

Active I

Healthy Active Living for Seniors

Post – course guidelines for course instructors

Program: Grundtvig

Duration: 2013–2016

Project number: 539664-LLP-1-2013-1-DE-GRUNDTVIG-GMP

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Post-Course Guidelines

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1) Active I introduction¹

European society is ageing very fast and a high proportion of older adults in most countries lead sedentary and inactive lives, have unhealthy nutrition habits, and do not take care of their personal wellbeing. Reversing this trend through the provision of information and support for older adults to implement and maintain a healthy and active lifestyle is the challenge taken on by the partnership of Active I: Healthy Active Living for Seniors.

To achieve this goal the "Healthy Active Living for Seniors" project (also named Active I) created a course and an Online Planer "Plan50+" based on three key areas: physical activity, nutrition, and mental wellbeing.

This course concept and the online planer provide optimal support to older adults for changing their behaviour in line with a more healthy and active lifestyle. More information about the three key areas and the Healthy Active Living Course for Seniors can be found in the following document. Further information and registration on the Online Planer as well as information and materials for the Healthy Active Living Course for Seniors can be found at www.plan50plus.eu.

- **Nutrition:** The eating behaviour of older adults is influenced by many factors. Basic knowledge of dietary recommendations and cultural characteristics, individual preferences and aversions, health status and current living conditions, and eating habits are all factors that influence the intake of everyday meals. The Healthy Active Living Course aims to support older adults in recognizing their own nutrition-related behavioural patterns and to provide new options for maintaining or improving their nutritional status. Nutritional status is an important element for wellbeing and satisfaction in old age. This includes not only a balanced diet and an adequate energy and nutrient intake but also the (re-) establishment of a dining culture which also includes pleasure and sociability.
- **Mental wellbeing:** Mental wellbeing means sharpness of wit and a self-awareness that is conducive to better physical safety and is associated with a better overall mood. Mindfulness is part of mental wellbeing and is more a process than a cognitive intervention which greatly enhances peace of mind and enables a fuller engagement in the here and now. It is very good for releasing stress and is renowned for its positive effect on people who suffer from high blood-pressure.

Mindfulness is made up of simple mental focusing exercises to improve concentration and release stress, including gentle breathing exercises which promote health within the body and mind. It is easy to learn and to do and is highly regarded by both medical and mental health professionals because of its well-documented effects in scientific research.

- **Physical activity:** Being physically active has many benefits for health such as lower risks of chronic diseases, prevention of falling as well as higher levels of functional health, cognitive functioning and wellbeing. The good news is that it is never too late to start being physically active and to benefit from physical activities in daily life. There are many sport disciplines such as jogging, dancing, swimming, biking or ball sports. Each older adult will have to find out which discipline one like most. However, this is only one of the possibilities for being physically active. Other daily activities such as going on foot or by bicycle (instead of using the car), using steps (instead of elevators), household chores or gardening are also important physical activities. Each person has to find out what kind of activities one like so that one can integrate more physical activities in daily life and reduce the daily sitting time (sedentary lifestyle). Sport and physical activities can give much pleasure. They often bring people together. Either one can become active together with friends, family or neighbours, or one can just meet new people. It's worth it to start being more active and to start trying new things! All these aspects will be taken into account in the Healthy Active Living Course.

Based on the experiences of the project consortium and the course instructors, the following document "Post – course guidelines for course instructors" will provide future course instructors with all necessary educational material to conduct the Healthy Active Living Course for Seniors, selection criteria for future participants, relevant preconditions and information on session implementation, and other useful materials to successfully conduct the course.

¹ For a better and easier readability, we used simplified references. More detailed references to the original sources can be found in the Active I Needs Analysis research report (2014).

2) Preconditions

To successfully implement the Healthy Active Living Course for Seniors, the following preconditions for instructors and participants should be considered in the planning of the course. The complexity of the course concept furthermore makes it necessary to find a proper location, a proper time slot and to provide several materials. All requirements are summarized in the following section.

2.1) Instructors

Following the recommendations of the Active I Needs Analysis (2014, p. 138), the instructors of a train-the-trainer course² should have at least:

- An academic degree in either
 - sport and exercise science (degree: Bachelor's or Master's)
 - nutritional science or ecotrophology (degree: Bachelor's or Master's)
 - health science (degree: Bachelor's or Master's) with courses/modules especially designed for working with older people
 - gerontology (degree: Bachelor's or Master's)
- Experience as a trainer in the field of physical activity, nutrition and/or mental well-being/relaxation
- Experience working with older people (physical activity trainer for older adults, cooking classes, social worker)

The participants in the train-the-trainer course should have at least:

- a trainer/exercise instructor certification in the field of physical activity with a focus on physical activity for older adults (health exercise, exercise in prevention, exercise in rehabilitation, exercise in therapy)
- a trainer/instructor license in mental wellbeing/relaxation with a focus on relaxation methods for older adults
- an educational background in nutrition for older adults
- experience as a trainer in the field of physical activity, nutrition or mental well-being/relaxation
- experience working with older adults

The course can either be guided by two or three instructors. If the course is conducted by three instructors, there should be one expert responsible for each specific field. This means there should be one expert in physical activity, nutrition and mental wellbeing respectively.

If courses are being delivered by only two instructors, it is preferable that at least one of the instructors is an expert in physical activity because physical activity is included in each day of the course.

Where can you do such a training:

For train-the trainers courses in Israel, please contact Yael Netz at Wingate College Institute neyael@wincol.ac.il

For train-the trainers courses in Ireland, please contact Marzena Wieczorek at ProActivate marzena.proactivate@gmail.com

For train-the trainers courses in Italy, please contact Cassandra Rofi at CO&SO cassandrarofi@gmail.com

For train-the trainers courses in Poland, please contact Kataryna Piecuch at PlinEU kataryna.piecuch@plineu.org

