**PHE 10-12 Off Timetable - Activity Log/Journal**

*There are two (2) components to this course that will need to be completed.*

*1)* **Journal *(pages 2-7):*** *Complete the attached journal responses.* ***Due anytime before the end of the quarter*** *(better earlier than later) but no later than* ***January 29, 2021*** *via Teams/email/in person at PHE Office. It is recommended to complete at least 1 journal assignment every two weeks. This component is worth 20% of final mark.*

*2)* **Training/Activity Log:** *Please record all activity you have participated in* ***during each Term/Quarter****. The target each week should be a total of 150 minute (min.) and in the moderate to vigorous intensity level. Please hand in the* ***Activity Log*** *before the half way point of* ***Quarter 2 (December 17, 2020)*** *and the end of* ***Quarter 2 (January 29, 2021)*** *to Mr. Vagnarelli via Teams, email (*[*Andrew.Vagnarelli@burnabyschools.ca*](mailto:Andrew.Vagnarelli@burnabyschools.ca)*) or at the PHE office. If you are in an AVPA program (Whitecaps, BWC), simply hand in your average weekly activity schedule, including practice, training, games and duration. This component is worth 80% of final mark.*

*This Activity Log and Journal assignments are available on Mr. Vagnarelli’s Blog at* [*http://blogs.sd41.bc.ca/vagnarellia/phys-ed-weight-training/*](http://blogs.sd41.bc.ca/vagnarellia/phys-ed-weight-training/) *or on Office365/Teams.*

***Example of Training/Activity Log*** *(see below for a description of each criteria)****:***

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Activity | Intensity/Time | Verification |
| Sept 20 | Hockey practice | Mod/Vig – 1 hr 15 min | *email@me.com* |
| Sept 22 | Workout #1 (see home workout chart) | Vigorous - 1 hr | *email@me.com* |
| Sept 24 | Walk | Light – 40 min | Parent/604-555-1234 |
|  |  |  |  |

**Activity**: Examples include team practice/games, weight training, dance, yoga, walking/hiking. See the Home Workout info page (TEAMS) for more ideas.

**Intensity**: See the Intensity Scale below as a guide. The time of your workout/activity can vary depending on your activity.Try to aim for moderate to vigorous activity for at least 20 – 60 minutes.

**Verification**: Include a parent/guardian/coach name and email/phone number that can verify you have completed this activity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MEASURE OF INTENSITY SCALE** | | | | |
| **LIGHT** | **MODERATE** | **VIGOROUS** | **HARD** | **DIFFICULT** |
| Barely notice a change in heart rate and breathing. Feel just a bit warmer, can talk easily while doing this activity. | Noticeable increase in heart rate and breathing a bit harder, definitely warmer, may be sweating a little, but feel good and can carry a conversation. | Heartbeat is faster, feeling hot, sweating more, fatigued but able to maintain at this level. Can still talk but slightly breathless. | Heartbeat is noticeably faster, breathing is deeper and louder, feeling tired, difficult to talk, can only maintain pace | Breathing is deep and rapid, muscles are quivering, can only maintain this pace for a very short time, unable to talk. NOT RECOMMENDED! |
| " A WALK IN THE PARK" | "I'M FEELING WARMER." | "I'M HUFFING AND PUFFING" | "I FIND IT HARD TO TALK." | "I FEEL LIKE THROWING UP." |

PE 10-12 OT Journal #1

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Handed In: \_\_\_\_\_\_\_\_\_\_\_\_

After reading the article “9 out of 10 Teens Don’t Get Enough Exercise”, reflect on how this applies to you and the people around you (i.e. your friends, family/relatives) by agreeing or disagreeing with this statement? Although this may not apply to you exactly, explain how the findings of this article can impact our society in the now and in the future. Make reference to the article in your journal reflection.

Add your response here or at end if handwritten.

9 Out of 10 Teens Don’t Get Enough Exercise *By* **AMY NORTON** **HEALTHDAY** *September 26, 2016*(https://www.cbsnews.com/news/teens-dont-get-enough-exercise/)

Over 90 percent of U.S. [high school students](https://www.cbsnews.com/news/concussions-in-kids-teens-underestimated/) don’t get enough exercise to stay fit and healthy, and the pattern persists after they graduate, a new study finds. The researchers followed students at 44 high schools for four years and found that only 9 percent met current exercise recommendations throughout that time. For the most part, those habits held steady after high school -- though college students were more active than non-students.

There was also some variation among college kids, the study found: Those who lived on campus exercised more than those who lived at home. It’s not clear why those students were more active. They might have been more involved in sports, for example, or simply walked more -- running from classes to dorms and other campus buildings, said lead researcher Kaigang Li. “The walkability of your environment is important,” said Li, an assistant professor of [health and exercise](https://www.cbsnews.com/pictures/how-long-will-it-take-to-burn-off-that-halloween-candy/) science at Colorado State University, in Fort Collins.

