

Healthy Active Lifestyle Champions

Final Evaluation Report



August 2019

About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation of Disability Sport, Mencap, Access Sport, Youth Sport Trust, UK Sport, Sports Coach UK, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policymakers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

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Healthy Active Lifestyle Champions evaluation undertaken by *spear* and commissioned by the Youth Sport Trust. Report produced by *spear*.

August 2019



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Context

About Healthy Active Lifestyle Champions

Healthy Active Lifestyle Champions is funded by Sport England and delivered by the Youth Sport Trust (YST). Building on Hub Schools and Active in Health, the programme aims to support schools to develop insight-driven, peer-led activity. Key outcomes for Healthy Active Lifestyle Champions include increased volunteering and leadership opportunities for student 'Healthy Lifestyle Champions' and increased physical activity participation, wellbeing, skills and achievement for students from lower socioeconomic groups.

The YST is working with 48 lead schools to support delivery of Healthy Active Lifestyle Champions. Delivery comprises four main activities: conference training for Healthy Lifestyle Champions, Healthy Lifestyle Coach/Mentors and Lead Practitioners; student consultation to identify engaging activities; delivery of a festival; and follow-up 10-week activity sessions. Schools are also encouraged to use one of three models of digital engagement to support their activity delivery through the tool TopYa.

About *spear's* Evaluation

spear has been commissioned from October 2018 to August 2019 to conduct an independent evaluation of Healthy Active Lifestyle Champions. The evaluation is designed to support schools' consultation with young people, gather insight around motivations and barriers to participation, capture evidence of outcomes achieved and draw out key lessons learnt.

This Final Report focuses on the impact of Healthy Active Lifestyle Champions on Champions, Activity Participants, Lead Practitioners and schools, and how this impact has been achieved. Data informing this report are drawn from 460 Champion, 701 Activity Participant and 39 Lead Practitioner survey returns; six site visits to schools and festivals; site visit interviews and focus groups with Champions, Activity Participants and Lead Practitioners; 48 telephone interviews with Lead Practitioners; and a counterfactual interview with a senior representative of the YST.

The report is divided into four substantive sections: Engagement, Activities, Insight, and Impact. Key Messages '*Top Tips for School Sport & Activity Provision: Identifying & Responding to Student Voice*' and a suite of six case studies are also presented.

Table 1 summarises the evaluation approach for Healthy Active Lifestyle Champions.

Healthy Active Lifestyle Champions outcomes

...for Healthy Lifestyle Champions

1. Increased volunteering through PE, physical activity and sport
2. Increased leadership and promotion of healthy lifestyles
3. Increased leadership skills

...for Activity Participants

4. Increased participation in, and enjoyment of, physical activity
5. Increased health and wellbeing (physical, mental and social)
6. Increased skills
7. Increased achievement

...for Lead Practitioners

8. Increased competence, confidence and motivation to effectively identify and respond to the needs of young people to encourage them to take part in physical activity
9. Improvements to physical activity delivery

Research questions

1. Has Healthy Active Lifestyle Champions impacted on the activity levels, wellbeing and individual development of Healthy Lifestyle Champions and Activity Participants?
2. Has Healthy Active Lifestyle Champions helped schools identify need, meet latent demand and increase engagement in sport and physical activity?
3. What have we learnt from Healthy Active Lifestyle Champions about identifying need and engaging young people in targeted, diverse and sustainable sports and physical activities?

Table 1. Healthy Active Lifestyle Champions evaluation

	Research	Sample (& MME ^a)
School Support Pack	Support pack developed and distributed by <i>spear</i> to participating schools	
Student Survey^b	<p>Cross sectional survey of Activity Participants and Healthy Lifestyle Champions at the Start (week 1) and End (week 8) of programme engagement</p> <p>Survey captures impact on activity participation and enjoyment, wellbeing, skills and achievement. Additional questions around leadership and volunteering included for Healthy Lifestyle Champions</p>	<p>Activity Participants:</p> <p>701 survey returns from 544 Activity Participants in 20 schools (Start n=419, MME+/-3.6%; End n=282, MME+/-4.9%)</p> <p>Healthy Lifestyle Champions:</p> <p>460 survey returns from 411 Champions in 42 schools (Start n=321, MME+/-0.0%; End n=139, MME+/-6.1%)</p>
Practitioner Survey	<p>Online survey of Lead Practitioners developed by <i>spear</i> and included in YST monitoring. Survey administered June/July 2019</p> <p>Survey captures Lead Practitioners' perceptions of delivery and impact</p>	<p>Lead Practitioners:</p> <p>39 survey completions from Healthy Active Lifestyle Champions Lead Practitioners</p>
Site Visit Case Studies	<p>Case studies developed from site visits to schools</p> <p>Visits include interviews and focus groups with Champions, Activity Participants and Lead Practitioners; observation of festivals and activities; facilitation of Graffiti Walls and Champions' Challenge to capture student voice around barriers and motivations to engagement</p> <p>Case studies capture perceptions and experiences of delivery and impact</p>	<p>6 site visit case studies:</p> <ul style="list-style-type: none"> - Kingsbury High School, Kingsbury, London - Co-op Academy Failsworth, Failsworth, Manchester - Laurence Jackson School, Guisborough, North Yorkshire - Newsome High School, Huddersfield, West Yorkshire - Ribston Hall High School, Gloucester - Westcroft School, Underhill, Wolverhampton
Practitioner Interviews	Telephone interviews to facilitate evaluation participation and capture experiences and perceptions of delivery and impact	48 telephone interviews with Healthy Active Lifestyle Champions Lead Practitioners
Counterfactual Interview	Telephone interview to assess the impact of Healthy Active Lifestyle Champions over the counterfactual scenario	1 counterfactual interview: Emily Reynolds, Head of Sport, YST
Key Messages	Infographic developed from communication with stakeholders to provide a guide to identifying and responding to student voice in school sport provision	
Secondary Analysis	Analysis of YST monitoring data to generate participation figures and upscale primary impact data	39 monitoring returns from Healthy Active Lifestyle Champions Lead Practitioners

^a MME = Maximum Margin of Error (see methodological note at appendix A for further details).

^b Student Survey shown at appendix B, survey data at appendix C

^d Case Studies presented at appendix D (separate document).

Engagement

2018/19 output targets for Healthy Active Lifestyle Champions are to:

- train and support 120 Lead Practitioners and 360 Healthy Lifestyle Champions from 48 schools to...
- consult with and engage 2,880 less active students aged 11-13 (Key Stage 3) in a festival showcasing non-traditional sport, and...
- engage 1,152 students in subsequent 10-week peer-led or peer-supported activity sessions.

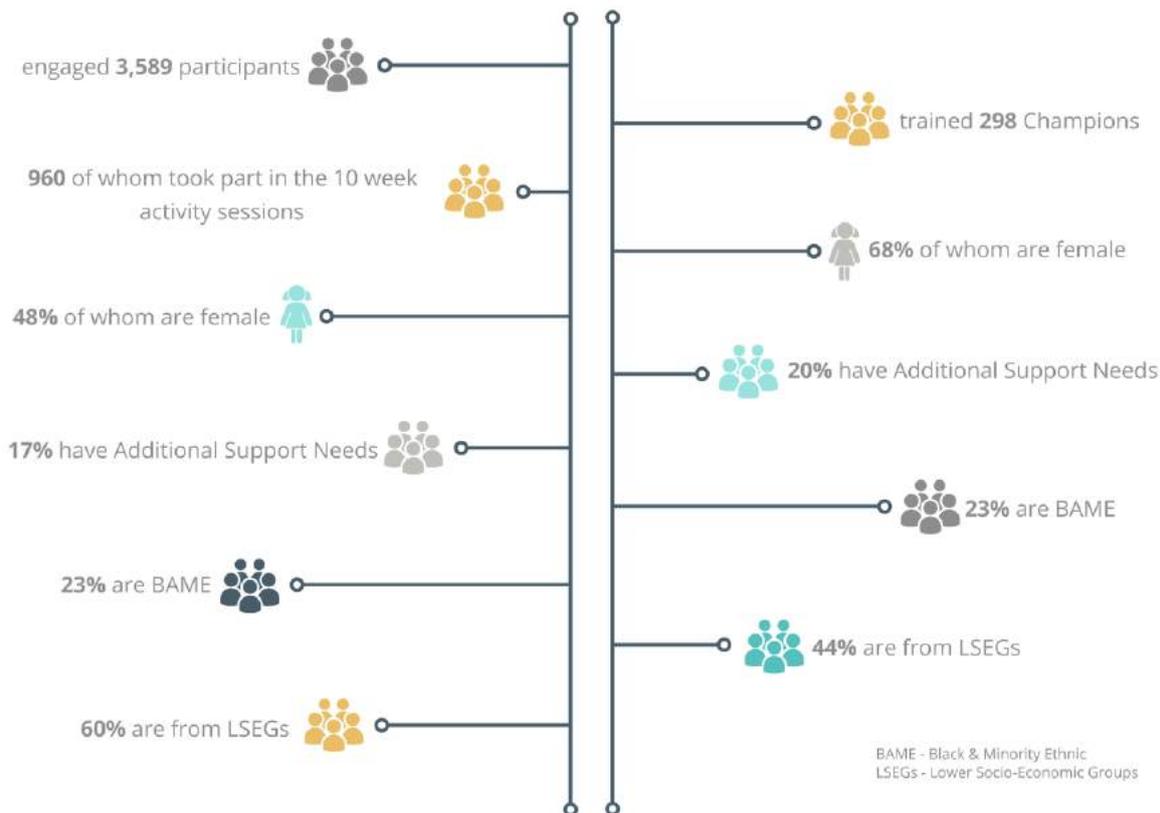
Across 2018/19 Healthy Active Lifestyle Champions involved 48 schools and trained 128 Lead Practitioners. Output figures for the engagement of Healthy Lifestyle Champions and Activity Participants are presented below.

