

“Someone Like Me !”

**The Senior Peer Activity
Motivator Programme**

A Guide to Practice

January 2003



department for
education and skills
creating opportunity, releasing potential, achieving excellence

Acknowledgements

This document has been prepared with the purpose of disseminating the learning from the Senior Peer Mentor Physical Activity Motivator Project and encouraging future practice.

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Someone Like Me !

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Introduction

“Someone like me” is a partnership project, funded by the Department for Education and Skills (Access to Learning for Adults Division) between the British Heart Foundation National Centre for Physical Activity and Health at Loughborough University (BHF National Centre) in conjunction with Age Concern England’s ActiveAge Unit. The project was designed to build upon previous developmental work undertaken by the project partners and specifically develop a programme more strongly linked to developing ***Lifelong Learning*** about physical activity and health for older people.

Senior Peer Health Mentoring

The concept of the Senior Peer Health Mentor is not new; they have been in existence in the UK and in the US for some time within specific projects. However with the exception of projects developed by Age Concern, Ageing Well and other organizations local programmes and current Government initiatives related to the development of mentoring have largely focused upon young people and vocational opportunities (NMN 2001). This project was designed to establish a method of working in which older people (Seniors) learn to mentor other older people in the promotion of *health enhancing physical activity*.

Involving older people in health promotion

Evidence suggests that by involving older people themselves in health education and promotional activities with their peers there is the potential to deliver a health gain in partnership with large numbers of older people. These principles are also consistent with the engagement of older people as outlined in the Department for Health National Service Framework for Older People and the Better Government for Older People Programme.

Why “Someone Like Me ?”

Older people recognize the knowledge, experience and authority of their GP in providing health information and advising on the benefits of physical activity. However, GPs are very busy people and may not

always see the promotion of physical activity as a priority. Evidence from a number of surveys indicates that older people are just as likely to listen and be guided by a peer (Someone like Me !) who can display empathy, recognize barriers to activity as well as provide a positive and realistic role model.

Senior Peer Mentoring is built around the opportunities for older people to advise other older people.

Why was this project needed ?

(a) To engage and educate older people in physical activity and health promotion

- Previously established programmes to increase activity among older people focus principally upon the promotion of physical activity provision and programming.
- Older people are rarely included in educational programmes relating to physical activity (or physical education).
- There is a need to increase the active involvement of older people in local programmes - a strategy that is known to be effective in physical activity promotion.
- The benefits of a new learning culture can impact upon the work of voluntary and community organizations.
- There are few educational materials relating to physical activity and exercise aimed at the older person

(b) To further develop Peer Mentoring as a tool of health promotion

- Peer Mentoring as an established tool of health promotion has yet to address physical activity as a health-enhancing behavior.
- There is little evidence of the impact of peer mentoring upon physical activity and health behavior

- Inter-agency collaboration is required at a local level to deliver such a programme and there is limited evidence of such collaboration relating to older people and physical activity.
- Current peer mentoring approaches focus upon the delivery of training to peer mentors and not upon ongoing support.

© To increasing physical activity participation among older people.

- The low levels of physical activity among older people are well established.
- The health and other benefits of physical activity to older people are well established.
- There is evidence that Senior Peer Mentoring can have a positive impact upon physical activity levels (Stewart et al 1998, Hopman-Rock and Westoff 2002 - see Appendix)

d) To explore opportunities for lifelong learning about physical activity

- Physical education ceases at the age of 16
- Adult and continuing education traditionally focuses upon leisure and sport
- There are no materials designed to educate older people about physical activity

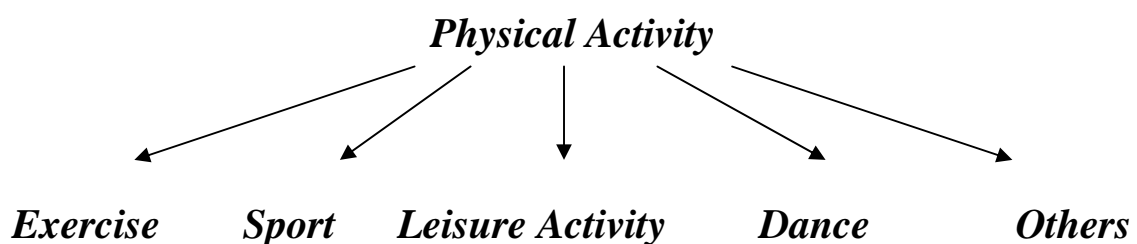
The Senior Peer Physical Activity Motivator project was designed to

Use seniors (older)volunteers as an agent of health promotion, focus upon physical activity as a specific topic and explore how older people learn about physical activity and health, their local community and themselves.

1. Setting the scene

What is physical activity ?

The first International Consensus Statement on physical activity, fitness and health suggested that physical activity was an umbrella term that has multiple dimensions. Forms of physical activity such as exercise, sports, dance are considered as sub-categories of physical activity.



The sub categories of physical activity (Presidents Council on Fitness and Sports 2000)

The benefits of physical activity for older people

There is now overwhelming evidence of the importance of physical activity for the older person. The World Health Organisation and the American College of Sports Medicine, have identified the range of benefits of participation in regular physical activity for older people. These include a range of immediate and long term physiological, psychological and social benefits particularly for a range of conditions directly associated with old age.

“A regular programme of moderate exercise is a very appropriate recommendation for almost all older adults. Moreover, there is no known pharmacological remedy that can so safely and effectively reduce a person’s biological age and enhance his or her quality-adjusted life expectancy.”

Shephard, R. (1997)

Physical Activity and Successful Ageing

The adoption of a more physically active lifestyle can add years to life, even for previously inactive people. There is increasing evidence of the benefits of physical activity in relation to disease prevention, mobility, independence and quality of life. However, there is often a rather negative view and image of older people expressed through the portrayal of age related changes in functional capacity as a *decline*. Current policies consistently emphasize the need for strategies to promote successful ageing which will older people to maintain their capacity to undertake all the activities of daily living and to maintain their social networks.

However, specific types of physical activity can

- Significantly improve functional capacity and strength which subsequently helps to maintain independent living and caring skills;
- Provide psycho-social benefits by improving mood and anxiety leading to improved quality of life;

These benefits can be achieved by healthy older people as well as the frail and very old (Butler, 1998). However, adaptations to the programming of exercise may be necessary for those with medical conditions and disability (Heath and Fentem, 1997).

Striking a balance between disease prevention, the maintenance of independence and improving quality of life is an aspiration expressed by older people themselves and provides a more optimistic view of successful ageing.

How Active Are Older People ?

Despite the increasing promotion of exercise and physical activity for prevention of functional decline and disease, people in the UK become less physically active as they age. Sedentary lifestyles are also very common among minority ethnic groups.

How many older people are active enough to benefit their health?

- In the 45 – 54 age group, only 39% of men and 35% of women participate in enough physical activity to benefit their health, but over the age of 74, only 14% of men and women regularly participate.
- In the over 50's, 40% of men and women are described as sedentary and 40% men and 65% of women over 80 are sedentary.
- Twenty per cent of women and 14% of men do not have the flexibility to wash their hair comfortably.
- Nearly 10% of men and over 30% of women aged 50-74 do not have the aerobic capacity to walk comfortably at a 20-minute mile pace. Among 70-74 year olds, 35% of men and 80% of women are unable to maintain this pace of walking.
- Twenty-five per cent of women and 7% of men aged 70-74 do not have enough strength in their legs to be confident of getting out of a low chair without using their arms.
- Forty-seven per cent of women aged 70-74 have insufficient leg muscle power to step up onto a bus without using their arms.
- The vast majority of residents in care homes are classed as sedentary, with significantly more women (86%) than men (78%) in this category.
- Almost half of all men (49%) and women (52%) in local authority residential homes either never or only very occasionally take trips outside the home (Department of Health, 2000).
- Inactivity levels are highest in nursing homes, with about 90% of residents not having done a continuous walk of 15 minutes or more in the past month, and lowest in private residential homes (72% of men, and 82% of women)

What are the barriers to physical activity that older people face ?

