



Health & Wellbeing



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THEME: Physical well-being – Get up and moving

It is important to ensure young people are physically active, but also to ensure they understand the importance of physical activity and the associated health benefits.

This session will highlight the importance of being physically active, as well as encourage participants to think of ways they can integrate more physical activity in their daily lives.

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

This session takes participants through different movements required to participate in physical activity.

LEARNING OBJECTIVES

1. Understand the importance of movements and how this relates to participation in physical activity.
2. Develop knowledge of movements needed to participate in physical activity.
3. Engage in a variety of activities to enhance motor skills.

CONTENT	METHODS/ RESOURCES <i>Flip Chart Paper, pens and suitable large hall</i>	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.</p> <p>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> <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. 	20 minutes

- Most takeaways to least takeaways.
 - Hours slept each night.
- Encourage young people to elaborate on their order.

Activity: What day to day movements do you complete? In groups of 4 with Flip Chart paper.

Follow Up: Make young people aware that each movement they complete can be related to physical activity. For example, walking upstairs or even carrying bags in the supermarket.
Tutor to outline the importance of being physically active through the PowerPoint.

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.
Green= very active (walking daily, jogging, and engaged in structured activity).
This section means you always achieve the recommended guidelines.
Amber= moderately active through daily walks but not enough. Sometimes achieve the recommended guidelines.
Red=not active at all and rarely achieve guidelines.

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 first-hand information from their peers as opposed to a youth worker.

What is categorised as physical activity and what is not? Group activity.

Debrief: Most participants will provide sports as examples.
Debunk the misconception that to be physically active you must participate in sport.

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.

30 minutes



<p>Reflective task – Linking Theory to Their Own Experiences</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.</p> <p>Can they review their daily routine and make it more movement based? For example, walking to the shop, taking the stairs instead of lift, walking to school.</p> <p>Group question, can too much activity be bad? Be critical.</p>	<p>20/30 minutes</p>
<p>Let’s Get Active with an energiser</p> <p>Activity – Movement Assessment / Obstacle Course</p>	<p>Stuck in the mud- focuses on getting young people physically active whilst having fun and actively engaging.</p> <p>Resources Needed: tape, hula hoops and bean bags</p> <p>Station 1: Balance – put a line of tape for 10 meters. Participants must be able to walk the line and work on their balance. Why is balance needed?</p> <p>Station 2: 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.</p> <p>Station 3: 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.</p> <p>Station 4: 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.</p> <p>Station 5: Learn how to run: Jogging on the spot, going forward, running backward, and skipping to the other side of the hall.</p> <p>Collective game: who can get the best score across all the activities. Ensure that form is adhered to. Tutor to display the learning outcomes and ask the group if they have achieved these and how? Write what has been achieved or learned in a journal format, this can be used an alternative method of assessment to activity 1 in the workbook.</p> <p>End of Lesson Task: Rate where are you in these movements and overall fitness and discuss in pairs what you could do to incorporate these movements into daily activities.</p>	<p>10 minutes</p> <p>45 minutes</p>