“

For me it's all about trying to build that resilience and character that they can use at school and then build on when they leave...will they leave the school enthusiastic about taking part in any sport or activity – do they actively seek out and choose sport when they leave.

SLT, site visit interview, Laurence Jackson School

In 2018/19, Healthy Active Lifestyle Champions...



Data derived from Practitioner Interviews and YST July 2019 monitoring returns from 39 schools (Practitioner Survey).

Activities

Conference training

Healthy Active Lifestyle Champions training conferences were held in four locations across England in 2018/19. The conferences were widely praised as being motivational and engaging for Healthy Lifestyle Champions, Lead Practitioners and Mentors alike, with over four fifths of schools rating the support provided through these conferences as 'good' or 'very good' (87%).

Survey and site visit data suggest Champions came away from conference training with an increased understanding of barriers to physical activity faced by their peers. They also learnt the skills necessary to kick-start programme planning and delivery in schools. Practitioners noted they would welcome a concluding session that brings students and practitioners together to share what they have learnt.



Champions interviewed at site visit locations reported finding the conference fun and beneficial. They enjoyed meeting people from other schools and found the Athlete Mentor engaging and inspirational.

Peer Consultation & Support

Healthy Lifestyle Champions were tasked with facilitating peer consultation to inform the festivals and activity sessions. They chose to do this in a variety of ways including surveys, focus groups, liaising with school student councils, informal discussions, and presentations. Telephone interviews with 48 Lead Practitioners suggests in around half of schools, Champions carried out consultation prior to the festival. Around a third carried out initial consultation at the event and around a quarter used ongoing consultation during activity sessions.

Champions at Joseph Whitaker chose not to run consultation prior to the festival as they were concerned they may raise the expectations of peers and be unable to deliver desired activities. They chose instead to put on a range of sustainable activities and carried out consultation at the event so peers felt empowered getting to choose activities the school could provide.

Practitioners report these exercises have increased the confidence and awareness of Healthy Lifestyle Champions and provided valuable insights into the views and preferences of less active students.

“

The training was fantastic and students really benefited, momentum was important... Our Athlete Mentor was fantastic...he really helped engage the students and staff. It gave it extra oomph.

“

The training was brilliant and inspiring. Our young people increased their confidence at this day and it was a real life changing opportunity for them.

“

The consultation process has supported the activities to meet the needs of the students and ensure that they do not lose interest in the programme.

“

Healthy Lifestyle Champions were involved in every step of the delivery of the project and led on consulting with their peers about the opportunities to be physically active that were co-ordinated and delivered through the programme.

“

The consultation process has supported the activities to meet the needs of the students and ensure that they do not lose interest in the programme. Students felt ownership and part of the project.

Practitioner Survey

Festivals

Healthy Active Lifestyle Champions festivals comprise a range of activities and workshops supported by an Athlete Mentor. Communication with panel schools suggests Healthy Lifestyle Champions have taken the lead in planning and organising these festivals. Lead Practitioners and Healthy Lifestyle Mentors have provided varied levels of support dependent on the confidence, competence and capabilities of the Champions.



In around three quarters of schools the festival was described as a carousel event with between three and ten activities. Around a quarter reported more prescriptive festivals with a singular focus based on student consultation.

The festivals were unanimously valued, as was the involvement of the Athlete Mentor: “The Athlete Mentor specifically worked with

this [target] group during the festival and he was fantastic! They were blown away!” (Practitioner Interview).

Activities

Managing the expectations of Healthy Lifestyle Champions and Activity Participants has been a key consideration for schools in planning their activities. Several schools say they have learned lessons from previous projects, such as Hub Schools, and now aim to provide sustainable activities for students. The aim of Healthy Active Lifestyle Champions is to target students from lower socioeconomic groups, so Champions and practitioners have been challenged to find activities which are free or low cost and accessible beyond school facilitation.



Central to successful delivery was providing a chance for target students to try new activities in an informal and ‘relaxed’ setting; however, how schools chose to deliver the programme varied significantly. Around three quarters of schools ran the programme as a new 10-week block of activities and around a tenth chose to use existing clubs. Schools using existing clubs did so because target students wanted to try

existing activities. Peer consultation identified these students lacked confidence to attend these clubs on their own, so Champions acted as mentor/buddy to encourage attendance.

“

The final festival which we ran as a full inter-house school sports day with traditional and non-traditional events and a carnival atmosphere. It helped conquer stigma and all staff and students embraced the atmosphere.

“

Our festival worked exceptionally well and the feedback from the students was so detailed and positive, the Champions were delighted. The students who have gone onto the further yoga sessions have really got involved and enjoyed it and because of this other students ask if they too can do it (which is great).

“

We meet with the Champions on a regular basis who talk to the participants. The activities the young people take part in are guided by them with archery, boccia and playground games. There is a real buzz and engagement in the activities each lunchtime.

Practitioner Survey

“

Student selection of activities has been the best bit (crash mat sliding) and they have adapted activities to promote success i.e. rounders using a tennis ball and racket to make it easier and more accessible... Activities also run away from the main lunch area so participants don't feel exposed.

SGO, site visit interview, Ribston Hall High School

In schools running new blocks of activities, less than half report having a consistent core group of 20 participants or more, noting participants tended to drop in and out of sessions. Around half of schools included an element of mentoring and just under a quarter of schools implemented a 'bring a friend' scheme to encourage uptake. Nonetheless, Champions found getting group numbers to the desired level to be challenging: *"They didn't understand why students wouldn't just rock up"* (Practitioner Interview).

Afterschool commitments and transport were cited as barriers to engagement. To address these issues, over two thirds of schools included Healthy Active Lifestyle Champions activity sessions within school time either at lunch or as an enrichment or intervention activity. The third of schools that delivered sessions afterschool reported lower core participant numbers, but were unable to change delivery times. Three schools offered a participation reward, such as a day out, as an incentive for attendance.



Across the programme, over 75 named, non-traditional activities were offered to participants alongside numerous games and adapted sports created by Champions and Activity Participants. Dodgeball, rounders, climbing, boxing and dance were most often cited as being consistently popular and requested by target students.

Delivery approaches to using the same activity during sessions varied. For example, Stowmarket Champions found participants did not get bored of dodgeball and created a tournament style session over lunch; Bebington started with dodgeball and then branched out to offering more diverse activities; and Helston Community College's lunch time dodgeball club morphed into participant led adaptive dodgeball.

Almost half of schools found offering different activities each session most successful in keeping participants engaged. This was predominately achieved by consulting participants each week as to what they would enjoy doing the following week. A similar number of schools chose more prescriptive offerings based on previous consultation and resources available at the school, though over half of these offered at least two activity options each session.



The impact of the conference training, peer-consultation, festivals and activities is detailed in 'Impact' on pages 11-18. However, the positive impact of Healthy Active Lifestyle Champions on young people and schools is reflected in the commitment expressed by Lead Practitioners to embed the programme ethos and activities as an integral, sustainable part of their school sport and activity offer.

“

They don't have quite the confidence to lead, but with support and help with the sessions they have taken a mentoring role to get younger students involved.

Healthy Lifestyle Mentor, site visit interview, Westcroft School

“

At Kingsbury, it's about showing them a range of sports and activities that they can access in the future...so they can stay active and healthy.

PE Teacher, site visit interview, Kingsbury High School

“

The activities don't have to be competitive, I asked if they wanted to have a relay race but they were more comfortable just cycling around.

Lead Practitioner, site visit interview, Newsome High School

“

We feel strongly about choosing young people who will benefit and allowing their ideas to develop.

