

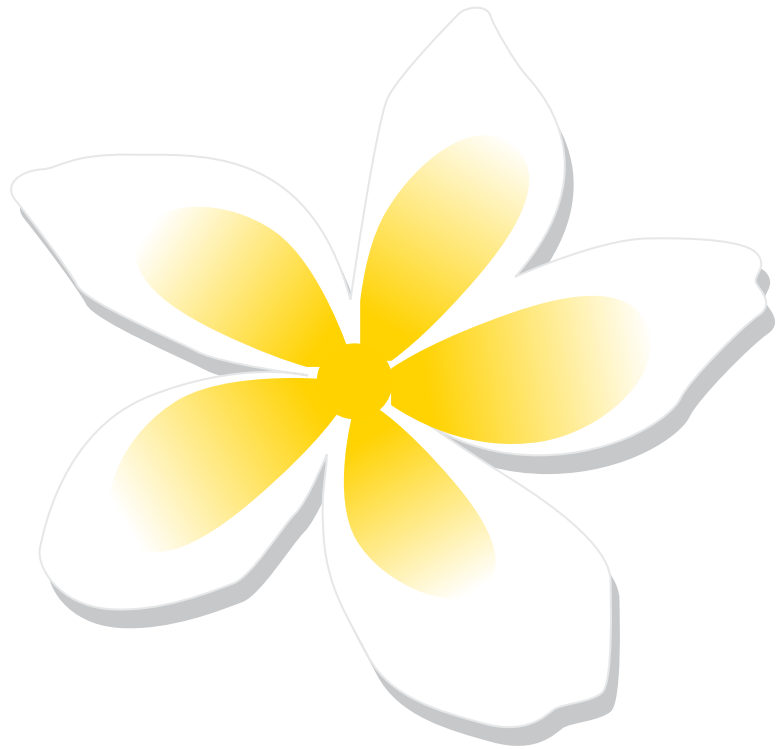


VIBRANT LIVING

BUILDING FAMILIES TODAY FOR TOMORROW

4

Physical activity



Healthy Eating Healthy Action
Oranga Kai - Oranga Pumau



Waikato District Health Board



www.waikatodhb.govt.nz/HEHA





GETTING STARTED AND STAYING MOTIVATED

Aim:

Increase participant awareness of physical activity and how they can become more active.

Learning outcomes:

- To increase awareness of the importance and benefits of physical activity - health benefits etc
- What are the New Zealand Physical Activity Guidelines
- What is moderate intensity physical activity
- Educate individuals on the difference between physical activity and exercise
- Identify and provide strategies to overcome barriers to activity
- Discuss adherence strategies
- To increase awareness of community physical activity options
- Increase awareness of the Green Prescription programme and how it can support participants to be more active.
- To show the participants how they can be more active at home with “at home” circuits.

Practical component:

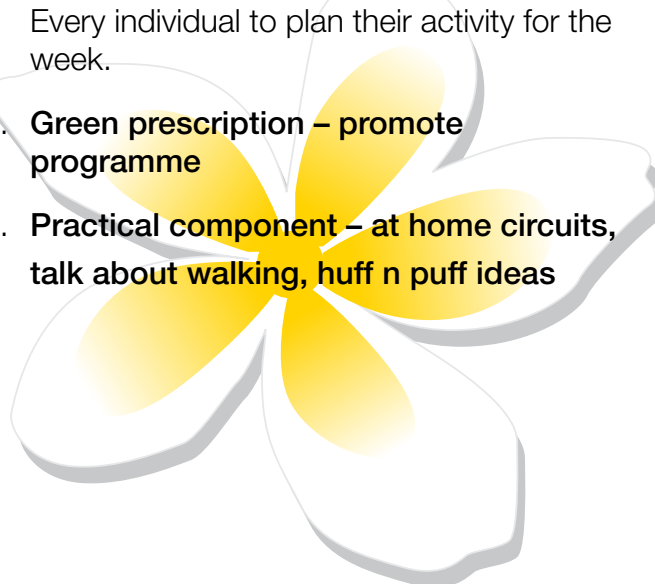
- Exercise to music demonstration
- “At home” exercise circuit
- Walking options

Equipment/resources

- Activity options in the community
- Recording templates
- Overcoming barriers worksheet
- Music and CD player
- At home exercise circuit handout
- Walking handout
- Huff n Puff handout
- Music and CD player

Example session plan

1. **Healthy lifestyle**
 - Discuss on the whiteboard all the components of a healthy lifestyle.
2. **What are the benefits of physical activity?**
 - Look at the benefits from physical activity
 - Discuss where exercise fits into the picture
 - Individuals to reflect on activity over the past 7 days
 - Using worksheets identify why they want to become physically active
3. **What are the recommendations for physical activity?**
 - Discuss Push Play message
 - Discuss moderate intensity physical activity
 - Discuss physical activity versus exercise
 - Discuss ‘snack-tivity’
4. **Barriers**
 - People to identify individual barriers to becoming active.
 - Address each one with potential strategies to overcome their barriers
5. **Adherence strategies**
 - Discuss goal setting, contracts, support , recording diaries, rewards, etc.
6. **Active options**
 - What is the goal of the week?
 - What are the options to achieve this?
 - Every individual to plan their activity for the week.
7. **Green prescription – promote programme**
8. **Practical component – at home circuits, talk about walking, huff n puff ideas**





FIT FAMILIES AND CHOOSE TO BE STRONG

Aim:

To further develop participants' knowledge of the importance of physical activity for them and their children and to equip participants with the knowledge, skills and tools to enable families to become more active.

