



UFIT PROGRAM 'SMASH IT'

Supported by





Editor: Gerard Masdeu Yélamos

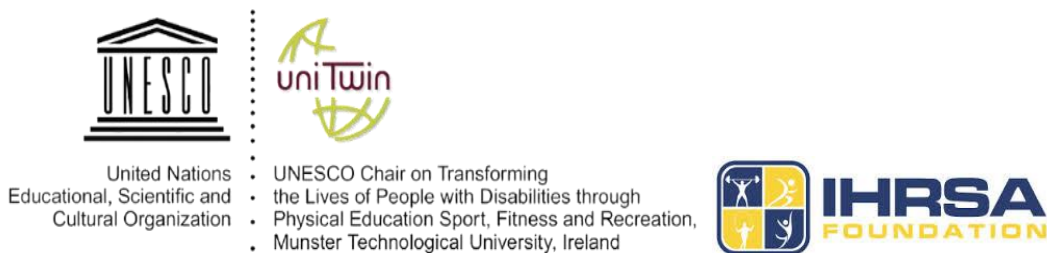
Co Editors: Catherine Carty, Sarah O'Malley, Aisling Clardy, Alexandra Black

Models & Photography: Models of Diversity

Videographer: Leon Costello & Adam Finch

Music: Pati Umaga, UFIT Music Ambassador & www.bensound.com

Acknowledgements: Ruth Blasco, Stacy Kennedy, Rachel Maidment



Universal Fitness Innovation & Transformation (UFIT) is a global social change movement that aims to increase physical activity opportunities for people with disabilities in a variety of settings with local disability service providers or groups of people with disabilities and chronic conditions.

Recommended citation:

Universal Fitness Innovation & Transformation (2021). UFIT Program 'Smash it'. Version I. UNESCO Chair in Inclusive PE, Sport, Recreation and Fitness. Munster Technological University, Ireland.



Contents

'SMASH IT'	4
What Can You Expect Of 'SMASH IT'?	5
BEFORE STARTING.....	6
The Decalogue For Safe Practice	6
Resources Available For UFIT Instructors	7
Download UFIT Smash IT Media Resources.....	8
Structure Of The Sessions.....	9
TRAINING PLAN.....	10
TRAINING SESSIONS.....	15
UFIT EXPLORER	104
1. Autism Spectrum Disorder (Asd)	105
2. Cerebral Palsy (Cp).....	107
3. Intellectual Disability (Id).....	109
4. Mental Health	111
5. Multiple Sclerosis (Ms).....	113
6. Parkinson's Disease (Pd)	115
7. Spina Bifida & Hydrocephalus	117
8. Visual Impairment.....	119
9. Wheelchair Users & Mobility Aids	121

'SMASH IT'

The UFIT Revolution is here to stay!

Universal Fitness Innovation & Transformation (UFIT) is a global social change movement that aims to increase physical activity opportunities for people with disabilities in a variety of settings with local disability service providers or groups of people with disabilities and chronic conditions.

UFIT was developed to change the *status quo* and improve organizational and operational practice in physical activity settings. It was designed with a clear goal: To 'inclusivize' the sector. UFIT endeavors to make communities inclusive by facilitating access to a variety of physical activity opportunities to all citizens.

UFIT recognizes the skills, knowledge and competencies that are already possessed by professionals in this sector. Likewise, it recognizes that living with disability and chronic conditions gives an insight into one's capacity in exercise environments. UFIT aims to blend expertise from both parties to enable people with disabilities and chronic diseases to develop activity programs to suit their needs and goals, improve their quality of life, while simultaneously providing professionals working in the sector with meaningful appreciation of their ability to cater for a wider range of customers and related improvements in job satisfaction.

The UFIT Capacity Building Package guides club managers and club staff to transform organizational practice to facilitate the inclusion of people with disabilities and achieve excellence. One essential part of this package is the implementation of the UFIT Program, an inclusive exercise program delivered in collaboration with a disability service provider.



LET'S SMASH IT!

UFIT 'SMASH IT!' is a turnkey group exercise program developed to facilitate the journey towards inclusive practice for groups instructors and personal trainers. In 'SMASH IT', you can expect group exercises, music, social activities and health and wellbeing practices. Although there are some challenging exercises at every session, there is a lot of variety between exercises, so you can always adapt the program to the needs and expectations of your participants.

Participants will enjoy 2 sessions per week during 12 weeks. Forget about counting reps and start training in a fun way! 'SMASH IT' combines body weight, strength conditioning, cardio, flexibility training and dance fitness accompanied by motivating music and social interaction.

What can you expect of 'SMASH IT'?



Everyone is welcome

Meaningful participation is a key aspect of 'SMASH IT'. Regardless of ability level, gender and age, 'SMASH it' aims to provide a sense of belonging to all participants.



Wellbeing and Health

Feel better about yourself by being physically active. The SMASH it! program will contribute to enhance your health and wellbeing.



Companionship

Jump in and participate to achieve physical and non-physical outcomes. We will encourage the social side of exercise and fitness!



High quality exercise program

A functional exercise program designed by the UFIT Global Team and reviewed by Special Olympics International and renowned ACE qualified professionals.



There is something for everyone

This is not a performance-oriented program, yet participants will be physically challenged to prepare their body for everything.



Live a healthy and active lifestyle

Participants will engage with a sustainable program that will have an impact on their physical, emotional and social wellbeing.



BEFORE STARTING...

The Decalogue for Safe Practice

1. The information provided is specific to exercise and recreation contexts to assist you in the delivery of physical activity programming.
2. It is intended to complement the exercise knowledge and expertise that you already have by introducing specific aspects of exercise adaptations to various disabilities, impairments, and/or conditions.
3. The 'SMASH IT' exercise program, advice, instructions or any other recommendations contained within this document are in no way intended to replace or to be construed as medical advice.
4. Fitness professionals (that's you!) have the exercise and fitness knowledge and expertise to develop and deliver exercise programs. You might like to use UFIT Explorer, a repository designed to provide supplemental information to contribute to establishing safe and inclusive fitness settings.
5. We recommend continuing to use the standardized tools (e.g., PAR Q, PAR MedX) that you already have access to, as needed to promote and ensure the safety of all participants. This may include securing a doctor's approval before an individual begins an exercise program.
6. UFIT Explorer will provide additional tools and resources that include more specific details and information related to working with participants with disabilities.
7. 'SMASH IT' is an inclusive exercise program that should be delivered in a safe environment that supports the individual and that engages with the individual as much as possible. For example, consider things such as making a space more accessible or having positive attitudes about people with disabilities.
8. We want all people to be active. We want all people to experience a good quality of life.
9. UFIT values diversity from an intersectionality perspective. Although this information may be specific to a diagnosed condition or impairment, it should be considered in terms of the wide range of individuals that make up our communities, thereby reflecting the unique needs of those across gender, age, sexuality, social class, cultural/ religious background or beliefs or any other marginalized group.
10. The UFIT Team shall not be liable for any claims, damages, or causes of action, present or future, arising out of or connected to the implementation of the SMASH exercise program, advice, instructions, exercises or any other recommendations contained in this document, through e-mail, or provided online, or misuse of information provided, including any resulting injuries or property damage.

Resources Available for UFIT Instructors

To get started right away, open your [UFIT App](#) and review all the resources developed to support you before, during and after implementing 'SMASH IT'. Check out the image below, which summarizes the main UFIT resources.



UFIT Resources

- ① **UFIT Club Staff Manual** | All UFIT knowledge on paper
- ① **UFIT Communication Video** | Improve your social skills
- ① **Inclusive TIMES** | Basic principles to adapt exercises and activities
- ① **UFIT Explorer – Nothing About Us Without Us** | Disability experiences
- ① **UFIT Principles of Communication** | Effective communication
- ① **UFIT Explorer Units** | Your disability and exercise repository
- ① **UFIT Participant Assessment** | Get to know your participant
- ① **UFIT Support Questionnaire** | Enhance your consultation
- ① **UFIT Testimonials** | Learn from the others












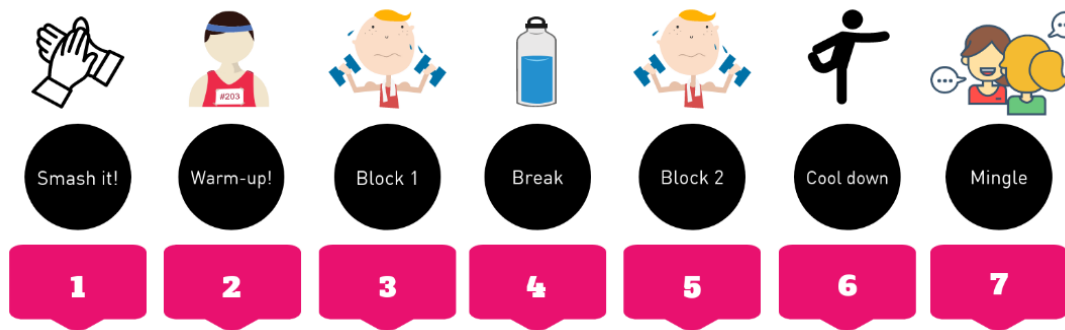
Download UFIT Smash IT Media Resources

Click on the image below to download the resources



Structure of the sessions

Activity	Description
<p>1</p> <p>Smash it </p>	<p>Aim: This is an active ritual to create a welcoming and supportive environment for the session.</p> <p>Description: Participants will create two lines, facing each other and leaving approximately 1-meter distance between lines. The fitness instructor will stand at the beginning of one line and will welcome all participants to the session, explain this welcome activity (if necessary) and turn on the UFIT Theme Song. Participants standing at the beginning of the line, will have to go through both lines greeting and giving high five to all participants. Then, they will stand at the end of the line and greet other participants.</p> <p>There are some variations that can be used:</p> <ul style="list-style-type: none"> • Names: If there are new participants, we can use this activity to introduce them. Participants will have to said out loud their name before going through lines. • Dance: Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants. • Mirror: Before going through the lines, a participant will introduce a movement and the rest will mirror this movement. • Freestyle: Every participant decides what he/she wants to do before smashing it. • Couples: Participants will go through in pairs.
<p>2</p> <p>Warm up </p>	<p>Aim: To prevent injury during exercise; to keep the muscles warm to avoid overuse injuries by allowing the body to prepare steadily and safely.</p> <p>Types of exercises:</p> <ul style="list-style-type: none"> • Cardiovascular exercises • Stretching • Strength drills • Games
<p>3</p> <p>Block 1 </p>	<p>Aim: This first exercise block will focus mainly on one of the objectives of the session. The description of this block will be provided in the training plan.</p>
<p>4</p> <p>Break </p>	<p>Time for hydration! Recover your breath, drink a sip of water and get ready for the second block.</p>
<p>5</p> <p>Block 2 </p>	<p>Aim: This second exercise block will focus complementing the first block to achieve the objectives of the session. The description of this block will be provided in the training plan.</p>
<p>6</p> <p>Cool down </p>	<p>Aim: To allow the body to gradually transition to a near-resting state.</p> <p>Types of exercises:</p> <ul style="list-style-type: none"> • Combination of stretching exercises and relaxation
<p>7</p> <p>Mingle </p>	<p>Aim: To give a space where participants and instructor can get to know each other.</p> <p>Description: This part can be organized by the fitness instructor or it can be handed over to participants. After the workout, participants and instructor can either talk freely or they can propose a topic related to health to discuss. For example: Nutrition, sleep, mindfulness, healthy lifestyle, stress management, self-esteem, human rights, etc.</p>



STRUCTURE OF THE TRAINING PLAN

Read the following notes to get a better understanding of the UFIT SMASH IT training plan:

- All sessions have the same structure, as outlined in the previous section. In addition, the first activity (Smash It!) and the cool down routine are the same for all sessions.
- Every 4 sessions, there will be a dance fitness session (4, 8, 12, 16 & 21 – note: as there is a clash with flexibility session 20, the last session will be number 21).
- Every 5 sessions, a flexibility workout is planned (5, 10, 15 and 20). A sample session is given to provide some sample exercises and guidelines. Instructors are highly encouraged to adapt the session and integrate new exercises and routines following the SMASH IT structure.
- Sessions 13 and 24 are designed to be open to all club members. Give them the opportunity to enjoy an inclusive group training workout. These Open Classes can be led by another staff member.
- The rest of the sessions combine strength, cardio and boxing.
- Within the 24 sessions, there are some repetitions of exercises to enhance participants self-efficacy and facilitate them to perform to their best. Instructors are encouraged to design a progression of exercises to meet participant's needs.

CONSIDERATIONS FOR INSTRUCTORS

- Instructors should review the sessions and adapt them in order to ensure client-centred exercises and to meet the individual needs of the participants while working towards any health goals.
- Participants with Intellectual disabilities will benefit from knowing what the organization and expectations of the sessions will be. An important first step will be to clearly explain the session structure, goals of the program, introduce instructors and participants, and familiarize people to the space and equipment. This should be done before the session kicks off.
- Listen to your participants interests and concerns if they have any. For example, discuss facilitators, transport options, service user group abilities and capabilities, current physical activity levels, past experience through the disability service, and screening.
- Use available resources in your club to make this program a success. For example, use a variety of equipment, organize sessions in different settings (i.e. Gym, pool, outdoors, etc.) and engage with instructors to deliver classes of their specialty!
- Be aware that the exact same session with the exact same group may have diverse outcomes!
- Motivate your participants to do their best while engaging with other participants.
- If there is an activity that participants really enjoy, try to repeat it in the next session of the same category.



TRAINING PLAN

Let's work out and SMASH IT!

UFIT SMASH IT Session Planning				
Session 1	Session 2	Session 3	Session 4	Session 5
Strength	Cardio	Boxing	Dance Fitness	Flexibility
Session 6	Session 7	Session 8	Session 9	Session 10
HIIT	Cardio	Dance Fitness	Strength	Flexibility
Session 11	Session 12	Session 13	Session 14	Session 15
Cardio	Dance Fitness	Open Class	Boxing	Flexibility
Session 16	Session 17	Session 18	Session 19	Session 20
Dance Fitness	Strength	Cardio	HIIT	Flexibility
Session 21	Session 22	Session 23	Session 24	
Dance Fitness	Cardio	Boxing	Open Class	





Week 1: Let's get started!

	Structure		Session 1		Session 2
1	Smash it	3'	Smash it - Names	3'	Smash it - Names
	Warm up	5'	Warm up routine	10'	Warm up routine
	Block 1	12'	Bodyweight bootcamp	15'	Cardio in Pairs
	Break	5'	Break	3'	Water break
	Block 2	20'	Snake	15'	Partner Resistance Bands I
	Cool down	5'	Stretching	5'	Stretching
	Mingle	10'	Introduction	10'	Goal Setting

Week	Structure		Session 3		Session 4
2	Smash it	3'	Smash it - Mirror	3'	Smash it - Dance
	Warm up	7'	Warm up routine	7'	Warm up routine
	Block 1	15'	Boxing Combination	8'	Dance it - I
	Break	3'	Break	3'	Break
	Block 2	15'	Push, Pull & Move	15'	Dance it - II
	Cool down	5'	Stretching	5'	Stretching
	Mingle	10'	Stress management	10'	Music in our lives

Week	Structure		Session 5		Session 6
3	Smash it	3'	Smash it - Freestyle	3'	Smash it - Mirror
	Warm up	5'	Warm up routine	7'	Warm up routine
	Block 1	15'	Mindful movement & mobility	18'	Circuit Cyclone
	Break	3'	Break	3'	Break
	Block 2	15'	Mindful movement & mobility	10'	Tabata: Push up & Lunge
	Cool down	5'	Yoga Type Stretch	5'	Stretching
	Mingle	10'	Changing channels	10'	A Snack with Balance

Week	Structure		Session 7		Session 8
4	Smash it	3'	Smash it - Freestyle	3'	Smash it - Dance
	Warm up	10'	Warm up routine	7'	Warm up routine
	Block 1	12'	Cardio in Pairs	8'	Dance it - I
	Break	5'	Break	3'	Break
	Block 2	15'	Tug of War	15'	Dance it - II
	Cool down	5'	Stretching	5'	Stretching
	Mingle	10'	Active recovery	10'	Disability inclusion and high performance in sport.



Week	Structure	Session 9	Session 10
5	Smash it 3'	Smash it - Couples	3' Smash it - Couples
	Warm up 7'	Warm up routine	5' Warm up routine
	Block 1 18'	Bodyweight bootcamp	12' Mindful movement & mobility
	Break 3'	Break	3' Break
	Block 2 12'	Punch & Command	12' Mindful movement & mobility
	Cool down 5'	Stretching	5' Yoga Type Stretch
	Mingle 10'	Leisure time	10' Women sport in media

Week	Structure	Session 11	Session 12
6	Smash it 3'	Smash it - Dance	3' Smash it - Dance
	Warm up 10'	Warm up routine	7' Warm up routine
	Block 1 12'	Cardio in Pairs	8' Dance it - I
	Break 5'	Break	3' Break
	Block 2 15'	Four corners	15' Dance it - II
	Cool down 5'	Stretching	5' Stretching
	Mingle 10'	Health on the news	10' Evaluation

Week	Structure	Session 13	Session 14
7	Smash it 3'	UFIT SMASH IT Open Class	3' Smash it - Mirror
	Warm up 5'		7' Warm up routine
	Block 1 12'		15' Boxing moves
	Break 5'		5' Break
	Block 2 20'		15' Shadow boxing
	Cool down 5'		5' Stretching
	Mingle 10'		10' Mental health

Week	Structure	Session 15	Session 16
8	Smash it 3'	Smash it - Mirror	3' Smash it - Dance
	Warm up 5'	Warm up routine	7' Warm up routine
	Block 1 12'	Mindful movement & mobility	8' Dance it - I
	Break 3'	Break	3' Break
	Block 2 12'	Mindful movement & mobility	15' Dance it - II
	Cool down 5'	Yoga Type Stretch	5' Stretching
	Mingle 10'	Posture	10' Computers' influence



Week	Structure	Session 17	Session 18		
9	Smash it	3'	Smash it - Freestyle	3'	Smash it - Freestyle
	Warm up	10'	Warm up routine	10'	Warm up routine
	Block 1	15'	Partner medicinal ball	15'	Cardio in Pairs
	Break	3'	Water break	3'	Water break
	Block 2	15'	Partner Resistance Bands	15'	Snake
	Cool down	5'	Stretching	5'	Stretching
	Mingle	10'	Favourite Sport	10'	Move it

Week	Structure	Session 19	Session 20		
10	Smash it	3'	Smash it - Couples	3'	Smash it - Couples
	Warm up	10'	Warm up routine	5'	Warm up routine
	Block 1	20'	Circuit Cyclone	12'	Mindful movement & mobility
	Break	3'	Water break	3'	Break
	Block 2	10'	Tug of war	12'	Mindful movement & mobility
	Cool down	5'	Stretching	5'	Yoga Type Stretch
	Mingle	10'	Healthy eating habits	10'	Reflect about your life

Week	Structure	Session 21	Session 22		
11	Smash it	3'	Smash it - Dance	3'	Smash it - Mirror
	Warm up	7'	Warm up routine	7'	Warm up routine
	Block 1	8'	Dance it - I	15'	Four corners
	Break	3'	Break	3'	Break
	Block 2	15'	Dance it - II	15'	Cardio in Pairs
	Cool down	5'	Stretching	5'	Stretching
	Mingle	10'	Risks	10'	Motivation

Week	Structure	Session 23	Session 24		
12	Smash it	3'	Smash it - Mirror	3'	UFIT SMASH IT Open Class
	Warm up	7'	Warm up routine	5'	
	Block 1	15'	Boxing combination	15'	
	Break	3'	Break	5'	
	Block 2	15'	Punch & command	18'	
	Cool down	5'	Stretching	10'	
	Mingle	10'	Future Plans	10'	

TRAINING SESSIONS



Session

1

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Names	Music system
2. Warm up 10'	Warm up routine	-
3. Block 1 12'	Bodyweight bootcamp	-
4. Break 3'	Water break	Water
5. Block 2 12'	Snake	Medicinal balls
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Introduction	-

1. Smash it - Names

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Names:** Participants will have to say out loud their name before going through lines.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> Torso twists. Arm circles – both directions. Windmill toes touches. Squats (progress: to frog jump). Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. Standing side reaches. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). Walking kicks to opposite hand. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). March on spot with uppercut punching arms. Arm swings. Butt kicks (progress: tuck jumps). Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Bodyweight Bootcamp 15 min

Description	The group will make a semicircle and the instructor will stand in front of all participants. The following exercises will be executed for 30" and there will be 10" of active rest. Between exercises, participants will move and change positions next to some other participant, but always keeping a semicircle in front of the instructor. There will be 2 rounds of exercises (exercise 1 to 5 and 5 to 1). There will be background music to motivate the participants.		
	1. Side to side bounding <ul style="list-style-type: none"> - Start by standing on your right foot with your right knee bent. - Leap as far as you can to your left starting with your left leg. Land on your left foot with your knee slightly bent. - Make sure that you are balanced. Now leap as far as you can to your right starting with your right leg. Land on your right foot with your knee slightly bent. - Continue going from side to side. 	Time	Slow pace =balance & fast pace =strength
		Instruction	Demonstrate and keep giving feedback to participants
		Movement	To decrease difficulty: Step & touch; to increase difficulty: participants will have to touch their own ankle with the opposite hand.
		Environment	Participants should have enough space
		Support	Watch out for participants with balance issues.
	2. Jumping Jacks <ul style="list-style-type: none"> - Jump up and spread your legs apart as you swing your arms over your head. - Jump again and bring your arms back to your sides and your legs together. 	Time	Keep the rhythm at the beat of the music
		Instruction	Demonstrate, motivate participants & provide tips to increase/decrease difficulty
		Movement	Easier= one leg at a time. More Difficult = Jumping jack
		Environment	Participants should have enough space
		Support	-
	3. March & Swing Arms <ul style="list-style-type: none"> - March in place. Lift your knees up as high as you can. Go at a steady pace. - As you bring your knee up, swing the opposite arm in front of you. - Switch your arms when you switch your legs. 	Time	Keep the rhythm at the beat of the music
		Instruction	Demonstrate & motivate
		Movement	Participants can move 2 -3 steps forward and then 2-3 steps backward
		Environment	-
		Support	-
	4. Mountain Climbers <ul style="list-style-type: none"> - Start in a push up position with your left leg in front so that your foot is on the floor under your chest. 	Time	Each participant will choose their own pace
Instruction		Demonstration	
Movement		Move one leg at a time	
Environment		-	



<ul style="list-style-type: none"> - Keep your hands down on the ground. Jump or step with your legs and switch your feet so that your right leg is in front. - Jump or step with your legs again and switch your feet so that your left leg is in front. Continue jumping and switching as fast as you can. 	Support	-
<p>5. Arm and Leg Raise</p> <ul style="list-style-type: none"> - Start on your hands and knees. - Slowly lift your right leg and your left arm until you make a straight line from heel to fingertip. - Lower your arm and leg back to the starting position. - Do all repetitions on one side. Then, repeat the same movement using your left leg and right arm. 	Time	Keep this exercise slow to help you balance.
	Instruction	Demonstrate and keep giving feedback
	Movement	Easier = only legs.
	Environment	Participants can use a mat or a towel under their knees.
	Support	Some participants may need support to keep the balance.