Studies reveal that there is a wide range of barriers to physical activity for the older person. These barriers can be identified using a range of categories but can largely be described as intrinsic (internal) and extrinsic (external) barriers.

<i>Intrinsic barriers</i>	Extrinsic barriers
Those that relate to the beliefs, motives and experiences of the individual concerning physical activity.	Those that relate to the broader physical activity environment, the attitudes of others and the types of opportunities that are available.
These are most likely to be addressed by those who work directly with older people in providing counselling, advice, motivation, education and programme planning, e.g. the peer mentor, an exercise teacher, health visitor or GP.	These are more likely to be addressed by those responsible for policy and strategic developments
e.g. Previous experiences Possibility of harm Absence of role models Self efficacy	e.g. Concerns for personal safety Ageism among providers Skills of teachers, leaders Sport and recreation policies

Barriers to exercise, at any age include cost of the activity, lack of interest and lack of confidence, but for older adults they also include

- embarrassment (lack of private changing facilities, body image, inability to 'keep up')
- fears about 'overdoing it' concerns about overexertion 'at their age', particularly with any accompanying medical problems.

- practical safety concerns (cold water, slippery swimming pool edges, traffic near the class, fear of attack, fear of falling during inappropriate exercise)
- lack of time (caring responsibilities and voluntary work)
- lack of confidence (ability to keep up with instructors or their peers, do not want to go alone)
- lack of culturally appropriate facilities
- health professional and family advice ('at your age ?')
- myths and perceptions (what is good and what isn't)

Older people are a heterogenous group and no single approach will guarantee success. The best source of information on the barriers faced by older people are older people themselves. Consulting with and talking to individuals and groups of older people concerning their own beliefs and attitudes and the specific barriers they face will assist in the planning of programmes. Older people will also provide realistic solutions as to how these barriers can be overcome.

How active should older people be ?

The recommendation for the adult population is to :-

“take part in 30 minutes of moderate physical activity, on at least five occasions a week – for example brisk walking”

(Department of Health, 1999)

Ideally, older people should aim to take part in physical activity of a moderate intensity (such as a brisk walk) for half an hour, on five days of the week or more. This is the level that has been found to have significant benefits to health (Health Education Authority, 1994). However, evidence also suggests that for the maintenance of independence once or twice a week is satisfactory but should be considered a minimum.

To benefit health, physical activity should be at an intensity that raises the heart rate sufficiently to leave the individual breathing more heavily than usual and feeling warmer.

Recommendations for people aged 60 and over

The World Health Organization has published recommendations for older people aged 60 and older:

“The following recommendations for aerobic and strength-training exercises are appropriate for individuals aged 60 and older. Any exercise programme should of course first be discussed with one’s health care provider.

Aerobic exercise

Older persons should build up to at least 30 minutes of aerobic exercise – for example walking, swimming, water exercises and stationary cycling – on most, if not all, days.

Strength training

The following regimen allows the individual to maintain bone and muscle strength. In order to continue to strengthen muscle and bone, one should steadily increase the intensity (weight) of the workout. Recommendations are:

- Strength training 2 to 3 days a week, with a day of rest between workouts.
- In a fitness centre, 1 set of 8-12 repetitions on 12 or more machines.
- At home, 2 to 3 sets of 8-12 repetitions using 6-8 different exercises.
- When repetitions can be made in good form with ease, weight lifted should be increased.”

Signpost

Further information concerning older people and physical activity can be obtained from www.bhfactive.org

2. The four participating local programmes

Dudley Health Improvement Team.

Based on the LEAP over 60 programme for older people in Dudley, the project is linked to the Tandrusti project working with older Asian groups and sheltered housing agencies in Dudley.

North Yorkshire

Led by the Harrogate and Craven Primary Care Trust, the programme is working with Age Concern in Ripon, Harrogate and Knaresborough in North Yorkshire and targets older people in rural communities

Kirklees

Led by Kirklees Leisure Services, this programme is linked to the PALS exercise referral scheme using the mentors as physical “activity buddies” and is building upon the Kirklees Active Older People’s Alliance.

Wigan

Led by Wigan Leisure Services, the local programme partnership includes Age Concern Wigan and Wigan Social Services. The programme links with sheltered housing complexes and age concerns’ befriending service across the borough.

Project report

A full project report will be submitted to the Department for Education and Skills and be available from www.bhfactive.org.uk in February 2003

3. Project planning and the development of the “10 steps approach”,

***Someone Like Me* - Project aims and objectives.**

Initial project aims and objectives were identified as

- To develop an educational programme for Senior Peer Mentors as potential agents of change in increasing levels of physical activity among older people.

Objectives

- To plan and implement four local Senior Peer Mentor Activity Motivator Programmes
- To provide training and support for participating local programmes to develop lifelong learning about physical activity and health
- To provide training and support for Senior Peer Activity Motivators to work with older people
- To initiate a partnership approach towards programme development among local agencies.

Project planning, development and methods of working

Programme development and support was provided for four local projects over four days and the work was supported by a national advisory group representing key stakeholders and organizations with expertise and experience to bring to the project.

Employing the “10 steps approach” to mentoring

The project adopted the National Mentoring Network “10 steps approach” as a framework to assist in the planning of local programmes. The following is a summary of the process used to establish and develop the local Senior Peer Physical Activity Motivator Programme and translate theory into practice

Step 1. Establish the aims and objectives of the programme.

- What does each organization seek to gain by the use of Senior Peer Mentoring?
- What human and financial resources and time can be allocated to the programme ?
- How will the programme help both Senior Peer Mentors and mentees ?
- How will you measure success for the individuals and the organizations involved?
- Do your programme partners agree with your aims and objectives ?

Step 2. Identify the target group.

- Senior Peer Mentoring may work with some and not others. Mentoring only works with willing partners.
- What are the links with other local organizations that offers access to potential Senior Peer Mentors and mentees ?
- What are the local priority groups (e.g. communities, settings or partners) for the Senior Peer mentor Programme ?

Step 3 Recruit mentors.

- Have you draw up a recruitment plan for both Senior Peer Mentors and mentees ?
- What promotional and advertising strategies (from advertising to “word of mouth”) can be used ?
- How will you assess potential Senior Peer mentors for their suitability ? E.g. do you have “minimum” requirements ?

Step 4 Induct and train Senior Peer Mentors.

- Before embarking on training and support, will you have a chance to share with potential Senior Peer Mentors
 - a) the aims of the programme
 - b) ideas on the role of Senior Peer Mentors, their skills, knowledge and required competencies?
 - c) The boundaries (limits and opportunities) of the mentor relationship
- Do you have the blend of skills and knowledge required to provide training for Senior Peer Mentors ?

Step 5 How will you match Senior Peer Mentors with mentees ?

- Will you prepare individuals to be mentored?
- Will Senior Peer Mentors be matched or directed towards identified mentees ?
- Will they self select or just find their own mentees ?
- Who will choose ?

Step 6. Set targets, standards or goals.

- What are your short term achievable goals for the programme ?
- How will you measure them ?
- How will you assess the overall impact of the programme ?
- Do you have a long term or exit strategy for the programme ?

Step 7. Establish an administrative and support system

- Do you have an identified coordinator for the programme ?

- Will (s)he have a job description ?
- How will (s)he provide a reference point for supplementary meetings, information and support for Senior Peer Mentors.
- Will support be provided for mentees ?

Step 8. Provide feedback and ongoing support.

- Who will mentor the Senior Peer mentors ?
- How will Senior Peer Mentors know if they are doing a good job ?
- Will you provide networking and meeting events with other Senior Peer Mentors ?

Step 9 Monitor progress.

- How will you review progress being made and at what time ?
- How will you resolve conflicts and difficulties ?

