

Let's Move: Using the Community to Increase Physical Activity
An 8-Week Protocol

developed by Lydia Cotter, CTRS Revised by Brandon Snead, CTRS, Paige O'Sullivan, CTRS & Gretchen Snethen, PhD, CTRS

Temple University

Collaborative on Community Inclusion

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The majority of efforts to promote community participation are targeted towards consumers and providers employed through community mental health centers. However, encouraging community participation should occur across all levels of service delivery. Inpatient, day programming, recovery centers, and all other levels of care should be developing strategies and facilitating interventions to support consumers to independently participate in the community, particularly in personally meaningful activities.

During the Spring 2016 school semester, two Recreation Therapy Interns worked with The Temple University Collaborative to develop and facilitate programming aimed at increasing community participation for consumers of local mental health agencies. Each intern developed an 8-week protocol with a focus on encouraging participation in community-based recreation. Interns were encouraged to create group sessions that would work either as stand-alone sessions or as 8 consecutive weekly sessions. This project was done under the supervision of a Certified Therapeutic Recreation Specialist (CTRS) at the Collaborative and staff at the sites where the sessions were delivered.

Promoting independent community participation also connects to other goal areas. It was important for the partnering agencies that the developed interventions complemented other agency and consumer goals. The partnering agencies included a short-stay inpatient facility and a Community Integrated Recovery Center (CIRC). The inpatient program focused on supporting consumers to identify coping skills and how recreation can be used as a coping skill. The CIRC program supported consumers to increase physical activity and using the community as a physical activity resource.

Increasing Physical Activity

The Increasing Physical Activity protocol focused on encouraging participants to increase physical activity levels. Sessions incorporated music, dance and movement activities along with discussions about the benefits of physical activity and non-traditional ways to incorporate exercise into your routine. It was facilitated at two CIRC programs; one program served consumers with mental health diagnoses and the second served consumers with mental health diagnoses and histories of addiction. Most participants attended the entirety of the weekly sessions. In the final session, participants were quizzed on what they had learned. Participants reported attending community activities they learned about during the group sessions and identified the value of physical activity.

Rationale

People with mental health diagnoses self-report low estimates of personal physical wellness (Lassenius, et al, 2013). They engage in higher levels of sedentary behavior than the general population (Ussher, Stanbury, Cheeseman, & Faulkner, 2007) and are less likely to meet the recommended physical activity guidelines (De Hert et al., 2011; Ohaeri & Akanji, 2011; Ussher, et al., 2007). In fact, research indicates that as little as 4% of people with mental health diagnoses achieve the minimum suggested activity levels (Jerome et al., 2009). Physical inactivity contributes to diseases, including type 2 diabetes, heart disease and some cancers (Lee, et al., 2012). This population is at risk of a reduced lifespan of up to twenty five years compared to the general population, often due to avoidable health conditions

(Svendsen, Singer, Foti, & Mauer, 2006). Current research also suggests a link between obesity and reduced quality of life in both physical and mental health domains, as well as decreased self-esteem (Malhotra, Kulhara, Chakrabarti, & Grover, 2016).

When asked in a research study, 71% of people with mental health diagnoses reported that going to a gym is important to them and 66% said they would like to do this more often (Salzer, Brusilovskiy, Prvu-Bettger, & Kottsieper, 2014). Being physically active in the community can have positive effects, not only on physical markers such as aerobic capacity, but also on quality of life and depressive symptoms (Rosenbaum, Tiedemann, Sherrington, Curtis & Ward, 2014). When supporting consumers to engage in physical activity, it is important to incorporate consumers' leisure interests and address the barriers they face when accessing and participating in physical activity (Subramaniapillai, et al., 2016).

About this program

In response to these findings, this program 1) includes an educational component focused on the importance of physical activity, 2) overcoming barriers to participation and 3) exposes participants to a variety of activities in an effort to encourage participation in movement activities that consumers find personally meaningful. It was designed to be used with an outpatient population of individuals with mental health conditions, but can be modified for use in a variety of settings. It consists of eight weekly sessions, following a similar format, beginning with a leisure education session and concluding with a short physical activity session that can be repeated by participants at home or in the community. The program was designed to be delivered by a Certified Therapeutic Recreation Specialist (CTRS) with a focus on holistic wellness; however, other program staff may be trained to facilitate the intervention.

This program was tested and subsequently revised in a Community Integrated Recovery Center (CIRC) program in Philadelphia, Pennsylvania by a Recreation Therapy Intern and supervised by a CTRS and staff at the agency. The program was delivered to two different groups in separate sessions; a group of individuals with mental health diagnoses and a second group of individuals with mental health diagnoses and co-occurring substance abuse issues.

