

Toolkit for Activators on Physical Activity and Healthier Lifestyles



Be active
Love your heart!
Children in the City

Introduction

This toolkit has been produced as part of the Children in the City project for Romania, coordinated by the World Heart Federation (WHF) and the Union of European Football Associations (UEFA), and implemented in Romania by the Romanian Heart Foundation (RHF). The Children in the City Campaign is aimed at emphasising the importance of physical activity and creating healthy habits which can last for life, by allowing children and young people to have fun playing sports, including football.

The toolkit is intended to offer key information on the importance of maintaining physically active lifestyles amongst children with specific focus on both girls and boys aged 7-12 years old, especially those who are less active. The toolkit is written in simple, non-technical language and has been developed for use by physical activity 'activators' - i.e. school teachers, community leaders, sports club coaches, parents and other family members. All of these activators have a role in educating children on the importance of daily physical activity for both short-term and long-term health and wellbeing. This toolkit provides key information on recommended levels of physical activity for children, how to turn inactive children in active ones, and how this can be embedded in their daily routines.

Background & Rationale

WHF in partnership with RHF and the Romanian National Institute of Public Health conducted a baseline survey to identify barriers to physical activity in children aged 7 to 12 living in low-income urban neighbourhoods. The survey was conducted in 16 schools in Bucharest, Cluj and Timosoara and the results showed that only 23% of the children who answered the survey reach the World Health Organization recommended amount of physical activity per day (60 minutes or more); 59% exercise between 30 and 60 minutes per day; and 18% exercise less than 30 minutes per day. The following toolkit, acknowledges that activators have a major impact on encouraging children to be more active: they can improve awareness and ease access to physical activity.

How to use this toolkit

The first part of this toolkit offers core theoretical information on physical activity and its importance, and provides tips to promote physical activity on a daily basis. This is intended to give activators all of the necessary facts in order to assist children in leading active and healthier lifestyles, and to give them a broad introduction to physical activity. We have provided advice and many examples on how to get all children more active, including how inactive children can overcome barriers to participation, and how physical activity can be undertaken safely.

Over the course of these pages, we have included prompts for a number of 'Activation Exercises' that refer to the second part of this toolkit. These 'Activation Exercises' can be used by activators to help children learn and understand more about the importance of active lifestyles. Users of this toolkit should familiarise themselves with these exercises. Activators are encouraged to adapt the content and order of the toolkit according to the audience in questions. They might present the theoretical information and activation exercises either separately or together but it is recommended to include both theory and practical exercises at some point in the education process.



Part 1 - Session 1 Understanding physical activity

During this session, you might start by asking children their own definition of physical activity. Do they limit physical activity to sport and fitness or do they also include everyday activities and active recreational play? Are they aware of the changes physical activity has on their body? Do they know the recommended daily level of physical activity for children? You might then complement their answers with the information below and integrate the 'Activation Exercises' suggested in the boxes.

1.1. What do we mean by "physical activity"?

Being physically active is one of the most important steps to being physically and mentally healthy. Physical activity is any form of movement that raises heart rate, and should not be conceived of simply playing organised sport or working out at a gym. Physical activity includes a wide range of both formal and informal activities, such as:

1. **Everyday activities:** For example, walking or cycling to school or to the shops, doing housework, gardening or other tasks around the house
1. 2. **Active recreational activities:** This includes activities such as dancing, active play amongst children, or walking or cycling for recreation
1. 3. **Sport & fitness:** For example, participating in competitive sports such as football, rugby or tennis, or taking part in an exercise class.

During the ages of 5 to 18 years, children and young people establish behaviour patterns that have important implications for their immediate and long-term health and wellbeing. The guidance, tips and activities provided in this toolkit are intended to create long lasting and positive behavioural changes in children, with a specific focus on inactive ones, by addressing their level of physical activity.