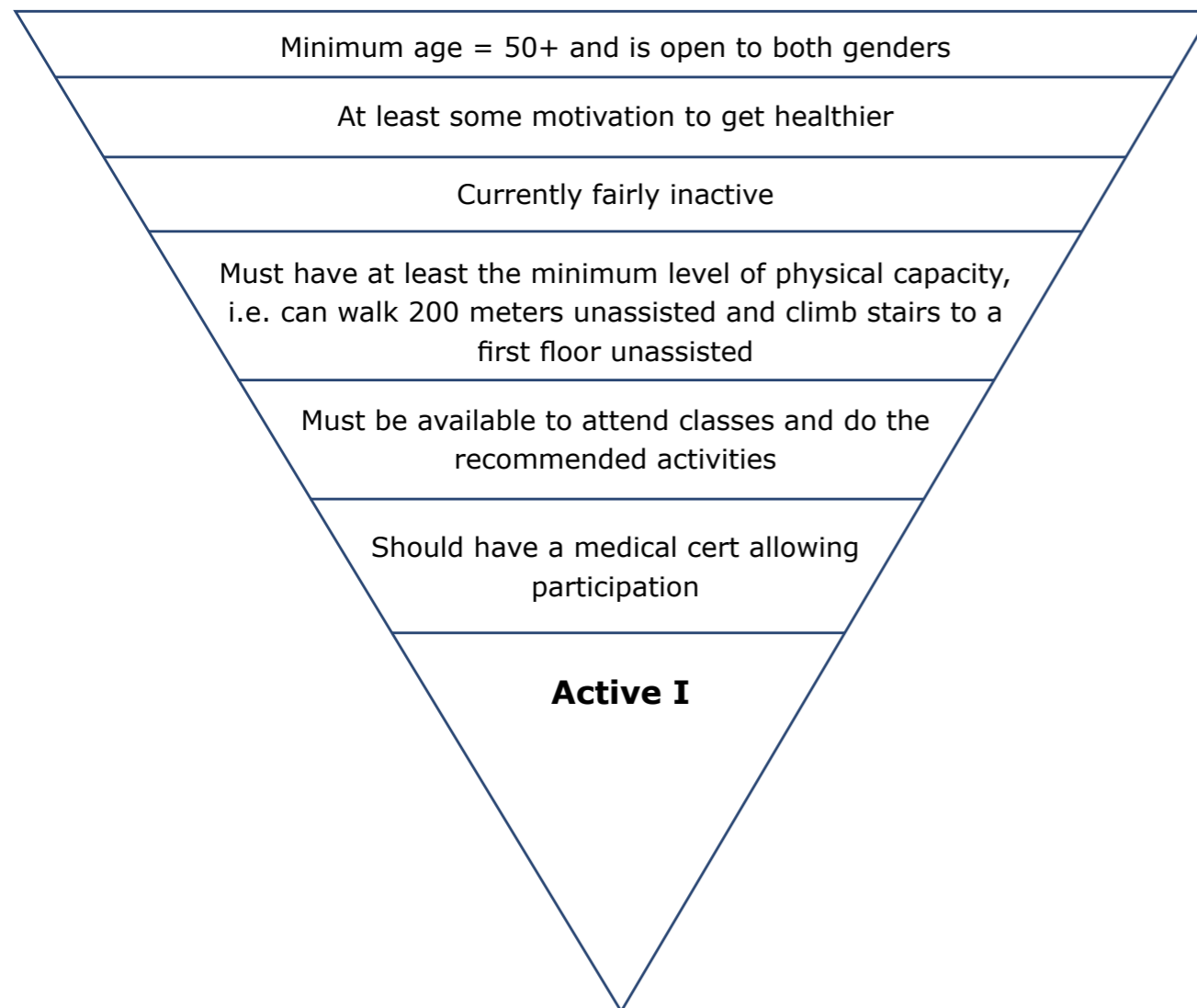
For train-the trainers courses in Germany, please contact Michael Brach at Münster University michael.brach@uni-muenster.de

For train-the trainers courses in Spain, please contact Juan Antonio Sánchez at Adesper juanantoniosanchez@irmasl.com

² The instructors of a train-the-trainer course will be able to train more instructors based on the course methodology.

2.2) Participants

The target group of the Active I course is:



The optimal group size is approximately **15 participants** per course.

2.3) Time

The Healthy Active Living Course for Seniors was built and tested in two stages over a period of 12 weeks:

1. Intensive Sessions (20 hours over two weeks; 5hrs x 2days each week)
2. Follow Up Sessions (40 hours over ten weeks; 2hrs x 2days each week)

2.4) Location

Indoor

We recommend a gymnasium, sports hall, or movement room with a variety of equipment and materials. An optimal space would be a gymnasium or sportshall with a separate room equipped with chairs, tables and a board or flipchart for theory sessions. The room or hall has to be large enough for all participants to comfortably take part in the activities.

For the reflection and mental wellbeing part of the course, it is recommended to have a room that is properly heated and quiet.

Furthermore, a kitchen with cooking space for all of the participants is advisable. Alternatively, the location could be changed for the units with cooking lessons (especially course day 3).

Outdoor

For outdoor units, a suitable park or sports field, hiking path, and swimming pool (easily accessible by public transport) are necessary. A more detailed description can be found in the units that require a change of location.

2.5) Materials

Some materials and equipment will be needed for the implementation of the course; please check in advance that you have access to the materials and equipment listed below. Besides these materials that should be provided by the course provider or the instructors, there is a range of materials and documents that are provided by the project consortium. More information on the existing materials can be found in the chapter 4).

All these materials can be assessed and download on the Project website:

www.active-i.eu or www.plan50plus.eu

Physical activity

► During the course:

- 1 ball (different colours) for each participant
- 2 chairs per participant
- 1 cup for each participant
- 1 desk or mobile writing board for each participant
- 1 drum or tambourine
- 1 elastic resistance band for each participant
- 1 first-aid kit
- 1 gym mat for each participant
- 1 exercise ball for each participant
- 1 gymnastic stick for every second participant
- 1 hand weight (2.3 kg) for every second participant
- 1 hand weight (3.5 kg) for every second participant
- 1 hoop for each participant
- 1 measuring tape
- 1 mobile phone
- 1 parachute/swing cloth (round)
- 1 pen for each participant
- 1 porcupine ball for each participant
- 1 rope for each participant
- 2 skittles for every second participant

- 2 small boxes
- 1 softball for each participant
- 1 stopwatch or device with a stopwatch function
- 1 tennis ball
- 1 volleyball net or separating cord
- 1 water ball
- 1 whiteboard
- Balls in different sizes and weights
(tennis balls, juggling balls, small balls, gymnastic balls, softballs, etc.)
- Bean bags in two different colours or marked tennis balls
- Bean bags or sticks
- Bench, chairs, stools for all participants (indoor and outdoor)
- Cards with sayings
- Cloth or paper in 4 different colours
- Coloured spots
- Drinks (water) and cups; maybe also fruit and power bars
- Maps
- Mats or hoops
- Money for emergency cases
- Trekking poles
- Some standards or bollards
- Some straws
- Special unstable standing device for balance exercise
- Sports and games equipment
- Stereo equipment with music
(different paces, e.g. dance and Qi Gong music)
- Texts with walking songs

 **Nutrition**

► **During the course:**

- 1-2 baking-trays
- 1-2 mixing bowls
- 3 big pots
- 1 blender
- 1 board
- 8-10 cutting boards
- 3 dish cloths/cleaning brush
- 3-4 flipcharts
- 1 fruit press
- 1 garlic press
- 1 grater
- 1 large container
- 8-10 knives
- 1 pan
- 1 sieve
- 1-2 small bowls
- 1-2 soup ladles
- 6 tea towels
- 1 timer
- Bakingpaper
- Bread
- Candles
- Dishes, glasses and cutlery for all participants and instructors
- Dishwashing liquid
- Drinks: water, tea for all participants and instructors
- Empty plastic boxes for leftovers
- Flowers
- Garbage bags

