



Fun 4 Life

Project Evaluation Report

Walsall Council: Creative Development Team
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Walsall Council



Department
of Health



Walsall Active Youth



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Executive Summary

Fun 4 Life is a weight management programme delivered by Walsall Council Sport and Leisure Development Services for children and young people in Walsall. Fun 4 Life is funded by Sport England with future commissioning plans by NHS Walsall. The service aims to help young people and their families make lifestyle changes over a period of twelve weeks through weekly sessions of fun skilled based sports, educational lifestyle sessions, monitoring and individual goal setting.

A creative consultation project was commissioned in March 2009 aiming to inform the delivery and structure of future Fun 4 Life sessions and the development of a branded website. The project captured the personal journeys of participants, and enabled the exploration of the following variables:

- Expectations
- Motivations
- Aspirations
- Attitudes and perceptions
- Learning and skills developed
- Challenges
- Personal experiences
- Goals achieved
- Benefits and impact

Creative consultation methods developed for this project included text messaging, diaries, postcards and a video diary. The processes enabled Fun 4 Life staff to access a wealth of information with greater depth and quality of detail not normally easily available outlining the following areas in particular:

- Attendance and retention
- Relationships
- Challenges and achievements
- Evidence of lifestyle changes
- Information regarding course structure

Findings informed the structure of future sessions as well as the creation of a bespoke website incorporating digital photography, video, and an area for comments, highlighting key learning outcomes and information that participants and professionals recorded over the twelve-week program. The site is fully branded to the Fun 4 Life identity and is flexible for staff to include future updates and news when required.

Fun 4 Life staff will continue to collect information using methods developed during this project, as an integrated element of the sessions.

www.fun4life.org.uk

Introduction and background

Fun 4 life is a weight management programme for young people in Walsall between the ages of 8 to 16. Fun 4 Life is part of the Walsall Active Youth (WAY) programme funded by Sport England with future commissioning plans by NHS Walsall. Fun 4 Life is delivered by Walsall Council Sport and Leisure Development Services and works in partnership with NHS Walsall. The programme is aimed at individuals who are either overweight or obese and wish to make lifestyle changes in order to prevent an increase in weight.

Overview of Fun 4 Life

Fun 4 Life is a twelve week evidence based weight management programme for overweight and obese children and their families, based on current guidelines that combine physical activity, education and behaviour modification in a fun and supportive environment. The programme consists of a twelve week intervention followed by on-going support through the WAY 4ward programme and other activities within the Walsall Active Youth portfolio.

The Fun 4 Life programme requires input not only from the young person but their family as well. Previous results have proven that individuals that are supported by their families are more likely to experience more positive changes and results overall. Therefore parents are asked to attend an hour lifestyle session but can also take part in optional physical activity sessions and monitoring.

The programme is not designed to be a “quick fix” approach but aims to provide information and education to help the young person make lifestyle changes that will help to ensure a healthy future.

Results from the previous clinics show that generally the young people who are more successful in reduction of their body fat percentage and body weight, are those children who are supported by their family by attending the parental lifestyle sessions and making the necessary changes at home in order to aid the behavior change needed.

Other results from the programme show that children increase in confidence and self esteem and feel fitter to be able to join other sports clubs and activities.

The following quotes are taken from attendees of previous clinics.

“I used to get out of breath from walking, now I don’t”

“My mum took me shopping and I fit clothes two sizes smaller”

One parent wrote:

*“Our son *** has suffered from continual bullying since he started secondary school. He had lost most of his confidence and was depressed. Since attending the Fun 4 Life clinic the change in him has been wonderful. He has lost weight, gained back his confidence and is smiling and having fun again. Fun 4 Life has done a great job not only in re-educating *** and other children, but also their parents.”*

Overview of session structure

Lifestyles

The Lifestyles curriculum aims to provide children with an understanding of a range of healthy behaviours that they could try to implement throughout the programme. Children are encouraged to problem solve, set goals that are specific to them, and monitor these goals under the support and guidance of programme staff. Lifestyle behaviours such as when and where they eat, how much television they watch, and how they can include more physical activity into their daily routine are also covered.

Parent/Guardian Lifestyles

Throughout the Fun 4 Life programme, children are encouraged to practice new behaviours that would take place throughout the normal week at home. Therefore it is deemed important for parents to obtain an understanding of the activities their children are performing so that they can aim to facilitate change, and support their child. In addition parents are encouraged to use the opportunity to make changes to their own lifestyles and be a positive role model for their child and the rest of the family.



Introduction and background

Lifestyles Programme Content

The themes for the twelve sessions were as follows:

- Introduction
- Eatwell Plate
- Physical Activity & Fitness
- 5 a Day
- Food Labels & Snacks
- Healthy Drinks
- Body Image
- Healthy Breakfast
- Screen Time & Structured Activity
- Healthy Lunchboxes
- Eating Out
- Next Steps

Physical Activity

The main aims of the physical activity sessions are for children to have fun. If children do not enjoy activity they are very unlikely to continue with it. The programme provides age and developmentally appropriate activities in an inclusive environment. The programme also helps to develop skills and therefore confidence in a range of activities. The signposting and promotion of physical activity opportunities outside of the club are also key, so that children and families can continue their new found interests independently. The Walsall Active Youth programme also provide physical activity sessions open to all attendees and their families from Fun 4 Life clinics. These sessions take place in community venues across the borough covering all a number of activities including swimming, football, multi sports and fitness sessions.

Monitoring

Monitoring every child's progress is an essential part of the Fun 4 Life programme, as it provides children with feedback, which reinforces the healthy behaviours they would have adopted and encourages continued lifestyle change.

Monitoring procedures are also available to parents. All monitoring is performed by Fun 4 Life trained staff. The monitoring procedures carried out at clinics is as follows:

- Height
- Weight
- BMI
- % Body Fat
- Waist Circumference
- Sedentary Behaviour
- Self Esteem (Harter)
- Body Image
- Mental Wellbeing

WAY 4ward

All children are seen prior to the commencement of the clinic through the Way 4ward programme (Exercise Referral service for young people). The monitoring procedures carried out during the WAY 4ward consultation is as follows:

- Height
- Weight
- BMI
- % Body Fat
- Waist Circumference
- Activity Levels
- Self Esteem & Diet – 5-A-Day (if applicable)

WAY 4ward supports families post clinic through:

- Secondary meeting three months post initial consultation
- Signposting into alternative activities post clinic



The Commission

Walsall Council Creative Development Team in partnership with Walsall Council's Sports and Leisure Development Services commissioned a creative consultation project to engage with children and their parents/carers who were participants in the Fun 4 Life programme. The project was additionally supported by NHS Walsall, Department of Health – Healthy Communities and Arts Council England West Midlands.

A steering group was formed which consisted of key members of staff from the Fun 4 Life programme, the commissioned artist and members of staff from Walsall Council Creative Development Team. The aim of the group was to plan, deliver and evaluate the project.

The consultation project focused on capturing participant's personal journeys through the Fun 4 Life weight management programme. Utilising a range of direct and indirect creative approaches participants were supported to explore and share their thoughts, feelings, experiences and reflections whilst undertaking the twelve week programme.

Aims

The project aimed to achieve an in-depth knowledge of the participant's journey throughout the duration of the programme; using findings to inform the delivery and structure of future sessions, helping to uncover reasons for lapsed attendances, as well as the production of a website and branding for the service. The project also aimed to explore the role of building creative consultation processes into the programme and the impact this may have.

The steering group expressed an interest in using creative approaches to support young people and their families to maintain contact when away from the sessions and after the twelve week programme had finished.

The project worked with participants of the clinic held at Sheffield Community Academy for the twelve week period between 14th September and 7th December 2009.



Overview

2.1 Art project

Arts activities and interventions aimed to provide creative opportunities for both parents and children to explore, share and document their individual and family experiences encompassed within their time engaging with the Fun 4 Life programme. Participants were encouraged to document their journeys through creative processes; this was done on a voluntary basis.

The project engaged:

- Children and their parents/carers recruited onto the Fun 4 Life programme delivered September- December'09 at Sheffield Community Academy
- Staff managing and delivering the programme – lifestyle leaders and support workers

March'09	Brief developed
April'09	Expression of interest gained from arts workers
May'-June'09	Planning meetings and linking to current Fun 4 Life programme
July/August'09	Development work
Sept- End Nov'09	Project delivery
December'09	Collation and presentation of findings in appropriate format(s)

Through creative interventions the project aimed to capture in-depth qualitative information. This information was gathered along the current anthropomorphic monitoring of BMI, height, weight, % body fat and waist circumference. Plus behavioral characteristics of sedentary behavior, self esteem, body image and mental wellbeing.

The steering group realised that the project was required to fit within the programmes existing structure without being intrusive, this limited the type of creative 'arty' processes which could have been used in the sessions for the purpose of consultation. Staff however were more than happy to embed creative processes into the programme and pilot new ways of capturing feedback.



Creative Development Team

Walsall Council's Creative Development Team (CDT) was recruited as a project partner to develop and deliver the consultation exercise. As experts in the field of creative consultation CDT managed the process which included developing the brief, recruiting the arts workers, taking the lead in planning the project, assisting the arts workers with project delivery and writing the evaluation report.

Sport & Leisure Development Services

Sport and Leisure Development Services (SLDS) encompasses an array of services with a common theme of sport and physical activity, which aim to improve the quality of life for the people of Walsall.

Health and Fitness Team

Working as one of the strategic leads developing physical activity for NHS Walsall, this team's goal is to identify those who currently do not meet physical activity recommendations or those for whom physical activity would improve, or even just reduce the risk of potential medical conditions. The team works both through direct delivery and also by engaging partners. Activities include exercise consultation on referral, specialised exercise sessions, and Walsall Active Youth, an innovative programme to address young people's obesity levels.

Multistory

Multistory offers bespoke creative projects and programmes of work designed to tackle a wide range of social issues that bring together communities and artists to develop creative solutions to local problems. These can include well being programmes that enable communities to inform and shape the services they receive.

Richard Franks is a Media Artist employed by Multistory; Richard was recruited by CDT to deliver the creative aspect of this project. As an artist working primarily in graphic design and illustration he has delivered many design projects within a social marketing context, working with a wide range of people from diverse backgrounds, particularly within a community consultation capacity. Richard's work with Multistory has seen him delivering a diverse range of creative projects including publications, websites, installations, and public events.