1.2. Physical activity and your body

Through taking part in physical activity we will notice certain changes in our body, the most obvious of which is getting more out of breath and hotter. In addition, it is important to understand that there are different types of activities that exercise our bodies, all of which are important for maintaining the health and wellbeing of children.



Aerobic activities:

Aerobic activities are any activity that makes your heart and lungs work harder. A good indicator of this is a marked increase in pulse rate. To gain health and wellbeing benefits, children should do a minimum of 60 minutes moderate-to-vigorous intensity physical activity on each day of the week, with at least 3 sessions of vigorous intensity activity.

- Examples: bike riding, brisk walking, dancing, playing active sports and games such as football, handball, rugby, tennis and 'chase'

Exercise 1 Activation

Know Your Body

This will help activators and children feel how their bodies change during aerobic activities and better understand the intensity of activity required.

Muscle strengthening activities:



These type of activities should be part of a children's physical activity exercises at least 3 times every week as part of their daily 60 minutes.

- Examples for younger children include gymnastics, playing on climbing frames or even climbing trees or ropes
- Examples for older children include push-ups, pull-ups and light weight exercises (e.g. in a supervised gym)

Bone strengthening activities:



The activities should also be part of a children's physical activity exercises at least 3 times every week as part of their daily 60 minutes.

- Examples of bone strengthening activities for children include hopping, jumping, running, skipping, and certain sports such as tennis, squash, badminton, basketball and gymnastics.



1.3. Recommended levels of physical activity for children and young people

It is essential that all activators – i.e. school teachers, community leaders, sports club coaches, parents and other family members – are fully aware of the recommended physical activity guidelines for children, and reinforce the benefits of adopting these guidelines to children on a regular basis. This toolkit uses the recommendations developed by the World Health Organisation (WHO) for children and young people between 5 and 18 years, with some additional guidance on reducing sedentary time.



Exercise: How Active Are We?

Ask children what physical activity they do out of school, how often they do it, and how they travel to and from places (e.g. school, shops). Then ask them to relate this to their lives and feedback to the group.



Key WHO Recommendations

- Children and young people aged 5–17 should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily
- Amounts of physical activity greater than 60 minutes provide additional health benefits
- Most of the daily physical activity should be aerobic. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone, at least 3 times per week.

Additional recommendation:

All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods



Reducing sedentary time

In addition to children spending less time being physically active each day, the amount of time that people are spending sitting down over the course of a day has also increased markedly in recent years. Research is starting to reveal that prolonged sitting time may be associated with health risks such as rising levels of obesity and problems with metabolism. In addition to finding ways of being more physically active on a daily basis, we also need to be mindful of sitting less for prolonged periods of time.

Key messages from Session 1

Physical activity is not limited to sport & fitness and can be included in everyday activities and active recreational activities.

All children and young people need to be involved in moderate to vigorous physical activity for a minimum of 60 minutes every day of the week.



Part 1 - Session 2 Understand why physical activity is important

During this session, you might start by assessing children's awareness of the importance of physical activity to their health and other aspects of their life. Do they know which problems are associated with physical inactivity? Do they know the benefits of physical activity?



2.1. Problems associated with physical inactivity and sedentary time

There is a general understanding that being physically active is a good thing and keeps people healthy. However, it is important for parents, teachers, coaches and children themselves to understand the problems associated with leading physically inactive lifestyles before these become part of daily habits in later life. Specific problems include:

- Long-term health conditions such as cardiovascular disease, type 2 diabetes, osteoporosis, and certain types of cancer e.g. breast and bowel cancer – leading to an estimated 500,000 deaths each year across Europe
- Short-term behavioural difficulties (e.g. sleep) and problems with fitness levels
- Negative impact on self-esteem and people performance
- Financial costs to society – the costs of treating people with long-term health conditions associated with physical inactivity is estimated at an incredible €80.4 billion each year across EU member states.