- Ingredients and food items depending on the recipes chosen
- Markers (in different colours)
- Masks or scarves or sheets/blankets Napkins
- Pens
- Sticky tape and/or box of pins Single-use gloves
- Small plates or mugs on which to place the food samples
- Sticky notes (in different colours)
- Stirring spoons
- Table and chairs for all participants and instructors
- Table mat and/or tablecloth
- Table- and teaspoons
- Toothpicks or spoons
- Water

 **Mental wellbeing**

► **During the course:**

- 1 Flip chart or whiteboard
- Blackboard or wall
- Blankets for the relaxation exercises
- Chairs with comfortable backs and tables for each participant
- Sweet or savoury foods that require chewing
- Markers (black and coloured)
- Paper
- Pens for each participant Pins
- Posters/flip chart paper Poster, "Mood Meter"
- Sticky notes and/or moderation cards
- Sticky tape
- Sheet of paper 70x100
- Smart board connection to watch YouTube videos
- Stereo equipment and CD music
- Timer

3) Course structure and general overview

After the clarification of requirements for the successful implementation of the Healthy Active Living Course for Seniors, the goals, the general structure as well as the methodology of the course will be explained shortly in the following section. A course overview containing information about the topics covered in the course can be found in the attachment.

As already mentioned, the course consists of two stages:

1. Intensive Sessions (20 h over two weeks; 5hrs x 2days each week)
2. Follow Up Sessions (40h over ten weeks; 2hrs x 2days each week)

Besides some few exceptions, each course day covers two of the three aspects physical activity, nutrition and mental wellbeing. While physical activity is part of each course day, the units for nutrition and mental wellbeing take place alternately. This concept is also reflected in the general structure of the units:

| |
|---|
| Attunement |
| Warm-up |
| Gymnastics |
| Endurance |
| Main topic physical activity |
| Cool Down |
| Break |
| Main topic nutrition or mental wellbeing |
| Conclusion |

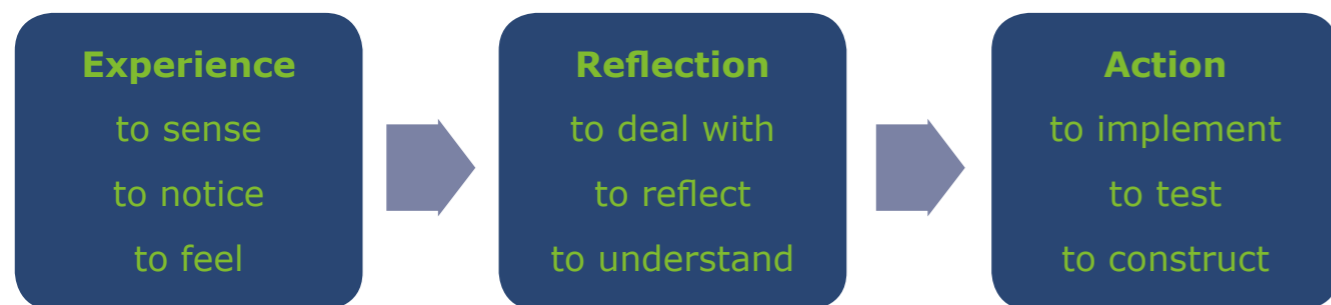
The goals of the course are summarised on the following table:

*Goal matrix "healthy lifestyle in a healthy environment"
(Active I Needs Analysis research report, 2014, p. 9)*

| | Physical activity | Nutrition | Mental wellbeing |
|--|---|---|---|
| Carrying out relevant health practices | Knowledge and motivation to <i>change behaviour</i> | | |
| | Commitment to physical activity | Commitment to a healthy diet | Commitment to mental wellbeing |
| Strengthening of personal and social skills and support | To become familiar with exercises and to apply them in everyday life | To become familiar with healthy eating guidelines and to apply them in everyday life | To become familiar with mental wellbeing techniques as well as exercises and to apply them in everyday life |
| | Strengthening of <i>physical skills</i> : | | |
| | <ul style="list-style-type: none"> • Body perception • Endurance • Strength • Flexibility • Coordination | <ul style="list-style-type: none"> • Body perception | <ul style="list-style-type: none"> • Body perception • Relaxation ability |
| | Strengthening of <i>psychological skills</i> : | | |
| | <ul style="list-style-type: none"> • Self-efficacy regarding physical activity • Self-esteem • Body image • Mood | <ul style="list-style-type: none"> • Self-efficacy regarding nutrition • Body image | <ul style="list-style-type: none"> • Self-efficacy regarding mental wellbeing |
| | Strengthening of <i>social support</i> : | | |
| <ul style="list-style-type: none"> • Promotion of social support regarding physical activity • Promotion of social integration | <ul style="list-style-type: none"> • Promotion of social support regarding healthy diet • Promotion of social integration | <ul style="list-style-type: none"> • Promotion of social support regarding mental wellbeing • Promotion of social integration | |
| Communicating of relevant health competences and skills | Understanding of relevant <i>basic knowledge</i> : | | |
| | <ul style="list-style-type: none"> • Security aspects • Training control • Load control • Health effects | <ul style="list-style-type: none"> • Food security • Food composition • Calories • Food preparation • Health effects | <ul style="list-style-type: none"> • Techniques for mental wellbeing • Health effects |
| Changing of relevant health conditions | <ul style="list-style-type: none"> • Allocation of high quality programs • Education of qualified trainers • Access to at-risk target groups • Quality management | | |

