

Research brief

Way of Life – Healthy Friends



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Introduction: Why Healthy Friends?

What is the Healthy Friends model?

The Healthy Friends model is one of three project models in the Way of Life programme. The Way of Life programme is a pilot programme providing an opportunity to test family-based interventions to identify what works and what does not work.

Projects that use this model will provide and support buddying between children, as well as involving parents. Buddying means pairing children. Healthy Friends are older children (10-11 years) at primary school who engage with younger children (7-8 years) of primary school age and their families. Healthy Friends can be paired with one or two other children. Adult mentors ('Healthy Helpers') support Healthy Friends and are responsible for engaging parents. The project involves formal and informal activities designed to engage children in promoting healthy lifestyles.

Purpose of this brief

This brief shows you why we have developed the Healthy Friends model. It highlights lessons learnt from other programmes that used peer modelling and mentoring and from similar initiatives. It also provides examples of good practice.

This brief will help you to develop a Healthy Friends project. However, it is not a definitive list of what works and what does not work. Rather than providing a detailed account of all the research reviewed to inform the model development, it summarises the key lessons.

The main sources for the research comprise of research reports and websites and these are listed in Appendix 1. If requested, Hall Aitken can provide details of evidence sources for further reading. It is important that you read this brief in combination with the Healthy Friends model guide.

The power of buddying

Research shows that children can learn new habits effectively when slightly older children or peers show them the way and give them social support. Peer mentoring is also successful in other settings. For example, the Literacy Trust's Buddy Reading project uses this approach to develop good reading habits and tackle low literacy levels among children. It uses older children, who may be excluded or disadvantaged to work with younger children. The project has significantly helped children to improve their reading.

A reading partners' scheme in a Dublin special needs school also successfully used a mentoring scheme to improve reading and increase feelings of self-worth. Both peers and learners gained from this experience. The project also led to:

- improved attitudes to learning and sport
- improvements in leadership skills
- better personal organisation
- greater levels of confidence.

Buddying appears to have a greater impact if it is integrated with wider activities – from events for parents to changing the ways that schools choose food suppliers. There is also scope to link buddying projects with play projects developed through, for example, the Child's Play programme.

We reviewed evaluation results for several projects that used peer modelling to change eating habits. We found that:

- using peer groups has greatest influence on younger children
- positive changes in behaviour need to be reinforced – little and often works best
- success occurs where the target group considers a

The evaluation of the 5-a-day Programme in England reported greater levels of improvement in awareness and understanding than in overall behaviour change.

peer model to be similar to themselves – this creates a feeling of ‘If they can do it, I can do it’

- interventions work well where the peer model is slightly older than the target individual
- offering rewards or incentives to mentors and participants can be effective.

Involving children

After reviewing several physical activity and nutrition programmes focusing on children and young people, we identified examples of good practice involving children in project design and delivery. Our research, which specifically reviewed work in schools, found that:

- healthy eating projects that involve children in delivery encourage participation and create a sense of ownership
- identifying an individual with responsibility for healthy eating initiatives is often an important aspect of a successful project
- involving teachers, students, caterers, families and the wider community creates support, enthusiasm and commitment
- successful projects adopt a ‘whole school approach’ to healthy eating, integrate with school policy and are supported by the curriculum
- promoting initiatives more widely helps with success.

Research shows that it is important to take a holistic approach to changing behaviour. Clearly identifying responsibilities and giving children an influential and early role in a wide programme of health-promoting activity improves the chances of success.

Further, you should think about the potential for linking in with the Welsh Network of Healthy Schools and existing activities such as sports clubs, Brownies and Cubs.

Changing attitudes and behaviour

Evidence that buddying schemes can change attitudes and behaviour in both nutrition and physical activity is limited, but we do know that buddying schemes in general can successfully change behaviour.

Our research also indicates key lessons learnt from several projects that intervene separately in healthy eating and physical activity. The Healthy Friends model will test some of these ideas and lessons in changing attitudes and behaviour towards healthy eating and physical activity. This section outlines some of the findings.

Healthy eating

After reviewing programmes focused on changing attitudes and behaviour towards healthy eating, we found several key underlying factors:

- ▶ It is easier to change attitudes to healthy eating than to change eating behaviour.
- ▶ Changing eating behaviour is challenging and difficult to measure.
- ▶ Using food as a reward for good behaviour is unhelpful.
- ▶ There are many links between food and emotion – however, not all of these links are positive.
- ▶ Education and support programmes should be routinely delivered by health professionals and practitioners as well as peer supporters. These programmes should be based on local population needs.
- ▶ Media programmes help improve and shift attitudes.

Our research review also identified some project-specific issues that may be helpful to consider. These suggest that successful projects:

- need flexible management and delivery, sound

project design and efficient organisation

- create networks and involve professionals in project design
- work with a range of partners, sharing knowledge and resources
- have good links with existing groups and between professionals and volunteers – empowering local people to work in partnership with professionals in public, voluntary and private organisations
- are about more than just ‘food’ – for example, they might also provide nutritional advice and help with cooking skills
- use several suitable and relevant settings
- encourage parents to take part and provide further support for children
- incorporate the views of both practitioners and service users
- target action towards disadvantaged populations where required.

It is important to note that no single formula guarantees success.

