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YLAB Training Trainer Notes

Encouraging Active Lifestyles – Module 3





Module Learning Outcomes:

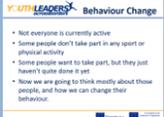
- To understand the barriers to participation, for a range of participant groups
- To understand the needs of different participant groups
- To understand the principles of behaviour change and how to help an individual become more active
- To develop tools to help engage a range of participant groups in sport and physical activity

Timing(Total 3 hours, 180 minutes)	Outcome/ Topic	Content	Delivery/Activities	Resources
10 mins	Module introduction	Welcome, introduction, outline and icebreaker	<ul style="list-style-type: none"> • Tutor(s) to welcome the group and introduce themselves. • Tutor(s) to explain the outline of this module and display the learning outcomes • Icebreaker game of tutor's choice – from the toolkit 	<p>PP Slide 1-3</p>  <p>Encouraging Active Lifestyles Module 3</p> <p>YOUTH LEADERS acrossBorders</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand the barriers to participation, for a range of participant groups • To understand the needs of different participant groups • To understand the principles of behaviour change and how to help an individual become more active • To develop tools to help engage a range of participant groups in sport and physical activity <p>Music Module toolkit</p>
5 mins	Course Recap	Tutor to ask group to recap on what other modules they have covered so far; Module 1 – Why I am an international Youth Leader Module 2 – How to Lead	<ul style="list-style-type: none"> • Tutor to ask the group what they have covered in the other modules so far – group contributions <p>Note: Only relevant if learners are taking part in other YLAB Training modules. Remove slide if delivering as a stand-alone module.</p>	<p>PP Slide 4</p>  <p>YLAB Training recap What have you learnt so far?</p>



Timing(Total 3 hours, 180 minutes)	Outcome/ Topic	Content	Delivery/Activities	Resources
10 mins	Why do people take part in sport and physical activity?	<p>Facilitate a discussion with the group; this could include discussing why they take part themselves.</p> <p>Points could include</p> <ul style="list-style-type: none"> • Fun/enjoyment • To stay fit/healthy • To compete • Because friends do it/to make friends • To lose weight/body image • To feel good/better • To gain skills/get better • To relieve stress/anxiety • Following a role model 	<p>Suggested delivery model – Relay Game</p> <ul style="list-style-type: none"> • Split group into 4 smaller groups (depending on group size) • Each group starts in a huddle, with 1 minute to discuss the question • Each group starts behind a start line • One person at a time from each group runs up to a piece of paper on the wall and writes one answer • They come back to their group and the next person goes. • Keep going for 3 minutes (or a time that the group decides) • Tutor brings groups round and asks them to present their paper back to the rest of the group 	<p>PP Slide 5</p>  <p>Flipchart paper Pens Blu-tac Music</p>
15 mins	<p>What are the barriers to participation for specific participant groups?</p> <p>How can we reduce these barriers?</p>	<p>Tutor to facilitate discussion around specific participant groups.</p> <p>Suggested participant groups could include;</p> <ul style="list-style-type: none"> • Women and Girls • People with a disability • Children (under 12 years old) • Teenagers (13-18 years) • Students • Black and Minority Ethnic Groups (BME) • Inactive young people • Older People (over 60 years old) <p>Tutor to then give each group one participant group to focus on, and discuss the barriers for that group to participate in sport and physical activity, and how these barriers could be reduced or eliminated.</p> <p>Basic barriers could include;</p> <ul style="list-style-type: none"> • Women and Girls: Lack of childcare, cost, lack of transport, lack of knowledge of what is available, low self-confidence, no-one 	<p>Suggested delivery method – Barriers and Solutions Wall</p> <ul style="list-style-type: none"> • Each group is given a participant group to focus on • Each group writes all of the barriers they can think of on post-it notes, and sticks them in a shape that creates a brick wall • Groups now swap to a different group • With the new participant group, the group now removes the 'bricks' one at a time, discussing the barrier and coming up with a solution • Tutor to facilitate whole group recap discussion to pick out some key barriers and different solutions 	<p>PP Slide 6</p>  <p>Post it notes Flipchart paper Pens Blu-tac Music</p>