Lead Practitioner, site visit interview, Co-op Academy Failsworth

Activities

Conference training



- Healthy Active Lifestyle Champion training conferences were held in four locations across England in 2018/19.
- Over four fifths of schools rate the programme support offered through the conferences as 'good' or 'very good'.
- The conferences are praised for giving Champions the confidence, motivation and momentum to drive the programme in school.

“

The training was fantastic and students really benefited, momentum was important... Our Athlete Mentor was fantastic...he really helped engage the students and staff. It gave it extra oomph.

”

Peer Consultation & support

- Healthy Lifestyle Champions ran peer consultation to inform provision of relevant, accessible and engaging activities.
- Consultation methods included surveys, focus groups, liaison with school student councils, informal discussions, and presentations.
- Peer consultation is seen to provide valuable insights into the views and preferences of less active and engaged students.

“

The consultation process has supported the activities to meet the needs of the students and ensure that they do not lose interest in the programme.

”



Festivals

“

The festival ran...with traditional and non-traditional events and a carnival atmosphere. It helped conquer stigma and all staff and students embraced the atmosphere.

”



- Festivals comprised activities and workshops planned and led by Champions and supported by an Athlete Mentor.
- These events are seen to have engaged and inspired school staff, Champions and less active participants alike.
- Practitioners cite the YST Athlete Mentor as instrumental in the success of the festivals.

Activity sessions

- Student consultation facilitated a range of creative programmes including playground games, silent disco, orienteering and surfing.
- Emphasis was placed on creating fun, adaptable and informal physical activity opportunities accessible beyond the programme.
- The presence and accessibility of local clubs and facilities influenced the activities chosen by schools.

“

We meet with the Champions on a regular basis who talk to the participants. The activities the young people take part in are guided by them with archery, boccia and playground games. There is a real buzz and engagement in the activities each lunchtime.

”



Data derived from the Practitioner Survey and Interviews.

Insight

Data presented in 'Activities' highlight the role of peer consultation in identifying the activity preferences of target students and using this insight to develop appealing and accessible opportunities for engagement. Further insight into activity enablers, motivations and barriers has been gathered through survey and site visit activities, including the Graffiti Wall and Champions' Challenge. This insight is illustrated in the Insight infographic on page 10.

Barriers to supporting student engagement cited by practitioners focus on capacity and resource constraints and students' negative perceptions of school sport. Practitioners recognise 'traditional' PE rarely offers the range of activities necessary to engage all students, but also the challenges inherent in delivering bespoke programmes that do. Comments from the survey and site visits also suggest a consensus around the need to "revisit what the PE environment looks like" (Practitioner, site visit interview) to ensure the drive for skill acquisition does not eclipse PE's potential to support wider outcomes.

Champions' Challenge explored Champions' perceptions of why their peers might not want to take part in PE and sport, and what could be done to help them engage. Their responses reiterate those of practitioners with respect to perceptions of traditional provision as limited, prescribed, competitive and exclusive. While Champions' responses focus on individual or school-based barriers, peer consultation is seen by practitioners to give Champions valuable insight into wider social and economic barriers to engagement.

Champions suggested activities that were: fun "do silly things to get them active"; non-competitive "competition ruins the fun"; social "let them bring friends"; accessible "adapt activities to make them easier"; varied "do sports they don't do in PE"; peer-led "not run by teachers; we're more patient when people ask over and over how to do something"; and developmental "focus on personal improvement and how good it feels to get a little bit better" (Champions, Champions' Challenge).

Champions' ideas for engaging target students echo the 'best' aspects of sport and activity cited by Activity Participants. These include the chance to "have fun with friends", "get fit and healthy", "try new things" and "feel proud". The best aspects of sport and activity cited by Champions include the opportunity to "socialise", "work as a team" and "express myself" (Champions and Activity Participants, Student Survey).

Champions' ideas to engage less active peers

“

Do silly things to get them active and make them feel comfortable so they can share how they really feel.

“

Find things they are passionate about; we knew they were interested in music so we chose an activity that incorporated all sorts of music.

“

Encourage them to step out of their comfort zone.

“

Make traditional sports more fun by changing them a bit, for example, a long distance run with some goofy elements.

“

Change things when people's interests change.

“

Be friendly and socialise with them.

“

Make it comfortable so they can get away from all the drama in their year.

Champions' Challenge

Insight

Activity Participants

What I like about taking part in sport & physical activity?

Freedom of choice	Takes my mind off things	
Makes me feel happy	I get to try new things and it's fun	Keeps you fit and healthy

I would be more active if...

We could choose what activities we do		There are more available opportunities
More choice of sports	I had more encouragement from teachers	I didn't sweat

Champions

Why don't my less active peers engage?

- Scared to try something new
- Some disabilities make it hard
- Too loud and busy
- They don't feel good enough
- Too challenging or competitive
- Lazy

What would help them engage?

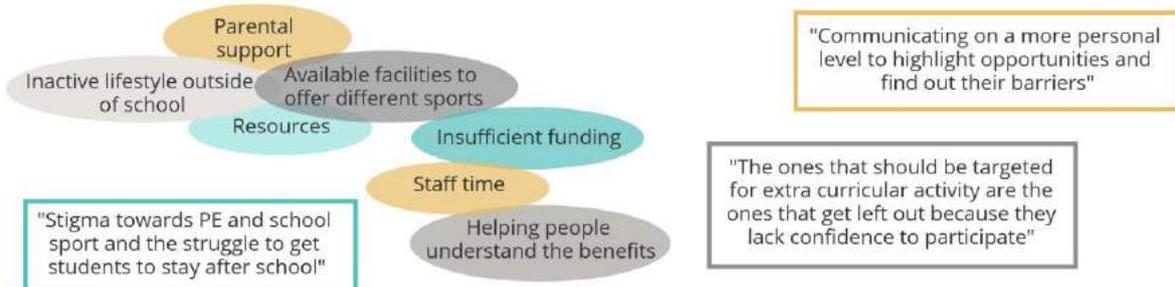
- More opportunities to promote sessions
- Do sports they don't do in P.E
- Be patient
- Focus on personal improvement
- More interactive activities
- Be friendly

Champions suggested activities should be...



Practitioners

What do you think is the biggest barrier you face in supporting all young people to take part in sport and physical activity?



Peer consultation is seen to provide valuable insight into the barriers to engagement faced by young people.



Data derived from the Student Survey, Practitioner Survey, Graffiti Walls and Champions' Challenge.

Impact

Activity Participants

Physical activity participation & attitudes

Healthy Active Lifestyle Champions aims to enhance the physical activity engagement, wellbeing and development of young people from lower socioeconomic groups. Of the 960 students taking part in activity sessions, almost two thirds (60%) are reported to be from this target population.¹

Activity Participants joined the programme with lower activity levels and less positive perceptions of engagement and opportunities than Champions. While participants' activity levels remain low, the percentage achieving 60 active minutes every day has risen from 6% to 11%: a small, but significant increase.

Healthy Active Lifestyle Champions is also seen to impact positively on participants' perceptions of activity opportunities. The percentage of participants who say they have the chance to try new activities 'a lot' has increased from just over a third to over half between the first and eighth week of engagement. Significant increases are also evident in the percentages of participants who enjoy playing sports and like to try new activities (figure 1).

Comments on the Practitioner Survey suggest some schools (10%) found it challenging to engage target students and to change their perception of the value of being active. However, almost all respondents (97%) feel the programme has impacted positively on the activity levels of those that did engage. They also report better engagement in PE and extracurricular clubs.

At Laurence Jackson, lunchtime climbing sessions proved so popular they were offered daily. The lead explained these sessions captured the interest of students with challenging behaviour, serving to improve their activity levels and behaviour. At Newsome High, participants explained they didn't enjoy sport because they did not 'fit in'. Champions worked hard to encourage engagement, offering small group activity sessions for participants and their friends. This helped participants feel comfortable and confident to attend, and new participants gradually joined through peer outreach.

Since taking part in Healthy Active Lifestyle Champions...

51%
of Activity Participants say they've had the chance to try new activities 'a lot'

58%
say they enjoy playing sports

49%
say they like to try new activities

Student Survey

“
Healthy Active Lifestyle Champions gave students ownership and brought physical activity to the forefront of some student's minds who don't necessarily look to engage in that.