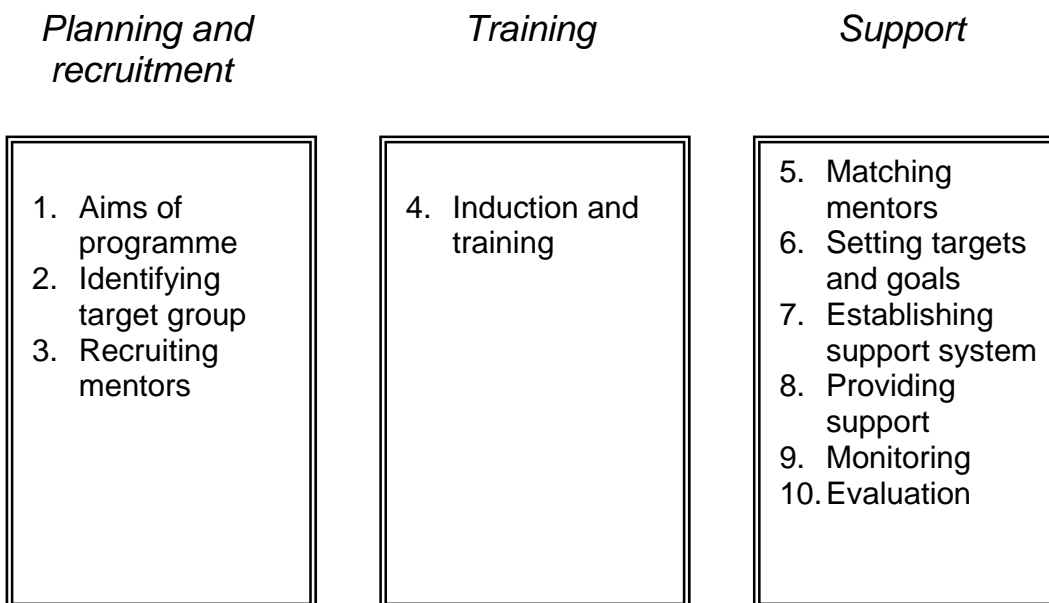
Step 10. Evaluation.

- Does your evaluation strategy match the programme aims ?
- Who will undertake the evaluation ?
- What information will help to make the programme more effective in the future ?
- What evidence of outcomes do you need ?
- How will you promote the success of the programme and the value of mentoring ?

4. A Guide to Practice

Translating the 10 steps into practice

In practice, the “Ten Steps” model contributed towards the development of local programmes in that it provided the detail for addressing three periods of project development, the planning, training and supporting of Senior Peer Mentors.



For each of the steps, the practice guide will highlight the questions and experiences of the four participating local programmes. Areas of difficulty will also be highlighted and signposts to further information are provided.

Step 1. Establish the aims and objectives of the programme.

- ***What can each organization seek to gain by the use of Senior Peer Mentoring ?***

A local Senior Peer Mentor programme can provide a means to implementing local strategies related to key national policy frameworks including the National Service Framework for Older People and in particular Standard 8 a Healthy Active Age. It is also consistent with other local policy and strategy priorities e.g. Community Plans, Community Neighbourhood and Cultural Strategies

Initial planning must ensure that a local programme must be consistent with and assist in achieving the objectives of all partner agencies.

- ***What human and financial resources and time can be allocated to the programme ?***

A local programme requires leadership and management with agreed methods of working, responsibilities and roles in place. Key roles and functions identified include
Programme co-ordination
Development of training
Senior Peer Mentor support

Key human resources and experience that must be committed to each local programme include those associated with five key areas - those of:- Older people, physical activity, health promotion, training and working with volunteers

Demand on these resources will vary according to the phase of programme development

In addition to human resources, local programmes will require a budget for planning meetings, recruitment and promotion, training

activities, training resources and materials and support costs including volunteer out of pocket expenses.

Local programmes require a minimum of four months planning time prior to the delivery of training and a minimum of six months support activity to assess programme impact.

- ***How will the programme help both Senior Peer Mentors and mentees ?***

Local programmes identified

- the education and training of mentors, opportunities for friendship and social interaction and increased confidence as key objectives for Senior Peer Mentors
- opportunities for socialization, befriending and increased physical activity and increased confidence as key objectives for mentees
- ***How will you measure success for the individuals and the organisations involved ?***

An evaluation strategy must be agreed in place prior to local programme implementation (see step 10)

Programme success can be measured in terms of

- the education of senior peer mentors (Increases in knowledge and understanding of physical activity)
- Confidence and readiness to undertake mentoring
- Reach of mentoring activity (numbers of older people reached)
- Impact of mentoring (numbers of older people intending to become active)
- ***Do your programme partners agree with your aims and objectives ?***

Local partnerships should include health promotion, physical activity, Social Services departments and agencies from non-governmental organizations e.g. Age Concern. Other agencies e.g. sheltered housing, community groups can be involved according to the direction and purpose of individual programmes.

Local programme planning must provide the opportunity for agreement on common objectives and the building of local strategic partnerships to support programmes.

Issues and learning

Local authority leisure, sport and recreation departments do not always see older people as a priority group and may be reluctant to be as active partners.

This position may have a direct effect upon the range and quality of local opportunities provided for older people to be active.

It is important to present a clear picture of the role and potential of Senior Peer Mentors to project partners so that they can understand the opportunities that can emerge. (See appendix)

Signposts

National Service Framework for Older People - Standard 8
- A Healthy and Active Age and Standards 6 (Falls) and 7 (Mental Health)

National Minimum Standards in Care

Local Community plans and Cultural Strategies

Age Concern England and Ageing Well - Successful Ageing

Step 2. Identify the target group.

- ***Senior Peer Mentoring may work with some and not others. Mentoring only works with willing partners.***

Established (or a commitment to develop new) partnerships are pre-requisite to developing a local programme.

New partnerships may be required to reach certain target groups of older people.

- ***What are the links with other local organisations that offers access to potential Senior Peer Mentors and mentees ?***

Links can be drawn with a range of local organizations who are able to provide access to potential Senior Peer Mentors. These included:

Older people's forums and groups
Age Concern organizations who have an Ageing Well project.
University of the Third Age
Primary health care practices
Residential settings, including sheltered housing wardens and managers
Luncheon clubs and day centres
Exercise Referral schemes
Older people's activity sessions
Local Volunteer Bureau and other Community Volunteer Services
Staying at Home Services
Community wardens and area development and community workers

Other volunteering groups may also be a potential source of volunteers e.g. volunteer walking group leaders who may wish to recruit more participants into their programmes. However, there may be a potential conflict of interest and excessive demands made upon willing and enthusiastic volunteers.

The best targeting strategies involve working with those who are known to already be in contact with older people, e.g. social services Residential and care settings, older people groups and forums

- ***What are the local priority groups (e.g. communities, settings and partners) for a local Senior Peer Mentor Programme ?***

Local programmes must reflect priorities consistent with local policies. These may include older people in sheltered housing and residential settings, older people at home, older people involved in primary care exercise referral programmes.

Targeting can involve a number of strategies including

- specific planned promotional events
- reaching specific groups in specific settings
- group presentations at specific events
- the use of “Ambassadors”

Issues and learning

Word of mouth remains the most effective way of reaching older people, written materials are only useful in providing supporting information and points of contact

Older people are not a homogenous group. Targeting must reflect a wide range of needs, circumstances and locations.

People residing in sheltered accommodation are much frailer and have more mobility problems than at first envisaged.

This can be a more resistant target group, unwilling to engage and other and perhaps “more appealing” activities could be used to attract residents to become involved, e.g. bingo and lunch etc.

Potential mentors bring with them a range of positive skills and experiences

Signposts

Local directories of older people organizations
Local Volunteer Bureau

Step 3. Recruit mentors.

- ***Have you drawn up a recruitment plan for both Senior Peer Mentors and mentees ?***

Each local programme will require it's own recruitment strategy. (See appendix)

- ***What promotional and advertising strategies can be used ?***

Promotion can be undertaken via

- word of mouth
- attendance at older people forums.
- Attendance at specifically planned events in sheltered accommodation
- Use of front line active volunteers
- Use of active role models

Local programmes should aim to recruit between 10 – 15 mentors

- ***How will you assess potential Senior Peer mentors for their suitability ? Do you have minimum requirements ?***

A person specification should be available (see appendix)

Senior Peer Mentors are required to be covered by the Criminal Records Bureau. This provided significant problems for local programmes.

