

## GROUP CATCH-UP SESSION 1

Prior to attending the training:

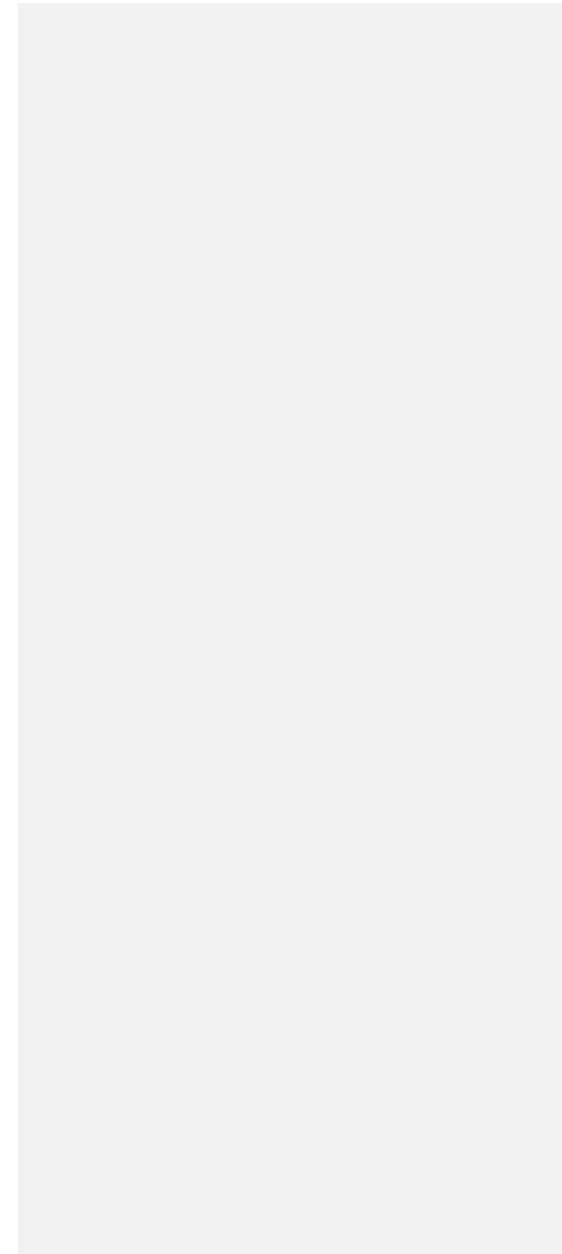
- ✓ Send an email with information about the training; venue, time and date
- ✓ Ask participants to arrive 5-10 minutes early so that you can start on time
- ✓ Ask participants to bring along their completed Goal setting sheet that they did during the online education session.

**FYI: Please feel free to use this manual during the sessions; we do not expect champions to learn the manual off by heart**

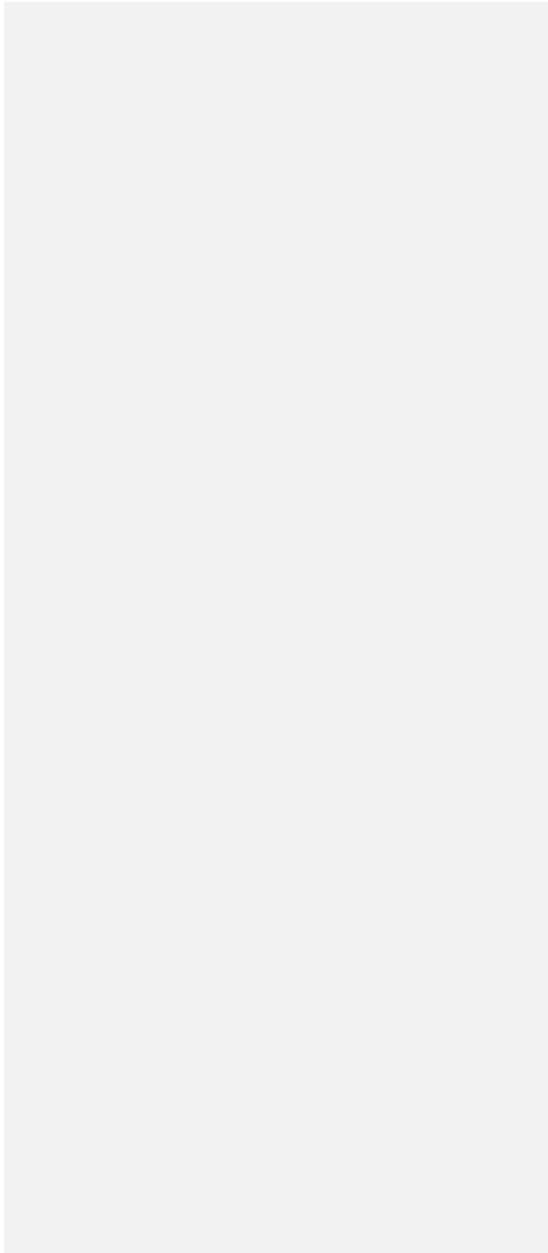
**Please make sure you take along with you all the resources listed in the table below, for your session(s).**

SESSION	TIME	SESSION CONTENT	RESOURCES
Registration		<p><b>Action: Stick up 2 flip charts labelled: “What has been going well?” “What has not been going so well?”</b></p> <ul style="list-style-type: none"> <li>• As participants arrive ask them to sign the Group Catch-up Session register</li> <li>• Ask participants to look at the 2 flip charts on the wall and ask them to think about these questions in relation to reducing their sitting time:               <ul style="list-style-type: none"> <li>○ What has been going well with reducing sitting time?</li> <li>○ What has not been going well with reducing sitting time?</li> </ul> </li> <li>• Get them to start thinking about the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Catch-up session register</li> <li>• Flip chart paper</li> <li>• Flip chart pens</li> <li>• Blue Tac</li> <li>• 2 flip charts labelled: What has been going well? What has not been going so well?</li> </ul>
Introduction	5 minutes	<ul style="list-style-type: none"> <li>• Welcome everyone</li> <li>• Before starting the session, inform participants about the session being voice recorded using a digital voice recorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital voice recorder</li> </ul>

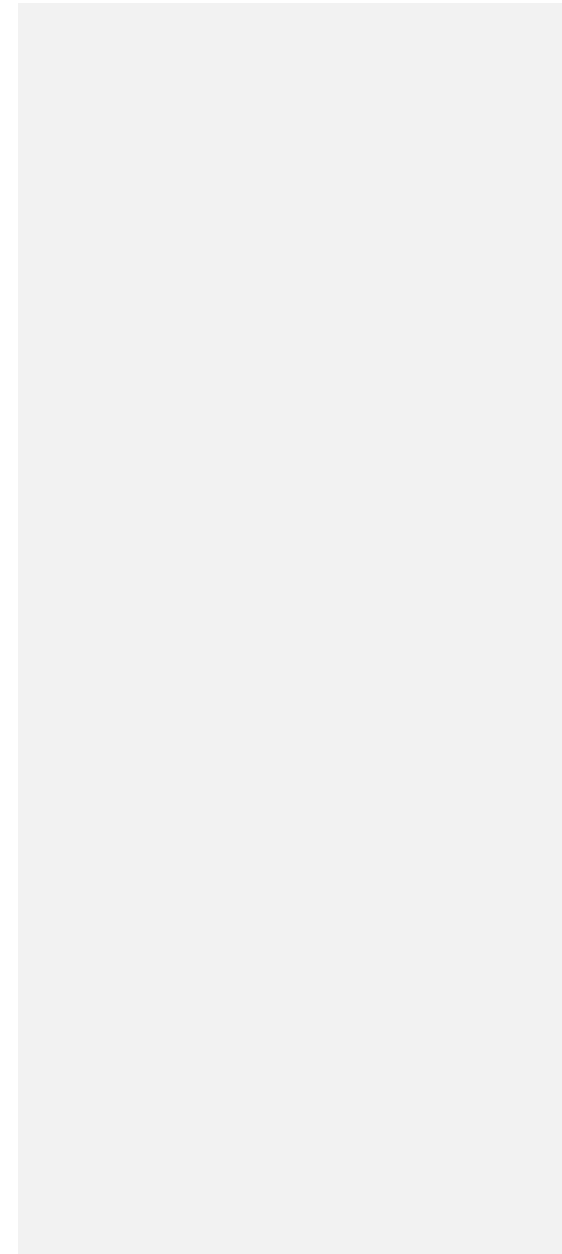
		<ul style="list-style-type: none"> <li>• Explain that the voice recording will be: <ul style="list-style-type: none"> <li>○ Collected by the SMART Intervention Development team (the group that has developed the online training programme and these group sessions)</li> <li>○ It will be used to assess what content is being delivered by all champions, ensuring all participants taking part in the SMART Work and Life Study are receiving the same information at every session.</li> <li>○ This is not about checking up on staff progress in terms of sitting.</li> </ul> </li> </ul> <p><b>Action: Switch on the voice recorder if you haven't already done so.</b></p> <ul style="list-style-type: none"> <li>• Introduce the session: <ul style="list-style-type: none"> <li>○ This session is about seeing how everyone has been getting on with the goals they set themselves around sitting less and moving more often.</li> <li>○ Sharing tips and generating ideas for sitting less</li> <li>○ <b>ONLY For those that received the standing desk:</b> finding out how they are getting on with using the desk.</li> <li>○ Revisiting goal setting</li> </ul> </li> <li>• Inform participants this Group Catch session should take around 30 minutes</li> </ul>	
Your story	10 minutes	<p><b>Action: Hand out a few post it notes to each participant</b></p> <ul style="list-style-type: none"> <li>• Refer participants to the 2 flip charts labelled: <ul style="list-style-type: none"> <li>○ What has been going well with regards to reducing your sitting time?</li> <li>○ What has not been going so well with regards to reducing your sitting time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart paper</li> <li>• Flip chart pens</li> <li>• Blue Tac</li> <li>• Post-it notes</li> <li>• Pens</li> <li>• 2 flip charts labelled: What has been going well? What has not been going so well?</li> </ul>



