

A wellbeing public dialogue

Sport, culture and wellbeing

Technical Appendix



Cabinet Office

Hopkins Van Mil: Creating Connections Ltd
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1. Introduction

The purpose of this technical appendix is to provide information on all the materials used in the sport, culture and wellbeing dialogue. This formed part of the overarching wellbeing dialogue commissioned by the What Works Centre for Wellbeing with support from Sciencewise and the Cabinet Office, the other two dialogue strands were community wellbeing and work, learning and wellbeing. This appendix should be read in conjunction with the main published report on this dialogue. Those accessing this report may also wish to read the companion reports on community wellbeing and work, learning and wellbeing plus their appendices, all to be found at www.whatworkswellbeing.org. In addition Hopkins Van Mil (HVM) has written a cross cutting report which draws out the common wellbeing themes which have emerged from an analysis of each dialogue strand. A snapshot of each of the dialogues, in the words and images of participants, can be found in four supporting short films (one on each of the strands, plus a film on cross-cutting themes). These can also be found at www.whatworkswellbeing.org.

It is a requirement of Sciencewise funded programmes that the report captures innovative processes in the overall preparation for and design of the dialogue. This programme of work was innovative from the start as it involved not one, but three, complex policy areas contained in one dialogue programme. As such the public dialogue for wellbeing (2015) involved a wide range of collaborators (see Sport, Culture and wellbeing report, section 1.2), and to include so many policy actors within one programme is also unusual. It is important to all concerned that the resources developed for this process have the potential to be adapted and used in other arenas to help to embed wellbeing dialogue processes in decision and policy making. They are therefore being shared within this technical appendix.

Four public dialogue workshops took place from June to July 2015, the materials used in their delivery are extensive. To facilitate the reader's use of this appendix it is possible to access each document directly from the hyperlinks in the contents page and within the document itself.

1.1 Recruitment

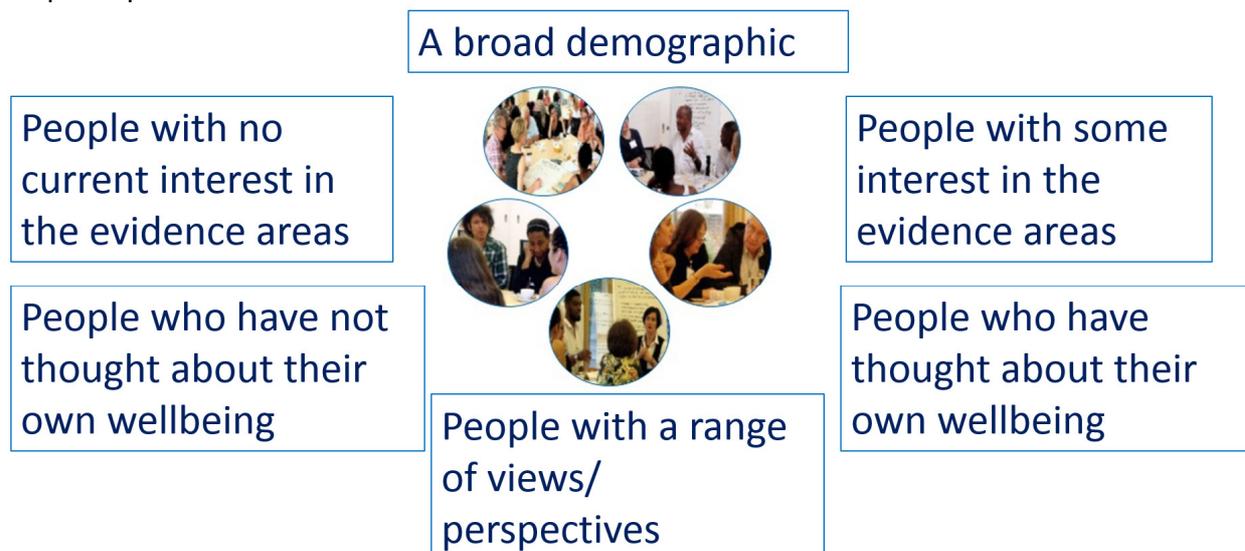
The recruitment of 33 participants to the sport, culture and wellbeing dialogue (108 for the dialogue in total) was a collaboration between HVM and Acumen Fieldwork. HVM drew up a specification for the participants which was discussed with and approved by the sport, culture and wellbeing sub-committee of the Oversight Group. Acumen activated their fieldworkers in London and South Tyneside to meet the recruitment criteria. Each participant gives their informed consent to their data being used for this dialogue and for ongoing projects as required. Both HVM¹ and Acumen Fieldwork² are registered with the Information Commissioner's Office as data controllers for this purpose. Participants understand that through this they have no obligation to participate in further projects but might be contacted to do so. We exclude participants who regularly join focus groups or market research programmes as they may not be objective about the process, or have 'participant fatigue' meaning their involvement in the dialogue is neither effective nor broadly representative of their demographic.

Fieldworkers were asked to recruit 20 participants for each location, allowing for a reasonable drop-out rate. On this basis the target range for recruitment was between 36 and 40 for the sport, culture and wellbeing dialogue. The target figures for South Tyneside were met with 18 participants recruited all of whom participated in both round 1 and 2 sessions. In London 18 participants were recruited but 3 dropped out due to illness on the morning of the first round session. Given the rich contextual information provided in round 1 of the dialogue it is not HVM's

¹ Hopkins Van Mil Registration Number: Z2969274

² Acumen Fieldwork Registration Number: Z9362403

policy to try and re-recruit additional participants for round 2 who would not have had the benefit of the material and peer discussion of round 1. It was agreed that 15 participants in London was sufficient to run an effective public dialogue session. The recruitment specification for the dialogue can be found on page 5. In broad terms HVM sought to ensure that the range of public participants present at the sessions included:



HVM operates on the principle that it is correct to incentivise people with an appropriate fee to take part in public dialogues. This becomes even more important when participants are being asked to discuss personal and emotive subjects such as their own subjective wellbeing over time. Participants are asked to commit to attending two sessions, to give up their time, to pay for additional childcare as necessary and to travel to take part. For this dialogue the incentive was set at £130 for attendance at two Saturday workshop sessions. £30 was paid after the round 1 session to cover immediate travel costs with a further £100 paid after the second session. Participants were asked to sign a receipt to confirm they had received the incentive.

In advance of the session the HVM Project Director reviewed the final lists of participants and checked them for accuracy against the specification. Amendments were made as necessary to ensure all the recruitment criteria were met. Participants were then allocated to one of two small groups within the dialogue based on having a balance of all people representing the recruitment criteria in each of the groups. Participants stayed in the same small group, led by the same facilitator, for both rounds.

1.2 Dialogue locations and venues

In HVM's initial tender document various proposals for dialogue locations were made:

- Assuming that although held in urban locations, for ease of participant travel to the venue, each would include participants from the wider rural environs;
- Considering relevant demographic data such as current participation rates for sport and culture, key cultural and sporting events taking place, cross referenced with UK experimental personal well-being estimates³.

HVM proposals were then adjusted by the What Works Centre for Wellbeing, based on their knowledge of the interest expressed in various locations by founding partners and other stakeholders and in consultation with the sub-committee for the sport, culture and wellbeing dialogue strand.

Venues were sourced by HVM's administrator based on the following HVM principles:

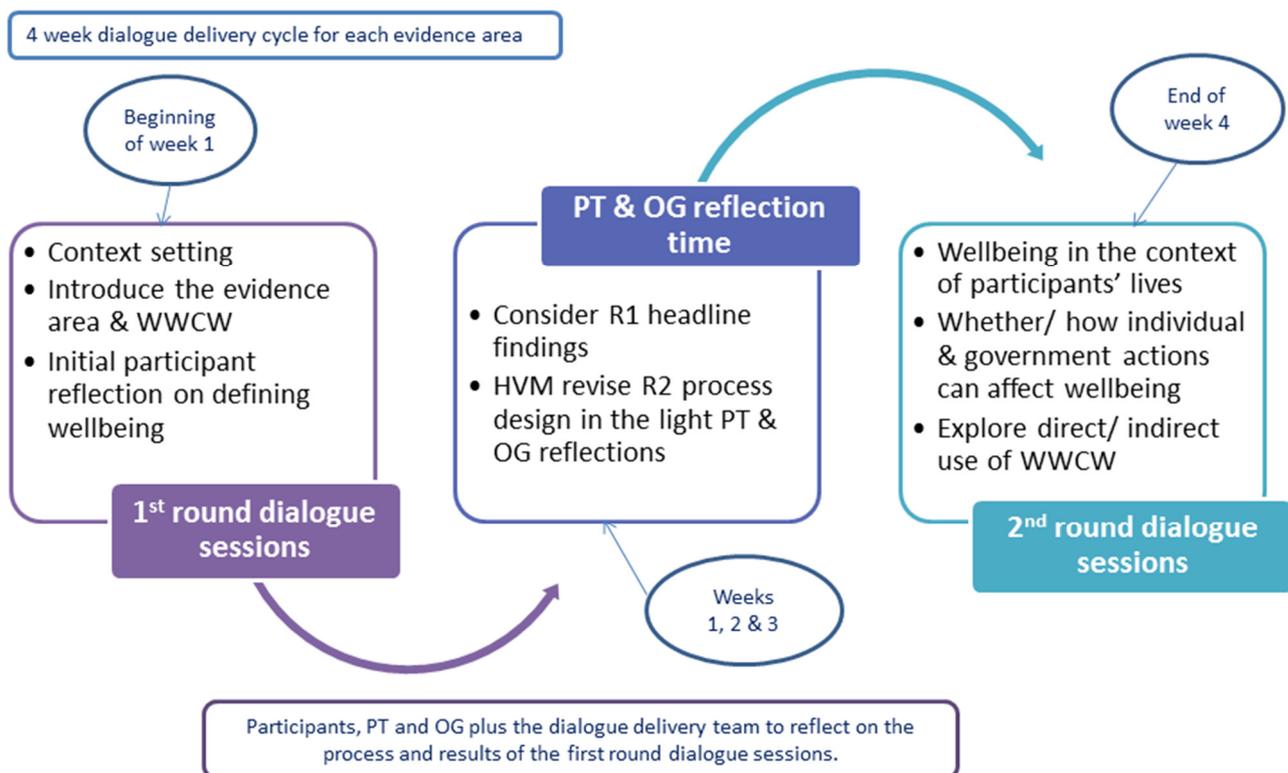
³ <http://www.ons.gov.uk/ons/interactive/personal-well-being-across-the-uk---happiness-interactive-map/index.html>

- The venue is more likely to be a community centre, local hall, social space than a hotel. It should be one that the recruited participants are likely to feel comfortable working in;
- It is essential that either the venue allows for 2 smaller break out areas (one group can stay in the plenary space) or has a really dry acoustic so that we can all work in one room without the noise from one group being too disruptive for the others;
- The venue must be fully accessible with a hearing induction loop;
- Ease of access using public transport is essential in both urban and rural locations;
- The catering must be value for money and appropriate for the participants, observers and the facilitation team.

The round 1 dialogue sessions were delivered on 20th June and the round 2 sessions on 18th July 2015. Two HVM teams (Lead Facilitator/ Facilitator/ Event Administrator) ran the same session on the same day, one at Roots & Shoots in Kennington, London and at another at Haven Point Leisure Centre in South Shields, Tyne & Wear.

1.3 Dialogue process

The round 1 dialogue process plan can be found on page [11](#) of this appendix and the round 2 process plan on page [31](#). The following flowchart describes the four week dialogue delivery cycle and explain how the process plans evolve during the design development with input from the sub-committee throughout:



Plans are delivered at the dialogue session by two teams well briefed by the Lead Designer and managed on the day by the Lead Facilitator in each location. The purpose of the process plans is to provide a detailed breakdown for the facilitation team so that sessions:

- Run in the same way in the two locations
- Keep to time
- Cover all required aspects of the issue during the session and make sure there is a consistency across all the small group work

HVM facilitators, based on their experience and training, will know when to probe further; when to prompt with additional questions; when to challenge the first response given by participants and when to allow the conversation to take its natural course if this will make a richer contribution to the dialogue. This is up to each of the facilitators to assess at the session. The facilitation team are also skilled at managing dominant and/or quiet voices within the group and ensuring that everyone has an equal opportunity to air their views. The Lead Facilitator manages the session overall, keeps everyone to time and deals with any specific challenges that might arise.

The design for the sport, culture and wellbeing dialogue was intended to draw out the lived experience of participants. As such it was agreed by the sub-committee that it was unnecessary to provide any wellbeing science pre-materials in advance of the session. Participants were simply emailed a ground rules document, called *Points to help the discussion* and a programme. These documents give those involved an understanding of what will happen at the session and how it will be run. The Help Points are included on page [7](#) of this document. The programmes for each round are on pages [9](#) and 10 (round 1) and page [30](#) (round 2).