The study is far from the first to show that most U.S. [teenagers](https://www.cbsnews.com/news/pediatric-melanomas-teen-skin-cancer-screening/) need to move more. According to Peter Katzmarzyk, a professor at Louisiana State University’s Pennington Biomedical Research Center, in Baton Rouge, “This study really confirms the low levels of physical activity in [adolescents](https://www.cbsnews.com/news/new-sleep-guidelines-for-babies-kids-and-teens/), which appear to be maintained over time as they transition into young adulthood.”A strength of this study, he said, is that it objectively measured teens’ activity levels: They wore devices called accelerometers, which tracked how much they moved over the course of a week. Katzmarzyk, who was not involved in the study, conducts research on child exercise patterns, [obesity](https://www.cbsnews.com/news/rates-of-severe-obesity-among-u-s-kids-still-rising-study/)​ and health.

The U.S. Centers for Disease Control and Prevention has long recommended that children and teenagers get at least an hour of physical activity each day. That mainly means exercise that boosts the heart rate, such as running. But kids should also try some strength-building activities -- for example, push-ups or lifting light weights. Studies have shown that few young people are heeding that advice, however, according to the CDC.

That may be partly related to a lack of physical education in schools: Only 29 percent of U.S. high school students have gym class every day, the CDC says. The evidence from this new research and other studies makes a good argument for more physical education, according to Katzmarzyk. “Any way that we can increase physical activity levels in adolescence might translate into maintaining higher levels of physical activity in young adulthood,” he said. “So physical education in high school is certainly an important outlet for this.” Still, Li said, there are probably numerous reasons for teenagers’ low exercise levels. He noted that in elementary school, most U.S. kids do get enough physical activity. But there is a steep drop-off after that. According to Li, that could be related to many factors -- including heavier homework loads starting in middle school, and more time on cellphones and computers.

The new findings are based on 561 students who were followed for four years, starting in 10th grade. Over 90 percent fell short of getting an hour of exercise each day over the study period, Li’s team found. What’s more, the study participants’ activity levels typically declined in the year after high school graduation -- especially if they did not go to college. Those who went to a four-year college got a little more exercise, particularly if they lived on campus. According to Li, that suggests that college life -- possibly by giving students access to gyms and other facilities -- helps young people be more active. Still, he said, colleges can do a better job of promoting exercise.

The same goes for communities, so that all young people have opportunities to move every day, he added. “Communities could create more walkable environments, public parks, bike trails, or low-cost or free exercise programs,” Li said. However, gyms and bike paths “aren’t enough.” Kids also need to learn, early on, how to build healthy habits into their day, he stressed. “Especially as kids become independent,” Li said, “it’s important that they have the skills to manage their time and make good choices.”

PE 10-12 OT Journal #3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date handed in: \_\_\_\_\_\_\_\_\_\_\_

From your own experience and your knowledge of the F.I.T.T. principle, design a quick and easy (and balanced) fitness routine for the following people. Include what you think is the appropriate Frequency, Intensity, Time and Type. Point form is acceptable. Focus on general fitness goals along with the age/sport specific needs. You can use the Home Work Out Program handout under Teams/Files or reference this article for ideas: [www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269](http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269).

|  |  |  |
| --- | --- | --- |
| Person | How Frequent? Level of Intensity? Time? What Type of activity (Show at least 2 different types)? | Desired Health Benefits of each Activity. |
| A young person (maybe a younger sibling) who is starting to become a competitive Volleyball Player |  |  |
| 40 Something (maybe a parent/guardian) who is trying to stay fit, gain muscle mass but has limited time. |  |  |
| Retired person (maybe a grandparent) who would like to increase activity but do it safely. |  |  |

PE 10-12 OT Journal #3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date handed in: \_\_\_\_\_\_\_\_\_\_\_

Recently, the importance of exercise and its impact on our mental health has been brought to the foreground. After reading the article “Get Moving: The Benefits of Exercise for Teen Mental Health”, reflect on how exercise can or does help your own mental well-being. Alternatively, how can activity (or sport) maybe hinder good mental health and what can be done to prevent this. Make reference to at least 2 points made in the article in your reflection.

# Get Moving: The Benefits of Exercise for Teen Mental Health

**By**[**Jamison Monroe Jr.**](https://www.usnews.com/topics/author/jamison-monroe)**, Contributor** May 28, 2018<https://health.usnews.com/health-care/for-better/articles/2018-05-28/get-moving-the-benefits-of-exercise-for-teen-mental-health>

**ONE OF THE BEST THINGS**that parents can do for their kids is help them build an exercise habit. That might mean dance, yoga, hiking or high school athletics. It should be something they really enjoy, so they're inspired to keep doing it. Why is exercise so essential for teens? Because physical activity has significant benefits for teen mental health, according to a large body of research. In fact, exercise can even be as effective as antidepressants. And, on the flip side, physical inactivity is associated with the development of psychological disorders.