4. Break

3 min

5. Block II – Snake

12 min

<p>In groups of 3 to 4, participants will line up keeping a small distance between them. Each group will stand on the same line but 2 meters away from each other. The first participant will receive the medicinal ball and pass it to the one behind in different ways (See below). When the last participant receives the ball, it will run with it until the first position and pass it back. Continue this process until the instructor ends the activity.</p>	
<p>1. Lateral pass Rotate the upper body and pass the ball to the colleague standing behind. If the participant receives it from the left side, they will have to pass it back on the right side.</p>	<p>Time This exercise can be done with time limit (i.e.. 2 minutes/variant) or as a competition (to reach a line and then go back to starting point).</p>
<p>2. Overhead pass Raise the ball above your head and pass it to your colleague standing behind.</p>	<p>Instruction Before starting a new modality, make a demonstration. Emphasize that the ball needs to be passed, not thrown.</p>
<p>3. Under legs pass Legs wide apart, pass the ball between your legs. Do not throw the ball, let it go when the colleague behind you grab it.</p>	<p>Movement Each of these variations considers a different movement</p>
<p>4. Sitting down Participants will sit down and pass the ball laterally. The last one will run or crawl until the first position.</p>	<p>Environment Large space needed. Instructor can create groups according to level of ability or mix participants. Also, consider using different sizes of medicinal balls for each exercise.</p>
	<p>Support Keep an eye to individual adaptations.</p>

Description



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Introduction

10 min

Description	This activity offers a space to get to know each other and learn about the importance of physical activity, health and well-being.	
	<ul style="list-style-type: none"> • Get everyone in the class to introduce themselves so everyone can get to know each other better and relationships can be built. • Ask them what they want to do for these mingle activities. • Go through examples of what they will be doing and learning in future mingle sessions. 	



Session

2

Structure		Activities	Equipment needed
1. Smash it	3'	Smash it - Names	Music system
2. Warm up	10'	Warm up routine	-
3. Block 1	15'	Cardio in Pairs	Use available equipment at your facility
4. Break	3'	Water break	Water
5. Block 2	15'	Partner Resistance Bands I	Resistance bands & fit balls /chairs
6. Cool down	5'	Stretching	Music system
7. Mingle	10'	Goal Setting	-

1. Smash it - Names

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Names:** Participants will have to say out loud their name before going through lines.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.



Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.
Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block II – Cardio in Pairs

15 min

Description	In pairs of similar fitness level, participants will choose one of the equipment available to work out for 15 minutes. The instructor will propose a challenge to each pair, for example, cycle in total 5km; Row 2km; burn over 500cal, etc. Participants should not reach a point where they are out of breath.		
	<ol style="list-style-type: none"> 1. Stationary Bicycle 2. Upper-body Ergometer 3. Treadmill 4. Rowing 5. Cross-trainer / Elliptical 	Time	Participants should be active as long as possible. Alternatively, they can do an interval training. E.g. 4' active / 1' rest. As many people with ID will have limited experience with the equipment, introducing intensity will be important.
		Instruction	Motivate participants. Background music can be an option.
		Movement	If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.
		Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.

4. Break

3 min



5. Block II – Partner Resistance Bands I

15 min

Description

Divide the group into pairs. Each couple will need to decide who is going to be “A” and who will be “B”. Everyone will eventually play both roles, so it doesn’t really matter who “A” and “B” is at the start. This is a circuit training using resistance bands. Participant “A”, will be active in the first round, while participant “B” will be creating resistance for “A”. Explain the exercises (See description below) and describe the organization of this activity. There will be 5 main stations and participants will go around until complete a full round. They will have to 10” get ready/ 40” workout / 10” active rest and change to next exercise. The instructor will mark each of the stations somehow so that participants know where to go. Some aspects to consider:

- Resistance bands should be chosen based on strength in the muscle groups being targeted. For example, legs exercises require more resistance than triceps.
- Explain how to grab exercise with the bands.
- Play background music while exercising. You can turn up the volume to indicate that participants should work out and turn it down to indicate change between exercises.

Circuit – resistance band

1. Sitting bench press – [Click here](#)

2. Sitting leg extension – [Click here](#)

- Participant “A” begin seated in a chair or a fit ball, feet flat, palms grasping chair edge (or ball) at sides or front.
- “B” stands behind and hold the resistance band by one end, pass it in front of A’s ankles and grab the other end.
- Keeping left foot on the floor and upper body still, “A” extend the right leg (bending from the knee) until it is parallel with the floor. “B” will create resistance with the band. Bend knee to lower right leg back to floor to complete one rep. Complete two reps on one side and switch.

3. High Pulls

- “A” grabs the two ends of the band and “B” sits/kneel in front of him and holds the band to create resistance.
- Participant “A” stand with feet shoulder-width apart and knees slightly bended.
- Pull the band up so the hands are nearly to the shoulders and your elbows point upward, above the shoulder line.
- Release the bands back to the hips slowly. Keep the knees soft and the core braced during the whole exercise.

4. Partner Triceps Extension – [Click here](#)

5. Forward arms raise

- Participant “A” stands with his/her arms down by her/his side and holds the ends of the resistance bands. “B” stands behind “A” and holds the band with both hands to create resistance but allowing a smooth movement.
- Keep the arms straight. Slowly bring the arms out in front until they are shoulder height. Tighten abdominal muscles so that shoulders, hips, and back stay in a straight line. Do not lean back.
- Lower your arms slowly to return to the starting position.

Inclusive TIMES

Time

Every participant should do as many repetitions as possible during the 40”. Ideally participants will choose a pace that they can keep for the duration of the exercise.

Instruction

Before starting the exercise, make a demonstration round and explain how participants will rotate. During the exercise, supervise participants to ensure that they are doing the exercise correctly - especially regarding set-up of resistance bands.

Movement

If a participant can’t do a certain exercise. The instructor will suggest an alternative.

Environment

Propose the use of different bands according to the muscle group. For example, for high pulls, triceps and forward arms raise a light/medium band is recommended, while bench press and leg extension could be done with a medium/heavy.

Support

Safety instructions are crucial. Stress out that participants should not let go the band without notice.



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Goal setting

10 min

Description	Tell participants they'll be setting goals for themselves in different areas of health. Explain each of the areas: <ul style="list-style-type: none"> • Social has to do with family or friends. • Physical has to do with nutrition or exercise - anything to do with the body. • Emotional has to do with feelings, emotions, or thinking. Encourage participants to think about a goal they have in each of those areas that they will share next time.	
	<ul style="list-style-type: none"> • Explain that we'll also think about the people who support us in achieving our goals. For each area, have the group brainstorm ideas for goals and allow participants to think about specific goals in each of the areas. • Explain to participants that we don't need to try and reach our goals on our own. We have people in our lives who can help and support us in reaching our goals. Sometimes it even helps us to reach our goals faster when we have support. 	Examples of goals in each of the areas: <ul style="list-style-type: none"> • Social Goal: Meet someone new, eat lunch with a different person once a week, call a friend every weekend • Physical Goal: Drink five glasses of water a day, eat five fruits/vegetables every day, take the stairs instead of the elevator, exercise thirty minutes each day • Emotional Goal: Use positive self-talk ("I can do it", "I can be responsible"), write in a journal every day, do one thing each day to take care of myself



Session

3

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Mirror	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 15'	Boxing Combination	
4. Break 3'	Break	Water
5. Block 2 15'	Push, Pull & Move	Elastic Bands
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Stress	-

1. Smash it - Mirror

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Mirror:** Before going through the lines, a participant will introduce a movement and the rest will mirror this movement

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Boxing Combination 15 min

Description	The instructor will lead some boxing drills. Participants will stand in front of him and exercise with background music. There will be 6 main exercises (see below) and between there will be a 30" active break. Participants should not reach a point where they are out of breath.		
	<ol style="list-style-type: none"> 1. Joint Mobility (1') – shoulder, elbows and wrists 2. Double jab, cross (1') 3. Run in circle (30" in one direction & change direction) 4. Double jab, cross (1') + 10 uppercuts 5. Knees-up & Skater jumps 6. Double jab, cross (1') + 10 uppercuts + 10 straights 	Time	Participants can perform the exercises at their own pace.
		Instruction	Motivate participants. Demonstrate the exercises and the right technique for each exercise.
		Movement	Movement should be controlled and conscious.
		Environment	Participants should have enough space to exercise safely. If available, use boxing gloves and punch against a punching sack.
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.

4. Break 5 min

5. Block II – Push, pull & move 12 min

Description	The instructor will pair up participants according to fitness level. They will do 2 rounds of bent-knee push up and standing row in pairs. Each exercise will have a duration of 45 to 60 seconds. Between rounds there will be 30" break. At the end of the 2 rounds, participants will finish with a 8 minutes run/cycle.		
	<ol style="list-style-type: none"> 1. Bent-Knee Push-up – Click here 2. Standing Row – Click here 3. Run /Cycle 	Time	Participants should be active as long as possible.
		Instruction	Motivate participants.
		Movement	Suggest progressions to exercises (i.e.. Wall push-up, spider push-up, etc.)
		Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.). Motivating background music is recommended.
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Stress

Description	<p>How stress makes us feel and how it impacts on our live? Start a discussion on factors that cause stress and see how many of the aspects are similar from each of the participants so they can discuss it. Consider the stress management techniques used by the participants so they can all learn from each other.</p> <p>The instructor will also give extra tips on how to manage stress by doing physical activity. Some of the suggested methods will be used during “SMASH it!” so each of the participants will get a chance to practice them for themselves. For example, meditation techniques and yoga.</p>
--------------------	---

Session

4

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 8'	Dance it - I	Music system
4. Break 3'	Break	Water
5. Block 2 15'	Dance it - II	Music system
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Music in our lives	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.

Instruction

Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Dance it – Block I

10 min

Description	<p>Get the class in a circle around the instructor when giving the instructions of what they will be doing. Then spread the class out into 2/3 lines with the instructor facing them.</p> <ul style="list-style-type: none"> • Marching – Standing up with back straight. Every second leg with the knee getting up to hip height. Arms swinging, opposite arm to opposite leg. This can also be done on a chair if it too difficult. For people in wheelchairs, they can tap their lap at the same beat as the other people marching. • Sidestep – Feet starting together, and one leg pushes out to the side and then you push back the other side. This will result in going from side to side quite smoothly. This can also be done on a chair. For people in wheelchairs, they can put their two hands out in front of them, while keeping one hand stretched out in front of them, the other hand spreads out in line with their shoulder as they alternate hands in the same beat as the sidestep. • Zig Zags – Feet starting together and start off by going diagonally with the right foot then following with the left foot diagonally. Four steps forward and four steps backwards. The sidestep can be used as an adaptation for this move. For people in wheelchairs, they can move forward and back in a straight line at the same beat. • V step – A forward step is taken with the right leg and at an angle then followed by the left foot. Then a back step is taken by the right foot then followed by the left which will result back to starting position. An adaptation would be just stepping out straight rather than going out in an angle. For people in wheelchairs, they can do punches at the same beat as the people doing the steps out. • Heel digs – Hands on the hips and every second leg, with the heel planted onto the ground and the toe pointing up. This can also be done on a chair if it is too difficult. For people in wheelchairs, they can do bicep curls at the same beat as the people doing the heel digs.
Inclusive TIMES	
Time	Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.
Instruction	Encourage mastery of dance segments before moving on.
Movement	Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.
Environment	A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.
Support	-



4. Break

3 min

5. Dance it – Block II

15 min

Description

This session will include 3 new moves before we get each of the participants to teach for 90 seconds each and trying to be creative with moves of their own. The instructor can help find alternative moves for adaptations and for wheelchair users.

- **Double sidestep** – This time take two steps to each side which will make it that little bit harder and if this is too difficult, they can stick to the normal sidestep.
- **Leg Curls** – Arms doing bicep curls as legs come up behind every second leg as a step is take before each rep. If too hard, do not lift the leg up as high at the back. For wheelchair users they can do shoulder presses in the same beat.
- **Grapevine** – Starting on the right-hand side, step out with your right leg followed by stepping behind with your left and stepping out with the right leg again and then join the two legs together. If this is too difficult a double sidestep can be done. For wheelchair users they can do frontal/lateral raises to the beat.

The next part will include the big group being into smaller groups of about 6 people and each participant will have to go and teach the rest of their group for more interaction. They will have to teach for 90 seconds each. They can teach some of the moves they were showed previously but they will be encouraged to try think of new moves to teach them.

Inclusive TIMES

Time

Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.

Instruction

Encourage mastery of dance segments before moving on. Do not force participants to do progressive moves if they do not feel comfortable.

Movement

Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.

Environment

A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.

Support



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle - Music in our lives

10 min

Description	Discuss what your favourite song is, and why would you consider it your favourite?
	<ul style="list-style-type: none"> • How does music affect your life on a daily basis? • How certain songs make you feel? (Energized, focused, confident, calm...) • How can they use music to improve their mood?
	Engage in a discussion where participants share some tips.



Session

5

Structure		Activities	Equipment needed
1. Smash it	3'	Smash it - Freestyle	Music system
2. Warm up	5'	Warm up routine	-
3. Block 1	15'	Mindful movement & mobility	Yoga mats
4. Break	3'	Break	Water
5. Block 2	15'	Mindful movement & mobility	Yoga mats
6. Cool down	5'	Stretching	Music system
7. Mingle	10'	Changing channels	-

1. Smash it - Freestyle

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Freestyle:** Every participant decides what he/she wants to do before smashing it.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block 1 – Mindful movement & mobility

12 min

Description	<p>Introduce the class with a breathing exercise. In a seated or reclining position on a mat or a chair/bench, have participants place their hands on their bellies and observe the movement of the belly with each breath. Encourage them to breathe deeply, filling and emptying their belly, diaphragm and chest and feeling them rise and fall with each inhale and exhale.</p> <p>Guide participants into the “box breath” where they inhale slowly and deeply, hold, exhale slowly and deeply and hold again all for a steady count of 4 (not necessarily 4 seconds, but at a pace that is comfortable and natural, they can gradually slow the count if they wish)</p> <p>With a soft, soothing but clear voice, explain how slow conscious breathing can soothe and relax the entire body through the nervous system (activates relaxation response/parasympathetic NS and counteracts stress). Guiding participants to continue breathing deeply and slowly, describe the important role the belly/abdominal muscles play, keeping the organs safely in place, keeping us balanced and upright and protecting the spine.</p>		
	Time	Provide enough time to perform the exercises in a slow and conscious way.	
	Instruction	Demonstrate the exercise and then walk around, provide feedback and correct the posture of participants, if needed. Keeping verbal cues simply and appropriate to the needs of the group.	
	Movement	Avoid overstretching muscle. Use slow and controlled movements.	
	Environment	Create a calm and relaxing environment. You can use some relaxation music on the background.	
	Support	Be aware of individual needs and adapt the exercise, if needed.	
	<p>Continue with spinal waves (<i>cat/cow</i>) on all fours. Cue students to balance the actions of strong abdominal contraction on the exhalation (cat/spine flexion) and relaxation with a strong breath in (cow/spine extension). Ask them to imagine the inhalation as an act of deep inner core strength, and the exhalation as an act of outer core strength.</p>	Time	Use your professional judgement to determine how long participants need in child's pose. At this stage of the session, 5 breaths may be too long.
		Instruction	Provide a range of modes of instruction to ensure all participants understand instruction.
		Movement	Participants with limited shoulder flexibility or knee injuries may require adaptations – try stack and block or two on the floor between their calves, leaning forward onto a bolster or similar. Alternatively, they may lay over an exercise ball.
		Environment	
Support		This is a resting position and participants should not be in any pain or discomfort, if so – adjust accordingly.	
<p>Stretch back into ‘child's pose’ With big toes touching and knees wide apart, exhale and sit back with the tailbone towards the feet. Lay the body over the knees. Hands can rest on the mat, one on top of the other, in front with head resting on top. Breathe deeply for 5 breaths.</p>	Time	Move at the pace of the breath.	
<p>Come back to all fours and prepare for ‘Supermans’.</p>			



(alternate arm and leg raise also called **bird/dog**)
Starting on all fours, hips and shoulder width apart.
Participants can focus their eyes on a point on the ground for balance.
On an inhale raise one arm and the opposite leg. On the exhale, return to the mat.
Next inhale, repeat on the other side.

Move into 'child's pose' for 5 deep breaths.

Instruction	Provide clear and concise instructions. Invite students to notice how much stronger the movement on the exhalation is when it is preceded by a complete inhalation.
Movement	Beginners may start by raising just one leg at a time and progress to bring in the arm. To progress, rather than alternating from one side to the other, participants can complete one side at a time, touching the opposite knee and elbow working up to 8-12 reps on each side – introducing pulses. Focus on the quality of movement and mind-body connection rather than on the number of repetitions.
Environment	Mats are needed, participants with knee injuries may require a thick or double mat for comfort.
Support	You can arrange this exercise in pairs, so that participants can support and encourage their partners.
As above	As above.

4. Break

3 min

5. Block II – Mindful Movement & Mobility

12 min

Participants will perform a flow of movement that will strengthen the core and abdominal muscles, while working the entire body. Encourage participants to focus on the breath, especially when a movement or position becomes difficult to maintain.

Bring participants into a lunging pose with the front foot point ahead, back foot at 45-60 degree angle (**Warrior I**), and have them bend and straighten the front leg with the breath (inhale straighten/exhale lunge). After 8-12 reps lean the same-side elbow onto the thigh and stretch the opposite arm overhead, arm alongside the ear – hold for 2-3 slow deep breaths and rise on the inhale.
Smoothly transition by simple changing the direction of the feet to the side taking participants from facing forward, to facing the side of the mat, feet are spread wide.

Description

Time	Perform the exercise in sync with slow, deep breaths to work on core, balance and mind-body connection through conscious breathing.
Instruction	Provide clear and concise teaching and safety points, supported by demonstrations and visual cues. Observe and provide feedback to correct participant's posture, and plenty of positive reinforcement for good practice and personal progress.
Movement	In lunges, participants may place their hands on their hips, or out to the sides for balance . In forward lunge, knee doesn't go over toes. Also, the back foot can be pointing forward, leaning on the ball of the back foot, touching the knee down towards the floor into the lunge. To regress, shorter and more narrow lungers, and to progress, longer or wider. If some participants have balance problems, they could stand next to the wall.
Environment	Each participant has a mat.



Move into [side lunges](#), exhaling into the lunge and inhaling to come up (8-12 each side). On the final lunge rest same-side elbow on lunging thigh and stretch opposite arm overhead with arm alongside ear – stretching deep into the sides, while breathing deeply for 2-3 long breaths. Inhale to come back up to upright. Repeat side lunge sequence on the other side. As before, change direction to complete Warrior I lunge on the other side, including overhead stretch.

From standing position, on an inhale bring arms overhead or out in front on an exhale move into a squat position and hold for 3-5 deep breaths. Repeat up 4-6 times and on the final one, rather than returning to standing, move down into a plank position (see next).

Hold plank for 5-10 deep breaths. From the plank, move back into child's pose for approx. 5 deep breaths to recover (as above).

		Appropriate music and playlists can be found on Spotify or Apple Music e.g. Sol Rising playlist.
	Support	Guide the rhythm and flow of the session and be a model for participants. You may remind participants not to compare themselves to others, instead they could compare to their own progress.
	Time	Again, encourage participants to move in sync with their breath. If they need some extra breaths, that's perfectly fine.
	Instruction	Proper form and safety points are important but range of motion is not the emphasis. Progress and participation are more important than perfection.
	Movement	Feeling competent is an considered an important indicator of continued participation, so adjust movements according to participants' needs and ability. To modify, participants may sit squat against a wall. To progress, sit deeper into the pose, tucking the tail bone down.
	Environment	Consider participants' needs.
	Support	Motivate participants, and encourage them to move in sync with their breath.
	Time	Increase or decrease the time as needed.
	Instruction	Teaching points: Wrists under shoulders with fingers spread, evenly distributing weight in the hands. Gaze down between hands and lengthen the back of the neck while drawing in the bellybutton. Body is in a straight line.
	Movement	To modify, participants may kneel – be sure the head and spine are in a straight line. To progress, hold for longer.
	Environment	Consider participants' needs.
	Support	Encourage participants to focus on their breathing throughout.