	<ul style="list-style-type: none"> <li>• Ask them to write down, on the post-it notes, their answers to each of the questions. Inform them to write <b>ONE</b> thing per post-it note. Give them a few minutes for this</li> <li>• When they are done they can stick their post-it notes onto the relevant flip chart</li> <li>• Once completed, starting with the 'What's been going well' flip chart, inform the group that it's good to see that things have been working. Ask the group: <ul style="list-style-type: none"> <li>○ What helped them to reduce their sitting time? What strategies did they use?</li> <li>○ Did they experience any benefits?</li> </ul> </li> </ul> <p><i>(YOU HAVE LIMITED TIME &amp; WON'T BE ABLE TO GO AROUND THE WHOLE GROUP FOR THE ABOVE QUESTIONS)</i></p> <ul style="list-style-type: none"> <li>• Listen to the responses and acknowledge how well they have done</li> <li>• Move onto 'What has not been going so well'. Group any similar barriers.</li> <li>• When reading out each barrier, ask the group to come up with solutions. Using the OARS tool may be helpful; use open ended questions, paraphrase, provide a summary</li> <li>• If there are some similar answers, ask the group if they feel that a solution has been provided for that barrier. If they feel it hasn't, ask the group to come up with a solution.</li> <li>• By going through the barriers and asking the group to come up with solutions (using the OARS) you are helping them to start thinking about the barrier and what they can do to overcome it, this should help them moving forward</li> <li>• Remind the group that they have the online education programme to refer to which has resources on there to help them to sit less and move more often.</li> </ul>	<ul style="list-style-type: none"> <li>• OARS worksheet (to use to facilitate what's not been going well post its)</li> </ul>
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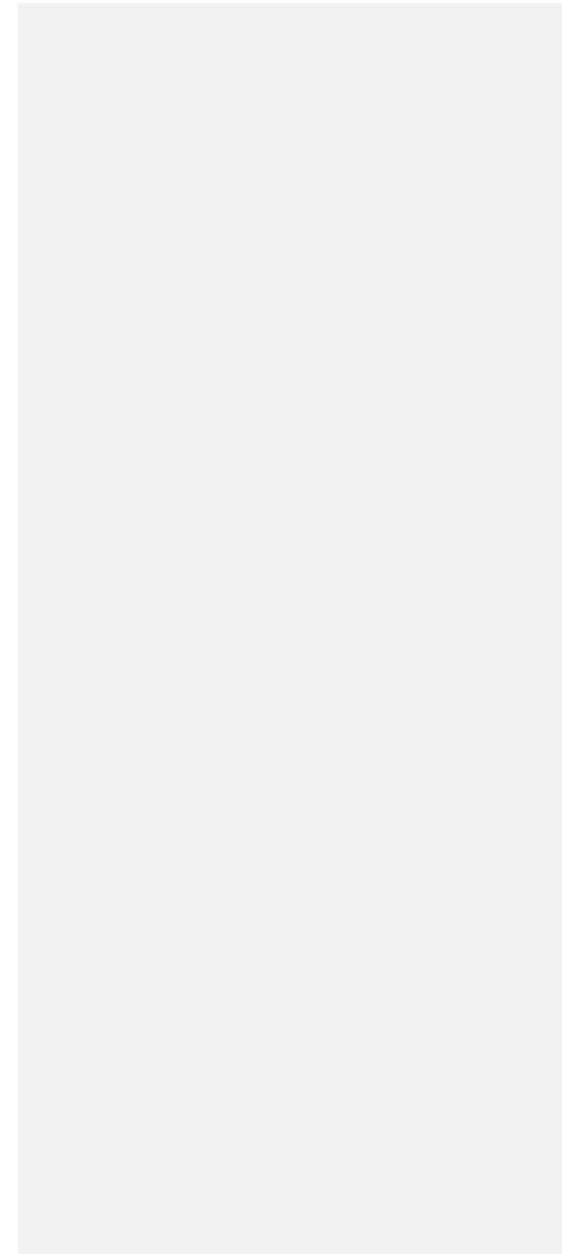


		<ul style="list-style-type: none"> <li>• If the group asks a question that you are not sure how to answer, either: <ul style="list-style-type: none"> <li>○ Refer them to the online programme, if it's an answer that is available on there</li> <li>○ Refer them to the SMART Work &amp; Life study team. They will have the contact details of the study team.</li> </ul> </li> <li>• Thank everyone for sharing and move on to the next session.</li> </ul>	
Refresher of key messages and what's next	10 minutes	<ul style="list-style-type: none"> <li>• Ask participants to think back to the online education programme and ask if they remember: <ul style="list-style-type: none"> <li>○ How much of their day should they aim to spend sitting? (i.e., &lt;50%)</li> <li>○ How often they should get out of their chair? (i.e., every 30 minutes)</li> <li>○ How long for? (i.e., for a few minutes)</li> </ul> </li> <li>• Studies have shown that reducing sitting time and taking regular breaks in sitting, by standing and moving more often, are good for health and well-being</li> <li>• The online education and the tips suggested to reduce sitting were largely focused on the individual person. This is a group-based programme so let's take some time to think about ways we can reduce our sitting time at work as a group and outside of work with family and friends.</li> <li>• What could you do as a group at work or changes that you could make in the office, to reduce your sitting time? (encourage the group to think outside the box for ideas) <ul style="list-style-type: none"> <li>○ If the group are struggling you could present the following ideas to get them started: have standing meetings, create a standing area in the office, move waste bin locations, start a walking group at lunch, doing group stretching exercises together for a few minutes in the morning or afternoon.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No resources required</li> </ul>



		<ul style="list-style-type: none"> <li>○ Get them to choose on one or two things that they agree to try as a group.</li> <li>● Remind everyone that this programme isn't just about reducing sitting at work. What could you do outside of work? Is there anything that you could get your family or friends involved in? (Refer back to the top tips document that was on the online education programme for ideas)</li> <li>● Remind everyone that the computer software suggested on the online education programme can be installed on home computers and laptops too. The phone apps suggested can also be shared with family and friends.</li> <li>● Setting yourselves a goal can help you to reduce your sitting time so we'll just spend the last 5 minutes on goal setting.</li> </ul>	
Goal setting/Action planning	5 minutes	<p><b>Action: Hand out a new goal setting sheet to all the participants.</b></p> <ul style="list-style-type: none"> <li>● The aim of this session is to briefly revisit the goal setting sheet with your group but you will not have time to go through the goal setting sheet with them (refer them back to the online education programme if needed)</li> <li>● Ask participants to take a few minutes to think back to the goal(s) they set themselves or refer to their goal setting sheets to remind them (if they bought them along).</li> <li>● Tell the participants that this is a good time in the study for them to review their plan and see if they stuck to it. If they didn't, they can start thinking about why that was. If they did, this is a good time for them to think about setting a new goal.</li> <li>● For those who did not complete the goal sheet after the online education/set themselves a goal refer them back to the online programme for instructions.</li> <li>● Ask participants: 'why is it important to write your goals or plans down?'</li> </ul>	<ul style="list-style-type: none"> <li>● Copies of the Goal Setting Sheet for all participants &amp; one for Champion</li> <li>● Pens</li> </ul>

		<ul style="list-style-type: none"> <li>• Inform them that research has shown, writing actions or goals down has shown that people are more likely to stick to their goal(s)</li> <li>• Tell participants that there isn't time to go through the goal sheet but give them all a copy of a blank goal setting sheet and encourage them to complete it in their own time after the session (refer them to the online education for instructions)</li> <li>• Thank everyone for their participation and move on.</li> </ul>	
Next steps	1-2 minutes	<ul style="list-style-type: none"> <li>• Their next session will be in 6 months' time and you will email them again with the details nearer the time</li> <li>• Leave some post it notes out and encourage them to make suggestions of what they would find useful to cover in the next Group Catch-up session and leave them in the room for you to collect</li> <li>• In the meantime they will continue to receive emails and challenges from you</li> <li>• Inform participants that if they have any queries or concerns about the study they should contact the SMART Work and Life study team.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-it notes</li> <li>• Pens</li> </ul>
		<b>Thank you and close</b>	



## GROUP CATCH-UP SESSION 2

Prior to delivering the training:

- ✓ Send an email with information about the training; venue, time and date. You might find it helpful to add in some information about what the training will focus on in this session.
- ✓ Ask participants to arrive 5-10 minutes early so that you can start on time

**Please make sure you take along with you all the resources listed in the table below, for your session.**

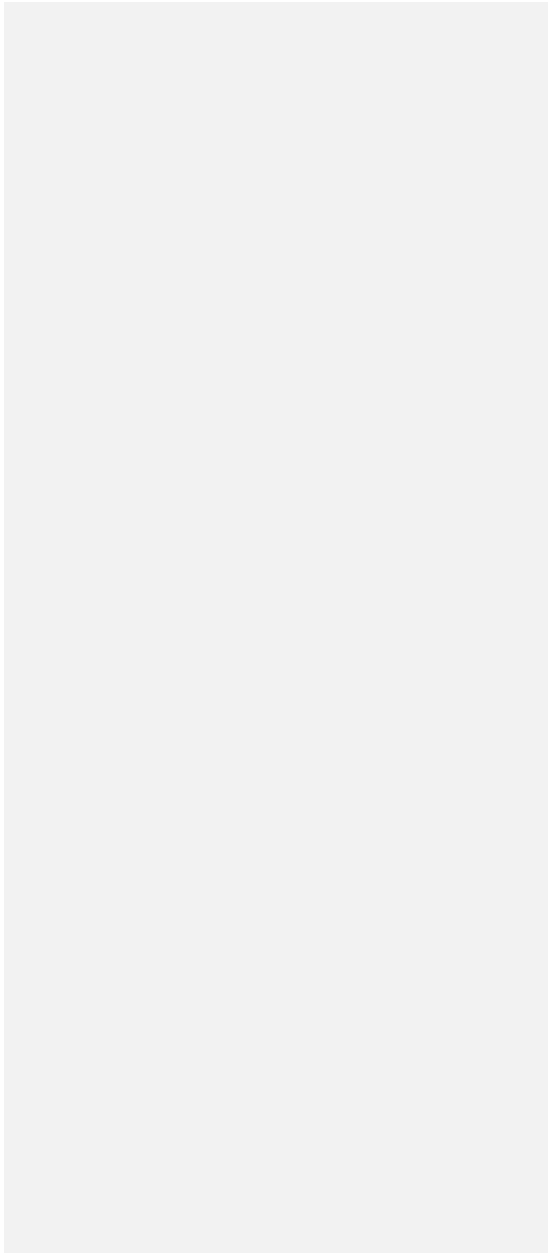
**FYI:** Please feel free to use this manual during the sessions; we do not expect champions to learn the manual off by heart. These sessions should be delivered using a facilitative style; asking open questions, exploring participants responses and encouraging the group to work together to come up with the answers. Using the OARS tool will help you do this. We have provided you with questions, please feel free to adapt or use your own, making sure you are still covering the content outlined in the manual.

SESSION	TIME	SESSION CONTENT	RESOURCES
Registration		<b>Action: ask participants to sign the group catch-up session register.</b>	<ul style="list-style-type: none"><li>• Group catch-up session register</li></ul>
Introduction	2 mins	Welcome everyone back. Inform the group the session will be voice recorded, just like you did in the first session.  <b>Action: switch on the voice recorder if you haven't already done so.</b>  <b>INTRODUCE THE SESSION:</b>	<ul style="list-style-type: none"><li>• Digital voice recorder</li></ul>

		<ul style="list-style-type: none"> <li>• <i>'This catch-up session is about listening to how everyone has been getting on with reducing their sitting time and setting a group action plan.'</i></li> <li>• <i>'We will be discussing Slip Ups and Relapse - what they are, a strategy for managing them and making your own plan.'</i></li> </ul>	
Your story	11 mins	<p><b>NOTE:</b> Inform the group that this session is about listening to how people have been getting on with reducing their sitting time at work and outside of work. You can use the <b>OARS tool</b> to help you explore people's responses further; asking open questions, paraphrasing, summarising.</p> <p><b>NOTE:</b> You will not be using post-it notes. Instead you will ask the questions, allowing the group to answer and have a discussion.</p> <p><b>Remind</b> the group about the first catch-up session, where they generated ideas of things they could do as a group or changes they could make in the office to reduce sitting time at work. They also explored things they could do outside of work to reduce sitting time.</p> <p><b>QUESTIONS (at work):</b></p> <ul style="list-style-type: none"> <li>• <i>'How have you been getting on with doing things as a group at work?'</i> Explore <b>'what they have been doing, what has been going well'</b> and <b>'what has not been going so well.'</b> Ask the group to come up with solutions to any challenges or barriers presented.</li> <li>• Inform the group that you are going to take a few minutes to create a group plan to help you continue reducing sitting time at work.</li> </ul>	<ul style="list-style-type: none"> <li>• OARS worksheet</li> <li>• 'Our Action Plan' worksheet – one for each participant</li> </ul>