Senior Peer Mentors can grow into a role and it is not always easy to predict at the outset who may and may not be a “good” Senior Peer Mentor

Issues and learning

How do we provide a clear idea of what a Senior Peer Mentor is and will do ?

The words “Senior Peer Mentor” includes a number of concepts, these need to be explored with all concerned.

Some minority ethnic community languages (eg. Gujerati) have no translation for the word “Mentor”, however the word *support* is transferable to Asian languages.

Recruitment should be linked to resources and the degree of support that a local programme can offer

Holding awareness days for mentors within sheltered accomodation was not successful in recruiting mentors but was successful in recruiting some mentees.

Mailing out to groups and individuals to recruit mentors was unsuccessful.

Personal contact/people known to project workers was the most effective way to recruit mentors.

There needs to be a 1:1 interview with each mentor to ensure suitability prior to them commencing as a mentor.

Checks need to be undertaken, e.g. Criminal Records Bureau to ensure suitability. These are time consuming.

Signposts

Age Concern Recommended Practice in Volunteering

Home Office Compact documents

Local volunteering strategies and support.

Good mentors/ activities and roles

Role description and person specification

Additional planning required by programmes prior to implementation

Undertake an audit of local opportunities for older people to be active in the local area.

Such an audit should include qualitative as well as quantitative measures.

Identify and access national and local information sources about physical activity and health for older people

Potentially, this information can be overwhelming. Co-ordinators need to know of it, but be selective in providing it upon demand and according to need.

Signposts

NIACE mapping tool

Local PA mapping tool

List of nationally available resources

Step 4. Induct and train Senior Peer Mentors.

- ***Before embarking on training and support, will you have a chance to share with potential Senior Peer Mentors ?***
 - the aims of the programme
 - ideas on the role of Senior Peer Mentors, their skills, knowledge and required competencies?
 - The boundaries (limits and opportunities) of the mentor relationship

“Finding out” sessions should be organized for potential Senior Peer Mentors. These gave the chance for informal discussions and opportunities to look in some detail at opportunities, constraints.

Consideration must be given to other opportunities for volunteering that are available for those people recruited who may not be suitable for mentoring but have other skills.

- ***Do you have the blend of skills and knowledge required to provide training for Senior Peer Mentors ?***

The training of Senior Peer Mentors should be built into preparation for local programmes with identified trainers.

Key areas of interest

Knowledge about safe physical activity, local opportunities for older people, current recommendations, barriers to activity and potentially disabling conditions is of high interest and importance to training.

Trainers need to respond to specific requests for information from Senior Peer mentors (e.g. about safe exercise they can do, about the effects of exercise upon specific conditions and other health information).

Training should be supported by educational materials for Senior Peer Mentors which included

- Senior Peer Support pack
- Information about physical activity and specific conditions e.g. falls, stroke and heart disease
- Information about local services and opportunities for older people e.g. lunch clubs, befriending
- Local opportunities to be active (for both Senior Peer Mentors and mentees)

Language support (in the form of a translator as well as translated materials) may be required for participants from different minority ethnic communities.

The range of different service providers in touch with older people (national and local) provide huge amounts of information in formats of different styles and quality. This can present a confused picture for the older person. Mapping this information prior to a course is essential to avoid information overload and confusion.

Additional Information was given to mentors on the Benefits Agency and a contact number if they came across any sensitive issues such as neglect.

Organization

Where possible, training sessions with older participants is best delivered using half-day sessions

Teaching and learning styles

It is important to ensure that information about physical activity and health is accessible and non-technical but also is presented at an appropriate level without any dumbing down or patronizing of participants.

Mentoring skills (e.g. listening and talking about physical activity) are best practiced and developed through 1 – 1 activities and tasks. At times, group work was less threatening for certain activities.

Mentoring can also be developed through “supported” talking with residents of sheltered housing.

Although the training programme had drawn up a number of possible training activities, programmes should adopt different approaches to the number and types of training tasks used, reflecting the responses and experiences of participants.

It important to negotiate evaluation activities so that they are not threatening yet informative.

Issues and learning

There are few electronic information services that provide opportunities for older people to follow their interests and learn more about physical activity and health.

Holding the training within sheltered housing was beneficial as you can incorporate practical workshops with the residents to try out activities.

Having incentives for attending the training sessions, e.g. lunch, T-shirts, file and information worked well.

Short bursts of the training seemed to work well, each session was supplemented with additional local information.

Certificates of attendance and achievement were used by local programmes

Being very prescriptive about what a mentor can and cannot do helped to keep the project safe and manageable, e.g. how to refer mentees on to more skilled and appropriate services e.g. bereavement, loneliness and additional health concerns

How will you know that a mentor might overstep the boundaries of their role before it happens ? Clarity in understanding potential and limits of mentors role is crucial.

Additional training included

Responding to the needs of participants, local programmes also made additions to the training to reflect local needs and the interests of participants.

Topics included:-

- Practical workshops for mentors on confidence building and talking to potential mentees
- Practical workshop on activities with participants e.g. walking, daily exercises
- Emergency CPR training, (linked to walking training)
- Becoming a volunteer

Include physical activity and exercises for participants who themselves wanted to become more active. Most mentors want to be more active.

Signposts

Senior Peer Mentoring support pack.
National Mentoring Network approved provider status
NIACE publications

Step 5 Matching Senior Peer Mentors with mentees

- ***Will you prepare individuals to become mentored ?***

Some preparation of those who may be mentored is required. This can be achieved through managers and other front line workers who are in contact with older people on a day to day basis.

Provide preparation for mentors who are unfamiliar with the setting in which they will be operating e.g. residential and care settings

- ***Will Senior Peer Mentors be matched or directed towards identified mentees ? Will they self select or just find their own mentees and who will choose ?***

Both formal and informal approaches to matching Senior Peer Mentors with mentees have advantages and disadvantages

A variety of strategies can be employed which largely depend upon the recruitment strategy and the needs of programme partners e.g. sometimes mentors were just present in sessions

Issues and learning

Offer support to Senior Peer Mentors (e.g. by a community activity officer) who accompanied the mentors to sheltered housing complexes

Ensure that Senior Peer Mentors do not become reliant on the support and can make their own contacts and appointments.

In some ways, it may be easier to link mentors to exercise referral schemes and other existing specific activities to help people who lack confidence and to sustain participation

Shadowing existing and experienced Senior Peer Mentors can develop confidence.

Can you anticipate potential personality clashes ?

Step 6. Set targets, standards or goals.

- **What are your short term and achievable goals for the programme ?**

Local programmes should ensure they limit themselves to realistic, specific and manageable targets.

10 – 15 Senior Peer Mentors would appear to be an appropriate number to train and support. Additional Senior Peer Mentors will require additional support, even though some may require lower levels of support as they become more confident.

- ***How will you measure them ?***

Targets should be measured at local programme level and agreed among partners prior to programme development

- ***How will you assess the overall impact of the programme ?***

Assessment of impact of the programme can be measured in a number of ways

Impact upon Senior Peer Health Mentors

Impact upon those older people being mentored

Impact upon local physical activity programmes (new opportunities and attendances)

Impact upon partner organizations

- ***Do you have a long term or exit strategy for the programme ?***

Long term strategies are required that linked to

- a) Sustaining existing work
- b) New bids that are required for future funding and
- c) Continued working with local partner organisations
- d) Identifying new partners

How achieved ?

Exit strategy identified prior to beginning programme by all partners

Regular communication with programme partners

Communication with senior management on progress and impact of programme.

Engage all programme staff and participants in process.

Issues and learning

Sometimes, having a single lead agency guarantees ongoing funding and support for a programme, in other cases the existence of a partnership will be key to ensuring ongoing support.

Time taken to demonstrate success may not be consistent with funding cycles.

Signposts

A Project Survival Kit. (Audit Commission)

Step 7. Establish an administrative and support system

- ***Do you have an identified coordinator for the programme ?***

Each local programme requires human resources to co-ordinate the programme of support. This is not necessarily a full-time post and the support and co-ordination activities can be part of an existing person's role. They may have different titles including a Volunteer Co-ordinator or Befriending Co-ordinator

- ***Will (s)he have a job description ?***

No specific job descriptions were employed as this function was part of an existing role. However the activities undertaken by such a person included those identified below.

This role must be agreed and included within programme planning and will have its own specific training needs.

A range of strategies can be used which include

A phone-line

Opportunity for one-to one meetings

Agreed monthly meetings and support group

Senior Peer Mentor "parties"

Newsletter

Senior Peer Mentor diaries

Small groups 2 – 3 attached to a supporter.

- ***Will support be provided for mentees ?***

It is important to ensure that mentees also have a mechanism for contact other people concerning mentoring activity.

It may be appropriate to combine some of the activities for both Senior Peer Mentors and mentees

Issues and learning

Such a support co-ordinator post is fundamental to the success of the programme and the achievements of Senior Peer Mentors

Supporting Senior Peer Mentors is resource intensive and requires time for planning and maintenance

The potential and scope for such a post will be dependent upon initial planning and how far up the organisational ladder the project has been agreed and supported

It is essential to have a support co-ordinator who keeps in touch with participants

Mentors can also provide a high degree of support for each other to the extent that “Super Mentors” with significant experience and skills may be able to support and buddy new recruits to a programme. This would also enhance the status of volunteers, and enable them to further contribute to the planning of a programme.

Step 8. Provide feedback and ongoing support.

- ***Who will mentor the Senior Peer Mentors ?***

Each project identified a person as point of contact for Senior Peer Mentors

- ***How will Senior Peer Mentors know if they are doing a good job ?***

Opportunities for review and evaluation are built into Senior Peer Mentor contact times and meetings

Recognise the achievements and successes of mentors and provide incentives e.g. Leisure passes, T shirts and certificates.

- ***Will you provide networking and meeting events with other Senior Peer Mentors ?***

A programme of planned events (including additional training see additional information) should be in place to further support Senior Peer Mentors.

Issues and learning

Levels of support needs to be linked to initial planning, resources and recruitment. Scarce resources may mean selective recruitment and higher levels of training for mentors who may require lower levels of support.

Out of pocket (travel and subsistence expenses) for Senior Peer Mentors need to be built into the programme budget.

Important to keep initial momentum going with planned and regular meetings

Although time consuming a newsletter is very useful and can assist in promoting the programme

Lots of positive re-enforcement will be required

Group work with Senior Peer mentors can provide additional support mechanisms

Build meeting costs, travel, refreshments into budgets.

Supporting mentors takes lot of time. Avoid creating a dependency and over reliance upon support.

Signposts

Age Concern Vounteering Development – Recommended Practice
Home Office Volunteering Compact.

Step 9. Monitor progress.

- ***How will you review progress being made and at what time?***

Build in a regular review process with programme partners to monitor programme planning so that lessons can be learned.

Senior Peer Mentor Diaries can be used (see appendix) as well as regular meetings and events.

Include strategies for Senior Peer Mentors to withdraw from mentoring activity.

- ***How will you resolve conflicts and difficulties?***

Clear guidelines are required that will help clarify the role of mentors, identify boundaries and avoid potential conflicts that may arise.

Appropriate support strategies may help to anticipate potential conflict and problems

An appropriate exit strategy is required for mentors who feel that they need to leave the program but remain in a volunteering capacity

Develop staff skills in the management and support of volunteers

Issues and learning

Ensuring early clarity and understanding about the potential and limits of the Senior Peer Mentor's role. (See step 4 training)

An appropriate method of monitoring the activities of Senior Peer Mentors is required to avoid situations where they may become over-enthusiastic or go beyond their agreed role.

Meeting the demand for physical activity groups from those who have been mentored and taken a decision to become more active in residential settings has implications for managers in providing activity sessions.

Confusion concerning role can be an issue because of the links to other befriending and volunteering projects. Senior Peer Mentors may confuse the two roles.

Managing meetings may require additional skills as Senior Peer Mentors become more experienced and confident. One to one meetings may be more appropriate for some areas of discussion.

You may need quick routes to finding out information relating to some questions that need clarifying

Anticipate the possible direction of local programmes so ensure clarity and security for Senior Peer Mentors

Step 10. Evaluation.

- ***Does your evaluation strategy match the program aims ?***

An evaluation strategy must be agreed by programme partners during planning process with possible different endpoints for different outcomes.

(See appendix)

Planning needs to include collective agreement on what are valid measures that will satisfy the expectations of different agencies.

- ***Who will undertake the evaluation?***

The programme co-ordinator must assume overall responsibility for evaluation.

Funding for evaluation of 10% should be built into programme budget.

The evaluation process can be undertaken internally by the programme team or by an external agency e.g. a University department.

Senior Peer Mentors should be actively engaged in the evaluation of the programme.

- ***What information will help to make the program more effective in the future?***

Distinguish between formative evaluation designed to improve future programme development and summative evaluation, designed to evaluate the effectiveness of the programme.

There is a difference between evaluation and research. Research is expensive and probably not required for most programmes.

A mentoring program should set realistic time scales to enable information to be collected on an ongoing basis over a specified period of time. Senior Peer Mentors may report (“successes and failures”) at different times.

- ***What evidence of outcomes do you need ?***

Education and training of mentors – it is possible to measure changes in knowledge and understanding relating to physical activity and health

Confidence – it is possible to measure changes in confidence and “readiness” to mentor.

Impact – It is possible to record frequency of mentoring activity and “reach” of mentors

Impact – it is possible to record “intention to become more active” changes in activity of those being mentored

- ***How will you promote the success of the program and the value of mentoring?***

An ongoing dissemination strategy is required throughout the programme. This should include programme partners, senior managers and others who may play a part in future programme development. as well as

The Senior Peer Mentors themselves promote the success of the program. Their profile in the local community and among older people groups raises awareness and expectations.

Issues and learning

Methods of evaluation should be negotiated with senior Peer mentors

Look at different ways of evaluating the project, standard questionnaires are difficult, as people may not know how to fill them in or may be considered intrusive.

Recording information on an ongoing basis (as a result of one to one interviews and group discussions) will provide vital important information

You may require at least 3 months of mentoring activity to begin recording impact and changes.

Make explicit links with your own and partners organizations specific policy drivers e.g. the NSF for Older People as a potential lever to secure future funding

Signposts

Active for Later Life (British Heart Foundation)

Other findings and issues

Advising older people to be come active

The mentoring process is consistent with other forms of advice and health promotion undertaken by other people including professionals (e.g. GPs, practice nurses). Guidelines for Promoting physical activity with older people include:-

- Use of a health educator and an extended consultation time
- Assessment of problem areas
- Recognition of readiness to change
- Goals agreed by both patient and professional
- Identification and recognition of social and environmental barriers
- Tailored action plan (specifies activity)
- A choice (range) of accessible local activities including lifestyle activities
- Supplementary educational materials
- Systematic follow up and support over a period of time.

Signpost

Active for Later Life (British Heart Foundation)

Additional training

Responding to the needs of participants, local programmes also provided additional and ongoing training to reflect local needs and the interests of participants. Topics included:-

- Practical workshops for mentors on confidence building and talking to potential mentees
- Practical workshop on activities with older people
- Walking the Way to Health Training
- Emergency CPR training, (linked to walking training)
- Other health topics e.g. nutrition
- Generic training and skills development e.g. conflict resolution, public speaking skills, befriending and assertiveness.

Co-ordinators will require a “map” of national and local training that can be provided to meet these needs.

Many of these further training opportunities can be provided at a local level through the combination of physical activity, health and ageing expertise that has been used to initiate the program.

Educational and training programmes are consistent with the philosophy of continuing education and lifelong learning

Signpost

Active for Later Life (British Heart Foundation)

Active role models

Most Senior Peer Mentors are active themselves. The evidence from this project suggests that most Senior Peer mentoers are physically active people and consequently provide an “Active Role Model”.

A physically active person provides a positive role model and is more likely to be successful

In other cases, mentors were keen to find out for themselves, more about ways of becoming more active.

Working with volunteers

Ensure that work is clearly linked to local policies for the development of volunteering.