6. Cool Down – Yoga Type Stretch

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	Standing or Seated: <ol style="list-style-type: none"> Shoulders (self-hug). Chest and Biceps (open arms, thumbs up). Triceps. Hamstring stretch (forward lean with arms folded behind knees). Hip flexor stretch (deep lunge). 	Seated and Lying Down: <ol style="list-style-type: none"> Seated adductor stretch (prayer squat). 'Rabbit' pose for spinal stretch (child pose position with top of head on floor, forehead towards knees). Seated side twist. 'Happy baby' (lying with knees bent towards belly – holding feet). Participants lie down and come back to the 'box breath'.
Inclusive TIMES		
Time	30 seconds per stretch, breathing deeply and deepening the stretch as much as possible on each exhale.	
Instruction	Demonstrate each exercise and describe the key points for each exercise. Remind participants that with stretching they may feel discomfort, but not pain, direction not destination.	
Movement	For each stretch, focus on proper poster and body alignment. If needed, offer alternative activities that target the same muscle groups.	
Environment	Continue to create a relaxing atmosphere.	
Support	Encourage participants to breathe into the stretch and pay attention to their body.	

7. Mingle – Changing channels

10 min

Description	<ul style="list-style-type: none"> Allow participants to close their eyes and tell them to begin to think about what is on their minds. Then tell them they're going to practice changing the channel in their minds. Now ask them to change the channel by imagining themselves walking through a forest. "Imagine that you are stepping one foot in front of the other, walking through the forest. There are tall trees all around you." Keep them on that channel for thirty seconds or so, then have them change the channel to a sunny beach, imagining that they are lying on a towel with the sun shining on their face. Hold that image for thirty seconds or so, then change the channel. Do these four or five more times. Have participants open their eyes and come back to the group. <p>After the activity, ask the group when this activity might be useful.</p>
Examples of answers	<ul style="list-style-type: none"> "When I'm worried" "When I have a nightmare" "When I've seen a scary movie and I keep seeing the images over and over again."
Ideas for channels	<ul style="list-style-type: none"> At home on the couch, drinking a warm cup of cocoa Swimming Riding a bike Picking a bouquet of flowers
Alternatives	Option can be for participants to change the channel for the group. Another option is to ask the group which channels we should use. Shift from something frightening to something pleasurable and notice the responses in the body. It's helpful to include sensory details (scents, sounds, sights, tastes, and touch sensations) when asking individuals to imagine the channels.

Session

6

Structure		Activities	Equipment needed
1. Smash it	3'	Smash it - Dance	Music system
2. Warm up	7'	Warm up routine	-
3. Block 1	18'	Circuit Cyclone	Optional: chairs and mats
4. Break	3'	Break	Water
5. Block 2	10'	Tabata	
6. Cool down	5'	Stretching	Music system
7. Mingle	10'	A Snack with Balance	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Mirror:** Before going through the lines, a participant will introduce a movement and the rest will mirror this movement

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> Torso twists. Arm circles – both directions. Windmill toes touches. Squats (progress: to frog jump). Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. Standing side reaches. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). Walking kicks to opposite hand. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). March on spot with uppercut punching arms. Arm swings. Butt kicks (progress: tuck jumps). Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block 1 – Circuit Cyclone

18 min

Description	<p>In a circle, everyone is standing up tall, back straight. The instructor will be in the middle and they will call out an exercise to do and complete the exercise. After each exercise is completed, the group will allocate a leader and they will follow the leader at their pace around the room/hall. On the walls around, there will be visual schedules around on the 5 different exercises that participants will be doing. Participants will be doing the exercise for 40 seconds and an active recovery for 20 seconds. There will be 2 sets to complete all 5 exercises have a rest of 2mins between sets and begin again. If available, please play background music to motivate. Please read the explanations on the exercises below. There are examples on how participants can do them within a chair also.</p>		
	<p>1. Star Jumps Standing with feet together, jump off the ground bringing your arms and legs out wide like a star shape. Pause between every jump, and repeat. In a chair, you can just side step.</p>	Time	Instructor will be timing, keeping to the rhythm of the music
		Instruction	Feedback and demonstrations from the instructor and other participants
		Movement	Can just hold onto a chair and complete the leg action or stand tall and do arm circles
		Environment	Participants should have enough space
		Support	Watch out for participants with balance issues, use chairs.
	<p>2. High knees Knees up to hip height. Moving the arms and breathing. Like a bouncing movement. Can do both in chair and out.</p>	Time	Participants can perform this exercise to their preferred tempo
		Instruction	Feedback and demonstrations from the instructor and other helpers around the hall
		Movement	Feedback and demonstrations from the instructor and other participants
		Environment	Participants should have enough space
		Support	Watch out for participants with balance issues, use chairs.
	<p>3. Alternating lunges – Lateral and back/front Back straight. Step out to the left side and keep your right leg straight and bend your left knee. Lunge backwards so bend your front leg and then to the right side and then out in front. In a chair, you can just side step and march legs forward</p>	Time	Do it in your own time. Slow it down or speed it up
		Instruction	Feedback and demonstrations from the instructor and other participants
		Movement	Alternative movement are squats.
		Environment	Participants should have enough space
		Support	Using a chair and move around the chair to suit what side you're lunging too.
<p>4. V-step and boxing arms Feet together, step out, wide - wide- narrow -narrow. When stepping out box your arms out matching the opposite leg</p>	Time	-	
	Instruction	Feedback and demonstrations from the instructor and other participants	
	Movement	Participants can just step out in front and/or just do the arms.	



movement. Participants can do this in a chair too.	Environment	Participants should have enough space
	Support	-
5. Mountain climbers Hands and feet on the floor, participants will drive their knees up towards their hands. Keeping their glutes down. In a chair, a variation they can do is crunches. Feet out in front, participants will bring their knees towards their stomach.	Time	-
	Instruction	Demonstrate and keep giving feedback
	Movement	Slow or speed it up at your own pace
	Environment	Participants can use a mat or a towel under their knees. Participants should have enough space
	Support	Some participants may need support to keep the balance.

4. Break

3 min

5. Block II – Tabata Push up & Lunge

10 min

In this exercise, as in the previous block, an intense phase of exercise will be presented followed by a period of recovery. Perform 3 sets of 30 seconds and recover 20 seconds. 2 minutes break. And repeat the 3 sets.			
Description	Bent-Knee Push-up – Click here	Time	Participants should be active as long as possible.
		Instruction	Motivate participants.
		Movement	Suggest progressions to exercises (i.e.. Push-up, spider push-up or
		Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.). Motivating background music is recommended.
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.
	Lunge forward Stand with your feet together. Slowly lift one foot off the floor, stabilizing your body on the supporting leg and step forward. The raised leg should initiate contact with a heel strike first and continue lowering your body to a comfortable position or until your front thigh becomes parallel with the floor and your tibia (shinbone) is in a slight forward lean Firmly push off with your front leg, activating both your quads and glutes (thighs and butt muscles) to return to your upright, starting position.	Time	Increase a few seconds the recovery phase if participants are very tired.
		Instruction	-
		Movement	Decrease difficulty, realize a single leg-stand. To increase difficulty, participants can progress to doing a lunge using arm drivers.
		Environment	
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – A Snack with Balance

10 min

Description	Discuss favourite snacks both healthy and non-healthy with the participants. Participants will share what their favourite healthy snack is and discuss some strategies to improve healthy eating.
Examples	<p>Examples of healthy snacks:</p> <ul style="list-style-type: none"> • Fruits • Crackers and hummus • Tortilla chips and salsa or guacamole • Vegetables and garden dip • Cheese and whole wheat crackers • Nuts or trail mix

Session

7

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Freestyle	Music system
2. Warm up 10'	Warm up routine	Cones
3. Block 1 12'	Cardio in Pairs	Use available equipment at your facility
4. Break 5'	Break	Water
5. Block 2 15'	Tug of War	Rope and tape
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Active recovery	-

1. Smash it - Freestyle

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Freestyle:** Every participant decides what he/she wants to do before smashing it.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.

Instruction

Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block II – Cardio in Pairs 20 min

Description	In pairs of similar fitness level, participants will choose one of the equipment available to work out for 15 minutes. The instructor will propose a challenge to each pair, for example, cycle in total 5km; Row 2km; burn over 100cal, etc. Participants should not reach a point where they are out of breath. Consider introducing HR monitoring so participants can understand intensity level.											
	<ol style="list-style-type: none"> 1. Stationary Bicycle 2. Upper-body Ergometer 3. Treadmill 4. Rowing 5. Cross-trainer / Elliptical 	<table border="1"> <tr> <td>Time</td> <td>Participants should be active as long as possible. Alternatively, they can do an interval training. E.g. 4' active / 1' rest.</td> </tr> <tr> <td>Instruction</td> <td>Motivate participants. Background music can be an option. Remind participants how to get started and set up each piece of equipment.</td> </tr> <tr> <td>Movement</td> <td>If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.</td> </tr> <tr> <td>Environment</td> <td>Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)</td> </tr> <tr> <td>Support</td> <td>Keep an eye to individual adaptations & help participants to regulate their pace.</td> </tr> </table>	Time	Participants should be active as long as possible. Alternatively, they can do an interval training. E.g. 4' active / 1' rest.	Instruction	Motivate participants. Background music can be an option. Remind participants how to get started and set up each piece of equipment.	Movement	If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.	Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)	Support	Keep an eye to individual adaptations & help participants to regulate their pace.
	Time	Participants should be active as long as possible. Alternatively, they can do an interval training. E.g. 4' active / 1' rest.										
	Instruction	Motivate participants. Background music can be an option. Remind participants how to get started and set up each piece of equipment.										
	Movement	If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.										
	Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)										
Support	Keep an eye to individual adaptations & help participants to regulate their pace.											

4. Break 3 min

5. Block II - Tug of war 10 min

Description	Each team has an equal number of players, from 6 to 10 on a team, matched similarly according to size and weight. A central line is drawn with chalk or tape to mark a line that should not be crossed. A scarf is tied in the middle of the rope at the point above the central line. Team lines are indicated about one meter from the central line on either side of the central line. If the number of players in a team is 10, the team line is drawn about 2 m from the central line. Both teams grab the rope at the level of their hips and hold on to it strongly with both hands, with legs slightly bent and widely spread for stability. On the referee's signal the teams start pulling the rope as hard as they can in order to drag the opposite's team. The referee calls a team win when one team's scarf crosses the team line of the other. If no teams win within the 60 seconds round, it is a tie game. Striking, moving left and right, as well as letting the rope are not allowed. After each round the teams change sides.
Inclusive TIMES	
Time	Increase / decrease time limit according to participants level.
Instruction	Provide clear and simple instruction. Balance the ability level of the team and encourage players to communicate throughout the game.
Movement	Simplify/harden the rules: only pull with one arm, play in seated position, etc.



Environment Safety instructions to be tailored to the environment and participants playing the game. Ensure the exercise area has a smooth surface and is free of obstacles. Lashes can be tied to the rope to make it easier to pull.

Support Practice games/techniques of pulling the rope.

6. Cool Down - Stretching

5 min

Description Play the [Cool Down song](#) and start the following routine -first standing and then laying down:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs - calf stretch 5. In pairs - quads stretch | <ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose |
|--|--|

Inclusive TIMES

Time 30" per exercise

Instruction Instructor will demonstrate each exercise and describe the key points for each exercise

Movement If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.

Environment Create a relaxing atmosphere

Support Encourage participants to help each other on the exercises in pairs.

7. Mingle - Active recovery

10 min

Description Discuss the importance of recovery after these sessions and why it is beneficial to stay active after sessions while recovering at the same time. Go through the different methods for this, for example:

- Stretching sessions
- Cold bath
- Good rest

Session

8

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 8'	Dance it - I	Music system
4. Break 3'	Break	Water
5. Block 2 15'	Dance it - II	Music system
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Disability inclusion and high performance in sport.	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Dance it – Block I

10 min

Description	<p>Get the class in a circle around the instructor when giving the instructions of what they will be doing. Then spread the class out into 2/3 lines with the instructor facing them.</p> <ul style="list-style-type: none"> • Marching – Standing up with back straight. Every second leg with the knee getting up to hip height. Arms swinging, opposite arm to opposite leg. This can also be done on a chair if it too difficult. For people in wheelchairs, they can tap their lap at the same beat as the other people marching. • Sidestep – Feet starting together, and one leg pushes out to the side and then you push back the other side. This will result in going from side to side quite smoothly. This can also be done on a chair. For people in wheelchairs, they can put their two hands out in front of them, while keeping one hand stretched out in front of them, the other hand spreads out in line with their shoulder as they alternate hands in the same beat as the sidestep. • Zig Zags – Feet starting together and start off by going diagonally with the right foot then following with the left foot diagonally. Four steps forward and four steps backwards. The sidestep can be used as an adaptation for this move. For people in wheelchairs, they can move forward and back in a straight line at the same beat. • V step – A forward step is taken with the right leg and at an angle then followed by the left foot. Then a back step is taken by the right foot then followed by the left which will result back to starting position. An adaptation would be just stepping out straight rather than going out in an angle. For people in wheelchairs, they can do punches at the same beat as the people doing the steps out. • Heel digs – Hands on the hips and every second leg, with the heel planted onto the ground and the toe pointing up. This can also be done on a chair if it is too difficult. For people in wheelchairs, they can do bicep curls at the same beat as the people doing the heel digs.
--------------------	--

Inclusive TIMES

Time	Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.
Instruction	Encourage mastery of dance segments before moving on.
Movement	Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.
Environment	A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.
Support	-



4. Break

3 min

5. Dance it – Block II

15 min

Description

This session will include 3 new moves before we get each of the participants to teach for 90 seconds each and trying to be creative with moves of their own. The instructor can help find alternative moves for adaptations and for wheelchair users.

- **Double sidestep** – This time take two steps to each side which will make it that little bit harder and if this is too difficult, they can stick to the normal sidestep.
- **Leg Curls** – Arms doing bicep curls as legs come up behind every second leg as a step is taken before each rep. If too hard, do not lift the leg up as high at the back. For wheelchair users they can do shoulder presses in the same beat.
- **Grapevine** – Starting on the right-hand side, step out with your right leg followed by stepping behind with your left and stepping out with the right leg again and then join the two legs together. If this is too difficult a double sidestep can be done. For wheelchair users they can do frontal/lateral raises to the beat.

The next part will include the big group being into smaller groups of about 6 people and each participant will have to go and teach the rest of their group for more interaction. They will have to teach for 90 seconds each. They can teach some of the moves they were showed previously but they will be encouraged to try think of new moves to teach them.

Inclusive TIMES

Time

Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.

Instruction

Encourage mastery of dance segments before moving on. Do not force participants to do progressive moves if they do not feel comfortable.

Movement

Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.

Environment

A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.

Support



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Disability inclusion and high performance in sport.

10 min

Description	<p>Discuss about sport participation and competition to promote physical activity and fitness. This could be a discussion around high performance sport (e.g., Paralympics, Special Olympics, Olympics) as well as recreational sport that people do across the lifespan.</p> <p>Ask participants about their views about Paralympic Games and Special Olympics Games? How do these kind of sport events can help to raise awareness about disability?</p>
--------------------	--

Session

9

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Couples	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 18'	Bodyweight bootcamp	-
4. Break 3'	Break	Water
5. Block 2 12'	Punch & Command	Boxing gloves & pads
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Leisure time	-

1. Smash it - Couples

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Couples:** Participants will go through in pairs.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.
Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.



Environment This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.

Support The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Bodyweight Bootcamp

18 min

The group will make a semicircle and the instructor will stand in front of all participants. The following exercises will be executed for 30" and there will be 10" of active rest. Between exercises, participants will move and change positions next to some other participant, but always keeping a semicircle in front of the instructor. There will be 2 rounds of exercises (exercise 1 to 5 and 5 to 1). There will be background music to motivate the participants.

1. March & Swing Arms

- March in place. Lift your knees up as high as you can. Go at a steady pace.
- As you bring your knee up, swing the opposite arm in front of you.
- Switch your arms when you switch your legs.

Time Keep the rhythm at the beat of the music

Instruction Demonstrate & motivate

Movement Participants can move 2 -3 steps forward and then 2-3 steps backward

Environment

Support

2. Jumping Jacks

- Jump up and spread your legs apart as you swing your arms over your head.
- Jump again and bring your arms back to your sides and your legs together.

Time Keep the rhythm at the beat of the music

Instruction Demonstrate, motivate participants & provide tips to increase/decrease difficulty

Movement Easier= one leg at a time. More Difficult = Jumping jack

Environment Participants should have enough space

Support -

3. Lunge forward

- Stand with your feet together. Slowly lift one foot off the floor, stabilizing your body on the supporting leg and step forward.
- The raised leg should initiate contact with a heel strike first and continue lowering your body to a comfortable position or until your front thigh becomes parallel with the floor and your tibia (shinbone) is in a slight forward lean
- Firmly push off with your front leg, activating both your quads and glutes (thighs and butt muscles) to return to your upright, starting position.

Time

Instruction Break down this movement when teaching participants. This move requires many joints and is a challenge for balance and coordination.

Movement Decrease difficulty, realize a single leg-stand or large forward step. To increase difficulty, participants can progress to doing a lunge using arm drivers.

Environment -

Support -

4. Mountain Climbers

- Start in a push up position with your left leg in front so that your foot is on the floor under your chest.

Time Each participant will choose their own pace

Instruction Demonstration

Movement Move one leg at a time

Environment -

Description



<ul style="list-style-type: none"> - Keep your hands down on the ground. Jump or step with your legs and switch your feet so that your right leg is in front. - Jump or step with your legs again and switch your feet so that your left leg is in front. Continue jumping and switching as fast as you can. 	Support	-
5. Plank <ul style="list-style-type: none"> - Start with your hands (slightly wider than shoulder-width apart like you're about to do a push-up. - Ground the toes into the floor and squeeze the glutes and tighten your abs to stabilize the body; careful not to lock or hyperextend your knees. - Neutralize the neck and spine by looking at a spot on the floor about a foot beyond the hands. Your head should be in line with your back. 	Time	Hold your plank for as long as possible without compromising form or breath
	Instruction	Provide feedback about body posture
	Movement	Easier = use your knees.
	Environment	Participants can use a mat or a towel under their knees.
	Support	Some participants may need support to keep the balance.

4. Break

3 min

5. Block II – Punch & Command

12 min

Description	Participants will pair up, one will be a boxer and the other will be a pad holder. At the command of the instructor, the boxers must carry out the punches you say. For example: 'Left', 'Left', 'Right', 'Left, Right', etc. You can also call out for exercises such as "one push-up" or "squat". Each round will be between 45 to 60". Then participants will change roles. After a couple of rounds, one of the participants will command and lead the exercises.
Inclusive TIMES	
Time	You can lead shorter rounds (20 to 30") but increasing the intensity.
Instruction	You can use colours to give instructions (ie. Blue is right hand, red is left hand).
Movement	Be creative and, if possible, challenge physically each individual.
Environment	Safety is the key aspect in this exercise. State clear rules regarding punching and holding the pads.
Support	You can pair up individual with similar levels to promote a higher performance or of different levels to promote cooperation.



6. Cool Down - Stretching		5 min
Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	
7. Mingle – Leisure time		10 min
Description	Ask to the participants what they like to do in their leisure time. Debate the choices we have for enjoying our time (active vs sedentary lifestyles).	
Examples	<ul style="list-style-type: none"> • Encourage participants to be active in their leisure time. Suggest participants to connect with other participants to take part in local activities. • Introduce the World Health Organisation Guidelines on physical activity and sedentary behaviour. 	



Session 10

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Couples	-
2. Warm up 5'	Warm up	-
3. Block 1 12'	Mindful movement & mobility	Gym mattress
4. Break 3'	Break	Water
5. Block 2 12'	Mindful movement & mobility II	Gym mattress
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Women sport in media	-

1. Smash it - Couples

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Couples:** Participants will go through in pairs.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block 1 – Mindful movement & mobility

12 min

Description	<p>Introduce the class with a breathing exercise. In a seated or reclining position on a mat or a chair/bench, have participants place their hands on their bellies and observe the movement of the belly with each breath. Encourage them to breathe deeply, filling and emptying their belly, diaphragm and chest and feeling them rise and fall with each inhale and exhale.</p> <p>Guide participants into the “box breath” where they inhale slowly and deeply, hold, exhale slowly and deeply and hold again all for a steady count of 4 (not necessarily 4 seconds, but at a pace that is comfortable and natural, they can gradually slow the count if they wish)</p> <p>With a soft, soothing but clear voice, explain how slow conscious breathing can soothe and relax the entire body through the nervous system (activates relaxation response/parasympathetic NS and counteracts stress). Guiding participants to continue breathing deeply and slowly, describe the important role the belly/abdominal muscles play, keeping the organs safely in place, keeping us balanced and upright and protecting the spine.</p>	
	Time	Provide enough time to perform the exercises in a slow and conscious way.
	Instruction	Demonstrate the exercise and then walk around, provide feedback and correct the posture of participants, if needed. Keeping verbal cues simply and appropriate to the needs of the group.
	Movement	Avoid overstretching muscle. Use slow and controlled movements.
	Environment	Create a calm and relaxing environment. You can use some relaxation music on the background.
	Support	Be aware of individual needs and adapt the exercise, if needed.
	<p>Continue with spinal waves (<i>cat/cow</i>) on all fours. Cue students to balance the actions of strong abdominal contraction on the exhalation (<i>cat/spine flexion</i>) and relaxation with a strong breath in (<i>cow/spine extension</i>). Ask them to imagine the inhalation as an act of deep inner core strength, and the exhalation as an act of outer core strength.</p>	
	Time	Use your professional judgement to determine how long participants need in child's pose. At this stage of the session, 5 breaths may be too long.
	Instruction	Provide a range of modes of instruction to ensure all participants understand instruction.
	Movement	Participants with limited shoulder flexibility or knee injuries may require adaptations – try stack and block or two on the floor between their calves, leaning forward onto a bolster or similar. Alternatively, they may lay over an exercise ball.
Environment		
Support	This is a resting position and participants should not be in any pain or discomfort, if so – adjust accordingly.	
<p>Stretch back into ‘child's pose’ With big toes touching and knees wide apart, exhale and sit back with the tailbone towards the feet. Lay the body over the knees. Hands can rest on the mat, one on top of the other, in front with head resting on top. Breathe deeply for 5 breaths.</p>		
Time	Move at the pace of the breath.	
<p>Come back to all fours and prepare for ‘Supermans’.</p>		



(alternate arm and leg raise also called **bird/dog**)
Starting on all fours, hips and shoulder width apart.
Participants can focus their eyes on a point on the ground for balance.
On an inhale raise one arm and the opposite leg. On the exhale, return to the mat.
Next inhale, repeat on the other side.

