



## Appendix A: SAMBA Education Topic Overview

Week	Main Topic	Sub-topic	Activity
1	Overview of SAMBA	Introduction to the team	<ul style="list-style-type: none"> <li>Introduce self, PA instructors, and other research staff who are there</li> </ul>
		What to expect during the program	<ul style="list-style-type: none"> <li>Weekly sessions of 90 minutes duration, for 10 weeks</li> <li>Sessions will include interesting information about leading and active and healthy life (with extra info emailed to you in case you would like to learn more)</li> <li>Fun activities like dance (we will try to tailor these to your fitness level, but it is important that you do what you are comfortable with, and let the instructor know if you are finding it difficult)</li> <li>Please try and attend all sessions if possible – and most importantly ENJOY yourself!</li> <li>Measurement sessions at the end of the program, and then 3 months later</li> </ul>
	Why do physical activity?	Benefits of physical activity	<ul style="list-style-type: none"> <li>Divide participant into groups (by table)</li> <li>Ask groups to talk about why they joined a physical activity program for women</li> <li>Brainstorming in groups by table (write ideas on flip chart paper)</li> <li>Ask groups to present what they talked about</li> <li>Moderate discussion and link these reasons to the known benefits of physical activity (page 1 and 2 of workbook)</li> <li>Summarise the benefits of physical activity (physical health at all ages, prevents disease, mental health, role model for kids – it helps them do better at school, social benefits, environmental benefits, having FUN).</li> </ul>
	How much physical activity do I need to do and what kind?	Be active every day and sit less	<ul style="list-style-type: none"> <li>Ask all how much physical activity is needed and how often? Encourage audience to answer and guess if they don't know (if nobody responds, make some wild suggestions and ask them to guess if any are correct)</li> <li>Describe the Australian Government guidelines for physical activity (30 minutes moderate intensity every day)</li> <li>Describe moderate and vigorous intensity physical activity (moderate activity makes your heart beat faster, but you can still talk while you are doing it, e.g., brisk walking; vigorous activity needs more effort, and increases your breathing and heart rate – it is more difficult to talk while doing it e.g., running)</li> <li>Facilitator asks all to give some examples of moderate activities</li> <li>Facilitator gives examples of activities that can easily be incorporated into everyday life (it is not just about going to the gym and slogging it out)</li> <li>If you enjoy it, you are more likely to stick to it!</li> <li>Some activity is better than no activity. Try to do what you can every day, even if it is just a little bit.</li> </ul>
	Participant workbooks	Overview of what is included in workbook	<ul style="list-style-type: none"> <li>Hand out participant workbooks and provide general overview of what's included</li> <li>Ask participants to bring it with them each week</li> <li>Point out info about the benefits of PA and how much is needed</li> </ul>



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2	Welcome back		<ul style="list-style-type: none"> <li>• Reintroduce team</li> <li>• Ask if anyone has questions from last week or about the program in general</li> </ul>
	Activities in your local area	Free and low cost activities give you an opportunity to find FUN things to do, that could help you to be active every day.	<ul style="list-style-type: none"> <li>• Talk to participants about trying to find activities they enjoy, so they are more likely to stick to activities over time.</li> <li>• Ask participants to talk in their groups about what else is available in the local area, and write down anything they think might be good in their workbook.</li> </ul>
	Monitoring physical activity		<ul style="list-style-type: none"> <li>• Talk about the benefits of monitoring physical activity</li> <li>• Talk about apps, fitness bands, diary (page 5 of workbook)</li> <li>• Ask group if anyone has used any of these, what their experience was, and if anyone knows any other useful methods for monitoring PA</li> </ul>

Week	Main Topic	Sub-topic	Activity
3	Welcome back		<ul style="list-style-type: none"> <li>Ask if anyone has questions from previous weeks or about the program in general</li> </ul>
	Motivation	Enjoyment	<ul style="list-style-type: none"> <li>Remind participants about the benefits of physical activity. But, even though we know it is good for us, sometimes it is hard to force ourselves to do it. The secret to keeping up with it is ENJOYMENT!</li> <li>Ask participants to write down an activity they have enjoyed in the past and one they did not enjoy – Does not have to be sport or PA (page 6 of workbook).</li> <li>Talk about the conditions when people are more likely to enjoy themselves (autonomy, competence, and relatedness – see page 7)</li> <li>Give example of activity that is enjoyable, and describe how needs are met (e.g., when I was a teenager, I loved playing tennis. I was quite good at it, my friends were in my team, and my parents and coach did not push me to do it)</li> <li>Give example of activity you have not enjoyed and describe which needs were not met (e.g., music lessons, my parents forced me, I was not good at it, it did like the instructor, but that was not enough to make me like it)</li> <li>Go through activity on page 9 of the workbook.</li> <li>Ask participants to complete the activity</li> <li>Ask for examples that participants came up with for each question</li> </ul>
	Coping with unpleasant feelings		<ul style="list-style-type: none"> <li>Sometimes what we think and feel can get in the way. Read through some of the examples on page 10. Encourage participants to be aware of those feelings when they happen, and to find ways to overcome them.</li> <li>Encourage a brief group discussion on common unpleasant feelings and strategies to overcome them.</li> </ul>
	Reasons for being active	Some reasons are more helpful than others	<ul style="list-style-type: none"> <li>Break participants into groups</li> <li>Ask them to discuss reasons they would like to be more active – list the reasons on the flip chart paper</li> <li>Ask the groups to report back on some of the reasons they came up with.</li> <li>Describe different types of motivation (page 10 of workbook).</li> <li>Explain that the red motives might help you get started (e.g., if your doctor tells you that you should, you might join a gym and go for a while, but you probably won't stick to it.)</li> <li>Explain that the green motives are more helpful (e.g., if you are playing badminton because you think it is really fun, and it is personally important to you, you are likely to stick to it)</li> <li>Remember, if you feel like you are in CONTROL, you are more likely to ENJOY it. And if you ENJOY it, you are more likely to stick to it.</li> <li>Lead a discussion about whether some of the reasons listed in the earlier activity might be classified as red or green.</li> </ul>