Volunteers should be adequately insured for the tasks they are asked to do which should cover public liability, personal accident and professional indemnity.

The cover should state that there are no upper age limits for involvement

Age Concern's Discrimination Toolkit has a list of insurers who don't specific age limits

Signposts

Age Concern – Volunteering Development - Recommended Practice i
Age Concern's - Discrimination Toolkit

5. Summary of programme learning

The following highlight key areas of learning from the “Someone Like Me” Project and seen as critical to the success of local programmes.

Phase 1. - Programme planning

Programme partnerships must engage older people and include the skills of health promotion, physical activity, volunteering and older people.

Ensure that there is clarity for all concerned concerning the role of the Senior Peer Mentor, its potential and limitations.

Link programmes to mainstream health and physical activity promotion, this is not a bolt on project

Ensure the work is strategically linked to the priorities of programme partners.

Undertake an audit of organizational capacity to plan, deliver and support a programme with volunteers.

Key human resources and experience that must be committed to each local programme include those associated with five key areas - those of :- working with older people, physical activity, health promotion, education and training and working with volunteers

Engage older people organizations and groups as a means of targeting and recruiting potential Senior Physical Activity Motivators and potential mentees.

Anticipate at least a 12 month planning cycle for a local programme.

Phase 2 – Education and Training Activities

Be prepared to adopt different styles of working (organisation, delivery and activities) with older learners

Be prepared to incorporate the skills and experiences that older people bring with them to local programmes

Many older people have not experienced “Physical Education”, they will be naturally interested in their own bodies, physical activity and health.

Trainers need to respond to specific requests for information from Senior Peer mentors (e.g. about safe exercise they can do, about the effects of exercise upon specific conditions and other health information) reflecting a wide range of older people’s needs and interests

Anticipate a demand for additional and progressive education and training

Service providers in touch with older people (national and local) provide huge amounts of information in formats of different styles and quality. This can present a confused picture for the older person. Mapping this information prior to a course is essential to avoid information overload and confusion.

Negotiate assessment and evaluation activities with participants

Phase 3 - Support Strategies

Support strategies must be included within initial programme planning

In addition to supporting Senior Peer Physical Activity Motivators, support strategies can be used to monitor and evaluate programmes.

Support strategies need to be clear, pro-active as well as responsive and include additional education and training needs.

Create a balance between appropriate support and guidance and creating dependency.

Evaluation activity

Evaluation activity must meet the needs of all those participating including partner organizations, Senior Peer mentors and those older people being mentored.

Education and training of mentors – it is possible to measure changes in knowledge and understanding relating to physical activity and health

Confidence – it is possible to measure changes in confidence and “readiness” to mentor.

Impact – It is possible to record frequency of mentoring activity and “reach” of mentors

Impact – it is possible to record “intention to become more active” changes in activity of those being mentored

“Someone Like Me !”

**The Senior Peer Physical Activity
Motivator Programme**

Appendices to Guide to Practice

A. Signposts

The following have been identified within the practice guide as signposts for further information

National Service Framework for Older People
Standards 8 - A Healthy and Active Age and Standard 6 (Falls) and 7 (Mental Health) Department of Health

National Minimum Standards in Care

Local Community plans and Cultural Strategies

Age Concern England and Ageing Well - Successful Ageing

Local Volunteer Bureau

Age Concern - Recommended Volunteering Development
Recommended Practice

Home Office Compact documents

National Mentoring Network approved provider status

A Project Survival Kit. (Audit Commission)

NIACE publications Mapping Learning Opportunities for Older people.

Active for Later Life (British Heart Foundation (In press))

Age Concern's Discrimination Toolkit

Local volunteering strategies and support.
Local directories of older people organizations

Appendices including

Good mentors/ activities and roles
Role description and person specification
Senior Peer Mentoring support pack.

Further information

***The British Heart Foundation National Centre
for Physical Activity and Health,***

Loughborough University,
Loughborough,
Leicestershire
LE11 3TU
Tel. 01509 223259 Fax 01509 223972
Email S.D.Prickett@lboro.ac.uk
Website www.bhfactive.org.uk

ActivAge Unit - Age Concern England

Astral House,
1268 London Road,
London,
SW16 4ER
Tel 0208 765 7200, Fax 0208 765 7211
Email e.mail@ace.org.uk
Website www.ageconcern.org.uk

National Mentoring Network

First Floor, Charles House,
Albert Street,
Eccles,
Manchester M30 OPD
Tel 0161 787 8600 Fax 0161 787 8199
Email natment@globalnet.co.uk
Website www.nmn.org.uk

National Institute of Adult Continuing Education (NIACE)

21 De Montfort Street
Leicester
LE1 7GE
Tel 0116 204 4200 Fax 0116 2854514
E enquiries@niace.org.uk
W www.niace.org.uk

B. Senior Peer Mentor Physical Activity Motivator course

The Senior Peer Mentor Physical Activity Motivator course has been designed to be:-

Participatory - most activities are designed for use in paired work which most closely reflects the style of mentoring to be employed by Senior Peer mentors

Educational – there are occasions when information needs to be shared that may well be new to participants

Practical – it is based upon developing listening and other mentoring skills that can be used in the Senior Peer Mentoring process.

Experiential – it is based upon participant’s own experiences of physical activity.

Motivational – the listening, talking and mentoring process empowers the mentee to make a decision about his or her own lifestyle and take up physical activity

1. Course aims

- To introduce participants to one approach to being more active
- To experience and practice this approach
- To introduce participants to the benefits of and barriers to physical activity
- To provide knowledge about physical activity
- To perform a posture check

2. Course learning objectives

By the end of the course participants should be able to:-

- Demonstrate one approach to helping their peers to be more active
- Demonstrate listening and mentoring skills
- List the benefits of and barriers to physical activity
- Identify local resources and opportunities for physical activity

Session 1 Title: An introduction to the Senior Peer Mentor Activity Motivator *What is Senior Peer Mentoring all about ?*

Session aims;-

- To provide the Senior Peer Mentor (the participant) with an understanding of the structure, content and purpose of the course.
- To present the rationale for the Senior Peer Mentor approach to promoting physical activity.
- To list the skills required to become a good Senior Peer Mentor.
- To introduce the lifetime model of physical activity.
- To explore participant's own experience of being active.

Learning objectives:-

By the end of the session, participants should be able to:-

- Describe the rationale for the Senior Peer Mentor approach to promoting physical activity.
- List the skills of a good Senior Peer Mentor.
- Describe the lifetime model of physical activity
- Describe their own life-time experience of physical activity

Session 2 Title:- Motivating Others (Developing communications skills, talking and listening)

Session aims

- To introduce the concept of motivating others
- To provide a method of helping others
- To provide an understanding of the key components of helping others
- To provide the opportunity for practicing talking and listening to others about physical activity

Learning objectives

By the end of the session, participants should be able to:-

- Understand how to motivate others
- Understand ways of helping others
- Demonstrate how to talk and listen to others about physical activity

Session 3. Title: “Physical Activity Matters” (Providing information about physical activity)

Session aims

- To provide opportunity to explore thoughts about becoming physically active
- To outline the benefits of physical activity
- To outline the consequences of inactivity

Learning objectives

By the end of the session, participants should be able to:-

- List the benefits of physical activity
- List the consequences of being inactive
- Identify choices and opportunities to being active
- Identify information and ideas about being physically active.

Session 4 Title “The next steps” The next steps and action planning

Session aims

- To outline “next steps for peer mentors”
- To introduce posture check
- To introduce games activities

Learning Objectives

- Identify next actions for initiating personal peer mentoring activity
- Demonstrate a posture check and games activities
- Anticipate and preparation for mentoring activity

C. What is your role as a Senior Peer Mentor?

Your role as a senior peer mentor is to help your peer group move into healthy ACTIVE living and successful ageing.

You can:

- ❖ Point other older adults in the right direction.
- ❖ Provide appropriate information about physical activity.
- ❖ Be a positive role model.
- ❖ Share information about opportunities and benefits of physical activity.
- ❖ Be someone to talk to and share experiences with.
- ❖ Understand their concerns from “their point of view”.