Move into 'child's pose' for 5 deep breaths.

Instruction	Provide clear and concise instructions. Invite students to notice how much stronger the movement on the exhalation is when it is preceded by a complete inhalation.
Movement	Beginners may start by raising just one leg at a time and progress to bring in the arm. To progress, rather than alternating from one side to the other, participants can complete one side at a time, touching the opposite knee and elbow working up to 8-12 reps on each side – introducing pulses. Focus on the quality of movement and mind-body connection rather than on the number of repetitions.
Environment	Mats are needed, participants with knee injuries may require a thick or double mat for comfort.
Support	You can arrange this exercise in pairs, so that participants can support and encourage their partners.
As above	As above.

4. Break

3 min

5. Block II – Mindful Movement & Mobility

12 min

Participants will perform a flow of movement that will strengthen the core and abdominal muscles, while working the entire body. Encourage participants to focus on the breath, especially when a movement or position becomes difficult to maintain.

Bring participants into a lunging pose with the front foot point ahead, back foot at 45-60 degree angle (**Warrior I**), and have them bend and straighten the front leg with the breath (inhale straighten/exhale lunge). After 8-12 reps lean the same-side elbow onto the thigh and stretch the opposite arm overhead, arm alongside the ear – hold for 2-3 slow deep breaths and rise on the inhale.
Smoothly transition by simple changing the direction of the feet to the side taking participants from facing forward, to facing the side of the mat, feet are spread wide.

Description

Time	Perform the exercise in sync with slow, deep breaths to work on core, balance and mind-body connection through conscious breathing.
Instruction	Provide clear and concise teaching and safety points, supported by demonstrations and visual cues. Observe and provide feedback to correct participant's posture, and plenty of positive reinforcement for good practice and personal progress.
Movement	In lunges, participants may place their hands on their hips, or out to the sides for balance . In forward lunge, knee doesn't go over toes. Also, the back foot can be pointing forward, leaning on the ball of the back foot, touching the knee down towards the floor into the lunge. To regress, shorter and more narrow lungers, and to progress, longer or wider. If some participants have balance problems, they could stand next to the wall.
Environment	Each participant has a mat.



Move into [side lunges](#) exhaling into the lunge and inhaling to come up (8-12 each side). On the final lunge rest same-side elbow on lunging thigh and stretch opposite arm overhead with arm alongside ear – stretching deep into the sides, while breathing deeply for 2-3 long breaths. Inhale to come back up to upright. Repeat side lunge sequence on the other side. As before, change direction to complete Warrior I lunge on the other side, including overhead stretch.

From standing position, on an inhale bring arms overhead or out in front on an exhale move into a squat position and hold for 3-5 deep breaths. Repeat up 4-6 times and on the final one, rather than returning to standing, move down into a plank position (see next).

Hold plank for 5-10 deep breaths. From the plank, move back into child's pose for approx. 5 deep breaths to recover (as above).

		Appropriate music and playlists can be found on Spotify or Apple Music e.g. Sol Rising playlist.
	Support	Guide the rhythm and flow of the session and be a model for participants. You may remind participants not to compare themselves to others, instead they could compare to their own progress.
	Time	Again, encourage participants to move in sync with their breath. If they need some extra breaths, that's perfectly fine.
	Instruction	Proper form and safety points are important but range of motion is not the emphasis. Progress and participation are more important than perfection.
	Movement	Feeling competent is an considered an important indicator of continued participation, so adjust movements according to participants' needs and ability. To modify, participants may sit squat against a wall. To progress, sit deeper into the pose, tucking the tail bone down.
	Environment	Consider participants' needs.
	Support	Motivate participants, and encourage them to move in sync with their breath.
	Time	Increase or decrease the time as needed.
	Instruction	Teaching points: Wrists under shoulders with fingers spread, evenly distributing weight in the hands. Gaze down between hands and lengthen the back of the neck while drawing in the bellybutton. Body is in a straight line.
	Movement	To modify, participants may kneel – be sure the head and spine are in a straight line. To progress, hold for longer.
	Environment	Consider participants' needs.
	Support	Encourage participants to focus on their breathing throughout.



6. Cool Down – Yoga Type Stretch

5 min

Description	Play the Cool Down song and start the following routine (on both sides of the body):	
	Standing or Seated: <ol style="list-style-type: none"> Shoulders (self-hug). Chest and Biceps (open arms, thumbs up). Triceps. Hamstring stretch (forward lean with arms folded behind knees). Hip flexor stretch (deep lunge). 	Seated and Lying Down: <ol style="list-style-type: none"> Seated adductor stretch (prayer squat). 'Rabbit' pose for spinal stretch (child pose position with top of head on floor, forehead towards knees). Seated side twist. 'Happy baby' (lying with knees bent towards belly – holding feet). Participants lie down and come back to the 'box breath'.
Inclusive TIMES		
Time	30 seconds per stretch, breathing deeply and deepening the stretch as much as possible on each exhale.	
Instruction	Demonstrate each exercise and describe the key points for each exercise. Remind participants that with stretching they may feel discomfort, but not pain, direction not destination.	
Movement	For each stretch, focus on proper poster and body alignment. If needed, offer alternative activities that target the same muscle groups.	
Environment	Continue to create a relaxing atmosphere.	
Support	Encourage participants to breathe into the stretch and pay attention to their body.	

7. Mingle – Women sport in media

10 min

Description	Discuss about the role that media can have to promote women sport.
Examples	<ul style="list-style-type: none"> • Coverage of women sport in media • Reducing the stigma associated with girls being involved in competitive sport. • Female elite athletes as role models

Session

11

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	-
2. Warm up 10'	Warm up routine	-
3. Block 1 12'	Cardio in Pairs	
4. Break 5'	Break	Water
5. Block 2 15'	Four corners	
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Health on the news	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block II – Cardio in Pairs 15 min

Description	In pairs of similar fitness level, participants will choose one of the equipment available to work out for 15 minutes. The instructor will propose a challenge to each pair, for example, cycle in total 5km; Row 2km; burn over 100cal, etc. Participants should not reach a point where they are out of breath.		
	<ol style="list-style-type: none"> 1. Stationary Bicycle 2. Upper-body Ergometer 3. Treadmill 4. Rowing 5. Cross-trainer / Elliptical 	Time	Participants should be active as long as possible. Alternatively, they can do an interval training. Eg. 4' active / 1' rest.
		Instruction	Motivate participants. Background music can be an option.
		Movement	If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.
		Environment	Teach participants to set up the equipment (height of a bike seat; speed on the treadmill, etc.)
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.

4. Break 3 min

5. Block II – Four corners 15 min

Description	The instructor will mark the four corners of the exercise area with poles, cones, bibs or sashes, as well as the “stove” in the middle of the playing area. Four players stand in the corners and at the same time one – the chaser – stands at the stove. The game starts when the chaser says: four corners and the stove. After hearing this saying, all players from the corners have to change their places/corners as fast as possible not to allow the chaser to reach one of the corners. If the chaser is faster than one of the ‘corner’ players they change places and from this point on the corner player becomes a chaser. This is an inclusive, contact game which can be played anyone in all seasons on any available surface. It has no limit of duration.
Time	Increase/decrease time limit
Instruction	Provide clear and simple instruction
Movement	Change movement pattern (e.g. skipping, hopping, and crawling).
Environment	Increase/decrease the playing area/distance/ boundaries/zones/pitching distance/shape. Ensure the exercise area has a smooth surface and is free of obstacles. Brightly coloured equipment can be used, to mark corners.
Support	Audible equipment can be used (e.g. bell or rattle ball, bases that have a buzzer). Encourage players to communicate throughout the game



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Health on the news

10 min

Description	<p>Ask your participants to summarize some of the latest news heard on media regarding health. Once participants have shared their views, ask them the following questions:</p> <ul style="list-style-type: none"> • What are health related news topics you've heard? What questions do you have? • How can we promote a more positive and action-oriented approach to face social issues present in our communities?
--------------------	--

Session

12

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 8'	Dance it - I	Music system
4. Break 3'	Break	Water
5. Block 2 15'	Dance it - II	Music system
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Evaluation	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Dance it – Block I

10 min

Description	<p>Get the class in a circle around the instructor when giving the instructions of what they will be doing. Then spread the class out into 2/3 lines with the instructor facing them.</p> <ul style="list-style-type: none"> • Marching – Standing up with back straight. Every second leg with the knee getting up to hip height. Arms swinging, opposite arm to opposite leg. This can also be done on a chair if it too difficult. For people in wheelchairs, they can tap their lap at the same beat as the other people marching. • Sidestep – Feet starting together, and one leg pushes out to the side and then you push back the other side. This will result in going from side to side quite smoothly. This can also be done on a chair. For people in wheelchairs, they can put their two hands out in front of them, while keeping one hand stretched out in front of them, the other hand spreads out in line with their shoulder as they alternate hands in the same beat as the sidestep. • Zig Zags – Feet starting together and start off by going diagonally with the right foot then following with the left foot diagonally. Four steps forward and four steps backwards. The sidestep can be used as an adaptation for this move. For people in wheelchairs, they can move forward and back in a straight line at the same beat. • V step – A forward step is taken with the right leg and at an angle then followed by the left foot. Then a back step is taken by the right foot then followed by the left which will result back to starting position. An adaptation would be just stepping out straight rather than going out in an angle. For people in wheelchairs, they can do punches at the same beat as the people doing the steps out. • Heel digs – Hands on the hips and every second leg, with the heel planted onto the ground and the toe pointing up. This can also be done on a chair if it is too difficult. For people in wheelchairs, they can do bicep curls at the same beat as the people doing the heel digs.
Inclusive TIMES	
Time	Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.
Instruction	Encourage mastery of dance segments before moving on.
Movement	Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.
Environment	A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.
Support	-



4. Break

3 min

5. Dance it – Block II

15 min

Description

This session will include 3 new moves before we get each of the participants to teach for 90 seconds each and trying to be creative with moves of their own. The instructor can help find alternative moves for adaptations and for wheelchair users.

- **Double sidestep** – This time take two steps to each side which will make it that little bit harder and if this is too difficult, they can stick to the normal sidestep.
- **Leg Curls** – Arms doing bicep curls as legs come up behind every second leg as a step is take before each rep. If too hard, do not lift the leg up as high at the back. For wheelchair users they can do shoulder presses in the same beat.
- **Grapevine** – Starting on the right-hand side, step out with your right leg followed by stepping behind with your left and stepping out with the right leg again and then join the two legs together. If this is too difficult a double sidestep can be done. For wheelchair users they can do frontal/lateral raises to the beat.

The next part will include the big group being into smaller groups of about 6 people and each participant will have to go and teach the rest of their group for more interaction. They will have to teach for 90 seconds each. They can teach some of the moves they were showed previously but they will be encouraged to try think of new moves to teach them.

Inclusive TIMES

Time

Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.

Instruction

Encourage mastery of dance segments before moving on. Do not force participants to do progressive moves if they do not feel comfortable.

Movement

Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.

Environment

A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.

Support



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Evaluation

10 min

Description	Ask your participants to evaluate the Smash IT Programme.
--------------------	---

Session

13

Structure	Activities	Equipment needed
1. Smash it 3'	Open Class	-
2. Warm up 10'		-
3. Block 1 12'		-
4. Break 5'		Water
5. Block 2 15'		-
6. Cool down 5'		Music
7. Mingle 10'		-

1. Smash it -

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

2. Open Class

10 min

Description

Organize an open class in your club! Take the opportunity to get more members involved in inclusive programmes and show them how your team is well-prepared to adapt your sessions to all ability levels. Work with "specialty" class instructor ahead of time to help plan out the class and incorporate adaptations.

Sample classes are:

- Indoor Cycling
- Aquagym
- Bootcamp
- Yoga
- Dance fitness
- Running exercises
- Group functional training

Inclusive TIMES

Time	Consider time of the day, length of the activity, number of repetitions, around other schedules, etc.
Instruction	Be aware of aspects related to communication, responsiveness, feedback, understanding stages of change, participants' degree of independence, etc.
Movement	Bear in mind technique, avoidance of certain movements, alternatives, assistance, range of motion, passive movements, symmetry, etc.
Environment	Consider temperature, physical access, noise, distractions, lighting, rest areas, privacy, hydration, equipment like accessible/adapted equipment, gloves/strapping, personal aids and equipment, bands, pulleys, cables, sports-specific equipment, etc.
Support	Reflect on physical-assistive technologies, social-motivational, travel, family, friends, personal assistant





Session

14

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Mirror	-
2. Warm up 7'	Warm up routine	-
3. Block 1 15'	Boxing moves	Boxing gloves and pads
4. Break 5'	Break	Water
5. Block 2 15'	Shadow boxing	-
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Mental Health	-

1. Smash it - Mirror

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- Ⓢ **Mirror:** Before going through the lines, a participant will introduce a movement and the rest will mirror this movement.

2. Warm up

Description

March on spot in each transition

- Torso twists.
- Arm circles – both directions.
- Windmill toes touches.
- Squats (progress: to frog jump).
- Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
- March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
- Standing side reaches.
- Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
- Walking kicks to opposite hand.
- Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
- March on spot with uppercut punching arms.
- Arm swings.
- Butt kicks (progress: tuck jumps).
- Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
- March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.

Instruction

Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Boxing moves 15 min

Description	<p>Explain how to perform each of the following moves:</p> <ul style="list-style-type: none"> • Jab (one) • Cross (two) • Hook (three and four) • Upper cut (five and six) <p>Participants will pair up, participant A will be wearing boxing gloves and participant B holding the pads. Participants will be performing each move for 40 seconds and resting 20 seconds. After one participant perform the 4 exercises, they will change the roles.</p> <p>For more information on how to perform the basic boxing moves, click here.</p>
Time	Increase/decrease time limit. You can set an objective for each participant (ie. 30 punches in 40 seconds).
Instruction	Provide clear and simple instruction. Make a demonstration and provide feedback while they are performing the exercises. Safety instructions are primordial.
Movement	During the rest phase, participant B can perform an exercise (e.g. skipping, hopping, jumping jacks...)
Environment	Use some music to motivate participants.
Support	Encourage participants to cheer up and motivate their partners

4. Break 3 min

5. Block II – Shadow boxing 15 min

Description	<p>Shadow boxing is when a boxer or fighter moves around by himself throwing punches at the air, without an opponent. For this activity, 4 rounds of 2 minutes each will be completed (30 seconds rest between rounds).</p> <p>In each round, the instructor will be shouting the moves:</p> <ul style="list-style-type: none"> • Round I: 1-2 (jab, cross) • Round II: 1-2-3-4 (Jab, cross, hook) • Round III: 3-4-5-6 (hook, upper cut) • Round IV: 1-2-3-4-5-6 (jab, cross, hook, upper cut) <p>For more information, click here.</p>
Time	Increase/decrease tempo between moves.
Instruction	Provide feedback to ensure participants are performing the moves with the right technique. Motivation is very important.
Movement	Remind participants to move around and keep their feet moving.
Environment	Use all the space available.
Support	You can use some colour straps on participants (right and left wrist) to differentiate punches. For instance, 3 is right hook (red hook) and 4 is left hook (blue hook).



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Mental health

10 min

Description	<ul style="list-style-type: none"> • Outline the concept of mental health. • Discuss the strategies on how to manage poor mental health through physical activity. • Let members of the class share something about their own personal experience of having poor mental health if they feel comfortable talking about it.
--------------------	--

Session 15

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Couples	-
2. Warm up 5'	Warm up	-
3. Block 1 12'	Mindful movement & mobility	Gym mattress
4. Break 3'	Break	Water
5. Block 2 12'	Mindful movement & mobility II	Gym mattress
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Posture	-

1. Smash it - Couples

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Couples:** Participants will go through in pairs.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.

Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Mindful movement & mobility

12 min

Description	<p>Introduce the class with a breathing exercise. In a seated or reclining position on a mat or a chair/bench, have participants place their hands on their bellies and observe the movement of the belly with each breath. Encourage them to breathe deeply, filling and emptying their belly, diaphragm and chest and feeling them rise and fall with each inhale and exhale.</p> <p>Guide participants into the “box breath” where they inhale slowly and deeply, hold, exhale slowly and deeply and hold again all for a steady count of 4 (not necessarily 4 seconds, but at a pace that is comfortable and natural, they can gradually slow the count if they wish)</p> <p>With a soft, soothing but clear voice, explain how slow conscious breathing can soothe and relax the entire body through the nervous system (activates relaxation response/parasympathetic NS and counteracts stress). Guiding participants to continue breathing deeply and slowly, describe the important role the belly/abdominal muscles play, keeping the organs safely in place, keeping us balanced and upright and protecting the spine.</p>		
	Time	Provide enough time to perform the exercises in a slow and conscious way.	
	Instruction	Demonstrate the exercise and then walk around, provide feedback and correct the posture of participants, if needed. Keeping verbal cues simply and appropriate to the needs of the group.	
	Movement	Avoid overstretching muscle. Use slow and controlled movements.	
	Environment	Create a calm and relaxing environment. You can use some relaxation music on the background.	
	Support	Be aware of individual needs and adapt the exercise, if needed.	
	<p>Continue with spinal waves (<i>cat/cow</i>) on all fours. Cue students to balance the actions of strong abdominal contraction on the exhalation (cat/spine flexion) and relaxation with a strong breath in (cow/spine extension). Ask them to imagine the inhalation as an act of deep inner core strength, and the exhalation as an act of outer core strength.</p>	Time	Use your professional judgement to determine how long participants need in child's pose. At this stage of the session, 5 breaths may be too long.
		Instruction	Provide a range of modes of instruction to ensure all participants understand instruction.
		Movement	Participants with limited shoulder flexibility or knee injuries may require adaptations – try stack and block or two on the floor between their calves, leaning forward onto a bolster or similar. Alternatively, they may lay over an exercise ball.
		Environment	
<p>Stretch back into ‘child's pose’ With big toes touching and knees wide apart, exhale and sit back with the tailbone towards the feet. Lay the body over the knees. Hands can rest on the mat, one on top of the other, in front with head resting on top. Breathe deeply for 5 breaths.</p>	Support	This is a resting position and participants should not be in any pain or discomfort, if so – adjust accordingly.	
	Time	Move at the pace of the breath.	
	Support		
<p>Come back to all fours and prepare for ‘Supermans’.</p>	Time	Move at the pace of the breath.	

(alternate arm and leg raise also called **bird/dog**)
Starting on all fours, hips and shoulder width apart.
Participants can focus their eyes on a point on the ground for balance.
On an inhale raise one arm and the opposite leg. On the exhale, return to the mat.
Next inhale, repeat on the other side.

Move into 'child's pose' for 5 deep breaths.

Instruction	Provide clear and concise instructions. Invite students to notice how much stronger the movement on the exhalation is when it is preceded by a complete inhalation.
Movement	Beginners may start by raising just one leg at a time and progress to bring in the arm. To progress, rather than alternating from one side to the other, participants can complete one side at a time, touching the opposite knee and elbow working up to 8-12 reps on each side – introducing pulses. Focus on the quality of movement and mind-body connection rather than on the number of repetitions.
Environment	Mats are needed, participants with knee injuries may require a thick or double mat for comfort.
Support	You can arrange this exercise in pairs, so that participants can support and encourage their partners.
As above	As above.

4. Break

3 min

5. Block II – Mindful Movement & Mobility

12 min

Participants will perform a flow of movement that will strengthen the core and abdominal muscles, while working the entire body. Encourage participants to focus on the breath, especially when a movement or position becomes difficult to maintain.

Bring participants into a lunging pose with the front foot point ahead, back foot at 45-60 degree angle (**Warrior I**), and have them bend and straighten the front leg with the breath (inhale straighten/exhale lunge). After 8-12 reps lean the same-side elbow onto the thigh and stretch the opposite arm overhead, arm alongside the ear – hold for 2-3 slow deep breaths and rise on the inhale.
Smoothly transition by simple changing the direction of the feet to the side taking participants from facing forward, to facing the side of the mat, feet are spread wide.

Description

Time	Perform the exercise in sync with slow, deep breaths to work on core, balance and mind-body connection through conscious breathing.
Instruction	Provide clear and concise teaching and safety points, supported by demonstrations and visual cues. Observe and provide feedback to correct participant's posture, and plenty of positive reinforcement for good practice and personal progress.
Movement	In lunges, participants may place their hands on their hips, or out to the sides for balance . In forward lunge, knee doesn't go over toes. Also, the back foot can be pointing forward, leaning on the ball of the back foot, touching the knee down towards the floor into the lunge. To regress, shorter and more narrow lungers, and to progress, longer or wider. If some participants have balance problems, they could stand next to the wall.
Environment	Each participant has a mat.



Move into [side lunges](#), exhaling into the lunge and inhaling to come up (8-12 each side). On the final lunge rest same-side elbow on lunging thigh and stretch opposite arm overhead with arm alongside ear – stretching deep into the sides, while breathing deeply for 2-3 long breaths. Inhale to come back up to upright. Repeat side lunge sequence on the other side. As before, change direction to complete Warrior I lunge on the other side, including overhead stretch.

From standing position, on an inhale bring arms overhead or out in front on an exhale move into a squat position and hold for 3-5 deep breaths. Repeat up 4-6 times and on the final one, rather than returning to standing, move down into a plank position (see next).

Hold plank for 5-10 deep breaths. From the plank, move back into child's pose for approx. 5 deep breaths to recover (as above).

		Appropriate music and playlists can be found on Spotify or Apple Music e.g. Sol Rising playlist.
	Support	Guide the rhythm and flow of the session and be a model for participants. You may remind participants not to compare themselves to others, instead they could compare to their own progress.
	Time	Again, encourage participants to move in sync with their breath. If they need some extra breaths, that's perfectly fine.
	Instruction	Proper form and safety points are important but range of motion is not the emphasis. Progress and participation are more important than perfection.
	Movement	Feeling competent is an considered an important indicator of continued participation, so adjust movements according to participants' needs and ability. To modify, participants may sit squat against a wall. To progress, sit deeper into the pose, tucking the tail bone down.
	Environment	Consider participants' needs.
	Support	Motivate participants and encourage them to move in sync with their breath.
	Time	Increase or decrease the time as needed.
	Instruction	Teaching points: Wrists under shoulders with fingers spread, evenly distributing weight in the hands. Gaze down between hands and lengthen the back of the neck while drawing in the bellybutton. Body is in a straight line.
	Movement	To modify, participants may kneel – be sure the head and spine are in a straight line. To progress, hold for longer.
	Environment	Consider participants' needs.
	Support	Encourage participants to focus on their breathing throughout.



6. Cool Down – Yoga Type Stretch

5 min

Description	Play the Cool Down song and start the following routine (on both sides of the body):	
	Standing or Seated: <ol style="list-style-type: none"> Shoulders (self-hug). Chest and Biceps (open arms, thumbs up). Triceps. Hamstring stretch (forward lean with arms folded behind knees). Hip flexor stretch (deep lunge). 	Seated and Lying Down: <ol style="list-style-type: none"> Seated adductor stretch (prayer squat). 'Rabbit' pose for spinal stretch (child pose position with top of head on floor, forehead towards knees). Seated side twist. 'Happy baby' (lying with knees bent towards belly – holding feet). Participants lie down and come back to the 'box breath'.
Inclusive TIMES		
Time	30 seconds per stretch, breathing deeply and deepening the stretch as much as possible on each exhale.	
Instruction	Demonstrate each exercise and describe the key points for each exercise. Remind participants that with stretching they may feel discomfort, but not pain, direction not destination.	
Movement	For each stretch, focus on proper posture and body alignment. If needed, offer alternative activities that target the same muscle groups.	
Environment	Continue to create a relaxing atmosphere.	
Support	Encourage participants to breathe into the stretch and pay attention to their body.	

7. Mingle – Posture

10 min

Description	<ul style="list-style-type: none"> Discuss with the class the importance of having good posture. Get each member of the class to do a wall posture exercise to see their posture and then showing them how they should be standing correctly. Then give each participant a few stretches to help better their posture based on their own current posture.
--------------------	--

Session

16

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	Music system
2. Warm up 7'	Warm up routine	-
3. Block 1 8'	Dance it - I	Music system
4. Break 3'	Break	Water
5. Block 2 15'	Dance it - II	Music system
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Computers' influence	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Dance it – Block I

10 min

Description	<p>Get the class in a circle around the instructor when giving the instructions of what they will be doing. Then spread the class out into 2/3 lines with the instructor facing them.</p> <ul style="list-style-type: none"> • Marching – Standing up with back straight. Every second leg with the knee getting up to hip height. Arms swinging, opposite arm to opposite leg. This can also be done on a chair if it too difficult. For people in wheelchairs, they can tap their lap at the same beat as the other people marching. • Sidestep – Feet starting together, and one leg pushes out to the side and then you push back the other side. This will result in going from side to side quite smoothly. This can also be done on a chair. For people in wheelchairs, they can put their two hands out in front of them, while keeping one hand stretched out in front of them, the other hand spreads out in line with their shoulder as they alternate hands in the same beat as the sidestep. • Zig Zags – Feet starting together and start off by going diagonally with the right foot then following with the left foot diagonally. Four steps forward and four steps backwards. The sidestep can be used as an adaptation for this move. For people in wheelchairs, they can move forward and back in a straight line at the same beat. • V step – A forward step is taken with the right leg and at an angle then followed by the left foot. Then a back step is taken by the right foot then followed by the left which will result back to starting position. An adaptation would be just stepping out straight rather than going out in an angle. For people in wheelchairs, they can do punches at the same beat as the people doing the steps out. • Heel digs – Hands on the hips and every second leg, with the heel planted onto the ground and the toe pointing up. This can also be done on a chair if it is too difficult. For people in wheelchairs, they can do bicep curls at the same beat as the people doing the heel digs.
Inclusive TIMES	
Time	Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.
Instruction	Encourage mastery of dance segments before moving on.
Movement	Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.
Environment	A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.
Support	-



4. Break

3 min

5. Dance it – Block II

15 min

Description

This session will include 3 new moves before we get each of the participants to teach for 90 seconds each and trying to be creative with moves of their own. The instructor can help find alternative moves for adaptations and for wheelchair users.

- **Double sidestep** – This time take two steps to each side which will make it that little bit harder and if this is too difficult, they can stick to the normal sidestep.
- **Leg Curls** – Arms doing bicep curls as legs come up behind every second leg as a step is take before each rep. If too hard, do not lift the leg up as high at the back. For wheelchair users they can do shoulder presses in the same beat.
- **Grapevine** – Starting on the right-hand side, step out with your right leg followed by stepping behind with your left and stepping out with the right leg again and then join the two legs together. If this is too difficult a double sidestep can be done. For wheelchair users they can do frontal/lateral raises to the beat.

The next part will include the big group being into smaller groups of about 6 people and each participant will have to go and teach the rest of their group for more interaction. They will have to teach for 90 seconds each. They can teach some of the moves they were showed previously but they will be encouraged to try think of new moves to teach them.

Inclusive TIMES

Time

Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.

Instruction

Encourage mastery of dance segments before moving on. Do not force participants to do progressive moves if they do not feel comfortable.

Movement

Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.

Environment

A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.

Support



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Computers' influence

10 min

Description	Do you think that computers and phones might be bad for people's health? In what way?
Examples	<ul style="list-style-type: none"> • Sitting down for long periods is not recommended • Some Apps may help us to improve our healthy habits (ie. Eating, sleeping, exercise, etc.)

Session

17

Structure	Activities	Equipment needed	
1. Smash it	3'	Smash it - Freestyle	Music system
2. Warm up	10'	Warm up routine	-
3. Block 1	15'	Tug of war	Rope
4. Break	3'	Water break	Water
5. Block 2	15'	Partner Resistance Bands	Resistance bands & fit balls /chairs
6. Cool down	5'	Stretching	Music system
7. Mingle	10'	Favourite sport	-

1. Smash it - Freestyle

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Freestyle:** Every participant decides what he/she wants to do before smashing it.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Partner Medicinal ball 15 min

Description	<p>Divide the group into pairs. Each couple will need to decide who is going to be “A” and who will be “B”. Everyone will eventually play both roles, so it doesn’t really matter who “A” and “B” is at the beginning.</p> <p>This is a circuit training using medicinal balls. Participant “A”, will be active in the first round, while participant “B” will be creating resistance for “A”. Explain the exercises (See description below) and describe the organization of this activity. There will be 5 main stations and participants will go around until complete a full round. They will have to 10” get ready/ 40” workout / 10” active rest and change to next exercise. The instructor will mark each of the stations somehow so that participants know where to go. Some aspects to consider:</p> <ul style="list-style-type: none"> • Medicine balls should be chosen based on strength in the muscle groups being targeted. For example, legs exercises require heavier balls than triceps. • Explain how to • Play background music while exercising. You can turn up the volume to indicate that participants should work out and turn it down to indicate change between exercises. <p>Circuit – Medicinal ball</p> <ol style="list-style-type: none"> 1. Overhead medicinal ball throws - Click here 2. Medicine Ball Lunge to Chest Pass - Click here 3. Seated Medicinal Ball rotations - Click here 4. V seat partner rotations - Click here 5. Squat - Click here
--------------------	--

Inclusive TIMES

Time	Every participant should do as many repetitions as possible during the 40”. Ideally participants will choose a pace that they can keep for the duration of the exercise.
Instruction	Before starting the exercise, make a demonstration round and explain how participants will rotate. During the exercise, supervise that participants are doing the exercise correctly -especially regarding set-up of medicinal balls.
Movement	If a participant can’t do a certain exercise. The instructor will suggest an alternative.
Environment	Propose the use of different bands according to the muscle group. For example, for high pulls, triceps and forward arms raise a light/medium band is recommended, while bench press and leg extension could be done with a medium/heavy.
Support	Safety instructions are crucial. Stress out that participants should not let go the band without notice.

4. Break 3 min



5. Block II – Partner Resistance Bands

20 min

Description	<p>Divide the group into pairs. Each couple will need to decide who is going to be “A” and who will be “B”. Everyone will eventually play both roles, so it doesn’t really matter who “A” and “B” is at the beginning.</p> <p>This is a circuit training using resistance bands. Participant “A”, will be active in the first round, while participant “B” will be creating resistance for “A”. Explain the exercises (See description below) and describe the organization of this activity. There will be 5 main stations and participants will go around until complete a full round. They will have to 10” get ready/ 40” workout / 10” active rest and change to next exercise. The instructor will mark each of the stations somehow so that participants know where to go. Some aspects to consider:</p> <ul style="list-style-type: none"> Resistance bands should be chosen based on strength in the muscle groups being targeted. For example, legs exercises require more resistance than triceps. Play background music while exercising. You can turn up the volume to indicate that participants should work out and turn it down to indicate change between exercises. <p>Circuit – resistance band</p> <ol style="list-style-type: none"> Sitting bench press – Click here Sitting leg extension – Click here <ul style="list-style-type: none"> Participant “A” begin seated in a chair or a fit ball, feet flat, palms grasping chair edge (or ball) at sides or front. “B” stands behind and hold the resistance band by one end, pass it in front of A’s ankles and grab the other end. Keeping left foot on the floor and upper body still, “A” extend the right leg (bending from the knee) until it is parallel with the floor. “B” will create resistance with the band. Bend knee to lower right leg back to floor to complete one rep. Complete two reps on one side and switch. High Pulls <ul style="list-style-type: none"> “A” grabs the two ends of the band and “B” sits/kneel in front of him and holds the band to create resistance. Participant “A” stand with feet shoulder-width apart and knees slightly bended. Pull the band up so the hands are nearly to the shoulders and your elbows point upward, above the shoulder line. Release the bands back to the hips slowly. Keep the knees soft and the core braced during the whole exercise. Partner Triceps Extension – Click here Forward arms raise <ul style="list-style-type: none"> Participant “A” stands with his/her arms down by her/his side and holds the ends of the resistance bands. “B” stands behind “A” and holds the band with both hands to create resistance but allowing a smooth movement. Keep the arms straight. Slowly bring the arms out in front until they are shoulder height. Tighten abdominal muscles so that shoulders, hips, and back stay in a straight line. Do not lean back. Lower your arms slowly to return to the starting position.
	Inclusive TIMES
Time	Every participant should do as many repetitions as possible during the 40”. Ideally participants will choose a pace that they can keep for the duration of the exercise.
Instruction	Before starting the exercise, make a demonstration round and explain how participants will rotate. During the exercise, supervise participants to ensure that they are doing the exercise correctly - especially regarding set-up of resistance bands.
Movement	If a participant can’t do a certain exercise. The instructor will suggest an alternative.
Environment	Propose the use of different bands according to the muscle group. For example, for high pulls, triceps and forward arms raise a light/medium band is recommended, while bench press and leg extension could be done with a medium/heavy.
Support	Safety instructions are crucial. Stress out that participants should not let go the band without notice.



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Favourite Sport

10 min

Description	<p>What is your favourite sport? Why?</p> <p>Would you like to practise any new sport?</p> <p>What are some of the best sports moments you have ever had?</p>
--------------------	---

Session

18

Structure	Activities	Equipment needed
1. Smash it	3' Smash it - Freestyle	Music system
2. Warm up	10' Triangle Tag	-
3. Block 1	15' Cardio in Pairs	Use available equipment at your facility
4. Break	3' Water break	Water
5. Block 2	15' Snake	Medicinal balls
6. Cool down	5' Stretching	Music system
7. Mingle	10' Move it	-

1. Smash it - Freestyle

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Freestyle:** Every participant decides what he/she wants to do before smashing it.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.

Instruction

Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block II – Cardio in Pairs 15 min

Description	In pairs of similar fitness level, participants will choose one of the equipment available to work out for 15 minutes. The instructor will propose a challenge to each pair, for example, cycle in total 5km; Row 2km; burn over 100cal, etc. Participants should not reach a point where they are out of breath.		
	<ol style="list-style-type: none"> 1. Stationary Bicycle 2. Upper-body Ergometer 3. Treadmill 4. Rowing 5. Cross-trainer / Elliptical 	Time	Participants should be active as long as possible. Alternatively, they can do an interval training. Eg. 4' active / 1' rest.
		Instruction	Motivate participants. Background music can be an option.
		Movement	If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.
		Environment	Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)
		Support	Keep an eye to individual adaptations & help participants to regulate their pace.

4. Break 3 min

5. Block II – Snake 15 min

Description	In groups of 3 to 4, participants will line up keeping a small distance between them. Each group will stand on the same line but 2 meters away from each other. The first participant will receive the medicinal ball and pass it to the one behind in different ways (See below). When the last participant receives the ball, it will run with it until the first position and pass it back. Continue this process until the instructor ends the activity.		
	<ol style="list-style-type: none"> 1. Lateral pass Rotate the upper body and pass the ball to the colleague standing behind. If the participant receives it from the left side, they will have to pass it back on the right side. 2. Overhead pass Raise the ball above your head and pass it to your colleague standing behind. 3. Under legs pass Legs wide apart, pass the ball between your legs. Do not throw the ball, let it go when the colleague behind you grab it. 4. Sitting down Participants will sit down and pass the ball laterally. The last one will run or crawl until the first position. 	Time	This exercise can be done with time limit (ie. 2 minutes/variant) or as a competition (to reach a line and then go back to starting point).
		Instruction	Before starting a new modality, make a demonstration. Emphasize that the ball needs to be passed, not thrown.
		Movement	Each of these variations considers a different movement
		Environment	Large space needed. Instructor can create groups according to level of ability or mix participants. Also, consider using different sizes of medicinal balls for each exercise.
		Support	Keep an eye to individual adaptations.



6. Cool Down - Stretching		5 min
Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	
7. Mingle – Move it		10 min
Description	What is your favourite exercise or activity in the fitness club? What would you like to learn/try?	
Examples	<ul style="list-style-type: none"> • Group classes • Cross-trainer • Swimming 	

Session

19

Structure	Activities	Equipment needed	
1. Smash it	3'	Smash it - Couples	Music system
2. Warm up	10'	Warm up routine	-
3. Block 1	15'	Circuit Cyclone	Use available equipment at your facility
4. Break	3'	Water break	Water
5. Block 2	15'	Tug of war	
6. Cool down	5'	Stretching	Music system
7. Mingle	10'	Healthy Eating Habits	-

1. Smash it - Couples

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Couples:** Participants will go through in pairs.

2. Warm up

Description

March on spot in each transition

1. Torso twists.
2. Arm circles – both directions.
3. Windmill toes touches.
4. Squats (progress: to frog jump).
5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together).
6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot.
7. Standing side reaches.
8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks).
9. Walking kicks to opposite hand.
10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side).
11. March on spot with uppercut punching arms.
12. Arm swings.
13. Butt kicks (progress: tuck jumps).
14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees).
15. March to a wall or to a partner (for balance) for leg swings – end with high five.

Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the [Fitness Videos](#) or [Cards](#)

Inclusive TIMES

Time

The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.

Instruction

Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block 1 – Circuit Cyclone

18 min

Description

In a circle, everyone is standing up tall, back straight. The instructor will be in the middle, and they will call out an exercise to do and complete the exercise. After each exercise is completed, the group will allocate a leader and they will follow the leader at their pace around the room/hall. On the walls around, there will be visual schedules around on the 5 different exercises that participants will be doing. Participants will be doing the exercise for 40 seconds and an active recovery for 20 seconds. There will be 2 sets to complete all 5 exercises have a rest of 2mins between sets and begin again. If available, please play background music to motivate. Please read the explanations on the exercises below. There are examples on how participants can do them within a chair also.

1. Star Jumps Standing with feet together, jump off the ground bringing your arms and legs out wide like a star shape. Pause between every jump, and repeat. In chair,	Time	Instructor will be timing, keeping to the rhythm of the music
	Instruction	Feedback and demonstrations from the instructor and other participants
	Movement	Can just hold onto a chair and complete the leg action or stand tall and do arm circles
	Environment	Participants should have enough space
	Support	Watch out for participants with balance issues, use chairs.
2. High knees Knees up to hip height. Moving the arms and breathing. Like a bouncing movement. Can do both in chair and out.	Time	Participants can perform this exercise to their preferred tempo
	Instruction	Feedback and demonstrations from the instructor and other helpers around the hall
	Movement	Feedback and demonstrations from the instructor and other participants
	Environment	Participants should have enough space
	Support	Watch out for participants with balance issues, use chairs.
3. Alternating lunges Back straight. Step out to the left side and keep your right leg straight and bend your left knee. Lunge backwards so bend your front leg and then to the right side and then out in front. In a chair, you can just side step and march legs forward	Time	Do it in your own time. Slow it down or speed it up
	Instruction	Feedback and demonstrations from the instructor and other participants
	Movement	Alternative movement are squats.
	Environment	Participants should have enough space
	Support	Using a chair and move around the chair to suit what side you're lunging too.
4. V-step and boxing arms Feet together, step out, wide - wide- narrow -narrow. When stepping out box your arms out matching the opposite leg movement. Participants can do this in a chair too.	Time	-
	Instruction	Feedback and demonstrations from the instructor and other participants
	Movement	Participants can just step out in front and/or just do the arms.
	Environment	Participants should have enough space
	Support	-



5. Mountain climbers Hands and feet on the floor, participants will drive their knees up towards their hands. Keeping their glutes down. In a chair, a variation they can do is crunches. Feet out in front, participants will bring their knees towards their stomach.	Time	-
	Instruction	Demonstrate and keep giving feedback
	Movement	Slow or speed it up at your own pace
	Environment	Participants can use a mat or a towel under their knees. Participants should have enough space
	Support	Some participants may need support to keep the balance.

4. Break

3 min

5. Block II - Tug of war

10 min

Description	Each team has an equal number of players, from 6 to 10 on a team, matched similarly according to size and weight. A central line is drawn with chalk or tape to mark a line that should not be crossed. A scarf is tied in the middle of the rope at the point above the central line. Team lines are indicated about one meter from the central line on either side of the central line. If the number of players in a team is 10, the team line is drawn about 2 m from the central line. Both teams grab the rope at the level of their hips and hold on to it strongly with both hands, with legs slightly bent and widely spread for stability. On the referee's signal the teams start pulling the rope as hard as they can in order to drag the opposite's team. The referee calls a team win when one team's scarf crosses the team line of the other. If no teams win within the 60 seconds round, it is a tie game. Striking, moving left and right, as well as letting the rope are not allowed. After each round the teams change sides.
Inclusive TIMES	
Time	Increase / decrease time limit according to participants level.
Instruction	Provide clear and simple instruction. Balance the ability level of the team and encourage players to communicate throughout the game.
Movement	Simplify/harden the rules: only pull with one arm, play in seated position, etc.
Environment	Safety instructions to be tailored to the environment and participants playing the game. Ensure the exercise area has a smooth surface and is free of obstacles. Lashes can be tied to the rope to make it easier to pull.
Support	Practice games/techniques of pulling the rope.

6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	



7. Mingle – Healthy Eating Habits		10 min
Description	How can we make healthy changes in your eating habits? Ask participants to share their tips with their colleagues.	
Examples	<ul style="list-style-type: none">• Keep more fruits, low-fat dairy products (low-fat milk and low-fat yogurt), vegetables, and whole-grain foods at home and at work.• Try to eat a family meal every day at the kitchen or dining table.• Buy a healthy-recipe book, and cook for yourself.	

Session 20

Structure		Activities	Equipment needed
1. Smash it	3'	Smash it - Freestyle	Music system
2. Warm up	5'	Walking/Wheeling meditation	-
3. Block 1	15'	Mindful Movement & Mobility	Yoga mats
	3'		
4. Break	15'	Break	Water
5. Block 2	5'	Mindful Movement & Mobility	Yoga mats
	10'		
6. Cool down		Stretching	Music system
7. Mingle		Changing channels	-

1. Smash it - Freestyle

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Freestyle:** Every participant decides what he/she wants to do before smashing it.

2. Warm Up – Walking/Wheeling meditation

5 min

Description

- Play soothing music and guide participants into a walking meditation, first providing an overview of the session. Cue them to silently walk around the space without touching or interacting with anyone. Their eyes are open so as not to bump into anyone or anything, but their focus is on their breath and their movement.
- The goal of the walking meditation is to gently warm up while creating a mind-body connection and presence. Encourage participants to walk slowly and focus on the movement of the body, the breath, and ideally nothing else.
- Encourage them to coordinate their breath with their movement (steps or rolls if in a wheelchair), paying attention to how many steps or rolls their body needs for the inhale, and also for the exhale – is there a difference between the inhale and exhale? Simply observing, not forcing the breath or movement, just allowing. Hands can be clasped behind or in front, or loose by the sides – whatever is most comfortable and natural.
- You may also encourage them to pay attention to the sensation of how they come in contact with the ground (the soles of their feet, or a mobility device). If there are lines on the floor, or surface differences, how does it feel if they move over them?
- Invite them to become aware of their head balanced on the neck and shoulders and then of overall posture.
- Invite them to imagine how the breath enters the lungs as they inhale, going into the structures of the lungs that branch smaller and smaller and eventually so small that they go into the bloodstream and pumps around the body to every cell to make energy (ATP) so we can move.
- Encourage a state of awe, wonder and gratitude for the body and all of the amazing work it does to keep us alive and moving.