Effect of physical inactivity on major non-communicable diseases worldwide: an analysis of burden of disease and life expectancy.

Before beginning

As with any physical activity program, it is important to make sure consumers are able to safely engage in the activities. To do this, it is best to check with the consumer's physician and/or agency nurse to make sure they can engage in varying levels of physical activity. However, individuals facilitating the intervention should create modifications to make sure all individuals can safely participate in the program. For individuals with balance issues, seated exercises may be a better option. For those who currently exhibit high rates of physical inactivity, light-activities (e.g., walking, stretching) may be more appropriate than more vigorous activities (e.g., running, fast-paced sports).

Following the program

The treatment planning form should be used to help document consumer progress and integration of consumer interest into other areas of his or her treatment plan. This form should be given to the consumer and shared with his or her treatment team.

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Other Physical Activity Resources

Interested in more ways to support consumers to increase physical activity? Check out these other resources from the Temple University Collaborative on Community Inclusion:

Exercise fact sheet:

Consumer Factsheet: http://tucollaborative.org/?smd_process_download=1&download_id=1426

Provider Factsheet: http://tucollaborative.org/?smd_process_download=1&download_id=1428

These fact sheets provide recommendations on the "how to" and the "why" behind engaging in an exercise program as an individual with a mental illness or how to support individuals to set and sustain exercise goals. There are details such as the benefits of exercise, suggestions for assessing current physical activity levels, and guidelines for setting attainable physical activity goals.

Walking Factsheet:

Consumer Factsheet: http://tucollaborative.org/?smd_process_download=1&download_id=1430

Provider Factsheet: http://tucollaborative.org/?smd process download=1&download id=1433

Beginning a walking program fact sheets provide consumers & providers with a resource that details how to start a walking program, such as the benefits of walking, what to wear while walking, how much to walk, and strategies to support goals/motivations.

Supporting Physical Activity: A Guide for Peer Support Specialists

Guide: http://tucollaborative.org/?smd_process_download=1&download_id=1424

This guide, developed by Whitney Strange as her master's project in the Master of Science in Recreation Therapy program in the Department of Rehabilitation Sciences, under the direction of Dr. Gretchen Snethen at Temple University, was created as a means to enhance peer support specialists' ability to encourage consumers with mental illness to increase physical activity levels. The lessons within this guide provide an overview of physical activity as well as the risks associated with inactivity, and also focus on the understanding of consumers' needs.

Recommendations for Physical Activity: A Supporting Interventionist Guide

<u>Guide:</u> http://tucollaborative.org/?smd_process_download=1&download_id=1422

This guide provides a summary of some of the physical and mental health benefits associated with physical activity, as well as recommendations for participation in community-based exercise. This document explains some details of the current research for this topic and suggestions for various exercise activities that can be participated in. Throughout the document, various supportive interventions are explained and a rationale for participation in walking and exercises and suggestions for the practitioner who is interested in facilitating these types of fitness groups is given.

Physical Activity?

Session Goal: To expand one's knowledge of physical activity beyond typical exercise and consider ways to increase amounts of these activities.

Session Objectives:

- I. Consumers will collectively identify activities, including non-exercise activities and daily tasks, which are forms of physical activity.
- II. Consumers will learn and execute a simple 3 minute seated exercise routine to use during commercial breaks while watching television.

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Tables moved out of the way, and chairs arranged in a half circle (Make two rows of chairs if necessary). Write out the letters A-Z in columns on the board, or have a Word document with letters ready to fill in for the projector.

Supplies:

- Projector and computer with internet access
- White board and markers (if this is not available you can use the projector and computer to make your list, you will just need an extra staff person to type)
- Handouts of chair exercise routine for each person

Duration: 45 minutes - 1 hour

Procedure:

- I. Invite all consumers to attend group.
 - a. While they arrive and settle in, play an upbeat music video on the projector. (Example: "Uptown Funk" by Mark Ronson ft. Bruno Mars; adjust based on consumer demographics/preference).
- II. Facilitator provides an overview of the upcoming group. (5 mins)
 - b. Facilitator leads a brief group discussion about what physical activity is.

- What is physical activity?
- Are all exercises/sports physical activities? Is all physical activity exercise?
- What activities that we do every day "count" as physical activity?

- A. Facilitator leads the group in playing "Physical Activity A-Z". (20-30 mins)
 - 1. Facilitator instructs the group that they are going to play a game to come up with at least one type of physical activity that begins with each letter of the alphabet.
 - 2. After the facilitator calls out a letter, consumers call out physical activities beginning with that letter.
 - 3. Facilitator writes activities on the board, or another staff member can type them into a Word document that is being projected.
 - 4. Facilitator can visually, gesturally, or verbally prompt if consumers get stuck on a letter. It's a good to have ideas for the harder letters! (Also allow EX for X).
 - 5. Facilitator to lead a quick debrief on activity.