At the sessions, exercises included the use of tools such as using participant drawings to describe memorable experiences; timescales mapped on flip chart paper through which participants considered the wellbeing impact of physical and cultural activities at various points in their lives; creating a key message poster and, throughout the sessions, reflecting individually and in groups on lived experience and its impact on wellbeing.

1.4 Presentations

At the beginning of the first community wellbeing sessions participants were shown two short films. The first, created by Hopkins Van Mil, collated a number of stakeholder interviews to give participants an understanding of why what is said at the dialogue is important to policy makers. In addition participants were shown a film introducing the What Works Centre for Wellbeing as context for the purpose of the dialogue and the value of their participation. Both are available on page [27](#) of this document.

The initial presentation given in round 1 of the sport, culture and wellbeing dialogue was the same in both locations. It was written by Catherine Mottram, Principal Research Officer at Department of Culture, Media and Sport, with Dr. Louise Mansfield, Deputy Director, Brunel Centre for Sport, Health and Wellbeing – Life Sciences, Brunel University London. The purpose of the presentation was to provide participants with the appropriate level of contextual information to have rich and meaningful conversations about sport and culture as seen through a wellbeing lens. The presentation is included on page [28](#) of this appendix.

The round 2 presentations were provided by [Cardboard Citizens](#) (page [48](#)), [Silverfit](#) (page [49](#)), DCMS (page [51](#)) and South Tyneside Council (pages [53](#) and [54](#)). The presentation by Cardboard Citizens was supplemented by a short [film](#) of their work using Forum Theatre as a form of expression for excluded young people. The presentation by Silverfit was supplemented by a short [film](#) of their work to promote and support the over 50s to take part in a range of physical activities.

2. Recruitment specification

Policy area: Sport & Culture

Client: What Works Centre for Wellbeing supported by Sciencewise

Dialogue theme: Wellbeing

Aims:

The aim of this aspect of the dialogue is to address the question:

How can cultural activities and sport contribute to mental and physical wellbeing? Can they be used as a way of increasing wellbeing generally as well as for those with physical and mental health challenges?

The methodology will be a series of workshops for which participants will be recruited. The purpose of this document is to give the framework through which Acumen Fieldwork will develop the detailed fieldwork schedule and screener. These will be approved by the Project Team via HVM before being used in the field for recruitment.

The dialogue will involve recruiting up to 40 (20 for 18 in each location) people for this policy area, broadly representative of the population in terms of age, gender, life stage, social grade/ household income, geography and ethnicity. We will be gaining informed consent from participants in terms which comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body through the UK Data Archive for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

NB: Emphasis on [Sciencewise guidelines](#)

Recruitment summary:

- Total number of workshops 4
- 2 recruitment exercises – South Tyneside / London
- 20 people in South Tyneside to attend two deliberative workshop sessions (20 June & 18 July 2015)
- 20 people in London to attend two deliberative workshop sessions (20 June & 18 July 2015)
- All participants must commit to attending *both* workshops
- Workshops to be from 10am to 4pm on Saturdays 4 weeks apart
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £130 for attendance at 2 workshops (£30 paid at first session, £100 paid at the end of the second session)

Screener to include:

Criteria	Target
Gender	50% male / female
Age	Good age distribution across age groups at least: 20% 18-25 year olds 20% 26-35 year olds 20% 36-45 year olds 20% 46-65 year olds 20% 66 plus

Ethnicity	An appropriate proportion of black and minority ethnic participants In line with current population figures for each recruitment area.
Life stage	A broad range of life stages from students, young professionals, raising young children to empty nesters and those who are retired (20% of sample from each category)
Current working status and type	A range of people who are employed (part-time/ fulltime/ self-employed); unemployed with 2 specific requirements: <ul style="list-style-type: none"> • Individuals from relatively deprived areas (50%) • Individuals from more affluent areas (50%)
Physical ability	10% of the sample will have a long-standing illness, disability or infirmity that limits their activity.
Consideration of the issue	<p>Test question 1:</p> <ul style="list-style-type: none"> • 35% would answer 4/5 to the test question • 35% would answer 1/2 to the test question • 30% would answer 3 to the test question <p>To what extent do you participate⁴ in sporting and cultural activities on a scale of 1-5 where 1= I never participate in sporting or cultural activities, 5= I participate frequently in sporting or cultural activities?</p> <p>Test question 2:</p> <ul style="list-style-type: none"> • 35% would answer 4/5 to the test question • 35% would answer 1/2 to the test question • 30% would answer 3 to the test question <p>To what extent do you attend⁵ sporting or cultural events and activities on a scale of 1-5 where 1=never attend and 5=attend frequently.</p>
Geographic location	South Tyneside including rural areas Greater London
Experience of market research/ dialogue	Should not have taken part in a focus group / public dialogue in the last six months

Note: please do not recruit from a pre-recruited panel and **avoid** friendship pairs.