Other members of Multistory were involved alongside Richard, Keith Bloomfield assisted with the editing of film footage, and Paul Lacey developed the website and delivered training to enable Fun 4 Life staff to manage its content.



Overview

2.2 Creative Consultation

Creative consultation methods were developed to assist in capturing in depth insight into participants perceptions and experiences of the programme including their:

- Expectations
- Motivations
- Aspirations
- Attitudes and perception
- Learning and skills developed
- Challenges
- Personal experiences- the highs and lows
- Goals achieved
- Benefits and impact

The steering group developed the methods of consultation in partnership, Fun 4 Life stated the learning outcomes required and offered the understanding necessary to enable the activities to become embedded into the programme.

Bespoke creative activities were programmed to engage participants individually, in peer groups and as a family unit within the weekly clinics through liaison and planning with the programme leaders as well as finding creative mechanisms to capture thoughts and reflections away from the structured sessions.

Methods of consultation developed included:

- Text messaging (structured questions)
- Diaries
- Video diary
- Postcards



2.3 Website development and training

Fun 4 Life staff recognised the need to develop tools to assist in the promotion of the service and to enable the programme to have a visible and easily accessible profile for staff and young people to maintain contact when requiring ongoing support and advice.

The use of social marketing approaches enabled the creation of a website and publicity based feedback from the target audience.

A website was developed to act as a platform for the findings of the consultation, as a promotional tool for the service as well as a means for participants to maintain contact with the service after the course. The website can be content managed by staff from the Fun 4 Life team enabling it to have further use after the project as well as being an interactive tool for potential service users, academics, and people wishing to understand the service further. Website content includes:

- Quotes from participants and staff
- Documentation and video diary film
- Audio interviews
- Reports
- Blog spots from staff, using a branded character
- Online survey
- Photographs
- Comments and questions with replies
- Events page

All staff on the programme received training on website content management by the website designer.

The final product is a bespoke website incorporating digital photography, video, and an area for comments, highlighting key learning outcomes and information that participants and professionals recorded over the twelve-week program. The site is fully branded to the Fun 4 Life identity and is flexible for staff to include future updates and news when required. The website also houses the downloadable evaluation report and other associated documents.

www.fun4life.org.uk



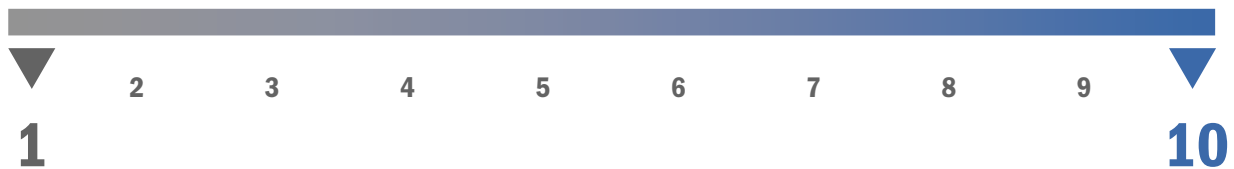
Methods and reflections

This section of the report will look at the specific consultation methods developed to facilitate the project detailing an outline of each method, an overview of the findings associated with each method and a brief description of how each method may be used in future clinics.

3.1 Text messaging

The families of participants were asked to participate in a weekly text survey. A pay-as-you-go mobile was purchased to facilitate this method; specific questions were developed around the theme of each session (see appendix 7.1) and asked over the course of the twelve week programme.

Questions were kept simple with respondents required on most occasions to answer using a scale of 1-10. Using a scale enabled numerical comparison of the participant's responses as well as encouraging response rate by keeping answers quick, non invasive and simple.



Findings

As a method of consultation text messaging seemed one of the most valuable of approaches used. Participants found the method easy to respond to and not intrusive, consequently the response rate to the questions was good. As a method it was simple and fairly cheap to set up and facilitate.

In addition the method offered an effective way of communication; participants were comfortable using texts as part of the programme and therefore were furthermore happy to use it as a method of informing staff of absence. Members of staff were also able to contact participants at short notice to inform them of changes to the week's program.

Questions developed required numerical answers; therefore upon analysis average scores for each question have been detailed as follows:



was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely) **how confident participants were that they could complete Fun 4 Life.**



was recorded when asked on a scale of 1-10 (1=not sure, 10=excited), **how participants were feeling about Fun 4 Life after their first few weeks.**



was recorded when asked on a scale of 1-10 (1=tired/bored, 10=happy/energised) **how physical activity makes people feel.**



was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely) **how confident participants were that they were able to increase the number of days they could achieve 5-a-day.**

An average score of **6.7**

was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely), **how confident participants were at identifying healthier options using food label information.**

An average score of **6.2**

was recorded when asked on a scale of 1-10 (1=difficult, 10=easy), **how easy participants will find increasing their water intake to the recommended two litres per day.**

An average score of **8.6**

was recorded when asked on a scale of 1-10 (1=disappointed, 10=pleased/enjoying it), **how participants were feeling about Fun 4 Life now they were past the half way point.**

An average score of **6.4**

was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely), **how confident participants were that they can reduce their daily amount of screen time.**

An average score of **7.8**

was recorded when asked on a scale of 1-10 (1=bloats/makes me feel ill, 10=I feel energised), **how eating breakfast effects participants days.**

An average score of **8.0**

was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely), **how confident participants were that they can incorporate each section of the eatwell plate into their lunchboxes.**

An average score of **6.2**

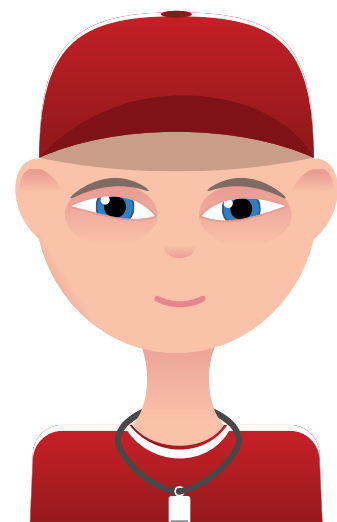
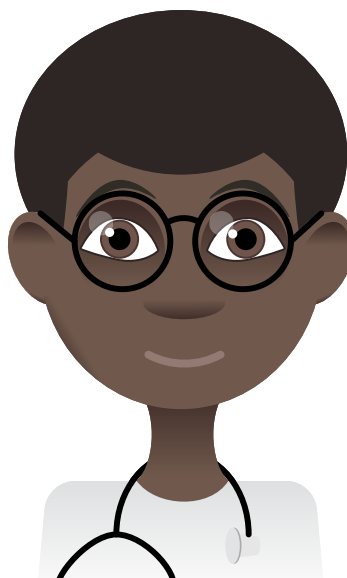
was recorded when asked on a scale of 1-10 (1= not at all, 10=extremely), **how confident participants were that they could chose a healthier option when eating out.**

An average score of **8.8**

was recorded when asked on a scale of 1-10 (1=not at all, 10=extremely), **how confident participants were that they could use key messages of Fun 4 Life in the future.**

Continuation

Text messaging as a method for consultation worked with great effect, as a simple, quick, unobtrusive and cheap way of gaining feedback from the family as a whole based upon the content of the sessions. Fun 4 Life staff indicated that this method will continue to be used in future clinics and facilitated in a similar way however with one member of staff taking responsibility for sending, retrieving and analysing text messages in place of Richard Franks.



Methods and reflections

3.2 Interviews to camera

Participants were offered the opportunity to be interviewed on camera in order to gather their thoughts and ideas in the form of a video diary. The intention of this method of capturing information was to be able to track the progress of some of the families over the period of the course as well as to gather insightful and promotional comments for inclusion on the website.

Specific questions were developed to be asked weekly over the course of the twelve week clinics.

Two types of questions were asked to participants on a weekly basis, the first type were questions which were asked repeatedly over the twelve week course to the same interviewees in order to track the participants journey:

- **Week 1** = What are you hoping to get out of Fun 4 Life? (Individual short term and long term goal(s))
- **Week 2** = What has been your biggest challenge?
- **Week 3** = Have you achieved your goal? (Have you changed your mind/altered your goal?)

Other more general questions were prepared and asked over the course of the twelve weeks to regular interviewees and to those participants who were happy to be interviewed on occasions:

- What do you like/enjoy about Fun 4 Life?
- What don't you like?
- What changes have you made as a family?
- What impact (positive and negative) have you experienced as a family?
- Do you feel more confident to do more activities now?
- What things have you done that you have never done before?

Interview questions were developed with the aim of tracking the journey of participants, looking at comparing answers gained at the beginning, during and at the end of the programme as well as increasing the possibility of recording the different behaviour changes undertaken.



Findings

This method of consultation/documentation worked really effectively by capturing thoughts and comments on a regular basis and enabling staff to gain valuable insight into the participants. It also became a useful tool for staff to see the contrast between the families who are taking part in the sessions. Capturing comments on camera also made possible a further advocacy resource for the website with staff being able to select promotional comments.

Some families volunteered initially to be interviewed and over the sessions other additional families wished to take part, by the end of the program most families had been interviewed, this indicated that families valued the process and felt comfortable enough to participate. Interviews captured (further examples can be found in the appendix 7.2):

Ways of finding out how people heard of the service and what inspired them to attend:

Parent/Carer: “(my child) has wanted to lose weight for a long time and she lacked finding motivation. I wanted to get a bit of nutritional advice so I could help her. So we decided to join together so that we could motivate each other”

Their thoughts about the course over the twelve weeks:

Young Person: “I think its going well because I've been more wary of what I am eating”

Participant's goals:

Young Person: “The goal I set myself was to gain a healthier diet by eating five fruit and veg a day. In the week I didn't go below two, which is good because I hardly ever had a regular amount of fruit and veg”

Insight into personal experiences:

Parent/Carer: “It's difficult because there are one or two of us who want to move the group forwards but it's trying to find a way to do it without talking over them”

Challenges:

Young Person: “The most challenging thing I found was cutting down my portion sizes”

Achievements:

Young Person: “When we started to do the skipping on one of the weeks I tried and tried and tried and I actually learnt how to skip. I used to be able to skip but only about two but now I can do loads”

Insight into what people have learnt from the sessions:

Parent/Carer: “After what I have seen tonight you'll (daughter) be having more diet coke than normal cokes...it really shocked me to be honest, it opened my eyes putting the sugar in the cup, it was quite a visual shock”

Positive feedback:

Parent/Carer: “To just come with an open mind- be ready to enjoy it. You get chance to meet new people, see and hear other people's opinions and differences. But everyone has similar things they want to achieve and everyone wants to help each other”

Opinions on the arts intervention and being monitored:

Interviewer: “Is what we are doing (cameras/interviews) alright?”

