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Sustaining PA for a Lifetime

Module 5/5

Essential Questions

How can I overcome barriers to sustainable PA engagement throughout my life?

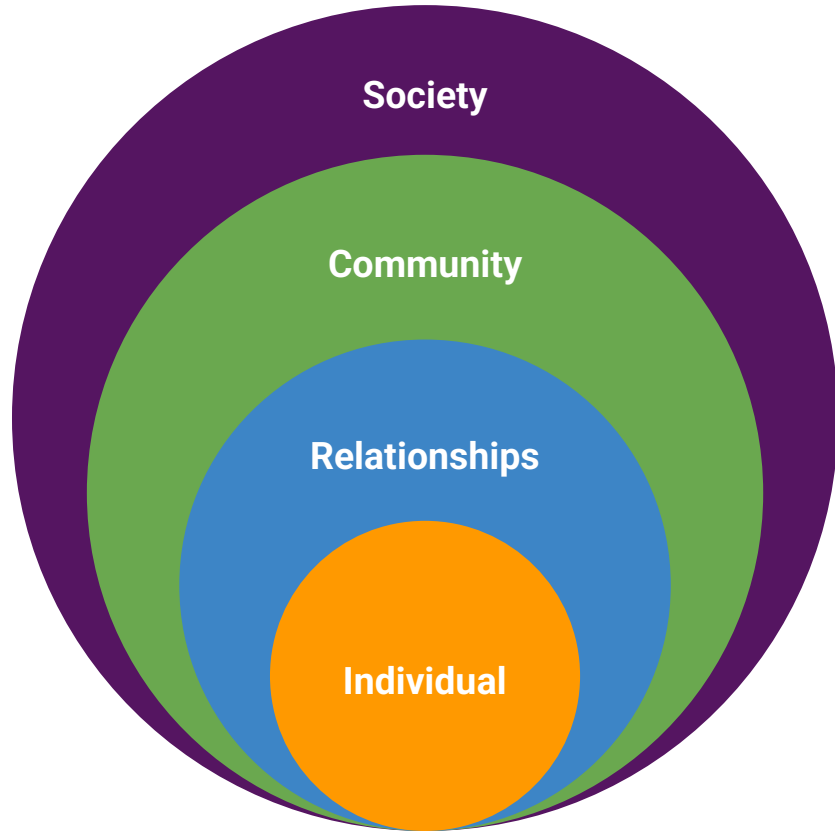
How can I use PA to improve my wellness throughout my life?

Using Evidence-based

Approaches:

- Social Ecological Model
- Self-Determination Theory

Understanding Socio Ecological Influences of Physical Activity



“The SEM states that health is affected by the interaction between the characteristics of the individual, the community, and the environment that includes the physical, social, and political components.”

(Kilanowski, 2017)