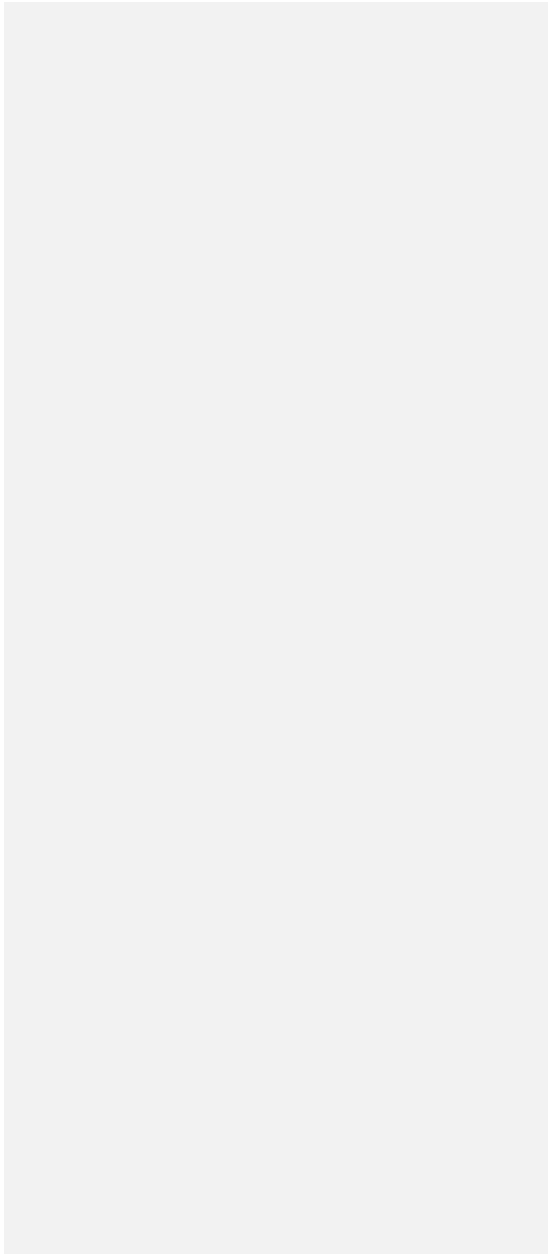


		<p><b>Action: Hand out the 'Our Action Plan' worksheet to each individual and go through it with the group OR give them a few minutes to complete it together as a group.</b></p> <ul style="list-style-type: none"><li>• If the group is struggling to come up with ideas, here's a few suggestions: have standing meetings, create a standing area in the office, start a walking group at lunch, doing group stretching exercises together for a few minutes in the morning or afternoon.</li><li>• <i>'Why do you think doing something at work as a group might be helpful?'</i> Some examples below to help you:<ul style="list-style-type: none"><li>○ Encourage organisation change</li><li>○ Other people in the office doing the same thing as you can be a motivator.</li><li>○ Can encourage and support one and other</li><li>○ It could become the norm and part of your daily routine</li></ul></li></ul> <p><b>QUESTIONS (outside of work):</b></p> <ul style="list-style-type: none"><li>• <i>'This programme is also about reducing sitting time outside of work. How have you been getting on with this?'</i></li><li>• <i>'Has anybody been finding this difficult? What are your challenges? 'How could/did you overcome them?' 'Any tips/advice for others when things have worked?'</i> Ask the group to help come up with ideas.</li><li>• <i>'Have you experienced any benefits from reducing sitting?'</i> You want to elicit if it's helped them physically/mentally.</li></ul>	
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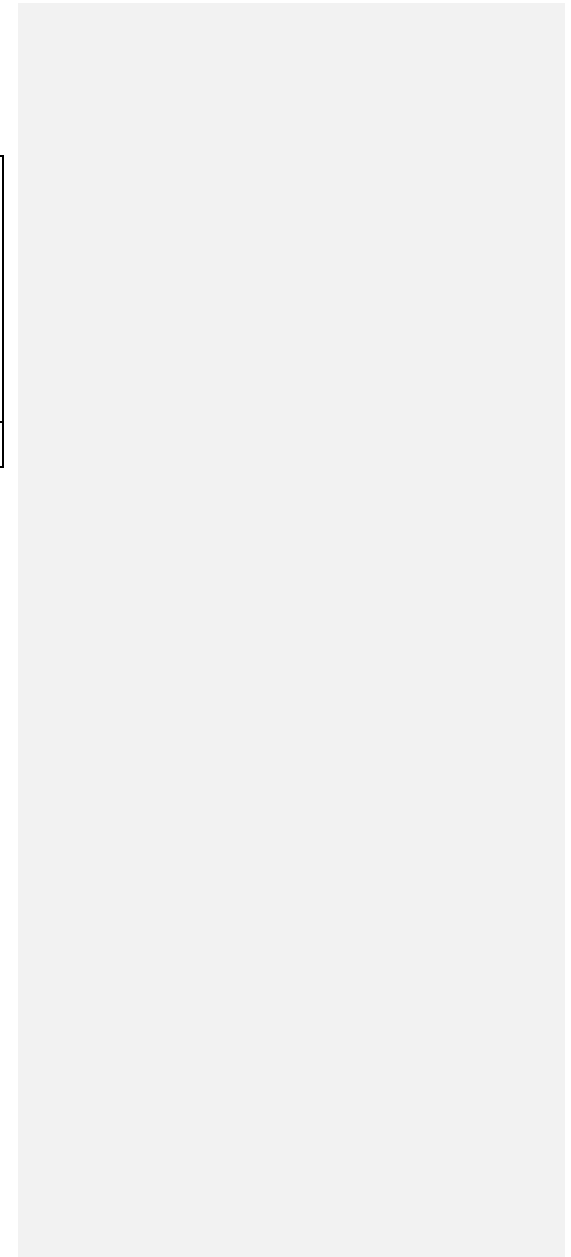
		<p><b>Remind</b> the group, if not already mentioned, that they have access to the online education programme which has resources that could help them reduce sitting time.</p> <p>They can share some of the resources with family and friends to help them join in:</p> <ul style="list-style-type: none"> <li>• The top tips</li> <li>• Phone apps and software information</li> <li>• Goal setting worksheet</li> </ul> <p><b>NOTE:</b> Some challenges may be out of an individual's control, e.g. ill health for which there may be no strategy. If this comes up during discussions, inform the group that these things happen and it is o.k. They should acknowledge it and get going again when they are ready. If it is not mentioned, move on.</p> <p><b>NOTE:</b> For questions unrelated to this session or anything you can't answer, either:</p> <ul style="list-style-type: none"> <li>• Refer them to the online education programme, if it's appropriate</li> <li>• Refer them to the SMART Work &amp; Life study team.</li> </ul> <p>Thank the group for sharing their stories and move on.</p>	
Slips Ups & Relapse	15 mins	<p><b>NOTE:</b> Inform the group that this session is about <b>Slip ups and Relapse</b>. You will be providing the group with an understanding of what they are and how it can affect the change they are trying to make, e.g. reducing sitting time.</p> <p>Start by providing the group with the following information:</p> <ul style="list-style-type: none"> <li>• <i>'A slip up is a small hiccup when you're trying to make a lifestyle change.'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart paper</li> <li>• Flip chart pens</li> <li>• Blue Tac</li> <li>• 1 x pre-prepared flip chart titled: 'Situations increasing risk'</li> </ul>

	<ul style="list-style-type: none"> <li>• 'A relapse is when you slip back fully into old habits.'</li> <li>• 'How someone responds to a slip up determines whether it becomes a relapse.'</li> <li>• 'Slip ups and relapse are a normal part of behaviour change.'</li> </ul> <p><b>QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• 'How can a slip up or relapse help you?' You want to try and elicit the following: <ul style="list-style-type: none"> <li>○ helps you see what's going wrong or what your challenges are</li> <li>○ Gives you an opportunity to learn about yourself and how you're going to manage the change long term</li> <li>○ Gives you a chance to re-evaluate previous goals or action plans.</li> </ul> </li> <li>• 'Being prepared or expecting slip ups and relapses can help you get going again more quickly and successfully.'</li> </ul> <p><b>Action: put up the flip chart 'Situations increasing risk of Slip Ups &amp; Relapse' – this is the pre-prepared flip chart. This can stay up throughout the session.</b></p> <ul style="list-style-type: none"> <li>• 'Here are some examples of situations where there may be an increased risk of slip ups.' Refer to the flip chart: <ul style="list-style-type: none"> <li>○ <u>'Places with strong links to old behaviours: could be meetings'</u></li> <li>○ <u>'Negative feelings e.g. anger, depression, boredom, loneliness: you may not bother standing at work or outside of work because of these feelings. You may resort to sitting and binge watching t.v. when you get home for example.'</u></li> <li>○ <u>'Pressures from others e.g. family at home sitting all the time and not getting involved or trying to help with what you're doing.'</u></li> </ul> </li> <li>• 'To help people after a slip up or to avoid further ones you need to have strategies in place. Let's think about some strategies for these situations' (refer to the flip chart).</li> </ul>	<p>of Slip Ups &amp; Relapse' – complete this flip chart with all the risks; see text, to add in, in the middle column. Only the underlined text to go on the flip chart.</p> <ul style="list-style-type: none"> <li>• 'Preparing for Slip Ups &amp; Relapse' worksheet – for all participants</li> </ul>
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		<p><b>QUESTIONS: (note down answers on the flip chart if you have time)</b></p> <ul style="list-style-type: none"> <li>• <i>'What can you do about...</i> <ul style="list-style-type: none"> <li>○ <i>Places with strong links?' – e.g. set up apps with a timer to encourage standing.</i></li> <li>○ <i>'Negative feelings?' – e.g. think of alternative strategies when you have these feelings e.g. go for a walk or do some other form of physical activity, listen to music</i></li> <li>○ <i>'Pressure from others?' – e.g. talk to family or friends about what you are doing and why and get them to join in or support you.</i></li> </ul> </li> <li>• <i>You will now take a few minutes to make your own plan for any possible future slip ups or relapse.</i></li> </ul> <p><b>Action: hand out the 'Preparing for Slip Ups &amp; Relapse' worksheet. Work through the worksheet with the group. Either do it step by step, giving your examples to each question and then allowing the group time to work through theirs OR ask the group each question and allow them to come up with the answers.</b></p> <p>Check if anyone has any questions. Answer them together as a group or refer them to the appropriate person or resource (e.g. SMART team or online programme) and move onto to the next session.</p>	
Next steps	2 mins	<p>Inform the group that:</p> <ul style="list-style-type: none"> <li>• Their next session will be in 6 months' time, you will email them the details</li> </ul>	<ul style="list-style-type: none"> <li>• None required</li> </ul>

		<ul style="list-style-type: none"><li>• They will continue to receive emails and challenges from you</li><li>• Any queries or concerns about the study should be directed to SMART Work and Life study team.</li></ul> <p><b>Action: Hand out post-it notes. Ask participants to write down benefits they have experienced from reducing their sitting time? Inform the group that you will be sharing some of these messages in one of the monthly emails. No names will be used, just quotes.</b></p>	
		<p><b>Thank you and close</b></p>	



## GROUP CATCH-UP SESSION 3

Prior to delivering the training:

- ✓ Send an email with information about the training; venue, time and date. You might find it helpful to add in some information about what the training will focus on in this session.
- ✓ Ask participants to arrive 5-10 minutes early so that you can start on time
- ✓ Ask participants to bring along all completed 'My Sitting Time' worksheets. Explain that you will be discussing sitting time at session 3.