Inclusive TIMES



Time	Allow participants to go at a pace that is comfortable and natural for them.
Instruction	With soothing background music, regulate your tone of voice to be relaxing and soft, yet loud enough to be heard. Use simple and succinct language and pay attention to see whether cues are being followed and if not, try repeating in another way, and give visual cues and demonstrations.
Movement	This section is relatively unstructured as the focus is creating a mind-body connection and presence, so adaptations won't be required unless a participant has difficulty walking, in which case they can move in whatever way they ambulate in daily life. If structure is needed, have all participants walk in the same direction, switching directions together, walking backwards, side-wards as required.
Environment	Create a relaxing atmosphere and depending on the size and shape of the room, guide the session in a safe way that allows participants to experience the intended outcomes with flow and ease, without bumping into each other. For example, if you can.
Support	Support and adjust according to group needs and in response to any observations.

3. Block I – Mindful Movement & Mobility I

12 min

Introduce the class with a breathing exercise. In a seated or reclining position on a mat or a chair/bench, have participants place their hands on their bellies and observe the movement of the belly with each breath. Encourage them to breathe deeply, filling and emptying their belly, diaphragm and chest and feeling them rise and fall with each inhale and exhale.

Guide participants into the “box breath” where they inhale slowly and deeply, hold, exhale slowly and deeply and hold again all for a steady count of 4 (not necessarily 4 seconds, but at a pace that is comfortable and natural, they can gradually slow the count if they wish)

With a soft, soothing but clear voice, explain how slow conscious breathing can soothe and relax the entire body through the nervous system (activates relaxation response/parasympathetic NS and counteracts stress). Guiding participants to continue breathing deeply and slowly, describe the important role the belly/abdominal muscles play, keeping the organs safely in place, keeping us balanced and upright and protecting the spine.

Description

Continue with spinal waves ([cat/cow](#)) on all fours. Cue students to balance the actions of strong abdominal contraction (drawing in the belly-button) on the exhalation (cat/spine flexion) and relaxation with a strong breath in, filling the belly (cow/spine extension). Ask them to imagine the inhalation as an act of deep inner core strength, and the exhalation as an act of outer core strength.

Time	Provide enough time to perform the exercises in a slow and conscious way.
Instruction	Demonstrate the exercise and then walk around, provide feedback and correct the posture of participants, if needed. Keeping verbal cues simply and appropriate to the needs of the group.
Movement	Movements are slow and controlled and in sync with the breath. Avoid overstretching muscle. Cat and cow can also be done in a seated position.
Environment	Create a calm and relaxing environment. You can use some relaxation music on the background.

	Support	Be aware of individual needs and adapt the exercise, if needed.
<p>Stretch back into 'child's pose' With big toes touching and knees wide apart, exhale and sit back with the tailbone towards the feet. Lay the body over the knees. Hands can rest on the mat, one on top of the other, in front with head resting on top. Breathe deeply for 5 breaths.</p>	Time	Use your professional judgement to determine how long participants need in child's pose. At this stage of the session, 5 breaths may be too long.
	Instruction	Provide a range of modes of instruction to ensure all participants understand instruction.
	Movement	Participants with limited shoulder flexibility or knee injuries may require adaptations – try stack and block or two on the floor between their calves, leaning forward onto a bolster or similar. Alternatively, they may lay over an exercise ball.
	Environment	
	Support	This is a resting position and participants should not be in any pain or discomfort, if so – adjust accordingly.
<p>Come back to all fours and prepare for 'Supermans'. (alternate arm and leg raise also called bird/dog) Starting on all fours, hips and shoulder width apart. Participants can focus their eyes on a point on the ground for balance. On an inhale raise one arm and the opposite leg. On the exhale, return to the mat. Next inhale, repeat on the other side. On the last one on each side, bend the raises knee and reach the active arm (opposite) backwards to hold the opposite ankle and hold to stretch for 2-3 breaths.</p>	Time	-
	Instruction	Provide clear and concise instructions. Invite students to notice how much stronger the movement on the exhalation is when it is preceded by a complete inhalation.
	Movement	Beginners may start by raising just one leg at a time and progress to bring in the arm. To progress, rather than alternating from one side to the other, participants can complete one side at a time, touching the opposite knee and elbow working up to 8-12 reps on each side – introducing pulses.. Focus on the quality of movement and mind-body connection rather than on the number of repetitions.
	Environment	Mats are needed, participants with knee injuries may require a thick or double mat for comfort.
	Support	You can arrange this exercise in pairs, so that participants can support and encourage their partners.
<p>Move into 'downward dog' for 5 deep breaths. Pedal legs and bend knees as needed.</p>	Time	Participants move with the pace of their breath.
	Instruction	Use various methods of instruction, to ensure all participants understand instruction.
	Movement	To modify, bend knees or move into 'child's pose'.
	Environment	Encourage participants to not compare to others.

To finish step one leg forward at a time, bend knees slightly and rise up to standing on an inhale.

Support

Fine tune proper alignment as needed.

4. Break

3 min

5. Block II – Mindful Movement & Mobility

12 min

Participants will perform a flow of movement that will strengthen the core and abdominal muscles, while working the entire body. Encourage participants to focus on the breath, especially when a movement or position becomes difficult to maintain.

Bring participants into a lunging pose with the front foot point ahead, back foot at 45-60 degree angle ([Warrior I](#)), and have them bend and straighten the front leg with the breath (inhale straighten/exhale lunge). After 8-12 reps lean the same-side elbow onto the thigh and stretch the opposite arm overhead, arm alongside the ear – hold for 2-3 slow deep breaths and rise on the inhale.

Smoothly transition by simple changing the direction of the feet to the side taking participants from facing forward, to facing the side of the mat, feet are spread wide. Move into [side lunges](#) exhaling into the lunge and inhaling to come up (8-12 each side). On the final lunge rest same-side elbow on lunging thigh and stretch opposite arm overhead with arm alongside ear – stretching deep into the sides, while breathing deeply for 2-3 long breaths. Inhale to come back up to upright. Repeat side lunge sequence on the other side.

Description

Time

Perform the exercise in sync with slow, deep breaths to work on core, balance and mind-body connection through conscious breathing.

Instruction

Provide clear and concise teaching and safety points, supported by demonstrations and visual cues. Observe and provide feedback to correct participant's posture, and plenty of positive reinforcement for good practice and personal progress.

Movement

In lunges, participants may place their hands on their hips, or out to the sides for balance .
In forward lunge, knee doesn't go over toes.
Also, the back foot can be pointing forward, leaning on the ball of the back foot, touching the knee down towards the floor into the lunge.
To regress, shorter and more narrow lungers, and to progress, longer or wider.
If some participants have balance problems, they could stand next to the wall.

Environment

Each participant has a mat.
Appropriate music and playlists can be found on Spotify or Apple Music e.g. Sol Rising playlist.

Support

Guide the rhythm and flow of the session and be a model for participants.
You may remind participants not to compare themselves to others, instead they could compare to their own progress.

As before, change direction to complete Warrior I lunge on the other side, including overhead stretch.		
From standing position, on an inhale bring arms overhead or out in front on an exhale move into a squat position and hold for 3-5 deep breaths. Repeat up 4-6 times and on the final one, rather than returning to standing, move down into a plank position (see next).	Time	Again, encourage participants to move in sync with their breath. If they need some extra breaths, that's perfectly fine.
	Instruction	Proper form and safety points are important but range of motion is not the emphasis. Progress and participation are more important than perfection.
	Movement	Feeling competent is an considered an important indicator of continued participation, so adjust movements according to participants' needs and ability. To modify, participants may sit squat against a wall. To progress, sit deeper into the pose, tucking the tail bone down.
	Environment	Consider participants' needs.
Hold plank for 5-10 deep breaths. From the plank, and move into side planks with 'downward dog' in between. Finish in 'downward dog' taking approx. 5 deep breaths and step one leg forward at a time to rise up to standing on an inhale (as above).	Support	Motivate participants, and encourage them to move in sync with their breath.
	Time	Increase or decrease the time as needed.
	Instruction	Teaching points: Wrists under shoulders with fingers spread, evenly distributing weight in the hands. Gaze down between hands and lengthen the back of the neck while drawing in the bellybutton. Body is in a straight line.
	Movement	To modify, participants may kneel – be sure the head and spine are in a straight line.
	Environment	Consider participants' needs.
	Support	Encourage participants to focus on their breathing throughout.

6. Cool Down – Yoga Type Stretch

5 min

Description	Play the Cool Down song and start the following routine (on both sides of body as needed):	
	<p>Standing or Seated:</p> <ol style="list-style-type: none"> Shoulders (self-hug). Chest and Biceps (open arms, thumbs up). Triceps. Hamstring stretch (forward lean with arms folded behind knees). Hip flexor stretch (deep lunge). 	<p>Seated and Lying Down:</p> <ol style="list-style-type: none"> Seated adductor stretch (prayer squat). 'Rabbit' pose for spinal stretch (child pose position with top of head on floor, forehead towards knees). Seated side twist. 'Happy baby' (lying with knees bent towards belly – holding feet). Participants lie down and come back to the 'box breath'.



Inclusive TIMES

Time	30 seconds per stretch, breathing deeply and deepening the stretch as much as possible on each exhale.
Instruction	Demonstrate each exercise and describe the key points for each exercise. Remind participants that with stretching they may feel discomfort, but not pain, direction not destination.
Movement	For each stretch, focus on proper posture and body alignment. If needed, offer alternative activities that target the same muscle groups.
Environment	Continue to create a relaxing atmosphere.
Support	Encourage participants to breathe into the stretch and pay attention to their body.

7. Mingle – Reflect about your life

10 min

Description	Fionnathan (Fionn Crombie Angus and Jonathan Angus) are a father and a son that through media, arts and education are collaborative working to save the world and have fun. One of their projects is asking people one simple question “What do you love about your life?” (watch some videos here). Ask your participants this question and let them share their answers. Teach participants about the importance of positive affirmations and how they can create one for them.
--------------------	---

Session

21

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Dance	Music system
2. Warm up 7'	Move it up	-
3. Block 1 8'	Dance it - I	Music system
4. Break 3'	Break	Water
5. Block 2 15'	Dance it - II	Music system
6. Cool down 5'	Stretching	Music system
7. Mingle 10'	Risks	-

1. Smash it - Dance

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Dance:** Participants can move at the rhythm of the music. The instructor can choose different music styles to motivate the participants.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> Torso twists. Arm circles – both directions. Windmill toes touches. Squats (progress: to frog jump). Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. Standing side reaches. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). Walking kicks to opposite hand. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). March on spot with uppercut punching arms. Arm swings. Butt kicks (progress: tuck jumps). Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Dance it – Block I

10 min

Description	<p>Get the class in a circle around the instructor when giving the instructions of what they will be doing. Then spread the class out into 2/3 lines with the instructor facing them.</p> <ul style="list-style-type: none"> • Marching – Standing up with back straight. Every second leg with the knee getting up to hip height. Arms swinging, opposite arm to opposite leg. This can also be done on a chair if it too difficult. For people in wheelchairs, they can tap their lap at the same beat as the other people marching. • Sidestep – Feet starting together, and one leg pushes out to the side and then you push back the other side. This will result in going from side to side quite smoothly. This can also be done on a chair. For people in wheelchairs, they can put their two hands out in front of them, while keeping one hand stretched out in front of them, the other hand spreads out in line with their shoulder as they alternate hands in the same beat as the sidestep. • Zig Zags – Feet starting together and start off by going diagonally with the right foot then following with the left foot diagonally. Four steps forward and four steps backwards. The sidestep can be used as an adaptation for this move. For people in wheelchairs, they can move forward and back in a straight line at the same beat. • V step – A forward step is taken with the right leg and at an angle then followed by the left foot. Then a back step is taken by the right foot then followed by the left which will result back to starting position. An adaptation would be just stepping out straight rather than going out in an angle. For people in wheelchairs, they can do punches at the same beat as the people doing the steps out. • Heel digs – Hands on the hips and every second leg, with the heel planted onto the ground and the toe pointing up. This can also be done on a chair if it is too difficult. For people in wheelchairs, they can do bicep curls at the same beat as the people doing the heel digs.
Inclusive TIMES	
Time	Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.
Instruction	Encourage mastery of dance segments before moving on.
Movement	Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.
Environment	A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.
Support	-



4. Break

3 min

5. Dance it – Block II

15 min

Description

This session will include 3 new moves before we get each of the participants to teach for 90 seconds each and trying to be creative with moves of their own. The instructor can help find alternative moves for adaptations and for wheelchair users.

- **Double sidestep** – This time take two steps to each side which will make it that little bit harder and if this is too difficult, they can stick to the normal sidestep.
- **Leg Curls** – Arms doing bicep curls as legs come up behind every second leg as a step is taken before each rep. If too hard, do not lift the leg up as high at the back. For wheelchair users they can do shoulder presses in the same beat.
- **Grapevine** – Starting on the right-hand side, step out with your right leg followed by stepping behind with your left and stepping out with the right leg again and then join the two legs together. If this is too difficult a double sidestep can be done. For wheelchair users they can do frontal/lateral raises to the beat.

The next part will include the big group being into smaller groups of about 6 people and each participant will have to go and teach the rest of their group for more interaction. They will have to teach for 90 seconds each. They can teach some of the moves they were showed previously but they will be encouraged to try think of new moves to teach them.

Inclusive TIMES

Time

Make sure to give all the participants plenty of time to do all the moves as everyone will have a different pace. Instructions will be said with a loud clear voice and plenty of hand actions to ensure everyone is clear on instructions. The instructor will countdown loud and clear while counting down using their fingers when changing from different moves.

Instruction

Encourage mastery of dance segments before moving on. Do not force participants to do progressive moves if they do not feel comfortable.

Movement

Have all parts of the body moving including legs, arms, head, and torso to give the participants a chance to build muscle where they may need to due to their disability.

Environment

A well-illuminated and ventilated environment might suit some individuals if they become easily distracted or have other sensory issues. The music should not be excessive loud.

Support



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Risks

10 min

Description	Engage in a debate with your participants about risks. Some sample questions to ignite the discussion are:	
	<ul style="list-style-type: none"> • What are the advantages/disadvantages of taking risks? • How to prevent the risk to get injured? 	

Session

22

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Mirror	-
2. Warm up 7'	Traffic Lights	-
3. Block 1 15'	Four corners	Cones
4. Break 3'	Break	Water
5. Block 2 15'	Cardio in Pairs	Equipment available on the gym
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Motivation	-

1. Smash it – Mirror

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Mirror:** Before going through the lines, a participant will introduce a movement and the rest will mirror this movement.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
	Inclusive TIMES
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Four corners		15 min
Description	The instructor will mark the four corners of the exercise area with poles, cones, bibs or sashes, as well as the “stove” in the middle of the playing area. Four players stand in the corners and at the same time one – the chaser – stands at the stove. The game starts when the chaser says: four corners and the stove. After hearing this saying, all players from the corners have to change their places/corners as fast as possible not to allow the chaser to reach one of the corners. If the chaser is faster than one of the ‘corner’ players they change places and from this point on the corner player becomes a chaser. This is an inclusive, contact game which can be played by boys and girls in all seasons on any available surface. It has no limit of duration.	
Time	Increase/decrease time limit	
Instruction	Provide clear and simple instruction	
Movement	Change movement pattern (e.g. skipping, hopping, and crawling).	
Environment	Increase/decrease the playing area/distance/ boundaries/zones/pitching distance/shape. Ensure the exercise area has a smooth surface and is free of obstacles. Brightly coloured equipment can be used, to mark corners.	
Support	Audible equipment can be used (e.g. bell or rattle ball, bases that have a buzzer). Encourage players to communicate throughout the game	

4. Break	3 min
-----------------	--------------

5. Block II – Cardio in Pairs		15 min
Description	In pairs of similar fitness level, participants will choose one of the equipment available to work out for 15 minutes. The instructor will propose a challenge to each pair, for example, cycle in total 5km; Row 2km; burn over 500cal, etc. Participants should not reach a point where they are out of breath.	
	1. Stationary Bicycle	Time Participants should be active as long as possible.
	2. Upper-body Ergometer	Time Alternatively, they can do an interval training. Eg. 4' active / 1' rest.
	3. Treadmill	Instruction Motivate participants. Background music can be an option.
	4. Rowing	Movement If needed, suggest using a specific piece of equipment to a pair. Adjust resistance to fitness level.
	5. Cross-trainer / Elliptical	Environment Set up of the equipment to each individual will be important (height of a bike seat; speed on the treadmill, etc.)
	Support Keep an eye to individual adaptations & help participants to regulate their pace.	



6. Cool Down - Stretching

5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Motivation

10 min

Description	Ask your participants to share their views on the following questions:	
	<ul style="list-style-type: none"> • What is the best motivator to succeed? • What do you do when you feel demotivated? • What is a good way to motivate others? 	

Session

23

Structure	Activities	Equipment needed
1. Smash it 3'	Smash it - Mirror	-
2. Warm up 7'	Follow the hand	-
3. Block 1 15'	Boxing combination	-
4. Break 3'	Break	Water
5. Block 2 15'	Punch & command	Boxing globes & pads
6. Cool down 5'	Stretching	Music
7. Mingle 10'	Future Plans	-

1. Smash it – Mirror

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

- **Mirror:** Before going through the lines, a participant will introduce a movement and the rest will mirror this movement.

2. Warm up

Description	<p>March on spot in each transition</p> <ol style="list-style-type: none"> 1. Torso twists. 2. Arm circles – both directions. 3. Windmill toes touches. 4. Squats (progress: to frog jump). 5. Side steps into lateral lunges on each side – progress to add shoulder press arms (squeezing shoulder blades together). 6. March on spot (progress: jog on spot) with swinging arms, bring in punching arms (forward jabs) back to marching on spot. 7. Standing side reaches. 8. Jumping Jacks (adapt: side jacks or arms shoulder height; progress: front jacks). 9. Walking kicks to opposite hand. 10. Side to side hops (adapt: side steps; progress: side to side bounding – only one foot touches down on each side). 11. March on spot with uppercut punching arms. 12. Arm swings. 13. Butt kicks (progress: tuck jumps). 14. Standing stretch arms towards sky, on exhale swing arms in front as you move into a squat and then down to touch toes, reverse back up to squat and arms overhead (progress: burpees). 15. March to a wall or to a partner (for balance) for leg swings – end with high five. <p>Note: All of these movements are included in either the Dynamic Stretch Videos/pdf or the Fitness Videos or Cards</p>
Inclusive TIMES	
Time	The instructor should control the time of the activity, we suggest 20 seconds for exercise. Start with low intensity and increase it as you progress.
Instruction	Stand in front of participants and make demonstrations of each of the exercises. Provide feedback to participants on their execution.



Movement	Start off with simpler versions and progress gradually over the course when you see participant(s) have developed competency and intensity could be increased.
Environment	This activity works best in a larger room where participants have a chance to spread out, and where high levels of noise will not bother anyone.
Support	The instructor will be available to provide support to participants. If necessary, participants can work in pairs.

3. Block I – Boxing Combination 15 min

Description	The instructor will lead some boxing drills. Participants will stand in front of him and exercise with background music. There will be 6 main exercises (see below) and between there will be a 30" active break. Participants should not reach a point where they are out of breath.	
	1. Joint Mobility (1')	Time Participants can perform the exercises at their own pace.
	2. Double jab, cross (1')	Instruction Motivate participants. Demonstrate the exercises and the right technique for each exercise.
	3. Run in circle (30" in one direction & change direction)	Movement Movement should be controlled and conscious.
	4. Double jab, cross (1') + 10 uppercuts	Environment Participants should have enough space to exercise safely. If available, use boxing gloves and punch against a punching sack.
	5. Knees-up & Skater jumps	Support Keep an eye to individual adaptations & help participants to regulate their pace.

4. Break 3 min

5. Block II – Punch & Command 12 min

Description	Participants will pair up, one will be a boxer and the other will be a pad holder. At the command of the instructor, the boxers must carry out the punches you say. For example: 'Left', 'Left', 'Right', 'Left, Right', etc. You can also call out for exercises such as "one push-up" or "squat". Each round will be between 45 to 60". Then participants will change roles. After a couple of rounds, one of the participants will command and lead the exercises.
Inclusive TIMES	
Time	You can lead shorter rounds (20 to 30") but increasing the intensity.
Instruction	You can use colours to give instructions (ie. Blue is right hand, red is left hand).
Movement	Be creative and, if possible, challenge physically each individual.
Environment	Safety is the key aspect in this exercise. State clear rules regarding punching and holding the pads.
Support	You can pair up individual with similar levels to promote a higher performance or of different levels to promote cooperation.



6. Cool Down - Stretching 5 min

Description	Play the Cool Down song and start the following routine -first standing and then laying down:	
	<ul style="list-style-type: none"> • Standing <ol style="list-style-type: none"> 1. Shoulder stretch 2. Triceps 3. In pairs - Biceps 4. In pairs – calf stretch 5. In pairs – quads stretch 	<ul style="list-style-type: none"> • Laying on the floor: <ol style="list-style-type: none"> 6. Hip Flexor stretch 7. Forward bent 8. Cat cow stretch 9. Knee to chest 10. Child's pose
Inclusive TIMES		
Time	30" per exercise	
Instruction	Instructor will demonstrate each exercise and describe the key points for each exercise	
Movement	If a participant has some difficulty with one of these exercises, the instructor will look for an alternative exercise for the same muscle group.	
Environment	Create a relaxing atmosphere	
Support	Encourage participants to help each other on the exercises in pairs.	

