


15mins set up 60mins education	<p style="text-align: center;"><u>Getting Active</u> 1-hour session</p> <p style="text-align: center;">NB! Make sure you download the slide deck prior to delivering the session</p>	 <p>Equipment: Laptop/Tablet</p>
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Preparation	<p>General</p> <ul style="list-style-type: none"> • Ensure you are familiar with the slides and lesson plan • Arrive at least 5 mins early to the session to welcome and engage with SUs
Session objectives	<p>The SU will be able to:</p> <ul style="list-style-type: none"> • Review previous goals • What is physical activity? • How much physical activity should I be doing? • The benefits of being active • Barriers to being active • My own physical activity levels • Achievements and goal setting • SMART goal setting

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
	5 mins	EDUCATOR:	

Slides 1-4 Welcome Working Together Today's Session		Slide 1 <ul style="list-style-type: none"> • Welcome group, complete register and begin session Slide 2 <ul style="list-style-type: none"> • Introduce self and own professional background/training for role • Explain that the content of the sessions will last for an hour, this includes activities and group interaction. • Explain that measurements will be taken outside of the hour – encourage SUs to have ready before required time. • Request all SU's to bring their handbook and a pen with them to all sessions. Slide 3 <ul style="list-style-type: none"> • Covers working together and allows SUs to suggest own and capture for next time Slide 4 <ul style="list-style-type: none"> • Introduces the objectives for the session • Summarises that the programme is a combination of eating well (nutrition), moving more (physical activity), and Taking charge (motivation) elements that have been planned to support long term behaviour change 	Register Presentation Lesson plan/ own notes
		SU: <ul style="list-style-type: none"> ▪ Active listening and asking questions ▪ Active listening and review of handbook ▪ Questions 	
Slide 5 Progress review	1 min	EDUCATOR: <ul style="list-style-type: none"> ▪ Introduce progress review 	Presentation
		SU: <ul style="list-style-type: none"> ▪ Active listening 	Handbook (or anywhere they recorded goals)
Slide 6	4 mins	EDUCATOR: <ul style="list-style-type: none"> • Initiate progress review conversation e.g. How has everybody been? Have you been making progress towards your overall program goal or 	

Since our last session		<p>goals? Would anybody like to share a particular success or difficulty? Take a moment to review your own progress this week, think about your successes, challenges and further actions needed.</p> <ul style="list-style-type: none"> Ask the SUs who feel comfortable sharing the changes they have made so far, to share with the group. 	
		<p>SU:</p> <ul style="list-style-type: none"> Reflect on progress and success to date Engage in discussion about problems and barriers they may have encountered Discuss obstacles and barriers 	
Slide 7 What is physical activity?	2 mins	<p>EDUCATOR:</p> <ul style="list-style-type: none"> Use this slide to gauge SU knowledge of physical activity. Provide SUs 30 seconds to think about their answers. Ask SUs to shout out their answers. According to the world health organisation (WHO) physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure. The term physical activity is often confused with exercise, this is a subcategory of physical activity that is planned, structured, repetitive, and aims to improve or maintain one or more components of physical fitness. 	Presentation
		<p>SU:</p> <ul style="list-style-type: none"> Think about what they consider to be physical activity Active listening and feedback 	
Slide 8 How to increase your active time?	2 mins	<p>EDUCATOR:</p> <ul style="list-style-type: none"> Explain to SU's that increasing active time can be done by addressing 1 or more of the 3 points of the screen. Sedentary Time: Reducing time spent in sedentary activities (watching TV, on the computer/tablet, driving, sitting at a desk) Daily Life Activities: Increasing time spent performing lifestyle activities (physical activities that are part of day-to-day living. For example, walking, stair-climbing, household chores, gardening etc.) 	Presentation

