

**To: The Community Care, Health and Wellbeing Thematic Board**

**On: 8<sup>th</sup> March 2017**

Report by:

Head of Strategic Planning and Health Improvement, Renfrewshire CHP

## **HEARTY LIVES FINAL REPORT**

### **1. Summary**

- 1.1 Hearty Lives Renfrewshire was a British Heart Foundation funded project delivered by Active Communities (Scotland) Ltd. It was set up in 2014 as a partnership project led by the Paisley Heart Town Steering Group and aimed to address some of the known health inequalities in Renfrewshire. The project targeted young people aged 11-18 in St Benedict's High School and Linwood High School to reduce the coronary heart disease risk factors of low physical activity, poor eating habits, smoking and low self-esteem.
- 1.2 The project was funded from June 2013 – June 2016. The aim of the attached report is to give a snapshot of the journey, the approach, the impact and the learning of the 3 year project.
- 1.3 The project is now run in all 11 Renfrewshire schools and funded until June 2018.

### **2. Recommendations**

It is recommended that the Board:

- Notes the Year 3 Report.



# HEARTY LIVES RENFREWSHIRE



## BACKGROUND TO HEARTY LIVES RENFREWSHIRE

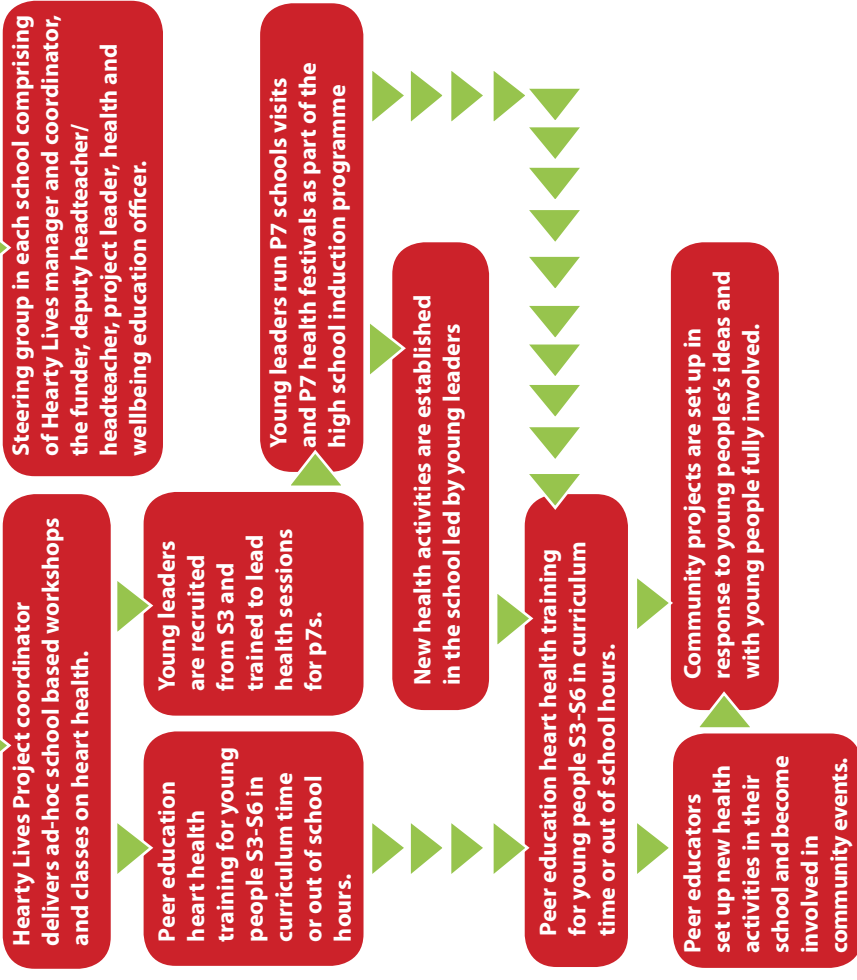


Hearty Lives Renfrewshire was a British Heart Foundation funded project delivered by Active Communities (Scotland) Ltd. It was set up in 2014 as a partnership project led by the Paisley Heart Town Steering group and aimed to address some of the known health inequalities in Renfrewshire. The project targeted young people aged 11-18 primarily in Linwood to reduce the Coronary Heart Disease risk factors of low physical activity, poor eating habits, smoking and low self-esteem.