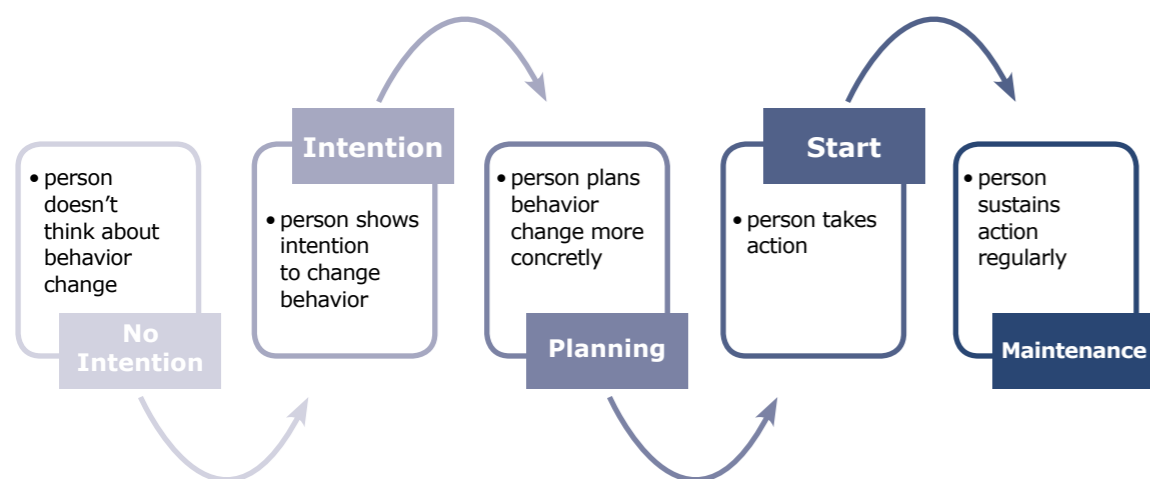
The achievement of these goals requires, above all, a general behavioural change, which is promoted through the different activities of the course, most of them sharing the following didactic principles: methodical line, voluntariness, creativity, and active participation.

The methodical line seeks to let the participants experience the immediate results of healthy actions while understanding their background, thus leading to the autonomous construction of sustained healthy practices in the daily life of the participants.



Methodical line (translated from Neuber &Wentzek, 2005, p. 24, courtesy of Nils Neuber)

The process by which individuals adopt changes ranges from an initial stage where they do not even think about behaviour change because they do not deem it necessary or convenient, to a final stage where the same person can sustain regular actions to maintain those changes as depicted in the following chart



Process of behaviour change (Active I Needs Analysis research report, 2014, p.15)

To kick-start this process it is important to present information that can ultimately lead to a profound reflection about participants’ lifestyles and their associated potential health risks.

Information for the detailed planning of the course

This document only provides a short overview about the idea of the Healthy Active Living Course for Seniors. The most detailed information about the course can be found in the detailed planning.

The detailed planning section contains information about the following three points:

- a. Detailed description of exercises, theoretical inputs, and the total sequence of the course units
- b. Clarification of the required materials for the course (what materials do the instructors need?)
- c. Clarification of the required materials for seniors (what materials do the seniors need?)

A) Detailed description of exercises, theoretical inputs, and the total sequence of the course units

The detailed planning section contains a detailed description of the course units and course materials so that readers understand the background of the course and are able to conduct the course units independently after the initial training, even if they are not familiar with a specific exercise.

The description of units, theoretical inputs, and exercises are described in detail and in a comprehensible way allowing the instructors to conduct the unit correctly. More experienced instructors can vary some exercises or methods. Some alternative content or exercises are described for lessons that may be difficult to implement.

For example:

- “Public Transport Awareness” could be changed to “Getting Around the Community”, which could focus on how to feel safe getting around a community where there is no public transportation (use routes with lights etc.).
- “Movement Experience in the Water” may be changed to “Movement Experience in the Gym” when there is no swimming pool available or some participants are afraid of the water.

These are only two examples. Please consider possible risks or difficulties that could arise in your unit and think about measures that could be implemented to avoid problems. There are many reasons why there might be a need to adapt the modules, for example, material could be missing, there may not be a suitable room or kitchen, or the content could be too specialised for some instructors.

B) Clarification of required materials for use during the course – What materials do the instructors need?

Another important point is the description of the materials that instructors will need to conduct the course, and specifically, which materials are needed for the practical exercises and for the theory units. Beside the detailed description of exercises and theory units, you will find a list of these required materials.

- What materials do you need for sitting or lying? (e.g. chairs, benches, tables, mats, etc.)
- What materials do you need to do the practical exercises? (e.g. hoops, ball, hiking maps, and food, as well as pictures, text blocks, written instructions for various activities, questionnaires, templates for participants, or a mood meter, pens, sticky notes, etc.)

C) Clarification of required materials for seniors – What materials do the seniors need?

Another important point is the material for older adult participants. This section includes information about the material and information that you can give to the participants as well as information and material that is available for the seniors' own course notebook.

For example:

- Work sheets during the course
- Fact sheets about atopic
- Pictures with exercises
- Homework: prepared sheet with instructions

4) Available materials

All of the documentation and educational materials created for this course are listed in the following table. They can be downloaded from the Active I project website (www.active-i.eu/) or the website www.plan50plus.eu (results) where you can also find the Online Planer "Plan50+".

To get a rough idea of the course, please read the document labeled "Course Material". An overview of the material is given in "Appendix 1. Material Overview" which can be found in a single zip file named: "Appendix 3. Additional material.zip".

The detailed planning of all course units is part of "Appendix 2. Detailed Planning".

| | DOCUMENT NAME | Description (Brief description of the document) | Category Main document: Descriptive material directly related to the activities that the instructor will perform Sessions Documentation: Material that the instructor uses throughout the course sessions Questionnaires: Registration forms, questionnaires, and surveys that the instructor should use throughout the course or at the end, when applicable. |
|---|---|--|---|
| 1 | Course materials | Rough planning of all course units. Available in English, Spanish, Italian and Polish. | Main document |
| 2 | Appendix 1. Material overview | List of all additional materials separated for each course unit and target group/intended purpose. | Main document |
| 3 | Appendix 2. Detailed planning | Detailed description of each course unit with a description of the background, content, material and location as well as important points to consider | Main document |
| 4 | Appendix 3. Additional material (ZIP-file) (this will contain the following documents) | ZIP-folder with 74 documents for use within the course (e.g. posters), additional materials for seniors (e.g. handouts), additional information for instructors (e.g. background information) and homework for seniors (e.g. work sheets). | Main document / session documentation / questionnaires |
| | 000_Material_whole course_Handout MUSIC | Information on the proper choice of music for physical activity units. | Main document |
| | 00_Active I registration form | Registration form including questions about medical conditions. | Questionnaires |
| | 01_Material_Day 01_Poster, "PA units Structure" | Overview of the structure of physical activity units. | Session documentation |
| | 02_Material_Day 01_Pictures PA | Pictures for the game, "My Physical Activity Biography". | Session documentation |