⁴ Participation should be taken in its broadest sense. It will include occasional rock climbing, being a regular member of a five-a-side football team, part of a running group or a gym or exercising on an individual basis, i.e. going for a run but not in a group. It will include volunteering for cultural organisations, taking part in dramatic productions, attending dance classes or singing in a choir, for example. People should mark 3 and above if they take part in any physical or cultural activity.

⁵ Attendance should also be taken in its broadest sense. It will include people who watch live sporting fixtures/ cultural events on screens, who physically attend sporting fixtures, are audience members at the theatre, dance or musicals; visit museums, galleries and/ or heritage sites.

3. Round 1 Materials

3.1 Help points

A Public Dialogue on Wellbeing

Points to Help the Discussion

1. Background

The purpose of the public discussions you will be taking part in on 20th June and 18th July 2015 is to understand people's views on:

- How people define a good quality of life in the context of their own lives
- The extent to which individual and government actions can affect people's quality of life
- The potential use of the What Works Centre for Wellbeing by members of the public.

The What Works Centre for Wellbeing has commissioned a public dialogue on wellbeing supported by Sciencewise. The dialogue has three strands:

- Community wellbeing
- Sport and culture
- Work and learning

You have been invited to take part in the *sport, culture and wellbeing* element of the dialogue which takes place in London. A similar discussion will be held in South Tyneside on the same day. The discussion we have at the sessions will be supported by independent facilitators from Hopkins Van Mil: Creating Connections. They specialise in helping groups to have meaningful conversations. The sessions are intended to be enjoyable, interesting and an opportunity to give your views on the extent to which sport and culture can have an impact on quality of life.

2. Before you come to the dialogue sessions

There is a lot to discuss at the workshops. So before you come to the session it will be helpful if you have read this document in full.

3. Points to remember during the discussion

To make a good discussion possible at the workshops please read and remember the following:

a) Small group allocation

- You have been allocated to one of two small discussion groups based on the answers you gave when you were recruited to take part in the discussion.

b) Confidentiality

- Points made during the small group discussions will be recorded on flip charts and parts of the session will be recorded on a voice recorder. At the end of each session, we will have gathered information on all the views expressed but not who said what. The recorded views will form the basis of a findings report which will be shared with participants after the event. Voice recordings will be deleted after the analysis phase. However, transcripts of the recordings (which will not identify the individuals speaking) will be archived at the UK Data Archive for future use by social scientists and policy makers.

c) What we'll be talking about

- Over the two sessions we will be talking very broadly about sport, culture and wellbeing. If there are any words or phrases used during the presentations or discussions that you do not understand please let your facilitator know. They will work with you to make sure everything is as clear as possible.

d) Making the conversation easier

- It is helpful if people are positive in their comments (even if you disagree with someone) – constructive criticism is often very effective in an open discussion.
- Understand that everyone's input is equally valuable, and the facilitators will record everything that informs the discussion.
- Please allow all those around you to have a fair and equal opportunity to speak and try not to interrupt. The facilitators will note that you are trying to make a comment and give you time as appropriate.
- Please do not take part in side conversations as it makes it harder for everyone to hear and take part.
- Do remember that there are no 'stupid' questions or comments, we're all here to learn, understand and express our views.
- Please come from breaks promptly and help the facilitators to stick to time.
- Please do not use mobile phones during the discussions as it can be distracting for the group. You may wish to check a fact on the phone during the discussion, but we will have a number people in the room who will be able to help you with that so do ask your facilitator if you need to know more on the issue at hand.

e) Your facilitator

- The facilitator is the person who helps your group with the discussion. Please remember that the facilitator is there to ensure we have covered all important points, keep discussion to time, give everyone a chance to make the comments they wish to make and to record all relevant discussion. So do turn to anyone on the facilitation team for advice if you need more support to make a comment.

f) Topic specialists

- During the sessions we will have help from people who work on programmes about sport, culture and wellbeing. They are there to answer questions and to clarify things. They will not join in with the small group discussions, except when invited to do so by participants or facilitators, but they will listen to what is being said.

g) Observers

- Representatives from the organisations involved will be present to observe the process. They are not in the room to take part in the discussion so please don't worry if they don't make any comments, they are listening to what takes place to understand the views of the public on this subject.
- In addition an independent evaluator from Ursus Consulting will be present at some sessions. They will be testing the extent to which the discussion meets the project objectives. Ursus Consulting will ask members of the group to take part in short evaluation activities. They will invite people to do so at the session.