Examples of Individual Influences



Examples of Relationship Influences



Relationships



Examples of Community Influences

Community

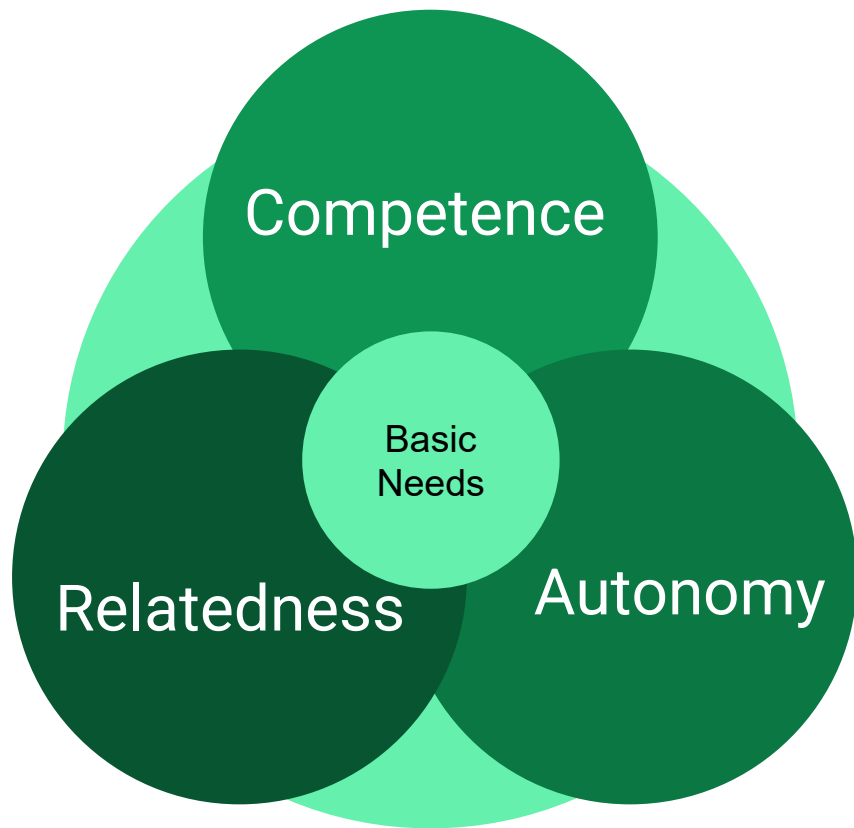


Examples of Societal Influences

Society



Self-Determination Theory (SDT)



- SDT seeks to understand and explain why people do the things we do
- SDT believes that our human nature is to be curious, physically active, and very social
- SDT suggests our 3 basic needs (*see figure*) can help answer this question

(Introduction to Self-Determination Theory: An approach to motivation, development and wellness; by University of Rochester via Coursera)

SDT Basic Needs

- **Competence**

- We want to feel effective
- We want to feel capable
- We want to experience growth and outcomes

- **Relatedness**

- We want to feel mattered
- We want to feel connected
- We want to feel like we contribute to the group/whole

- **Autonomy**

- *What is “autonomy”?*



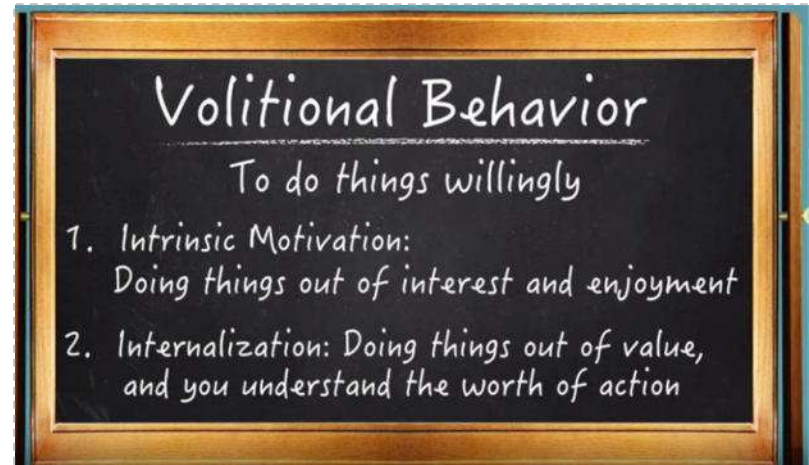
(Introduction to Self-Determination Theory: An approach to motivation, development and wellness; by University of Rochester via Coursera)

Autonomy

Autonomy is the opposite of feeling controlled; it is **volitional**


- Autonomy doesn't mean independence
 - SDT has found that the **healthiest** adolescents are autonomously dependent on their parents and **can turn to them for advice**
- Autonomy isn't just taking away constraints or having 100% freedom
 - Humans still crave **purpose**
- **Autonomy is about the legitimacy of the demands and restraints we are under** (*do we think the demands and restraints we are under are important, purposeful, and meaningful to us?*)