2.2. What are the benefits of being physically active?

It has been said that if the benefits of physical activity could be delivered in the form of a prescribed pill, it would be the most prescribed pharmaceutical product the world has ever seen. To understand the innumerable benefits of leading an active lifestyle, it is useful for activators and children themselves to be aware of the following facts.

! “A physically active lifestyle can help improve short-term and long-term health”

Daily participation in at least 60 minutes of physical activity can:

- Reduces blood pressure, cholesterol and the risk of cardiovascular disease (heart disease and stroke), type 2 diabetes and some type of cancer (most commonly breast and bowel cancer)
- Improves cardiovascular and muscular fitness – essential for all children who want to take part in sport and leisure activities
- Helps to build stronger bones, which in turn reduces the risk of bone fractures and osteoporosis (especially amongst females)
- Helps to prevent people from putting on excess weight and reduces the onset of obesity.

! “A physically active lifestyle can also help to improve general wellbeing and performance”

Daily participation in at least 60 minutes of physical activity can also help to:

- Increase energy levels and add fun to the day
- Improves sleep and mood
- Reduces levels of anxiety and stress
- Leads to better levels of concentration in school and can improve academic performance
- Improve levels of self-esteem and helps children to find new friends.



Exercise: Inactive or Active?

Ask children to work in small groups and list the problems with being physically inactive. Then ask the group to list the benefits of leading an active lifestyle and how this related to their everyday life.

Key messages from Session 2

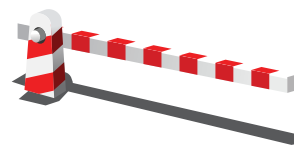
Being active for at least 60 minutes every day brings huge benefits to our short and long-term health, plus helps improve mood, concentration and our sleep.



Part 1 - Session 3 Understanding the barriers and enabling factors to participating in physical activity

Children should be able to identify the reasons why some of them are less active and propose simple solutions to overcome these barriers.

As an activator, you can demonstrate how levels of physical activity can be increased through simple changes to daily habits that do not have to be participation in competitive sport.



3.1. Barriers to physical activity

Physical activity levels across Europe are declining. Activity used to be part of everyday life, however the introduction of energy saving technology and the development of an environment that does not support physical activity has led to a steady decrease in activity levels:

- People use the car, bus or train to get to school or work instead of walking or cycling
- People use elevators or escalators instead of taking the stairs
- Work has become far less manual by the introduction of machines and mechanical tools
- People spend increasing amounts of time in front of the television and the computer
- Parents are more concerned about letting their children play outside due to the risk of road traffic, and stranger danger

However, not only people environment and habits can be barriers to participation in physical activity, sometimes people perception is also important:

- Physical activity not being considered a priority by parents because considered as less important than others
- Children perception that they are not good enough to do physical activity because sport is promoted in a competitive manner instead of in a fun way
- Perceived lack of time to participate in physical activity from children and parents to play with their child

Exercise 2 Activation

The Physical Activity Challenge

This exercise will get children to think about why they are not more active and share ideas on how to incorporate activity into everyday life.

3.2. Overcoming barriers and enable physical activity

There are a host of ways for children from all backgrounds to maintain their 60 minutes minimum of physical activity on a daily basis. Physical activity for children naturally occurs throughout most days in numerous settings, and it is helpful for activators to become familiar with such activities to encourage and increase levels of participation in line with physical activity guidelines. This can take the form of a host of activities, including:

- Active travel (walking or cycling) to school or to other destinations
- Outdoor play at school or in the park
- Indoor play at school, or in dedicated play centres
- Physical education and sports classes at school
- Participation in organised sports, gymnastics and dance through local sports clubs and facilities
- Swimming, dancing, walking or cycling with other family members or friends
- Outdoor and adventure activities through organised clubs and volunteer groups
- Perceived lack of access to facilities although physical activity can be done everywhere.



Part 1 - Session 3

In addition to these individual types of activity, activators should be aware of the following mechanisms and settings to help within this.