Practitioner Survey

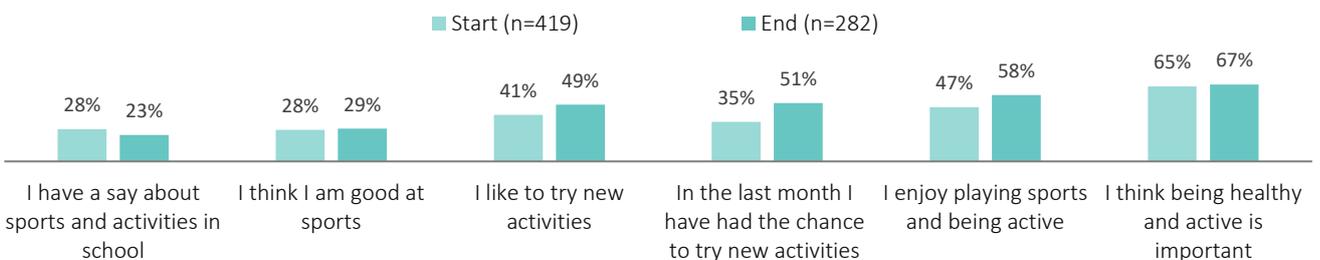


Figure 1. Activity Participants' physical activity perceptions and attitudes 'a lot' (Student Survey)

¹ This figure is consistent with the 60% of Activity Participants reporting eligibility for Free School Meals on the Student Survey (n=544).

Wellbeing, skills & achievement

Young people targeted to participate in the peer-led activities joined the programme with significantly lower perceived levels of wellbeing and achievement than the Champions delivering these activities.

Since taking part in Healthy Active Lifestyle Champions, around four fifths of Activity Participants say the programme has increased their empathy, communication and team working skills. Around two thirds say it has increased their happiness, confidence, resilience and self-belief (figure 2).

While just over half of participants say the programme has supported progress at school, around three quarters of practitioners believe the programme has impacted positively on attendance (79%) and attainment (77%) either 'a little' or 'a lot'. Almost all practitioners say the programme has enhanced participants' behaviour (92%) and ability to achieve their potential (97%).

One practitioner described the achievements of a target group of Pupil Premium students. Prior to Healthy Active Lifestyle Champions these students were reluctant to engage in any form of activity, but gained confidence through the peer-led activity sessions: *"Today at sports day some of our Year 7 cohort were confident enough to run in races in front of their year group. This would definitely not have happened earlier in the year before the programme... We are extremely proud of their achievements"* (Practitioner Survey).

At the Co-op Academy Failsforth, participants with SEND said they didn't enjoy sport or PE because they did not feel they were 'very good'. The lunchtime boccia, hopscotch and table tennis sessions were fun and encouraging, and participants emerged feeling more confident taking part in sport. At Laurence Jackson, participants unanimously reported engaging in the peer-led rock climbing sessions because they were fun. The nature of the activity required trust among participants and Champions, helping to enhance teamwork and a sense of belonging. It also stimulated development of the tangible and less tangible life skills and attributes seen by practitioners as key to target students' physical activity engagement, both in school, and beyond.

“
Individuals who previously disliked PE or were too low confidence to try are now getting more involved and some have taken key challenges in front of their peers on our ACE day which has been exciting to see.

“
Our Y7 cohort were excited to be part of the programme, we encouraged their participation by incorporating a huge sticker chart which came out at the start of every session. They knew that when they reached the 'magic' number they would get a golden ticket to a very special rewards day. This is a motivational tool we will use again to encourage participation.

“
Engaging some students proved challenging due to personal barriers, though this has allowed for conversations to take place regarding growth mindset, overcoming challenges and resilience.

Practitioner Survey

Since taking part in Healthy Active Lifestyle Champions, how would you rate your...

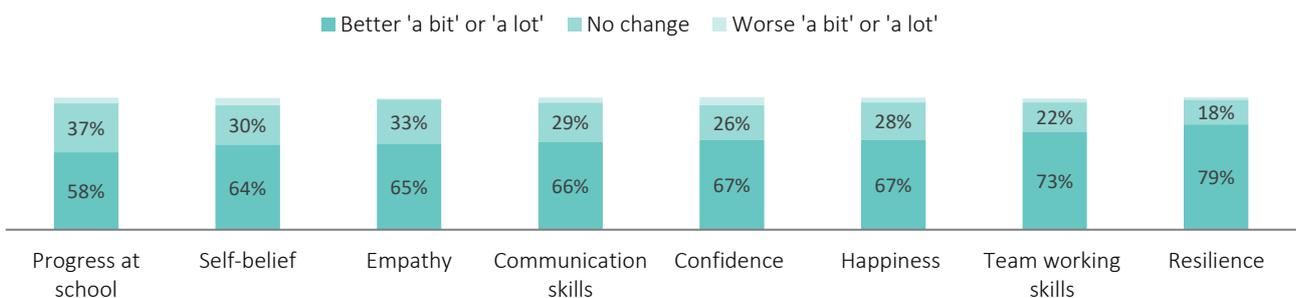


Figure 2. Activity Participants' perceptions of wellbeing, skills and achievement (End of Project Student Survey, n=282)

Impact Activity Participants

Since taking part in Healthy Active Lifestyle Champions...

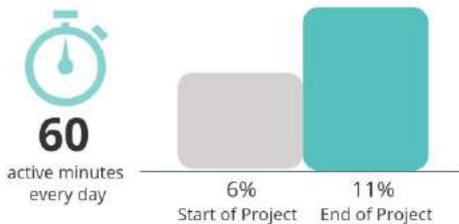


Almost all respondents to the Practitioner Survey...



feel Healthy Active Lifestyle Champions has impacted positively on the activity levels of participants

A small, but significant increase observed in the percentage of Activity Participants achieving...

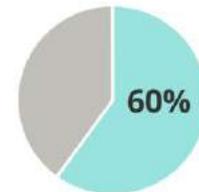


“ Individuals who previously disliked PE or were too low confidence to try are now getting more involved and some have taken key challenges in front of their peers.”

“ Healthy Active Lifestyle Champions gave students ownership and brought physical activity to the forefront of some student's minds who don't necessarily look to engage in that.”



Of the 960 students taking part in activity sessions...



almost two thirds are from lower socioeconomic groups



Perceptions of wellbeing, skills and achievements since taking part in Healthy Active Lifestyle Champions

Data derived from the Student Survey, Practitioner Survey and Graffiti Walls.

Healthy Lifestyle Champions

Leadership & volunteering

Increased peer leadership, volunteering and advocacy are key outputs for Healthy Lifestyle Champions and central to accessing and engaging young people from lower socioeconomic groups.

Student Survey data presented in figure 3 show the percentage of Champions reporting to lead or help with activities ‘a lot’ has risen significantly from under half at the initial conference training to over two thirds after eight weeks of activity delivery. A significant increase is also evident in the percentage of Champions who think they are good at conveying their ideas. The percentage of Champions who say they have had a volunteering role in the past three months has increased significantly from over half (57%) to almost three quarters (73%) between the start and end of programme engagement.

Leadership, volunteering and advocacy impacts might be expected from a peer leadership programme, but are particularly impactful for *this* programme given the ‘unlikely leaders’ chosen by schools. Just under half of schools chose Champions from lower socioeconomic groups. Over half also selected students described as ‘not naturally sporty’, with additional learning needs, or challenging behaviour.

At the Co-op Academy Failsworth, the practitioner explained how the ‘easy thing’ would be to select existing leaders or ‘sporty’ students. Instead, they chose Champions with a range of additional needs. These Champions are seen to have better empathy and similar confidence and competency levels to participants, which in turn enhances their engagement and interaction.

A small number of practitioners (10%) note they struggled to motivate and maintain the interest of Champions. Around a quarter also found Champions needed more nurturing than anticipated. However, the keenness and competence of the vast majority of Champions was praised widely by practitioners and seen by many as a highlight of the programme.

Responses from the Practitioner Survey suggest Healthy Active Lifestyle Champions is widely perceived to provide ‘meaningful’ leadership opportunities for young people. The programme is also seen to help ‘raise the bar’ in terms of Champions’ expectations of themselves and others, regardless of their starting point.

Since taking part in Healthy Active Lifestyle Champions...

67%
of Champions say they’ve led or helped with activities ‘a lot’

73%
say they’ve had a volunteering role

Student Survey

“
The Head was astounded by what had been created and achieved through the programme. What could be achieved by giving students the scaffolding to progress along their own leadership and activity journey. Parents have also expressed the differences they have seen in their children outside of school, their willingness to converse with family and friends and embrace activities and opportunities they would not otherwise have done.

