



Health & Wellbeing



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THEME: Physical well-being – Get up and moving

It is important to ensure that young people understand the importance of physical activity and the health benefits associated with this.

This session will highlight the importance of being physically active, as well as encouraging the young people to think of ways to integrate more physical activity into their daily routines.

If young people are unable to carry out basic movements, they will be reluctant to participate in physical activity.

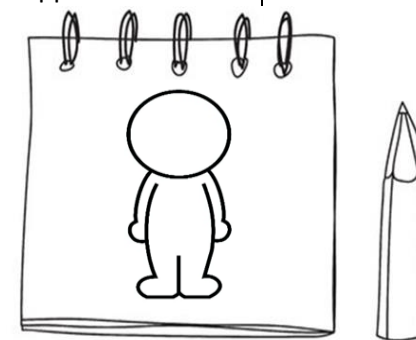
This session will equip participants with an understanding into the fundamental movements required to participate in physical activity.

LEARNING OBJECTIVES

1. To understand what physical activity is and why it is important.
2. To recognise and understand the motor skills required to get active.
3. Develop an individual action plan to incorporate more physical activity into the everyday routine of participants.

CONTENT	METHODS/ RESOURCES	APPROX. TIME
Introduction and Establishing Context	<p>Icebreaker: This is a brilliant game to promote teamwork, leadership, communication, and collaborative working. This is not resource or time dependant. Ask the young people to line up. Works best with 8-10 in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of...</p> <ul style="list-style-type: none"> • Height, from smallest to tallest. • Birthdays, from January through to December. • Shoe size, from smallest to largest. • Alphabetical first names (A-Z). • Alphabetical grandmother's first names. <p>Progress this to make the exercise more related to health & wellbeing. For example, ask questions such as:</p>	15 minutes

	<ul style="list-style-type: none"> • Most active to least active. • Drinks the most water to the least. • Most walks each week to least number of walks. • Most takeaways to least takeaways. • Hours slept each night. <p>Encourage young people to elaborate on their order.</p>	
<p>Group Discussion</p>	<p>Topic Introduction: Split the participants into two groups to answer each of these questions: what is physical health? And why is it important? (Slide 2)</p> <p>Activity: What day to day movements do you complete? In groups of 4 with Flip Chart paper. (Slide 3)</p> <p>Follow Up: make young people aware that each movement they complete can be related to physical activity. For example, walking upstairs, cycling their bike, carrying shopping bags etc.</p> <p>Tutor to outline the importance of being physically active. Gauge group activity levels. (Slide 4)</p>	<p>60 minutes</p>
<p>Reflective Task</p>	<p>Reflective Task: Ask the group to list all the physical activity they do in a day. Is this enough? Provide the recommended guidelines. For example, walking to the shop, taking the stairs instead of lift, walking to school.</p> <p>Reflective Question: Examine group activity levels. Label one side of the room/hall as green, the opposite side as red and the middle as amber.</p> <p>Green= very active (walking daily, jogging, and engaged in structured activity). This section means you always achieve the recommended guidelines.</p> <p>Amber= moderately active through daily walks but not enough. Sometimes achieve the recommended guidelines</p> <p>Red=not active at all and rarely achieve guidelines.</p> <p>Debrief: Ask young people to outline why they are in that categorisation. This peer-to-peer approach will encourage participants in the amber and red category to get more active by hearing information from their peers as opposed to a youth worker.</p> <p>What is categorised as physical activity and what is not. Group activity.</p> <p>Debrief: Most participants will provide sports as examples.</p> <p>Debunk the misconception that to be physically active you must participate in sport.</p> <p>In the same groups using flipchart paper, draw an outline of a body and ask the group to label or draw all the benefits of physical activity in different areas of the body that a person can experience. Critically review their daily routine and make it more movement based. (Slide 5 for example)</p>	<p>45 minutes</p>



Activity – Movement Assessment / Obstacle Course

Stuck in the mud- focuses on getting young people physically active whilst having fun and engaging.

Resources needed: tape, hula hoops and bean bags

Station One: Balance – put a line of tape for 10 meters. Participants must be able to walk the line and work on their balance.

Station Two: Throwing – put hula hoops around the hall, each young person to use both hands and throw the bean bags into the hoops. Use both hands and move back each time to make it harder or closer to make it easier.

Variations: if there are enough balls or bean bags for groups of two, try to catch with two hands, one hand, strong hand, weak hand.

Station Three: Jumping and bounding. Put hula hoops around the hall, young people to jump from hoop to hoop. Try different ways, feet together and single leg. Adhere to differentiation by making them closer or further apart.

Station Four: Coordination: Rocking and standing up. On your back, rock back and forth and try to stand up. To adhere to differentiation, rock back and forth and sit down rather than standing up.

Station Five: Hop on one foot on the spot, tutor to call left, right, forward, and backward. Do two calls each for both feet.

Station Six: Learn how to run: Jogging on the spot, going forward, running backward, and skipping to the other side of the hall.

Instructions: Forward = jog forward Sideways= side to side Back= jog backwards

Fun Game: allocate each of the movements a name, letter, or number. Last one to perform the action is put out.

Write down three things you will do to make your daily routine more active and score yourself out of 10 for each of the movements performed and list one station you wish to improve. We will revisit this at week 10 to see if there has been an improvement.

Tutor to display the learning outcomes and ask the group if they have achieved these and how?

10 minutes

45 minutes





BASELINE ASSESSMENT - START

TO BE COMPLETED AT THE BEGINNING OF THE PROGRAMME

Please circle.

Do you understand the purpose of the programme you are participating in:

Yes No

How important do you think your health and wellbeing is?

Not important 1 2 3 4 5 Very important

Rate your:

	Poor				Excellent
Level of physical activity/ exercise	1	2	3	4	5
Commitment to eat a healthy, balanced diet	1	2	3	4	5
Knowledge on how to help keep healthy relationships/ friendships	1	2	3	4	5
Knowledge on how to help keep a healthy lifestyle	1	2	3	4	5
Knowledge on how to help keep a healthy mind	1	2	3	4	5

Learner Name:

Club:

