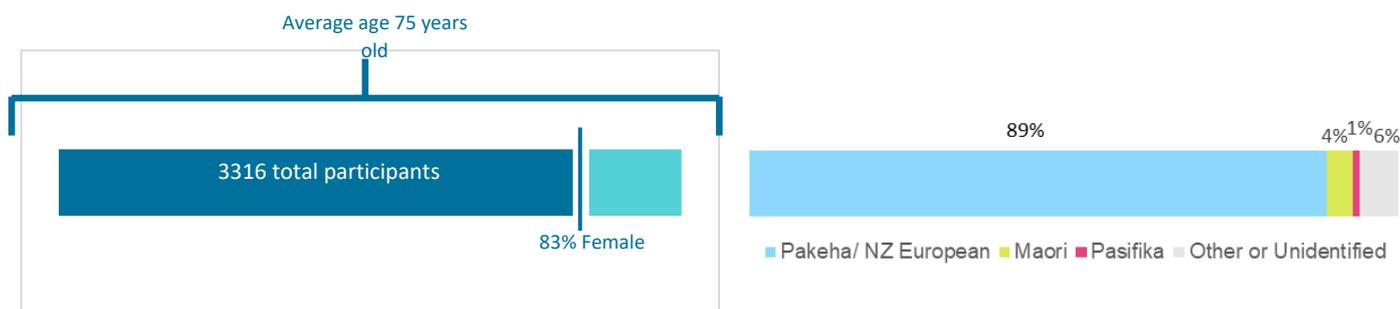


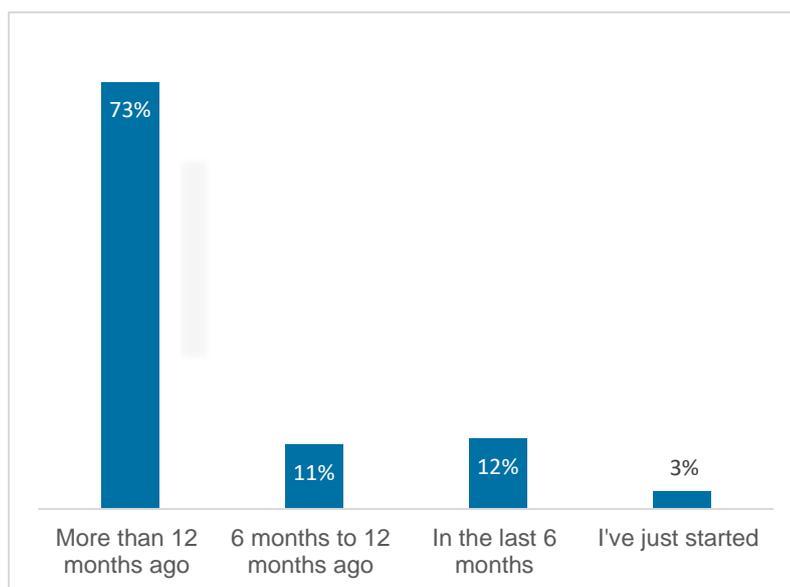
### Participant Characteristics

- The sample consisted of 3316 adults who attended the LSFL exercise classes.
- The participants were predominantly Pakeha / NZ European (89%), and there was a higher proportion of female participants (83%; n = 2742).
- The participants were predominantly living in their own home or that of a family member (96%) with a very small percentage living in an assisted care facility (1%).



### Frequency and duration of class attendance

- 72% of the participants started their exercise classes more than 12 months ago.
- 11% of participants began attending exercise classes 6 – 12 months ago.
- A large portion (88%) of the participants reported attending the exercise classes on a regular basis.
- Among those who started more than 12 months ago (n=2379), 95% attended regularly