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| | 03_Material_Day 01 & 02_Instruction Breath Relaxation | Instructions on breath relaxation. | Session documentation |
| | 04_Material_Day 01_Poster, "Motivation & Expectation" | Posters to assess motivation and Expectations towards the course. | Session documentation |
| | 05_Material_Day 01_Handout course overview | Course overview (topics) separated in course days and main course aspects. | Session documentation |
| | 06_Material_Day 01_Handout pulse measurement | Information on proper pulse measurement. | Session documentation |
| | 07_Material_Day 01_Work sheet, "First PA Reflection" | Work sheet to reflect on the physical activity unit. | Session documentation (homework) |
| | 08_Material_Day 02_Test Sheet | Test sheet for the fitness test. | Session documentation |
| | 09_Material_Day 02_Poster, "Like" | Poster to assess food preferences. | Session documentation |
| | 10_Material_Day 02_Poster, "Not Like" | Poster to assess food preferences. | Session documentation |
| | 11_Material_Day 02_Poster, "Regular" | Poster to asses eating habits. | Session documentation |
| | 12_Material_Day 02_Pictures Food | Pictures of food for several nutrition units. | Session documentation |
| | 13_Material_Day 02_3 Questionnaire, "Day Food Record" | Questionnaire to assess eating habits. | Other annex (should be completed before the course starts) |
| | 14_Material_Day 02_Work sheet, "Intentions for PA" | Work sheet to express intentions for physical activities. | Session documentation (homework) |
| | 15_Material_Day 02_Work sheet, "Intentions for Nutrition 1" | Work sheet to express intentions For nutrition. | Session documentation (homework) |

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| 16_Material_Day 03_Work sheet, "Plans for PA" | Work sheet to define concrete plans for physical activities. | Session documentation |
| 17_Material_Day 03_Recipes, "Starter" | 3 Recipes for starters. | Session documentation |
| 18_Material_Day 03_Recipes, "Main Course" | 4 Recipes for main courses. | Session documentation |
| 19_Material_Day 03_Recipes, "Dessert" | 3 Recipes for desserts. | Session documentation |
| 20_Material_Day 03_Handout, "Reduce Salt Intake" | Information on alternatives to salt and how to reduce daily salt intake. | Session documentation |
| 21_Material_Day 03_Handout, "CBT Model" | Graph of the cognitive behavioural therapy model. | Session documentation |
| 22_Material_Day 03_Work sheet "Mental Wellbeing State Exercise" | Work sheet for the "State Exercise" | Session documentation |
| 23_Material_Day 04_Handout, "Heart rate" | Information about heart rate and load control by heart rate control. | Session documentation |
| 24_Material_Day 04 Work sheet, "Pulse Protocol" | Pulse protocol work sheet | Session documentation |
| 25_Material_Daily exercise, "Routine PA" | Example of a daily exercise routine. | Session documentation |
| 26_Material_Day 04_Work sheet, "Endurance Training" | Information about endurance training and work sheet on implementation of endurance activities in daily life. | Session documentation (homework) |
| 27_Material_Day 04_Handout, "ERBR & ERBR + PMR" | Instructions on the "Eye Roll, Breathing, Relaxation Technique" and the "Eye Roll Breathing, Relaxation Technique with Progressive Muscle Relaxation". | Session documentation (homework) |
| 28_Material_Day 05_Poster, "Difficulty of Exercise Scale" | Poster to assess the difficulty of exercises. | Session documentation |

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| 29_Material_Day 05_Poster, "Target Circle" | Poster to assess whether the expectations of the participants have been met in the first course week. | Session documentation |
| 30_Feedback and evaluation questionnaire, "Compact Week" | Questionnaires to assess the satisfaction of and benefits to the course participants. | Questionnaires |
| 31_Material_Week 01-1_Sheet, "Pulse Protocol" | Pulse Protocol work sheet. | Session documentation |
| 32_Material_Week 01-1_Handout, "Endurance Training" | Information about the structure Of endurance training. | Session documentation |
| 33_Material_Week 01-1_Handout, "ERBR, Mindfulness, Breathing" | Instructions on "Eye Roll, Breathing, Relaxation Technique with Mindfulness Meditation" as well as the "Standing Breathing Exercise". | Session documentation (homework) |
| 34_Material_Week 01-2_Handout, "Falls General Information" | Information about falls and the risk of falling. | Session documentation |
| 35_Material_Week 01-2_Poster, "Food Pyramid" | Poster to create a food pyramid. | Session documentation |
| 36_Material_Week 01-2_Poster, "Pyramid Ireland" | Poster of the Irish food pyramid. | Session documentation |
| 37_Material_Week 01-2_Poster, "Pyramid Italy" | Poster of the Italian food pyramid. | Session documentation |
| 38_Material_Week 01-2_Poster, "Pyramid Spain" | Poster of the Spanish food pyramid. | Session documentation |
| 39_Material_Week 01-2_Poster, "Pyramid Poland" | Poster of the Polish food pyramid. | Session documentation |
| 40_Material_Week 01-2 & 02-2_Handout, "Nutrition Information" | General information about the composition of food and calorie needs. | Session documentation |
| 41_Material_Week 01-2_Work sheet, "Eating Reflection" | Worksheet to reflect on personal eating behaviour. | Session documentation (homework) |
| 42_Material_Week 02-1_Work sheet, "Mood Meter" | Worksheet „Mood Meter" to express feelings. | Session documentation (homework) |

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| 43_Material_Week 02-2_Work Sheet, "Energy Content of Food" | Worksheet to allocate energy content to foods. | Session documentation |
| 44_Material_Week 02-2_Handout, "Energy Content of Food" | Solutions of the exercise "Energy Content of Food". | Session documentation |
| 45_Material_Week 03-1_Work sheet, "Cartesian Plane" | "Cartesian Plane Worksheet" to assess energy levels during the day. | Session documentation |
| 46_Material_Week 03-1_Work Sheet, "My Highlights" | Worksheet to assess the highlights of the physical activity unit. | Session documentation (homework) |
| 47_Material_Week 03-2_Poster, "Eating at Rest" | Posters to assess possibilities to eat at rest. | Session documentation |
| 48_Material_Week 03-2_Work sheet, "Qigong Reflection" | Worksheet to reflect on experiences of the Qigong activity. | Session documentation (homework) |
| 49_Material_Week 04-1_Pictures, "Track Dance" | Pictures of track dance for the group dance. | Session documentation |
| 50_Material_Week 04-1_"Journey of Imagination" | Instructions for "Journey of Imagination". | Session documentation |
| 51_Material_Week 04-1_Handout, "3 Minute Technique" | Instructions for the "3 Minute Technique". | Session documentation (homework) |
| 52_Material_Week 04-2_Work sheet, "Food Tasting" | Work sheet for food tasting. | Session documentation |
| 53_Material_Week 05-1_Handout, "Standing Breathing Exercise – The Archer" | Instructions for "Standing Breathing Exercise: The Archer". | Session documentation |
| 54_Material_Week 05-1_Work sheet, "Outdoor Activities Reflection" | Worksheet to reflect on experiences of outdoor activity. | Session documentation (homework) |
| 55_Material_Week 05-2_Poster, "Arguments for Brain Training" | Poster with arguments for movement-oriented brain training. | Session documentation |
| 56_Material_Week 05-2_Recipe, "Bread" | 1 Bread Recipe. | Session documentation |
| 57_Material_Week 05-2_Recipe, "Quark Spread" | 1 Quark Spread Recipe. | Session documentation |