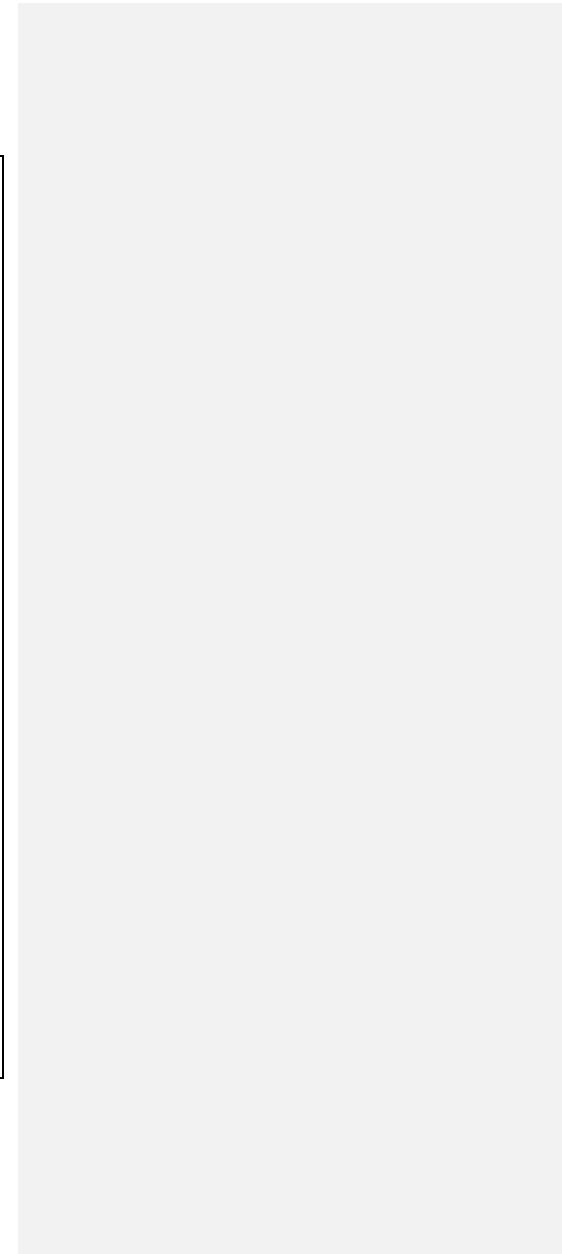
**Please make sure you take along with you all the resources listed in the table below, for your session.**

**FYI:** Please feel free to use this manual during the sessions; we do not expect champions to learn the manual off by heart. These sessions should be delivered using a facilitative style; asking open questions, exploring participants responses and encouraging the group to work together to come up with the answers. Using the OARS tool will help you do this. We have provided you with questions, please feel free to adapt or use your own, making sure you are still covering the content outlined in the manual.

SESSION	TIME	SESSION CONTENT	RESOURCES
Registration		<b>Action: ask participants to sign the group catch-up session register</b>	<ul style="list-style-type: none"><li>• Group Catch-up session register</li></ul>
Introduction	2 mins	Welcome everyone back. Inform the group the session will be voice recorded, just like you did in the first session.	<ul style="list-style-type: none"><li>• Digital voice recorder</li></ul>

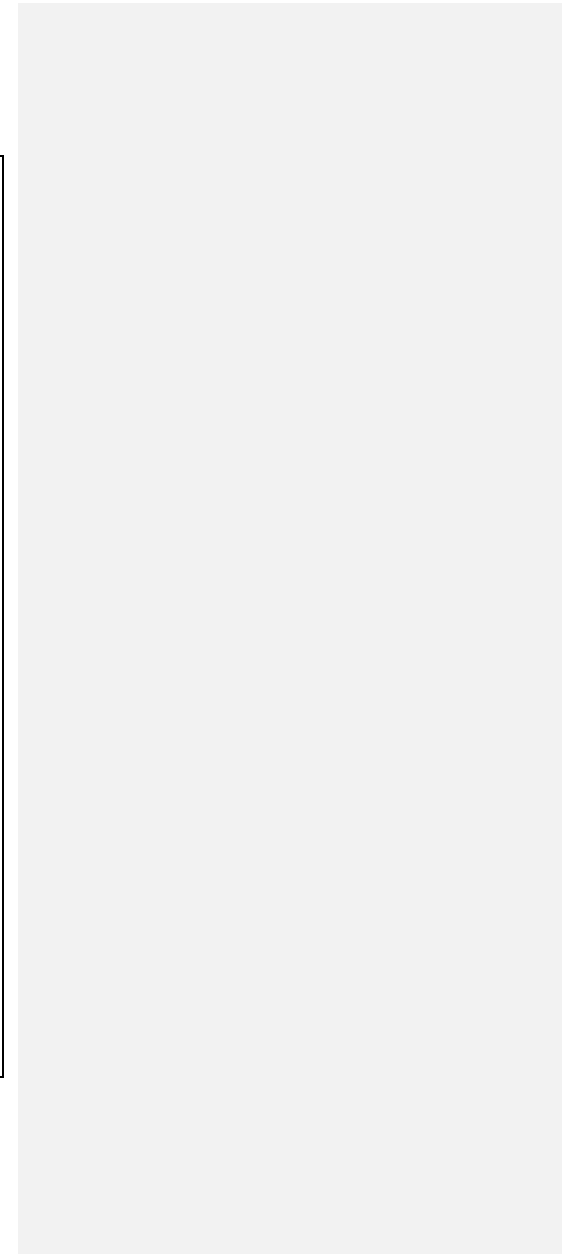
		<p><b>Action: Switch on the voice recorder if you haven't already done so.</b></p> <p><b>INTRODUCE THE SESSION:</b></p> <ul style="list-style-type: none"> <li>• <i>'This catch-up session is about listening to how everyone has been getting on with reducing their sitting time and briefly discussing slip ups and relapse, which we looked at in the last catch-up session.'</i></li> <li>• <i>'We will also be discussing sitting time by refreshing ourselves on the message from the online education programme and looking at your own sitting time.'</i></li> </ul>	
Your story	11 mins	<p><b>NOTE:</b> Inform the group that this session is about listening to how people have been getting on with reducing their sitting time at work and outside of work. You can use the <b>OARS tool</b> to help you explore people's responses further; asking open questions, paraphrasing, summarising.</p> <p><b>NOTE:</b> You will not be using post-it notes. Instead you will ask the questions, allowing the group to answer and have a discussion.</p> <p><b>QUESTIONS (at work):</b></p> <ul style="list-style-type: none"> <li>• <i>'How have you been getting on with doing things as a group at work?'</i> Remind them about the group action plan they completed at the last session and ask if they initiated this as a group. Also explore <b>'what has been going well'</b> and <b>'what has not been going so well?'</b> Ask the group to come up with solutions to any challenges or barriers presented.</li> </ul> <p><b>Remind</b> the group why doing things at work as a group might be helpful:</p>	<ul style="list-style-type: none"> <li>• OARS worksheet</li> <li>• 1x 'Preparing for Slip Ups &amp; Relapse' blank worksheet – for reference only</li> </ul>

		<ul style="list-style-type: none"> <li>• Encourage organisation change</li> <li>• Other people in the office doing the same thing as you can be a motivator.</li> <li>• Can encourage and support one and other</li> <li>• It could become the norm and part of your daily routine</li> </ul> <p><b>QUESTIONS (outside of work):</b></p> <ul style="list-style-type: none"> <li>• <i>'This programme is also about reducing sitting time outside of work. How have you been getting on with this?'</i></li> <li>• <i>'Has anybody been finding this difficult? What are your challenges?' 'How could/did you overcome them?' 'Any tips/advice for others when things have worked?'</i> Ask the group to help come up with ideas.</li> <li>• <i>'Have you experienced any benefits from reducing sitting?'</i> You want to elicit if it's helped them physically/mentally.</li> </ul> <p><b>Remind</b> the group, if not already mentioned, that they have access to the online education programme which has resources that could help them reduce sitting time. They can share some of the resources with family and friends to help them join in:</p> <ul style="list-style-type: none"> <li>• The top tips</li> <li>• Phone apps and software information</li> <li>• Goal setting worksheet</li> </ul> <p><b>SLIP UPS &amp; RELAPSE RE-CAP:</b></p> <p><b>Remind</b> the group about the last catch-up session, where you explored Slip Ups &amp; Relapse and remind them of the following:</p> <ul style="list-style-type: none"> <li>• <i>'A slip up is a small hiccup when you're trying to make a lifestyle change'</i></li> <li>• <i>'A relapse is when you slip back fully into old habits.'</i></li> </ul>	
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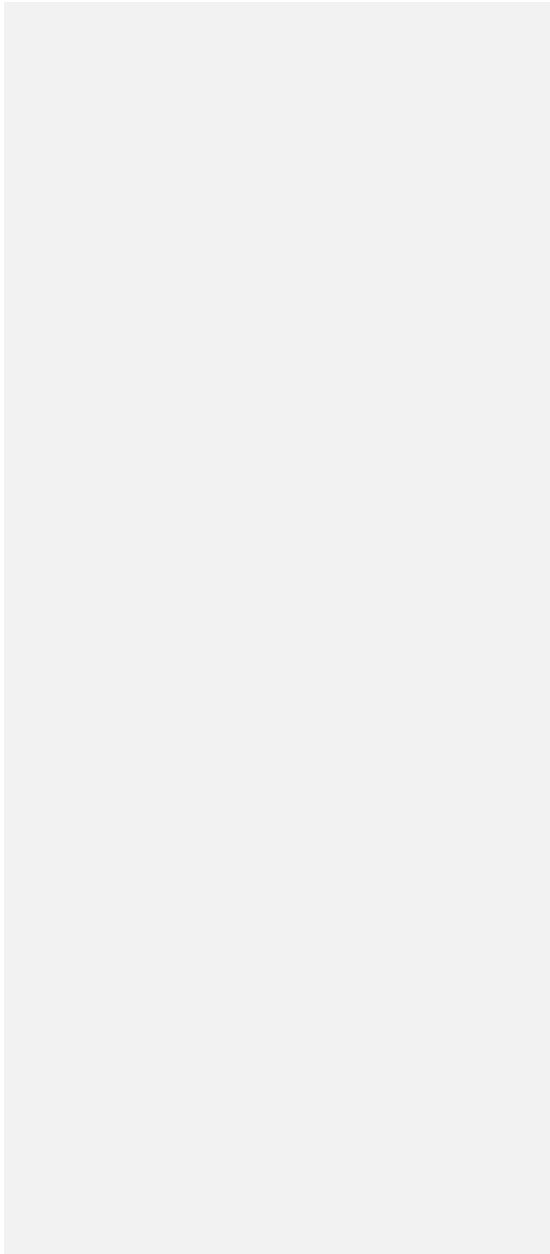