A Senior Peer Mentor does NOT:

- ◆ Provide medical advice
- ◆ “Make” people healthy
- ◆ Counsel people
- ◆ Lead or instruct exercise or sport activities

Mentors Role

The Senior Peer Mentor Physical Activity Motivator Project is designed to help people aged 50+ to help themselves achieve a healthier lifestyle by making decisions about incorporating more physical activity into their lives.

The aim of the mentoring programme is to provide support and encouragement to either individuals or small groups to improve their health by increasing physical activity. Support and encouragement will be given to people of this age group to make their own decisions about the enhancement of the quality of their life. Training and support will be given to all mentors.

Hours of work

These will be flexible to both the needs of the mentor and the client. As little as two hours a week may be required for each client but mentors may volunteer for as many hours as are convenient to themselves. All that is requested is a regular commitment to ensure continuity of support.

Main Purpose

To support, encourage and motivate people aged 50+ to take the necessary steps to improve their health by becoming more physically active.

D. The varying role of a mentor

Roles of mentors	Associated mentor behaviours	Related to physical activity
Teacher or tutor	Providing new information and knowledge	Benefits of physical activity PA Messages
Coach	Organising new experiences	Arranging a visit to a group or centre
Befriender	Listening and talking Helping to work through problems	Starting a conversation about activity Previous experiences
Counsellor	Listening, asking questions, confronting supporting and probing	What is it you don't like about becoming more active ?
Information source	Providing information and investigating solutions on behalf of a mentee.	I know of this group or class who have a really good teacher, they meet every Monday
Nurturer	Acting as a sounding board, giving encouragement, and support, listening to frustrations	So you'd rather try rather than ? Yes I had the same problem too
Adviser	Knowing when to provide specific advice Drawing on their own experiences to share what can be achieved	If that's your concern, then perhaps you should have a chat with your GP This is what I did when I first tried
Networker	Linking mentee to wider networks of groups and contacts who can offer further help	I know an exercise teacher who you could talk to
Advocate	Representing and accompanying the mentee in appropriate situations	This is who would like to join your class, how would (s)he go about it ?
Role model	Sharing and discussing own values Discussing own values and what can be drawn from them	I'm active because it helps me get out of the house. I'm very keen to remain active so that I can do things for myself

E. The attributes of a good mentor

Mentor attribute	Rationale	Physical activity ?
Enthusiastic Volunteer	Communicates an interest in helping the mentee and setting personal gains aside	
Accessibility	Mentees should be able to contact mentors easily, but within defined, agreed limits	
Sensitivity	Mentors need to be aware of a sensitive to cultural and gender differences	
Self awareness	Mentors need to know their own weaknesses and values and to be honest about them. They should be able to share values without imposing them	
Discretion	Confidentiality is the key to building trust in the relationship	
Willingness to learn	Mentoring should be a mutual learning experience, not purely one way.	
Non-judgemental	Mentors should try to use positive reinforcement and encouraging behaviours	
Patience	It is especially important in the early stages	
Positive expectations	Mentors should have high or positive aspirations for their mentees	
Kind tolerant and understanding	These are important in sustaining these relationships during inevitable highs and lows.	

F.. Based on successful practice – The CHAMPS programme

The Senior Peer Mentor Physical Activity Motivator programme is based upon the successful Community Health and Mentoring Programme for Seniors, (**CHAMPS**) programme from the USA.

CHAMPS was a six month public health intervention aimed at encouraging people aged 62-91 years of age to increase their activity levels by taking part in existing, local activity opportunities including walking, swimming, general conditioning, tai chi, strength training, dancing and recreational sports. Activity classes were available both for older people generally and also for specific groups (e.g. those with arthritis) and individuals were encouraged to participate three to five times a week. Participants were provided with information, personal counselling, support and skills training to overcome barriers and increase their physical activity levels.

The intervention was targeted at people living in two government subsidised residential housing facilities but also focused on older people using the community senior centre to test that the intervention could be replicated among those living outside of the residential setting. Everyone was included in the intervention, regardless of their health status and each individual was encouraged to try activities most suited to their individual needs, abilities and preferences.

Results indicated that the intervention group within the residential housing facilities:

- were more active over all the months of the intervention
- had improved self esteem
- experienced improvements in anxiety, depression and overall psychological well-being if they adopted and maintained a new physical activity over the 6 month intervention period

When the intervention was replicated in the community centre setting, a larger proportion of the participants adopted and maintained a new activity for 6 months (68%) as compared to those in the residential facilities (35%). This may reflect differences in recruitment methods and sampling characteristics.

The study concludes that 'an intervention promoting increased physical activity through the use of existing community resources may help increase physical activity in older adults'.

Details from

A.L. Stewart, K.M. Mills, P.G. Sepsis, A.C. King, B.Y. McLellan, K. Roitz & P.L. Ritter. *Annals of Behavioural Medicine* (1997) 19(4): 353-361.

Mills, K.M., Stewart, A.L., Sepsis, P.G. and King, A. C., (1997) Consideration of Older Adults' preferences for format of physical activity. *Journal of Aging and Physical Activity*.

Mills K.M., Stewart, A.L., McLellan, B.Y., Verboncoeur, C.J. King A.C., and Brown, A.B. (in press) Evaluation of enrollment bias in a physical activity programme for seniors. *Journal of Aging and Physical Activity*.

Stewart, A.L. (2001) Community Based Physical Activity Programmes for Adults aged 50 and Over. *Journal of Aging and Physical Activity*. Vol 9 S71 – S91.

Other articles looking at the effectiveness of Senior Peer mentoring in physical activity can be found in

Hopman-Rock, M and Westoff, M.H. (2002) Development and evaluation of "Aging Well and Healthily" a Health education and exercise programme for community living older adults. *Journal of Aging and Physical Activity* Vol10 – 4 pp 364 – 383.

Hopman-Rock, M and Westoff, M.H. (2002) Dissemination and Implementation of "Aging Well and healthily"; A health education and exercise programme for Older Adults. *Journal of Aging and Physical Activity*. Vol 10 – 4 pp 382 – 395.

G. Local Opportunities an audit tool

Undertaking an audit of local provision and activity might include an examination of:

- Accessible programmes and opportunities
- Expertise and skills
- Active local groups
- Facilities

Against which you can measure future progress, e.g.

Group/Locality	How Many	Where?	How Accessible?
Facilities Leisure Facilities Swimming Pools Health and Fitness Centres Schools and Colleges Community Facilities Day Centres Mobile Facilities			
Conducive Environments Cycle Routes Marked Walks Parks and Open Spaces			
Active Local Groups Age Concern Help the Aged U3A Walking Groups Exercise Classes Dance Groups			

Group/Locality	How Many	Where?	How Accessible?
Workplaces and Pre-Retirement NHS Local Authority Local Business			
Older People Settings Day Centres Sheltered Housing Nursing Homes Churches and Religious Groups Community Centres Schools			
Promotion and Publicity Libraries Newspapers Cable TV Mobile Displays Primary Health Care			
Human Resources Qualified Exercise Teachers Community Sports Leaders Community Physiotherapists			

The Audit Tool can be used to plot the availability for opportunities and the results of this exercise, together with a knowledge of the physical activity needs of older people, can be used to identify gaps in provision, inform the strategic development and initiate new programmes.

H. Resources and equipment for physical Activity and Older People

The following resources are available to those promoting physical activity with older people. N.B. In some cases there may be a charge. The resources are classified under the following headings although there is some overlap.