Physical activity

We reviewed a number of programmes aimed at increasing physical activity among children and young people. Although many programmes are well established, evaluation findings and transferable lessons are limited. But we found a number of underlying issues, including:

- ▶ Both school and community settings are important for promoting physical activity in children.
- ▶ Projects offering wide social support are particularly effective in changing physical activity behaviour.
- ▶ Small changes in behaviour can have big impacts.

Our research review also identified some project-

specific characteristics that may be helpful to Healthy Friends projects in changing behaviour. These suggest that successful projects:

- offer consistent and reliable measurements so progress can be clearly identified and maintained
- use goal setting, self-monitoring and evaluation
- provide positive feedback and praise
- understand and respond proactively to differing needs within the target population
- include supportive promotional campaigns
- base activities around familiar settings (including the home)
- aim to reduce sedentary behaviour as well as promoting activity
- include parents.

Integrating children’s play

The Way of Life programme is part of the Healthy Families initiative, which in turn includes the Childs Play programme. There is potential for projects to use play in promoting physical activity, and those developing projects should explore links with the Childs Play programme. The Healthy Schools scheme is another important initiative working in local communities that project developers should be aware of.

Research highlights many potential benefits of play, such as:

- helping children develop social skills such as co-operation
- helping children to express feelings and emotions and build their imagination
- helping children to identify and manage risk
- providing a foundation for learning
- providing an opportunity for more physical activity

- helping children to develop decision-making skills.

A family-based approach

The Way of Life programme specifically focuses on children under 12 and their families. Accordingly, understanding how families should be engaged in projects is important. However, our research found little evidence demonstrating the effectiveness of family-based approaches and few transferable lessons. Where family-based interventions have been delivered, they are often linked with schools, primary care environments and with programmes specifically targeting obese children. This means that Healthy Friends projects will provide opportunities to test new approaches and to add to the evidence base.

Our research suggests that Healthy Friends projects need to consider the barriers faced by families, such as:

- a lack of facilities or equipment
- the time constraints that mean parents have little time to get involved in activities with their children
- parents' belief that their children do not want to join in exercise, activities or games.

Lifestyle change programmes

Through reviewing existing and past projects, we found several features common to successful projects. Effective projects that help individuals or small groups change their lifestyle often include the following characteristics:

- goal setting and self-monitoring
- regular feedback on progress
- specialist support (from a dietician or physical activity specialist)
- social support
- approaches that are not too prescriptive – young people lose interest if they have limited choices.

Our research results also suggested that successful programmes are set in a national context, provide follow-up support and have a clear definition of success. Ensuring that people remain committed to projects is also key to their success. Important features of projects that sustain commitment include:

- creating partnerships between participants and project workers
- involving local neighbourhood and community resources
- engaging parents, promoting intergenerational links and encouraging peer and group support
- providing clear and consistent advice and support
- involving volunteers
- planned follow-up and long-term support, especially where this includes social contracts and social support such as 'buddying'.

Effective projects include presumed pathways of action – that is, they are planned logically and have clear outcomes. It is important to understand how your project will make a difference. When designing your project, you should remember that modest goals combined with more ambitious targets work well.

Summary

The research identifies effective elements of projects addressing healthy eating and physical activity that use family-based interventions. It also draws on experience from other projects focused on changing lifestyles.

From these insights, we know that projects need to be carefully planned and monitored. Both professionals and participants need to be involved in project design. Projects need to include a wide range of partners and social support and they need to

tackle a number of common barriers.

The Healthy Friends model addresses these factors through providing:

- sample research questions for assessing the local need for the project (Practicalities section)
- ideas and examples of tools for measuring progress and self-evaluation (Outcomes section)
- guidance on promotion, engaging potential partners in designing and delivering a project, and possible locations (Practicalities section)
- initiatives that projects should explore links with (Practicalities section)
- roles for parents and guardians as Healthy Helpers (Practicalities section and under Budget and resources)
- a summary of barriers and ideas for overcoming such barriers (Needs and solutions section).

Case studies

PE attendance is now 100 per cent, and 40 per cent of those 'buddied' joined after-school sports clubs. There are also fewer reported incidents of poor and disruptive behaviour in PE class.

This section summarises several case studies of projects that are similar to Healthy Friends. These examples show how projects have implemented some of the lessons identified earlier in this brief. We include two buddying-based projects that use role models, mentoring and peer support to increase sports participation and physical activity. We also highlight other projects where the use of role models or peer mentoring is part of a wider approach. Not all projects are suitable for this programme, but they provide useful ideas.

Where some evaluation has taken place, we highlight the key lessons learnt. Links to further information about these projects are included in Appendix 1 at the end of this brief.

Buddying in PE and school sport, Cumbria (England)

This project was developed in 2003 to improve pupils' attitude to Physical Education (PE) and improve behaviour. It focused on groups of pupils not engaging positively in school sport or underperforming in PE. The programme used four different routes including developing buddy systems.

Two schools introduced buddy projects to involve younger pupils in school sport. They identified pupils who were disruptive and not involved in school sport. They often missed PE, forgot their kit or had poor basic skills. 20 Key Stage 4 pupils were selected (and trained as leaders) to work with 20 younger pupils.

The leaders worked with the younger children once a week during registration, at lunchtime or after school. Each buddy session lasted between 20 minutes and an hour and was based around activities the younger pupils had chosen. As the scheme developed, contact between many of the younger

children became more frequent, not just during planned sessions.