		<ul style="list-style-type: none"> Exercise: Increasing time spent doing structured exercise (exercise should involve exertion to the point that your pulse and breathing rate are increased – we will talk more about exercise guidelines later in this session) 	
		SU: <ul style="list-style-type: none"> Active listening Answering questions and making suggestions Reflects on their own activity levels 	
Slide 9 Sedentary behaviour vs physical activity	2 mins	EDUCATOR: <ul style="list-style-type: none"> Let us start by looking at what Sedentary behaviour is. Sedentary means 'inactive', it's when we are not moving our bodies enough. Let us get some examples from you Probe SUs for existing knowledge (if silence, start the group off) <ul style="list-style-type: none"> Sitting or lying down Working at a desk Driving for long periods etc... Now let's look at physical activity – what does this mean to you? Ask SUs for examples of physical activity. As you go through the next few slides refer back to these SU responses to tie in with what they have said where correct/appropriate - underlining phrases/ terms 	Presentation
		SU: <ul style="list-style-type: none"> Thinking about their own knowledge of sedentary behaviour and physical activity Answering questions and making suggestions 	
Slide 10 Sedentary behaviours	4 mins	EDUCATOR: <ul style="list-style-type: none"> Now let's have a look at some examples of sedentary (inactive) behaviour on the slide. Read each of these examples out – whilst doing so can you marry up any of the SU examples from the previous slide that they gave you with these. 	Presentation

		<ul style="list-style-type: none"> ▪ Sedentary behaviour is not defined simply as a lack of physical activity. It is a group of behaviours that occur whilst sitting or lying down as the body requires very low energy expenditure for prolonged periods of time. ▪ It is the very low energy expenditure that distinguishes sedentary behaviours from other activities that also occur while sitting down, but which requires greater effort (for example sitting on the sofa for hours at a time versus sitting for 10 minutes then getting up and walking up and down the stairs. It is the getting up as well as the walking up and down the stairs that breaks the prolonged sedentary behaviour and requires energy expenditure) ▪ Physical inactivity (sedentary) can have serious implications for people's health, according to the WHO it is among the 10 leading causes of death and disability in the world. ▪ Ask SUs to think about four areas in their life – work, play, home and travelling in terms of what sedentary behaviours are familiar to them 	
		SU: <ul style="list-style-type: none"> ▪ Active listening and answering 	
Slide 11 How do we reduce sedentary time?	2 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ The term physical activity is often confused with exercise, exercise is a subcategory of physical activity. ▪ There are many activities which we do in our daily lives which involve movement like walking, lifting, bending, stretching... These are not considered to be structured exercise, however the more we move around in our daily lives, then the less sedentary we are. ▪ Exercise on the other hand is planned, structured, repetitive, and aims to improve or maintain one or more components of physical fitness (aerobic, anaerobic, strength, flexibility) ▪ You may wish to provide alternative terms or names for SU's for example flexibility is also known as suppleness and aerobic is aka cardio exercise. Please do not get too technical, keep it brief and simple. ▪ So bearing these points in mind if we want to move away from sedentary behaviour we need to increase our daily life activities and our structured 	Presentation

		exercise. Let's have a look at how this may be achieved in the following slides.	
		SU: <ul style="list-style-type: none"> ▪ Active listening 	
Slide 12 Daily life activities	2 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ Explain slide, ask group to come up with other suggestions of lifestyle activities. ▪ Elaborate on additional Daily Life activities; <ul style="list-style-type: none"> Housework Walking to the shops Gardening Walking the Dog 	Presentation
		SU: <ul style="list-style-type: none"> ▪ Active listening ▪ Suggest other daily life activities relevant to them 	
Slide 13 Structured exercise	7 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ So far, we have discussed the physical activity increases in the form of daily physical activity but as we have seen from the guidance the other way is participating in exercise. So, for those who regularly partake in daily physical activity and want to participate in exercise this could be a next step. ▪ Exercise classes/ sessions/ groups are a great example especially for trying out different types of modes especially as there is so much variety and have various benefits including being group based and structured. ▪ Can any of you give examples of types exercise and also the different modes of exercise? ▪ You may want to record on flip chart paper. As you go through the information below pose different questions to SU's e.g Do they know the benefits of the different modes/ methods of exercise – which are known as components of fitness ▪ These types of exercise modes such as fast walking, jogging, cycling, rowing is known as aerobic exercises. These are involved in improving the 	Presentation