Timing(Total 3 hours, 180 minutes)	Outcome/ Topic	Content	Delivery/Activities	Resources
		<p>to participate with.</p> <ul style="list-style-type: none"> • People with a disability: inaccessibility of facilities, lack of qualified coach, expensive equipment, cost, transport, lack of knowledge of what is available, low self-confidence • Children (under 12 years old): negative experience previously, lack of parental support for transport/cost/equipment etc, • Teenagers (13-18 years): low self-confidence, friends don't participate, other pressures – homework/studies, relationships, part time work etc, lack of transport, cost, previous negative experience • Students; pressures of studies, lack of time, friends don't participate, previous bad experience, lack of transport, cost, lack of knowledge of what is available, may be in a new town/city • Black and Minority Ethnic Groups (BME); lack of knowledge of what is available, family/friends don't attend, cultural barriers such as clothing, prayer time, language etc, lack of awareness of needs by coaches, lack of role models • Inactive young people: bad experiences, lack of a sense of achievement, lack of having fun during sport activities , low self-esteem and low self-confidence, other priorities, friends don't take part • Older People: Lack of knowledge of what is on offer for them, lack of an appropriate activity – eg walking activities, lower impact. Intimidated that they wouldn't fit into a 'sporty' session, lack of money to attend, other priorities, bad health 		
20 mins	Principles of Behaviour Change	<p>Basic principles of Behaviour Change - Trans-theoretical Model of Behaviour (5 Stages)</p> <p>Pre-Contemplation: Not thinking about changing their behaviour or becoming active. Rather be doing something else!, Not even looking</p>	<p>Suggested delivery method – group discussion</p> <ul style="list-style-type: none"> • Tutor to position the 5 stages on the floor in a ladder format. • Tutor to briefly introduce the concept of behaviour change and display the power-point slide/hand out – important to discuss the key points here (slide 2) • Tutor to ask the group to think of someone they know well 	<p>PP Slide 7 - 19</p> 



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		<p>at the messages/marketing</p> <p>Contemplation: They have thought about becoming active, but haven't done anything about it yet. "I'd like to join a gym, but they are so expensive!" Might have seen some of the messages/marketing</p> <p>Preparation: They have looked at some options and intend to start doing something. "I've signed up to dance lessons!" They've done something that will help them start being active, but they haven't started yet</p> <p>Action: They have started doing something..."I've started going to the gym, trying to go once a week but it doesn't always work out!" They've made the decision to start going and have had their first session</p> <p>Maintenance: They have been active for a while and are doing activity on a regular basis. "Having to work on a Sat morning – this is the first time I've missed footy practice in years!" They are now active and would call themselves an active person</p>	<p>and stand in the place they think they are on the ladder (this could be themselves) <i>note: if everyone stands in the action or maintenance stage, ask the group to think of someone who isn't necessarily sporty</i></p> <ul style="list-style-type: none"> Tutor to now ask the group how a person feels towards physical activity in each stage. What are they doing, what are they saying. Tutor to now ask the group what they already do to help people at each stage, and what else they could do to encourage them to move on a stage, or stay maintained Tutor to refer back to the discussion around motivations at the beginning of the module. This is relevant in behaviour change, because unless we know what a participants' motivation is to become active, we cannot help to increase it. Tutor to also discuss self-esteem and discuss ways in which we can help improve self esteem Tutor to emphasise the point that one size does not fit all when trying to change behaviour and the need to be patient with people. 	 <p>YOUTH LEADERS Behaviour Change</p> <p>YOUTH LEADERS Things to think about</p> <ul style="list-style-type: none"> An individual's readiness to change depends on how far along the stages they are People can enter at any stage Some people repeat a stage more than once! People can move backwards and forwards – that's normal! <p>YOUTH LEADERS Pre-Contemplation</p> <ul style="list-style-type: none"> Not thinking about changing their behaviour or becoming active Rather be doing something else! Not even looking at the message/marketing <p>YOUTH LEADERS Contemplation</p> <ul style="list-style-type: none"> They have thought about becoming active, but haven't done anything about it yet "I'd like to join a gym, but they are too expensive!" Might have seen some of the messages/marketing <p>YOUTH LEADERS Preparation</p> <ul style="list-style-type: none"> They have looked at some options and intend to start doing something "I've signed up to dance lessons!" They've done something that will help them start being active, but they haven't started yet <p>YOUTH LEADERS Action</p> <ul style="list-style-type: none"> They have started doing something. "I've started going to the gym, trying to go once a week but it doesn't always work out!" They've made the decision to start going and have had their first session <p>YOUTH LEADERS Maintenance</p> <ul style="list-style-type: none"> They have been active for a while and are doing activity on a regular basis "Having to work on a Sat morning – this is the first time I've missed footy practice in years!" They are now active and would call themselves an active person <p>YOUTH LEADERS Bringing it to life!</p> <p>Who do you know in each stage?</p>  <p>Stages laminated cards</p>