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|--|---|----------------------------------|
| 58_Material_Week 05-2_Recipe, "Veggie Spread" | 3 Veggie Spread Recipes. | Session documentation |
| 59_Material_Week 07-2_Poster, "Body" | Body shape poster to locate feelings and emotions in the body. | Session documentation |
| 60_Material_Week 07-2_Poster, "Coping Alternatives" | Posters to assess alternative coping strategies for negative feelings. | Session documentation |
| 61_Material_Week 07-2_Posters, "Usual Coping" | Posters to assess coping strategies for negative feelings. | Session documentation |
| 62_Material_Week 07-2_Work sheet, "Intentions for Nutrition 2" | Work sheet for writing down plans to use an alternative coping strategy while having negative feelings. | Session documentation |
| 63_Material_Week 08_Work sheet, "Fall Risk Assessment" | Worksheet to assess individual fall risks. | Session documentation |
| 64_Material_Week 08_Exercises, "Get up from the Ground" | Balance exercises and an exercise on how to get up from the ground after falling. | Session documentation |
| 65_Material_Week 08_Brochure, "Check for Safety" | Fall prevention in the home checklist for older adults. | Session documentation |
| 66_Material_Week 08_"Otago Home Exercise Programme" | Exercise programme with balance and strength exercises for preventing falls. | Session documentation |
| 67_Material_Week 08-1_Handout, "Standing Strength" | Instruction on "standing strength". | Session documentation (homework) |
| 68_Material_Week 09_Work sheet, "Barriers to PA" | Worksheet to assess barriers to physical activities. | Session documentation |
| 69_Material_Week 09-2_Poster, "Instead" | Worksheet to write down healthier alternatives to sweets. | Session documentation |
| 70_Material_Week 10-1_Handout, "Journey of Imagination" | Instruction for "Journey of Imagination". | Session documentation |
| 71_Feedback and evaluation questionnaire, "Follow up Week" | Questionnaires for assessing the participant's satisfaction with the course and how they benefited from it. | Questionnaires |
| 72_Feedback and evaluation questionnaire, "Instructors" | Questionnaire to assess the usefulness of the course material and the training to instructors. | Questionnaires |

5) Tips for instructors

This section contains some specific tips from the instructors based on the first stream of the course in addition to some general tips and comments for conducting the course successfully and safely.

Safety:

- It is very likely that not all participants will be able to participate in all activities, especially the physical activities. The participants may suffer from back pain, may have problems with their hips or knees or are not able to swim etc. Instructors can adapt the exercises and activities to such complaints (see preconditions to becoming an instructor) and should repeat regularly that each participant should only do the exercises that he/she is able to do and should only do so at an intensity and range of movement that is possible for them without pain. No one should go beyond his/her comfort levels and put themselves at risk of injury. If one or more of the participants in a group are not able to swim, the group may visit a fitness centre or repeat a physical activity unit in the class room/gym. Ability to swim should be assessed in advance.
- To ensure that the participants drink enough liquids during the course (breaks are included in each section but can be implemented as required), the Italian partner organised a break point in the room where the participants could help themselves to water.
- Dietary changes and group cooking sessions must take into consideration any medical conditions the participants may have, including allergies and medically prescribed specialized diets.

Active participation and motivation:

- At the beginning of the course it is strongly recommended to use formal language when addressing the participants to show respect for their age and experience and make sure they feel comfortable. You can consider switching into a more casual form of communication later on, if appropriate.
- Group activities such as games, cooking together, etc. should be introduced as early on as possible because they provide an excellent opportunity to encourage bonding both between the participants and between the instructors and the group.
- Theory lessons must be carefully designed so participants can easily access the information that has been presented throughout the course. It is very important to adapt learning materials by using large sized fonts and high contrast colours. At the

same time, new concepts should be presented gradually, giving plenty of examples and never trying to introduce too many elements at once. Getting participants involved in the lesson and requesting feedback from the participants regularly is the best way to make sure they understand the course materials.

- It may be strange, especially at the beginning of the course, for a few of the older adults to engage in some of the activities, e.g. playing games; closing their eyes for meditation; reflecting on their experiences, behaviour, and habits; and taking part in activities rather than just listening. As an instructor, you should gently motivate the participants to engage in these kinds of activities, even if they seem hesitant at first. Everyone should at least test an exercise before he/she is comfortable doing it. The feedback from the first course stream was remarkable and participants found it to be a very positive experience so it is worth the effort to try and get them involved, even if they're not sure to begin with.
- The physical activity and mental wellbeing skills of the course participants may vary depending on previous experiences. The instructor can offer several difficulty levels to the participants. If a participant can't take part in an activity, not even at the lowest difficulty level, plan an alternate yet related task so they can feel included, e.g. acting as a referee instead of a player during a game or putting them in charge of music instead of dancing.
- In case any of the participants have a sports background, try to encourage them to teach or show some of their skills to the rest of the participants. This will boost their self confidence and inspire the rest of participants.
- The introduction of changes in any area of the participants' lifestyles must always be gradual and easy to accept and it is important to bear in mind that the final goal is the cumulative effect on their overall wellbeing resulting from the adoption of many small positive changes and not the individual result of just a few major changes.
- Some of the instructors found that changing eating habits was the most challenging and least accepted intervention because of lifelong eating rituals. It is important to communicate that it is hard to change such a lifelong behaviour but that it is a first step to improvement. Remember that it is not important or even recommended that the participants change their habits all at once and that even small changes in the choice or consumption of food can make a difference. It may be helpful as well to ask at the beginning of each session: "Am I happy with my eating behaviour?" After this, each person may decide whether something has to be changed or not.
- When adapting nutrition habits always take into account the financial situation of all participants, favouring low budget but healthy meals and ingredients.
- Some participants do not like homework (writing). As an alternative, the homework could be prepared while thinking about the tasks and then discussed in the meeting.

- Some activities require the participants to talk about themselves; however, some older adults can be reluctant to share personal life experiences, especially in public. To overcome this difficulty, instructors should encourage their participation by being the first ones to share and/or using several small groups instead of a large single group. Participation in this activity should never be forced. It must be taken into account that these kinds of exercises can make people feel uncomfortable, embarrassed or too emotional, so it is very important to plan an alternate activity in advance to de-escalate the situation, should it be necessary. When trying to make participants talk about their skills, bear in mind that they will probably find it easier to show their competences by doing instead of talking or openly boasting about them.