		<p>performance of the cardiovascular and cardiorespiratory systems (heart, veins, arteries, lungs). The cardiovascular and cardiorespiratory systems work in harmony and are responsible for delivering oxygen, hormones, vitamins, minerals and cholesterol to all areas of the body that require it in the bloodstream (including the brain of course!) and is powered by the heart (muscle).</p> <ul style="list-style-type: none"> ▪ Resistance training also known as strength training refers to exercise which requires you push or pull (lift) against resistance. This could be using resistance bands, dumbbells, a barbell, bodyweight, machines, groceries, or any other external resistance. ▪ The idea is to preform an exercise for a specific number of repetitions with the aim of improving muscular strength, size or endurance. The major benefit for all of us especially the elderly population is to reduce sarcopenia – which is the loss of muscle mass and strength as a result of aging. ▪ Additional Benefits - It is also important to highlight the additional benefits that resistance training can have on SU's and decrease the perception resistance training is solely used for muscle gain. Highlight how it has a significant role in developing posture (correcting the upper cross syndrome or rounded shoulders), along with injury prevention (creating a more stable, stronger joint network) and injury rehabilitation. ▪ Flexibility - we often disregard this form of training in our youth, when our muscles are healthier. Unfortunately for a lot of us aging leads to a loss of flexibility in the muscles and tendons. Muscles shorten and fail to function properly. That increases the risk for muscle cramps and pain, muscle damage, strains, joint pain, and falling, and it also makes it tough to get through daily activities, such as bending down to put your socks on. The good news is if we stretch after exercise and throughout the day we make the muscles longer and more flexible, which increases your range of motion and reduces pain and the risk for injury. ▪ Balance - as we get older, the systems that help us maintain balance, our vision, our inner ear, our leg muscles and joints can unfortunately work less efficiently. However, training your balance can help prevent and reverse some of these losses. Balance exercises helps prevent falls, a common 	
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		<p>problem in older adults. Many lower-body strength exercises will also improve your balance.</p> <ul style="list-style-type: none"> Falls prevention - https://www.nhs.uk/conditions/falls/prevention/ 	
		<p>SU:</p> <ul style="list-style-type: none"> Active listening and discussion Suggestions and answering questions Participation 	
<p>Slide 14</p> <p>How much exercise is recommended?</p>	<p>1 min</p>	<p>EDUCATOR:</p> <ul style="list-style-type: none"> Ask SUs if they know what the current government guidance is on how much physical activity we should do each week to achieve health benefits? 	<p>Presentation</p>
		<p>SU:</p> <ul style="list-style-type: none"> Listening and suggesting answers 	
<p>Slide 15</p> <p>Physical activity guidance</p>	<p>4 mins</p>	<p>EDUCATOR:</p> <ul style="list-style-type: none"> https://www.gov.uk/government/publications/physical-activity-guidelines-infographics So let's have a look at the current UK guidance for physical activity: Currently the recommendations for an adult aged 19 and over are to perform 150 minutes a week of moderate intensity physical activity spread out over at least three days of the week (ideally with no more than two consecutive days between exercising;) and aim for 2 bouts of strength/resistant exercises but not on consecutive days. This may sound daunting at first especially if you have never exercised before but as we have said already and what we will continue to reiterate throughout this programme is to start slowly and then pick up pace as you familiarise yourselves with your body and its capabilities. (Ensure the SU's know the intensity and how long they choose to exercise for is dependant on their current fitness levels). For example if you are a beginner to exercise a good idea would be to split the recommended 150 minutes of exercise a week into 1min bouts. 	<p>Presentation</p>

		<ul style="list-style-type: none"> ▪ Educators: The UK recently changed the guidance in September 2019 from what was a minimum of 10 minute bouts as being beneficial to 1 minute bouts! This is a huge change which will help SU's tremendously especially those who have never exercised or those who are extremely overweight or wary of getting active as they should be able to start incorporating 1 minute bouts into their days. The physical activity sessions we have incorporated within these sessions will help you on your way towards achieving these physical activity goal's. 	
		SU: <ul style="list-style-type: none"> ▪ Active listening and discussion 	
Slide 16	1 min	EDUCATOR: <ul style="list-style-type: none"> ▪ Go through these benefits of meeting the physical activity guidance. ▪ Even if we can't meet the recommendations yet, it's better to start somewhere. We will still experience the benefits of being more active. ▪ Some is good, more is better. ▪ Make a start today, it's never too late. ▪ Every minute counts. 	Presentation
		SU: <ul style="list-style-type: none"> ▪ Active listening and answering questions 	
Slide 17	2 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ Go through some of the benefits of being active 	
Benefits of being active		SU: <ul style="list-style-type: none"> ▪ Listening and discussion 	
Slide 18	3 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ Ask what we might mean by 'barriers' in relation to PA. ▪ Highlight any barriers that have come up consistently and ask the SU's to think of ways the barriers could be overcome. 	Presentation

