for WNEP)
  http://www.uwex.edu/ces/wnep/tch_res/res_detail.cfm?resource_id=266
  “Stepping Up to a Healthy Lifestyle” Wisconsin Nutrition Network lesson plans and other materials for all ages (available to counties registered for the campaign)
  http://www.nutrisci.wisc.edu/nutrinet/SU%20application.htm
  “Stay Active and Feel Better” An easy-to-read, bilingual, 8-page booklet about how to be more physically active
  http://www.uwex.edu/ces/wnep/tch_res/res_detail.cfm?resource_id=164
  Worksheets from” “Eating Well, Living Well: When You Can’t Diet Anymore” - see last two pages of this document

• Playing inside or outside games that emphasize or reinforce a nutrition concept.
  “Fruit Basket Upset,” “The Talking Rutabaga Says,” “Picnic Basket Relay” and similar activities from the Youth Curriculum Sourcebook. (CE Publication B7YCSB)

Recommended Background Reading and Reference Materials.


• Lots of basic information about physical activity from CDC (includes benefits, types, recommendations, definitions, barriers, and more)
  http://www.cdc.gov/nccdphp/dnpra/physical/index.htm

This April 2005 guidelines revision was drafted by the following workgroup members: Melissa Burke, Gayle Coleman, Mary Jane Getlinger, Gloria Green, Betsy Kelley, Bev Phillips, Amy Rettammel, and Lesly Scott.
**WORKSHEET: HOW DOES MY ACTIVITY RATE?**

Check the activities in which you participate on a daily/almost daily basis.

<table>
<thead>
<tr>
<th>Light</th>
<th>Moderate</th>
<th>Vigorous</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Eating</td>
<td>☐ Bicycling, &lt;10 mph</td>
<td>☐ Bicycling, &gt;10 mph</td>
</tr>
<tr>
<td>☐ Washing dishes</td>
<td>☐ Line, folk, or ballroom dancing</td>
<td>☐ Jogging, running</td>
</tr>
<tr>
<td>☐ Cooking</td>
<td>☐ Water aerobics</td>
<td>☐ Racquet sports</td>
</tr>
<tr>
<td>☐ Shopping</td>
<td>☐ Brisk walking, 3-4 mph</td>
<td>☐ Aerobic dancing</td>
</tr>
<tr>
<td>☐ Ironing</td>
<td>☐ Fishing or hunting</td>
<td>☐ Swimming</td>
</tr>
<tr>
<td>☐ Grooming, while sitting or standing</td>
<td>☐ Home repair, most activities</td>
<td>☐ Brisk walking, uphill with a load</td>
</tr>
<tr>
<td>☐ Talking on phone, standing</td>
<td>☐ Gardening, most activities</td>
<td>☐ Backpacking</td>
</tr>
<tr>
<td>☐ Playing most musical instruments</td>
<td>☐ Table tennis</td>
<td>☐ Rope skipping</td>
</tr>
<tr>
<td>☐ Slow walking, 1-2 mph</td>
<td>☐ Softball</td>
<td>☐ Roller blading or skating</td>
</tr>
<tr>
<td>☐ Playing darts</td>
<td>☐ Basketball, shooting baskets</td>
<td>☐ Touch football</td>
</tr>
<tr>
<td>☐ Bowling</td>
<td>☐ Frisbee</td>
<td>☐ Basketball, game</td>
</tr>
<tr>
<td>☐ Fishing (sitting)</td>
<td>☐ Horseback riding</td>
<td>☐ Skiing, downhill or cross-country</td>
</tr>
<tr>
<td>☐ Watering lawn</td>
<td>☐ Volleyball</td>
<td>☐ Shoveling snow</td>
</tr>
<tr>
<td>☐ Mowing lawn (rider mower)</td>
<td>☐ Mowing lawn (power mower)</td>
<td>☐ Fishing in stream with waders</td>
</tr>
<tr>
<td>☐ Golf (power cart)</td>
<td>☐ Golf (walking, carrying, or pulling clubs)</td>
<td>☐ Mowing lawn (push mower)</td>
</tr>
</tbody>
</table>

**Where are you now?**

It’s pretty easy to figure out which end of the physical activity continuum scale you are closer to. If your daily routine includes virtually no activities that would be classified as at least moderate-intensity, then it is probable that you would benefit from becoming more physically active. The key is to find an activity you enjoy—one that’s right for you!

However, it is important not to beat yourself up about a sedentary lifestyle. In fact, a non-judgmental attitude can help you explore some of the reasons activity may not be part of your lifestyle. People avoid movement for many different reasons.

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WORKSHEET: MY ACTIVITY LOG

To get a more accurate picture of your current activity level, try to fill out an activity log for one week. Tear out the page or make a photocopy of it, and make sure that you put it in a place where you’ll see it. Write down all the activities you do for one week.

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
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</tbody>
</table>

Don’t dwell on intensity. Just make a commitment to get moving at any speed. Try writing down ways you can add physical activity to your life (for ideas go to the next page).

Write down five ways you can get more movement into your life:

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________
5. ________________________________________________