The project used several techniques to measure impact. These included questionnaires, video and teacher observation. The leaders and the younger children both benefited from the programme. Leaders gained leadership and personal organisation skills, self-esteem and confidence. Younger children took part more in PE and school sport – there is 100 per cent participation in PE lessons and 40 per cent of those 'buddied' joined after-school sports clubs. There are also fewer reported incidents of poor and disruptive behaviour by the younger pupils.

The key success factors for the programme include:

- a strong partnership between the two schools
- building on the enthusiasm of older pupils to support younger pupils to experience the benefits of sport
- consultation with younger pupils to identify interests and create ownership
- an encouraging and sociable environment for the activities.

Using mentor coaches – a World Fit for Kids (USA)

This programme was developed in a violent Los Angeles neighbourhood. It engages young people to become mentor coaches. With the help of programme co-ordinators, mentors engage younger children in fitness activities to build self-esteem, teach conflict resolution, and foster leadership skills. The programme uses a tiered system of mentoring with college student mentors supporting high school-aged mentors to support children aged 6–11 years. The mentoring works on a group basis rather than individual mentoring pairs.

All the young people who stay with the programme end up graduating from high school, which is much better than the local average.

Volunteers include professional fitness instructors, university staff and students, and high school students (aged 14-18 years) who teach middle and elementary school children (aged 5-14 years). All the participants are encouraged to develop their mentoring skills.

High school students volunteer as coaches and help plan and conduct various after-school activities. These include soccer, in-line skating, tutoring, arts and crafts, dancing, gymnastics, basketball, hip-hop dance, martial arts, and 'Teen Talk' (a discussion group for middle school kids facilitated by older teens). Their 30 hours a week of volunteering also includes taking part in community meetings and learning to develop community activities. This capacity-building work makes the work sustainable and gives it deeper local roots.

Students and other volunteers tour schools and community events to showcase the sporting activities available. This markets the programme, gets people thinking about the potential of physical activity and mentoring, and gives children a chance to sign up. The programme co-ordinators are also designing a manual to help others use their successful approach.

The key success factors for the project include:

- a passion for personal development of children in a supportive community-based context
- a network of supportive organisations – from funding from local businesses to coaching by sports professionals
- the volunteer posts for students involve a serious time commitment and are supported by layers of project coordinators and other staff
- the volunteer leaders have ownership for their work and develop the activities programme for

children themselves

- putting leadership, conflict resolution and self-esteem at the heart of the programme and using physical activity to produce those results.

Other projects using mentoring and peer support

We identified a number of projects using mentoring and peer support. The following projects provide examples of how to use mentoring and peer support in project delivery.

Informal peer mentoring in Dragon Sport (Wales)

Dragon Sport is a national initiative for 7-11 year olds to get more involved in sport. It targets both those already involved and those not currently taking part in sport. The initiative is Lottery-funded and run by the Sports Council of Wales through schools and community sport clubs.

Dragon Sport also involves parents through volunteering opportunities. When the weather is not suitable for the six key sports, Dragon Sport offers indoor activities to keep people coming along. The 'Bringing a Friend Along' award rewards those who do some informal peer mentoring.

The Healthy Friends model identifies Dragon Sport projects as an opportunity for linking and joint working.

Using positive role models as part of Food Play (USA)

The award-winning nutrition theatre show features Janey Junkfood, whose addiction to sugar-coated creations and sweet, fizzy drinks may prevent her making the Juggling Team.

Positive role models are used to highlight healthy

attitudes and behaviour. These include characters such as Coach Tobe, who helps her make healthier choices – juggling her favourite foods until she reaches a well-balanced diet.

Peer mentoring in Motivating Mates (Wales)

This web-based programme mostly involves adults. We have included it as it shows the benefits of peer mentoring. We are not recommending that projects link or subscribe to this initiative, but the idea might form part of a larger project.

Motivating Mates is a social networking website encouraging people to take part in social activities (focused on healthy lifestyles) in Merthyr Tydfil. www.MotivatingMates.com is a buddy website, connecting like-minded people to encourage each other to take up sport and learning activities. The idea is similar to that of other social networking sites, but it distinguishes itself by creating a community of people who meet in real life.

The website allows people to:

- complete a personal profile for display on the site
- search by location and activity to find a Motivating Mate (someone who wants to share their activity with you) or a Motivate Me (someone you'd like to motivate)
- access a chat room and a forum
- access a directory of leisure centres, personal trainers and activity centres.

Learning from peers – Food and Nutrition Information Centre (USA)

This website encourages children to have fun with food. It includes information about cooking activities suitable for children. It promotes learning among children about different kinds of food, and websites for children encouraging healthy eating using play and fun techniques.

Strategy and policy background

The Way of Life programme has been designed to fit with, and contribute to, many key strategic objectives set out by the Welsh Assembly Government and its partners. The programme will also complement existing initiatives operating throughout communities in Wales. To achieve the most cost-effective outcomes, it is important that projects complement and add value to existing services and activities.

Applicants will need to consider both national and local policies and strategies to help identify the need for your project and to avoid duplicating existing measures.

This section identifies some of the key strategies and policies within which Healthy Friends projects will work. It provides a brief outline of:

- public health strategies
- joint nutrition and physical activity action (focused on young people)
- food and nutrition strategies
- sport and physical activity strategies
- play strategy and policy.

It also highlights relevant funding programmes and initiatives established to address strategy recommendations; and it identifies partnerships with which Healthy Friends projects should consider establishing links.

More information about possible links with existing initiatives is included in the Practicalities section of the Model guide.