Barriers and how to overcome them		<ul style="list-style-type: none"> Common response <p>Possible solutions</p> <p>Examples include:</p> <ul style="list-style-type: none"> No time - physical activity guidelines state that exercise can be effective for as little as 1 minute at a time. Each minute can add to your total for the day. No equipment or access to facilities - Not all exercise needs equipment. Walking is free. Exercise videos online. Using resistance bands or your own body weight.... I have no motivation - Remind yourself of why you want to get fitter and how you will feel after exercising. I don't enjoy exercising - Exercise with friends to make it sociable. Choose types of activity you enjoy e.g. dancing/gardening. 	
		<p>SU:</p> <ul style="list-style-type: none"> Active listening and discussion 	
Slide 19 How confident are you at increasing your physical activity levels?	2 mins	<p>EDUCATOR:</p> <ul style="list-style-type: none"> Use this scale to think about how confident you are about improving your physical health through being active, 1 being not confident and 10 being very confident. If you have rated your confidence below 5, what do you think would help to improve that score? Remember, everyone has different starting levels of fitness, so set goals that are realistic for you. Give SUs 30 seconds to think/write down what physical activity they are currently doing, and what small changes they could start to make to increase their activity. Ask some SUs to feedback their thoughts and ideas. 	Presentation
		<p>SU:</p> <ul style="list-style-type: none"> SUs to think about their currently physical activity levels. Feedback thoughts and ideas by speaking out loud or using the chat function 	
Slide 20	4 mins	<p>EDUCATOR:</p> <ul style="list-style-type: none"> A lot of starting to get active is down to mental preparation. 	Presentation

<p>There is always a starting point</p>		<ul style="list-style-type: none"> ▪ This is why it is important for you to choose physical activity or exercise that interests and motivates you - something you will look forward to doing on a daily basis. ▪ If you have not been very active or tried structured exercise before, start with some simple movements or low-levels of walking and build up to the recommendations gradually. ▪ We know that change is not easy and if you are yet to increase your physical activity levels don't worry, you are not alone. Hopefully you have already made beneficial changes to the way you are eating, and we know how long it can take to change habits whether they are related to eating or physical activity. ▪ Although we all have a starting point which is unique to us, some may be able to run a marathon without any training others may struggle to make it up the stairs without getting out of breath. ▪ Do not be concerned with benchmarking yourself against others, if you're consciously choosing to increase your physical activity levels for the first time or in a long time, make it realistic, do it safely and gradually. Be aware of the intensity you are working at. We will look more at this in the next slide. ▪ A good starting point to begin with is short 1-5-minute stints of physical activity especially if you are a beginner. Then build up gradually, increasing slowly to the recommended amount of physical activity. 	
		<p>SU:</p> <ul style="list-style-type: none"> ▪ Active listening and discussion 	
<p>Slide 21</p> <p>How can I measure my intensity?</p>	<p>3 mins</p>	<p>EDUCATOR:</p> <ul style="list-style-type: none"> ▪ So, we have discussed what intensities you should be working at (i.e. 150 mins of moderate intensity exercise per week) but how do we measure this? Provide SUs 30 seconds to think about their answers, come to 1 or 2 SU's for an answer. ▪ A simple and effective method to measure intensity is by using the RPE. We have already mentioned that current government guidelines recommend we perform either 150 minutes of physical activity a week at a moderate intensity (refer to RPE scale) or 75 minutes a week of vigorous activity (refer to RPE scale) 	<p>Presentation</p>