Learning outcomes:

- To increase awareness of the importance and benefits of physical activity for children
- What are the NZ Physical Activity Guidelines for children
- What are the fundamental movement skills
- Identify and provide strategies to barriers to activity
- Discuss adherence strategies
- Ideas on fun games that can be played with children
- What family activities are available in the community
- The importance of maintaining your strength as you get older (parent focus)
- How to make your home into a gym – simple strength training ideas at home

Practical component:

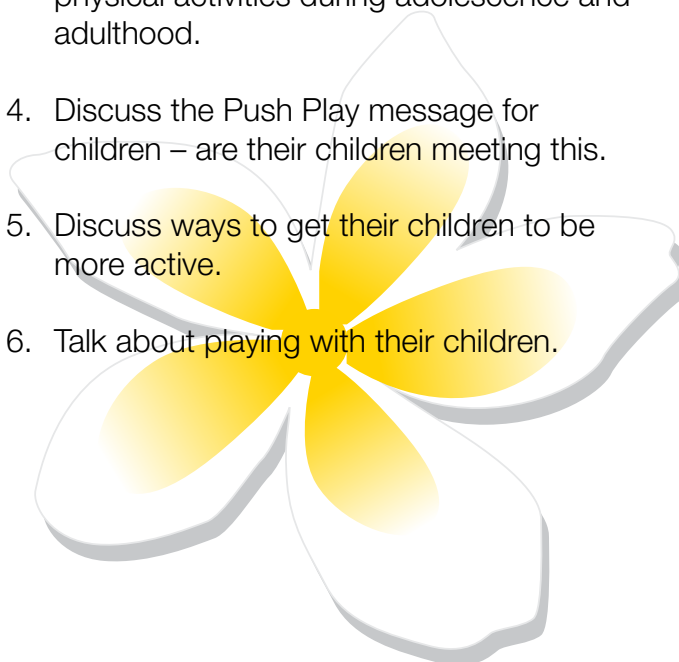
- Fun games and activities to play with kids
 - Tag games
 - Obstacle courses
 - Making games using 'junk'
 - Ball activities
- "At home" strength training ideas
- Using fitstrips

Equipment/resources:

- Fitstrips and manuals
- Strength training handout
- Physical activity resources for children
- If doing the 'junk' games activity you will need lots of containers, boxes, small balls, newspaper etc so participants can design their own games to play.

Example session plan:

1. Overview from the first session. Discuss what they learnt from last week and whether they met the goal that they set for the week.
2. In two groups discuss the following
 - Ask group to think back to their childhood – what was their best memory of activity?
 - What made it memorable, fun?
 - Was it 'unstructured play' – discuss this.
 - How many of you/your children are doing this now?
 - Discuss why/why not – determine barriers.
3. Discuss the fundamental movement skills (running, hopping, leaping, skipping, galloping, sliding, catching, two hand strike, kicking, overhand throw, bouncing a ball). Gross movement skills including running, skipping, hopping, catching and kicking are considered to be essential building blocks for more complex sport and recreation skills. The failure to develop and refine these skills during primary school years may lead to frustration, poor perception of abilities and failure in physical activities during adolescence and adulthood.
4. Discuss the Push Play message for children – are their children meeting this.
5. Discuss ways to get their children to be more active.
6. Talk about playing with their children.





FIT FAMILIES AND CHOOSE TO BE STRONG

7. Practical component – depending on time available play a number of games

- Up ball
- In groups make up a game using bits of “junk” from around the house.
- Variations of tag – this helps children learn how to play games. Preschoolers who don’t have older brothers and sisters won’t know how to play games so parents are instrumental. If they don’t learn how to play at home they will be intimidated about playing when they get to school.
- Circuits – star jumps, hopping, walking along ledge, swings
- Ball games – using hand hit ball along ground to get to goal – very few rules, easy for little ones to play
- Skipping – snakes can lead up to skipping, tie soft toy to end of skipping rope and shake along ground
- Aim is to roll the can towards the milk containers, once you knock over the “skittles”, add up your score. Each person has three chances.
- Skittles – using empty milk bottles and ball.

8. Other ideas to think about:

- For young children play games that don’t have a lot of rules.
- Older children can play more structured games such as backyard sports.
- What facilities are accessible to you? Parks, walkways, cycleways etc.

9. Choose to be strong – at home strength training ideas

- This component is for the parents
- Discuss the importance of strength and what it does for us
- Discuss ‘overload’ and what you have to do to get stronger
- Show them some simple strength training exercises they can do at home
- All participants get a fitstrip and a manual. Show them how to use the fitstrip