Adapting the course to the preferences of the participants:

- The participants may express their wishes to repeat several units (e.g. the Spanish participants wished to have another session in the swimming pool) or ask for a rehash of important information (e.g. basic knowledge of load control in endurance training or on nutrition). There is a timeslot in week 09, where the participants can freely choose what kind of physical activity or exercises they would like to test or repeat. However, due to the tight program schedule, it is recommended to repeat the requested theoretical information when possible during the other units (e.g. while preparing something to eat or while doing the endurance part of the training).
- Most groups have expressed their preference for outdoor activities; however, this may not always be possible depending on weather conditions. If the time of the year when the course takes place and the general weather conditions are expected to be good, consider open-air venues whenever possible.

6) Adaptations to physical activities for disabled people

The activities described in this course are designed to promote healthy habits through an active life and are not intended to be part of a rehabilitation process, physiotherapy, or a program of remedial exercises. Nevertheless, physical activity can be beneficial for disabled people at many different levels. For this reason, this chapter aims to provide general guidelines following the Instructor Guidelines for Sport for Disabled (2010) to deal with the necessary adaptations categorised by disability type.

The following points must be taken into account when adapting any activity:

- The benefit of the adapted exercise has to be as close as possible to the original exercise,
- The instructor must understand the disability of the person in order to maximise the benefits of the exercise and predict whether the proposed changes are suitable for the individual,
- The degree of expression of the disability in terms of how it affects the motor and cognitive abilities of the person,
- Try to maximise inclusion with the other participants of the activity.

6.1) Intellectual disability

The effects of intellectual disability on the mental capabilities and life of the person are:

- In cognitive terms, tendency to concreteness, egocentrism, lack of attention,
- Difficulties expressing emotions and failure to recognise affection, both towards them and towards others,
- Lack of adaptive skills when changes in daily life take place. As they cannot make full use of cognitive capabilities and abilities, they are unable to face such changes and thus can sometimes become frustrated,
- Speech delay and difficulties in basic emotional reactions.

When working with individuals with this kind of disability, please consider the following guidelines:

- Intellectually disabled individuals should not be treated as inferior even if their mental development is lower. An adult should not be treated as a child,
- Avoid being too protective or patronising,
- Be patient and persistent and give the impaired person time to assimilate new information,
- When performing activities, avoid using too many elements at the same time whenever possible, thus allowing them to focus on one task at a time,
- Plan short activities that require short term concentration,
- Constant support should be provided if necessary.

During physical activities:

- Use appropriate terminology and give clear and accurate indications. Visual explanations are very important in order to engage the individual,
- There must be repetition of tasks through different activities so as to encourage the achievement of new skills,
- Follow routines, so as to instil work habits,
- Support during activities must be accompanied by the active involvement of the instructor,
- Adaptation should focus on the cognitive aspects of the activity that the course participant is going to carry out.

6.2) Visual impairment

The loss or deterioration of vision causes some disadvantages, which can depend on the personal and social background of the individual and on the degree of vision loss:

- Psychomotor alterations: laterality, balance, mobility, etc.
- Emotional problems: fear of the unknown, instability, anxiety, lack of self-confidence, etc.
- Social problems: social difficulties, isolation, etc.
- Blind or visually impaired people can be affected differently by their condition depending on whether it was acquired early or late in their development, which affects the amount of visual experience they have had.

Lack of vision can often make movement difficult, as the impaired person fails to distinguish objects and people and the way they are distributed in space, which very often causes collisions and falls. This results in frustration and produces a lack of confidence needed to gain control of space.

If any of the participants are blind or visually impaired, bear the following points in mind

- Ask whether he or she wants help. If they ask for assistance, offer your arm and guide them. Only give warnings when there are obstacles in the way.
- In narrow places, move your guiding arm to the centre of your back and ask the participant to go behind you.
- Blind people are able to “see” by touching so guide their hands to the object they want to “see”.
- When talking to a blind person, do so naturally and don’t avoid words referring to vision.
- When indicating the whereabouts of something to a blind person, don’t use words like “there”. Describe it using spatial concepts such as opposite/behind, left/right, etc.
- Before talking to a visually impaired person, let them know that you are there and are directing your speech at them.
- Always talk to the blind or visually impaired person directly, don’t ask other people in the group to communicate messages to them as if they can’t understand speech.
- It is very important to carry out a set of standardised routines when in enclosed spaces, so they can picture the situation and be aware of their surroundings.

In sport or physical activity, bear in mind:

- Not to use visual references (e.g. visual signs).
- Use oral and tactile language instead of visual signs.
- If the physical activity implies moving from one place to another, staying beside them helps their self-confidence.
- If the person is prone to or at risk of retinal detachment, avoid sports that have a risk of blows to the head.
- Always place objects in the same place.
- Let them know when you are there and when you are leaving a space.
- Leave the doors always closed or always open and don’t alternate between the two.

6.3) Hearing impairment

Hearing disabilities imply a total or partial loss of hearing. Hearing loss can cause disadvantages to the individual in terms of communication or socialising. At motor level, balance can sometimes be an issue.

Hearing impaired people can be isolated and often interact mostly with other people with a similar condition. It can therefore cause social isolation and fear of the unknown.

If any of the participants suffers from hearing loss, bear the following points in mind:

- Do not speak when they are not looking at you.
- Before speaking, draw their attention by making a sign or by touching them.
- Speak directly to their face and under a proper light so as to ease lip reading.
- Place yourself level with their height.
- When speaking, avoid putting your hands by your mouth or having any object in or around your mouth.
- Pronounce words clearly but without raising your tone or exaggerating.
- Speak at a normal speed, neither too fast nor too slow.
- When the listener fails to understand the message, reformulate it in an easier way and use synonyms.
- Ease the communication process with gestures or by using some written words.
- In group conversations, make sure you respect speaking turns and make explicit reference to the person who is going to speak next.

During sports or physical activities:

- Do not use auditory signals.
- Do not lose visual contact when speaking.
- Use visual explanation rather than oral ones.
- Be mindful of hearing aids.

6.4) Physical disability

Physical disabilities are those that involve a condition or injury affecting the locomotive or nervous system. Depending on the part of the body affected, they can cause various degrees of functional limitation.

When working with physically disabled participants, consider the following guidelines:

- Act and speak naturally.
- When having short conversations with a wheelchair-bound person, keep the necessary physical distance to prevent him or her from having to strain to look up at you. If the conversation is long, approach him or her without invading their personal space.
- Don't attempt to push anyone in a wheelchair unless asked to.
- Adapt to the speed of the wheelchair-bound person instead of making him or her adapt to yours.
- When walking by somebody who needs crutches or walking sticks, keep enough distance to prevent tripping or bumping into each other.

In sport or physical activities, bear in mind:

- Sport facilities and changing rooms should be equipped for disabled users and easily accessible.
- Materials needed should be within the reach of wheelchair users.
- Bear in mind that wheelchair-bound people need more room to move.