Possible debrief prompts:

- What do you think about the number of activities you came up with?
- Are there any activities on this list that are interesting to you or that you might like to try?
 - 1. If possible, ask consumers if they would like a copy of the list for future reference. Print one for each person. (This will be easier if you were typing it instead of using a white board).

2.

- B. Facilitator leads group through simple, 3 minute, seated exercise routine that can be done during commercial breaks. (20-30 mins)
 - 1. Facilitator introduces the idea of incorporating physical activity into other activities that are more sedentary, like watching television, to increase activity levels.
 - 2. Using the projector, display the exercise handout. (Handout is attached).
 - 3. Facilitator slowly goes through the sequence, with consumers following along. Other staff to offer 1:1 assistance and encouragement as needed.
 - 4. Facilitator and consumers repeat the sequence in real time.
 - 5. Take down the handout, and play a montage of funny commercials on the projector. (Search for Super Bowl commercial playlists on YouTube to use for this part). Do each exercise for the duration of 1 commercial.
 - 6. Repeat the sequence one or two more times.
 - 7. Provide each consumer with a copy of the handout after the activity.
 - 8. Facilitator leads debrief.

- What were your impressions of the exercises? Were they difficult or easy?
- How could you incorporate this activity into your life at home?
- Is there anyone at home that you could teach this routine to?
- Would you be more likely to do these exercises, or do something else from our original list?
 Which activity? Why?
 - 1. Facilitator gives homework to clients. Homework is to attempt the commercial exercises at once before next week. Extra credit for taking a picture! We will discuss this next week.

Benefits of Physical Activity

Session Goal: To expand one's knowledge of the benefits of physical activity in the different domains of wellness

Session Objectives:

- I. Consumers will identify personal wellness benefits that can be found in different types of physical activity.
- II. Consumers will identify benefits of, learn and execute a short set of seated yoga poses.

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed

Setting: Group meeting room. Tables moved out of the way, and chairs arranged in a half circle (Make two rows of chairs if necessary). Have the domains of wellness slide loaded for the projector.

Supplies:

- Projector and computer with internet access. Domains of Wellness slide located online at https://prezi.com/sjabf34hibzb/domains-of-wellness/
- White board/black board and markers/chalk
- Handouts of seated yoga poses for each person
- Small bag with slips of paper naming physical activities inside

Duration: 45 minutes – 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (My choice was "Brick House" by the Commodores).
- B. Homework check! (Commercial exercises). (<5 mins)
 - 1. Facilitator leads a discussion about the homework with consumers. Be sure to share any pictures that were taken! (Facilitator can choose to put their own picture doing the exercises on the projector if desired).

- Did you complete the routine at least once?
- If yes, how many times? Who did you do them with? How did you feel about doing these activities at home?
- If no, why not? What strategies could you use to overcome these barriers to activity? Would you be willing to try these strategies?

A. "Find the Benefits" game (25 mins)

- Facilitator splits the consumers into 2 or 3 equal groups, depending on the total number of participants. This game can also be played as one group, but it will eliminate the competitive aspect.
- Facilitator poses the question "How is physical activity beneficial, or good for you?"
 Allow consumers to answer. Most answers will probably have to do with physical benefits (losing weight, getting stronger, etc.)
- Facilitator introduces the idea that physical activity can have many benefits beyond just the physical domain, or what happens in our bodies. Put the domains of wellness slide up.
- 4. Wording on the slide can be adjusted for cognitive levels (i.e Body instead of physical, Brain instead of Cognitive)
- 5. Facilitator shows consumers a bag, and tells them that inside there are slips of paper with some of the activities that the group come up with last week written on them. (Make sure to include a variety of activities, i.e. walking the dog, fly-fishing, skydiving, hiking, cleaning the house).
- 6. Facilitator draws a slip, and leads the group through finding the benefits of the chosen activity in each domain following the Prezi slide.
- 7. Facilitator tells the teams that it is their turn to try. They will draw a slip from the bag, and then have 2 minutes to call out as many benefits from participating in that activity as they can think of. Leave the domains of wellness slide up for the teams to reference.
- 8. Choose which team goes first. (A coin toss, rock-paper-scissors, etc.)
- 9. Facilitator keeps time and score by making tally marks for each answer. Prompt teams that are stuck to use the domains for ideas. Give a countdown if necessary.
- 10. Repeat the turns one or two more times. (This is a good place to adjust for timing)
- 11. Team with the most tally marks wins!
- 12. Facilitator leads debrief.