Parent/Carer: “No problem at all, obviously it's to document the activities that are going on and the whole program”

Continuation

This method is quite time consuming, taking between twenty to twenty-five minutes to facilitate as well as requiring a room/space which is quiet and has good light to be interview friendly. Consequently in order to be able to continue with this method in future clinics issues around staffing, space and time need to be addressed.

It was also recognised that by pulling a young person out of a theory session for ten minutes to interview they may be missing critical course information, in future clinics there is a need to consider this and rework the session/interview to suit. Staff indicated the possibility of restructuring sessions to accommodate running the interview/feedback as a group activity, however it was suggested in order for feedback to be open and honest one to one and family work was required away from the main group.

It was recommended that families are interviewed on a weekly basis to gain a general picture of the journey families are taking, with the video camera being taken home on a number of occasions ensuring the course of the programme.

Methods and reflections

3.3 Diaries

In previous Fun 4 Life clinics participants each kept a folder with their families in order to set goals and track achievement of goals. It was recognised that participants do not always actively engage with using folders, consequently over the period of this course participants were alternatively encouraged to keep a diary to carry out this process and to encourage families to capture evidence of goals, feedback, thoughts etc in different ways (for example photos). Participants were each given an A4 sketchbook diary to capture their goals over the twelve weeks with the suggestion that the diary could be as creative as they wanted.

Staff produced a template/example diary throughout the clinic (one week ahead) in order to show the families different ways of recording their goals. Each participant received a disposable camera to assist in this process.

Findings

Although some families did use the diaries, it was not a requirement for families to show Fun 4 Life staff them. Therefore there is no evidence to discover how well they worked as a method. The diaries were effective in getting families to do things together and record achievements for example eating a meal together as a family:

Parent/Carer: "Taking the photos...its made us sit at the table a few times and have a family meal together, rather than sitting in front of the television...we actually sat and talked at the same time which I think probably as a family is more healthy"

Parent/Carer: "Every couple of days we've been putting something in there (diary) a bit to do with what we have eaten and what activities we've been doing. If we do something different as well we will put that in"

Some participants preferred using the diary in comparison to the folder:

"It's better to do the diary because on the folders it's just all information and it's a bit overpowering"

Continuation

In order for this method to continue at future clinics its delivery within sessions needs to be more structured to ensure participants are regularly using the diaries as well as bringing them to sessions to share with staff. At present staff will return to using the folder system, when participants leave the course this will ensure that they have a record of all the information given throughout the course.

There were clear benefits of using the diaries for some Fun 4 Life participants therefore Fun 4 Life staff are planning to introduce a family workbook (mix of both folder and diary) in the future which will combine weekly worksheets, session resources, diary pages and goal setting sheets. Staff will also re-introduce a "white board" style goal setting planner as a method of tracking individual goals. For this clinic the diary was used instead of the goal setting planner.



3.4 Postcards

Postcards were developed using the Fun 4 Life brand design as well as characters designed specifically for the website. Previously staff used “diary room” style questionnaires to gain feedback post programme. In this instance postcards were used to capture ‘instant’ feedback from participants and looked to engage those who preferred to respond anonymously and in writing as well as those participants who were already engaged in other consultation methods.

Specific questions were developed to have relevance to the course and were asked on a weekly basis; the questions took into account the structure and themes of the twelve clinics and were asked correspondingly:

1. Session: Introduction

Q. No question

2. Session: Eat well plate

Q. How did you find keeping a food diary?

3. Session: 5-a-day

Q. How can physical activity be made more fun for you?

4. Session: Healthy lunchboxes

Q. What new vegetables/fruit have you tried this week?

5. Session: Food labels

Q. What changes have you made having looked at food labels?

6. Session: Body Image

Q. What had you found difficult/a challenge since starting Fun 4 Life?

7. Session: Structured activity

Q. What has made you feel happy about yourself this week?

8. Session: Healthy drinks

Q. How much TV did you watch yesterday?

9. Session: Breakfast

Q. What did you have for breakfast today?

10. Session: Physical activity and fitness

Q. What did you have for lunch today?

11. Session: Eating out

Q. If you ate out this week, did you choose a healthier option?

12. Session: Next Steps

Q. How do you feel now you have completed Fun 4 Life?

Findings

The postcards were successful in gaining weekly quotes from participants and worked particularly well with the parents/carers who were attending (see appendix 7.3).

This method allowed members of staff to gain a quick snap overview of how participants were getting on with their set goals and learning's from theory sessions on a weekly basis.

Continuation

Although a quick and easy exercise to facilitate, in order to continue in future clinics staff would need to build in enough time to do this at the start of each weekly session. The method would be continued as a family activity at future sessions to gather information around tracking goals.

Outcomes

This section of the report will look at the specific findings discovered throughout the project, drawing on consultation evidence in relation to discussions with Fun 4 Life staff. Five main theme areas were highlighted including: attendance and retention, relationships, challenges and achievements, evidence of lifestyle changes, and the structure of the course.

4.1 Attendance and retention

The project has managed to capture, through the text system, reasons why participants have been absent or missed sessions. Previous clinics have never managed to capture this fully and this has resulted possibly in the loss or assumed loss of people from past programmes.

Understanding the reasons for absence has helped the Fun 4 Life staff to offer families additional support where appropriate. The text message option opened up new methods of communication between families and staff. This enabled those families who did not complete the programme to openly share the reasons why they could not continue.

In addition the regular interviews to camera enabled staff to gain an overview of participant's attitudes and perceptions towards the course. This may in future clinics enable staff to broach situations which could lead to families choosing to not complete the programme.

4.2 Relationships

Recognised that the project has helped Fun 4 Life staff build up more of a rapport and better relationships with parents and carers. Members of staff have been able to get more of an insight into specific family dynamics and were able to work with the information gathered in a positive way.

The project has resulted in participants being more open with other families and members of staff, discussing and sharing reasons about their lifestyle choices as well as their situation prior to and since starting the programme. Fun 4 Life staff also indicated that the level of parental involvement in the sessions was significantly higher than in previous sessions. This was highlighted by:

- Parents/Carers and children indicating the desire to be part of activity sessions;
- Parents/Carers wishing to be monitored along side their child;
- Parents/Carers asking to be interviewed to camera to share their thoughts.

One to one work to camera helped Fun 4 Life staff understand how best to work with specific families and to establish a rapport and structure for working with them. For example staff gained an insight into reasons for patient's weight loss/gain throughout the duration of the course as well as an insight into group dynamics:

Parent/Carer: "I think the challenge is talking to each other (the group). There are still one or two who are on the peripherals"

Comments were also captured surrounding group relationships which could be useful for the promotion of the service on the website:

Parent/Carer: "I think since day one all of the parents have all got a common goal and want to support each other, we want the best for our children and families. I think that has probably gelled the parents together"

Young person: "At first when you came in you gelled straight away, it wasn't like you had to wait and you were on your own...it was like I'd been there already and knew everybody"





Outcomes

4.3 Challenges and Achievements

The project has enabled Fun 4 Life staff to gain more of an insight into the challenges and achievements experienced by individual participants. This has resulted in the collation of useful quotes in a different but recordable format. These quotes can now be used as positive examples in promotional materials:

Young person: "I've been feeling more physically active"

Parent/Carer: "Lost four and a half pounds this week so chuffed to bits"

Parent/Carer: "We incorporate new and different vegetables to the ones we used to eat. We've cut down on snacks"

In addition methods of recognising where participants may be struggling within the structure of the course have been unearthed. If consultation is repeated over different twelve week sessions those challenges can be assessed for regular theme and addressed appropriately:

Postcard comment: 'Finding time to maintain exercise time - as single mom and work full-time'

Postcard comment: 'I have found the 5-a-day hard'

4.4 Evidence of lifestyle changes

Feedback suggested that many of the participants had experienced some lifestyle changes as a result of the course.

Knowledge and understanding:

Parent/Carer: "When we met Ian the first time at the gala baths before we came here one of my concerns was around the costs involved in changing your lifestyle. But sitting here now that's possibly barking mad. But instead of spending your money on the Christmas chocolates or a take away, you just spend it on a healthy option. I just couldn't see it then but it seems so blatantly obvious now, you just think it's going to cost more. A punnet of grapes is £3 but I spent £10 on a curry the other night"

Dietary changes:

Young person: "Normally I'd have four glasses of pop a day, now I have water or squash instead"

Parent/Carer: "I've started to try to introduce having a satsuma or banana with my cereal...ive actually found it quite enjoyable...added a bit of sweetness without adding the sugar"

Attitude:

Parent/Carer: "We wanted (our child) to change her attitude to food. Before (our child) used to want to eat all the time, and sometimes eat when she was upset or angry. Or sometimes she was taking food and hiding what she was eating. So we wanted to help change that attitude to food. That has happened and that is really good for us"





4.5 Course structure

The next Fun 4 Life clinic has been designed to include an extra half hour in the young people's physical activity session so that adults take part in the activities as a family, this was based on feedback gathered throughout the course from parents/carers and young people:

Young person: "Yeah, it was better with the parents... you're learning to be active as a family not just as an individual"

Parent/Carer: "I'd still like to see more interaction for the second part of the session between the parents and children...my wife has just gone home because she doesn't want to sit around for an hour"

Postcard comment: 'It was fun to play a team game with the kids - I haven't done that for years.'

This will be offered as an option and can be removed if families in future sessions do not wish to participate or the venue does not have availability. In addition a number of the teams community based physical activity sessions have been opened up to include additional family members if they wish to participate in the activities with the young people.

