



Empowering students to be fit for life.

Physical Educator Resource Guide

to the
Presidential Youth Fitness Program





Presidential Youth Fitness Program Physical Educator Resource Guide

The Presidential Youth Fitness Program Physical Educator Resource Guide provides an overview of the Presidential Youth Fitness Program. This guide is offered here, at no charge, for use by school staff within the context of the school program only and cannot be sold for any purpose.

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Dear Physical Education Teachers/Physical Education Administrators:

Physical fitness is critical to our students' health. Developing students who are physically active and fit can positively influence academic success, too.

Because of that, in September 2012, First Lady Michelle Obama launched the Presidential Youth Fitness Program. Created by a partnership between the President's Council on Fitness, Sports & Nutrition; Centers for Disease Control and Prevention; Society of Health and Physical Educators; National Foundation on Fitness, Sports & Nutrition; and The Cooper Institute®, the program reinforces the fact that fitness education is a process integral to the development of children who are physically literate. It is much more than just a test.

Quality physical education programs play a unique role in developing young people who have the physical competence and cognitive understanding about physical activity and fitness to adopt healthy, active lifestyles. Together, the program partners are providing free and supplemental resources to make sure every school in America, regardless of budget, has the ability to follow the Presidential Youth Fitness Program model and help their students reach their fullest potential.

We are excited about this program and the support it provides you and your students. Please visit the program website, pyfp.org, often for updates and other information, and "like" us on Facebook to get the latest news and information delivered straight to you.

With much appreciation,

Presidential Youth Fitness Program Partners:

President's Council on Fitness, Sports & Nutrition
Centers for Disease Control and Prevention
National Foundation on Fitness, Sports & Nutrition
Society of Health and Physical Educators (SHAPE America)
The Cooper Institute®





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INTRODUCTION TO THE PRESIDENTIAL YOUTH FITNESS PROGRAM

The Presidential Youth Fitness Program (PYFP) is the national fitness education and assessment program that offers presidential recognition to schools and students. The program provides a model to help schools achieve excellence in physical education through quality fitness assessment practices.

Our Vision

America's youth are active and fit.

Our Mission

To provide a model for fitness education that supports teachers and empowers students to adopt an active lifestyle.

Why Is This Important?

Physical activity is critical to our children's health and well-being. Children who are regularly physically active have

- higher levels of cardiorespiratory fitness and stronger muscles
- lower body fat percentage
- lower levels of anxiety and depression¹

Research shows that physically active students are in school more days, are better able to learn, have higher self-esteem, and are at lower risk for developing chronic diseases.

The Presidential Youth Fitness Program focuses on improving each student's health.

Since 1966, the President's Council on Fitness, Sports & Nutrition has promoted the Physical Fitness Test. That test was phased out at the end of the 2012–2013 school year and for good reason. While the Fitness Test had changed over the years, it continued to place emphasis on performance fitness and catered to more athletic students who thrived on competition. Secondly, it was just a test. There was no training for teachers who chose to use it.

The partners listed on page 3 launched the voluntary Presidential Youth Fitness Program (PYFP) in 2012 to promote the use of an evidence-based, health-related fitness assessment, FITNESSGRAM[®], and to emphasize the competencies teachers should employ to promote a positive and beneficial experience before, during, and after the fitness assessment takes place.

The PYFP takes the emphasis off the test and focuses on the process and promotion of health-related fitness. Emphasis is on individual goal setting and the achievement of age- and gender-appropriate standards. Students are no longer compared to their peers, which was the basis of the old youth fitness test.

1. Physical Activity Guidelines for Americans Midcourse Report Subcommittee of the President's Council on Fitness, Sports & Nutrition. Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity among Youth. Washington, D.C.: U.S. Department of Health and Human Services, 2012.



How Does it Work?

The Presidential Youth Fitness Program was developed to be easily integrated into your physical education curriculum. The resources and tools needed to do so are available on pyfp.org. There are supplemental resources, such as software and recognition items, that can be purchased, but the use of these items is not required to be recognized as a Presidential Youth Fitness Program school.