Possible debrief questions:

- Which activities were the easiest/hardest to find the benefits of?
- Which activities have benefits that you didn't consider before? What were they?
- What domains are the most important/motivating to you personally? Why?
- How could you incorporate more domains into these activities?

A. Seated Yoga Session (15-20 mins)

- 1. Facilitator has the group as a whole repeat the process of finding the benefits of yoga...because, we're doing yoga!
- 2. Facilitator leads group through ~10 minutes of seated (or standing) yoga. Start with Mountain pose and breathing, and precede through the sequence. Start with seated (easiest) and work up to harder. (Handout attached).
- 3. If desired, a relaxing video with music can be played in the background.

4. Facilitator leads final debrief.

- How do you feel after this activity? (Ask questions pertaining to the benefits identified earlier)
- How do you think doing an activity like yoga on a regular basis would impact your life?
- Could you do this activity at home? With who?
 - 1. Facilitator gives homework. The homework is to try doing the yoga at least once this week. Extra credit for also doing the commercial exercises!

Barriers to Physical Activity

Session Goal: To identify barriers to physical activity participation and appropriate solutions to overcome them and increase levels of participation

Session Objectives:

- I. Consumers will collectively identify personal barriers to physical activity participation.
- II. Consumers will brainstorm strategies to overcome or cope with identified barriers.
- III. Consumers will learn a set of simple kickboxing moves that can be done at home or in the community.

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Tables moved out of the way, and chairs arranged in a half circle (Make two rows of chairs if necessary). Chairs will need to be spread out for exercise section.

Supplies:

- Projector and computer with internet access
- White board and markers
- Construction paper "bricks" / Ladder climbing figure
- Tape
- Handouts of kickboxing moves for each person

Duration: 45 minutes – 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is Kool and the Gang's "Celebrate").
- B. Homework check! (Chair yoga and/or seated exercise)(<5 mins)
 - 1. Facilitator leads a brief group discussion about last week's homework assignment

- Did you try an activity at home? Which activity did you try?
- Who did you do the activity with?
- For those who didn't, what kept you from doing it? Were there specific reasons? (This can be a great segue into barriers).

A. Barriers Bricks and Ladder game. (20-30 mins)

- 1. Facilitator can choose to split the group into two teams for the activity, or it can be done as a single group. This will be dependent on group size and cognitive level of consumers.
- 2. Facilitator leads a brief review of last week, and the domains of wellness associated with participation in physical activity.
- 3. This discussion can transition into a discussion about why we don't participate in physical activity, even though we know all of the benefits it can have for us. These reasons are called BARRIERS. Barriers are bricks in a wall which comes between us and activity.
- 4. Facilitator presents construction paper barrier "bricks" for the wall.
- 5. Consumers brainstorm barriers to participation (collectively or alternating between teams).
- 6. As barriers are named, facilitator writes each one on a brick, and has a consumer tape each one to the board, one on top of the other to form a wall. Wall height can be adjusted for group function and time (between 6 and 10 barrier "bricks")
- 7. When the wall is done, facilitator presents cardboard person cutout. Person can have a celebrity's face (or maybe the facilitator's face) for laughs. (In Philadelphia I used Will Smith, and put a picture of a basketball goal on the other side of the wall.) We have to figure out how to get this person over the barrier wall to the activity!
- 8. Facilitator draws a ladder with no rungs leaning against the wall. In order to get the person over the wall, the group has to come up with ways to overcome the barriers.
- 9. Start with the bottom brick. Consumers must come up with a set number of strategies (3-5) to overcome this barrier. As they are named, facilitator makes tally marks on the brick. When the number is reached, draw a rung on the ladder and move the person up.
- 10. Repeat until the person is at the top.
- 11. Facilitator leads debrief.

Possible debrief questions:

- Which of these barriers have you experienced in the past?
- What did you do to get past them?
- What are good qualities for a person to have in order to overcome barriers?
- Are there any people that could help you with barriers?
- What is hard about dealing with our barriers?

A. Kickboxing (20-30 mins)

- 1. Facilitator introduces the activity of kickboxing to the group and writes it on the board.
- 2. Group brainstorms possible barriers to participation in kickboxing, and facilitator writes these on the board.
- 3. Group then identifies strategies to overcome each barrier. Facilitator crosses out each barrier as it is addressed. Many of the barriers may be addressed by learning beginning moves at home!
- 4. Transition into kickboxing routine by spreading out chairs and projecting handout if desired.

- 5. Facilitator leads group through simple kickboxing moves (jabs, hooks, bobs, front and back kicks). Start small with moves, and make them bigger if tolerated. Encourage safety by having consumers stand next to their chairs, using one hand on the back for stability during kicks.
- 6. Repeat the sequence one or two times.
- 7. Provide each consumer with a copy of the handout after the activity.
- 8. Facilitator leads debrief.