It was also recognised that parents seem to be more actively involved in the sessions in comparison to previous clinics which have had more of a young people's focus. This Fun 4 Life programme has seen parents asking more questions, seeking to be involved with young people's sessions, requesting to be measured/monitored so that they can experience what the children go through as well as improving their own weight management and suggesting ideas for future clinics:

Parent/Carer: "The program has gone out of its way to teach some of the basics...I think they could have done that with the sports as well - try some sports, here's a badminton racket go and play badminton"

Parent/Carer: "I think what would be useful for the future...is having both parents there, because I go back home and tell the Mrs about what we have done tonight and it's pooh-poohed because she hasn't learnt what we are learning"

Building on the project

Due to the wealth of information gathered throughout the project it was agreed that it would be valuable to continue to collect information using the methods developed. In order to do this at future clinics Fun 4 Life members of staff would need to deliver the consultation exercises. To assist in capturing the information Fun 4 Life staff were provided with a toolkit, this consists of:

- Video recorder
- Digital camera
- Film
- Editing package for photographs and film
- Tripod
- Template to enable the creation of postcards
- Crib sheet/reminders of each consultation method
- 500 Fun 4 Life comments postcards

The Fun 4 Life website has been developed and will be used at future sessions as well as an advocacy tool. Members of staff will be able to content manage the website with photographs, film footage and quotes collected using the tools developed throughout this project.



Summary of Learning

- The more appropriate, in-depth methods and frequency of consultation used in this project enabled Fun 4 Life staff to access a wealth of feedback not normally available. In previous clinics members of staff would ask five questions to gather reflections at the end of the course as well as asking participants for an overview of course (what they have learnt, what changes they intend on making as a family, what changes they would like to see to the programme, how they envisage their future). This method often resulted in staff receiving only a small amount of feedback which was not in depth or easily collated. It was also recognised that participants had a lot of other questions for staff at the end of the course so do not spend much time filling out forms.
- The intervention seems to have worked in the way it was intended, being appropriately designed and delivered. The process did not seem to interfere with the structure of Fun 4 Life and participants seemed quite comfortable taking part, having understood the reasons for the specific interventions. It must be noted that additional staff were drafted in from Multi Story and the Creative Development Team to facilitate the creative arts intervention. In future clinics an additional member of staff may be required to ensure feedback methods are included in the programme.
- The recognition that the process could have been more 'arty' but that there was not the time for this, in depth arts activities would have been intrusive to the goals and the required structure of the session.
- Process enabled reasonable changes to the course structure based on participant's feedback. This enabled families to see that their comments and feedback were of value, being listened to and where appropriate acted on within a short timescale.
- The project allowed staff to gain an insight into individual family relationships informing staff of best methods of approach and engagement.
- By asking questions and encouraging feedback through different methods the project developed relationships and opened more streams of communication between Fun 4 Life staff and participants.



Recommendations

- To continue to use text messaging as both a method of consultation as well as an effective form of communication.
- To interview participants on a regular basis using video camera, to select a few families to be interviewed on a weekly basis with other families having the option to feed into the sessions when appropriate.
- To consider the use of diaries as a method for encouraging participants and their families to spend more time together outside of the clinic focusing on their goals and engaging in activities.
- To continue to use postcards as a method for gaining quick snapshots of information on a weekly basis.
- To programme time into the course schedule to allow for consultation exercises to occur.
- Continued development of Fun 4 Life website as a promotional and advocacy tool as well as to track participant's progress at points of six, nine and twelve months after the completion of the course.





Appendix

7.1 Text Questions

Week 1 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you can complete Fun 4 Life?

Week 2 - On a scale of 1-10 (1 = not sure, 5 = ok, bit nervous, 10 = excited, can't wait for next week), how are you feeling about Fun 4 Life after your first couple of weeks?

Week 3 - On a scale of 1-10 (1 = tired/bored, 5 = ok, bit sweaty, 10 = happy/energised), how does physical activity make you feel?

Week 4 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you could increase the number of days you achieve 5-a-day?

Week 5 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you can identify healthier options using food label information?

Week 6 - On a scale of 1-10 (1 = difficult, 5 = a challenge, 10 = easy), how will you find increasing your water intake to the recommended 2 litres per day?

Week 7 - On a scale of 1-10 (1 = disappointed/not enjoying it, 5 = ok, 10 = pleased/enjoying it), How are you feeling about Fun 4 Life now we're past the half way point?

Week 8 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you can reduce your daily amount of screen time?

Week 9 - On a scale of 1-10 (1 = Bloats/makes me feel ill, 5 = not sure, 10 = I feel energised), how does eating breakfast affect your day?

Week 10 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you can incorporate each section of the Eat Well plate into your lunchbox?

Week 11 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you could choose a healthier option when eating out?

Week 12 - On a scale of 1-10 (1 = not at all, 5 = fairly, 10 = extremely), how confident are you that you can use key messages of Fun 4 Life in the future?

Appendix

7.2 Quotes from participants

Expectations

Parent/Carer: *“(my daughter) is quite active in her lifestyle but we have noticed in the last twelve months or so the gaining weight of herself even though she is doing a lot of exercise. She plays netball, she plays football, she plays basketball, rounder’s...there is only one day a week when she isn’t actually in a club after school...It was about time we looked for external help to educate us as a family to understand a more balanced diet”*

Parent/Carer: *“(my sister) has wanted to lose weight for a long time and she lacked finding motivation. I wanted to get a bit of nutritional advice so I could help her. So we decided to join together so that we could motivate each other”*

Young Person (commenting about why wanting to improve diet and activity levels): *“it will be better for me to run and play football and things like that”*

Parent/Carer: *“The benefit we wanted to get out of the course was knowledge and support for (my daughter)”*

Young Person: *“my mom got to the stage when she had to have a tummy tuck and I don’t want to get that big”*

Attitudes and Perceptions

Parent/Carer: *“Well I didn’t enjoy the first week, came across as a bit disorganised, strangers – meeting new faces. But this week has been a lot better”*

Young Person: *“It’s been fun, very tiring but fun and it’s been good to learn all the stuff that we are meant to be eating”*

Parent/Carer: *“I thought it would be a bit ‘text-book’ and not so fun...you’ve got to do this, you can’t do that, you’ve got to eat this – but it’s more fun and these get to exercise and they seem to be making friends...and I get on with the adults”*

Interviewer: *“When you signed up is this what you expected?”* **Young Person:** *“No its better! I just thought it was going to be...you can’t do this and that - they said you are allowed certain things if you want them and they aren’t nagging you, they are just telling you what is a healthier option”*

Parent/Carer: *“With it coming from a different channel such as these sessions, she’s realised that it isn’t just mom and dad on her back and that it is important to her diet...its made me concentrate on myself as well as setting an example”*

Young Person: *“I think its going well because I’ve been more wary of what I am eating”*

Parent/Carer: *“It makes you think about what we are going to have for tea tonight – we’ll have chippy, no we wont we will have something out of the fridge like tuna salad”*

Parent/Carer: *“Without reservation we will finish the course”*

Goals achieved

Parent/Carer: *“My goals, I set myself two this week. One was to have breakfast which I don’t normally have and the other was to have three meals a day which I don’t normally have. And I have done both and I feel all the better for it, eating more and feeling better – quite strange really”*

“Rather than get up, get dressed, go to work, I have been getting up, having breakfast with the kids and then going to work...I’ve just got to maintain this now”

Young Person: *“My goal is to improve every week and lose weight”* **Parent/Carer:** *“Which you are doing because they just told him you have lost a centimetre off the waist”*

Parent/Carer: *“The goal I set myself last week was to eat five veg purely because I have slacked over the past few months...I did quite well in the week but I faltered a little over the weekend”*

Young Person: *“The goal I set myself was to gain a healthier diet by eating five fruit and veg a day. In the week I didn’t go below two, which is good because I hardly ever had a regular amount of fruit and veg”*

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Relationships

Parent/Carer: "I think the challenge is talking to each other (the group). There are still one or two who are on the peripherals"

Parent/Carer: "It's difficult because there are one or two of us who want to move the group forwards but it's trying to find a way to do it without talking over them"

Interviewer: "How do you find interacting with the other parents, is it ok?"

Parent/Carer: "I think since day one all of the parents have all got a common goal and want to support each other, we want the best for our children and families. I think that has probably gelled the parents together"

Young Person: "At first when you came in you gelled straight away, it wasn't like you had to wait and you were on your own...it was like I'd been there already and knew everybody"

Interviewer: "How are you finding it being a sister rather than a parent?"

Sister: "I find it ok; it's rather than just helping (my sister), it's helping me as well"

Changes

Parent/Carer: "I think that physical stuff has been better tonight, but I was a bit concerned of stealing their (young people's) thunder or limelight"

Young Person: "I actually think its better with the adults because its family time"

Parent/Carer: "I think for me, I'd like to see more activity and less talking for adults"

Interviewer: "What did you think about doing the physical session together today?"

Young Person: "Yeah, it was better with the parents...you're learning to be active as a family not just as an individual"

Young Person: "You could have a proper match as a team...we didn't play the whole pitch, it was a bit squashed"

Interviewer: "Did you enjoy families joining in this week?"

Young Person: "Yeah it was better, it's more fun...if there is more (people) we can bunch together and make it like a team"

Parent/Carer: "I'd still like to see more interaction for the second part of the session between the parents and children...my wife has just gone home because she doesn't want to sit around for an hour"

Young Person: "I would like them to get involved in the activities because we are getting fit with the activities and they are just sitting down and talking, so basically the kids are doing more activity than the parents"

Parent/Carer: "As a family we normally go to Cannock Chase and do sports like football and that sort of thing...I think it would be good to bring it into the sessions and do things as a big whole group"

Parent/Carer: "I think what would be useful for the future...is having both parents there, because I go back home and tell the Mrs about what we have done tonight and it's pooh-pooed because she hasn't learnt what we are learning"

Parent/Carer: "The program has gone out of its way to teach some of the basics...I think they could have done that with the sports as well - try some sports, here's a badminton racket go and play badminton"

Parent/Carer: "Some of the tasks set are pointless because the group don't do them ...other than "how did you get on with your tasks", people say "I haven't done it" and that's it. There are no sanctions"

Challenges/achievements

Parent/Carer (commenting on pedometers working): "I think for me who doesn't do exercises yes...stop being a couch potato and get up and do something"

Young Person: "I've been feeling more physically active"

Young Person: "Noticed when going out after school I have been going out for that extra fifteen minutes and doing something more active"

Young Person: "The most challenging thing I found was cutting down my portion sizes"

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Parent/Carer: *“I need to eat more fruit and veg full stop. I don’t eat fruit at all”*

Young Person: *“The thing I enjoyed most (this week) was the walk because we didn’t just stay in the sports hall”*

Young Person: *“When they said we were going to walk I felt a bit bored...but when we were actually doing it as a group it was fun”*