**Studies show that exercise has the following benefits for teen mental health:**

* Positively impacts levels of serotonin, a chemical that helps regulate mental health.
* Releases endorphins, the body's natural "happy chemicals."
* Lowers levels of the stress hormone cortisol.
* Stimulates the neurotransmitter norepinephrine, which improves mood.
* Increases self-esteem and body positivity.
* Helps teens sleep well.

Evidence shows that teen athletics are particularly supportive, on a number of levels. According to a Canadian study published in the Journal of Adolescent Health, students who play team sports in grades eight through 12 have less stress and depression as young adults. Teens who play sports also gain confidence, critical-thinking and judgment skills, as well as increased cognitive function.

However, just about any type of physical exercise is beneficial. In a small study of a dozen young adults at the University of Newcastle in Australia, participants with major depressive disorder exercised regularly; after 12 weeks of exercise, 10 of the participants were no longer categorized as depressed. Regular exercise has also been shown to decrease symptoms of anxiety. And the effects are long-lasting: In one study, researchers found that people who got regular vigorous exercise were 25 percent less likely to develop depression or an anxiety disorder over the next five years. According to James S. Gordon, author of"Unstuck: Your Guide to the Seven-Stage Journey out of Depression,""Physical exercise has direct effects on the biology and psychology of depression. We discover that feelings of helplessness and hopelessness begin to fade."

**Another important benefit for teens: Exercise prevents substance use disorder.** As well as keeping anxiety and depression at bay, physical activity helps fight addiction. Research on lab rats and mice shows that regular exercise reduces the inclination to use drugs and alcohol. In essence, physical activity provides a healthy alternative reward for the brain, catalyzing a powerful surge of dopamine. And finding healthy ways to increase dopamine is key to successful recovery, especially in the early stages.

Additionally, exercise combats addiction because it addresses two of the major motivators for substance and alcohol abuse: depression and anxiety. According to the National Institute on Drug Abuse, teens who have substance use disorder are roughly twice as likely to have mood and anxiety disorders compared with the general population, and those with mood and anxiety disorders are more likely to use drugs. State of mind is intimately linked with substance use.

**However, there are risks associated with teen sports.** When teen athletes feel pressured to overachieve in sports, they sometimes turn to performance-enhancing drugs. In the federal government's annual monitoring the Future study, researchers examined the use of performance-enhancing substances among 67,000 high school students. Overall, close to 7 percent of students reported trying anabolic steroids at least once – an increase from 2012, when it was 5 percent. In addition, doctors often prescribe medication for sports injuries, which can lead to addiction, causing serious health problems and even death. Therefore, coaches, doctors and parents need to monitor teen athletes closely, and be vigilant about avoiding addictive methods of pain relief for injured teens.

**Researchers say that how often we exercise is more important for mental health than how vigorously we exercise.**

"Data regarding the positive mood effects of exercise involvement, independent of fitness gains, suggest that the focus should be on frequency of exercise rather than duration or intensity," say Lynette Craft and Frank Perna, authors of a review of research on the benefits of exercise for clinical depression. According to experts, teens who do some sort of physical activity three to five times a week, for at least 30 minutes, can reap mental health benefits.

Bottom line: Encouraging teens to get moving is worth the extra time, money or driving that teen exercise or athletics might require from parents. Ultimately, it will give them a strong foundation for physical and mental well-being for the rest of their lives.

PE 10-12 OT Journal #4

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date handed in: \_\_\_\_\_\_\_\_\_\_\_

After reading the article “How many calories does my teen need”, ([www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/how-many-calories-does-my-teen-need](http://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/how-many-calories-does-my-teen-need)), record a typical two day diet and an estimate of how many calories you eat per day to see if you are meeting the recommended guidelines. Use an app (fit bit, SparkPeople) or an online calorie counter to estimate your caloric intake ([www.thecaloriecounter.com/](http://www.thecaloriecounter.com/)). RECOMMENDED CALORIES/DAY FOR MY AGE/ACTIVITY LEVEL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Note: Competitive athletes may require more than the listed recommendations)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Day 1** | **Calories** | **Day 2** | **Calories** |
| **Breakfast** |  |  |  |  |
| **Snack** |  |  |  |  |
| **Lunch** |  |  |  |  |
| **Dinner** |  |  |  |  |
| **Snack** |  |  |  |  |
|  | ***Total Calories:*** |  | ***Total Calories:*** |  |