- What were your impressions of this activity compared to the others we have done? Was it more difficult? More fun?
- How do you feel (domains) after doing this activity?
- How can you overcome your barriers to participate in kickboxing?
- Which of the 3 activities that we have done so far is your favorite? Why?
- What are your barriers/strategies to overcome them for that activity?
 - 1. Facilitator gives homework to clients. Consumers are to choose one of the 3 activities we have done so far to try at home. They should pay particular attention to any barriers they encounter so that we can discuss next week!

Lifetime Physical Activity Review

Session Goal: To identify changes in personal leisure throughout the lifespan and identify strategies for remaining active as we age.

Session Objectives:

- I. Consumers will individually identify at least 1 physical activity that they did when they were in grade school, high school, and currently.
- II. Consumers will collectively compile a list of their activities and identify changes in activities, as well as strategies to remain active through group discussion
- III. Consumers will independently participate in a fun and silly 80s workout routine.

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed

Setting: Group meeting room. Tables moved out of the way, and chairs arranged in a half circle (Make two rows of chairs if necessary). Chairs will need to be spread moved out of the way for exercise section.

Supplies:

- Projector and computer with internet access
- White board and markers
- Paper and pencil for each participant

Duration: 45 minutes - 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is "Maniac" from Flashdance).
- B. Homework check! (Any of the past exercises)(<5 mins)
 - 1. Facilitator leads a brief group discussion about last week's homework assignment

- Did you try an activity at home? Which activity did you try?
- For those who didn't, what kept you from doing it? Which barriers that we discussed last session factor into not doing it? How could you have overcome these barriers/how can you next time?
- A. Physical ACTivty. (20-30 mins)
 - 1. Facilitator hands out paper and pencil to each person.
 - 2. Facilitator instructs consumers to split their papers into 3 columns, and label them grade school, 20s, and now. Facilitator makes the same columns on the board.

- 3. Facilitator instructs consumers to write down the physical activities they liked to do when they were each age in the corresponding column. Try to come up with at least one activity per column, and don't tell anyone your answers!
- 4. Facilitator tells the group that we are going to compile a long list of activities, but we're going to do it in a more fun way. We are playing charades!
- 5. Facilitator calls for a volunteer to be the first actor. This person acts out an activity from their grade school column while everyone else guesses what they are doing. Repeat with other consumers and other activities.
- 6. After 2 or 3 are acted out in each column, the rest of the list can just be compiled by calling out activities if desired. This can ensure that more shy or reserved consumers can still be included without having to act.
- 7. Facilitator leads debrief focusing on the changing of activity levels over time (active to passive) and ideas to stay active.

Possible debrief questions:

- What activities did you have in common with other people here?
- How have our activities changed as we have gotten older?
- Why do you think they changed?
- Is it good or bad that our physical activities change throughout our lives? Why?
- What are some ways to incorporate new and different kinds of physical activity into our routines as we get older?
- Can we modify the activities we did when we were younger so that we can continue to participate?

A. 80s Aerobic Class (15-20 mins)

- 1. Sometimes it can be fun to try an activity that we haven't done in a long time, so today we are going to do a retro 80s workout!
- 2. Have consumers assist in moving chairs and tables out of the way.
- 3. For this activity to be successful, the facilitator must embrace the silliness. Put on some sweatbands or leg warmers and turn up some bad 80s music!
- 4. Facilitator can either lead the group through an aerobics routine, or follow along with them to a video. There are several fantastic routines that are ~15 minutes long on the internet. (I went to Richard Simmon's page on YouTube and used his "Workout Wednesday" videos.)
- 5. Routines may be done sitting for those who cannot tolerate standing. Remind participants to pace themselves. Start with smaller movements and get larger. The larger your movements, the better the workout, but the faster you will tire.
- 6. Facilitator leads debrief:

- Has anyone done aerobics before today?
- Do you still? Why did you stop?

- Would you prefer to keep doing the same activities or change them occasionally? Why? Can you do both?
- Why do we stop doing activities that we like?
- How can we start new activities?
 - 1. Facilitator gives homework to clients. Consumers are to choose one of the 4 activities (commercial exercises, chair yoga, kickboxing, aerobics) we have done so far to try at home.

Determined to be Self-Determined

Session Goal: To identify preferred personal physical activities and the reasons that they are important to the individual

Session Objectives:

- I. Consumers will individually identify at least 1 physical activity that they would prefer to do
- II. Consumers will identify at least 1 reason why they chose this activity/why they want to do this activity
- III. Consumers will independently participate in and lead an exercise activity of the group's choosing

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Tables arranged in a u-shape with chairs arranged around the INSIDE of the U. Chairs will need to be spread out or moved entirely of the way for exercise section (depending on chosen activity).