Parent/Carer: *“(my daughter) really enjoys it, she tells everybody what she’s been doing and we have found some positive things – there have been things in the cupboard or the fridge and she hasn’t actually gone to get them”*

Parent/Carer: *“We think she’s found more confidence coz she doesn’t seem to bother too much, she used to say – somebody said this to me, somebody said that...now she seems a lot more active”*

Parent/Carer: *“lost four and a half pounds this week, so chuffed to bits”*

Young Person: *“When we started to do the skipping on one of the weeks I tried and tried and tried and I actually learnt how to skip. I used to be able to skip but only about two but now I can do loads”*

Parent/Carer: *“I think from my point of view I think (my daughter) has grown a bit of self esteem. Shopping expeditions are been better lately where as in the past they may have been upsetting as she has struggled to get clothes to fit her correctly and it has been a nightmare to shop in the past but now she has lost a bit of weight at least we know she is heading in the right direction which can only be a success”*

Parent/Carer: *“We incorporate new and different vegetables to the ones we used to eat. We’ve cut down on snacks”*

Parent/Carer: *“I suppose the way I’ve changed is we eat more together as a family as opposed to separately”*

Parent/Carer: *“We wanted (our daughter) to change her attitude to food. Before (she) used to want to eat all the time, and sometimes eat when she was upset or angry. Or sometimes she was taking food and hiding what she was eating. So we wanted to help change that attitude to food. That has happened and that is really good for us”*

Parent/Carer: *“When we met Ian the first time at the gala baths before we came here one of my concerns was around the costs involved in changing your lifestyle. But sitting here now that’s possibly barking mad. But instead of spending your money on the Christmas chocolates or a take away- you just spend it on a healthy option. I just couldn’t see it then but it seems so blatantly obvious now, you just think it’s going to cost more. A punnet of grapes is £3 but I spent £10 on a curry the other night”*

Arts Intervention

Parent/Carer: *“Taking the photos...its made us sit at the table a few times and have a family meal together, rather than sitting in front of the television...we actually sat and talked at the same time which I think probably as a family is more healthy”*

Interviewer: *“Is what we are doing (cameras/interviews) alright?”*

Parent/Carer: *“No problem at all, obviously it’s to document the activities that are going on and the whole program”*

Parent/Carer: *“Every couple of days we’ve been putting something in there (diary) a bit to do with what we have eaten and what activities we’ve been doing. If we do something different as well we will put that in”*

Interviewer: *“Do you think its better to do the diaries or do you prefer the folders?”*

Young Person: *“It’s better to do the diary because on the folders it’s just all information and it’s a bit overpowering”*

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Learning and skills developed and Benefits and impact

Parent/Carer: *"Finding a lot of the information useful, changing what I drink and eat and times to eat"*

Parent/Carer: *"I've recorded all of the stepping activities I did over the week with the pedometer and adhered to it quite well"*

Parent/Carer: *"not a day below three veg, but a step in the right direction"*

Interviewer: *"Have you noticed any difference since you have been eating fruit and veg over the last week?"*

Young Person: *"Yeah, I like it! ...I didn't used to eat a lot of fruit, I only ate the basics"*

Young Person: *"Normally I'd have four glasses of pop a day, now I have water or squash instead"*

Parent/Carer: *"After what I have seen tonight you'll (daughter) be having more diet coke than normal cokes...it really shocked me to be honest, it opened my eyes putting the sugar in the cup it was quite a visual shock"*

Parent/Carer: *"She's making more of an effort now with regards her food choices"*

Young Person: *"I've only eaten like the basic fruits, like apples and bananas...but ive tried lots of different berries, stuff that I have never tried before"*

Parent/Carer: *"I've started to try to introduce having a Satsuma or banana with my cereal...ive actually found it quite enjoyable...added a bit of sweetness without adding the sugar"*

Young Person: *"We've started drinking juice and not fizzy pop"*

Parent/Carer: *"We did the food packages today...I already look quite a lot and thought I knew a lot about them. But when we had the session I realised I didn't know as much as I thought I knew"*

Parent/Carer: *"the 5 a day session was good- because we got to taste the food there. I have never known how to cut up a pineapple until I saw someone do it here. Since then we've had kiwi, melon, pineapple, mango- which we have on a daily basis which we never did before"*

Advice for future participants

Parent/Carer: *"Be as open as you can be with the people who are co-ordinating the course...You set yourself and objective and try to come out with something positive and if you're not going to pick up on the co-ordinators criticisms and pats on the back then you're wasting your time. So you're not trying to make it better or improving the course for the other people"*

Young Person: *"You've got to be honest with them (the staff) when they ask you questions because if you're not honest then they can't help you"*

Parent/Carer: *"To just come with an open mind- be ready to enjoy it. You get chance to meet new people, see and hear other people's opinions and differences. But everyone has similar things they want to achieve and everyone wants to help each other"*

Parent/Carer: *"It sounds corny and been used before 'just do it'...your health and social well being is more important than a curry on a Saturday night' so just get your backsides up and just do it!"*

Personal experiences- the highs and lows!

Parent/Carer: *"I often pick up a chocolate bar and (my daughter is) like "you're not supposed to be eating that sort of thing"*

Parent/Carer: *"We still have our treat on a Saturday evening but the rest of the week we concentrate on what we are eating"*

Young Person: *"I don't think we have enough time to do physical activity at school"*

Interviewer: *"Do you think you'll miss it when it stops?"*
Young Person: *"Yeah, I'll be quite bored on a Monday night"*

Interviewer: *"Would you like to take part in anything after this? Activities or the lessons?"*

Young Person: *"It would be both really...I'd take part in both"*

Parent/Carer: *"A lot of emphasis on people being here because their kids are here...we as the adults have got to set the scene, we've got to lead and then they will follow"*

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Young Person: *"I found the athletics quite hard because I was trying to get over the red ones (hurdles) but I couldn't jump over them"*

Parent/Carer: *"I don't find it intrusive, its part of the program. I want to be monitored, told whether I've stayed the same, put some on or taken some off and the last few weeks I've taken some off"*

Parent/Carer: *"I don't think signposting is enough...I think money off is a big issue for some people"*

Parent/Carer: *"I like the idea of monitoring every week but not something like weight watchers"*

7.3 Postcard Questions and Answers

How did you find keeping a food diary?

- Get to see what you are eating
- I write my daily diet at the end of the day. I loved it from Saffron.
- End of the week. It was easy because I always have it.
- Every time I ate I jotted it down. It made me realise what I actually eat in one day.
- Diary - not a problem, was choosy about day picked. Today - very interesting and informative gave a lot to think about.
- Found food diet exercise (record for a day) to be easily put off to record a more healthy day rather than one of the more lax days
- Id like my daughter to gain a better understanding of the food plate exercise and make a conscious effort to adhere to it
- Doing food diary was fine. We have different times to eat. Helping to try and eat less by using info from sessions.
- The sessions are good and informal so you feel no pressure to perform. So to speak.
- Quite easy to do food diary. The past week has been quite positive with regards to exercise. Also we set a task to have a healthier, higher fibre breakfast. We both achieved it and Saffron lost 3lbs in weight. Good week.
- I have done food diaries before so it was fine. If you ask for times we eat, what activity we do, how we feel when we over/under eat you will get more info from people. You could ask someone to discuss a diary.
- Bit easy because you have to just write it down but a bit hard to remember all of it.
- W/c 14/09: difficult session; lots of strangers, misconceptions etc, lots of settling in. W/c 21/09: v.good session; lots of sharing of ideas and experiences. Managed to identify 2 targets for eat well plate; just need to do it!
- End of the day I found it easy but I was surprised what I had ate.

How can physical activity be made more fun for you?

- We could make it more fun by playing more sports
- We choose the activity. We chose how we do the activities.
- Games - play more games
- Using different techniques. Using friends
- Do it more regularly. Involving a footie in any sport. Do a sport I actually enjoy not one I hate

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- By having a football involved in a sport. Do more than 1 hours sport.
- When I am on the step walker
- Having a training 'buddy' as I train/run alone
- Do something you all enjoy together
- It would be good to do more exercise in the sessions as it was good fun to join in with the kids. I would like to swim if we could do some with the kids as well.
- I would do more exercise if I had more free time and people to exercise with. It was fun to play a team game with the kids - I haven't done that for years
- Just do it!

What new vegetables/fruit have you tried this week?

- No new vegetables tried at home, lots of fruit and vegetables eaten (now part of normal diet)
- No new fruit or veg tried but some of the vegetables raw were tasty however when they are cooked the texture changes and I don't like them
- I have eat everything
- I tried everything new
- Kiwi and broccoli
- Grape wrapped in spinach, watermelon wrapped in spinach. Blueberry, red berry. Raw mushrooms
- I have tried blackberry, spinach, kiwi, blueberry, mango, pineapple, pear, raw mushroom, dry carrot, and raw baby sweet corn
- Spinach and grape

What changes have you made having looked at food labels?

- I have less sweets now. I look at my labels
- The way I shop
- A focus on food content by following labelling. Ellie was given a choice of bachelor's rice or pasta sauce to accompany chicken. Even though her favourite is pasta - she chose rice based on food values (which made it a useful exercise)
- I have been looking at how much sugar and calories are in the product. One day I compared a packet of pasta to rice, I chose to eat the rice because it was healthier.
- I try to buy lower fat foods. Now I have looked at the labels, sometimes you end up with more sugar in foods.
- Changed, the shock when you read the food labels
- The way I buy things
- Bought more fresh food because of the contents. Less sugar and calories
- Having looked at the labels on food this made me

realise the sugar content and fats that are added.

Fresh is a much healthier option

- I don't look
- Not to have too many cakes in one day and that how much the daily intake is
- The changes are that you know what you are eating
- Cut down on the amount of food and gone for healthier options
- Have tried to look for less sugar and less fat. Sometimes just pick up things but not really looked in detail
- I don't look. My mom does, my mom has made the changes for me.
- Eaten less
- We already check them quite a lot but have noticed a little more on additives

What had you found difficult/a challenge since starting Fun 4 Life?

- Finding time to maintain exercise - time
- Finding time to maintain exercise time - as single mom and work full-time
- I have found the 5-a-day hard
- Eating more vegetables and fruit
- I have found some activities different
- Eating more vegetables and fruit
- I have found nothing difficult
- Reduce drinking fizzy drinks and eating my 5-a-day
- Carrying out some of the targets

What has made you feel happy about yourself this week?