Joint nutrition and physical activity action

Food and Fitness – 5-year implementation plan (2006)

The implementation plan identifies actions that build on national strategies and initiatives. It provides a framework for integrating action on nutrition and physical activity for children and young people. A key aim is to improve the integration of nutrition and physical activity policies and programmes. Emphasis is also placed on the need for co-ordinated activities. Seven key areas of action are identified, specifically:

- extension of the Welsh Network of Healthy Schools Schemes
- improvement of the food and drink consumed throughout the schoolday
- the provision of high-quality PE, health-related exercise and practical cookery skills
- creation of an environment that will encourage children and young people to use opportunities for physical activity and healthier foods
- development of skills enabling children and young people to take part in physical activity and prepare healthier foods (including a specific action to deliver the Way of Life programme)
- development and delivery of training on food and fitness for those working with children and young people
- support evidence-based actions, evaluate innovation and share findings.

A number of initiatives delivered under the strategy are currently active.

Health strategy

Wales: A Better Country (2003)

This strategy outlines the strategic health agenda for the Welsh Assembly Government (WAG). It recognises improving health as one of the key challenges facing Wales.

Priorities relevant to the Way of Life programme include:

- ensuring children and future generations enjoy better prospects
- supporting people to live healthy and independent lives.

The strategy also identifies local partnerships as key to delivering these priority actions.

Health Challenge Wales (2004)

This strategy provides a new national focus to drive forward all efforts to improve health. It states that everyone – all levels of government, organisations and individuals – can do more about the health of the population. This shared responsibility for health was developed in ‘Wales: A Better Country’.

National Public Health Service for Wales (NPHS) (<http://www.wales.nhs.uk/>)

The National Public Health Service for Wales (NPHS) provides support for the Welsh Assembly Government, Health Commission Wales, local Health Boards, Local Authorities and NHS Trusts. The aim is to protect and improve health, well-being and the services that support health in Wales.

Two research studies published by the NPHS are important to the Way of Life programme:

- the ‘Health and social circumstances of children in Wales’
- the ‘Health needs assessment 2006: children and young people’.

The studies highlight findings relevant to the Way of Life programme. Specifically:

- ▶ 11–12 year old boys are less likely than their older counterparts to get four hours or more physical activity outside school
- ▶ both boys and girls aged 11–12 are more likely to eat chips than those 13–16 years old
- ▶ the likelihood of eating fresh fruit daily decreases with age.

Nutrition strategy

Food and well-being: reducing inequalities through a nutrition strategy for Wales (2003)

This strategy is jointly published by the Food Standards Agency and the Welsh Assembly. It brings together several strategies and actions on improving health in children and young people.

It contains many recommendations to improve the diet of people in Wales. One key recommendation is to ensure that suitable local initiatives are in place to tackle the main barriers to improving nutrition. Infants, children and young people are also identified as key target groups (Level One priority group).

The key delivery partners for these actions include: policy and decision makers; health, nutrition and catering professionals; practitioners and educators at national and local levels; and the food production and retail industries.

Sport and physical activity strategy

Climbing Higher (2005)

The Welsh Assembly Government’s sport and physical activity strategy sets out a 20-year strategic vision. The key priority for this strategy is recognising that links between active recreation and healthy eating need to be increased.

Following from this strategy, 'Climbing Higher – next steps' provides a framework for action. It highlights partner organisations that have an essential role to play in its delivery. These include Communities First Partnerships, Sports Development and Leisure Services at a local level.

Active young people are also a key objective for the strategy. Main actions include the Dragon Sport programme and supporting increased physical activity through youth organisations. Healthy Friends projects may link with these. It identifies £4.4 million up to 2009 to support extra-curricular sporting activities for primary school children.

Play strategy

Play in Wales – Play Policy Implementation Plan (2006)

The plan outlines that 'play is the elemental learning process by which humankind has developed' and that 'play is so critically important to all children in the development of their physical, social, mental, emotional and creative skills that society should seek every opportunity to support it and create an environment that fosters it'.

The plan also recognises the importance of play in school settings: 'Schools can play a key role in creating and improving opportunities for play and informal recreations.' Emphasis is also placed on developing a community focus and making playgrounds accessible outside school hours.

Play Wales, the Welsh organisation for children's play, has also published 'Richer Play in Schools: A guide for schools wishing to improve play opportunities for children and young people' in which Play Wales advises schools on play spaces.

Specific families and children's policies

A Framework for Partnership (2002)

'A Framework for Partnership' requires each local authority area to establish:

- a Children and Young People's Framework Partnership (0-25 years)
- a Children's Partnership (0-10 years)
- a Young People's Partnership (11-25 years).

Early Entitlement

'Early Entitlement – Supporting Children and Families in Wales' details guidance for the Early Entitlement plans for services for children aged 0-10 years. These are to be produced in each local authority area. Children's Partnerships (a sub-group of the Children and Young People's Partnerships) were asked to produce children's plans.

Extending Entitlement

'Extending Entitlement' is the policy for youth support services in Wales. It includes all services, support and opportunities for young people between the ages of 11 and 25. The Welsh Assembly defines 10 entitlements including health and wellbeing. Relevant to the Way of Life programme is the aim to ensure all young people have enough information and choice to make informed decisions about their health.

Children and Young People: Rights to Action

'Children and Young People: Rights to Action' is based on the United Nations Conventions on the Rights of the Child. It has seven core aims. Of particular relevance to the Way of Life programme is the aim for all children and young people to have access to play, leisure, sporting and cultural activities. A safe community that supports physical and emotional well-being is another key aim.