Playing together

Playing games or sports with friends and family is one of the best ways of encouraging each other to stay physically active.

For some family members this may be more difficult, so encourage them to start with some short-term goals and build these up as time goes on.

Finding the perfect sport

Activators should offer lots of different activities to help children find the sports of their choice. See the Activation Exercise below to help children identify the activities and sports they enjoy the most, and try to stress that there is the right type of activity for everyone!



Activity in daily routines

Encourage children to build physical activity into their daily routine. Suggest walking and cycling to school, the shops, after school clubs – in fact anywhere local away from the home! Always encourage the use of stairs instead of elevators or escalators.

• **Perceived lack of access to facilities although physical activity can be done everywhere.**

Exercise 3 Activation

Overcoming Obstacles

This obstacle course activity can be undertaken outside of formal sports settings, and is a great activity for parents to lead and take part in.

Seasonal activities

It is worth considering how much the weather and time of year impacts on the ability for children to participate in physical activity. Cold weather and short days will make it more difficult to participate in some sports and may deter people from walking and cycling. In the winter months activators should see what indoor facilities are available in local communities, whilst the Activation Technique 3 can be repeated for this time of the year.

Inclusive participation

Activators should take time to consider how to ensure that all children within a school class or within a family are reaching the recommended guidelines for physical activity. Activators should take an 'inclusive approach' ensuring that both boys and girls from all social background (including those with disabilities) are able to access sports and leisure facilities or find alternative ways of participating in daily physical activity. For example:

- Promotion of a football or volleyball team or similar sport for girl's or boys
- Taster sessions for beginners
- Weekend activity sessions for family groups
- Awareness of accessible facilities for people with disabilities



Key messages from Session 3

There are always ways of building greater levels of physical activity into our everyday lives – we don't have to play sport each day to achieve 60 minutes!

Enabling factors to improve children level of physical activity level can be found in their environment, their daily habits and in changing their perception toward physical activity



Part 1 - Session 4 How to create a safe and friendly physical activity environment

Activators and children can work with their community facilities and schools to offer an environment that promotes safe and inclusive physical activity. Similarly, schools and community representatives can help to create new 'active habits', improve perception, and encourage children to spend more time together walking, cycling, playing together, and participating in sports.

4.1. Tips for school, family and community activators

It is the responsibility of all members of society to encourage children and young people to meet the recommendation of 60 minutes physical activity on a daily basis. However, there are people in certain roles who can have a specific impact on encouraging greater levels of physical activity, and we have therefore provided some simple tips for activators in school, family and community settings.

Schools can help to promote physical activity through the following

- Having set policies that provide time for organised physical activity, sport and play
- Provide information to parents about the benefits of physical activity in messages sent home and at school events
- Encourage staff, families and local groups to be involved in school-based physical activity and events
- Develop a comprehensive physical activity programme that applies to all age groups within school, incorporating good quality instruction, open access facilities, and an inclusive approach to participation.

A **Exercise 4** **Activation**

Activity Planner

Set a physical activity challenge for either individuals or teams to encourage young people to keep their recommended levels of physical activity 'on track' each week.

Parents and other family members can help to promote physical activity through the following:

- Build physical activity into your family routine – take a walk after dinner together or do house work or gardening collectively
- Use local, low-cost or free spaces like public parks, football fields and courts
- Include physical activity breaks during longer car trips, holidays or visits to family and friends – bring items such as balls or a Frisbee to encourage this
- Instead of watching television or playing video games, encourage children to be active with their friends and give them toys that promote active lifestyles rather than sedentary behaviour
- Help children to be physically active by taking them to and from sport and physical activity events.



Community members, including sports and social clubs, volunteer groups and local government can help to promote physical activity through the following

- Promote physical activity messages to children and families through local communications channels e.g. magazines, radio, billboards
- Promote the use of walking and cycling paths and safe ways to walk and bike to school
- Let community members and organisations use public gymnasiums, playing fields and school facilities at all times of the day
- Encourage community and volunteer organisations to offer physical activity and sport programmes for children.