- I have started to feel like I have more energy
- I have found it hard to give up some of my favourite things. But I have started to eat more fruit and veg.
- I have been ice skating and out on my bike
- I have been to give blood. I have also been swimming and joined up for a month.
- On Sunday we all went to Crash Bang Wallop (an indoor play centre) as a family. We are all very active and having fun. Definitely the highlight of the week.
- I have learnt how to skip
- Party of Saturday night (not trick or treating)
- Losing weight, going back to work after 3 weeks off, eating three stable meals per day
- I was told that someone else looked older than me who wasn't
- Went to Crash Bang Wallop - played and was active

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How much TV did you watch yesterday?

- 2 hours on Sunday
- 14 hours
- I watched about 6 hours as we had a party and fireworks and I was out all afternoon. So watched TV late hours.
- I watched about 6 hours of TV yesterday
- Lauren watched about 4 hours of TV
- Over 12 hours
- 2 hours of guitar hero. I spend about 18 hours doing coursework
- I have watched a lot of TV this week
- 11 hours

What did you have for breakfast today?

- Three weetabix, 1 t-spoon sugar and milk + a large mug of tea
- 2 rounds of toast - wholemeal with butter
- For breakfast I had weetabix and juice
- Nothing
- Nowt
- For breakfast I had coffee then at 10am a banana
- Cornflakes
- Melted cheese on toast
- I didn't eat breakfast today
- Scrambled egg with skimmed milk, one slice of wholemeal toast with low fat spread, barbeque sauce and half a cup of orange juice
- Fruit and fibre + skimmed milk, half a cup of orange juice, coffee = skimmed milk and one sugar

What did you have for lunch today?

- Bacon sandwich
- Leek and potato soup and two pieces of wholemeal bread
- Wholemeal cheese sandwich, harvest crunch bar and two satsumas' plus low sugar blackcurrant drink
- Weekday - three sandwiches consisting of three rounds of bread buttered with a meat slice filling and two satsumas and one apple. Weekend - french stick sandwich (non match day) OR chicken kebab meat and chips special (match day)
- Muffin, can of pop, pizza slice
- Ham pickle cob, fruit, weight watchers wotsits, juice
- Tuna mayo sandwich and fruit bowl
- Nothing
- Ham sandwich and apple

If you ate out this week, did you choose a healthier option?

- Yes
- Yes, ultimate burger stack with salad
- I haven't, when I do eat out I don't as it is a treat
- I went out last week but I did not chose the healthier option
- I chose wholemeal toast instead of egg and bacon muffin, but it was also my sons Xmas fayre so we did have some other take out food as well. When we have fish and chips we now have smaller portions.
- I had a smaller take away than I usually do.
- No - failed miserably and ate chicken tikka biryani
- I don't go to McDonalds or KFC any more

How do you feel now you have completed Fun 4 Life?

- My main objectives of attending Fun 4 Life were to support my daughter to eat a more balanced diet in order for her to have a more healthy balanced diet and reduce her body mass. I believe the course has been successful in educating my daughter to make her own judgements and decisions to achieving her goals, by making more informal decisions on her dietary needs.
- Now I have completed Fun 4 Life I feel more energised and more motivated to lose weight
- A bit worried about keeping up the changes. The group and people at Fun 4 Life. The extra fitness classes my daughter is doing.
- Sad
- Now that I have finished Fun 4 Life I feel like I have learnt new things and tried things I would not normally do
- Happy, I enjoyed it and learnt new things
- Glad we did Fun 4 Life. Glad Lauren liked it so much, I will try to carry on with healthy changes for us and Lauren
- I feel that I have learnt more about what is better for you and I hope that I can try and use what we have learnt. I have made some changes but still have a few naughty things.
- Happy
- Combination of happy and sad. (Feel) like I have achieved something. (I am) slimmer, better, happier

Appendix

7.4 Participant Profiles

Participants

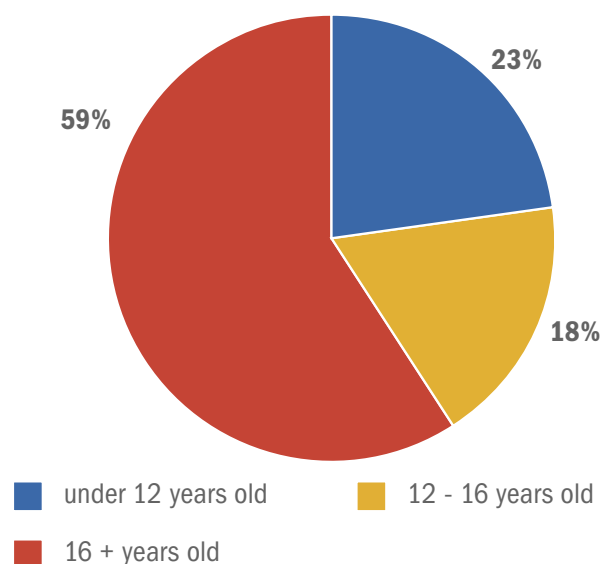
9 children and at least one parent/carer were recruited to the 12-week Fun 4 Life programme.

Children

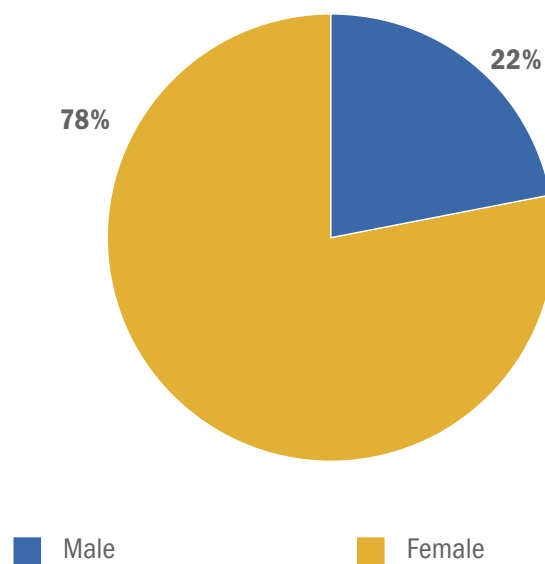
9 children (2 boys and 7 girls, aged from 8 – 15 years) enrolled onto the Fun 4 Life programme at the start of the 12-week intervention. All children enrolled onto the programme were within the 91st, 98th, 99.6th centile, thus all children were overweight or obese.