		<ul style="list-style-type: none"> ▪ The "Borg Scale of Perceived Exertion with Exercise" can help you decide if you are exercising at a moderate or a vigorous level of intensity. "Perceived Exertion" means: how hard you think you are exercising. This scale can help you decide how well you are exercising. It can also help you stay at your desired level of intensity. A moderate intensity according to the RPE is 4-6. As your fitness improves over time you will notice that you can achieve more at the same intensity. This could be an indication that you are ready to increase the frequency, intensity, time or type of exercise you are doing. ▪ Another method of measuring your exercise intensity is by using your heart rate. To measure your heart rate, you need a heart rate monitor or a smart watch which can be expensive so the more realistic way to measure intensity for most is by using the aforementioned RPE scale. Nonetheless if want to measure your intensity by using your heart rate used the following equation to estimate your maximum heart rate: <ul style="list-style-type: none"> ▪ $\text{MAX HEART RATE} = 220 - \text{Age}$ ▪ Once you have calculated your estimated maximum heart rate, you can then find out the heart rate percentage you need to work at in order to exercise within a particular intensity. ▪ For example, if someone is 60 there estimated maximum heart rate would be 160 (220-age). If this person then decided they would like to walk at a moderate intensity for 30 minutes they would find out what 70% of their maximum heart is. 70% of their maximum heart rate is 112 bpm, this would mean they would try and maintain their heart at approximately 112 bpm but ensuring they not exceed this bpm throughout their routine. 	
		SU: <ul style="list-style-type: none"> ▪ Active listening and questions 	
Slide 22 Exercise limitations	2 mins	EDUCATOR: <ul style="list-style-type: none"> ▪ Even though the SU's will not be participating in the exercise session this slide is in place so that if SU's want to do exercise they are aware of the limitations and what to look out for. ▪ Go through the main points and expand using the information below if needed. 	Presentation

		<ul style="list-style-type: none"> Cardio vascular disease / High blood pressure - avoid holding breath whilst exercising and isometric contractions. Arthritis / Osteoporosis- avoid repetitive impact on the joints i.e. jogging and jumping. Fibromyalgia - avoid vigorous exercise, keep it at a moderate intensity. Chronic Obstructive Pulmonary Disease (COPD) - avoid vigorous exercise, keep it at a moderate intensity. Foot complications & existing injuries or open wounds (blisters or ulcers) especially on the feet are contraindications to participating in PA. If in doubt about any health limitations, it's important to consult with your GP. 	
		SU: <ul style="list-style-type: none"> Active listening and questions 	
Slides 23-25 Turn learning into action Goal without a plan is just a wish SMART	1 min	EDUCATOR: Slide 23 <ul style="list-style-type: none"> Introduce section Slide 24 <ul style="list-style-type: none"> Reminds of the importance of committing to action by setting SMART goals for achieving a healthier lifestyle and the features of a clear and well-planned goal Slide 25 <ul style="list-style-type: none"> Tap screen to reveal letters and their meanings and importance (x4) - Run through SMART acronym Explain that in order to turn long term goals into a reality, we need to break them down into manageable chunks and have a plan. This is the purpose of SMART goals. Work through example of SMART goal (offer to use group example, request input from group) Pause: before group do their own examples, recap the session so can make a SMART goal using info from this session SU: <ul style="list-style-type: none"> Review long term goal in handbook Offer suggestions for formulating example SMART goal 	Presentation SU PAPs
Slide 26-27	1 min	EDUCATOR:	

Let's recap What have we learned		Slide 26 <ul style="list-style-type: none"> Introduces final section to summarise Slide 27 <ul style="list-style-type: none"> Reads out bullet points and invites SUs to expand and recall what they remember by asking open and probing questions 	Presentation
		SU: <ul style="list-style-type: none"> Active listening Suggesting examples for a SMART goal 	
Slide 28 Now it's your turn	4 mins	EDUCATOR: <ul style="list-style-type: none"> Prompt SUs consider their own goals. These can be recorded in their handbook or on paper Request permission to share a volunteered SMART goal with the group – reflect with group and ensure SMART 	Presentation
		SU: <ul style="list-style-type: none"> Discuss and record SMART goals 	PAPs/pen and paper
Slide 29 Well done	1 min	EDUCATOR: <ul style="list-style-type: none"> Thank SUs Remind SUs of next session topics and date/time 	Presentation