- Advice and guidance
- Equipment - including games equipment
- Information - e.g. leaflets for older people
- Publications
- Training – opportunities for further training

1. Advice and guidance

Age Concern (Information and leaflets on Ageing Well)
Astral House, 1268 London Road, London, SW16 4ER
Tel 0208 765 7200, Fax no 0208 765 7211
Email e.mail@ace.org.uk
Website www.ageconcern.org.uk

Alzheimer's Society
Gordon House, 10 Greencoat Place, London, SW1P 1PN
Tel 0207 306 0606
Email. enquiries@alzheimers.org.uk
Website. www.alzheimers.org.uk

Arthritis Care
18 Stephenson Way, London, NW1 2HD
Tel. 0207 380 6500
Website. www.arthritiscare.org.uk

British Heart Foundation National Centre for Physical Activity and Health, (*fact sheets and information packs*)
Loughborough University, Loughborough, Leicestershire LE11 3TU
Tel 01509 223259
Email bhfactive@lists.lboro.ac.uk
Website www.bhfactive.org.uk

Fitness Industry Association,
115 Eastbourne Mews, Paddington, London, W2 6LQ
Tel 02072986730
Email: info@fia.org.uk
Website www.fia.org.uk

Fitness Professionals
113, London Road, London E13 0DA
Tel 08705 133 434 Fax 020 8586 0685
Website www.fitpro.com

National Association for Providers of Activities for Older People.
Suite 211, 24/28 Hatton Wall, London EC1N 8JH
Tel 0207 387 5740
Email: suesangster@hotmail.com
Website www.napa-web.co.uk

Register of Exercise Professionals
Charter House, 29a London Road,
Croydon CR0 2RE
020 8686 6464
E info@exerciseregister.org
W www.exerciseregister.org

Royal National Institute for the Blind
224 Judd Street, London, WC1H TNE
Tel 0207 3881266
Email Cservices@rnib.org.uk
Website www.rnib.org.uk.

Royal National Institute for Deaf People
19-23 Featherstone Street, London, EC1Y 8SL
Tel 0207 296 8000 fax 0207 296 8199
informationline@rnid.org.uk
www.rnid.org.uk

2. Equipment - including games equipment

Action for Leisure

C/O Warwickshire College, Moreton Morrell Centre,
Moreton Morrell, Warwickshire, CV35 9BL

Tel 01926 650195 Fax 01926 650104

Website www.actionforleisure.org.uk

Maudesport

Unit 23, Empire close, Empire Industrial park,
Aldridge, West Midlands, WS9 8UQ

Tel 01922 459571 Fax 01922 73351

Email sales@maudesport.co.uk

Nottingham Rehab Supplies

Novara Group Ltd. Novera House, Excelsior Road,
Ashby de la Zouch, Leicestershire, LE 65 1NG

Tel 0870 6000 197 Fax 01530 419150

Website www.nrs-uk.co.uk

Physical Company

Cherry Cottage, Hedsor Road, Bourne End, Buckinghamshire, SL8
5DH

Tel 01628 520208

Email sales@physicalcompany.co.uk

Website www.physicalcompany.co.uk

Robinson Healthcare (Hip protector pads)

Waterside, Walton, Chesterfield S40 1YF

Tel 01246 220022

Website www.robinson.uk.com

Rompa International

Goyt Side Road, Chesterfield Derbyshire S40 2PH

Tel 0800 056 2323

Fax 01246 221802

Email sales@rompa.com

Website www.rompa.com

Speechmark (formerly Winslow Publishing)
Telford Road, Bicester
Oxfordshire OX6 0TS
T: 01869 244644
E info@speechmark.net
E www.speechmark.net

3. Information - e.g. leaflets for older people

British Heart Foundation
14, Fitzhardinge Street, London W1H 6DH
Tel 020 7935 0158 Fax 020 7486 5820
Email internet@bhf.org
Website www.bhf.org.uk

Department of Trade and Industry
Falls prevention - Avoiding Slips, Trips and Broken Hips. free
resources including posters, advice leaflets for older people, carers
and health professionals on preventing falls in the home.
England and Wales 0870 1502 500
Scotland 0131 536 5500
Northern Ireland 028 9052 0534
Website www.preventinghomefalls.gov.uk

Help the Aged (Leaflets and information on older people)
207-221 Pentonville Road, London N1 9UZ
Tel no 0207 278 1114
Fax no 0207 278 1116
Website www.helptheaged.org.uk

(The) National Osteoporosis Society,
Camerton, Bath, BA2 0PJ Tel: 01761 471771 (for general enquiries)
Helpline: 01761 472721 (for medical queries) Fax: 01761 471104
Email: info@nos.org.uk
Website www.nos.org.uk

Research into Ageing
PO Box 32833, London N1 9ZQ
Tel 0207843 1550 Fax 0207843 1559
Website www.ageing.org

(The) Stroke Association,
Stroke House, Whitecross Street, London, EC1Y 8JJ
Tel 0207 75660300
Website: www.stroke.org.uk

4. Publications

Age Concern (Information and leaflets on Ageing Well)
Astral House, 1268 London Road, London, SW16 4ER
Tel 0208 765 7200
Fax no 0208 765 7211
Email e.mail@ace.org.uk
Website www.ageconcern.org.uk

1. The Successful Activity Co-ordinator (2001)- aimed directly at anyone with a responsibility for providing activity and leisure opportunities for older people within residential and nursing care home settings.

2. Alive and Kicking. (2001) - The Carer's Guide to Exercises for Older People. Advice and guidelines for carers on exercise programmes

Human Kinetics Europe.
107, Bradford Road, Stanningley, Leeds LS28 6AT
Tel 0113 255 5665 Fax 0113 255 5885
Email hk@hkeurope.com
Website www.humankinetics.com

1. The Journal of Ageing and Physical Activity (Quarterly professional journal covering many aspects of physical activity and older adults)
2. Senior Fitness Test Kit (Includes manual, video and CD Rom covering a battery of simple easy to use fitness tests for older adults).
3. Spirduso, W. (1995) Physical Dimensions of Aging.

Third Age Press, (*Publications on older people*)
6, Parkside Gardens, London SW19 5EY
Tel: 020 8947 0401 fax 020 8944 9316
Email: dnort@globalnet.co.uk
Website: www.thirdagepress.co.uk

6. Training – opportunities for further training in physical activity

Excel 2000 (*Further training with frailer older people*)
1a, Norfolk Street, Sheringham, Norfolk, NR26
Tel 01263 825670 Fax 01263 825870
Email: excel2000@lineone.net
Website: www.excel2000.co.uk

Extend, (*Further training in exercise and older people*)
1a, Norfolk Street, Sheringham, Norfolk, NR26
Tel 01263 825670 Fax 01263 825870
Email: excel2000@lineone.net
Website: www.excel2000.co.uk

Dance 4 (*training in dance activities*)
Pre-set, 3 – 9 Hockley Nottingham NG1 1FH
Tel 0115 941 0773 Fax 0115 941 0776
Email: info@dance4.co.uk
Website: www.dance4.co.uk

Foundation for Community Dance, (*training in dance activities*)
Cathedral Chambers, 2 Peacock Lane, Leicester, LE1 5PX
Tel 0116 2510516
Email: info@communitydance.org.uk
Website: www.communitydance.org.uk

Jabadao Centre for Movement Studies, (*Dance and older people*)
Branch House, 18, Branch Road, Armley, Leeds LS12 3AQ
Tel: 0113 231 0650
Website www.jabadao.org

Keep Fit Association, (*Further training in exercise and movement*)
Astra House, Suite 105, Arklow Road, London SE14 6EB
Tel 020 8692 9566
Email: info@keepfit.org.uk
Website: www.keepfit.org.uk

Leicester College (*training in chair-based exercise leadership for health and care professionals*)
East Midlands and Pennine Training, St. Margaret's Campus, Grafton Place, St. John's Street, Leicester LE1 3WL
Tel 0113 229 5512

Thrive (Training for gardening programmes)
The Geoffrey Udall Centre, Beech Hill, Reading RG7 2AT
Tel 0118 988 5688
Email: info@thrive.org.uk
Website www.thrive.org.uk

Walking the Way to Health, (*Leaflets and training in health walks*)
The Countryside Agency, John Dower House, Crescent Place, Cheltenham, GL50 3RA
Tel 01242 533258 Fax 01242 584270
Website www.whi.org.uk

YMCA Fitness Industry Training (*Further training in exercise*)
112, Great Russell Street, London, WC1B 3NQ
Tel 020 7343 1800
Email theclub@centralymca.org.uk
Website www.centralymca.org.uk

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'Focus on Healthy Ageing' - Information Pack - Research into Ageing - Improving the Quality of Later Life (Tel: 020 7404 6878)

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