The program does not dictate how you incorporate the fitness education process into your curriculum. The checklist for participation (found on the following page) is provided to support the development of student fitness and, ultimately, physical literacy. The steps provided on page 9 guide you through the process of getting started.

Working in Sync

Incorporating the instructional practices and other elements identified on the program checklist helps physical educators and their schools:

- Meet Standard 3 of the National Standards for K–12 Physical Education;
- Meet elements of the School Health Index and, consequently, the Alliance for a Healthier Generation’s Healthy Schools Program; and
- Become a *Let’s Move!* Active School.

Bottom line, the Presidential Youth Fitness Program can be done in conjunction with and in support of national, state, and local school-based physical activity or wellness/health promotion initiatives.

Homeschool and Non-school Program Use

While the Presidential Youth Fitness Program emphasizes the importance of having trained physical educators implement the program and support quality physical education, there are instances that require use of the PYFP model in places outside a traditional school setting. These may include a homeschool, homeschool co-op, or community-based organization that provides physical and fitness education to area youth.

Here are a few things to keep in mind when implementing the program in this capacity:

- Fitness assessments should be grounded in a comprehensive fitness education process.
- Avoid over-testing. Students should be interested in the process. Do it too often, and it becomes routine and boring.
- There is a different purpose to using the assessment on students in grades K–3. Emphasis in these grades should be placed on enjoyment and learning proper technique. In grades 4–12, the focus shifts to personal goal setting.
- Test administrators should know the FITNESSGRAM® protocols, which are available to those who register at pyfp.org.
- Follow the PYFP Checklist (see page 7).



Evaluating Teacher Effectiveness

Teachers can be effective at helping students develop and maintain fitness and still have students not perform well on fitness measurements. A better way to assess teacher effectiveness is to assess whether students understand the process for fitness improvement. Examining students' knowledge of the steps needed for developing a fitness plan provides a more accurate evaluation of teacher effectiveness. All teachers should strive to assess the "process, not the product" for fitness improvement.

Evaluating Physical Education Programs Overall

Promoting physical fitness is only one part of quality physical education programs. Other aspects include:

- competency in motor skill and movement patterns
- understanding of movement concepts, principles and tactics
- cooperation and conflict resolution as part of personal and social behavior
- valuing physical activity

Summary

Current concerns about the health and wellness of our youth have generated widespread interest in fitness measurement. Many states have begun the process of instituting statewide or districtwide fitness measurement.

It's important to remember that fitness measurement alone will not make students more fit. Instead, helping them value physical education and physical activity will serve as the foundation for improving personal health. Students' health-related fitness will improve only by using sound instruction practices and providing students with the knowledge and skills they need to be physically active for a lifetime.





DEVELOPING ACTIVE AND FIT YOUTH

Reprinted excerpts from the *Physical Activity Guidelines Midcourse Report: Strategies to Increase Physical Activity Among Youth*²

Regular physical activity in children and adolescents promotes health and fitness. Compared to those who are inactive, physically active youth have

- higher levels of cardiorespiratory fitness and stronger muscles
- lower body fatness
- stronger bones
- reduced symptoms of anxiety and depression

Youth who are regularly active also have a better chance of a healthy adulthood. In the past, chronic diseases, such as heart disease, hypertension, or type 2 diabetes were rare in youth. However, a growing literature is showing that the incidence of these chronic diseases and their risk factors are now increasing among children and adolescents.

Regular physical activity makes it less likely that these risk factors and resulting chronic diseases will develop and more likely that our kids will remain healthy as adults.

Current Levels of Physical Activity among Youth

Despite the importance of regular physical activity in promoting lifelong health and well-being, current evidence shows that levels of physical activity among youth remain low,

and that levels of physical activity decline dramatically during adolescence.

Opportunities for regular physical activity are limited in many schools. Daily PE is provided in only 4 percent of elementary schools, 8 percent of middle schools, and 2 percent of high schools.