4.2. Minimising the risks

There are only a few reasons why physical activity may be harmful in some way to children, but in general the potential benefits to health will greatly outweigh the small risks involved. However, sometimes problems can occur with physical activity that activators should be aware of:

- Injury is possible, in particular through organised sport. Sprains, and sometimes more serious injuries, are a risk with some types of physical activity. Activators, in particular coaches, can cut down risks of injury by following the 'Safety first' rules below.
- In very rare cases, sudden death can occur in people who are doing some physical activity. However, most of the time, there is usually an underlying heart problem (which may not have been previously diagnosed) and it is the excess stress that is placed on the person's body during exercise that causes the sudden death. It should be stressed that, in general, regular exercise protects the heart.



Safety first

Activators and children should build the following considerations into their daily physical activity routines:

For general activities:

- Wear comfortable clothing and the right type of shoes for the activity in question
- Take it slowly for new activities – build up new activity sessions and skills weekly
- Make sure children have access to a clean water supply or have water bottles with them – see tips on hydration below
- In summer months, make sure children have sports hats and apply sun cream to stop their skin burning
- Check that the equipment and facilities being used for activities are safe for usage and have undergone a risk assessment.

For sports-based activities:

- Allow the body to warm up for at least 10 minutes and then another 10 minutes after each activity session to cool down properly
- Remember to stretch before and after every session.

Tips on hydration

It is important for children to drink plenty of fluids to prevent dehydration, which can lower levels of strength, energy, and coordination and can also lead to heat-related illness. Even mild dehydration can affect short term health, and therefore hydration levels should always be taken into consideration by activators both before and after physical activity sessions.

- Check that the equipment and facilities being used for activities are safe for usage and have undergone a risk assessment.

Thirst is not a reliable indicator of hydration status so experts recommend that players drink water or other fluids before commencing activity, and then at approximately every 20-30 minutes depending upon the levels of physical activity and exertion. It is also very important to drink afterwards to restore fluid lost through sweat. Avoid use of sports and energy drinks or drinks with added sugar at all times - water is by far the best choice for hydration for children.



Exercise 5 Activation

Active Lifestyles - True or False?

This exercise will test children about simple facts concerning active lifestyles, and will try to dispel some myths and preconceptions concerning physical activity and sport.

Key messages from Session 4

Everyone can help to create a safe and inclusive environment that encourages all children to achieve at least 60 minutes physical activity every day.



Part 2 Activation Exercises

In the second part of this toolkit we have provided five exercises activators can use in combination with the key information included in the first part. All of the exercises included will help children to implement the recommended level of 60 minutes physical activity per day.

They try to educate children on the importance of active lifestyles in a fun, inclusive way, whilst the exercises are all either low-cost or no-cost to implement. We have provided a selection of exercises for both formal sports settings and free settings such as parks. Please note that these exercises and games are only templates, and should be adapted for specific age groups and genders. We encourage activators – i.e. school teachers, community leaders, sports club coaches, parents and other family members – to use these ideas as starting points for implementing greater levels of physical activity amongst children within their own communities.

Exercise 1 Activation

Know Your Body

Key message

It is important for all children and to understand the health benefits of regular physical activity. This session will help children understand what happens to their bodies, in particular their heart rate, during a session of moderate to vigorous physical activity – something that needs to be achieved 60 minutes a day.

Setting and Equipment

- Any type of indoor or outdoor play area or sports court
- Any of: football, basketball, handball etc. stop watch
- Check that the equipment and facilities being used for activities are safe for usage and have undergone a risk assessment.

Instructions

Run a normal activity session of football, handball etc that incorporates a moderate - to high level of physical activity.

Before you start:

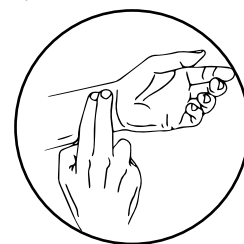
- Ask the group how they feel before you start.
- Get them to consider how warm they are, their breathing rate, and get them to take their pulse.