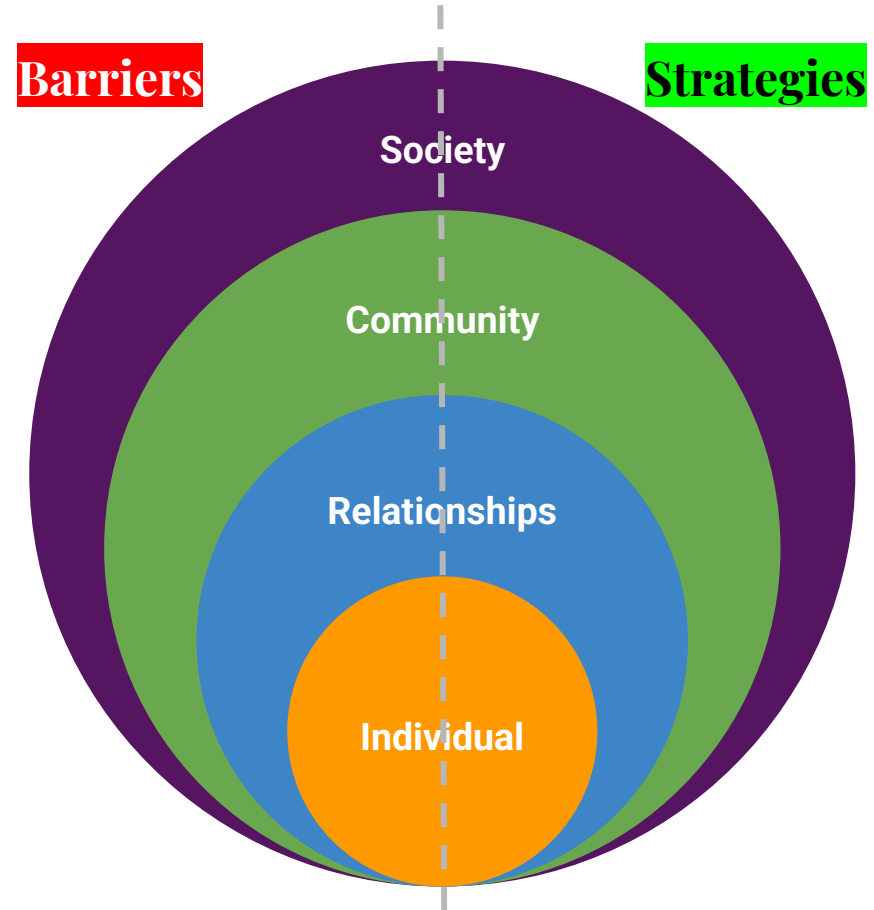
How can you make PA a Volitional Behavior?



(Introduction to Self-Determination Theory: An approach to motivation, development and wellness; by University of Rochester via Coursera)

Challenge!

1. Draw the modified Social Ecological Model on a piece of paper 
2. Draw a line down the center of the circle to split it into 2 halves
 - a. Label the left side “*barriers*”
 - b. Label the right side “*strategies*”
3. Then **ask yourself the following question for each circle & fill in your personal responses along the way:**
 - a. What **barriers** might impact you from being physically active now & throughout your lifetime?
 - b. What **strategies** can I personally do to overcome these barriers?
4. **Pause this video - taking some time to reflect and record your answers, and continue adding to your model throughout today's lesson**



Modified Social Ecological Model

Barriers

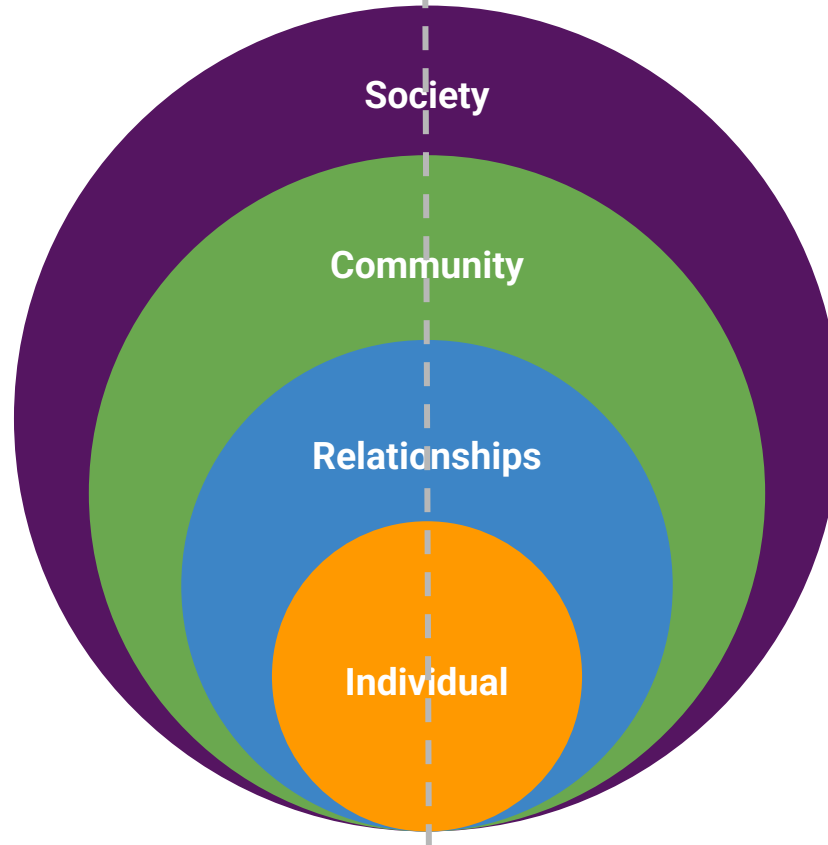
- I want to try swimming, but my cultural beliefs make me not want to wear a swimsuit in public