SENCo, site visit interview, Co-op Academy Failsworth

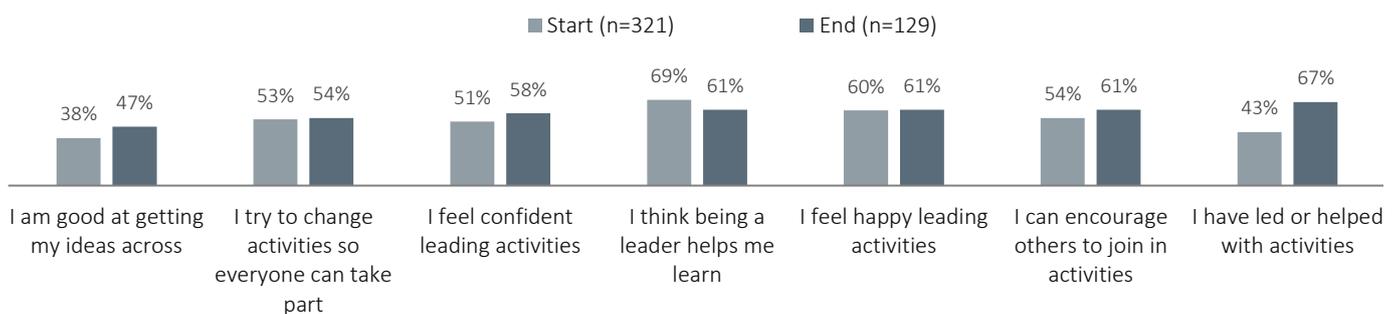


Figure 3. Champions’ perceptions of leadership ‘a lot’ (Student Survey)

Physical activity participation & attitudes

Healthy Lifestyle Champions joined the programme with significantly higher levels of engagement and more positive attitudes to sport and physical activity than Activity Participants. Champions' engagement and attitudes have remained relatively high and stable across the programme: around half think they are good at sports (51%); two thirds like to try new activities (68%); three quarters enjoy playing sports and being active (73%); and over four fifths think being healthy and active is important 'a lot' (82%).

No change is evident in the percentage of Champions reporting to have a say about sports and activities in school, with just over a third saying they have a voice in their PE, school sport and activity provision (39%). Just under two thirds say they have had the chance to try new activities (60%), compared to half at the start of the programme (50%).

The activity levels of male Champions remain stable, with 18% reporting to achieve 60 active minutes every day. While only 13% of female Champions say they did 60 active minutes every day on joining the programme, 19% report doing so after eight weeks of activity delivery.

Wellbeing, skills & achievement

While Champions report significantly higher perceived levels of wellbeing and achievement than Activity Participants, around three quarters say the programme has enhanced their happiness, confidence, self-belief and resilience. Around four fifths of Champions say their empathy, communication and team working skills are 'a bit' or 'a lot' better since taking part in Healthy Active Lifestyle Champions (figure 4).

Practitioners report that the breadth of activities undertaken by Champions has helped develop a range of valuable, transferrable skills. Champions at all site visit schools expressed a desire to continue their sports leadership journey and to mentor new Champions in the next academic year.

“

I've had conversations with special schools locally around how do you create meaningful leadership? With children with complex needs leadership can look like picking up the ball and handing it to someone because that's a job that needs doing because they can't do it. But is this meaningful? Well it is for those young people.

SENCo, site visit interview, Co-op Academy Failsworth

“

Arguably the most pleasing aspect of Healthy Lifestyle Champions is that it has 'raised the bar' in terms of the students' expectations of themselves as sports leaders and in terms of their kudos among the other professionals and volunteers working with our schools. The HLCs are the 'go to' workforce for both our SGO team and our Lead Inclusion Officer.

“

The advocates themselves and their peers have felt empowered within PE and shaping the provision they get.

Practitioner Survey

Since taking part in Healthy Active Lifestyle Champions, how would you rate your...



Figure 4. Champions' perceptions of wellbeing, skills and achievement (End of Project Student Survey, n=139)

Champion Profiles

Matthew is a student at Newsome High. Previously at risk of exclusion, Matthew was chosen to be a Champion as teachers felt he needed the direction and responsibility which Healthy Active Lifestyle Champions offered.



Matthew now leads sessions regularly alongside fellow Champions. Teachers have noted an increase in Matthews's classroom engagement and a decline in detentions!

Since taking part, Matthew has made new friends and become a competent leader. Matthew is looking forward to mentoring new young leaders when the programme runs again next year.

Lucy, a student with additional needs at the Co-op Academy Failsforth, was described by the Healthy Active Lifestyle Champions Lead Practitioner as a 'school refuser'.

While Lucy wanted to be involved with the programme 'to get fit and healthy', teachers saw it as an opportunity to increase both her engagement with school and her self-esteem.

Initially unsure and reserved during the training and festival, Lucy now leads activity workshops to peers confidently and assertively.

Teachers note how choosing a Champion like Lucy with additional needs has helped support the engagement of targeted peers because they share similar confidence and competence levels.

Daniel is a student from the Co-op Academy Bebington. Although naturally shy, Daniel was chosen to become a Champion as he showed strong leadership skills in PE and volunteered at afterschool clubs.

Daniel has delivered activity sessions to his less active peers and assisted the school's inter house sports programme. This has given Daniel a voice and the confidence to take on a prefect role, a role Daniel is proud of and looking forward to.

"He has developed on a personal level from someone who was quite shy in Key Stage 3 and has now become a real role model to younger students in the school. The transformation has been astounding!" (Daniel's PE Teacher).

Emily is a Pupil Premium student from Laurence Jackson. She is a keen Champion and described by teachers as 'the driving force behind the programme'.



Emily became a Champion to strengthen her leadership skills and encourage less active peers to get more active. Alongside fellow Champions, Emily has delivered a taster day of activities followed by weekly archery and rock climbing sessions.

Emily says she has developed her leadership skills and her confidence to try new things. She also says she has a better understanding of the activity barriers others may face. She plans to continue to lead and become a mentor and role model for younger students.

Grace, a student at Newsome High, has been a young leader since year 7 and wanted to be a Champion as she enjoys meeting new people and encouraging others to play sport. Teachers involved Grace with Healthy Active Lifestyle Champions as they felt she would be an excellent role model for younger students.



Having already completed 40 hours of volunteering, Grace says being a Champion has given her an increased sense of responsibility and achievement. *"It makes me feel good as I've taught people something new and I've learnt new things too"* (Grace). Grace wants to continue leading and looks forward to mentoring younger students next term.

Katie is a student at Lonsdale and was involved in last year's Hub Schools. Although reticent in PE, Katie showed emerging leadership skills in Hub Schools so teachers selected Katie as a Champion to increase her engagement, confidence and skills.

Prior to attending Lonsdale, Katie 'never participated in PE'. Since taking part in Healthy Active Lifestyle Champions, she is now regularly engaged and positive about sport and activity.

"It was great fun, we all worked hard to assess students and after finishing I felt confident to lead, help out and set up activities" (Katie).

Katie has enjoyed meeting new people through the training and hopes to stay in contact when the programme runs again next year.

Data derived from Interviews with Lead Practitioners and Champions.

Practitioners

Competence, confidence & motivation

Since taking part in Healthy Active Lifestyle Champions, around 90% of practitioners say the programme has helped them feel more competent, confident, motivated and equipped to identify and respond to young people’s needs (figure 5).

The YST funding, support, conference training and Athlete Mentor were valued highly by practitioners, with around 90% rating the support provided by these programme aspects as ‘good’ or ‘very good’. The *spear* support pack and YST newsletter were rated as ‘good’ or ‘very good’ by just over three quarters and two thirds of practitioners respectively.

Only a tenth of practitioners rated the support provided by the digital engagement tool, TopYa. Over three quarters of practitioners said they had not used the tool, citing time constraints and insufficient knowledge and understanding. While virtual guidance was provided, practitioners suggested direct training in how to use the tool to support engagement and delivery would be welcome.

Schools

Physical activity delivery

The majority of respondents to the Practitioner Survey (95%) say Healthy Active Lifestyle Champions has resulted in improvements to their PE, school sport and activity provision. Survey and site visit data suggest a newfound awareness of the potential for peer-led activity to engage less active students. The programme has also highlighted the need to include a range of insight-driven, non-traditional activities within schools’ extracurricular offer.

Practitioners report that they will sustain the programme ethos and activities next year; looking to further embed programme insight into the curriculum and expand their extracurricular provision. Almost two thirds (64%) say they are ‘very likely’ to recommend Healthy Active Lifestyle Champions to other schools.

“

The staff on the corridors are fully supportive and the programme has brought joy of doing something physical to everyone.

PDM, site visit interview, Co-op Academy Failsworth

“

The programme has highlighted the need for a variety of sports to offer our students and has shown the impact other provision can have. Allowing students to take on Leadership roles has shown them in a totally different light.

“

We delivered our programme as an enrichment night... almost like a Sports Centre feel... The Head teacher was impressed with the approach and has now introduced a whole school initiative where every member of staff are delivering one afterschool club.

Practitioner Survey

How much Healthy Active Lifestyle Champions has helped me feel more...

