

# EXERCISE CHALLENGES

## - identifying and prioritising barriers to taking exercise

The aim of the 'Exercise Challenges' exercise is to make participants aware of what helps and what prevents them from taking exercise and keeping fit. Many find it difficult to start taking exercise and keeping fit. Reading and prioritizing various quotations on the challenges make participants aware of the attitudes and feelings that are relevant for each of them with respect to exercise and keeping fit, and the quotations reflect the mental, social and practical aspects of doing so. The exercise can be rounded off with the 'Goal and Plan' exercise to find a challenge to be addressed when all goals have been identified.



Approximately 10 minutes to identify cards  
At least 40 minutes for the whole exercise



48 quotation cards on challenges, relevance cards and task cards for each participant  
Good table space  
'Goal and Plan' sheet  
Writing implements



Can be used for introductory talk  
Individual  
In pairs (person beside)  
Group dialogue



Use the 'Goal and Plan' exercise for the second part.  
The same type of exercise as 'Goal Game', 'My Illness' and 'Me and 'Exercise Challenges'

# STEP BY STEP

1. The educator introduces the aim of the exercise: To find out why it can be difficult to prioritise exercise and possibly make a plan for change.
2. The educator uses cards to illustrate what participants should do.
3. Instructions could for example be:

“You have all been given a number of cards with quotations about various challenges and barriers stopping you from getting much exercise. You also have cards about good experiences from using your bodies and taking exercise, but the focus should especially be on the challenges. You have also got two cards marked ‘Relevant’ and ‘Not relevant’. You should choose ten cards that especially reflect your barriers for not taking any or only a little exercise. But do choose positive experiences that help you to take exercise. Start by putting all the cards you think are relevant in the ‘Relevant’ pile. Now look through the relevant pile and take away cards until about 10 are left. If your barriers are not on the cards, jot them down on a piece of paper.” Some participants may need a little support from the educator.
4. The exercise continues when everyone has a selection of about 10 cards.
5. Participants should now tell each other about their selected cards. And they should discuss what they understand from the quotations and justify their choices.
6. Participants should then each select 1-3 of the cards that they would like to work on in the next session.
7. The educator can conclude the exercise by having a round in which each pair tells the whole group what they have discussed.
8. Part 2: The exercise can continue with ‘Goal and Plan’, with participants each selecting 1 - 3 challenges that they would like to work on in the process. Here, good experiences could possibly be used as inspiration for how to solve challenges.
9. The educator can finish the exercise with a round of participants telling the group about what they would like to tackle.