- I don't have a gym near my house that I can get to regularly

- I've noticed I'm less motivated to be active when I'm alone

- I don't enjoy running
- I don't like waking up early

Example



Modified Social Ecological Model

Strategies

- Ask the aquatics facility if they allow alternative attire
- Look for a full-coverage option (such as a triathlon suit or a wetsuit)

- Find safe walking routes and parks in your neighborhood
- Try PA in your home with YouTube

- Ask a friend or family member to be your activity buddy & hold each other accountable via text or FaceTime daily check ins

- Find other cardio activities I enjoy (bike, walk, row, dance)
- Schedule your workouts/PA during times you prefer

Common Barriers to PA

Females	Males
"I do not have time to exercise"	"I want to do other things with my time"
"I want to do other things with my time"	"I do not have time to exercise"
"I am too tired"	"I am too tired"
"I am not motivated to exercise"	"I am not motivated to exercise"
"I do not have a place to go to exercise"	"I am not interested in exercising"
"I do not think that exercise will give me the results I want"	"I do not enjoy exercising"
"I am not interested in exercising"	"I do not think that exercise will give me the results I want"
"I think that exercise is too hard"	"I do not have a place to go and exercise"

Evidence-based Strategies to increase or sustain PA

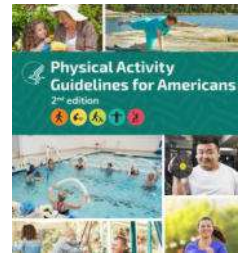


- **Seek guidance** from professionals or your peers
- Form a **buddy system** – motivate and support each other
- Start a walking group with **family or friends**
- Motivate yourself to be active with **technology**
 - Pedometers/Accelerometers (like apple watches, Fitbits, Polar watches, etc)
 - Free apps on your phone (like MyFitnessPal, Nike Training Club, Strava, etc)
- Replace sedentary activities with **movement options** when possible/safe
 - Walk/bike as your transportation
 - Take the stairs
 - Save time looking for a parking spot and park at the back of the parking lot to get more steps/movement



PA Recommendations Across the Lifespan

Physical Activity Guidelines Across the Lifespan

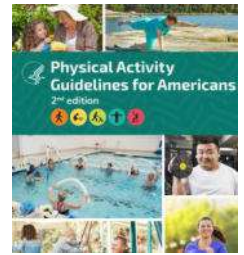


Key Guidelines for Preschool-Aged Children

- Preschool-aged children (ages 3 through 5 years) should be physically active throughout the day to enhance growth and development.
- Adult caregivers of preschool-aged children should encourage active play that includes a variety of activity types.



Physical Activity Guidelines Across the Lifespan

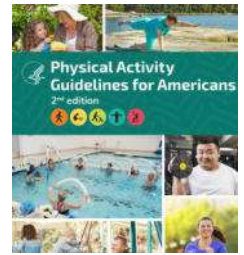


Key Guidelines for Children and Adolescents

- It is important to provide young people opportunities and encouragement to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.
- Children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily:
 - **Aerobic:** Most of the 60 minutes or more per day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity on at least 3 days a week.
 - **Muscle-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days a week.
 - **Bone-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days a week.