7. Mingle – Future Plans 10 min

Description	What do you think of this quote? "Having no plan is a plan to fail." Let your participants share their future plans regarding exercise and discuss some ways to keep them motivated.
--------------------	--

Session

24

Structure	Activities	Equipment needed
1. Smash it 3'	Open Class	-
2. Warm up 10'		TBD
3. Block 1 12'		TBD
4. Break 5'		Water
5. Block 2 15'		TBD
6. Cool down 5'		Music
7. Mingle 10'		TBD

1. Smash it -

3 min

Play the [UFIT Theme Song](#) on the background. See description of Smash it [here](#).

2. Open Class

10 min

Description

Organize an open class in your club! Take the opportunity to get more members involved in inclusive programmes and show them how your team is well-prepared to adapt your sessions to all ability levels.

Sample master class are:

- Indoor Cycling
- Aquagym
- Bootcamp
- Yoga for All
- Dance fitness
- Running exercises
- Group functional training

Inclusive TIMES

Time	Consider time of the day, length of the activity, number of repetitions, around other schedules, etc.
Instruction	Be aware of aspects related to communication, responsiveness, feedback, understanding stages of change, participants' degree of independence, etc.
Movement	Bear in mind technique, avoidance of certain movements, alternatives, assistance, range of motion, passive movements, symmetry, etc.
Environment	Consider temperature, physical access, noise, distractions, lighting, rest areas, privacy, hydration, equipment like accessible/adapted equipment, gloves/strapping, personal aids and equipment, bands, pulleys, cables, sports-specific equipment, etc.
Support	Reflect on physical-assistive technologies, social-motivational, travel, family, friends, personal assistant



UFIT EXPLORER

1. AUTISM SPECTRUM DISORDER (ASD)



Autism spectrum disorder (ASD) is a group of developmental disabilities that includes a wide spectrum of symptoms, skills, and disability levels. ASD is diagnosed by assessment of behavior and development and can be reliably determined by the age of two years. While some with ASD may also have ID, many do not have intellectual disability as a component of their ASD. Persons with ASD often demonstrate these characteristics in mild to severe degrees:

- Social problems including difficulty communicating and interacting with others
- Repetitive behaviors
- Limited or overly focused interests and activities
- Limited eye contact and response to verbal attempts to gain attention
- Getting upset with change in routine or new and stimulating settings

What do I need to know?

Persons with ASD also have many strengths and abilities:

- Above-average intelligence (45%)
- Able to learn things in detail
- Able to remember for long periods of time
- Strong visual and auditory learners
- Excel in math, science, music or art
- Exceptional knowledge about their area of interest

When someone with autism comes in for the consultation you may or may not notice the following:

They may find it difficult to answer open ended questions such as 'what are your goals?'

- Keep questions short and structured
- Offer options if possible and be specific (for example, would you rather work on getting stronger in your arms or legs? Do you prefer to be active in the morning or the afternoon?)

They might find it hard to process things that you say.

- Use fewer words
- Repeat key words to reinforce your message
- Pause between comments to allow time for thinking and processing
- Don't ask too many questions (especially all at once!)
- Pay attention to the environment (is there too much sensory stimulation? Is it too loud? Too bright? Are there too many people around? If so, move to a quieter space)
- Use visual supports such as social stories or pictures



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

Lower maximal heart rate, cardiac output, & peak aerobic capacity secondary to lower activity levels.

Participants with ASD often demonstrate self-stimulatory behaviors, hyperactivity and aggression

Those with ASD have poor social skills and communication

Participants with ASD have poorly developed movement skills

Those with ASD often do best with routines and calm settings.

Adults with autism tend to be less physically active and are more likely to have poor motor control

People with autism benefit from a variety of instructional styles

- Use RPE scale to measure exertion rather than age-predicted maximal heart rate (220-age).
- Deconditioned participants and those with heart conditions should start with lighter intensities and gradually progress as their fitness level increases.
- Use the consultation to clarify the desired level of support. This is individual and will be unique to each participant.
- Vigorous exercise (>20 mins of aerobic activity) has been demonstrated to decrease these behaviors.
- A quiet environment might suit some individuals if they become easily distracted or have other sensory issues.
- If a participant has behaviour issues, work with him/her and the family/caregivers to recognize triggers and understand their responses. You should co-create a plan with the participant, with input from their caregiver/family to avoid or overcome these triggers.
- Various forms of exercise from yoga to creative dance seem to improve social interactions, attention, and social gaze
- Model appropriate social behaviour for the gym setting - for example, you can demonstrate when it's ok to say hello or initiate a conversation with staff or other members
- Recommend a group fitness class if the participant is interested in meeting people. Before the first class, talk about what to expect.
- This may impact their sense of rhythm and timing, motor planning, sequencing, and coordination.
- Games that incorporate music and movement improved social engagement and eye contact and reduced negative behaviors.
- Resistance training machines are best suited to beginners and participants that have impaired balance, motor control or hypotonicity (loose ligaments and tendons) as machines guide movement patterns.
- Develop routine programs that teach movement skills.
- Keep the environment calm and non-distracting.
- Focus on fun activities that promote motion and coordination.
- It may help to write down the sequence of an activity or have visual cue cards ready.
- You may need to provide more frequent, more detailed, or more simplified instructions.
- Pay attention to the individual's body language- do they need a break? Do they look like they might be getting frustrated with trying to do the new movements?
- Get to know the participant- this will help you find ways or things that can increase their motivation. For example- do they have a favourite song? You could use it as an incentive to finish a group of exercises. Play it for the 2nd set.
- Always use the person's name at the beginning when speaking so they know you are talking to them.
- If possible, use video modelling. You can record a video of the participant performing (or attempting to perform) an exercise (use a tablet or smartphone). You can then watch together and discuss where or how to improve form.
- Use pictures where possible- you can create your own exercise cards, or use ones developed by others (e.g., Special Olympics)
- Avoid using sarcasm, irony or exaggerations in your instructions.

2. CEREBRAL PALSY (CP)



Cerebral Palsy (CP) is a motor disorder that occurs due to damage to the developing brain either during pregnancy, birth or after birth. The damage (lesions) in the brain generally does not progress, yet the impact is lifelong. The symptoms vary from person to person, depending on the area of the brain that is damaged and so it is important to consider each person on an individual basis, while acknowledging that there are often commonalities. For example, CP can impact body movement, muscle control, muscle coordination, muscle tone, reflexes, posture and balance.

How does CP effect someone's movements?

- Their movements may be uncontrolled or unpredictable and they may have stiff, weak or tight muscles. This can lead to shaky movements or tremors.
- They might also have difficulty swallowing, breathing and speaking or experience excessive salivation (this might cause drooling).
- The difficulties with body movement might cause impaired head and neck control or bladder and bowel control and they may have difficulty eating on their own.
- Some of the secondary conditions that someone might experience include chronic pain and fatigue.

There are different types of cerebral palsy:

1. Spastic CP – 80% of people with CP experience spasticity, which means that muscles are stiff and tight so as the participant tries to move and pull, certain muscles contract. This usually affects posture and hand function.
2. Dyskinetic CP (sometimes called athetoid CP) - This type of CP affects body movements through unintentional, uncontrollable extra movements which is often increased with excitement or nervousness.
3. Ataxic CP – The least common type of CP (5-10%) is characterised by shaky movements. It affects balance and sense of positioning in space. People with ataxia usually have difficulty walking and making controlled movements with their hands and/or feet. Movement for participants with this type of CP can appear awkward and uncoordinated

What do I need to know?

When someone with Cerebral Palsy comes in for the consultation you may or may not notice the following:

- They may come in on their own or with someone else (most likely a parent if it's a youth).
 - Their speech may be difficult to understand or they may speak clearly.
 - They may use a mobility aid (e.g., wheelchair- manual or power, walker, cane).
 - Their movements may seem shaky or unbalanced and they may have difficulty with fine motor tasks (e.g., grasping a pen to sign something).
- What are you going to do?**
- Direct your questions to the person with CP, not their parent (but the parent may want to be involved!).
 - Don't try to guess what the person is saying before they finish. Wait for them to finish speaking. You can then repeat back what they have said as a question to make sure you understood.
 - It's ok to say, 'I didn't get that, could you please say that again?'
 - It's important to build a relationship with the individual at this stage- don't worry about saying exactly the right thing. Just be yourself. Think about how you would like to be treated.
 - It's ok to ask about the kind of assistance they might need- for example- do they want a hand to pick up a piece of equipment? If not, let them do it themselves. If this is something they are working on, then you need to give them the space to do so.

Implications for exercise

Every person is like every other person, like some other person, and like no other person.

They may have muscle imbalances, poor functional strength and reduced range of motion due to spasticity or contractures

- Strength training alone is not enough to improve mobility, however, combining regular aerobic exercise with strength training is important to avoid the downward spiral that is associated with physical inactivity.
- Most people with CP will benefit from a balanced programme of muscular strength, flexibility and aerobic endurance.
- Strength training improves motor activity and self-perception. Correct technique is necessary so machines are recommended before progressing to free weights.
- Upper limb exercises mostly focus on fine motor skills, unilateral exercises (one arm) and coordination of both arms. Repetitive movements create neural pathways that allow for specific movements to be developed and progressed.
- Lower limb exercises mostly focus on gross motor activities consisting of repetitive, coordinated movements of both legs, improving gait and gross movement patterns.
- Balance can be affected so ensure the individual can safely use equipment such as bikes, treadmills, steps etc when indoors and that they can navigate rough terrain outside.
- Range of motion is usually affected and stretching is an essential component of a regular exercise plan. Be sure to stretch only to the point where the participants feels a good stretch.
- Exercise should maximise the use of functional movement that the person has. Focusing on weaker, less flexible areas of the body is important so function is not lost.

People who have more severe spasticity, weak muscles and impaired motor control will require more energy for movement and activities. This leads to increased heart rates and blood pressure which can decrease aerobic and anaerobic capacity as the body's rate of oxygen uptake is reduced. This means they'll get tired quickly- especially at the beginning!

- Encourage a participant to do as much as they can by themselves.
- Introduce shorter sessions, longer rest periods, less repetitions or alternating different activities to help manage fatigue as energy expenditure can be greater for individuals who are less mechanically efficient.
- Intensity should be low in the beginning, with a gradual progression as very high intensity exercise can increase spasticity and incoordination.

Recommendation:
Exercise in water

- Participants with more severe symptoms (spasticity and ataxia) and lower levels of motor capacity will generally find movement in the water easier than on land.
- They can improve flexibility, cardiovascular functioning, strength and motor coordination.
- Exercising in warmer water (30-35°C/98-95°F) is very beneficial. It can help the muscles to relax which may reduce the need for antispasmodic medication
- Ensure there is adequate supervision in the pool- especially if a participant also experiences seizures and/or the startle reflex and they should learn to recognise the triggers and be aware of when a seizure is likely to occur.



3. Intellectual Disability (ID)



What do I need to know?

A person with an intellectual disability (ID) is characterized as an individual with an IQ under 70 and significant limitations in adaptive behavior as expressed in conceptual, social and practical skills. Conceptual skills include language and literacy, concepts of time and numbers, and self-direction, while practical skills involve activities of daily living, travel, schedules/routines, safety, use of devices, and occupational skills. Social skills can encompass interpersonal skills, social problem-solving, self-esteem, and ability to follow rules. Evidence of these disabilities must be present during development, which is prior to the age of 18 years. Underlying all ID is a neurodevelopmental disorder (NDD), an impairment of brain or central nervous system development before/during birth or during development, leading to dysfunction. Many factors can cause NDD including genetic disorders, immune dysfunction, infectious disease, metabolic disorders, nutritional deficits or trauma. There are thousands of NDDs of varying degrees of severity, each associated with one or more primary complications including cognitive or sensory impairment, seizures, behavioral disorders, neuromotor dysfunction, cardiac defects and other physical malformations.

A vital consideration is how you communicate to others about people with ID. The Ten Commandments nicely defines the major considerations

1. Refer to 'individuals or persons with intellectual disability'.
2. Do not perceive persons with ID as eternal kids.
3. Depict people with ID interacting with others with and without ID.
4. Portray people with ID in positive relationships.
5. Show people with ID living in society and participating.
6. Give people with ID opportunities to talk about their everyday needs.
7. Move the focus of from the parent or caregiver to the person themselves.
8. Demonstrate the people with ID are NOT sick.
9. Emphasize how people with ID are self-reliant, independent, and individual.
10. Do not hesitate to speak and write about people with ID to make them visible.

When someone with intellectual disability comes in for the consultation, please consider....

There may be health-related information that a client with an intellectual disability may not be aware of that is necessary for you to ensure the client's safety. For example, if the client has atlantoaxial instability, heart disease, diabetes, hypo or hypertonicity, seizures, or is taking any medications, or if the client has osteoporosis, obesity, or pain, these may occasion more information. For this reason, it is recommended that you gather information from the client's medical practitioner prior to your session to develop the client's exercise program. Begin with a form that you would typically use when screening a new client for exercise (e.g., PAR Q) and then follow up as needed. You may wish to use the UFIT Medical Professional Questionnaire as it includes questions that are specific to developing fitness and exercise programs for people with intellectual disabilities.



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

Lower maximal heart rate, cardiac output, & peak aerobic capacity	<ul style="list-style-type: none"> • Use RPE scale to measure exertion rather than age-predicted maximal heart rate (220-age). • Provide frequent rest breaks as needed. • Allow time to complete the task. • Begin with lower intensity activities, progressing gradually to moderate intensity as you would in newer participants.
Participants with ID respond well to feedback	<ul style="list-style-type: none"> • Emphasize and praise what is being done well or correctly. • In a respectful way, ask participant to return demonstration of the activities to increase learning. • A quiet environment might suit some individuals if they become easily distracted or have other sensory issues. • Provide lots of cueing and external support.
Impaired executive function and reduced processing speed	<ul style="list-style-type: none"> • Provide environment and routine with consistency. • Break tasks into smaller steps. • Provide clear concise goals that are meaningful. • Provide immediate positive feedback and correction. • Give more time to complete task.
Persons with ID frequently have difficulty with memory	<ul style="list-style-type: none"> • Teach a few things per session, and provide visual reminders for use at home. • Create reminder systems via cell phone or workout logs as support systems. • Have client repeat instructions and demonstrate. • Provide repetition and consistency.
Persons with ID often do not read, or read at a low literacy level	<ul style="list-style-type: none"> • Create materials that have pictures and few words. • Use at least 14 font, not all uppercase. • Use simple words and short sentences. • It may help to have visual cue cards ready.
Motivate your participants & reinforce positive behaviors	<ul style="list-style-type: none"> • Encourage the participant to be as independent as possible. With guidance, have him/her practice selecting his/her own free weights or small equipment and input the settings on the cardio machines. • Make behavioural expectations clear. Discuss why some behaviours are inappropriate, and provide clear consequences. Be consistent and set clear rules and expectations. • Reinforce acceptable behaviors, and help participants find a replacement behaviour for inappropriate actions. Speak with caregivers to determine if a replacement behaviour is in place at home. • Participant may need to be encouraged to begin or continue with his/her exercise session even when he/she thinks he/she does not want to (e.g., thinking he/she is too tired)

Down Syndrome (DS) is a genetic disorder characterized by the presence of an extra chromosome 21. This syndrome is the leading cause of ID in world. DS is typically associated with: mild to moderate ID; physical growth delays and resultant small stature; thyroid dysfunction; subsequent overweight and obesity; low muscle tone and flexible ligaments; congenital heart defect (40%, but often repaired as newborns); vision (38-50%) and hearing (30-50%) disorders; and seizures.

15 % of people with DS have atlantoaxial instability	<ul style="list-style-type: none"> • Atlantoaxial instability is an excessive movement where the head rotates at C1 and C2 vertebrae. This instability has the potential to cause compression of the spinal cord. Only 1% of this 15% are symptomatic and at risk for sport or exercise. Seek medical clearance before participating in a fitness program
Most people with DS experience excessive range of motion (ROM) due to low muscle tone (80%) and flexible ligaments (75%).	<ul style="list-style-type: none"> • Use slow and controlled movements when starting a strength training program. • Use of resistance machines may help to ensure controlled movements, as may the use of body weight exercises. • Build both concentric and eccentric strength in the muscles around affected joints, working through as full a range of motion as possible. Avoid sustained stretching where possible. • Muscle tightness can also be present, so flexibility should be evaluated in each client. Avoid overstretching muscles in the stretching phase of the fitness program.

4. Mental Health



What do I need to know?

Almost everyone experiences symptoms of stress and anxiety at some point. For many, it's just a part of their daily lives (e.g., feeling down, difficulty sleeping, increased heart rate, loss of energy)! These symptoms can actually play a role in helping us manage the demands of various life events. Think about how you felt when you started your last job, if you got married or divorced or if you have managed a home renovation project. Here's the thing, problems only arise when these symptoms become too difficult to manage. For example, if they occur too often and too intensely, you may be left feeling overwhelmed, especially if it interferes with your daily life (basically you can't get rid of these feelings!). This is when it might be time to seek out some support from either a medical professional or one of the other community support networks. For people who are diagnosed with mental health issues, exercise can be a great way to manage their symptoms. If they don't have any other physical condition, you can proceed with a regular fitness assessment and exercise prescription. The information below will help you to understand a little more about the different kinds of mental health issues individuals may experience, along with some suggested resources for more information or if people are looking for further support.

When someone with mental health issues comes in for the consultation you may or may not notice the following:

- They may tell you that they experience mental health difficulties, or they may not.
- They may look bored or uninterested, but it's possible they're having an off day or they are really tired.
- They appear nervous or especially excited.
- They may seem like they are no different from anyone else!

What are you going to do?

- Ask the person how they feel. They may experience symptoms differently each day.
- Don't worry about saying exactly the right thing. It's important to build a relationship with the individual at this stage. Just be yourself. Be patient. Think about how you would like to be treated.
- It's ok to ask about the kind of assistance they might need. For example, do they want you to check in with them each day? Do they prefer to exercise on their own? Again, be patient. Exercise may be new to them and the individual may not yet know what kind of support will work best for them!



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

Here are a few general tips to help you structure your exercise planning if you have a new participant who identifies as having mental health difficulties

- Focus more on regular participation and the process of becoming active, rather than on setting and reaching specific goals. Too much emphasis on goal setting may increase the risk of failure, which means no more exercise for some individuals.
- Encourage joy in movement. Help the person to enjoy physical activities that they may have once loved (or find new ones they have yet to experience!).
- Introduce and encourage opportunities to be active in a social setting (e.g., group fitness class). Be prepared to offer strategies to help them be ready for that first class (e.g., talk about what to expect, what to bring, what will happen).
- Recommend exercising during a quieter time of day to decrease stress and anxiety, especially if exercise is new for the individual!
- Suggest regular aerobic exercise to expend energy (in some cases this may reduce the need for medication).
- Recommend a group exercise class that focuses on stretching, mindfulness or meditation, such as yoga or tai chi that might help with managing stress or anxiety.
- Discuss the participant's overall lifestyle choices (e.g., nutrition, sleep hygiene), to identify areas where they can enhance their overall health. For example, does the participant smoke? Eat healthy? Are there changes you can suggest?

People with mental health difficulties may experience symptoms all the time, some of the time, or not very often and this may or may not have any effect on their participation in exercise

- Your job is to provide the support they need to start and maintain an exercise program.
- Your job is not to be a counsellor or therapist.
- Remember when we said that you should listen? Yes, that's true, but not to the point that you feel as though you are playing the role of a therapist.
- Become familiar with the various supports that are available in your community so that you are ready to offer a suggestion in the event that someone reaches out to you!
- Be aware that many people will not disclose that they are affected by these issues. Be supportive as much as possible and respect an individual's decision whether or not to disclose a diagnosis.

For people with mental health issues, the benefits of regular exercise include

- Reduce symptoms associated with anxiety and depression
- Enhance mood & mental well-being-Improve quality of life
- Less fatigue & better sleep quality-Better breathing (or deeper, more regular breaths)
- Improve coping skills and self-regulation

Many people with other disability diagnoses or impairments are also affected by mental health difficulties. For example, approximately 80% of people on the autism spectrum also experience mental health difficulties such as anxiety and depression.

5. Multiple Sclerosis (MS)



Multiple sclerosis (MS) is a progressive condition that involves a loss of nerve myelination. This means that nerve impulses are not conducted properly and there signals between the brain and the body can be disrupted. It can be difficult to diagnose MS (and other autoimmune diseases) as there are a number of possible signs and symptoms.

- Changes in sensation or numbness
- Spasticity
- Weakness & fatigue
- Visual impairments or disturbances
- Sleep disruptions
- Bowel and bladder control issues
- Decreased functional ability
- Mental health issues such as depression
- Decreased gait & balance

What do I need to know?

MS is typically diagnosed when someone is between the ages of 20-40 years and females are two to three times more likely to be affected than males. The cause of MS is currently unknown and there is no cure. There are many options for people that focus on treating the disease as well as managing the symptoms. MS can be experienced very differently from one person to the next and across different periods of time for each individual (ACSM). However, there are four typical patterns of relapses and remissions that are experienced by people with MS:

1. Symptoms may come and go, but they don't get any worse.
2. Symptoms never goes away and they gradually get worse.
3. Symptoms start out as relapsing- remitting, but eventually become progressive, and get worse.
4. Symptoms progress steadily, with severe episodes occurring sporadically.

When someone with MS comes in for the consultation you may or may not notice the following:

- They may come in on their own or with a family member or friend
- They may look bored or uninterested, but it's possible they're having an off day or they are really tired
- They may find it difficult to move from sitting to standing after you have been talking for awhile
- Their body may shake when they are moving (e.g., their arm might shake as they reach to pick up something up off of a desk)
- They may seem like they are no different from anyone else
- Asking about which pattern of relapses and remissions best describes your participant will help you to better understand how they experience MS.
- Direct your questions to the person with MS, not their family member/ friend-Be patient. Listen.
- Ask the person how they feel- they may experience their symptoms differently each day.
- Don't worry about saying exactly the right thing. It's important to build a relationship with the individual at this stage. Just be yourself. Think about how you would like to be treated.
- It's ok to ask about the kind of assistance they might need. For example, do they want a hand to get out of the chair? If not, let them do it themselves. Again, be patient. If this is something, they are working on then you need to give them the space to do so.

