**Week 2**

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| **Lesson Plan** |
| **Learning objectives**:  Participants will demonstrate balance exercises both initial and new balance to instructor.  Participants will state motivation to continue exercising and 2 personal benefits. |
| **Materials for leadership team:** Leadership team: Review Step Guide and Step handouts |
| Balance exercises increase –demonstrate balance I-III Review FITT principles Review RPE |
| **Agenda: Greet all participants—nametags to identify participants I. Review homework as opening questions** from last week:  **How do you think you will benefit from more physical activity?**  **What your main motivations for wanting to become more active?**  **Why do you personally want to change your exercise habits?—motivation?Benefits? What encourages you/who encouraged you this week?**  **II. Review Exercise, Review Perceived Exertion Scale  15 minutes/day, rate how you feel from 6—which is very minimal exertion to 20 a lot of exertion. Goal is around 11-13 still 15 minutes of walking daily this week.**  **Review safety….**  **If you start to feel pain, stop.**  **a participant reports any of the following symptoms during or after exercise, the participant should stop exercising immediately and call his or her physician:**  **Dizziness.**  **Nausea.**  **Shortness of breath.**  **Chest pain (including chest discomfort or pressure, left arm pain, or indigestion or stomach discomfort).**  **Tingling in the hands or feet.**  **Review balance and practice.**  **III. Review goals**  **IV How do you think you will benefit from more physical activity?**  **What your main motivations for wanting to become more active?**  **Why do you personally want to change your exercise habits?**  **Over the next weeks, we will talk about skills and behaviors to assist with a change to be more active…continue to focus on walking for 15 minutes/day and rating how you feel about your walking.**  **Practice your balance exercises daily as well…**  **The FITT Principle**  **FITT is an acronym for Frequency, Intensity, Time, and Type and is a useful tool to help participants set goals and achieve the most from their STEP activities.**  **• F = Frequency (how often to exercise)**  **o Seniors should aim to walk or perform other aerobic exercise at least 5 times a week and attend a STEP strength training class at least once a week.**  **o The frequency of both walking and strength training can gradually increase over time, as tolerated by participants and as their abilities improve.**  **• I=Intensity (how hard to exercise)**  **o Use the RPE to help participants target moderate intensity (explanation below). link to RPE**  **o**  **o T=Time (how long to exercise)**  **o STEP participants should aim for about increasing exercise to 30 minutes/day –how much are participants currently walking?**  **o Participants, especially inactive ones, can increase the amount of time based on how they feel and as their abilities improve.**  **o Participants may choose to perform physical activity in short bouts, such as five 10-minute walks, if that suits them better than fewer, longer episodes of activity.**  **o Participants should take a few minutes to warm up and cool down before and after their aerobic activities. This can take the form of activities such as seated stretches or walking in place.**  **• T=Type (what kind of exercise to do)**  **o STEP emphasizes two types of exercise: walking and lower extremity strength training.**  **o At the end of 3 months, the goal is for participants to be exercising a total of 150 minutes each week, with the majority of that time being independent or group walking at a moderate level of intensity. The rest of the time should be spent in the STEP strength classes.**  **Rating of Perceived Exertion Scale**  **Proper intensity maximizes the benefit of exercise, so it is important to remind participants not only of the importance of engaging in regular exercise, but also of challenging themselves in terms of intensity. The STEP program aims to have seniors walking and doing strength training exercises at more than a "light" level of intensity.**  **The Borg Rating of Perceived Exertion (RPE) Scale is a subjective method of measuring exercise intensity based on how the participant perceives his or her own level of exertion. The scale runs from a minimum of 6 to a maximum of 20, with midrange targets for walking and strength training. Participants should think about and evaluate their own "exertion" based on their experience of muscle fatigue, breathlessness, and emotions or "sense" of how hard they are exercising.**  **Because RPE is assessed through perception, not weights, speed, time, or distance, this rating is entirely individual and it may take time for participants to understand. It will require practice and a level of honesty from participants. They must rate the difficulty as they subjectively perceive it, and only they will know if they are overchallenging or underchallenging themselves.**  **The target intensity for walking is an RPE of 11 to 13. Exercising at this level, participants should perceive the exercise as "not especially hard." They are exerting themselves but are comfortable and have no problem continuing (RPE 11), or "somewhat hard" (they are tired but not excessively tired and they do not have great difficulty continuing to exercise (RPE 13).**  **The target intensity for strength exercises is 15 or 16, meaning that exercise should feel "hard." They can still go on, but they have to push themselves to continue and they do feel tired. For example:**  **An individual who wants to walk at a moderate intensity level would aim for an RPE of "somewhat hard" (13). If he describes his muscle fatigue and breathing as very light (RPE of 8), he would want to increase his movements. Conversely, if he describes his intensity level as "very, very hard" (RPE of 19), then he should slow down in order to achieve his targeted intensity level and to ensure safety.**  **As part of the introduction to the STEP program, the program leader will work with participants to teach them about the RPE scale and how it relates to exercise targets in the STEP program. [link to behavior session 1] When you present the RPE handout to participants, it is important to emphasize these key points:**  **Perceived intensity is how strenuous the exercise feels to them. Have them think about the strain and fatigue of their muscles and their sense of breathlessness and describe how it feels.**  **It is important for participants to think about the intensity of exercise in terms of what they perceive, not what they think the program leader wants to hear. Participants should be encouraged to be honest and not overestimate or underestimate the intensity of their activity. The program is ongoing and there is ample time to "ramp up" their abilities. They should assess their honest level based on what is challenging but not unsafe or upsetting.**  **Targeted intensity is important. Staff should consistently remind participants about the importance of engaging in physical activity that they perceive is challenging, a level above "light."**  **Insufficient RPE intensity does not produce the desired effect. In order to improve in their functional abilities, participants MUST exercise at a sufficient RPE. They will not receive the same benefits from exercise done at lower RPEs.**  **Excessive intensity can lead to injury and diminished interest in the program. It is important to emphasize that "too much too soon" is NOT the goal of the STEP program. The goal is to determine the appropriate intensity based on one's abilities and then strive for improvement over time.**  **V. Use handouts for visual aides** |
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| **Handouts:** Balance exercises FITT principles RPE scale  Homework Review Strategies for Reducing Physical Decline |
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