Physical Activity Guidelines Across the Lifespan

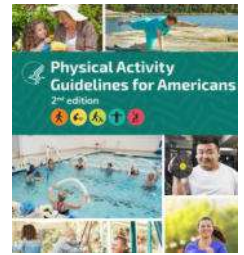


Key Guidelines for Adults

- Adults should move more and sit less throughout the day. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous physical activity gain some health benefits.
- For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Additional health benefits are gained by engaging in physical activity beyond the equivalent of 300 minutes (5 hours) of moderate-intensity physical activity a week.
- Adults should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.



Physical Activity Guidelines Across the Lifespan



Key Guidelines for Older Adults

The key guidelines for adults also apply to older adults. In addition, the following key guidelines are just for older adults:

- As part of their weekly physical activity, older adults should do multicomponent physical activity that includes balance training as well as aerobic and muscle-strengthening activities.
- Older adults should determine their level of effort for physical activity relative to their level of fitness.
- Older adults with chronic conditions should understand whether and how their conditions affect their ability to do regular physical activity safely.
- When older adults cannot do 150 minutes of moderate-intensity aerobic activity a week because of chronic conditions, they should be as physically active as their abilities and conditions allow.



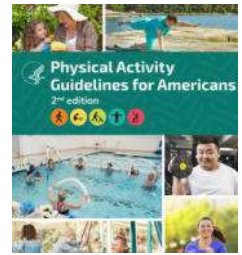
Physical Activity Guidelines Across the Lifespan



Key Guidelines for Women During Pregnancy and the Postpartum Period

- Women should do at least 150 minutes (2 hours and 30 minutes) of moderate-intensity aerobic activity a week during pregnancy and the postpartum period. Preferably, aerobic activity should be spread throughout the week.
- Women who habitually engaged in vigorous-intensity aerobic activity or who were physically active before pregnancy can continue these activities during pregnancy and the postpartum period.
- Women who are pregnant should be under the care of a health care provider who can monitor the progress of the pregnancy. Women who are pregnant can consult their health care provider about whether or how to adjust their physical activity during pregnancy and after the baby is born.

Physical Activity Guidelines Across the Lifespan



Key Guidelines for Adults With Chronic Health Conditions and Adults With Disabilities

- Adults with chronic conditions or disabilities, who are able, should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- Adults with chronic conditions or disabilities, who are able, should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.
- When adults with chronic conditions or disabilities are not able to meet the above key guidelines, they should engage in regular physical activity according to their abilities and should avoid inactivity.

How can I use PA to improve my wellness throughout my life?



1. Physical Wellness

- a. Cardiorespiratory Endurance
- b. Muscular Endurance/Strength
- c. Healthy body weight
- d. Reduce risk of disease

2. Psychological Wellness

- a. Reduce stress
- b. Improve cognition

3. Social Wellness

- a. Foster meaningful relationships with others via PA throughout my entire life



During this module, try to get to a point where you...

Know...

- How to interpret differences in PA recommendations across the lifespan
- Can describe personal and common barriers to sustained PA engagement
- Can describe strategies that support sustained PA engagement across the lifespan
- How to create two (2) SMART goals that will help them overcome barriers to sustainable PA engagement

Perform...

- Interruptions in sedentary behavior every 30-minutes throughout most of the day, each day of the week
- Strategies that support PA engagement
- **meet the weekly PA recommendations for my age-group

Reflect...

- On my personal barriers to PA engagement
- On the strategies I can utilize for sustained engagement in PA

Resources

- Content for this presentation was guided, in part, by the Physical Activity Guidelines for Americans, 2nd edition. For more information, please visit:
 - https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf
 - U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: U.S. Department of Health and Human Services; 2018.
- Edlin, G. & Golanty, E. (2019), *Health & Wellness. (p. 6-7 & 64-77). Burlington, Massachusetts: Jones & Bartlett Learning*.
- Kilanowski, J. F. (2017) Breadth of the SocioEcological Model, *Journal of Agromedicine*, 22:4, 295-297,
- Tergerson, J. L., & King, K. A. (2002). Do perceived cues, benefits, and barriers to physical activity differ between male and female adolescents. *Journal of School Health*, 72:9.