In addition, the 2011 National Youth Risk Behavior Survey (YRBS), which collects self-reported physical activity data from high school students across the United States, found that many youth are not meeting the recommended 60 minutes of physical activity each day:

- 29 percent of high school students participated in at least 60 minutes per day of physical activity on each of the 7 days before the survey. Boys were more than twice as likely as girls to meet the guidelines (38 percent vs. 19 percent).
- 14 percent of high school students did not participate in 60 or more minutes of any kind of physical activity on any day during the 7 days before the survey.

A separate study of U.S. youth used accelerometers to objectively measure physical activity. This study found that 42 percent of children and only 8 percent of adolescents engaged in moderate- to vigorous-intensity activity on 5 of the past 7 days for at least 60 minutes each day.

In 2008, the U.S. Department of Health and Human Services (HHS) issued the first comprehensive guidelines on physical activity for individuals ages 6 and older. The 2008

2. Physical Activity Guidelines for Americans Midcourse Report Subcommittee of the President's Council on Fitness, Sports & Nutrition. *Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity among Youth*. Washington, D.C.: U.S. Department of Health and Human Services, 2012.



Physical Activity Guidelines for Americans provide information on the amount, types, and intensity of physical activity needed to achieve health benefits across the lifespan.

The guidelines provide physical activity guidance for youth ages 6 to 17 and focus on physical activity beyond the light-intensity activities of daily life, such as walking slowly or lifting light objects. As described in the guidelines, youth can achieve substantial health benefits by doing moderate- and vigorous-intensity physical activity for periods of time that add up to 60 minutes or more each day. This activity should include aerobic activity as well as age-appropriate muscle- and bone-strengthening activities (see Key Guidelines).

Current science suggests that as with adults, the total amount of physical activity is more important in helping youth achieve health benefits than is any one component (frequency, intensity, or duration) or specific mix of activities (aerobic [e.g., tag, bike riding], muscle-strengthening [e.g., push-ups, climbing trees], or bone strengthening [e.g., hopscotch, tennis]).

Parents and other adults who work with or care for youth should be familiar with the guidelines, as adults play an important role in providing age-appropriate opportunities for physical activity. They need to foster active play in children and encourage sustained and structured activity in adolescents. In doing so, adults help lay an important foundation for lifelong health, for youth who grow up being physically active are more likely to be active adults.

Key Guidelines for Children and Adolescents

Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Role of Schools

More than 55 million children were expected to attend public or private school in the fall of 2012 and a typical school day lasts approximately 6 to 7 hours, making schools an ideal setting to provide physical activity to students. School-based physical activity can provide a substantial amount of students' daily physical activity as well as engage them in opportunities to enhance their motor skill development, fitness, and decision making, cooperation, and conflict resolution skills.

Promoting physical activity in schools has traditionally been a part of the U.S. education system, and schools continue to play a critical role in promoting physical activity.



This can occur in a variety of ways, such as through encouraging participation in physical education (PE) classes, recess, or other activity breaks during the school day, active transport to and from school, sports clubs, intramural and interscholastic programs, and afterschool programs.

Schools are a key setting for physical activity interventions also because of a growing body of research focusing on the association between physical activity and academic achievement. These studies indicate that school-based physical activity can improve grades, standardized test scores, cognitive skills, concentration, and attention.

A Closer Look at Opportunities to Increase Physical Activity through Physical Education

PE provides students the opportunity to obtain the knowledge and skills needed to establish and maintain a physically active lifestyle through childhood and adolescence and into adulthood. PE can enhance students' knowledge and skills about why and how they should be physically active, increase participation in physical activity, and increase fitness.

Traditionally, PE has been characterized by sports- and performance-based curriculum and instruction. A newer approach—enhanced PE—is characterized by a focus on increasing overall physical activity, particularly moderate-to-vigorous intensity physical activity during PE class.