This is how to measure a pulse:

- Gently place 2 fingers on the inside of your wrist. Do not use your thumb because it has its own pulse that you may feel.
 - Count the beats for 30 seconds; then double the result to get the number of beats per minute (bpm).
- The usual resting pulse for children is between 60 - 90 bpm.

Warm up

- Make sure to have the group warm up and stretch.
- As they are doing this, explain the importance of these warm up exercises.
- Ask the group how they are feeling – are they:
 - breathing more heavily, are they getting warmer?
 - are there any other differences they have noticed?



During training

After 30 minutes of the training session ask the group how they are feeling.

Get them to measure their pulse rates again.

Explain why it differs from the first time they measured it, and how they need to feel like this during physical activity sessions on a daily basis.



Cool down

- Make sure to take at least another 15 minutes for the cool down and stretching.
- As the group cools down discuss again what is happening to their bodies.
- At the end of the session get everybody to retake their pulse – is it back to normal?

Tips and hints

Remember that you can ask participants to measure their own (or other's) pulses during any activity. It can also be a nice icebreaker to allow new groups to get to know each other.



Part 2 Activation Exercises

Exercise 2 Activation

The Physical Activity Challenge

Key message

Get children to think about why they are not more active and share ideas on how to incorporate activity into everyday life, not just formal sports activities

Setting and Equipment

- Any indoor or outdoor physical activity setting (sports court, football pitch etc.)
- Football or any type of larger ball (basketball, handball etc.)
- Flip Chart or clipboard with paper and pen

Instructions > Round 1

1. Get the children to stand in a circle of at least 8 people and pass the ball round the circle.
2. The first person passes the ball to the person on their left and then runs around the outside of the circle until they return to their starting position.
3. At the same time the ball continues to be passed left around the circle until it reaches its starting point – what was faster the ball or the runner?
4. When the runner returns to his/her starting point they have until the ball returns to shout out a reason/excuse as to why they are inactive (e.g. lack of time, lack of equipment, they travel by car, there are no local activity groups). The activator writes this on the flip chart or clipboard, thereby compiling an **'Excuses List'**.
5. The exercise is then repeated by the next person in the circle and this continues until all the group have made the run and given an excuse!

How many excuses can the group come up with? Discuss these excuses with the group, and make sure that for every excuse the group comes up with you have solutions to overcome them.

Instructions > Round 2

1. The exercise is then repeated, this time passing and running to the right.
2. Instead of coming up with excuses, this time participants must shout out a type of physical activity (e.g. walking, bike riding, jogging, housework, dancing, football, gardening, active play with parents).
3. The coach again writes these on an "Activity List".

Exercise 3 Activation

Overcoming Obstacles

Key message

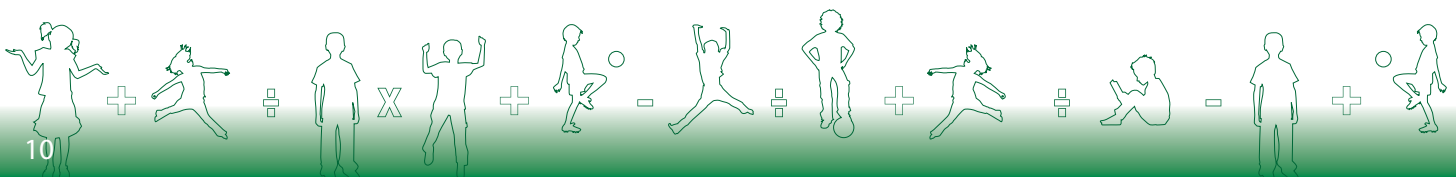
Obstacle courses can be a fun way to have healthy exercise together, and are a fun way of involving all family members – they are great for parents to organise at the weekend or on holiday. You can make them wherever you are, and use whatever you can find.