Supplies:

- Projector and computer with internet access
- White board and markers
- Handouts and videos from all previous exercise activities
- Blank Bingo Boards (max 9 squares, could be 4 for small group)
- Small slips of paper
- Pencils
- Bingo Chips (optional)

Duration: 45 minutes - 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is "Shut Up and Dance" by Walk the Moon).
- B. Homework check! (Any of the past exercises)(<5 mins)
 - 1. Facilitator leads a brief group discussion about last week's homework assignment

- Did you try an activity at home? Which activity did you try?
- For those who didn't, what kept you from doing it? Is there another physical activity that you might prefer?

A. Self-Determination Activity Bingo. (30 mins)

- 1. Facilitator hands out small slip of paper, pencil, blank bingo board, and chips to each person.
- 2. Facilitator informs consumers that today we will be talking about making choices regarding our physical activities, or self-determination. To effectively make choices, we have to be able to give our choices and also the REASONS behind them.
- 3. Facilitator instructs consumers to independently reflect on the physical activities from their past and present that were discussed last session, as well as things they might want to do in the future. Physical activities only! Now, on a small slip of paper each person writes down one physical activity that they would choose to do this weekend if they could choose absolutely anything at all.
- 4. Facilitator instructs the group to now fill in their bingo board by talking with their peers and writing a different peer's preferred activity in each square.
- 5. When everyone's board is filled, facilitator collects the small slips of paper in a bag/bin.
- 6. From this point, the game is similar to bingo. The facilitator draws an activity slip and reads it aloud. Anyone with this activity on their board crosses it off/puts a marker on it.
- 7. Facilitator asks who chose this activity, and has them share their reason for choosing it.
- 8. Discussion around activity choices and justifications should focus around the domains, and how different people might choose two totally different activities for the same reason (i.e., yoga for social interactions, spirituality, relaxation, etc.). People may also do the same activity for different reasons (i.e., hiking for exercise/ spending time with loved one/ spirituality).

Possible open questions:

- What other reasons might someone have for doing your activity? (These questions can/should be opened up to the group)
- What is another activity that you could do to get that same benefit?
- How is your likelihood of participating in an activity affected by your ability to choose it/ do it for your own reasons?
 - 1. Game continues until someone gets a bingo. For time adjustments, there can be multiple winners, card cover, etc.

B. Group Determined Activity!(15-20 mins)

- 1. Because we have been focusing on self-determination and choices, today we want to let the participants decide what physical activity they would like to do.
- 2. Facilitator has the group divide themselves into 4 smaller groups, one for each activity we have done in the past weeks (chair exercise, yoga, kickboxing, and aerobics) based on which activity was their favorite.
- 3. Each small group elects a leader, who will be responsible to lead the group through that activity. Facilitator to provide the handout for each week to the leader.

- 4. Each small group is given a space to go through their exercises. This can be separate areas if they are available, or just different corners of the same room. Facilitator to move between groups and offer assistance and redirection as needed.
- 5. Groups reconvene for debrief:

- Why did you vote for the activity that you voted for?
- How did it feel to do your chosen activity, rather than being told what to do?
- What other physical activities would you choose to do?
- How does being able to choose your own type of activities impact your motivation to exercise?
- Why are we more likely to do the things that we choose?
 - 1. Facilitator gives homework to clients. Consumers are to do the activity they just did (commercial exercises, chair yoga, kickboxing, or aerobics) at home. Instruct each group to take note of who else in in their group and hold each other accountable!

Being SMART About Goals

Session Goal: To formulate and share personal goals for increasing physical activity in one's daily life

Session Objectives:

- I. Consumers will identify the 5 parts of a SMART goal
- II. Consumers will independently write 1 personal goal relating to physical activity following SMART methodology
- III. Consumers will independently participate in tai chi activity

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Tables arranged in a u-shape with chairs arranged around the INSIDE of the U. Chairs will need to be spread out or moved entirely of the way for the tai chi activity

Supplies:

- Projector and computer with internet access
- Premade Who wants to be a Millionaire question slides
- White board and markers
- Goal worksheet for each person
- Pens or pencils
- Tai Chi combination handout

Duration: 45 minutes - 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is "Play that Funky Music" by Wild Cherry).
- B. Homework check! (Any of the past exercises)(<5 mins)
 - 1. Facilitator leads a brief group discussion about last week's homework assignment

- Did you try the activity you chose last session at home? Why or why not?
- Did you remind your friends to do their activity? Did they remind you?
- A. Who wants to be a SMART guy? (30 mins)
 - 1. Facilitator hands out worksheet and pencil to each consumer.