Children and Young People's Assembly

The Welsh Assembly has helped set up 'Funky Dragon: the Children and Young People's Assembly'. This is a peer-led organisation that aims to give 0–25 year olds the opportunity to get their voices heard on issues that affect them. It works closely with the Welsh Assembly Government and youth forums run by unitary authorities, enabling it to influence decision making at different political levels.

Partnerships

BIG expects organisations to work together to develop and deliver their projects. In order to facilitate this approach, BIG requires the projects and lead applicant to be identified through the Health, Social Care and Well-being Partnerships.

In taking a strategic approach to planning, developing and delivering projects, it is essential to consider which of the three models best suits the needs of the local area. It is also essential to identify suitable partners with relevant expertise in public health, play, nutrition and physical activity. It is important to involve bodies that already work with children and families, and liaise with the Children and Young People's Framework Partnerships. There should be a partnership agreement setting out the roles and responsibilities of each organisation involved.

Health, Social Care and Well-being Partnerships

Under the National Health Reform Act 2002, local authorities, local health boards and other partners were required to work more closely together. As a result, Health, Social Care and Well-being partnerships were developed in 2005.

Partners in the area are tasked with developing health, social care and well-being strategies. The first Health, Social Care and Well-being strategies covered the three-year period between 2005 and

2008. Subsequent strategies will have an active period of five years. It is important that all Healthy Friends projects fit with the key objectives of these strategies.

Children and Young People's Partnerships

Children and Young People's Framework Partnerships are established in all 22 local authority areas. They represent local authorities, health services and the voluntary sector.

Partnerships have responsibility for agreeing a five-year strategy for services to children and young people aged up to 25 years. Strategies are wide-ranging. They cover preventative action and regulation to improve health and reduce the risk of ill-health. They also cover care services provided by the local authority, the NHS, the voluntary sector and the private sector. Their purpose is to:

- provide a strategic vision to which the work of all local bodies affecting children and young people will contribute
- give a clear description of how national strategies, policies and priorities will be tackled locally
- establish jointly determined strategic objectives for services to promote the well-being of children and young people
- offer a new perspective on corporate and service priorities across the whole range of sectors by considering their impact on children and young people and ensuring that they are consistent and mutually supportive.

In addition, they develop and exist alongside other strategic plans ensuring that issues are tackled in a co-ordinated manner. The first strategic plans covered the five-year period from April 2003 to March 2008.

Framework plans must consider the views of children, young people and families. Authorities were asked to set up sub-groups to implement the Framework strategic priorities:

- ▶ Children's Partnerships focus on children aged 0-10 years
- ▶ Young People's Partnerships focus on young people aged 11-25 years.

EU policy

Nutrition, physical activity and obesity are key priorities in the 'Public Health Action Programme (2003-2008)'. The programme has a long-term objective to work towards setting up a coherent and comprehensive EU strategy on diet, physical activity and health. Projects funded under the Way of Life programme will help to provide evidence on progress.

In December 2005, the European Commission published a Green Paper on healthy diets and physical activity, setting out different policy choices. Most respondents called for a multi-sector approach, involving coherent action across EU policies.

The Big Lottery Fund in Wales

The Big Lottery Fund in Wales has run a number of programmes that have provided similar or complimentary activities to the Way of Life. Four programmes are particularly relevant: Mentro Allan; Healthy Living Centres; Out of School Hours and New Opportunities for PE and Sport. With the exception of Mentro Allan these are UK based programmes which have a specific Wales-based remit. Further information can be found on BIG's website.

Mentro Allan

The Mentro Allan programme aims to increase activity levels among the 'hard to reach' sedentary population. It promotes the use of the natural environment, including parks, waterways, coastal environments and the countryside for physical activity. Evaluation is an important part of Mentro Allan activities and is being used to increase the evidence base of what works in changing behaviour. Mentro Allan supports the national strategic direction outlined in 'Climbing Higher' (and 'Next Steps'). Projects have been helped in their development by the Mentro Allan National partnership formed for programme management and support. 15 projects have been approved across Wales.

Healthy Living Centres (HLCs)

The Healthy Living Centres programme targets the most disadvantaged sectors of the population. They also seek to address the wider determinants of health and health inequalities, such as social exclusion, lack of access to services and socioeconomic deprivation. There are 28 HLCs in Wales, many led by a Local Authority, and which offer a big range of activities and services to the community.

Out of School Hours Learning

Under this programme schools offer a variety of activities including drama, dance, mentoring schemes and volunteering opportunities. Although the programme has closed, many activities will continue to benefit young people.

The evaluation of the Welsh programme highlighted the importance of providing year-round activities and considering how participants move on and out of the programme. Further, the evaluation supported other finding from BIG programmes which demonstrate that children need to be engaged from the start in both evaluation and consultation.

New Opportunities for PE and Sport (NOPES)

This programme aims to change the provision of sporting facilities for children and their communities. It is delivered by local education authorities. Evaluation results point to the good ethos of partnership working in Wales. Evidence also shows that NOPES was increasing the quality and quantity of PE and Sport. Some specific activities are taking place which support the wider social outcomes of the programme.

Government-sponsored programmes in Wales

There are many programmes providing similar or complementary activities to those of the Way of Life programme. Projects will need to include research on these initiatives in their project design and development. Some of the key programmes are summarised below.