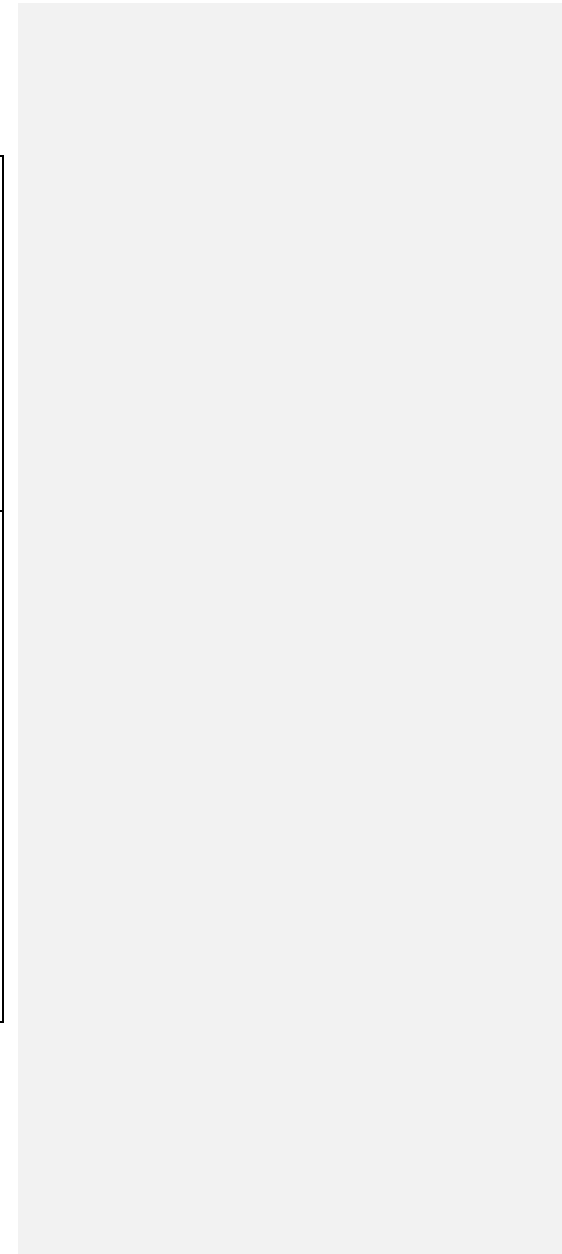
	<ul style="list-style-type: none"> <li>• <i>'How someone responds to a slip up determines whether it becomes a relapse.'</i></li> </ul> <p><b>QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• <i>Has anyone experienced a slip up or relapse since the last catch-up session?'</i> <ul style="list-style-type: none"> <li>○ <i>'What caused it?'</i></li> <li>○ <i>'How did you overcome it?'</i> <b>If they didn't overcome it, ask the group to come up with some strategies.</b></li> </ul> </li> <li>• If no one is forthcoming with sharing their experience, don't worry, move on.</li> </ul> <p><b>Remind</b> the group that slip ups and relapse are a normal part of any sustained behaviour change.</p> <p><b>QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• <i>'How can a slip up or relapse help you?'</i> <b>You want to try and elicit the following:</b> <ul style="list-style-type: none"> <li>○ helps you see what's going wrong or what your challenges are</li> <li>○ Gives you an opportunity to learn about yourself and how you're going to manage the change long term</li> <li>○ Gives you a chance to re-evaluate previous goals or action plans.</li> </ul> </li> <li>• <i>'Being prepared or expecting slip ups and relapses can help you get going again more quickly and successfully.'</i></li> </ul> <p><b>Remind</b> the group that at the last catch-up session they completed a 'Preparing for Slip Ups &amp; Relapse' worksheet. They made note of situations which may cause them</p>	
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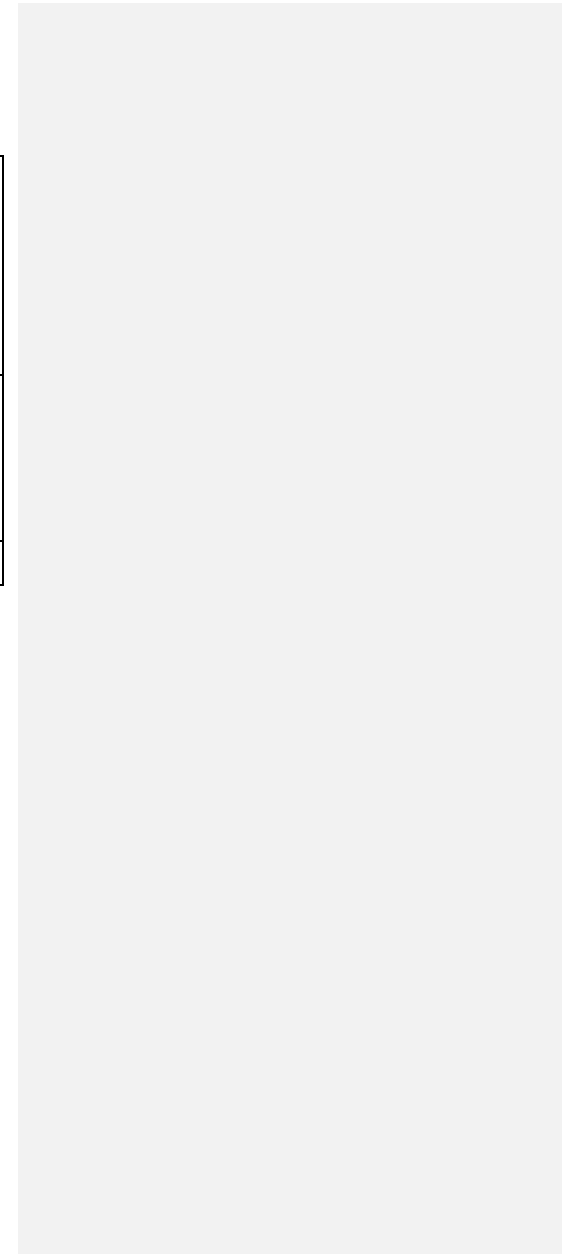
		<p>to slip up or relapse and put into place some strategies. This is another <u>resource</u> for them to use to help them continue reducing their sitting time.</p> <p><b>Action:</b> Show the group a copy of the ‘Preparing for Slip Ups &amp; Relapse’ worksheet to remind them.</p> <p><b>NOTE:</b> For questions unrelated to this session or anything you can’t answer, either:</p> <ul style="list-style-type: none"> <li>• Refer them to the online education programme, if it’s appropriate</li> <li>• Refer them to the SMART Work &amp; Life study team.</li> </ul> <p>Thank the group for sharing their stories and move on.</p>	
Refresher of key messages	5 mins	<p><b>NOTE:</b> Inform the group that in this session you will re-cap on a key message from the online education programme which was about ‘Sitting time’.</p> <p><b>Action:</b> Put up the flipchart which shows the 2 images of ‘whole waking day’ and ‘Day at work’.</p> <p><b>Remind</b> the group that they will have come across these two images on the online education programme. The data is from a combination of research studies, undertaken to measure the amount of time people spent sitting. Go through the chart, explaining what it represents. <a href="#">Refer to the pre-prepared flipchart and explain the findings.</a></p>	<ul style="list-style-type: none"> <li>• Flip chart paper</li> <li>• Flip chart pens</li> <li>• Blue tac</li> <li>• 1x pre-prepared flip chart with the two circles drawn representing ‘Sitting Time’ percentages. Refer to the picture at the end of this manual. Draw the circles and label them as</li> </ul>



