



LET'S GET PHYSICAL

EVERYONE ACTIVE SOUTHWARK COUNCIL



INTRODUCTION TO LET'S GET PHYSICAL

Let's Get Physical (LGP) is a fun, award-winning physical activity and healthy eating programme for children and young people developed by StreetGames.

Originally commissioned by the NHS in Birmingham in 2010 to help inactive and overweight children to get and stay active, it is now part of the award-winning Birmingham City Council 'Be Active' scheme.

Over the past nine years, the programme has also run in a range of other areas, including: Coventry, Lichfield, Southwark, Brent, Maidstone, Warwick, Lincoln, Solihull and Sandwell.

Each LGP programme comprises taster sessions for whole school year groups, 6-week programmes for selected pupils and at least six months of multi-sport sessions in the community, incorporating techniques and activities to support behaviour change and healthy eating.

StreetGames is a national partner of change4life.

This case study shares information about the LGP programme delivered in Southwark, during 2018-19.

EVERYONE ACTIVE SOUTHWARK

Following training and support from StreetGames, Everyone Active ran a Let's Get Physical initiative across 12 primary schools and two community venues in Southwark, south London since September 2018.

The target group was children and young people aged 8-14 years who are inactive (i.e. doing little or no regular physical activity) and/or overweight or obese.

The initiative was part of a portfolio of work commissioned by Southwark Borough Council Public Health Team. It was designed to fill a gap in physical activity provision within Southwark - where suitable opportunities for currently inactive young people are either not available or very limited.

The target areas were Walworth 'bending' around to London Bridge and Peckham to Camberwell. Activities were delivered by Everyone Active who have a track record of providing high quality physical activity opportunities in the local area.



everyone
ACTIVE

Southwark
Council
southwark.gov.uk

HEADLINE DATA



12

Taster sessions and 6-week programmes were delivered in 12 primary schools



2

Weekly community sessions running in 2 locations



1,440

Children from the school-based sessions were signposted to our LGP community sessions



87%

of participants attended a minimum of 5 school-based sessions

LET'S
GET
PHYSICAL



58%

of participants increased their activity levels (based on baseline and follow-up PAQ-C data)



9

sessional coaches were trained and employed to deliver the programme

ROYAL SOCIETY FOR PUBLIC HEALTH
RSPH

RSPH Level 1 and Level 2 Training and LGP Induction Training delivered to coaches and volunteers



5

volunteers were recruited - collectively delivering 18 hours.

SCHOOL BASED SESSIONS

In order to identify the schools that would participate in the first phase of 'Let's Get Physical', Everyone Active arranged meetings with individual schools.

The primary schools participating in this project were:

- London Bridge to Walworth: English Martyrs', Robert Browning, Snowsfields, Surrey Square, Tower Bridge & Townsend
- Camberwell to Peckham: Angel Oak, Bellenden, Camelot, Crawford, Heber & St Joseph's.

Six of these schools were included in the top 10 National Child Measurement Programme (NCMP) data for Southwark, whilst an additional 2 were in the top 20.

At these schools 48 taster sessions were provided for entire year groups, 12 new six-week programmes were also provided for selected pupils and a total of 194 pupils took part in the six-week programmes, with an attendance rate of 90.9%.

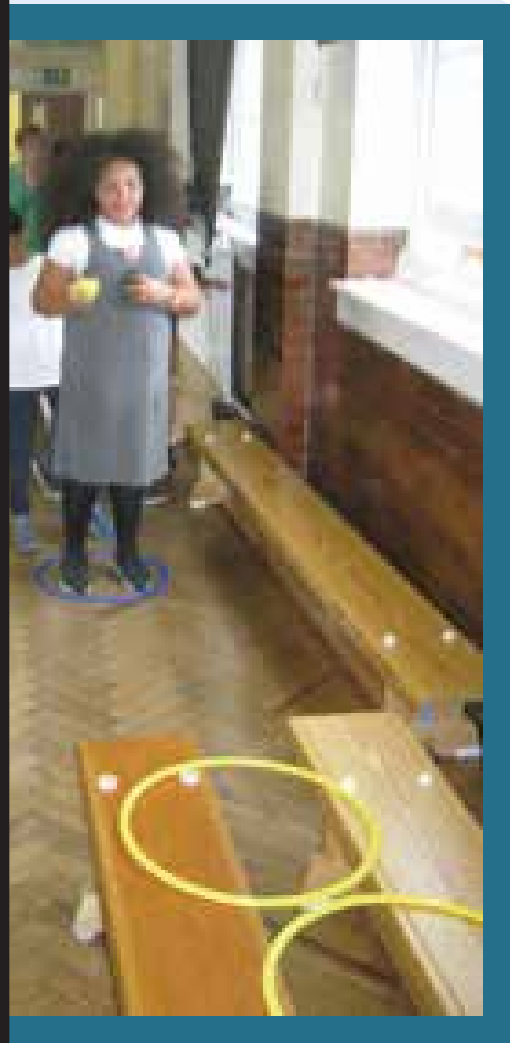
COMMUNITY BASED SESSIONS

Community based sessions were established at the following locations:

- The Castle Centre, 2 St Gabriel Walk, SE1.
- The Bradfield Club, 5-13 Commercial Way, SE15.

These mixed activity sessions, were designed to suit the target audience for 'Let's Get Physical'. The purpose of the community sessions were to enable children who have had a careful introduction to fun-based physical activities (in the school setting) to progress with confidence into mainstream activities in a community setting.

During Sept 2018-Sept 2019, 46 community sessions were provided at two different locations. 104 individual participants attended these sessions, generating 433 attendances, including six children from the school-based sessions.



COACHES & VOLUNTEERS

9 sessional coaches were recruited to support the delivery of both the school-based and community-based sessions. All coaches were trained in how to deliver 'LGP' sessions.

5 volunteers also provided support at these sessions – with Community Southwark being the main source for volunteer recruitment. The volunteers collectively supported the project for 18 hours, with a couple of the volunteers keen to continue volunteering at future opportunities.

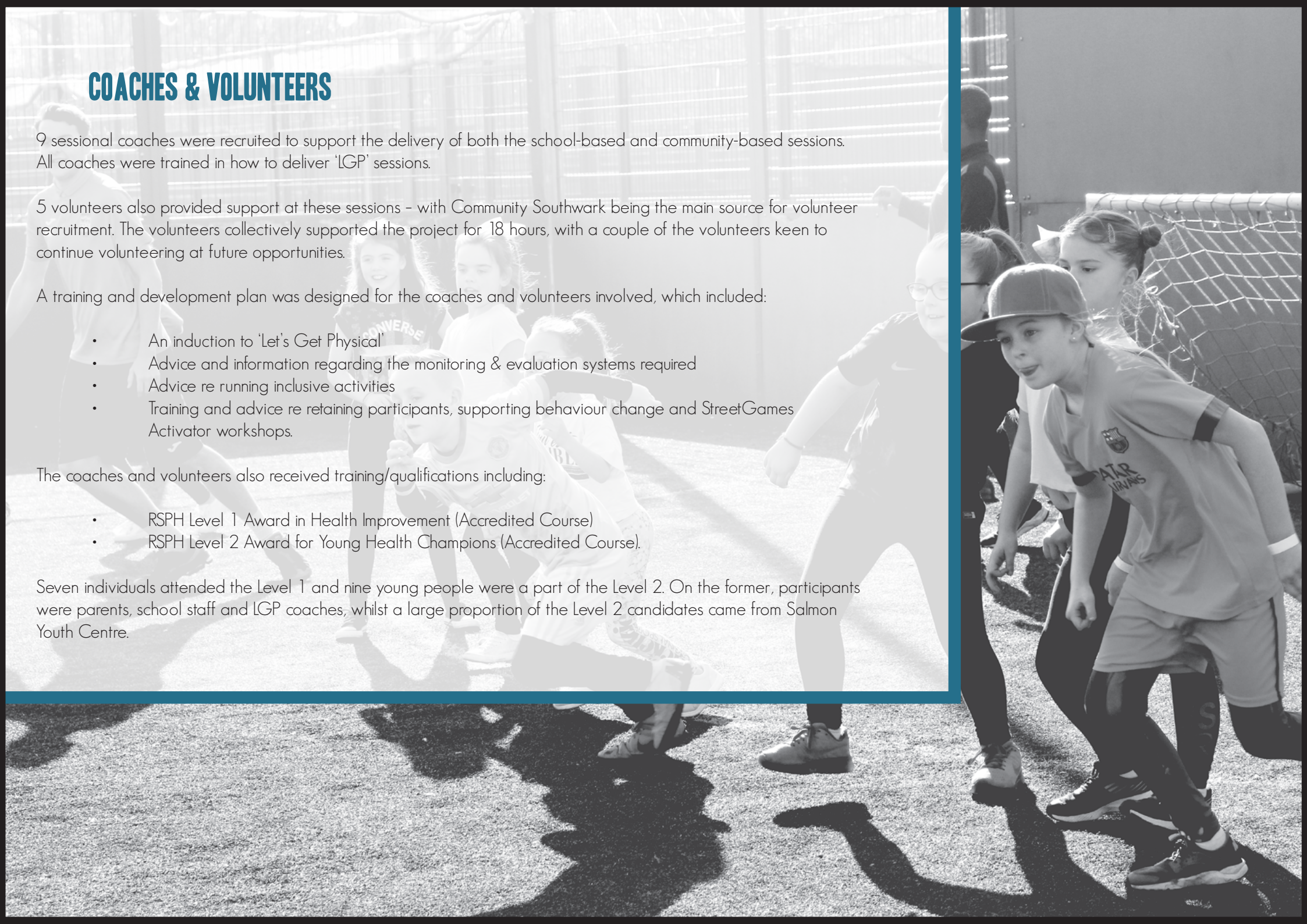
A training and development plan was designed for the coaches and volunteers involved, which included:

- An induction to 'Let's Get Physical'
- Advice and information regarding the monitoring & evaluation systems required
- Advice re running inclusive activities
- Training and advice re retaining participants, supporting behaviour change and StreetGames Activator workshops.

The coaches and volunteers also received training/qualifications including:

- RSPH Level 1 Award in Health Improvement (Accredited Course)
- RSPH Level 2 Award for Young Health Champions (Accredited Course).

Seven individuals attended the Level 1 and nine young people were a part of the Level 2. On the former, participants were parents, school staff and LGP coaches, whilst a large proportion of the Level 2 candidates came from Salmon Youth Centre.



ENGAGEMENT & RETENTION STRATEGIES

The overarching aim of Let's Get Physical is to increase levels of physical activity amongst children and young people who do little or no formal activity as part of their normal routine.

A number of techniques and strategies were used to support their behaviour change towards adopting a healthier lifestyle – using learning gathered from across the StreetGames network, which includes over 1,000 community organisations that provide activities for children and young people in areas of high deprivation. The combined expertise and knowledge from the network about 'what works' have been put into practice in the Let's Get Physical setting.

Characteristics of Non-sporty Children

Children who take little or no part in organised sports or physical activities in or out of school don't do so for a number of common reasons. Typically these include: feeling self-conscious e.g. body image, fear of judgement, a lack of physical competency and skills, a lack of access to suitable activities or social networks and not enjoying competition.

In response, Let's Get Physical employs the following techniques and strategies:

Physical competency:

The FUNdamentals approach to introducing physical activity takes young people on a progressive journey from the basics of balance, agility and coordination to the more complex core skills of running, jumping, throwing, catching and striking. Skills are then further developed using basic game concepts such as invasion, net and wall games, catching and fielding. Let's Get Physical coaches are trained in FUNdamentals.

Psychological factors:

Let's Get Physical coaches are recruited based on their ability to empathise with non-sporty children. Their own personality is instrumental in helping children to build confidence through positive experiences of being active. One to one mentoring also plays an important role. Children who express concerns, ambivalence about being involved or indeed a desire to do more, find that their coach listens carefully and provides support, reassurance, affirmation and guidance, rather than instruction.

Choice of activities:

Let's Get Physical provided physical activities that are not normally available in the school curriculum. We had a high proportion of girls, and children from BAME backgrounds taking part, so gender and cultural considerations were very important. Activities support the FUNdamentals principles of building skills and confidence. The school-based programmes provided a safe environment for children to acquire these skills, before moving on to the community based activities which were more wide ranging and for a wider audience, including more sporty children. Again, the role of the coach is critical here: wherever possible, we employed the same coach in both school and community settings. The trust and rapport between participant and coach is central to retaining a young person in organised activities.

Incentives:

Rewards are an important part of behaviour change. When 'winning' is not the incentive, as it is in competitive sports, alternatives are used. During the course of Let's Get Physical, each participant was rewarded for their loyalty. After two sessions, they received a t-shirt, after four a wristband and if they completed all six, they receive a branded sports bag. Pedometers were also used for weekly goal setting.

Partners, Publicity & Communications

In addition to engaging participants through the school based taster sessions and face-to-face conversations, two designs for flyers were created to advertise the community-based sessions. The two designs were then shared with the target demographic and parents to determine which was most popular, with the chosen design then printed and widely circulated in the neighbourhoods where the sessions took place.

MONITORING & EVALUATION

To monitor the progress of the project, data was collected on a number of KPIs including: the number of: sessions provided, participants engaged and staff delivering sessions.