Local Public Health Teams

Local Public Health Teams develop strategies for each local area, run projects and lead initiatives. They work in 12 areas relating to health including nutrition, physical activities and the Healthy Schools Scheme. They also link with Health Challenge Wales projects on cooking and healthy eating. Examples of projects run by the Teams in different areas include the following.

Cardiff

A Food and Health Strategy and Action Plan and a Physical Activity and Health Strategy and Action Plan for Cardiff have been established. Cardiff LPHT is working closely with Cardiff Health Alliance, Cardiff Council, Cardiff and Vale NHS Trust and Cardiff Local Health Board to implement and monitor a Cardiff-wide strategy and action plan.

Projects include, Food Matters funded by the Big Lottery Fund. This involves young people in Ely and Caerau, providing training in food-growing and preparation skills and working with school caterers and teachers. The project is providing increased opportunities for young people to access healthy food.

Food co-operatives have been established in St Melons and Butetown with support from the local healthy living centres, and a Walk for Health initiative, led by the Health Alliance, has been supported to establish a number of walks in local communities.

Carmarthenshire

Carmarthenshire is undertaking a number of projects for children and young people including the Integration of physical activity within the local Healthy Schools Scheme. It supports Dragon Sport, Physical Education and School Sport (PESS), Class Moves, Top Tots and Top Start (physical activity and play for under 7 year olds) and free swimming.

Carmarthenshire is also working on community-based nutrition improvement initiatives, in particular the development of '1, 2, 3...Eat Healthily'. This is an OCN-accredited resource for raising awareness of healthy eating messages (including physical activity messages). Get Cooking projects are being rolled out via the WI, and through an inequalities-in-health community nutrition programme.

Rhonda Cynon Taf

The Team in this area is working on nutrition programmes for children, young people and families. For example, Small Steps and Small Tastes are designed to change eating habits, working with small groups and families. Both initiatives are being carefully evaluated to determine how effective they are at bringing about sustainable changes in skills and knowledge. The Healthy Dragons Club is a family-based programme for children that are overweight or obese. It's second phase, focused on psychological support, is about to start.

Welsh Network of Healthy School Schemes (WNHSS)

This network comprises a partnership between health and education. Healthy School Co-ordinators help local schools identify what they need to develop policies and practices to encourage schoolchildren to follow healthy lifestyles. Support is provided to implement appropriate action. Several initiatives are linked to the overall Healthy Schools programme.

Welsh Assembly Food and Fitness Grant Scheme

This grant scheme provides financial support for community projects that tackle obesity by encouraging both active lifestyles and healthier eating within priority groups. The main target group for the scheme comprises people within socially disadvantaged communities. Within those communities, organisations bidding for grant support may identify their own target groups based on local needs assessment. Projects funded through the Way of Life programme need to take account of local initiatives funded by Food and Fitness.

Cymorth: Children and youth support fund

The Cymorth fund is managed by the Welsh Assembly to support the work of Children and Young People's Partnerships. The Cymorth Fund has been established to "provide a network of targeted support for children and young people within a framework of universal provision." Cymorth aims to improve the life opportunities of children and young people from some of the most deprived and disadvantaged communities in Wales.

PE and School Sport (PESS)

The Sports Council for Wales manages and co-ordinates this programme. PESS aims to raise the standards of physical education in primary and secondary schools and to increase participation in extra-curricular activities.

Dragon Sport

Dragon Sport is a Sports Council for Wales initiative funded by the National Lottery. It offers 7-11 year olds fun and enjoyable sporting opportunities in extra-curricular time. There is potential for Healthy Friends projects to link with schools involved in Dragon Sport.

Free Swimming initiative

The Welsh Assembly Government, in partnership with the Welsh Local Government Association and the 22 Welsh Local Authorities, manages the Free Swimming scheme. This provides free swimming with free, water-based activities to children and young people aged 0-16 during school holidays.

Health Challenge Wales Voluntary Sector Grant Scheme

To help voluntary organisations, the Welsh Assembly Government set up the Health Challenge Wales Voluntary Sector Grant Scheme. It supports applications that respond to the health challenge by, for example:

- helping individuals and groups to improve their health
- helping to communicate the 'better health' message more effectively.

Children and Young People's Research Network for Wales

This is one of the networks within the Clinical Research Collaboration Cymru (CRC Cymru). CRC Cymru is a new research and development organisation for Wales and represents the National Assembly's response to the UK Clinical Research Collaboration (UKCRC).

Welsh Participation Consortium

The Participation Consortium is a national multi-agency strategic body. It is developing children's and young people's (0-25 years) participation in decision-making in Wales. Children's and young people's participation in this work, the Consortium and the Welsh Assembly Government Participation Project is fundamental, as is working in partnership with participation practitioners across Wales.

Participation training for young people

The Welsh Assembly Government's participation team ran participative training from July to December 2006 to help develop young people's (11-25) involvement in the work of organisations in their area.

Other programmes in Wales

There are many other programmes and projects taking place or under development in Wales. Consequently, this is not an exhaustive list, but it aims to show the extent to which statutory and non-statutory bodies are working in health and nutrition across Wales. Examples include:

- Carnegie Young People's Initiative
- Patient Advice and Liaison Service (PALS)
- Children in Wales: 'Feeding Family Learning' Workshops
- Flora Pro-active Test the Nation Programme.

Relevant UK programmes

Healthy Start (UK-wide)

Healthy Start is a voucher scheme run by the NHS. It provides pregnant women, breastfeeding mothers and young children in low-income families with vouchers that they exchange for fresh fruit and vegetables, milk and infant formula.