- Facilitator briefly explains the goal of the session, which is writing goals! A brief explanation
 of what a SMART (Specific, Measurable, Attainable, Relevant, and Timely) should be given.
 More details will be given on each letter later. Write the word SMART and the steps
 vertically on board.
- 3. People who write down their goals are 80% more likely to accomplish them, so today, each consumer will be writing personal physical activity goal. We are going to do this step by step.
- 4. Facilitator instructs the group to write their names in the first blank on the worksheet.
- 5. In order to learn how to write a SMART goal, we are going to play "Who Wants to be a SMART Guy?" (Based on "Who Wants to be a Millionaire?"). Differences in the rules ae that there will be a new contestant for each question, but only one set of "lifelines". (50/50 takes away 2 incorrect answers, Ask the Audience is a poll of the room, and Phone a Friend can ask 1 peer for advice). Instead of working up through the dollar amounts, we will work up through the letters.
- 6. Facilitator picks a contestant for the first question. After a brief discussion of what makes a goal TIMELY, the first question ("Which goal is a TIMELY goal?") is put up and answered by the volunteer. Remember to use a lifeline if you need it! Mark off Timely on the board.
- 7. Facilitator instructs everyone to look at their worksheet for the TIMELY blank. It is already filled in, because we are making goals for the next week.
- 8. Repeat the discussion and question process (with a new contestant) for RELEVANT.
- 9. Facilitator ask everyone to find the blank for RELEVANT on their worksheet. The group calls out ways their goal will be relevant to them. Write these down on the board, so those with lower literacy skills can copy.
- 10. Repeat the discussion and question process (with a new contestant) for ACHIEVEABLE. There will be no blank to fill in yet, it is included with the next step.
- 11. Repeat the whole process with MEASURABLE all the way up to filling in the blank.
- 12. Lastly, repeat for SPECIFIC. In this blank, have the consumers write the specific activity that they are going to do in the blank.
- 13. Facilitator takes volunteers to read their goals to group, because people who share their goals with others ae more likely to achieve them.
- 14. Facilitator leads debrief:

Possible processing questions:

- How does it feel to have a concrete goal written down for yourself?
- How will you achieve your goal? Who can help you?
- What are some strategies to overcome barriers to reaching your goal?
- Who can you tell about your goals?

A. Tai Chi (10-20 mins)

1. Facilitator instructs consumers to move chairs and tables out of the way.

- 2. Facilitator leads the group through a Tai Chi combination, focusing on moving slowly and continually. Tai Chi is easily adapted to a seated activity if necessary, but consumers should be encouraged to stand for the duration of the activity.
- 3. Repeat the sequence if time allows.
- 4. Each consumer should be given a handout outlining the tai chi sequence after completion.
- 5. Facilitator leads debrief.

- Has anyone tried tai chi before? How do you feel after doing it?
- Did you like it? Why/why not?
- Is this an activity you would want to work into your goals?
 - 1. Facilitator gives homework to clients. Start working on your goal! Because of how we wrote them, you should know what to do, how often to do it, and why! Be sure to talk to your peers about what you are doing to stay motivated and hold each other accountable.

Finding Leisure Resources

Session Goal: To learn methods and strategies for finding leisure opportunities available in the community

Session Objectives:

- I. Consumers will identify 2 places to find information on leisure activities in the community
- II. Consumers will identify 1 opportunity to participate in a preferred leisure activity
- III. Consumers will independently participate in exercise activity

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Tables arranged in a u-shape. Consumers will need to be able to form themselves into small groups.

Supplies:

- Projector and computer with internet access
- Local newspapers, flyers, and pamphlets with recreation information
- White board and markers
- Handout featuring websites and contact information of local recreation providers/resources

Duration: 45 minutes – 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is "Billie Jean" by Michael Jackson).
- B. Homework check! (SMART goal)(<5 mins)
 - Facilitator leads a brief group discussion about successes (or not) in accomplishing SMART goals set last week.

- What was easy/difficult about following your SMART goal plan?
- Are there any strategies you could have used to make this easier?
- If you didn't reach your goal, how can you modify it to make it attainable?

A. Leisure Seek-and-Find (30 mins)

- 1. Facilitator splits the group into smaller teams of 3-5 consumers. Groups should all cluster up, as they will be working together.
- Facilitator hands out an assortment of paper leisure resources (newspapers, local magazines, brochures, flyers, etc.) that can be easily accessed in the community to each team.
- 3. Each team must go through the resources provided to find one activity that each person in the team would like to do. It will help if the facilitator gives consumers some tips and tricks (look for an activities calendar in the newspaper, ads are a good place to look, too).
- 4. The activity can be modified by having the teams find more or less activities, or by finding activities in certain relevant categories (i.e., find one activity that is free, and one that costs money to attend).
- 5. Each group presents their findings to the group. Facilitator may write down examples of available activities, and leads a discussion.