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4	Welcome back		<ul style="list-style-type: none"> <li>• Ask if anyone has questions from previous weeks or about the program in general</li> </ul>
	Setting goals	SMART goals for physical activity	<ul style="list-style-type: none"> <li>• Talk about the benefits of setting goals (page 11)</li> <li>• Describe smart goals (page 12)</li> <li>• Remind participants that the best goals are the ones they are more likely to stick to. Make sure you will ENJOY yourself</li> <li>• Suggest they break bigger goals into smaller, more achievable steps (e.g., if your goal is to run a marathon, and you have never run a kilometre, you may not achieve it unless you first make smaller goals and build on it – 1 km, then 3 km, then 5km, then 10.</li> <li>• Ask the participants to write down their goals (page 13)</li> <li>• Lead the participants through an activity to check that their goals are SMART – i.e., review each criteria one-by-one and get them to reflect if they met it.</li> <li>• Ask them to amend their goal based on this discussion.</li> <li>• Go through other tips to reach goals (page 14)</li> </ul>
	Habits	How to build a habit	<ul style="list-style-type: none"> <li>• Tell the participants that they are more likely to stay active over time if it becomes a habit.</li> <li>• Ask participants if anyone knows how to make something a habit (debunk popular myth that you have to do it x number of times).</li> <li>• Encourage participants to try and do it at the same time each day (frequency), and to set reminders (cue to action). Eventually, it will become almost automatic!</li> </ul>



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5	Welcome back		<ul style="list-style-type: none"> <li>Ask if anyone has questions from previous weeks or about the program in general</li> </ul>
	Planning	Planning to achieve your goals	<ul style="list-style-type: none"> <li>You are more likely to achieve your goal if you plan!</li> <li>Remember to keep it fun (you are more likely to stick to it), and to set reminders and aim to make it routine (make it a habit and you are more likely to stick to it).</li> <li>Ask participants to look back to the goal they set (page 13).</li> <li>Ask participants to complete action plan (page 16)</li> </ul>
	When things go wrong	Coping planning	<ul style="list-style-type: none"> <li>Things don't always go to plan. But if you think about it in advance, it can help you deal with these situations.</li> <li>Ask the participants to think of things that could stop them from their plans, and possible solutions (complete activity on page 17).</li> <li>Ask for volunteers to present some of their challenges and solutions.</li> <li>Ask if anyone had any challenges they could not overcome. Ask the group to brainstorm ideas for solutions.</li> </ul>
	Helping each other	Social support	<ul style="list-style-type: none"> <li>Social support is very important. By helping each other out, you might be able to find some extra time (and overcome some of the problems we have just talked about).</li> <li>Also, you could think about inviting your friends to join you for some physical activities or get your whole family involved</li> <li>REMEMBER, when you enjoy the people you are doing something with, you are more likely to ENJOY it. AND when you ENJOY it, you are more likely to stick to it.</li> <li>Break the participants into groups (by table)</li> <li>Ask the groups to discuss how they can help each other out (complete activities on page 18 and 19)</li> <li>Ask representatives from each group to present some of the ideas that they came up with.</li> </ul>



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6	Welcome back		<ul style="list-style-type: none"> <li>Ask if anyone has questions from previous weeks or about the program in general</li> </ul>
	Reviewing goals	Checking your progress	<ul style="list-style-type: none"> <li>It is important to review your goals so you know if you are on track</li> <li>Don't be too hard on yourself if you are off track – it is normal. This gives you a chance to reassess and think about whether your goal was right for you (Was it achievable and realistic?) Think about setting a new, more achievable goal (or breaking a large goal into smaller steps)</li> <li>REMEMBER, if you feel like you can do it, you are more likely to enjoy it. And if you enjoy it, you are more likely to stick to it.</li> <li>Ask the participant to complete the activities on page 21 of the workbook.</li> </ul>
	Dealing with setbacks		<ul style="list-style-type: none"> <li>It's normal to have setbacks.</li> <li>Discuss some of the common reasons for setbacks (page 22).</li> <li>Ask participants to discuss some of the setbacks they have faced.</li> <li>Discuss options for dealing with setbacks (page 23).</li> <li>Ask participants to discuss in groups, some of their ideas for dealing with the types of setbacks that were discussed earlier (write on flip chart paper)</li> <li>Ask participants to share their ideas.</li> <li>Remind participants not to be too hard on themselves. Everyone has setbacks, don't let it derail you, just try to get back in to it</li> <li>REMEMBER, you need to feel like you CAN do it, and that it is your CHOICE to do it, in order to ENJOY it, and if you ENJOY it, you are more likely to stick to it.</li> </ul>
	Review of what has been learned		<ul style="list-style-type: none"> <li>Discuss the main messages of the program (ENJOYMENT is key, some activity is better than no activity - try to do something every day, access free activities where possible, keep track of your activity, needs support, more adaptive motives for doing physical activity, setting and reviewing goals, planning, and planning for things to go wrong, helping each other out)</li> <li>Facilitate a general discussion with the participants about what has worked well for them, what has been more difficult, and offer suggestions, based on the course materials.</li> </ul>