Age, Gender and Ethnicity break down

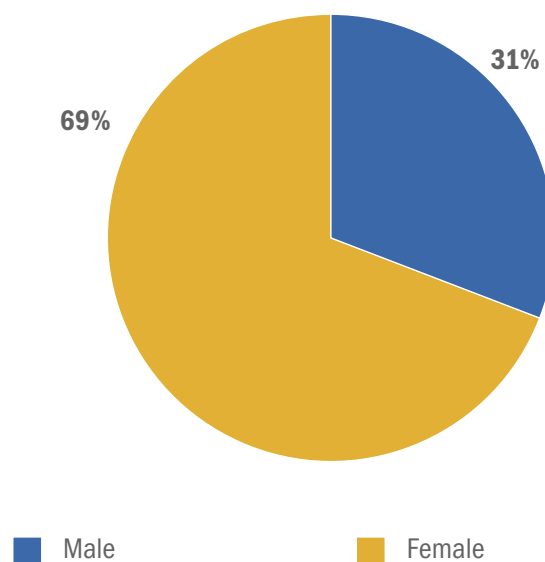
Age Breakdown - All Participants



Gender Breakdown - Young People

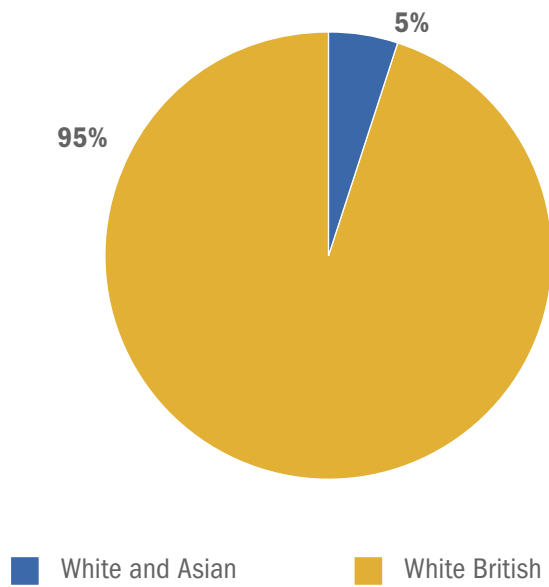


Gender Breakdown - Adults

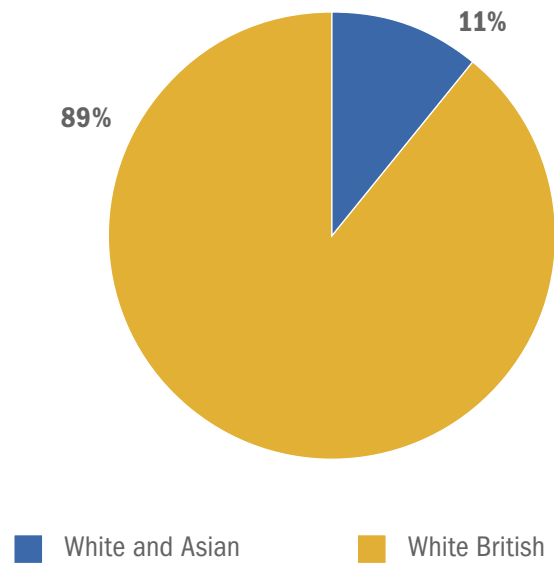


Appendix

Ethnicity Breakdown - Total Participants



Ethnicity Breakdown - Young People



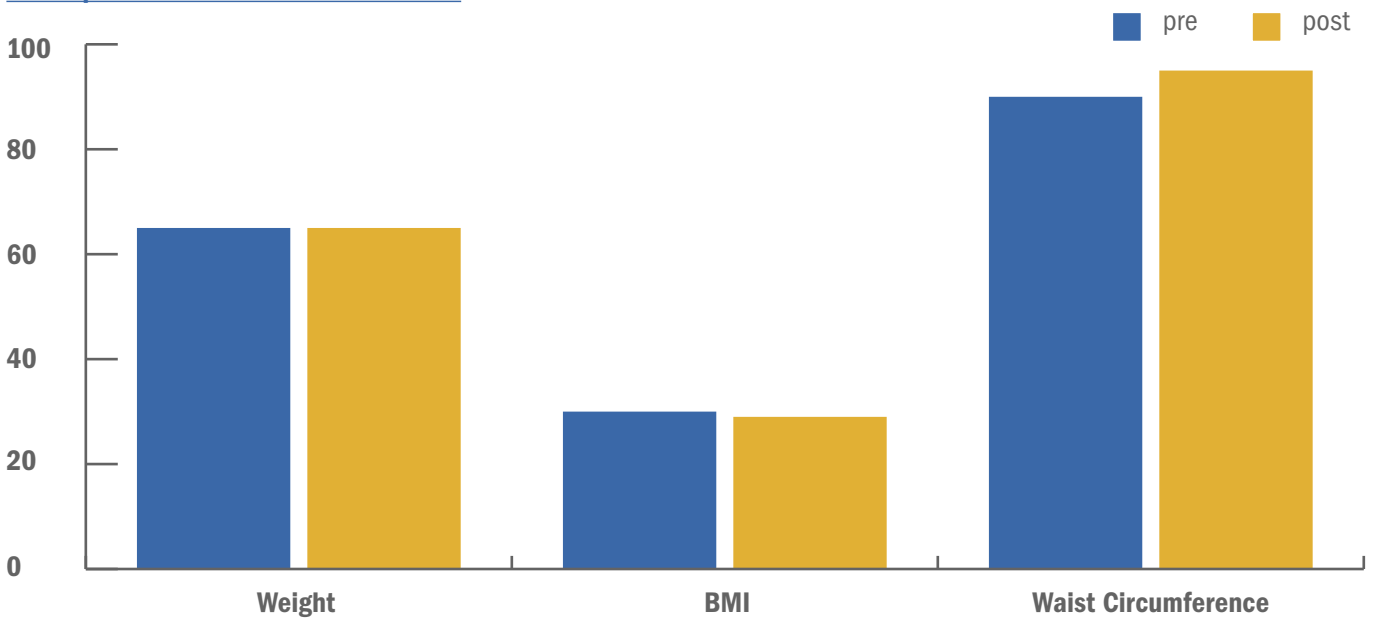
All adult participants were of White British ethnicity.

Appendix

7.5 Analysis of Results

Anthropometry

Anthropometric Data - Pre & Post Clinic



Weight

One of the main aims of Fun 4 Life is for young people to demonstrate a decrease or at least maintenance of their weight and subsequent BMI over the 12-week intervention. As height and weight are key to BMI, the stabilisation of a child's weight means that as a child gets older their BMI would reduce.

33% of all participants who completed the 12-week intervention decreased their weight with a further 33% maintaining their weight throughout the clinic.

Body Mass Index (BMI)

BMI was used as one of the main outcome measures for the programme. When analysing BMI scores for the clinic attendees the child's age and gender is taken into consideration in order for the data to be more accurate. In addition to this the Child Growth Foundation Girls and Boys BMI growth charts are used to establish the child's BMI centile in relation to the national average (gender and age group).

100% of all participants who completed of the 12-week intervention either maintained or decreased their BMI over the course of the clinic. The breakdown of this is 33% decreased their BMI and 67% maintained their BMI.

Waist Circumference

When assessing levels of overweight and obesity, waist circumference as a criteria method is considered to be a more specific measure of adiposity, and therefore an appropriate method to track any induced change.

33% of all participants who completed the 12-week intervention demonstrated maintenance of their waist circumference.

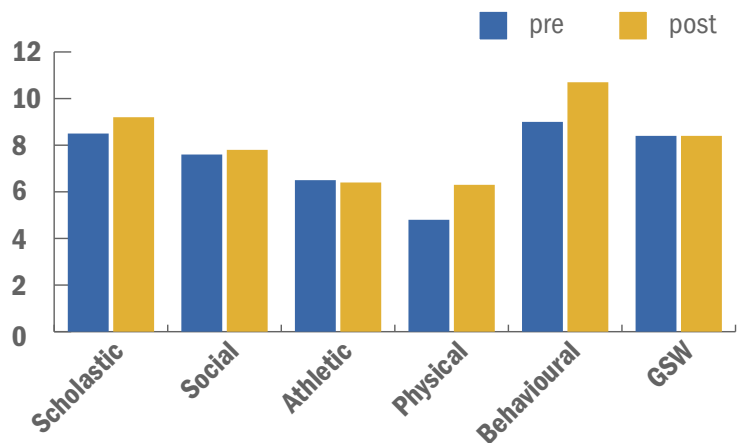
Appendix

The Self-Perception Profile for Children (SPPC)

The SPPC was used to assess self esteem, and provides both a measure of global self-worth, and perceived competence in five specific domains: scholastic competence, social acceptance, athletic competence, physical appearance, and behavioural conduct. Harter, (1999) states that self esteem, also referred to as self worth; is the focus on the overall evaluation of one's worth or value as a person.

The chart highlights a maintenance in global self worth by all participants who completed the 12-week intervention. However improvements were attained in the specific domains of scholastic aptitude, social awareness, physical competence, behavioural conduct.

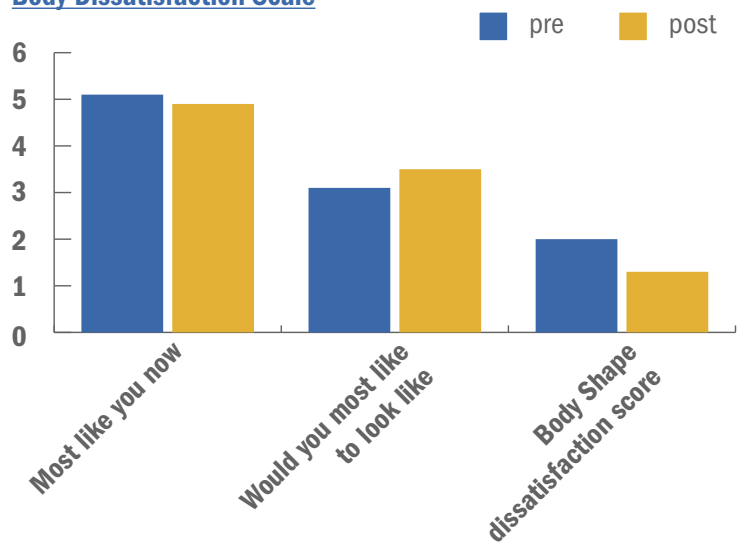
The Self Perception Profile for Children (SPPC)



Body Dissatisfaction

Body dissatisfaction can be defined as a person's negative thoughts and feelings about his or her body, the degree and direction of which can be quantified using silhouette questionnaires. Using this technique, seven line drawings of silhouettes ranging from very thin to very fat (Pictorial Figure Silhouette Scale) are presented to the participant, who is asked to choose the silhouette closest to their own body size ("Which figure is most like you now?") and that representing their ideal size ("Which figure would you most like to look like?"). By subtracting the preferred body shape from the current perception of body shape a measure of body shape satisfaction is calculated. A difference of zero was indicative of satisfaction, a negative value showed a desire to be fatter, and a positive value corresponded to a desire for a thinner body shape.

Body Dissatisfaction Scale

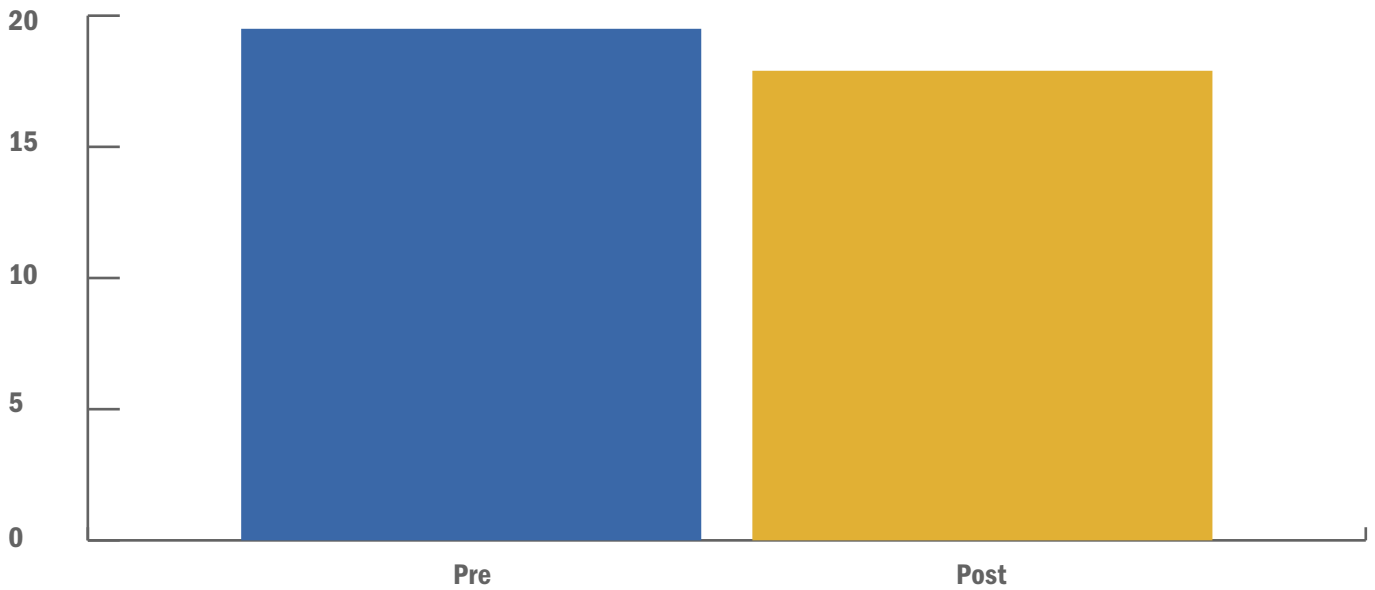


Comparisons of the average pre and post silhouettes scale showed that the whole group had a desire to be thinner both pre and post intervention. The difference between both questions before and after the clinic showed that on average the group's opinion of themselves had changed. On average, the group felt that post intervention their body shape had changed for the better although their perception of the body image they would most like to look also changed. This resulted in the overall body shape satisfaction score demonstrating a reduction in body dissatisfaction, more simply, the group's negative thoughts and feelings about their body have improved.