Possible discussion questions:

- Now that you have this information, how can you use it to participate? (Call the number, go to the website, just show up)
- Who could go with you?
- Were there any activities that you are interested in that you couldn't find?
- What other places could you look for information on leisure activities?
 - By this point, someone has probably mentioned using the internet. Facilitator passes out a
 handout highlighting websites and contact information for local recreation resources and
 facilities. (The Philadelphia version could include things like uwishunu.com, Parks and Rec,
 funsavers, YMCA, volunteer match, etc.)
 - 2. Time permitting, some of these websites can be visited as a group using the projector to point out key features.
 - 3. Facilitator leads debrief:

Possible processing questions:

- What activities/opportunities have you found that you were not aware of before today? Will you try one out?
- Where can you go to get print resources like the ones we used today?
- Where can you go to use a computer to look up recreation websites?
- Which method is easier for you? Why?

A. One Song workout (10-20 mins)

- 1. Facilitator instructs consumers to move tables out of the way and spread out
- 2. Put the graphic for the workout on the projector to help everyone follow along.

- 3. Facilitator leads the group through a "One Song Workout". There are several available on the internet. I chose one to "Bad Blood", by Taylor Swift

 (http://www.bistromd.com/exercise/one-song-workout-bad-blood-by-taylor-swift.)
- 4. Complete the workout once without the music, and then try it with the song playing.
- 5. Facilitator leads debrief.

- How did exercising to a song feel in comparison to some of the other activities we have done?
- Which of the activities is your favorite? Why?
 - 1. Facilitator gives homework to clients. Do ANY KIND of physical activity for 30 minutes this week, and be ready to tell us about it next week for our LAST GROUP!

What Did You Learn?

Session Goal: To review information learned over the past 8 weeks

Session Objectives:

- I. Consumers will state 2 facts that they recalled from earlier sessions
- II. Consumers will identify 1 activity to try in the future
- III. Consumers will independently participate in dance activity

Staff Requirement: One recreation therapist to lead group, and any other staff available can assist in modifying activities and assisting consumers as needed.

Setting: Group meeting room. Consumers will need to be able to form themselves into small groups. Tables and chairs will need to be moved for dance routine

Supplies:

- Projector and computer with internet access
- Premade Jeopardy review game
- White board and markers

Duration: 45 minutes – 1 hour

Procedure:

- A. Invite all consumers to attend group.
 - 1. While they arrive and settle in, play an upbeat music video on the projector. (This week's choice is "Super Freak" by Rick James).
- B. Homework check! (any physical activity)(<5 mins)
 - 1. Facilitator leads a brief group discussion about homework.

Possible question prompts:

- What physical activities did you do?
- Are you doing more activity now than you were 8 weeks ago? Why?
- What makes physical activity easy to do/remember?

A. Review Jeopardy (30 mins)

- 1. Facilitator splits the group into 3 teams of equal size. Teams should cluster together.
- 2. Facilitator relates the rule of Jeopardy, and tells everyone that we are going to play a team version. Ring in by bell/hand raise/etc.
- 3. Groups work together to play through a round of Jeopardy covering review material from the last 8 weeks.

4. Facilitator keeps leads debrief.

Possible discussion questions:

- What is the most interesting/important thing that you learned?
- What new activities have you learned about that you may want to try?
- How will you use your new knowledge to get/stay active?
- How can you help each other to stay active?

A. Line Dancing (10-20 mins)

- 1. Facilitator instructs consumers to move tables and chairs out of the way and spread out
- 2. Pull up videos for different line dancing songs, like "The Electric Slide" and "The Cupid Shuffle".
- 3. Facilitator asks for volunteers to lead the dances. Choose a new leader for each song. Complete as many as time allows.
- 4. Facilitator ends this final group by thanking everyone for the last 8 weeks!

Physical Activity: Treatment Planning Form	Consumer ID:
Physical health issues or medical concerns	Cleared for physical activity
	Y/N
Physical Activity Interests	Currently
	Participates
	Y/N
Resources/Skills needed	Has required
	resources
	Y/N
Friends/family members/natural supports who would engage in the	lese Consumer has
activities and/or encourage you to participate.	invited them or
	shared interests
	Y/N
Places in my community where I could engage in this activity	Knows how to
	get here
	Y/N
Activity goals and plan to independently participate	Can
The second of th	independently
	report plan
	Y/N
Summary to share with treatment team	