

School Wellbeing Activity Programme

Champion Guide

Session 3

Welcome to Nuffield Health, the UK's leading not-for-profit healthcare organisation*.

As a not-for-profit with no shareholders, we invest all our income back into our family of award-winning 31 hospitals, 112 fitness and wellbeing clubs, healthcare clinics, over 200 workplace wellbeing services, as well as developing flagship collaborations supporting our communities – all to realise our vision to build a healthier nation.

What makes us unique is our unrivalled award winning and industry leading network of health and wellbeing services. Only Nuffield Health has the wide-ranging expertise to provide connected care. We attract some of the best people in their specialist fields, who take a personalised approach so we can provide the best possible care and support now and in the future – wherever they are on their journey. All for the public benefit. So, it's no surprise that we're trusted by the NHS, Private Medical Insurers, employers and the general public to provide exceptional health and wellbeing services to the nation.

We're committed to our vision of building a healthier nation.

* Nuffield Health is a Registered Charity. Our objective is to advance, promote and maintain health and healthcare of all descriptions and to prevent, relieve and cure sickness and ill health of any kind, all for the public benefit. Registered Charity Numbers 205533 (England and Wales) and SC041793 (Scotland).

What is SWAP?

swap is our new School Wellbeing Activity Programme, designed to empower students to improve their wellbeing.

As a trading charity, we are proactively responding to the key health issues facing young people today. Our programme is free, making it accessible to all and enabling us to help schools incorporate further health and wellbeing lessons into their timetable.

What does the programme involve?

This programme offers evidence-based lessons that are delivered as a six-week programme. There is also a separate taster session available, to provide schools with an overview and trial of the programme.

The programme focuses on four key themes:

- How I Move: focusing on physical activity
- How I Eat: focusing on sugar content of food and drinks, hydration, fruit and vegetables
- How I Sleep: focusing on sleep, sleep hygiene and screen time
- How I Feel: focusing on emotional wellbeing and resilience

This SWAP Champion Guide contains all the session guides, activity sheets and fact sheets needed to deliver SWAP.

It should be used with SWAP Activity Books for students.

How I Move: Physical Activity

SWAP Champion session guide

Suggested time: 60-110 minutes

Summary: In this gym activity, learners explore different kinds of physical activity, its importance, and what is meant by Bone Mineral/Mass Density (BMD). They then try out a mini exercise class, and design a full exercise routine they can do at home.

Objectives:

- To learn about the importance of physical activity and building healthy bones, and the different intensity levels and types of activity
- To try a new form of exercise, and to design an exercise routine that can be done at home
- To evaluate their experience and find out what they would like to continue going forward

Materials and preparation:

- *How I Move – Strong bones and joints* PowerPoint (optional): <http://www.nuffieldhealth.com/downloads/swap-3-ppt>
- *Designing my home gym* activity card
- *Fitness challenges* activity card
- *SMART goal* activity card

Note: The exercise component that can be included in this session can be decided by the swap champion's specialist area.

Activity outline and delivery:

Reflection (5 minutes)

Reflect on session #2 (*How I Eat: Fruit & Veg*) by asking learners how they got on with their "rainbow" and what colours or new fruit and veg they tried to get their 5-a-day. How did this affect the "4 corners of me": physical body, emotions, thoughts and behaviours?

Introduction (5 minutes)

- Ask learners why they think physical activity is important for our bodies and encourage them to make the list as long as possible. Is exercise just good for our bodies, or also for our mental health?
- Use the *How I Move – Strong bones and joints* PowerPoint (optional) to provide a brief introduction to BMD, what it means and why it's important to start from a young age.

Duration and intensity (5 minutes)

- How much physical activity do learners think they should undertake per day? (Children and adolescents should do 60 minutes or more of physical activity each day¹.) Different intensity levels make that simple number a little more confusing. Is one hour of football just as "beneficial" for our bodies as one hour of walking?
- Illustrate what different intensity levels of activity look and feel like – ask learners to walk, run, sprint. How do they feel after each? How easy was it to talk at each speed?