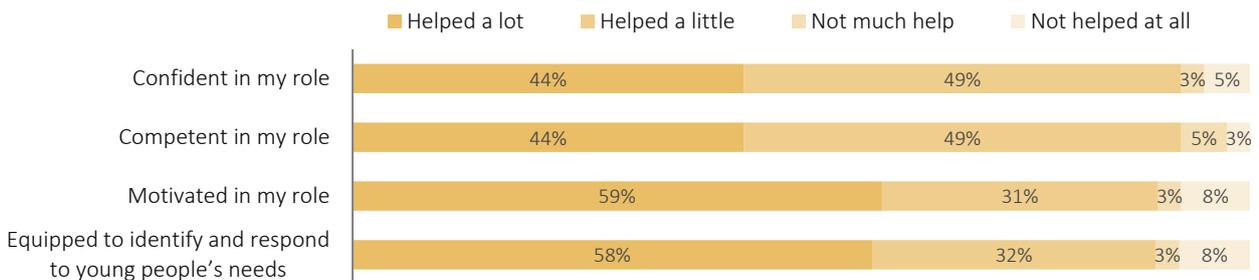


Figure 5. Practitioners’ perceptions of pedagogic support (Practitioner Survey, n=39)

Counterfactual scenario

'Activities', 'Insight' and 'Impact' show how Healthy Active Lifestyle Champions has impacted on young people, practitioners and schools. However, an assessment of additionality requires that the evaluation considers what might have happened if Healthy Active Lifestyle Champions not been established. Lead Practitioners were asked to surmise what would have happened in their schools if Healthy Active Lifestyle Champions not taken place. A counterfactual interview was also undertaken with a senior representative of the YST.

The counterfactual interview established that if Healthy Active Lifestyle Champions not been funded by Sport England, funding may have been secured from local commissioning boards. However, local level funding would likely be smaller than that afforded by Sport England. Furthermore, while local level funding may have been attained for the lower socioeconomic aspect of the programme based on its potential impact on an audience likely to have wider needs locally, funding for the peer-leadership aspect is considered less likely. Without this aspect, the YST would have had to invest in other deliverers to activate the activity for young people and the impacts on young leaders could not be achieved. The counterfactual scenario of a locally funded programme is that this programme is therefore likely to have been more expensive and less sustainable, and with smaller reach and impact.

Without Healthy Active Lifestyle Champions, almost all respondents to the Practitioner Survey (96%) indicate they would have continued with their standard, traditional provision. Of these respondents, almost half (44%) specify this provision would not have been targeted at young people from lower socioeconomic groups and around a quarter (26%) say it would not have been shaped by students.

Practitioners indicate they wanted to provide insight-driven, peer-led activity for less active and engaged student cohorts, but without the programme, this would not have been possible. They explained the focus on young people from lower socioeconomic backgrounds provided validation for targeting this specific cohort while guidance around student consultation helped them identify and respond to their needs. Programme funding enabled them to provide a range of innovative activities, while training for Champions enabled these activities to be effectively peer-led.

A consistent theme across responses to the Practitioner Survey is that Healthy Active Lifestyle Champions gives schools the means and impetus to offer the quality and breadth of provision they know is needed, but without support, struggle to provide.

What would have happened without Healthy Active Lifestyle Champions?

“

Without the programme none of this would have happened... The YST program meant that it became a SLT sanctioned event which had momentum and enabled me to deliver and follow through with force.

“

I feel extracurricular numbers would have further dwindled and staff time would have been pulled for other things.

“

I think at this current time we would not have been able to do anything similar and whilst we would have consulted on the students' interest in sport we wouldn't have been able to offer the variety.

“

We would have offered all extracurricular but not the targeted sessions so it has allowed us to see the benefits of this and how this inspires the less sporty children to find an activity / sport that they enjoy.

“

We wanted to create an opportunity for students that this program targeted to increase their physical activity levels. We would have created something, but not the same opportunity this has now created and will sustain.

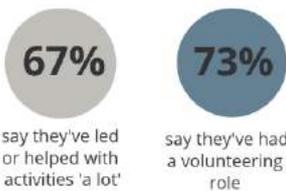
Practitioner Survey

Impact

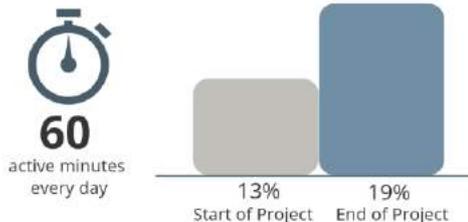
Champions, Practitioners & Schools

Champions

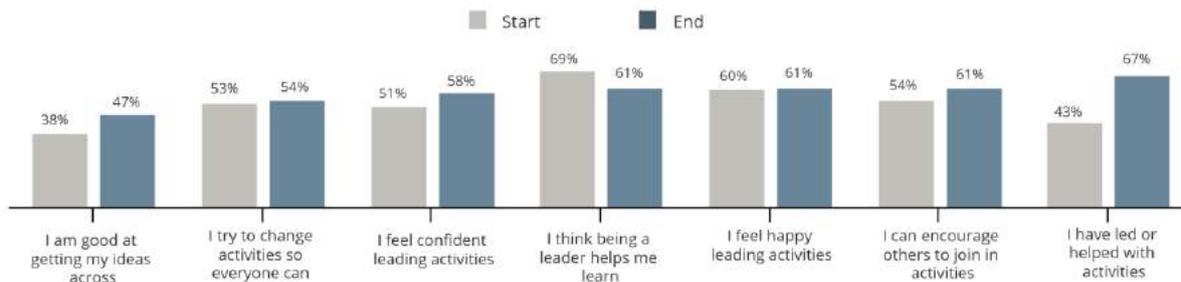
Since taking part in Healthy Active Lifestyle Champions...



An increase observed in the percentage of female Champions achieving...



Responses to the Practitioner Survey suggest Healthy Active Lifestyle Champions provides 'meaningful leadership opportunities for young people. The programme is also seen to 'raise the bar' in terms of Champions' expectations of themselves and others.



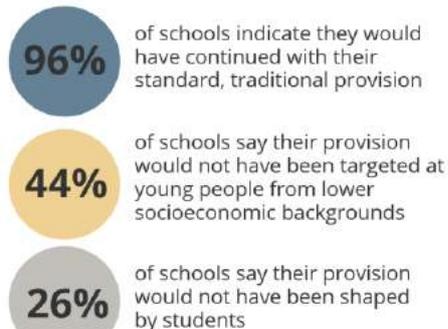
Champions' perceptions of leadership 'a lot'

Practitioners & Schools

95% of practitioners say Healthy Active Lifestyle Champions has resulted in improvements to their PE, school sport and activity provision

Around 90% of practitioners say Healthy Active Lifestyle Champions has helped them feel more competent, confident, motivated and equipped to identify and respond to young people's needs.

Without Healthy Active Lifestyle Champions...



“Without the programme none of this would have happened... The YST program meant that it became a SLT sanctioned event which had momentum and enabled me to deliver and follow through with force.”

Data derived from the Student Survey and Practitioner Survey.

Top Tips for School Sport & Activity Provision

Identifying & Responding to Student Voice

1

Manage expectations at the outset

Realistic expectations on all sides are key to successful insight driven sport and activity provision. Ensure Champions consulting with peers have a clear understanding of the scope of possible activities available in your school. Challenge them to find creative ways to sell the appeal and relevance of these activities based on their understanding of these young people's needs and interests.



Use festivals to inform and showcase activities

Festivals are an ideal opportunity to consult with targeted students and showcase available activities. Providing a 'carousel' of possible activities gives these young people the chance to sample activities in a fun, celebratory environment and find out what they are comfortable, and keen, to try.

2

3

Be open to innovative activity ideas

Alternative, non-traditional sports and activities do not have to be difficult or expensive to implement. Set realistic expectations at the outset and then be open to suggestions. E.g. while extreme sports may not be viable, crash-mat sliding in the hall might. Boccia can be set up in a quiet corridor and rounders played with a tennis racket away from the lunchtime throng.



Change activities when interests change

Ongoing peer-consultation will help you judge when activities need to evolve or change to maintain the interest and engagement of targeted young people. When initiating a particular activity, have an adaptation or progression ready to maintain interest and challenge, or an alternative activity that can be implemented quickly at the same time and location.

4

5

Give Champions a mentoring role

Broadening Champions' role to encompass peer mentoring enhances the development of Champions and the engagement and wellbeing of peers. Schools adopting this approach report increased social skills, connectedness and trust and greater participation in extracurricular activities when targeted young people are accompanied and supported by peers.



Appendix A

Methodological note

Healthy Active Lifestyle Champions Student Survey design

The Student Surveys were designed to assess key process and outcome indicators for Healthy Active Lifestyle Champions. To increase accessibility and the validity and reliability of responses, surveys were produced in Clear Print, Easy Read formats, with questions written in plain language (measured against the Flesch Reading Ease for readability). The surveys and all research approaches were scrutinised by *spear's* quality assurance lead Professor Mike Weed and *spear's* inclusion expert, Professor Jan Burns.