Setting and Equipment

- All kinds of things that can be turned into an obstacle course – buckets, planks, hoops, balls, groundsheets, blankets, play tunnels, slides, ladders, bean bags, etc.
- A large, safe outdoor space such as a garden, field, park or beach
- The activator leading the session needs to act as a safety-checker before the fun starts.

Instructions

- Work together as a group or family to design an obstacle course using lots of the things that you can find around you.
- You can make your course long, or you can make it circular, so that you can keep running around without having to go back to the beginning again.



- Lay out all the things to make an interesting obstacle course. Try to include balancing on a narrow length of wood or stepping stones; crawling under or through something like a play tunnel or under a blanket; throwing something accurately (such as a ball into a bucket); stretching up high to reach something; or running around obstacles on the ground, such as rocks, toys or plant pots. Also include a few fun things like using a slide, a trampoline or a space-hopper, etc.
- Then race around the course and see who can do it the fastest, or decide that everyone will do it three times and then you'll all have a rest, so it's not a race, but everyone can still have fun together

Alternatives

- Make an obstacle course in a park using the playthings that are already there
- Make an obstacle course in a new setting such as a forest or a beach using natural obstacles.

Exercise 4 Activation

Activity Planner

Key message

Children should aim to do at least 60 minutes of moderate to vigorous physical activity every day, and at least three sessions of muscle and bone strengthening activities per week.

Setting and Equipment

- Classroom setting or similar
- Flip chart or clipboard with paper and pen
- Copies of activity planner and diary (see below)

Instructions

- Print out the physical activity planner below and ask the participants to plan how they are going to achieve their recommended amount of 60 minutes daily before the start of a new week
- Before handing out the activity planner use your flip chart to discuss:
 - What types of activities participants from your group are usually involved in? (e.g. dance, cycling, football, gymnastics, handball, rugby)
 - What could be added to the list of activities? Share ideas amongst the group and don't forget everyday activities and active recreational activities.
 - What keeps them from being more active (e.g. time, money, parents, opportunities, equipment)?
- Next ask participants to keep a record of their daily activity using their planner, ticking yes or no as to whether they achieved the activity and how it make them feel.
- At the end of week one ask each child to present their activity planner and discuss:
 - What did they do? Were they active enough (i.e. 60 minutes per day)?
 - What other activities would have been fun to do?
 - How can children find ways of increasing their daily levels of physical activity?

Tips and hints

Set a physical activity challenge for teams or individuals to try and encourage participants to keep their planner 'on track' through encouragement from team mates or parents. Keep it fun, promote individual improvements and not competition.

Do the physical activity planner at least twice – once for summer months and once during winter months.



Part 2 Activation Exercises

Physical Activity Planner

Use this planning sheet to record what you are aiming to do on each day of the week. For example: played 60 minute football match; cycled to school and back (60 minutes). Tick the **TRUE** or **FALSE** if you achieved the planned activity.

	What will you do today?	Achieved?		How did it feel?
		True	False	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



A

Exercise 5 Activation

Active Lifestyles: True or False?

Key message

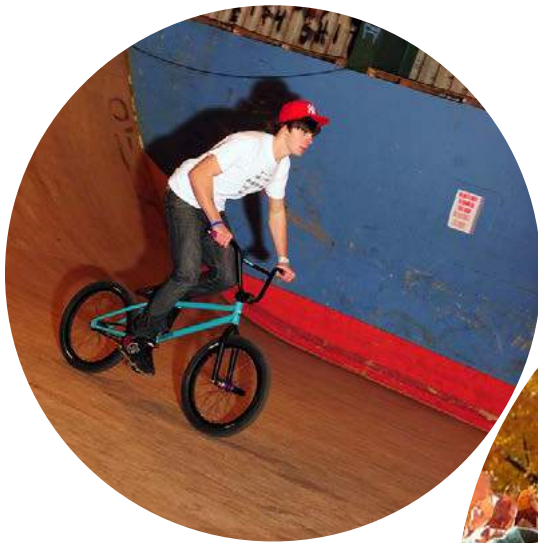
This exercise will test children about simple facts concerning active lifestyles, and will try to dispel some myths and preconceptions concerning physical activity and sport.

