

Preventing childhood obesity, exploratory trial focusing on South Asians: BEACHEs

Appendix: Detailed findings from the process evaluation of intervention components included in the BEACHEs programme

Intervention component		Evaluation findings
School based activities	Physical activities within school day	<p>“Wake Up Shake Up”: 3 intervention schools implemented this to varying degrees (twice a day in one school, once or less in others). Participation by children was greater if session was compulsory rather than optional. Questionnaire responses from the children suggested that it was generally well received, although a few children were reluctant to join in. Staff were generally enthusiastic about running this, but identified lack of time and lack of space as potential barriers to success.</p> <p><i>“[Wake Up Shake Up is] really popular, going really well, parents are now starting to join in a lot more because the idea was that the parents would join in as well. So I am really pleased with how that’s coming on”</i> (teacher and school physical education lead)</p> <p>Organised playground activities: All 4 schools received training and attempted to introduce this at lunch times. Implementation varied greatly between schools, with some schools not consistently being able to deliver. A key factor for successful implementation was having an enthusiastic member of staff to inspire the play leaders. The school that had the least success with implementation was where the lunchtime supervisors were trained as play leaders but did not have a member of staff to lead them. Provision of playground equipment and using a zoning system in the playground supported successful delivery. Children and staff indicated that they enjoyed the scheme and supported it.</p> <p><i>“What I have found with [a teaching assistant] going out, who’s doing like the parachute games and that with them is much better, because the dinner ladies just didn’t take it on board. I think they came to the training because they had to but it’s had no impact, I’ve got to be honest”</i> (deputy head teacher)</p> <p>Take 10 curricular materials: 2 of the schools implemented this component. Success depended on the enthusiasm and motivation of the class teachers. Teachers who used Take 10 were keen to continue and expand its use. Some members of staff identified lack of training and familiarity with the material as barriers to its implementation.</p> <p><i>“I know it [Take 10] works really well, I know it’s really accessible....the only problems I have is with the staff doing it or not doing it”</i> (teacher and school physical education lead)</p>
	Incentive scheme to encourage physical activity out of school	<p>The major obstacle to the success of this component was retention of leisure venues and maintenance of enthusiasm. Most venues that were initially recruited no longer actively participated after 2-3 months. Staff turnover, change in management, high frequency of temporary staff, low perceived importance and lack of interest from leisure centre staff contributed to the failure of this component. School staff felt that incentive schemes were generally a good way of motivating children. However, in addition to problems with venue participation, other problems were identified. Teachers felt that motivation needed regular reinforcement (e.g. by class teachers), children</p>

		<p>needed a specific goal to work towards, and a shorter time frame (e.g. one term rather than one school year) and tangible reward (named item, rather than an unspecified prize) would have helped to focus the children.</p> <p>Children were generally enthusiastic about collecting stickers. However difficulties experienced with receiving stickers from the majority of venues de-motivated them.</p> <p>Parents had found information on local sporting and leisure venues useful. The majority of parents were also in favour of incentive schemes to encourage children to undertake physical activities.</p> <p><i>“they [the children] were so eager to collect the stickers... especially at the beginning when we were having trouble with the stickers, when they [the leisure venues] weren’t giving them”</i> (deputy head teacher)</p>
	Attendance at a course run by a Premier league football club	<p>This component was extremely popular both with children and school staff, with high (near 100%) attendance</p> <p>Most parents did not recall that their children attended the ‘Villa Vitality’ day</p> <p>Children attending Villa Vitality reported significantly greater levels of physical activity outside of school time 6-weeks post attendance, compared to control children.</p> <p><i>“they really enjoyed that [Villa Vitality], I think that was... you know, once they got into it and realised what it was about and that they got a lot out of it, then they really enjoyed it”</i> (deputy head teacher)</p>
Increasing skills of families through activity-based learning	Cooking courses for family members	<p>Uptake was generally lower than capacity (4-10 participants / course). Uptake was highest in one school with an enthusiastic parent link worker.</p> <p>There was some drop out over the 5 weeks of the course but over 90% of participants attended 3 or more sessions.</p> <p>The courses were well received by those who attended. Compared to parents who did not participate, participants had lower baseline confidence in their cooking ability. Following the course, participants had higher levels of reported confidence than at baseline in shopping for healthy food and cooking healthy meals. They also reported that the family was eating more healthily.</p> <p>Courses where the children were also invited to cook with their parents were generally better attended. The model of parents learning about healthy cooking with their children was popular with parents, children and school staff.</p> <p>School staff thought it was feasible to use school time for healthy cooking sessions for children where parents could be invited along.</p> <p>Supporting information such as healthy eating tips and recipes in newsletters was well received by parents.</p> <p><i>“[cooking courses were] very, very successful, wonderful way of doing it. So the parents were learning about healthy ways of cooking and so on without it looking as if they were having a finger wagged at them”</i> (teacher and school-community liaison manager)</p>
	Information on local leisure opportunities and week-end “taster” sessions for families	<p>Uptake of the taster activity sessions was generally poor, although it did increase through the year through recommendations by those who attended.</p> <p>Activities were very well received by those who did attend.</p> <p>School staff were supportive by the taster activity sessions and expressed surprise and disappointment by the low uptake rates.</p> <p>The taster sessions were extremely resource intensive to run, in terms of cost and staff time.</p> <p>Most parents (>90%) found the information signposting healthy activities and venues useful, and school staff also felt this had been useful for</p>

parents and served to motivate them to try out local facilities.

"I was so disappointed that out of 120 children, so few families took up these free visits when they were actually picked up and taken somewhere"
(deputy head teacher)

Training walk
leaders to initiate
community walking
programmes

This component proved unfeasible, as there was a lack of volunteers to train as walk leaders. Even those who expressed an initial interest failed to attend the training. Despite repeated efforts to recruit community volunteers, only one person attended a training session, but they failed to organise any walking trips.

"we put signs up and sent leaflets out to see if anybody was interested in being a walk leader or training and I don't think we got anybody back at all" (deputy head teacher)