Schools were given a *spear* Support Pack containing ideas for consulting with students, guidance for survey completion, informed consent and data protection forms and a designated *spear* contact.

Student Survey Sample & MME

A 187 target sample for Champion and 289 for Activity Participant survey returns was identified to achieve a MME $\leq \pm 5\%$ based on the 360 Champion and 1,152 Activity Participants output targets for Healthy Active Lifestyle Champions. Champion and Activity Participant engagement was slightly lower than anticipated, subsequently decreasing the required samples of survey returns necessary to achieve a MME $\leq \pm 5\%$ to 169 for Champions and 278 for Activity Participants. The sample of survey returns from Activity Participants exceed the target samples at the Start and End of programme engagement. While the sample of survey returns from Champions exceeds the target sample at the Start of programme engagement, the sample of survey returns at the End of programme engagement is lower than the target sample, subsequently increasing the MME to $\pm 6.1\%$.

Practitioner Survey

While no target sample was identified or guaranteed for this survey, the Practitioner Survey was completed by 39 of 48 Healthy Active Lifestyle Champions Lead Practitioners and has a MME of $\pm 6.9\%$.

Data analyses

Throughout this report, data presented from the Student Surveys are broken down by Champions and Activity Participants. Data presented from the Practitioner Survey represents the responses of all practitioners. For the Student Surveys, sub-analyses by gender and socioeconomic group were conducted. Where significant differences were identified, these are presented in this report. Upscaled participation figures are derived from the YST's monitoring returns from 39 Healthy Active Lifestyle Champions Lead Practitioners and *spear's* cross-sectional surveys of Champions and Activity Participants.

Maximum Margin of Error (MME)

The MME shows the level of accuracy the participant sample has; the smaller the MME, the greater the accuracy. It is calculated at the standard 95% confidence level so we can be 95% confident that the sample results reflect the population results to within the MME. For example, if the survey sample has a MME of $\pm 5\%$ and 50% of participants say they 'enjoy being active', if the survey were conducted 100 times, the percentage who state they 'enjoy being active' would range between 45% and 55% most (95%) of the time.

Statistical significance

Throughout this report, where changes in participants' responses are reported, they are statistically significant at $p < .05$. This means there is a less than a 5% chance that changes reported are not real changes that might be expected in the wider population beyond the sample.

Appendix B

Healthy Active Lifestyle Champions Student Surveys



START OF PROJECT SURVEY

Healthy Active Lifestyle Champions
STUDENT SURVEY

We would like to know what you think about being healthy and active, but first we need to know a little bit About You...

Please tell us when you are completing this survey (please colour in the circles in black or blue pen)

At the conference

In my first Healthy Active Lifestyle Champions activity session

Are you a... Boy Girl Other Prefer not to say

When is your birthday? Please tell us the day (e.g. 2nd) ...and the month

What year were you born?

Which one of these best describes your background or ethnicity?

White (British or English) Black or Black British

White (not British or English) Other

Mixed Prefer not to say

Asian or Asian British Don't know

Do you have a disability, or a special educational need, which means you need extra help to do things?
Yes No Prefer not to say Don't know

Do your parents have to pay if you have school meals?
Yes No Prefer not to say Don't know

What is the name of your school?

A bit more About You...

How would you rate the following?

	Very good	Good	Average	Poor	Very poor	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	<input type="radio"/>					
Your empathy: you are able to understand how other people are feeling	<input type="radio"/>					
Your self-belief: you feel confident in your own abilities	<input type="radio"/>					
Your confidence	<input type="radio"/>					
Your happiness	<input type="radio"/>					
Your communication skills	<input type="radio"/>					
Your team working skills	<input type="radio"/>					
Your progress at school	<input type="radio"/>					



Being Healthy & Active...

	A lot	A little	Not much	Not at all
I like to try new activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good at sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a say about sports and activities in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think being healthy and active is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy playing sports and being active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last month I have had the chance to try new activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past week, on how many days have you taken part in 60 minutes or more of physical activity that makes you feel warmer and makes your heart beat faster?
It does not have to be 60 minutes in one go; for example, you might do 10 minutes at break, 30 minutes at lunch and 20 minutes after school. That would count as 60 minutes physical activity.

No days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
<input type="radio"/>							

What is the best thing about taking part in sport or physical activity?
Please tell us in the box below

If you are a Healthy Lifestyle Champion leading or helping with activities, please answer the next questions. If you are not leading activities, you don't need to answer any more questions.

Being a Healthy Lifestyle Champion...

	A lot	A little	Not much	Not at all	Can't say
I have led or helped with activities	<input type="radio"/>				
I think being a leader helps me learn	<input type="radio"/>				
I am good at getting my ideas across	<input type="radio"/>				
I feel happy leading activities	<input type="radio"/>				
I can encourage others to join in activities	<input type="radio"/>				
I feel confident leading activities	<input type="radio"/>				
I try to change activities so everyone can take part	<input type="radio"/>				

Around how many hours of volunteering have you done in the last 3 months?
Volunteering includes any unpaid help you have given to a sport or activity group, club, organization or your school. If you haven't done any volunteering, just enter 0.

Thank you for doing our survey!
Please hand it back to your teacher who will send it to: spear, Canterbury Christ Church University, North Holmes Road, Canterbury, Kent, CT1 1QU
spear complies with the EU General Data Protection Regulation (GDPR) 2018 and the UK Data Protection Act 2018. For further information on how we are committed to respecting your privacy please see spear's full privacy notice at www.canterbury.ac.uk/2018/04/26/privacy-notice



END OF PROJECT SURVEY

Healthy Active Lifestyle Champions
STUDENT SURVEY

We would like to know what you think about being healthy and active, but first we need to know a little bit About You...

Please tell us when you are completing this survey (please colour in the circles in black or blue pen)

After about 8 weeks of **leading or helping with** Healthy Active Lifestyle Champions activity sessions

After about 8 weeks of **taking part in** Healthy Active Lifestyle Champions activity sessions

Are you a... Boy Girl Other Prefer not to say

When is your birthday? Please tell us the day (e.g. 2nd) ...and the month

What year were you born?

Which one of these best describes your background or ethnicity?

White (British or English) Black or Black British

White (not British or English) Other

Mixed Prefer not to say

Asian or Asian British Don't know

Do you have a disability, or a special educational need, which means you need extra help to do things?
Yes No Prefer not to say Don't know

Do your parents have to pay if you have school meals?
Yes No Prefer not to say Don't know

What is the name of your school?

A bit more About You...

Since taking part in Healthy Active Lifestyle Champions, how would you rate the following?

	A lot better	A bit better	No Change	A bit worse	A lot worse	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	<input type="radio"/>					
Your empathy: you are able to understand how other people are feeling	<input type="radio"/>					
Your self-belief: you feel confident in your own abilities	<input type="radio"/>					
Your confidence	<input type="radio"/>					
Your happiness	<input type="radio"/>					
Your communication skills	<input type="radio"/>					
Your team working skills	<input type="radio"/>					
Your progress at school	<input type="radio"/>					



Being Healthy & Active...

	A lot	A little	Not much	Not at all
I like to try new activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good at sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a say about sports and activities in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think being healthy and active is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy playing sports and being active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last month I have had the chance to try new activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past week, on how many days have you taken part in 60 minutes or more of physical activity that makes you feel warmer and makes your heart beat faster?
It does not have to be 60 minutes in one go; for example, you might do 10 minutes at break, 30 minutes at lunch and 20 minutes after school. That would count as 60 minutes physical activity.

No days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
<input type="radio"/>							

What did you think of the Healthy Active Lifestyle Champions activity sessions?

Very good	Good	Not sure	Poor	Very Poor
<input type="radio"/>				

If you are a Healthy Lifestyle Champion leading or helping with activities, please answer the next questions. If you are not leading activities, you don't need to answer any more questions.

Being a Healthy Lifestyle Champion...

	A lot	A little	Not much	Not at all	Can't say
I have led or helped with activities	<input type="radio"/>				
I think being a leader helps me learn	<input type="radio"/>				
I am good at getting my ideas across	<input type="radio"/>				
I feel happy leading activities	<input type="radio"/>				
I can encourage others to join in activities	<input type="radio"/>				
I feel confident leading activities	<input type="radio"/>				
I try to change activities so everyone can take part	<input type="radio"/>				

Around how many hours of volunteering have you done in the last 3 months?
Volunteering includes any unpaid help you have given to a sport or activity group, club, organization or your school. If you haven't done any volunteering, just enter 0.

Thank you for doing our survey!
Please hand it back to your teacher who will send it to: spear, Canterbury Christ Church University, North Holmes Road, Canterbury, Kent, CT1 1QU
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Appendix C

Student Survey data: Activity Participants

About You...