In addition, all participants involved in the school based sessions were asked to complete the validated Physical Activity Questionnaire for children (PAQ-C) at the outset and were also asked to complete follow-up surveys at 3, 6 and 9 months (where timing permitted), to provide data on changes in physical activity levels over time. The survey results showed that 58% of the participants increased their activity levels (based on PAQ-C baseline and follow-up data).

Each pupil also received a pedometer and was helped by their coach to set a personal goal. Pedometer readings were recorded each week by the coach - with devices serving a dual purpose in terms of acting as an incentive and in helping goal setting.

Feedback

Additional qualitative feedback was also gathered during the school sessions. This included a wealth of positive comments illustrating the enthusiasm and interest the children had for participating in the sessions - see examples below:

What Young People told us:

“ I love Let's Get Physical! ”

GABRIELLE

“ Boxercise was so fun today; thank you! ”

MALACHI

“ It is good to do something different and get to try new activities every week ”

LIAM

“ Mum has promised to add more activities for me to do. ”

AYDONUR

“ Today was SO fun! ”

LUIS



PEN-PORTRAIT CASE STUDY – CHANTEYA

One of the young people that took part in the LGP sessions at Angel Oak Primary School was Chanteya. Prior to attending the sessions, Chanteya said that she would occasionally go for a jog with her sister or swim, but in general she would tend 'to come home from school and sleep or attend choir'. Since attending LGP sessions Chanteya is more active and really enjoying what she does: 'I have now started to do dance lessons. Also I am swimming more and going on more frequent runs with my sister around the local park. We even went early before school one day....I am certainly feeling more energetic now....and want to keep trying new activities; I've interest in karate, ballet and gymnastics'.

WHAT PARENTS TOLD US:

"Thank you so much for the sessions. The children always seem to be leaving with smiles on their faces and Samuel seems to have more energy nowadays."

"The session was really engaging for the children and perfectly suited to their needs. Bilal can struggle at times to stay involved in activity for a prolonged period, but he appeared to love it. I look forward to him participating in the remaining sessions."

"Aya has been speaking so enthusiastically about the sessions at school, it was great to know I could bring her along to an additional session in the local area!"

WHAT SCHOOL STAFF TOLD US:

"First of all a huge thank you for the work you have done with the children. It was really good for them to do especially in terms of building their confidence. The coach built a relationship with the children very quickly and they loved having them as their dance teacher. Some children in other classes have requested for you to come back as they want to be a part of it."

TEACHER, SURREY SQUARE

"The children have been thoroughly enjoying your project so it has been a pleasure to have you coming to work with them."

TEACHER, ENGLISH MARTYRS

"It looked great fun. I hope you have heard the positive feedback from the children. They have loved the sessions."

TEACHER, HEBER

"The children thoroughly enjoyed today's sessions with the coach."

TEACHER, SNOWFIELDS

PEN PORTRAIT CASE STUDY – JADE

One of the young people who took part in the sessions - admitted that they didn't typically take part in sport/exercise and that most of their free time was spent listening to music and playing with toys. However, they were encouraged to take part... and although they were nervous, "because it sounded fun and I was with my friends, I was excited to take part". They also commented that the taster sessions were also helpful, as they: "Gave me an idea of things to come and so I was ready for the new activity each week that our coach brought along". Since then, they have gone on to attend community sessions held nearby and said: "I am now doing more activity in general in my free-time and being more active at playtimes at school. I am also going to be starting swimming lessons from September at The Castle, which I am looking forward to do".

IMPACT, LEARNING & CHALLENGES

The monitoring data and qualitative feedback, highlights how much the young people that engaged with LGP enjoyed taking part and the positive impact it had on their physical activity levels and attitudes towards sport/being active. It has also helped to engender stronger partnerships at both strategic and delivery levels, and increased capacity within the physical activity workforce.

In terms of challenges – project staff shared that it had proved difficult to attract the expected numbers to community based sessions despite extensive outreach and promotion. Local coaches indicated that it was challenging to gain direct contact with parents and to gain a commitment from parents to support their children to attend. This feedback emphasises the importance of community outreach and doorstep sport provision within the heart of disadvantaged communities that are visible to local residents and easily accessible on foot.

Project staff also reported challenges in obtaining follow-up survey data. Despite the programme operating through schools, not all of the participants completed follow-up surveys at each interval post the initial six week project despite a number of reminders being sent. Where possible alternative monitoring approaches should be considered.

CONTACTS

James Tierney
Community Development Manager
Everyone Active
jamestierney@everyoneactive.com
07740 535 604

Paul Jarvis-Beesley
Head of Sport & Health
StreetGames
paul.jarvis@streetgames.org
07889 046 106