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## THE JOURNEY OF HEARTY LIVES

### PROJECT LEADERS RECRUITED IN THE TWO SCHOOLS.



## THE HEARTY LIVES APPROACH – YOUTH LED, (COMMUNITY LED AND ASSET BASED

<b>Youth led</b>	Listening, responding, flexible approach
<b>Asset based</b>	Focussing on the strengths and potential of the young people
<b>Community led</b>	Working in and with the community
<b>Peer to Peer</b>	Peer education in action
<b>Awareness raising</b>	Classes, assemblies, events
<b>Skills development</b>	Young leader training, peer education training, sports leader awards, governing body awards, saltire awards, dynamic youth awards
<b>Fun and informal</b>	Engaging and listening to young people, responding to their needs
<b>Embed in the curriculum</b>	Teachers trained as HILC tutors, Hearty Lives educational resource for school staff, linking to curricular outcomes
<b>Informed choice</b>	Youth work approach, giving the facts and leaving young people to make their choices
<b>Link to the community</b>	Parkour Club, Girls on the Run, community events
<b>Flexible</b>	Responding to feedback and making changes as often as required
<b>Young people not engaged with other school opportunities</b>	Targeting those harder to reach
<b>Behaviour change focus</b>	Real time application, small changes are positive
<b>Young people have ownership and contribute to the design</b>	Hearty Lives youth committee, Linwood Parkour youth committee
<b>Build confidence</b>	Training, opportunities, ideas into action (smoothie café, lunchtime clubs)
<b>Partnership working</b>	Strategic steering group of agency partners, operational steering group in schools
<b>Review and evaluation</b>	Reflect, gather feedback, make changes, outcome focussed, year 1 and year 2 reports, working with Leeds Beckett University and Evaluation Support Scotland.

# EVIDENCE OF IMPACT; A SNAPSHOT

## YOUNG PEOPLE FEEL FULLY INVOLVED AND ARE FULLY INVOLVED IN THE PROJECT



'It gets the young people involved and they like to lead the activities 'cause it's different to normal lessons' - Teacher

'It brings us workers closer together and we get to spend more time together and we know how to keep ourselves healthy'

- Nathan, S5

'It gives you a chance to be part of a team'

- Emily, S5

'The way it's been run is a sustainable model as the kids want to take ownership and can continue to lead it just with the teacher and other partners in the community overseeing it' - Teacher

## YOUNG PEOPLE ARE INVOLVED IN ACTIVITIES ON A REGULAR BASIS WHICH WILL REDUCE (HD) RISK FACTORS



- 30 young people (max capacity) aged 10-17 are registered at Linwood Parkour Club. 70% regular attendance.
- 21 girls aged 11-15 attend Girls on the Run. 75% regular attendance.
- 40 young people in S1/S2 are registered at Healthy Heroes lunchtime club. 70% regular attendance.
- 50 young people on average attending the weekly smoothie café
- 15 young people in S4 attending weekly table tennis lunchtime club. 90% regular attendance
- 10 S1 girls attending weekly lunchtime dance club. 80% regular attendance.

'Its making activities available that the children wouldn't have been able to do without Hearty Lives' - Youth worker

## YOUNG PEOPLE HAVE INCREASED KNOWLEDGE AND AWARENESS OF (HD) RISK FACTORS



'I've learnt that if you eat unhealthy it clogs up your arteries' - Ryan, S2

'Through observations I have seen significant changes in pupils' diet, attitude to sugary drinks and unhealthy food'

- Teacher

'We wanted to let the younger ones know what smoking does to you' - Peer Educator, S5

Over 2600 young people have been part of heart health workshops/events/assemblies/clubs/classes.

## YOUNG PEOPLE REPORT INCREASED CONFIDENCE AND SELF ESTEEM



The Parkour Club has given me much more confidence working with children and myself and it's got me a job as well!

- Sean, age 17

'HL means a lot to me because I started with no confidence and over the year I've grown a lot of confidence and I've enjoyed more sports than I ever thought I would'

- Megan, S6

'It's built my confidence a lot' - Aidan, S6

'It's really built my confidence and been a really good experience' - Sam, S6

'I love to be a part of HL because it gives me confidence to work with people more and I learn a lot about how to stay healthy more'

- Emma, S5

## YOUNG PEOPLE FEEL EMPOWERED TO TAKE OWNERSHIP FOR THEIR HEALTH AND WELLBEING



'Hearty Lives has taught me a lot about myself about how I can get more healthier and fitter but also through the peer mentoring I've learnt a lot about how I can help my fellow peers in school and out in the community to live a healthier life'  
- Lucy, S6

'It's made me want to do something that keeps me fit'. - Sean, S5



## YOUNG PEOPLE ARE MORE INVOLVED IN THEIR LOCAL COMMUNITY

- 30 peer educators taking up one off volunteering opportunities (events/workshops/stalls etc) with Active Communities out-with school hours.
- 4 young leaders volunteering at Linwood Parkour Club every Tuesday night
- 2 young leaders volunteering at Girls on the Run every Saturday morning
- 2 young leaders volunteering at the Feel good about Youth Club every Thursday after school.
- 2 young people employed as sessional youth workers with Active Communities as a result of their Hearty Lives volunteering.