Please tell us when you are completing this survey

In my first Healthy Active Lifestyle Champions activity session	419
After about 8 weeks of taking part in Healthy Active Lifestyle Champions activity sessions	282

Age... (Start n=419, End n=282)

	Start	End
9-10	7%	10%
11-12	61%	50%
13-14	29%	38%
15 and over	3%	2%

Are you a... (Start n=419, End n=282)

	Start	End
Boy	44%	40%
Girl	55%	59%
Other	1%	1%
Prefer not to say	0%	0%

*Do you have a disability, or a special educational need, which means you need extra help to do things?
(Start n=419, End n=282)*

	Start	End
Yes	13%	9%
No	69%	78%
Prefer not to say	35%	4%
Don't know	13%	9%

Which one of these best describes your background or ethnicity? (Start n=419, End n=282)

	Start	End
White (British or English)	77%	79%
White (not British or English)	4%	3%
Mixed	3%	5%
Asian or Asian British	6%	6%
Black or Black British	2%	3%
Other	3%	2%
Prefer not to say	2%	0%
Don't know	3%	1%

Do your parents have to pay if you have school meals? (Start n=419, End n=282)

	Start	End
Yes	54%	57%
No	37%	36%
Prefer not to say	2%	0%
Don't know	8%	8%

A bit more About You...

How would you rate the following? (Start n=419)

In a typical week...	Very good	Good	Average	Poor	Very poor	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	19%	36%	30%	8%	4%	4%
Your empathy: you are able to understand how other people are feeling	28%	40%	19%	7%	5%	2%
Your self-belief: you feel confident in your own abilities	22%	25%	25%	17%	9%	2%
Your confidence	19%	24%	27%	17%	12%	2%
Your happiness	32%	28%	24%	6%	7%	4%
Your communication skills	22%	31%	27%	12%	6%	2%
Your team working skills	23%	36%	24%	10%	5%	3%
Your progress at school	31%	38%	28%	7%	4%	3%

Since taking part in Healthy Active Lifestyle Champions, how would you rate the following? (End n=282)

In a typical week...	A lot better	A bit better	No change	A bit worse	A lot worse	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	35%	44%	18%	1%	0%	1%
Your empathy: you are able to understand how other people are feeling	32%	32%	33%	1%	0%	2%
Your self-belief: you feel confident in your own abilities	31%	33%	30%	4%	1%	1%
Your confidence	34%	34%	26%	3%	3%	1%
Your happiness	39%	28%	28%	3%	1%	1%
Your communication skills	34%	32%	29%	3%	1%	1%
Your team working skills	37%	36%	22%	2%	1%	2%
Your progress at school	26%	32%	37%	1%	3%	1%

Being Healthy & Active... (Start n=419, End n=282)

	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I like to try new activities	41%	49%	43%	39%	14%	9%	3%	3%
I think I am good at sports	28%	29%	38%	41%	21%	20%	14%	10%
I have a say about sports and activities in school	28%	23%	33%	36%	28%	28%	18%	14%
I think being healthy and active is important	65%	67%	24%	26%	8%	5%	3%	2%
I enjoy playing sports and being active	47%	58%	34%	29%	12%	8%	7%	5%
In the last month I have had the chance to try new activities	35%	51%	37%	37%	19%	9%	9%	4%

In the past week, on how many days have you taken part in 60 minutes or more of physical activity that makes you feel warmer and makes your heart beat faster? (Start n=419, End n=282)

No days		1 day		2 days		3 days		4 days		5 days		6 days		7 days	
Start	End	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End
8%	4%	14%	13%	21%	19%	24%	17%	11%	16%	9%	15%	7%	6%	6%	11%

What did you think of the Healthy Active Lifestyle Champions activity sessions? (End n=282)

Very good	Good	Not sure	Poor	Very Poor
42%	39%	14%	2%	3%

Student Survey data: Healthy Lifestyle Champions

About You...

Please tell us when you are completing this survey.

At the conference	321
After about 8 weeks of leading or helping with Healthy Active Lifestyle Champions activity sessions	139

Age. (Start n=321, End n=139)

	Start	End
11-12	28%	38%
13-14	67%	52%
15 and over	5%	6%

Are you a... (Start n=321, End n=139)

	Start	End
Boy	47%	45%
Girl	52%	49%
Other	0%	2%
Prefer not to say	1%	4%

Do you have a disability, or a special educational need, which means you need extra help to do things?
(Start n=321, End n=139)

	Start	End
Yes	4%	13%
No	93%	73%
Prefer not to say	1%	7%
Don't know	2%	7%

Which one of these best describes your background or ethnicity? (Start n=321, End n=139)

	Start	End
White (British or English)	73%	77%
White (not British or English)	2%	1%
Mixed	5%	7%
Asian or Asian British	8%	7%
Black or Black British	9%	7%
Other	1%	0%
Prefer not to say	0%	0%
Don't know	2%	1%

Do your parents have to pay if you have school meals? (Start n=321, End n=139)

	Start	End
Yes	72%	59%
No	21%	32%
Prefer not to say	1%	3%
Don't know	6%	7%

A bit more About You...

How would you rate the following? (Start n=321)

In a typical week...	Very good	Good	Average	Poor	Very poor	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	31%	52%	15%	1%	1%	0%
Your empathy: you are able to understand how other people are feeling	39%	41%	16%	2%	1%	0%
Your self-belief: you feel confident in your own abilities	32%	39%	22%	5%	2%	1%
Your confidence	32%	38%	24%	5%	2%	0%
Your happiness	43%	39%	15%	3%	0%	1%
Your communication skills	34%	43%	21%	1%	1%	0%
Your team working skills	39%	43%	14%	4%	0%	0%
Your progress at school	34%	46%	17%	2%	0%	0%

Since taking part in Healthy Active Lifestyle Champions, how would you rate the following? (End n=139)

In a typical week...	A lot better	A bit better	No change	A bit worse	A lot worse	Can't say
Your resilience: if you find something difficult, you keep trying until you can do it	42%	36%	23%	0%	0%	0%
Your empathy: you are able to understand how other people are feeling	39%	43%	18%	1%	0%	0%
Your self-belief: you feel confident in your own abilities	32%	43%	24%	1%	0%	1%
Your confidence	36%	38%	23%	4%	0%	0%
Your happiness	38%	35%	26%	1%	1%	1%
Your communication skills	36%	44%	17%	1%	1%	1%
Your team working skills	46%	39%	12%	2%	1%	0%
Your progress at school	29%	29%	38%	2%	0%	1%

Being Healthy & Active... (Start n=321, End n=139)

	A lot		A little		Not much		Not at all	
	Start	End	Start	End	Start	End	Start	End
I like to try new activities	66%	68%	32%	24%	1%	7%	0%	1%
I think I am good at sports	57%	51%	36%	39%	6%	6%	1%	4%
I have a say about sports and activities in school	37%	39%	46%	35%	15%	19%	3%	7%
I think being healthy and active is important	87%	82%	13%	16%	0%	2%	0%	0%
I enjoy playing sports and being active	86%	73%	12%	24%	2%	2%	0%	1%
In the last month I have had the chance to try new activities	50%	60%	40%	30%	8%	8%	2%	2%

In the past week, on how many days have you taken part in 60 minutes or more of physical activity that makes you feel warmer and makes your heart beat faster? (Start n=321, End n=139)

No days		1 day		2 days		3 days		4 days		5 days		6 days		7 days	
Start	End	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End
1%	2%	5%	4%	12%	9%	18%	14%	16%	22%	19%	21%	12%	8%	16%	20%

What did you think of the Healthy Active Lifestyle Champions activity sessions? (End n=139)

Very good	Good	Not sure	Poor	Very Poor
40%	41%	11%	1%	7%

Being a Healthy Lifestyle Champion... (Start n=321, End n=139)

	A lot		A little		Not much		Not at all		Can't say	
	Start	End	Start	End	Start	End	Start	End	Start	End
I have led or helped with activities	43%	67%	46%	24%	9%	7%	2%	2%	1%	1%
I think being a leader helps me learn	69%	61%	26%	31%	4%	6%	1%	2%	1%	1%
I am good at getting my ideas across	38%	47%	52%	45%	8%	7%	1%	1%	1%	1%
I feel happy leading activities	60%	61%	33%	27%	5%	8%	1%	3%	1%	1%
I can encourage others to join in activities	54%	61%	36%	28%	7%	9%	1%	2%	1%	0%
I feel confident leading activities	51%	58%	39%	32%	8%	8%	1%	3%	1%	0%
I try to change activities so everyone can take part	53%	54%	38%	35%	5%	8%	1%	2%	3%	1%

Around how many hours of volunteering have you done in the last 3 months? (Start n=321, End n=139)

	Start	End
Frequency	57%	73%
Mean	14hrs	15hrs
Total	2,027hrs	1,622hrs