		<ul style="list-style-type: none"> <li>• <i>'During the <b>'Whole Waking Day'</b> people spent':</i> <ul style="list-style-type: none"> <li>○ <i>'60% of the time sitting'</i></li> <li>○ <i>'35% of the time standing &amp; in light movement'</i></li> <li>○ <i>'Only 5% of the time was spent in purposeful movement/walking'</i></li> </ul> </li> <li>• <i>'During a <b>Day at work</b> people spent':</i> <ul style="list-style-type: none"> <li>○ <i>'77% of the time sitting'</i></li> <li>○ <i>'21% of the time standing &amp; in light movement'</i></li> <li>○ <i>'2% of the time in purposeful movement/walking'</i></li> </ul> </li> <li>• <i>'In the next part you will take some time to review your sitting time.'</i></li> </ul>	<p>you wish as long as the message gets across</p>
Reducing sitting time	10 mins	<p><b>NOTE:</b> Inform the group that in this session they will take some time to review their completed 'My Sitting Time' worksheets to see where they are at with reducing their sitting time. They should have completed two; one at the beginning of the study when completing the online education programme and one recently, which was emailed to them as part of the regular weekly emails they receive.</p> <p><b>QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• <i>'If your sitting time hasn't changed, what can you do? OR 'What can you do to carry on reducing your sitting time?' Explore further using open questions e.g. 'what resources do you have available that can help you reduce your sitting time? What can you do with the individual and/or group goals you set yourself?' You want to elicit the online education programme which has resources to help them. With regards to the goals, they can review these and set new ones or amend existing ones if they haven't achieved them.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 1x My Sitting Time worksheet to show participants</li> </ul>



		<p><b>NOTE:</b> For anyone that hasn't completed a 'My Sitting Time' worksheet, ask them to do so before the next session. Ask them to think about how they have been getting on and if they need to change anything to help them to sit less.</p> <p>Thank everyone for their contribution and move on.</p>	
Next steps	2 mins	<p>Inform the group that:</p> <ul style="list-style-type: none"> <li>• Their next session will be in 6 months' time, you will email them the details</li> <li>• They will continue to receive emails and challenges from you</li> <li>• Any queries or concerns about the study should be directed to SMART Work and Life study team.</li> </ul>	<ul style="list-style-type: none"> <li>• None required</li> </ul>
		<b>Thank you and close</b>	



## GROUP CATCH-UP SESSION 4

Prior to delivering the training:

- ✓ Send an email with information about the training; venue, time and date. You might find it helpful to add in some information about what the training will focus on in this session.
- ✓ Ask participants to arrive 5-10 minutes early so that you can start on time
- ✓ Ask participants to bring along their completed individual and group Goal setting sheets.

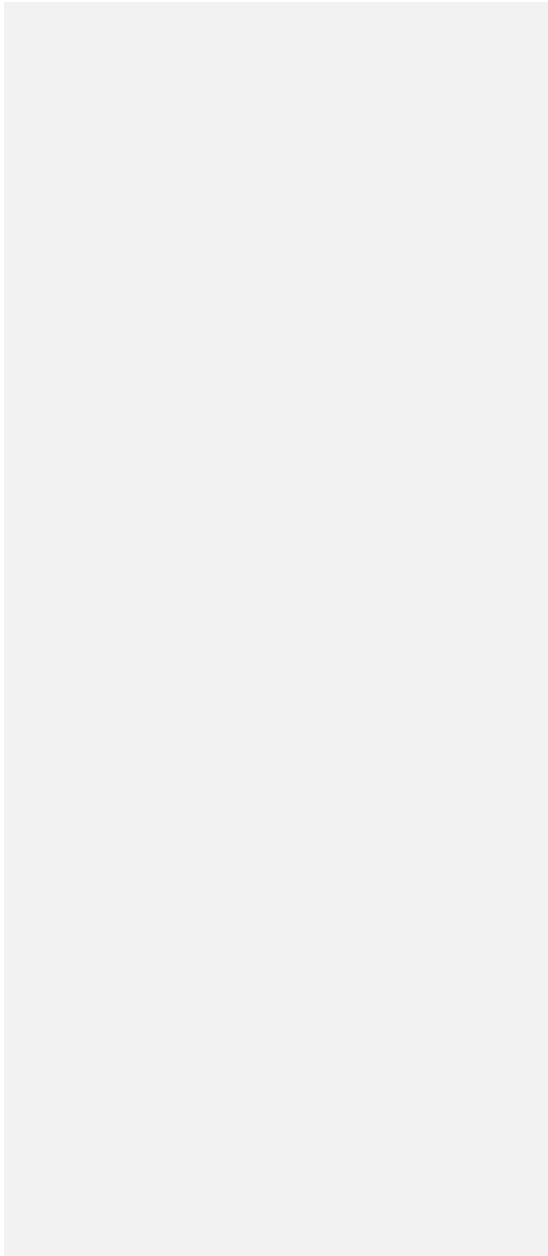
**Please make sure you take along with you all the resources listed in the table below, for your session.**

**FYI:** Please feel free to use this manual during the sessions; we do not expect champions to learn the manual off by heart. These sessions should be delivered using a facilitative style; asking open questions, exploring participants responses and encouraging the group to work together to come up with the answers. Using the OARS tool will help you do this. We have provided you with questions, please feel free to adapt these or use your own, making sure you are still covering the content outlined in the manual.

SESSION	TIME	SESSION CONTENT	RESOURCES
Registration		<b>Action: ask participants to sign the group catch-up session register</b>	<ul style="list-style-type: none"><li>• Group catch-up session register</li></ul>
Introduction	2 mins	Welcome everyone back. Inform the group the session will be voice recorded, just like you did in the first session.  <b>Action: switch on the voice recorder if you haven't already done so.</b>	<ul style="list-style-type: none"><li>• Digital voice recorder</li></ul>

		<p><b>INTRODUCE THE SESSION:</b></p> <ul style="list-style-type: none"> <li>• <i>'This catch-up session is about listening to how everyone has been getting on with reducing their sitting time.'</i></li> <li>• <i>'We will also look at how too much sitting can impact your health and complete the session with goal setting.'</i></li> </ul>	
Your story	8 mins	<p><b>NOTE:</b> Inform the group that this session is about listening to how people have been getting on with reducing their sitting time at work and outside of work. You can use the <b>OARS tool</b> to help you explore people's responses further; asking open questions, paraphrasing, summarising.</p> <p><b>NOTE:</b> You will not be using post-it notes. Instead you will ask the questions, allowing the group to answer and have a discussion.</p> <p><b>QUESTIONS (at work):</b></p> <ul style="list-style-type: none"> <li>• <i>'How have you been getting on with doing things as a group at work?'</i> Remind them about the group action plan they completed at the last session and <b>ask if they initiated this as a group</b>. Also explore <b>'what has been going well'</b> and <b>'what has not been going so well?'</b> Ask the group to come up with solutions to any challenges or barriers presented.</li> </ul> <p><b>Remind</b> the group why doing things at work as a group might be helpful:</p> <ul style="list-style-type: none"> <li>• Encourage organisation change</li> <li>• Other people in the office doing the same thing as you can be a motivator.</li> </ul>	<ul style="list-style-type: none"> <li>• OARS worksheet</li> </ul>