Enhanced PE

Enhanced PE can increase the amount of time students are active during PE classes as well as increase students' physical fitness levels. Enhanced PE is characterized by the following components:

- Increasing the amount of time students spend in moderate-to-vigorous intensity physical activity during PE lessons.
- Adding more physical education classes to the school curriculum.
- Lengthening the time of existing physical education classes.
- Meeting the physical activity needs of all students, including those with disabilities.
- Including activities that are enjoyable for students while emphasizing knowledge and skills that can be used for a lifetime.

Conclusion

School settings hold a realistic and evidence-based opportunity to increase physical activity among youth and should be a key part of a national strategy to increase physical activity.





PRESIDENTIAL ACTIVE LIFESTYLE AWARD (PALA+)

The promotion and adoption of physical activity is at the heart of the Presidential Youth Fitness Program. The President's Challenge—the premier program of the President's Council on Fitness, Sports & Nutrition—offers PALA+ as a tool to encourage physical activity and healthy lifestyles. PALA+ is designed to motivate anyone aged 6 and older to make physical activity and healthy eating part of everyday life.

The physical activity requirements for PALA+ are 60 minutes/day for youth (ages 6–17), 30 minutes/day for adults, five days a week for six out of eight weeks. There are daily step equivalents for boys and girls and adults to allow for easier tracking with a pedometer. The nutrition component requires participants to add a weekly healthy eating goal and build upon those goals throughout the same six-week period. This helps participants make gradual changes that, when combined with regular physical activity, can improve overall health and well-being.

Participation in PALA+ is one way to meet the recommendations of the 2008 Physical Activity Guidelines for Americans. The healthy eating goals are based on the consumer messages from the Dietary Guidelines for Americans, 2010.

The healthy eating goals of PALA+ are:

- I made half my plate fruits and vegetables
- At least half of the grains that I ate were whole grains
- I chose fat-free or low-fat (1%) milk, yogurt, or cheese
- I drank water instead of sugary drinks
- I chose lean sources of protein
- I compared sodium (salt) in foods like soup and frozen meals and chose foods with less sodium
- I ate seafood this week
- I ate smaller portions

Once a participant meets his or her goals and earns the PALA+, he or she can receive a certificate signed by the co-chairs of the President's Council on Fitness, Sports & Nutrition or order other recognition items available from the President's Challenge at presidentschallenge.org.

The next two pages are provided by The President's Challenge. These can be copied and given to students, staff and parents who may be participating in PALA+.



PALA+
activity + nutrition

Be active. Have fun.

Presidential Active Lifestyle Award: Activity + Nutrition (PALA+)

PALA+ promotes physical activity AND good nutrition, because it takes both to lead a healthy lifestyle. Sign up for the six-week program to help you maintain or improve your health. Anyone age 6 and older can earn their PALA+ today – sign up at www.presidentschallenge.org or use the log on the reverse side.

PHYSICAL ACTIVITY A healthy life is an active life. Youth (6-17 years old) need to be active at least 60 minutes a day (or 11,000 steps for girls and 13,000 steps for boys). Adults (18 and older), 30 minutes (or 8500 steps). So, take a walk with friends, bike ride after dinner, garden, or play a game of basketball at the park. Get your heart pumping and your muscles moving. When you've logged six weeks of physical activity, congratulations. You've started a regular routine for a more active lifestyle.

GOOD NUTRITION

Start eating healthy. It's easier than you think! Take it one step at a time. Commit to one new healthy eating goal this week, and circle it on your weekly PALA+ log. The following week add a different goal – but make sure you continue to maintain your healthy eating goal(s) from the week(s) before. Focus on your healthy eating goals every week and remember, the more often you incorporate them into your lifestyle, the better you will feel. When you've achieved six different healthy eating goals, congratulations. You've started a routine for a healthier lifestyle.

Tips for Healthy Eating:

Make half your plate fruit and vegetables.



Keep it simple by filling half your plate with fruits and vegetables at meal time. The more colorful you make your plate; the more likely you are to get the vitamins, minerals, and fiber your body needs to be healthy. Remember that all forms count – fresh, frozen, canned (fruit in water or 100% juice), dried, or 100% juice.