'If it wasn't for Hearty Lives there wouldn't be a Parkour Club and I wouldn't be employed as a youth worker' - Sean, 17

## YOUNG PEOPLE HAVE CHANGED THEIR BEHAVIOUR



'Hearty lives has changed my perspective on a lot of things, mostly sugary drinks, especially energy juice.....ever since I joined Hearty Lives I've not touched energy juice since' - Ryan, S2

'I have stopped taking sugar in my tea'  
- Female, S2

'I try to eat more fruit and veg.' - Ryan, S2

'I stopped smoking' - Male, S2

'When viewing the percentage of young people achieving >30 minutes physical activity per weekend day, a notable increase was observed. Almost 10% more young people were meeting this threshold when compared to baseline data.'  
- Leeds Beckett University

## YOUNG PEOPLE HAVE ACHIEVED NEW SKILLS AND AWARDS/QUALIFICATIONS

Linwood High School Hearty Lives peer educators won 'Youth Group of the Year' at the 2015 Positive about Youth Awards in Renfrewshire  
Daryn Black won 'Young Sports Coach of the Year' at the 2015 Positive about Youth Awards in Renfrewshire for his work with Linwood Parkour Club.

- 109 young people took part in young leader training and developed leadership skills.
- 65 young people completed Health Issues in the Community (HIC) short courses.
- 45 young people completed heart health peer education training.
- 32 Saltire Awards.
- 6 Sports Leader UK awards in leading Parkour/Freerunning.
- 4 Youth Achievement Awards.
- 1 Parkour UK 1st4sport Level 1 certificate in Coaching Parkour/Freerunning (QCF).



Hearty Lives Renfrewshire won a Heart Hero award in the Impact category from the British Heart Foundation in 2015.



'Its opened up a lot for me, especially now since I'm coaching' - Daryn, 17

## CASE STUDIES

### CASE STUDY 1

This young person in S3 signed up to be part of an 8 week elective block of classes we ran in Linwood High school in 2014. The young person's behaviour was very challenging. He did not want to engage with the Hearty Lives workers, sat under the desk, wouldn't take off his headphones, left the classroom, swore at us and was incredibly disruptive. Week by week his behaviour improved, he started to engage more, ask questions, took an interest and became more involved. He eventually looked forward to the elective and the good fun atmosphere. At the end of the block he asked to stay on and volunteer with us. He helped us run a stall at an event we did in the school, wearing his Hearty Lives t-shirt. Now, with 2 friends, he runs a weekly Hearty Lives smoothie café in a classroom in the school. He hasn't missed a week of this café.

When we ran a 2nd elective block in 2015 for a new group of young people, he asked the deputy headteacher if he could do the elective again. His deputy headteacher said 'He really needs this pick me up in school at the moment. He has gained much from working with you last block'. He joined the elective for another 8 weeks and enjoyed being part of it and assisted with the delivery of some exercises. In April 2015 he applied to be a Hearty Lives Young Leader, went through the training programme after school and was part of a team of young people that delivered health workshops out in the feeder primary schools.

He continued to volunteer at the weekly smoothie café for the next school year and in June 2016 was part of the team who helped the new S3 young leaders lead their own health festival for the next round of p7s.

His involvement in Hearty Lives has been viewed as something really positive in his school life. He came with us to the BHF annual conference in Edinburgh in June 2015 to collect our Heart Hero award in the Impact Category. He presented the Hearty Lives project coordinator with a bunch of flowers at our celebration event in June 2016; something we would never have foreseen back in 2014!

### CASE STUDY 2

This young person became involved with Hearty Lives when we ran a weekly girls fitness after school club in St Benedict's High school. She was very quiet, shy and self-conscious. As we got to know her every week through our various exercise classes, she built up a good relationship with staff and her confidence grew. When we launched our young leader programme in April she talked to us about applying to be a young leader and whether she could do it. With a bit of reassurance she did apply, went through the training programme after school and was part of a team of young people that delivered health workshops out in a primary school and a health festival for 120 p7s.

For the last two years this young person has volunteered within Hearty Lives and Active Communities. She volunteers at our youth club in Ferguslie Park working with primary school pupils, at our Clubbercise classes in the communities of Ferguslie and Johnstone and with our Girls on the Run Project in Linwood. Along with a friend she runs her own lunchtime club every week for younger pupils in her school as well as volunteering at our Healthy Heroes lunchtime club.

She joined the Hearty Lives Committee last year and with 7 others delivered a fun presentation on tobacco awareness at assemblies in her school and at an NHS event on national no-smoking day. She has currently logged over 340 hours of volunteering and has achieved numerous Saltire Awards for this.