What are you going to do?



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

•

Many people with MS are pretty sedentary because regular exercise - even light physical activity- can be challenging to do on a regular basis. This doesn't mean that people with MS shouldn't exercise! In fact, there are lots of benefits, including better movement, overall functioning, and quality of life. Pay attention when someone with MS starts a new exercise program (or completes a fitness assessment!), because you might notice the following:

They may have shortness of breath (dyspnea)

- This could happen as soon as they start to move or exert any energy (think about what it's like for someone who is really deconditioned to start moving!).
- Shorter sessions and/or regular rest periods may help to avoid fatigue.
- Talk to the participant to find the right time of day to exercise (e.g., in the morning when they are fresh and ready to go)!
- Begin with shorter duration and lower intensity activities, progressing gradually to moderate intensity.

They may have limited physical functioning

- This will be particularly apparent if you are doing an initial fitness assessment.
- Break complex movements into simple discrete movements.
- Focus on completing one task or movement at a time- avoid dual tasks.
- Ask the participant if they have difficulty with performing any activities of daily living (e.g., getting out of bed, opening a cupboard). Incorporate task-specific movements into their training program!
- Post coloured targets on the wall at eye level to direct attention and focus on proper posture.

They may notice quick increases in their heart rate and/or blood pressure

- Introduce the RPE Scale and teach participant to learn their body's response to various intensities. This will help them become aware of what intensity is appropriate for the body on any given day.
- Use sub-maximal tests for the initial assessment to measure balance, flexibility, and sensation.
- Pay close attention to the temperature (heat sensitivity is a real risk factor!). Choose cooler, well-ventilated areas that have fans. Recommend wearing lighter, breathable clothes and drinking plenty of water.

They have muscle weakness or fatigue quickly

- Use a menu type approach with activity cards. The participant can choose from exercises you suggested to create a personalized workout.
- Recommend strength exercises that will focus on areas of weakness and muscle imbalance.
- Use dynamic flexibility movements to warm up and static stretching to cool down (focus on tight areas such as pelvis, calves, and hip flexors).

They may notice that their symptoms are worse immediately following an exercise session

- It's pretty typical for someone with MS to get tired easily and at the beginning of a new exercise program this might actually mean that their symptoms are way worse after they work out.
- It's ok, this often happens for about 30-minutes post-exercise after which, things should get a bit better.
- You might want to increase the amount of time you set aside for a cool down or add in a longer stretch period!

6. Parkinson's Disease (PD)



Parkinson's Disease (PD) is the most common neurodegenerative disease following Alzheimer's disease. It's a progressive condition involving the nervous system (specifically, the extrapyramidal part) that results in impaired motor function. This means that messages from the brain get interrupted on their way to the nervous system. People with PD may experience motor difficulties due to a loss of dopamine, which regulates neural activity in the brain that is responsible for starting and stopping movements.

What do I need to know?

Who is typically affected?

- More than 10 million people worldwide.
- Prevalence increases with age- approximately ½ of the people with PD are diagnosed before age of 65.
- Men are slightly more likely to be affected (1.5 times more than women).
- Exact cause is unknown, although genetics & environment (exposure to toxins) have been identified as risk factors.

See ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities for more detailed description of the pathophysiology related to PD.

When someone with Parkinson's disease comes in for the consultation you may or may not notice the following:

- They may come in on their own or with a family member/ friend.
- Their speech may be difficult to understand, or they may speak clearly.
- They may find it difficult to move from sitting to standing after you have been talking for awhile.
- Their body may shake when they are moving (e.g., their arm might shake as they reach to pick up something off of a desk) or when they are sitting still.

What are you going to do?

- Direct your questions to the person with PD, not their family member/ friend.
- Be patient.
- Don't try to guess what the person is saying before they finish. Wait for them to finish speaking. You can then repeat back what they said as a question to make sure you understood.
- It's ok to say, 'I didn't get that, could you please say that again'.
- It's important to build a relationship with the person at this stage- don't worry about saying exactly the right thing. Just be yourself. Think about how you would like to be treated.
- It's ok to ask about the kind of assistance they might need.

Did you know?

Individuals with Parkinson's disease will most likely be taking regular medications. They may have regular cycles that they go through in which they feel on or off, depending on where they are at in their medication cycle. This cycle might include when they take medications, and how long or frequently they feel on or off. Feeling off, may lead to increased fatigue, tremors or dyskinesias (involuntary, excessive, and abnormal movements), which might not be an ideal time to introduce new exercises or increase intensity, duration or frequency. You can raise this question during the consultation or as part of your regular check in to see how the person is feeling each day.



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

They sometimes have tremors (you'll notice the shaking) -

These can happen at rest or during movements

- Ask the participant if they have difficulty with performing any activities of daily living (for example, getting out of bed, opening a cupboard). Incorporate task-specific movements into their training program.
- Recommend rocking the body from side to side or back to front to initiate movement.

Their bodies can be very rigid and stiff -

It might start with the neck and trunk muscles and the person may notice their bodies are resisting passive movements

- Use the motor learning principles of multiple repetitions, lots of effort, and straight forward cues.
- Introduce auditory cues with a regular beat to direct focus during movement.
- Recommend rocking the body from side to side or back to front to initiate movement.
- Begin with shorter duration and lower intensity activities, progressing gradually to moderate intensity.
- Include a longer cool down (5-10 mins of low intensity aerobic activity & stretch) to ensure blood pressure returns to normal & to prevent blood pooling in the legs.
- Break complex movements into simple discrete movements.
- Focus on completing one task or movement at a time- avoid dual tasks.
- Introduce mental rehearsal or imagery to help with movement planning.
- Use questions to get the participant thinking about and planning their movements. For example, you can ask: How are you going to get across the room? How many steps do you think it's going to take?
- Clear, simple verbal cues can be used to encourage proper form.

They have difficulty controlling the timing of their muscle movements -

Reduced ability to activate muscles may lead to movements that are slow (bradykinesia), or difficult to stop (festination), start (freezing), or finish (hypokinesia) passive movements

They have trouble with the initial movements that get things going for larger movements

- The participant may have difficulty starting the movements in their trunk and proximal limbs which make voluntary movements (like getting out of a chair) possible.
- They might have a delayed response to environmental changes (for example, if there is a slippery spot on the gym floor or if there is an unexpected step), which increases the risk of falling or losing balance.

They experience side effects from their medications

- Dyskinesias is a side effect of dopamine replacement medications.
- It may lead to involuntary movements that are excessive and abnormal. This may happen abruptly, be painful and/or interfere with their balance and ability to bear weight.
- Schedule exercise sessions that work within the participant's medication cycles.



7. Spina Bifida & Hydrocephalus



Spina bifida occurs when the spine and spinal cord doesn't develop completely during fetal development. Can be experienced differently by different people. May result in any or all of the following:

- Partial or total paralysis.
- Loss of sensation.
- Abnormal development of lower limbs.

There are three types of spina bifida:

1. Occulta: also known as hidden, individual may experience very few or no complications,
2. Meningocele: spinal cord does not come through completely, nerve supply is typically not affected,
3. Myelomeningocele: most common type of SB, spinal cord and nerves are completely exposed and typically found in lumbar area.

Often accompanied by hydrocephalus (related to fluid accumulated around the brain), which is associated with learning disabilities and orthopaedic deformities. Risk of developing pressure sores for those who are seated for prolonged periods of time. This is a frequent complication for many wheelchair users. May not be associated with physical activity, but it's important to be aware of the risk, especially if a participant indicates they have a pressure sore or are keeping watch on an area sporadically).

What do I need to know?

When someone with Spina Bifida comes in for the consultation you may or may not notice the following:

- They may be overweight or obese - Higher rates of obesity are found in adult women with spina bifida.
- They may have a number of unhealthy behaviours to work on (e.g., poor eating habits, sedentary activities, lack of regular physical activity participation).
- They may experience symptoms of depression.
- They may have poor health-related fitness.
- They may come in on their own or with a family member/ friend.
- They may seem like they are no different from anyone else!
- They may use a wheelchair, crutches, or walk on their own.

What are you going to do?

- Direct your questions to the person with SBH, not their family member/ friend.
- Be patient. Listen.
- Ask about current habits & behaviours (e.g., eating, exercising), but don't judge. Be friendly and open. Remind the participant that it's ok if they haven't had good habits- you're there to help them!
- It's important to build a relationship with the individual at this stage- don't worry about saying exactly the right thing. Just be yourself.
- If you find the participant agreeing with everything you say, you can ask a few questions to make sure they understand everything you are talking about- some people with spina bifida have learning disabilities and may need to hear things a couple of times or in different ways in order to understand
- It's ok to ask about the kind of assistance they might need.

In the words of people experiencing spina bifida...

- "Encouragement is really important... I could very easily back down and say "ah I'm not going to gym anymore" if I was having a bad day, "ah I'm not going", but because I know that she (my trainer) is up there, and she motivates me and says "come on! Come on!" that's what gets me through"
- "I'd love to do the gym with an active person that's bubbly...And I know they kind of have to stay serious with their job and everything. Don't get me wrong. But, you know, somewhere where they'd have a bit of fun as well."



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

They may be at risk of autonomic dysreflexia (due to inability to perceive pain for those with a spinal injury at T6 or higher)

- This is a sudden (and potentially dangerous) increase in blood pressure. Other signs and symptoms include headache, flushed skin, sweating above the level of injury and changes in heart rate. It can be caused by complications from bowel and bladder, skin or respiratory issues.
- Ask the participant about their injury level. Have they experienced autonomic dysreflexia before? If so, they should be able to tell you what to look for.
- Pay attention to the participant! If you notice any sudden changes in their appearance, such as flushed cheeks, sweating, rapid heart rate, take a break from exercise. Talk to the participant to see if they can identify why it's happening. Suggest they manage or remove the issue before beginning exercise again. If this is not possible, medical treatment may be necessary.
- Introduce the RPE or WHEEL Scale and teach participant to learn their body's response to various intensities. This will help them become aware of what intensity is appropriate for the body on any given day.
- Use cycle or arm ergometer to measure aerobic capacity.

They may experience shoulder pain

- Recommend stretching and strengthening exercises that use a pulling motion.
- Provide options for completing exercises in seated or standing position - depending on individual's wheelchair use.
- Have a chair available for you to use when demonstrating exercises from a seated position.

They may have difficulties associated with motivation & self-confidence

- Use text/ email reminders to encourage return participation.
- To improve exercise efficacy, provide quality instruction about weight training & other exercise that you introduce.
- Adults with SCI & SB who received weight training instruction were more confident in their abilities, more likely to continue with exercise post intervention, & better able to perform activities of daily living!
- Introduce new movements and activities that the participant may never have considered trying!
- Introduce the participant to others and suggest activities with partners to create a positive, fun & enjoyable atmosphere that is motivating.

Their assistance needs and/or symptoms may change over time

- As you continue to work with the participant, have regular check ins to see how they are doing. Do they still have the right level of support to complete their exercise program? Are there ways they could be more independent?
- Continue to recommend regular exercise and physical activity participation to help manage the symptoms - this will be especially important as they age and symptoms become more aggravating.

Many people with hydrocephalus have a shunt (plastic tube) placed near their brain to help drain the fluid

- Avoid trauma or any stress to the head and neck during activities.
- Be mindful of this during stretching or group fitness activities.
- Discuss the risk with participants so they are aware as well!
- Be aware of any exercise or movement that increases risk to the head and neck area. Avoid if necessary, or modify to reduce strain on the area.
- If the participant has or is at risk of CHD or other heart conditions, work with their health professionals, especially in the beginning to ensure the participant is exercising at an appropriate & safe intensity.



8. Visual Impairment



Visual impairment affects 285 million people internationally. 39 million of these people experience complete blindness and 246 million have partial sight. Approximately 90% of these people live in economically developing countries and approximately 65% over 50 years of age. The International Classification of Diseases outlines four levels of visual function:

1. Normal vision.
2. Moderate visual impairment.
3. Severe visual impairment.
4. Blindness.

Some people are born with a visual impairment, however most people develop their impairment. The main causes of visual impairment are cataracts, macular degeneration and diabetic retinopathy and glaucoma.

What do I need to know?

- A cataract is a clouding that covers the eye lens causing vision to become blurry or cloudy and lights can become glaring or may seem too bright. They are the most common cause of blindness across the globe and occur when the protein in the eye lens builds up clouding part of the lens. A healthy diet and physical activity can support the participant in maintaining healthy blood pressure, weight, blood sugar levels.
- Diabetic retinopathy is caused by diabetes mellitus type 1 & 2 (DM1 & DM2) and includes of a range of conditions that all consist of damage to the retina. In the USA this is the most common cause of visual impairment affecting more than half of those with DM2.
- Macular degeneration is mostly an age-related visual impairment that affects central vision making activities of daily living that require fine vision (e.g., reading, driving) difficult.
- Glaucoma is caused by pressure that builds up in the eyes. This pressure often causes the clear fluid in front of the eyeball (aqueous humour) to build up in the anterior chamber pinching the blood vessels that bring blood to the retina and the optic nerve. This causes damage over time, leading to visual impairment in the form of blind spots that get larger over time, eventually causing blindness.

Here are some tips to help you when you meet someone with a visual impairment for the first time

- Identify yourself when speaking. Don't assume the person will recognize your voice. For example, the next time you greet the person, you can say, "Hi Sam, it's Jennifer, how are you doing today?"
- Be yourself- speak naturally and clearly. Just because a person has a visual impairment, doesn't mean they also have a hearing impairment (or any other kind of disability).
- Continue to use your regular body language while speaking, it will help you to speak naturally and maintain your regular tone of voice.
- If other people join the conversation, be sure to introduce everyone.
- Don't leave the conversation or walk away without letting person with a VI know.
- When giving instructions or directions, be as specific as possible. For example, when leaving the room you can say "The door is on your right" rather than "The door is over there".
- It's ok to ask about the kind of assistance they might need- for example- do they need someone to guide them to navigate the building? This might only be necessary for the first few visits. It's important to ask and encourage open communication as everyone is different and their needs may change over time!

Learn More

The YouTube video "Staff Training for Physical Education for Children With Visual Impairments" by Perkins School for the Blind offers excellent guidance on working with children with visual impairments that can be applied to the fitness environment.



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

Unless the participant has other conditions or impairments that have implications for exercise, the participant will be able to participate in fitness activities once they are guided through the environment and they feel safe

- People with visual impairments can experience various levels of impairment and also various levels of inclusion in society and activities of daily living, depending on many environmental (people's attitudes and the physical environment) and personal factors (motivation, confidence etc).
- Plenty of verbal cues will support participants with visual impairments while also giving demonstrations when the participant has some vision. Remember that the participant may not have a concept of what an activity involves unless they have participated in it previously.
- To build self-efficacy of movement and physical activity, basic proprioception and balance exercises can be introduced and gradually progressed.
- Equipment that makes sound can be used to support participants.
- Depending on the level of their impairment and their level of independence, some participants may be supported by a guide-dog or a personal assistant.
- The greatest personal barriers for participants with visual impairments can be fear and a lack of confidence. Exploring the participant's fears with them and guiding them in identifying ways in which they can practically overcome these fears will greatly support the participant and also help build a relationship of trust which will increase the participant's adherence to the program.

It is essential to provide guidance and use different communication strategies

- Whole-part-whole instruction method is one of the most successful methods for participants with visual impairments. It explains the entire activity at the beginning to provide the participant with an understanding of the whole activity and how the skill or part of the activity they are learning fits within the whole activity.
- Tactile modelling of an environment can be created on boards to allow the participant get a feel for the environment in which they will be exercising. Ideally there would be a tactile map of the facility near the entrance and also a model of each fitness room.
- Co-active movement is similar to tactile modelling except the participant experiences the whole movement. The participant's moving body part touches the instructor's moving body part.
- Physical guidance may be necessary when tactile modelling, verbal demonstration and coactive movement will not work. When this type of instruction is being used, it is very important to speak with the participant about it beforehand and to be mindful to always move with the participant while giving plenty of verbal cues to ensure that they feel safe, secure and in control.
- Some participants may not require guiding if they have some sight and are very familiar with the environment.

Create a safe environment

- Ensuring the environment is safe is the main priority for participants with visual impairments. It is important that there are no overhanging shelves that participants using walking canes may not perceive.
- Allow the participant to feel all equipment before using it.
- In group sessions, invite participants with visual impairments to arrive a little early to provide them with an overview and walk through of the session before starting.
- If the participant is sensitive to sunlight and/or glare, ensure that they are protected from these. For example, when exercising outdoors, sunglasses and hats can be worn and when exercising indoors, ensuring that the participant is not facing a window.
- Tactile markings and large print on signage can be used to identify objects and spaces within the environment.
- When participants have some vision, bright colours and flags are supportive to indicate exercise stations, swimming and running lanes, heights, steps etc.
- Participants may wear vibrating or beeping timers to keep track of time.
- As much as possible, keep equipment, furniture, and machines in the same place - this will help participants to navigate the space more independently and feel comfortable when they come back for the next session.



9. Wheelchair Users & Mobility Aids



What do I need to know?

Mobility is “the ability to move the body from one place to another or the ability to move the body or body components within space”. This includes locomotor movements such as running, jumping, and skipping, and body movements including the head, neck and trunk. A mobility aid is equipment or an assistive device that is designed to improve walking or mobility for someone with an impairment. Examples of common mobility aids are wheelchairs (power or manual), walkers, canes, or crutches. For the purpose of this resource, we will focus on wheelchairs as mobility aids, however, you are likely to encounter people with a range of impairments using a variety of mobility aids. The use of and equipment itself may change depending on the day and activity.

Things to consider:

- Mobility aids are considered to be part of the person’s body. This is important in terms of etiquette. Do not touch or move a person’s wheelchair without asking permission first!
- Wheelchairs (or other mobility aids) provide mobility, freedom and independence for a person. They are not confined, or bound, or stuck. It’s ok to encourage the use of mobility aids (e.g. power wheelchairs or scooters) especially for those with limited mobility.
- Performing an activity independently does not require the person to do so without any support. Deciding what to do and having control over the action is key (this might mean directing support or providing instructions).

When someone with a wheelchair or mobility aid comes in for the consultation you may or may not notice the following:

- They may use a wheelchair and then transfer to a chair for the consultation or they may stay in their chair.
- What is the consultation space like? How accessible is it? Will the wheelchair fit through the doorway? Will there be enough space to turn around and leave the room (many consultation rooms or spaces are quite small!). You may want to consider an alternate space if you are unsure.
- A wheelchair is considered part of the person- don't try and move it or touch it without asking the person first
- Sit down so that you are eye level with the person-Use this opportunity to build a relationship with the individual at this stage- don't worry about saying exactly the right thing. Just be yourself. Be patient. Think about how you would like to be treated.
- Find common ground or shared interests- sports, hobbies, hometown, etc.
- It's ok to ask about the kind of assistance they might need- for example- do they want a hand to get out of the chair? If not, let them do it themselves. If this is something they are working on then you need to give them the space to do so.

Did you know...?

Create an environment to support your participant’s participation in physical activity as independently as possible. It is important that you involve the participant whenever possible, along the way to ensure the program that you design will meet their needs physically, as well as emotionally and socially. Introducing a few simple strategies such as offering exercise adaptations and progressions will help them to be more independent in completing their fitness program. Ultimately, they will gain confidence and belief in their abilities (increasing self-efficacy) and experience self-determination (sense of control over their own destiny). This is key to establishing healthy habits that will be adopted for the long term.



Implications for exercise

Every person is like every other person, like some other person, and like no other person.

The following safety issues are important to consider when planning and supporting exercise for people using wheelchairs

Stability

Plan ahead to ensure the wheelchair doesn't tip over!
How do you do this?

- Use a spotter the first time the participant tries a new exercise (For example, you can hold down their feet to stabilize the bottom of the wheelchair during an overhead press).
- Lock the wheelchair in position before performing movement.
- You may want to turn off power chairs prior to doing the exercise.

Overloading Weight

Don't overload the wheelchair!
How do you avoid this?

- Think about the extra weight the participant is lifting in addition to their body weight.
- You may want to ask the participant for the maximum capacity of their wheelchair.
- Too much stress on the wheelchair may lead to damage of the device or the individual.

Assistance with Transferring

- As a health club, you may want to discuss whether you will assist people with transferring from their wheelchair. Depending on the individual, transfers can range from offering a hand as the person stands on their own, to working with another person to physically perform a 2-person transfer. Different organizations may adopt different policies depending on the availability of training and the comfort level with staff and management.

Pressure sores are caused by prolonged sitting. This can progress from slight discomfort or a small break in the skin to a full on ulcer at a risk of infection without proper attention.

- Exercise helps to increase circulation which is good, but it also may lead to increased sweat and moisture which can make a pressure sore worse.
- If a participant mentions that they have a pressure sore, ask if they need anything.
- Remind them to shift their weight or move around every so often to decrease the pressure.

Some more tips

- Have a chair available for you to use when demonstrating exercises from a seated position.
- Recommend strength and flexibility exercises that will focus on shoulders to ease pain and improve posture.
- Use dynamic flexibility movements to warm up and static stretching to cool down (focus on tight areas such as pelvis, calves, and hip flexors).
- Recommend a gentle group exercise class such as seated yoga or tai chi that might focus on both balance and flexibility.
- Offer stabilizing equipment such as heel or wrist straps to help secure hands or feet.
- Talk to the participant about the kind of equipment they would like to use (e.g., arm bikes, free weights, etc.).