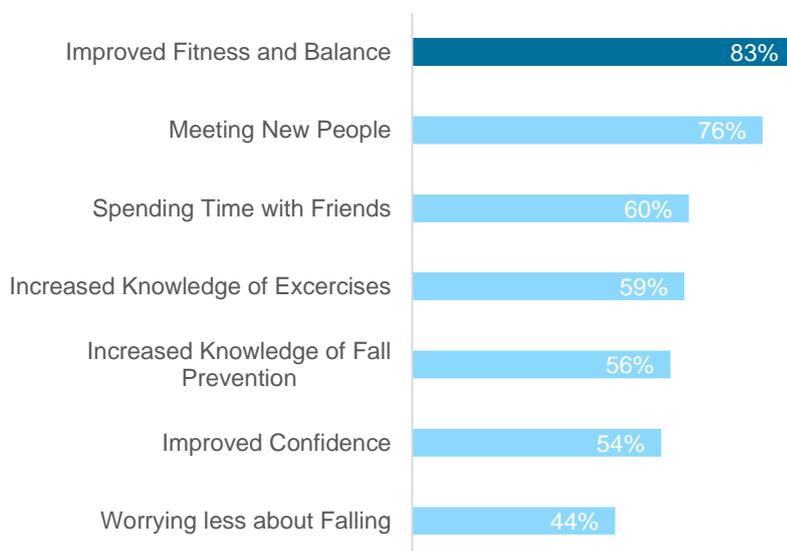


## Quality of life

- The majority of participants reported good (35%) to very good (58%) quality of life.
- The participants who attended the exercise classes regularly (most weeks) had a significantly better self-reported quality of life rating ( $p < 0.001$ , effect size = 0.153) than those who attended sometimes, occasionally or rarely.

## Benefits

- Almost all the participants reported benefit and positive experience from the exercise classes. Only 10 participants reported no benefit.
- Overall, 83% of respondents reported improvement in their physical functioning (fitness and balance) as a result of attending the classes
- Social benefits - meeting new people and spending time with friends - were reported by 76% and 60% of respondents respectively.
- Educational outcomes of the exercise classes - increased knowledge of exercises and falls prevention was reported by 59% and 56% of participants respectively,
- Improving confidence and worrying less about falling was reported by 54% and 44% of respondents respectively.
- The pattern of reported benefits was similar for men and women, with physical functioning benefits most commonly reported, followed by social and educational benefits.



## What would help you get more out of classes?

Participants were asked an open-ended question about what would help them get more out of strength and balance exercise classes. Responses were coded by a single researcher and key themes identified.

- Participants noted that making classes available more frequently with more options in terms of timing and types of classes would be helpful. Requests for classes more than once a week was common (which would also align with best practice in terms of meeting minimum amounts of exercise for falls prevention).

- Participants also reflected on their own commitment to the exercise programmes and acknowledged that they needed to attend more frequently and do additional exercise, including home-based exercises, to get the most out of the classes.
- Participants commented on the home-based exercises, including the challenge of completing the exercises at home and the difficulty of learning and remembering them, with respondents noting that written instructions, a DVD, or online options to support their home exercise practice would be useful. Respondents were aware that they would benefit more if they did the exercises at home between classes.
- Participants requested more information and education about why those specific exercises were important. This seemed to be important to their engagement in the exercises, both in the classes and at home or while out and about.
- Some participants also reported that they notice a decrease in their fitness if they miss classes
- The largest group of coded responses were general positive responses, including expressions of gratitude for making the classes available and for the skills and time of their instructors.

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**A highly valued and important service**

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A strong theme was the desire for social connection and opportunities to connect and support each other either through more formal peer support or social gatherings attached to the classes.

Positive responses, including expressions of gratitude for making the classes available and for the skills and time of their instructors

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**Frequency, Availability and Access to Classes**

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Making classes available more frequently with more options in terms of timing, types, location and size of classes, as well as cost being a barrier.

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**Support with home-based practice**

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Respondents were aware that they would benefit more if they did the exercises at home between classes, but needed further guidance to do so safely and effectively

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**Increasing diversity in the classes – access, adapting to appeal to a wide range of people and abilities**

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Lack of diversity in class attendees and the need for these programmes to be promoted and available to all ethnicities, genders, abilities, including people living with disability

Need for classes to adapt to different levels of ability and general health.

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**Education and broadening beyond strength and balance components of LSFL**

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People want to learn more about health and wellbeing in later life including further information on exercise, nutrition, physiology of falls, and prevention.

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