Strong and healthy bones (5 minutes)

- Explain that this session is all about ways we can maintain strong and healthy bones.
- Exercise is one important way to ensure your bones stay strong and healthy.
- Why do we need to target all parts of our body when exercising?
- How do different kinds of exercise help us target different parts of our body?
- Why is it important to warm up before and cool down after exercise?

How I Move: Physical Activity

SWAP Champion session guide

Get moving (20 minutes)

- Learners are encouraged to try out *Junior activity sessions*, if offered at your school, tailored for young people. Examples are Pilates, yoga, or introduction to machinery, depending on the location.
- If materials are limited at the school, a 10-minute HIIT workout is a good alternative²:
 - Jumping jacks (30 seconds)
 - 20 seconds rest
 - Bodyweight squats (30 seconds)
 - 20 seconds rest
 - Slow bicycle (30 seconds)
 - 20 seconds rest
 - Vertical jump (30 seconds)

Note: If you have additional time, you could follow the instructions on the 60-minute *Fitness challenge extension* activity card, instead of undertaking this 20-minute activity.


Designing my home gym (15 minutes)

- Learners use the *Designing my home gym* activity card and design an exercise routine which targets each part of the body that they could do at home. They will need to consider:
 - Appropriate warming up before the main exercises.
 - What equipment would go into their imaginary gym and why (if they are to do this at home they might need to improvise).
 - The main exercises and what parts of the body are being targeted.
 - Appropriate cooling down activities.
- Younger learners might need to be given a list of exercises to support the activity.
- Ask questions that help learners to reflect:
 - What activity did learners enjoy the most?
 - Did anything surprise them?
 - Is there anything they can try at home or outside of school?³

Practice (5 minutes)

Guide the learners in ways to increase their physical activity over the next week. Help them to pledge their small swaps by writing down and committing to their goals.

¹ CDC, How much physical exercise should children get
www.cdc.gov/physicalactivity/basics/children/index.htm

² Health  A 10-Minute HIIT Workout You Can Do Anywhere
<https://www.health.com/fitness/a-10-minute-hiit-workout-you-can-do-anywhere>

³ Healthy Kids, Physical activity
www.healthykids.nsw.gov.au/teachers-childcare/physical-activity.aspx

How I Move: Physical Activity

Fitness challenges

Suggested time: 60 minutes

Summary: In this gym activity, learners undertake a fitness test to learn about their own strengths, and set a SMART goal that can motivate them to maintain fitness in small ways at home.

Objectives:

- To take a fitness test and reflect on their current fitness level
- To set their own SMART goal based on their current ability and to set a challenge moving forward

Materials and preparation:

- Rowing machine
- Skipping rope
- Overhead bar
- Stopwatch
- Leader board / display board
- *SMART goals* activity card

Note: The exercises that can be included in this session can be decided by the swap champion's specialist area. The materials and the exercises provided are suggestions.

Activity outline and delivery:

Introduction (10 minutes)

- Explain what a SMART "goal" is and provide some examples, like:
 - I want to get fitter > I want to be able to run a mile by the end of half-term.
 - I want to walk more > I will walk 10,000 steps every day for a week during half-term.
- Also remind learners that the activities are about little victories, this means that a positive attitude and how well they approach each challenge is as important as the outcome.

Exercises and challenges (10 minutes)

- Run through the exercises and challenges. Depending on the materials available, exercises (and the corresponding challenges) could include:
 - Rowing challenge – row 500m / 1000m in the fastest time possible
 - Skipping challenge – How many consecutive skips can the learner do? (Stop at 100)
 - Wall sit – How long can the learner hold a wall squat with their knees at right angles and their arms down to their side?
 - Flexed arm hang – How long can the learner hold onto an overhead bar with their arms bent and chin level with the bar? (crash mat desirable!)
 - Push-up challenge – How many push-ups in 1 minute? (Adapt for competency level, using box push-ups or bench push-ups)
 - Crunches challenge – How many crunches in 1 minute?
 - Plank challenge – How long can the learner maintain a plank position?