Make half the grains you eat whole grains.



An easy way to eat more whole grains is to switch from a refined grain food to a whole-grain food. For example, eat whole-wheat bread instead of white bread, brown rice instead of white rice, and low-fat popcorn instead of snack chips. Read the ingredients list and choose products that list a whole-grain ingredient first. Look for things like: "whole wheat," "brown rice," "bulgur," "buckwheat," "oatmeal," "rolled oats," "quinoa," or "wild rice."

Choose fat-free or low-fat (1%) milk, yogurt, or cheese.



To help build your bones and keep them strong, dairy products should be a key part of your diet because they provide calcium, vitamin D, and many other nutrients your bones need.

Drink water instead of sugary drinks.



Regular soda and other sweet drinks such as fruit drinks and energy drinks are high in calories because they have a lot of added sugar. Instead, reach for a tall glass of water. Try adding a slice of lemon, lime or watermelon or a splash of 100% juice to your glass of water if you want some flavor.

Choose lean sources of protein.



Meat, poultry, seafood, dry beans or peas, eggs, nuts, and seeds are considered part of the protein foods group. Select leaner cuts of ground beef (label says 90% lean or higher), turkey breast, or chicken breast. Grill, roast, poach, or boil meat, poultry, or seafood instead of frying. Include beans or peas in main dishes such as chili, stews, casseroles, salads, tacos, enchiladas, and burritos.

Compare sodium in foods like soup and frozen meals and choose foods with less sodium.



Read the Nutrition Facts label to compare sodium in foods like soup, bread, canned vegetables, and frozen meals – and choose the foods with lower amounts. Look for "low sodium," "reduced sodium," and "no salt added" on food packages.

Eat some seafood.



Seafood includes fish (such as salmon, tuna, and trout) and shellfish (such as crab, mussels, and oysters). Seafood has protein, minerals, and omega-3 fatty acids (heart healthy fat). Adults should try to eat at least 8 ounces a week of a variety of seafood. Children can eat smaller amounts of seafood too.

Pay attention to portion size.



Check to see what the recommended portion sizes of foods you eat look like in the bowls, plates, and glasses you use at home. For example—check 3/4 cup cereal, 3 ounces cooked chicken, 1 cup milk, 1/2 cup of juice. When dining out avoid "supersizing" your meal or buying "combo" meal deals that often include large size menu items. Choose small size items instead or ask for a "take home" bag and wrap up half of your meal to take home before you even start to eat.
















www.presidentschallenge.org

Participant Name _____ Age _____ Date Started _____

Group ID (if applicable) _____ Date Completed _____









Week 1	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Select a goal for this week.









Week 2	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Circle and continue with last week's goal, and add a new goal.









Week 3	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Circle and continue with previous goals, and add a new goal.









Week 4	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Circle and continue with previous goals, and add a new goal.









Week 5	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Circle and continue with previous goals, and add a new goal.












Week 6	Day	Physical Activities	# of Minutes or Pedometer Steps
	Mon		
	Tues		
	Wed		
	Thurs		
	Fri		
	Sat		
	Sun		

Healthy Eating—Circle and continue with previous goals, and add a new goal.

Healthy Eating Goals

-  I made half my plate fruits and vegetables
-  I drank water instead of sugary drinks
-  I ate seafood
-  At least half of the grains that I ate were whole grains
-  I chose lean sources of protein
-  I ate smaller portions
-  I chose fat-free or low fat (1%) milk, yogurt, or cheese
-  I compared sodium in foods like soup and frozen meals and chose foods with less sodium

INSTRUCTIONS: Online: Create an online account at presidentschallenge.org. Participate as an individual or join a group (ID at the top of page if applicable). Once you achieve PALA+, you're eligible to receive a certificate! **Paper:** Use this hard copy log to track your progress. Once completed, report your accomplishment and receive your certificate at presidentschallenge.org! Or, if part of a group, make sure to return it to your group administrator to get recognized.