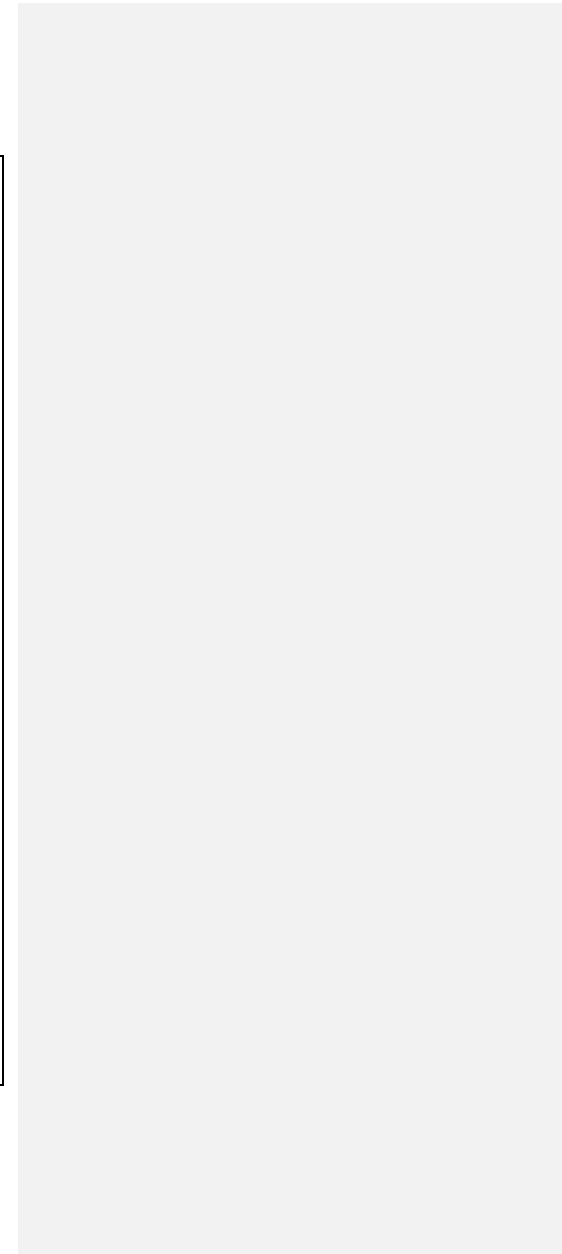
	<ul style="list-style-type: none"><li>• Can encourage and support one and other</li><li>• It could become the norm and part of your daily routine</li></ul> <p><b>QUESTIONS (outside of work):</b></p> <ul style="list-style-type: none"><li>• <i>'This programme is also about reducing sitting time outside of work. How have you been getting on with this?'</i></li><li>• <i>'Has anybody been finding this difficult? What are your challenges?' 'How could/did you overcome them?' 'Any tips/advice for others when things have worked?'</i> Ask the group to help come up with ideas.</li><li>• <i>'Have you experienced any benefits from reducing sitting?'</i> You want to elicit if it's helped them physically/mentally.</li></ul> <p><b>Remind</b> the group, if not already mentioned, that they have access to the online education programme which has resources that could help them reduce sitting time. They can share some of the resources with family and friends to help them join in:</p> <ul style="list-style-type: none"><li>• The top tips</li><li>• Phone apps and software information</li><li>• Goal setting worksheet</li></ul> <p><b>NOTE:</b> For questions unrelated to this session or anything you can't answer, either:</p> <ul style="list-style-type: none"><li>• Refer them to the online education programme, if it's appropriate</li><li>• Refer them to the SMART Work &amp; Life study team.</li></ul> <p>Thank the group for sharing their stories and move on.</p>	
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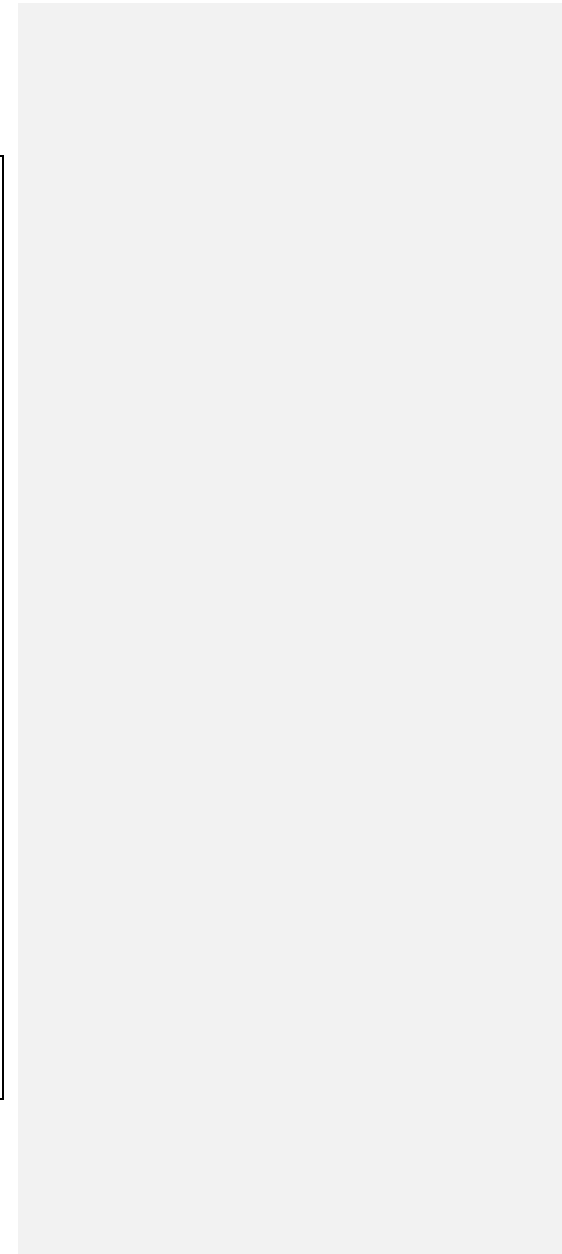
Refresher of key messages	5 mins	<p><b>NOTE:</b> Inform the group that in this session you will be referring to the online education programme and recapping on some of the key messages.</p> <ul style="list-style-type: none"> <li>• <i>‘There are a lot of risks associated with too much sitting e.g. developing type 2 diabetes, increased risk of heart disease, early death, depression and anxiety, to name a few. The risks have been covered on the online education programme if you want to refresh yourself on them. The good news is you can do something about it and which we have been discussing throughout the catch-up sessions.’</i></li> <li>• <i>‘Can you remember how much of your day you should aim to spend sitting?’ (i.e. aim to spend 50% or less of the day sitting down)</i></li> <li>• <i>‘How often should you be getting out of your chair?’ (i.e. every 30 minutes)</i></li> <li>• <i>‘How long for?’ (i.e. for a few minutes (e.g. 2-5 minutes))</i></li> <li>• <i>Have people been able to achieve this? What has helped? If it has been difficult, ask the group to discuss ‘what or who could help you achieve this’ and ‘how could you incorporate it into their daily lives?’</i></li> <li>• <i>‘Remember: Sitting less &amp; Moving more Often = A SMART Work &amp; Life’</i></li> </ul>	
Goal setting	13 mins	<p><b>NOTE:</b> Inform the group that for the next 10 minutes or so you will be focusing on goal setting. This is a good time for individuals to review their original plan and see if they stuck to it. If they didn’t, they can start thinking about why they didn’t. You will be going through the goal setting sheet, step by step and this will highlight for individuals what they need to change in order to stick to it in the future.</p> <p>For those that have been successful and achieved their goals, this is a good time to think about setting a new goal.</p>	<ul style="list-style-type: none"> <li>• Individual Goal setting sheet – for all participants</li> <li>• Group Action plan – for all participants</li> </ul>



	<p><b>CHAMPIONS NOTE:</b> Before this catch-up session, you may wish to review the Goal Setting session on the online education programme to help you run through this.</p> <p>Ask participants to take out their previous individual goal setting sheets and reflect on what their goal(s) was and whether or not they achieved it. If they achieved it explain that in the next part they can set a new goal. If they didn't achieve it, ask them to think about what they would need to change in order for them to carry out the action. Explain that you will be going through the action plan with them in a short while.</p> <p><b>Give participants a few minutes for this.</b></p> <p><b>Action: hand out Goal setting sheet to each individual</b></p> <p><b>QUESTIONS:</b></p> <ul style="list-style-type: none"><li>• <i>'Why is it important to write your goals or plans down?'</i><ul style="list-style-type: none"><li>○ <i>'Research has shown that writing goals down has shown that people are more likely to stick to it.'</i></li></ul></li></ul> <p><b>NOTE:</b> Run through the goal setting sheet with the participants. Either do it step by step, by asking one question at a time and allowing participants a little time to complete the questions before moving onto the next one. Alternatively, ask for a</p>	
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	<p>volunteer to share their goal and work through the sheet with them and allowing the rest of the group time to complete each box for themselves.</p> <p>Think back to the champions training and how this was delivered.</p> <p><b>Action: Start running through the goal setting sheet.</b></p> <p><b>Things for participants to consider when completing their goal setting sheet:</b></p> <ul style="list-style-type: none"><li>• Setting more than 1 goal may mean they are less likely to stick to their plan. Inform them that it is better to make small changes initially and then gradually increase.</li><li>• For 'What am I going to do to achieve this?' it might be a good idea to highlight one thing for work and one thing for outside of work. Make sure they are realistic about what they can do to reduce their sitting time.</li><li>• It's important to note that anyone scoring less than 7 for both confidence and importance should go through the goal setting sheet and think what they would do to increase it.</li><li>• Inform them that research has shown that scores less than a 7 means the person is less likely to stick to their plan.</li><li>• Ask them to think about the goal they have set. If it is not specific, realistic and achievable then they are less likely to stick to it. Get them to go back through their plan and check this.</li><li>• Remind participants that when making any lifestyle change they may have slip ups or relapses. It is important to try and think about these in advance and plan for them.</li><li>• Remind them about the 'Preparing for Slip Ups and Relapse' worksheet. They could use this to identify any situations they feel is likely to lead them to having a slip up or relapse and add in their strategies.</li></ul>	
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		<ul style="list-style-type: none"> <li>• <i>'How does everyone feel having gone through this?'</i> As a group answer any questions or direct them to the study team if it is something you can't help with.</li> </ul> <p><b>NOTE:</b> Ask the group to now think about setting a group action plan. You can run through this with them as you did with the previous one.</p> <p><b>Action: Hand out the group action plan to each individual</b></p> <p>Thank everyone for their participation and move on.</p>	
Next steps	2 mins	<p>Inform the group that:</p> <ul style="list-style-type: none"> <li>• This is their final group catch-up session.</li> <li>• They will continue to receive emails from you until the end of the study</li> <li>• The SMART Work and Life study team will be in touch soon to arrange their final assessment.</li> <li>• Any queries or concerns about the study should be directed to the SMART Work and Life study team.</li> </ul> <p>Thank them for their attendance and participation in the group catch-up sessions.</p>	<ul style="list-style-type: none"> <li>• None required</li> </ul>
		<b>Wish them all the best and close.</b>	