Appendix

Sedentary Activity

Sedentary Behaviour - Screen Time



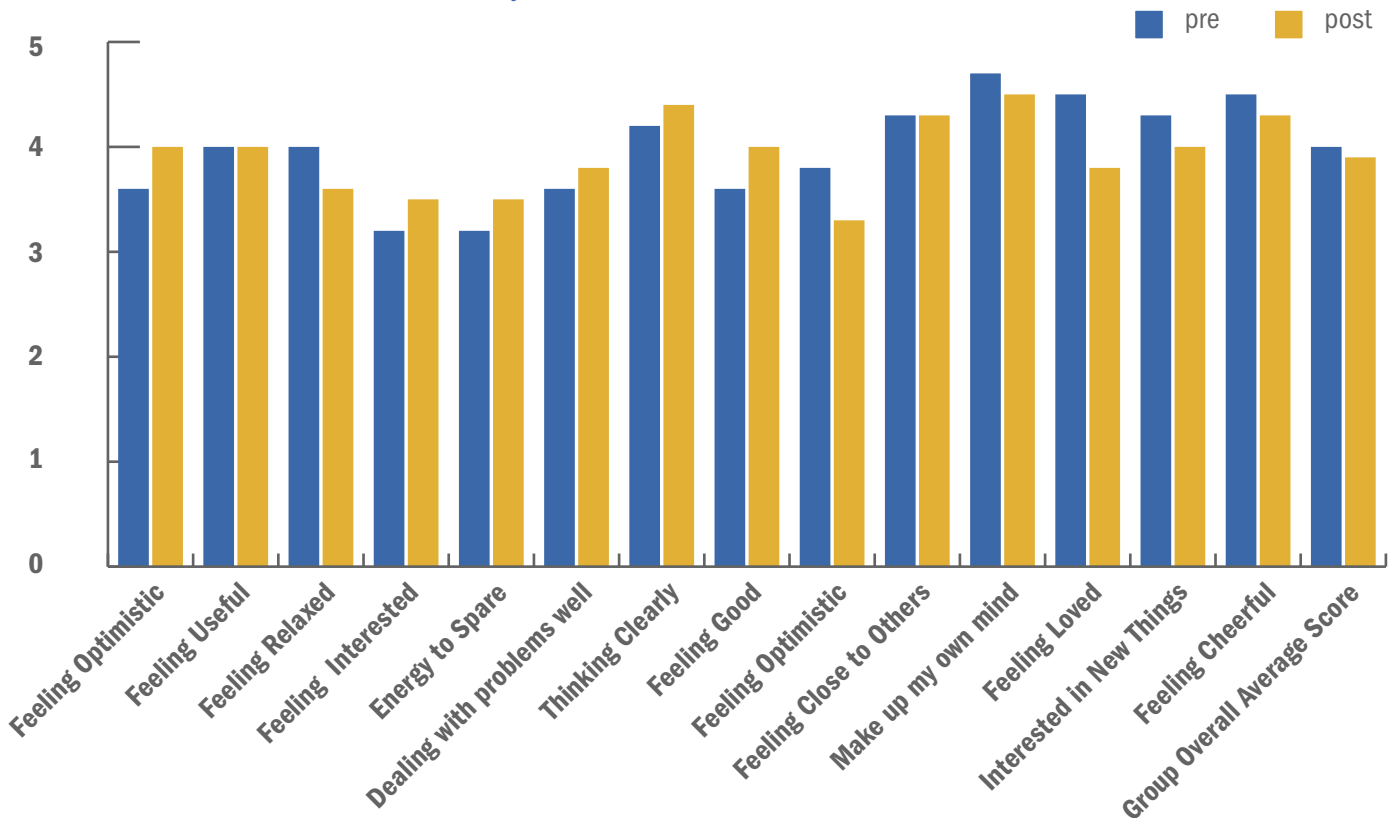
The sedentary activity questionnaire calculates an individual's screen time by a means of recording the amount of time spent watching TV and also both the weekday and weekend time spent playing computer games and using the internet. Research has shown that a reduction in sedentary behaviour can have more of an impact than actual increases in physical activity (Epstein et al, 1995).

This sedentary activity measure represents the weekly number of hours a child spends watching television, also referred to as screen time. This graph serves to highlight a decrease in the group's weekly average. Although the average number of hours of screen time still works out to be higher than the recommended 2 hours per day it does highlight that they are headed in the right direction with an important trend in a behaviour that has been strongly related to childhood obesity.

Appendix

WEMWBS – Warwick & Edinburgh Mental Wellbeing Scale

WEMWBS - Pre and Post Intervention Analysis



There is an increasing interest in the concept of mental well-being and its contribution to all aspects of human life, WEMWBS is a measure of mental well-being focusing entirely on positive aspects of mental health.

The scale consists of 14 items covering both hedonic and eudemonic aspects of mental health including positive affect (feelings of optimism, cheerfulness, relaxation), satisfying interpersonal relationships and positive functioning (energy, clear thinking, self acceptance, personal development, competence and autonomy). Individuals completing the scale tick the box that best describes their experience of each statement (pre & post intervention) using a 5-point Likert scale (none of the time, rarely, some of the time, often, all of the time). The Likert scale represents a score for each item from 1 to 5 respectively, giving a minimum score of 14 and maximum score of 70. All items are scored positively. The overall score for the WEMWBS is calculated by totalling the scores for each time, with equal weights./ A higher WEMWBS score therefore indicates a higher level of mental well-being.

The fourteen questions assessed are:

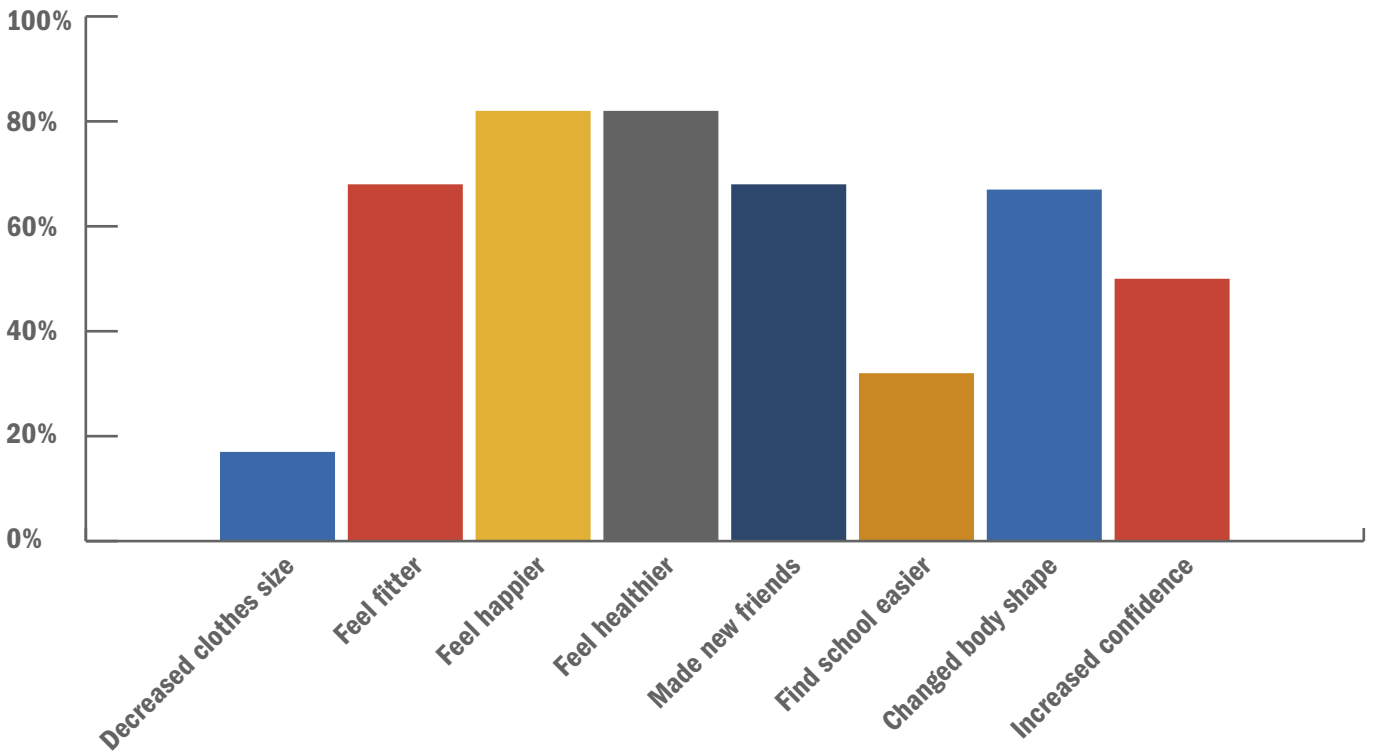
- I've been feeling optimistic about the future.
- I've been feeling useful.
- I've been feeling relaxed.
- I've been feeling interested in other people.
- I've had energy to spare.
- I've been dealing with problems well.
- I've been thinking clearly.
- I've been feeling good about myself.
- I've been feeling close to other people.
- I've been feeling confident.
- I've been able to make up my own mind about things.
- I've been feeling loved.
- I've been interested in new things.
- I've been feeling cheerful.

The chart highlights improvements in the specific domains of Feeling Optimistic; Feeling Interested; Having energy to spare; Dealing with problems well; Thinking clearly and Feeling Good about themselves. Within the group 66% demonstrated an individual increase or maintenance in their overall self-esteem.

Appendix

Reported Changes

Reported Changes - Post Clinic



The children filled in a questionnaire which asked various questions on what changes they had experienced as a result of Fun 4 Life.

This graph highlights the reported changes experienced as a result of the Fun 4 Life clinic. 67% of clinic attendees reported having made new friends as a result of attending as well as also feeling fitter, with 83% also reporting feel both healthier and happier. 67% of the participants experienced some physical changes such as noticing changes in their body shape, with a further 17% experiencing a decrease in their clothes size.

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www.fun4life.org.uk

www.walsall.gov.uk

Fun 4 Life is a weight management programme delivered by Walsall Council Sport and Leisure Development Services for children and young people in Walsall. The service aims to help young people and their families make lifestyle changes over a period of twelve weeks through weekly sessions of fun skilled based sports, educational lifestyle sessions, monitoring and individual goal setting.

For more information visit:

www.fun4life.org.uk

www.walsall.gov.uk

For more information about the Creative Development Team Arts into Health programme visit:

www.walsallartsintohealth.co.uk



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