Break

Timings	Outcome/ Topic	Content	Delivery/Activities	Resources
10 mins	Tools to engage others in sport and physical activity 1	Practical delivery of games from the module toolkit	<p>Suggested delivery method – tutor led</p> <ul style="list-style-type: none"> Tutor to deliver a maximum of 2 short games from the toolkit, or games of their own. These should be short games that show easy ways to progress the activity and engage the whole group. These are just examples and should demonstrate the skills needed to get people active Tutor should facilitate a discussion after their delivery, about what made it engaging – e.g. enthusiasm, clear instructions, everyone moving quickly, not stood around for too long, support from tutor if learners did not understand etc. 	<p>PP Slide 20</p>  <p>Module toolkit Resources depend on the games chosen by the tutor</p>
60 mins	Tools to engage others in sport and physical activity 2	Practical delivery of games from the module toolkit	<p>Suggested delivery method – learner delivery</p> <ul style="list-style-type: none"> Learner led delivery of games Tutor to split the group up into teams of between 3 and 5 Each team will deliver an activity from the toolkit to the rest of the group Learners should be encouraged to adapt the games in the toolkit to make them their own, but not deliver a new game yet. Tutor should move between groups during planning time, to ensure that groups are on task and are exploring ways that they will involve everyone when they deliver. Each group will deliver their game to the rest of the group making sure everyone is involved Tutor to facilitate feedback after each delivery, to ensure each 	<p>Module toolkit Multi-sport kit Music</p>



Timings	Outcome/ Topic	Content	Delivery/Activities	Resources
			learner reflects on their delivery	
40 mins	Tools to engage others in sport and physical activity 3	Practical delivery of new games created by the learners	<p>Suggested delivery method – Learner Led</p> <ul style="list-style-type: none"> • In the same groups as before, groups now come up with their own new game • Learners should be encouraged to bring ideas of games from their own countries, and see how they can combine this with others to create a new game • Groups can write their game down if needed to help people understand • Each group will deliver their game to the rest of the group, making sure everyone is involved • Tutor should move between groups during planning time, to ensure that groups are on task and are exploring ways that they will involve everyone when they deliver. • Tutor to facilitate feedback after each delivery, to ensure each learner reflects on their delivery 	Multi-sports kit Flipchart paper Paper and pens to record the games
5 mins	Next Steps - Pledge	Learner pledge: ask learners to reflect on this module and make a pledge about how they are going to help encourage others to be physically active	<p>Suggested delivery Method – Pledge Cards</p> <ul style="list-style-type: none"> • Tutor to hand out a pledge card to each learner • Ask learners to quietly reflect on what they have learnt in this module and write down what they pledge to do, in order to help encourage others to be physically active. • Give learners a few minutes to do this and then ask if anyone wants to share their pledge – there is no pressure for any learner to share, they are personal to the individual 	<p>PP Slide 21-22</p>   <p>Pledge cards Pens Music</p>



Timings	Outcome/ Topic	Content	Delivery/Activities	Resources
5 mins	Recap and close	Recap over the module outcomes, thank learners and reiterate the module toolkit	<p>Suggested delivery method – tutor led discussion</p> <ul style="list-style-type: none"> Tutor to show the module outcome slide Go over the activities that the group did to achieve each outcome Reiterate the learner resources for this module Reiterate the pledge card Trainer to encourage the learners to reflect on the session and record of the What Went Well and Even Better If flipchart Trainer to encourage learners to share their thoughts and reflections with the group, and also on social media Twitter - @YLABProject Instagram - @ylab_project Facebook - @YLABProject Group photo/selfie for social media post 	<p>PP Slide 23-25</p>  <p>Camera</p>

Things to Think About:

- Be flexible and tailor the session to the group in front of you
- Try to find out about the group beforehand and their experience levels – do they already lead activity and get people active?
- Think about the practical space – it doesn't have to be a traditional sporting environment, a lot of the games are not traditional sports
- Familiarise yourself with the toolkit games – think about how you can adapt and change them to suit a range of settings and groups