To take part in this course in its current version, prospective participants must be able to walk unassisted at least for short distances; however, in case transfers from wheelchairs or beds are necessary, the following pictures provide diagrams of how to proceed safely:

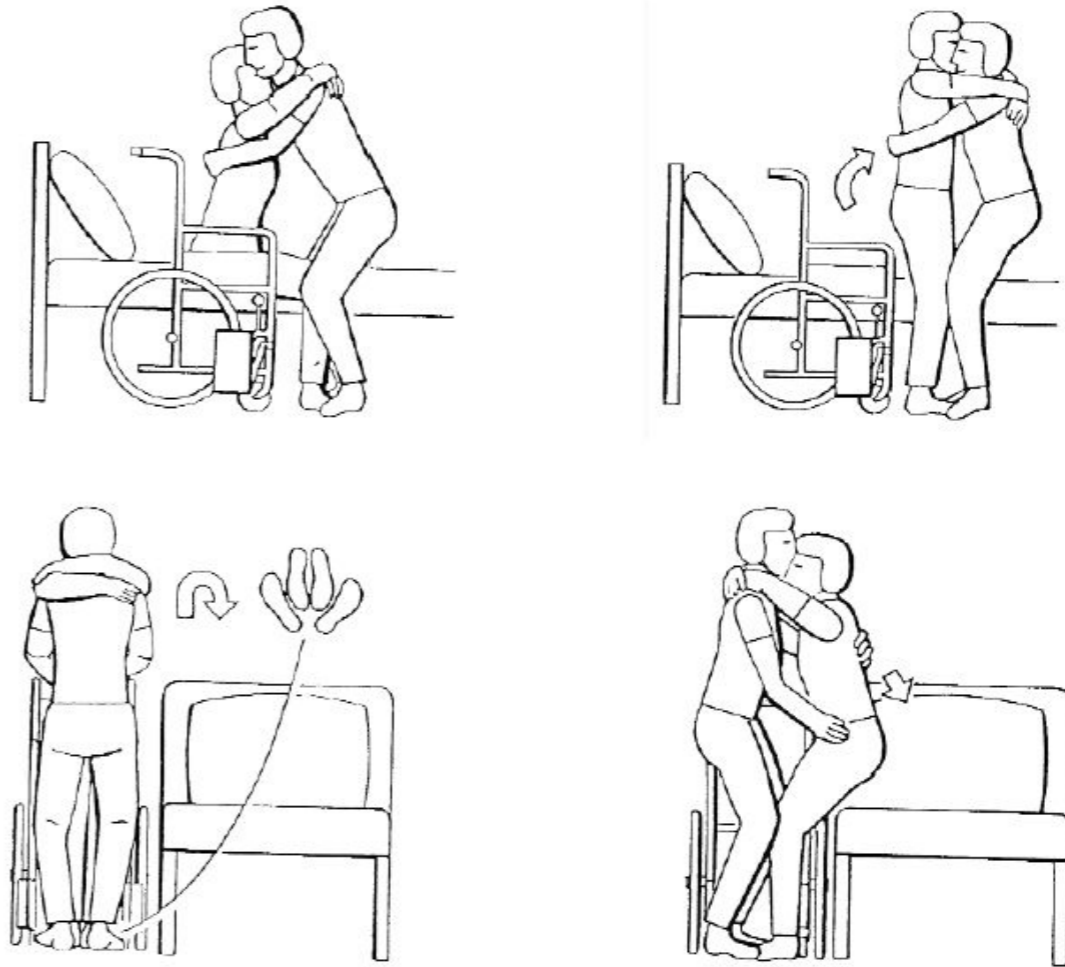
Going up steps



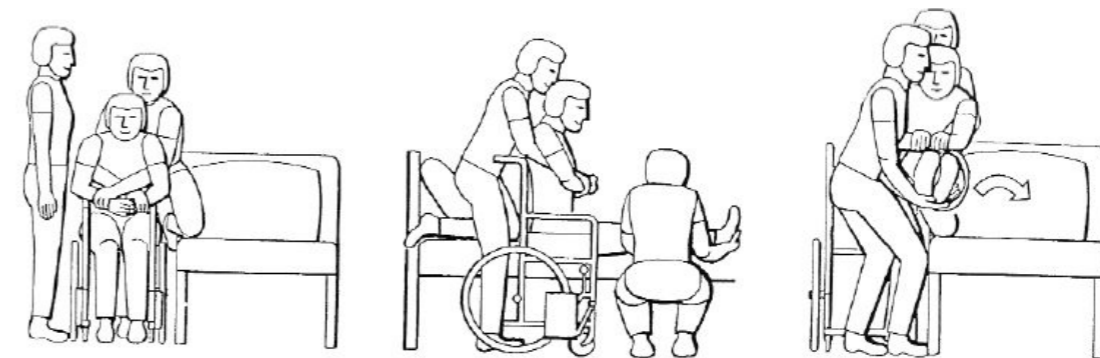
Going down steps



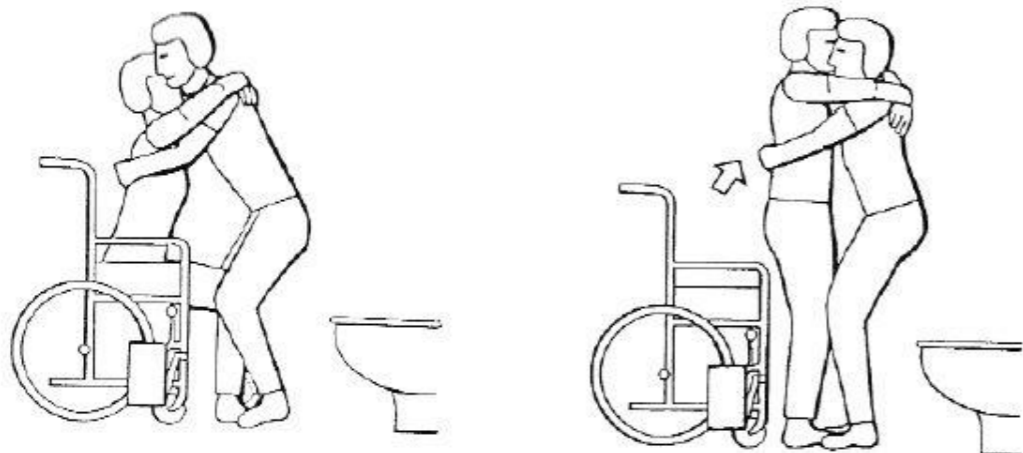
Transfer from wheelchair to bed – one person



Transfer from wheelchair to bed



Transfer from wheelchair to toilet



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Literature:

Active I Needs Analysis research report. (2014). Available online: <http://www.plan50plus.eu/results.html>

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