Appendix 1 – More information

Using peer modelling and buddying schemes

Reports and articles

Cale, L and Harris, J (2006) Interventions to promote young people's physical activity: issues, implications and recommendations for practice, 'Health Education Journal', 65 (4): 320-37.

DH /DfES (2005) Food in school programme toolkit (see website below).

Horne, P J et al (1998) The Way to healthy eating for children, 'British Food Journal', 100 (3): 133-140.

Nugent, M (2001) Raising reading standards – the Reading Partners approach: cross-age peer tutoring in a special school, 'British Journal of Special Education' 28 (2): 71-9.

Pyatt, G (2002) Cross-school mentoring: training and implementing a peer mentoring strategy, 'Mentoring and Tutoring', 10 (2): 171-177.

Task Force on Community Preventive Services (2002) Recommendations to increase physical activities in communities, 'American Journal of Preventive Medicine', 22 (4S): 67-72.

Useful website links

<http://www.bbc.co.uk/sn/humanbody/truthaboutfood/kids/neophobia.shtml>

<http://www.bbc.co.uk/sn/humanbody/truthaboutfood/kids/takeaways.shtml>

<http://www.literacytrust.org.uk/socialinclusion/children/ROWAchildrenpractice.html>

www.foodinschool.org

Successfully changing attitudes and behaviour

Reports and articles

Bandura, A. Social Learning Theory. Further information is available at <http://www.learning-theories.com/social-learning-theory-bandura.html>

Brug, J., Oenema, A. and Ferreira, I. (2005) Theory, evidence and Intervention Mapping to improve behaviour nutrition and physical activity interventions, 'The International Journal of Behavioral Nutrition and Physical Activity', 2:2.

D'Souza, L., Renfrew M. et al. (2006) 'Food support programmes for low-income and socially disadvantaged childbearing women in developed countries. Systematic review of the evidence, NICE', available at <http://www.nice.org.uk/page.aspx?o=346184>

Dzewaltowski, D., Estabrooks, P. and Johnston, J. (2002) Healthy youth places promoting nutrition and physical activity, Health Education Research, 17 (5): 541-551.

Fawcett, S.B. et al. (1995) Using empowerment theory in collaborative partnerships for community health and development, 'American Journal of Community Psychology', 23 (5): 677-697.

Goldfield, G. S. et al. (2001) Cost-effectiveness of group and mixed family-based treatment for childhood obesity, 'International Journal of Obesity', 25 (12): 1843-9.

Le Bigot Macaux, A. (2001) Eat to live or live to eat? Do parents and children agree? 'Public Health Nutrition' 4 (1A): 141-146.

McGlone, P. Dobson, B. et al (1999) 'Food projects and how they work'; Joseph Rowntree Foundation. York Publishing Services, 64 Hallfield Road,

Layerthorpe, York YO31 7ZX (01904 430033).

Muller, M.J. et al. (1999) Physical activity and diet in 5-7 years old children, 'Public Health Nutrition', 2 (3A): 443-444

Reilly, J.J. and McDowell, Z.C. (2003) Physical activity interventions in the prevention and treatment of paediatric obesity: systematic review and critical appraisal, 'Proceedings of the Nutrition Society', 62: 611-619.

Story, M. et al. (1999) The epidemic of obesity in American Indian Communities and the need for childhood obesity prevention programmes, 'The American Journal of Clinical Nutrition', 69 (4): 742S-754S.

Task Force on Community Preventive Services (2002) Recommendations to increase physical activities in communities, 'American Journal of Preventive Medicine' 22 (4): 67-72.

TNS Social (March 2006) '5-A-DAY Evaluation Programme Final Report'. http://www.biglotteryfund.org.uk/er_eval_5aday_report_evaluation.pdf

Wechsler, H. et al., (2000) Using the school environment to promote physical activity and health eating, 'Preventive Medicine', 31(2S): 121-S137.

Williden, M. et al. (2006), The APPLE project: an investigation of the barriers and promoters of healthy eating and physical activity in New Zealand children aged 5-12 years, 'Health Education Journal', 65 (2): 135-148.

Useful website links

<http://www.edu-cyberpg.com/Literacy/Play1.asp>

<http://www.5aday.nhs.uk/>

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/pdf/F329.pdf>

<http://www.nice.org.uk/page.aspx?o=346184>

<http://www.nal.usda.gov/fnic/pubs/bibs/gen/childlit.html>

www.nice.org.uk

Case studies – further information

Buddying in PE and School Sport, Cumbria (England):

Further information is available at <http://www.qca.org.uk/pess/966.htm>

A World Fit for Kids (USA): Further information is available at <http://www.worldfitforkids.org>

Dragon Sport (Wales): Further information is available at <http://www.dragonsport.co.uk>

Food Play (USA): Further information is available at <http://www.foodplay.com/toc.html>

Food and Nutrition Information Centre (USA): Further information is available at <http://www.nal.usda.gov/fnic/pubs/bibs/gen/childlit.html>

Motivating Mates (Wales): Further information is available at <http://www.motivatingmates.com>

Strategy and policy context – key documents

Food Standards Agency (2003) 'Food and Well-being: Reducing Inequalities through a Nutrition Strategy for Wales'.

National Health Service, Wales (2003) 'Health, Social

Care and Well-being Strategies (Wales) Regulations 2003', Regulations 3 & 4.