How I Move: Physical Activity

Fitness challenges

Trying out the fitness challenges (25 minutes)

- Allow learners to try a range of the fitness challenges in pairs or small groups. Each learner should have a personal scoring sheet to write down the outcomes for each learner.
- At the end of the event, you may wish to create a leader board with prizes. You could award prizes that encourage physical activity, such as skipping ropes, stopwatches or pedometers.
- Ask questions that help learners to reflect:
 - How did they feel after they did it?
 - Did they surprise or impress themselves?

Setting SMART goals (15 minutes)

- Now is the time to set SMART goals:
 - Could they choose one aspect from today's session to move forward with at home? For example, today I did 15 crunches, can I challenge myself to do 20 next time?
 - Use the *SMART goals* activity card and let learners design their challenges to take home.

How I Move: Physical Activity

SMART goals



Be **SMART!** Set yourself an active and challenging goal.

Specific	Keep your goal simple and specific. What do you want to achieve? What materials will be involved in this goal? Why is this goal important?	My ideas:
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Measurable	Focus on doing something that you can measure or track on a daily basis. This makes it easier to see when you are getting closer to finishing your goal.	My ideas:
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Achievable	Don't try to do anything impossible, but stick to something you will really be able to do.	My ideas:
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Relevant	Link the goal to something important you learned during the challenges today.	My ideas:
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Time bound	When will you start your goal? When will you finish? How much time will you spend on your SMART goal every day?	My ideas:
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IN ONE SENTENCE, MY SMART GOAL IS:

How I Move: Physical Activity

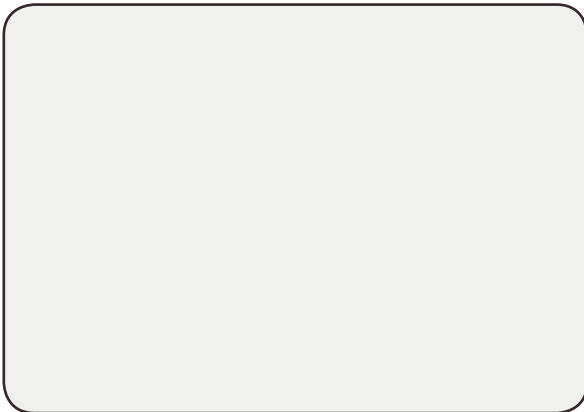
Designing my home gym

SWAP

Getting enough exercise is important in keeping you healthy and happy. Today you will design your own home gym and workout routine.

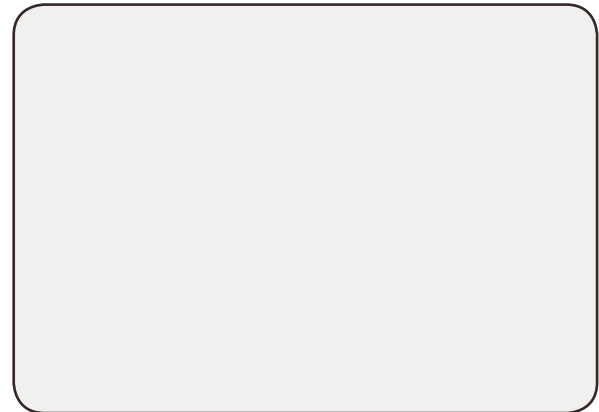
Before you start – Warm up!

1. What do you need? Write down if you need any extra materials such as a mat.
2. How much time will it take?
3. Provide a quick description or sketch of your exercises.



Almost there! – Cooling down

1. What equipment do you need? Write down if you need any extra materials.
2. How long will it take?
3. Sketch or briefly describe the cooling down exercises in one sentence.



The main workout

1. What equipment do you need? e.g. mat, dumbbells (or milk jugs), a chair
2. How long will it take?
3. Sketch or briefly describe the exercises that make up your workout. Include the number of repetitions.