Setting and Equipment

- Any indoor or outdoor physical activity setting that either has ideally a wall or fence you can use to stick a simple sign to (sports court, football pitch etc.)
- A set of **TRUE** and **FALSE** signs to fix to a wall or lay on the floor at each end of the setting

Instructions

- Designate one wall or area TRUE and the opposite FALSE (it will help if you stick true or false cards on each wall or lay it on the floor)
- Get the group to stand together in a space between the TRUE and FALSE walls
- Ask the following true or false questions give individuals around 5-8 seconds to run to the wall they consider the correct answer
- Reveal the correct answer and get the group to return to the centre space
- Repeat process for each question
- We have provided some example question and answers below, but try to develop your own set of questions and answers that are appropriate for each group, and see whether they can come up with their own questions and answers.



Example Questions & Answers

1. It is important to make sure you go through a full warm up and stretching routine before taking part in sport and training sessions.

TRUE – A full warm up is needed to prepare the body for vigorous physical activity and will help prevent injury, increase agility and mentally prepare for a session.

2. Regular physical activity can reduce your chances of getting heart disease.

TRUE – Being physically active is a great way of reducing your chances of heart disease

3. Most people get enough physical activity from their normal daily routine.

FALSE – although some people may be able to achieve this, many children across Europe are falling well short of 60 minute sessions of physical activity per day

4. You don't have to train like a marathon runner to become more physically fit.

TRUE – there are lots of sports and recreational activities you can choose to get fit and healthy – just make sure you do them on a regular basis.

5. People who need to lose some weight are the only ones who will benefit from regular physical activity.

FALSE – Everybody can benefit from regular physical activity, not just the overweight.

6. All exercises give you the same benefits.

FALSE – You should try to mix up the types of exercise between ones that promote moderate or vigorous exertion, as well as activities that strengthen bones and increase flexibility.

7. It doesn't take a lot of money or expensive equipment to become physically fit.

TRUE – It costs hardly any money at all to undertake activities such as brisk walking, jogging, hiking, gardening and dancing.

8. Physical activity can help to reduce levels of stress and tension.

TRUE – It has been proven that regular physical activity is a great way of improving mood and reducing stress.

9. Exercising once or twice a week is enough to keep children healthy.

FALSE – Children need to take at least 60 minutes moderate exercise each day with another 20 minutes vigorous activity 3 times a week.

10. Physical activity can help to reduce cardiovascular disease risk factors such as high blood pressure and cholesterol.

TRUE – Physical activity lowers heart disease risk in people who have high blood pressure and/or high levels of cholesterol.

11. Increasing levels of physical activity have no impact on diseases such as type 2 diabetes and osteoporosis.

FALSE – In fact, being physically active is a great way of avoiding diseases like type 2 diabetes, and is especially important in preventing women from developing osteoporosis.

12. Running a 100m race is an example of aerobic exercise.

FALSE – Running fast over a short distance is, in fact, an example of anaerobic exercise.

13. Energy drinks are a great way of giving you extra energy for sports and exercise.

FALSE – As well as being full of sugar, energy drinks can put additional stress on the heart while training.

14. Once you have finished a training session, you should spend at least 10 minutes cooling down

TRUE – It is very important to follow a structured cool down after training including gentle exercising, stretching and re-fuelling with fluids and foods.

15. Being physically active can help to improve concentration and performance at school.

TRUE – Regular exercise is shown to improve concentration.







Content developed by **European Healthy Stadia Network** ©2015



www.uefa.org

www.world-heart-federation.org/

www.healthystadia.eu