Play Wales (2005) 'Richer Play in Schools: A guide for schools wishing to improve play opportunities for children and young people'.

Welsh Assembly Government (2000) 'A Framework for Partnership'.

Welsh Assembly Government (2002) 'Play Policy'.

Welsh Assembly Government (2003) 'Health and Well-Being for Children and Young People'.

Welsh Assembly Government (2003) 'Wales: A Better Country – The Strategic Agenda of the Welsh Assembly Government'.

Welsh Assembly Government (2003) 'Strategy for Children and Young People – Framework for Partnership' based on the UN Convention on the Rights of the Child.

Welsh Assembly Government (2004) 'Framework for Partnership: Children and Young People: Rights to Action'.

Welsh Assembly Government (2005) 'Climbing Higher'.

Welsh Assembly Government (2006) 'Climbing Higher – Next Steps'.

Welsh Assembly Government (2006) 'Food and Fitness – 5-Year Implementation Plan'.

Welsh Assembly Government (2006) 'Play Policy Implementation Plan – Play in Wales'.

Section 24 of the 'National Health Service Reform and Healthcare Professions Act 2002' placed a duty on each Local Health Board and Local Authority in

Wales to jointly formulate and implement a health strategy. On the 29th January 2003, the National Assembly for Wales approved the 'Health, Social Care and Well-being Strategies (Wales) Regulations 2003' which subsequently came into force on 31st March 2003.

Useful website links

[http://www2.nphs.wales.nhs.uk:8080/hiatdocs.nsf/85c50756737f79ac80256f2700534ea3/a4406024b6955c4a80257291005475ed/\\$FILE/20061012_ChildrenandYoungPeopleHNA2006_V2b.doc](http://www2.nphs.wales.nhs.uk:8080/hiatdocs.nsf/85c50756737f79ac80256f2700534ea3/a4406024b6955c4a80257291005475ed/$FILE/20061012_ChildrenandYoungPeopleHNA2006_V2b.doc)

<http://www.wales.nhs.uk/sites3/documents/368/ChildrenProfile200407.pdf>

<http://new.wales.gov.uk/docrepos/40382/403823111111/improvement/food/403823220212/food-fitness-implementation?lang=en>

<http://www.wales.nhs.uk/newsitem.cfm?contentid=5711>

<http://www.funkydragon.org/>

Partnerships

Health, Social Care and Well-being Partnerships:

Further information is available from: 'National Health Service, Wales, the Health, Social Care and Well-being Strategies (Wales) Regulations 2003, Regulations 3 & 4'.

EU Policy

Further information about EU policy on health and well-being can be found at

http://ec.europa.eu/health/ph_programme/programme_en.htm http://ec.europa.eu/health/ph_determinants/life_style/nutrition/documents/nutrition_gp_en.pdf

Government-sponsored programmes

Children and Young People's Research Network for Wales:

Further information is available at <http://www.childreninwales.org.uk/areasofwork/research/cypresearchnetwork/index.html>

Cymorth: Further information is available at http://www.cypswansea.co.uk/media/word/7/n/Cymorth_Guidance_07-08_Final_Version.doc

Dragon Sport: Further information is available at <http://www.dragonsport.co.uk/>

Free Swimming Initiative: Further information is available at http://new.wales.gov.uk/topics/cultureandsport/sportandactivererecreation/free_swimming/?lang=en

Health Challenge Wales: Further information is available at <http://new.wales.gov.uk/subsite/healthchallenge/?lang=en>

Healthy Schools Initiative: Further information is available at <http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en>

Local Public Health Teams is available at <http://www.wales.nhs.uk/sites3/page.cfm?orgid=719&pid=22973>

PE and School Sport Programme: Further information is available at: http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/12704421-wag/?lang=en

Welsh Assembly Food and Fitness Grant Scheme Further information is available at <http://new.wales.gov.uk/topics/health/improvement/food/grants/?lang=en>

Welsh Network of Healthy School Schemes (WNHSS) Further information is available at <http://new.wales.gov.uk/topics/health/improvement/>

[children/schools/wnhss/?lang=en](http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en)

Welsh Voluntary Grants Scheme: Further information is available at <http://new.wales.gov.uk/topics/housingandcommunity/grants/voluntary/healthchallenge/?lang=en>

Welsh Participation Consortium: Further information is available at <http://www.funkydragon.org.uk/en/fe/page.asp?n1=2&n2=1478&n3=1482>

Other Welsh programmes

Carnegie Young People's Initiative: Further information is available at http://cypi.carnegieuktrust.org.uk/cypi/our_work/sharing_good_practice/wpc

Child's Play: Further information is available at <http://www.playwales.org.uk/page.asp?id=83&detail=> and at http://www.biglotteryfund.org.uk/prog_healthy_families_childs_play?regioncode=-uk&progStatus=open&country=%20UK&status=theProg&chan=funding&title=Healthy%20Families:%20Child's%20Play

Children in Wales: 'Feeding Family Learning' Workshops: Further information is available at <http://niace.rcthosting.com/en/rppprojectsdetail.asp?Section=10&Ref=79>

Flora Proactive Test the Nation Programme: Further information is available at: <http://www.florahearts.co.uk/testingthenation/?style=1>

Patient Advice and Liaison Service (PALS): Further information is available at <http://www.palsglos.org.uk/>

UK-wide programmes

Healthy Start Programme: Further information is available at <http://www.wales.nhs.uk/newsitem.cfm?contentid=5711>