When this young person agreed to be interviewed for our Hearty Lives Celebration DVD it was clear how much she has grown in confidence and self-esteem. She was very nervous about the interview but said it was something she wanted to do for herself to prove she could do it. In that interview she said 'I've gained so many skills from it [Hearty Lives] but mostly I've gained a lot of confidence in myself.'



### CASE STUDY 3

We met this young person when Hearty Lives first started when he approached us in school along with 3 friends enquiring about the possibility of a Parkour club in the area. The group worked with the Hearty Lives coordinator to write a funding application and came to the council meeting when the bids were being assessed. We received the funding and he became a young volunteer at a weekly Hearty Lives Parkour club which meets on Tuesday evenings. He showed real commitment and enthusiasm.

He left school in S5 with no positive destination. We were able to offer a group of our young Parkour volunteers the chance to go through their Sports Leader UK Award in leading Parkour/Freerunning which he took part in and passed. We were then able to offer him work on a seasonal basis as a trainee assistant youth worker at one of our youth clubs. He gained work experience and grew in confidence as the weeks progressed.

We successfully received funding for this young person to go to Edinburgh for 4 days to undertake his Parkour UK 1st4sport Level 1 certificate in Coaching Parkour/Freerunning (QCF). He is now employed as a trainee assistant coach at the Parkour Club. He also works in other Active Communities projects, most recently in our Mini Active programme for 2-4-year olds and their parents. He is now at college and also has a part-time job.

In 2015 we were delighted to see him receive the Young Sports Coach of the Year Award at the Positive about Youth awards in Renfrewshire for his coaching at Linwood Parkour Club. He has grown from a quiet and shy individual, not thriving in the school environment, to a confident, reliable and excellent role model for other young people. He is passionate about his sport and has contagious enthusiasm. He is an asset to our team.



## LEARNING

### EVALUATION

Evaluation and evaluation tools were built into Hearty Lives Renfrewshire from the start of the project. Our logic model kept us focussed. We produced quarterly reports to the British Heart Foundation and produced a report on each year of the project to ensure we were staying on track and to evidence outcomes. It became quite clear early on in the project that collecting robust questionnaire data within school based environments was not ideal. We used the method as it was part of the data required by our national evaluators but whilst it was easy enough to get baseline data, follow up questionnaires at 3/6/12 months was incredibly difficult. Indeed Leeds Beckett University noted 'the volume of participants with pre-post data was low in contrast to those with some baseline data. This reflects the difficulty in capturing questionnaire within these school-based cohorts'. As well as this, staff were also noticing young people were verbally reporting health behaviours that they weren't or wouldn't note down on their questionnaires. In light of these difficulties with questionnaires, our independent evaluators from Leeds spent one week in Renfrewshire to conduct ethnographic observations and complete baseline surveys (with pupils and staff). These methods were helpful in obtaining information about programme reach and participation. Qualitative data analysis took the form of interviews with Stakeholders (Stakeholders being participants, teachers, and external partners). Interviews with transcribed and themed using thematic analysis. This form of evaluation worked well with the project.

### PARTNERSHIP

The partnership of the school, the Hearty Lives team and the wider Active Communities team worked well. Stakeholders and participants have recognised the benefit of an external provider delivering the programme. The project leader played a crucial role in the school, understanding the school systems and the methods of working as well as promoting and assisting with the activities on offer. Project leaders were trained in Health Issues in the Community and were therefore able to deliver this course themselves in year 3. There were challenges to the project leader role due to the nature of school timetabling which meant that the Hearty Lives team were heavily involved in the school delivery right up until the end of the project. Therefore we didn't 'phase out' in the way we would have initially intended which was with the project leader leading on the young leader training, health festivals and lunchtime activities. Moving forward, a robust service level agreement detailing what is expected of each partner would provide extra clarity to the project.

### FLEXIBILITY



One of the key ingredients to the success of Hearty Lives was the flexibility of the programme. This project was youth led and to be youth led, it had to be flexible. Our resource pack was deliberately produced at the end of the project after 3 years of 'testing' what worked best when delivering heart health workshops. We listened to what young people liked or didn't like about something and changed it accordingly e.g. St Benedict's young leaders didn't like the young leader training being spread out over 4 weeks so we changed it to a training day instead the next year. Young people have shaped the programme and worked with us to develop new ways to introduce the health message in visual and interactive ways.

### NOT A QUICK FIX!

Hearty Lives is not a quick fix. It is a behaviour change programme through which we are giving young people the knowledge and understanding to make informed choices about their health and wellbeing. Unhealthy habits that have been built up over years, sometimes generations, do not take a day to change and Hearty Lives has always recognised and positively acknowledged the small changes made by young people involved with the project. There's more to be done to support young people maintain healthy behaviours long term and further empower young people to take action on health issues in their school and community.