3.2 Programmes

A Public Dialogue on Sport, Culture and Wellbeing

Discussion 1: Saturday 20th June

Roots & Shoots, Walnut Tree Walk, Kennington London SE11 6DN

This document describes what will happen during this session. This programme should be read with the *Help Points* document being sent to you separately.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained.
- 10.40 Discussion in small groups: Listing activities
During this session small groups of participants will get to know each other and their facilitator.
- 11:10 Coffee break
- 11:25 Presentation: Sport, culture and wellbeing, an introduction
In which the group will hear more about the aspects of sport, culture and wellbeing that we will focus on during the dialogue. *Speaker:* Catherine Mottram, Social Researcher, Evidence & Analysis Unit, Department for Culture, Media & Sport.
- 11:50 Discussion in small groups: exploring wellbeing
Participants will discuss all the ways in which sport and culture might affect wellbeing
- 12:30 Continued discussion: improving the quality of life
Participants will focus on sport and culture in their area
- 13:00 Lunch
- 13:45 Small group discussion: how we feel about taking part
Discussion on how participants feel about taking part or watching sporting and cultural activities
- 15:05 Break
- 15:15 Plenary discussion: sharing our findings
Participants will share the discussions they have had on the impact on wellbeing of participating in and watching sporting & cultural activities.
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks and close

A Public Dialogue on Sport, Culture and Wellbeing

Discussion 1: Saturday 20th June

Haven Point Leisure Centre, Pier Parade, South Shields, Tyne & Wear NE33 2JS

This document describes what will happen during this session. This programme should be read with the *Help Points* document being sent to you separately.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained.
- 10.40 Discussion in small groups: Listing activities
During this session small groups of participants will get to know each other and their facilitator.
- 11:10 Coffee break
- 11:25 Presentation: Sport, culture and wellbeing, an introduction
In which the group will hear more about the aspects of sport, culture and wellbeing that we will focus on during the dialogue. *Speaker:* Dr. Louise Mansfield, Deputy Director, Brunel Centre for Sport, Health and Wellbeing.
- 11:50 Discussion in small groups: exploring wellbeing
Participants will discuss all the ways in which sport and culture might affect wellbeing
- 12:30 Continued discussion: improving the quality of life
Participants will focus on sport and culture in their area
- 13:00 Lunch
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Discussion on how participants feel about taking part or watching sporting and cultural activities
- 15:05 Break
- 15:15 Plenary discussion: sharing our findings
Participants will share the discussions they have had on the impact on wellbeing of participating in and watching sporting & cultural activities.
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks and close

3.3 Process Plan

Public Dialogues on Culture, Sport & Wellbeing

Final process plan for Round 1 Workshops

Locations & Venue	Teams	Roles
London Roots & Shoots, Walnut Tree Walk, Kennington SE11 6DN www.rootsandshoots.org.uk	Henrietta Hopkins (HH) Hally Ingram (HI) Jemima Foxtrot (JF)	Lead Facilitator Facilitator Event Administrator
South Tyneside Haven Point Leisure Centre, Pier Parade, South Shields, Tyne and Wear NE33 2JS http://www.southtyneside.gov.uk/article/19611/Map-and-directions#sthash.l0ouTVyZ.dpuf	Anita van Mil (AvM) Mike King (MK) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Both sessions to be held on Saturday 20th June from 10am to 4pm Note: Round 2 will be held at the same locations on Saturday 18th July		

Materials needed	
Venue	HVM to bring (see excel sheet for full list)
Cabaret style plenary room with two tables plus one additional break out space and an area for refreshments away from the discussion space	Materials to create space signage Sign-in sheet & badges
2 flip chart stands	Pre-prepared flip chart sheets
Projector & screen	Laptop with voxpops/ slides pre-loaded
Check if speakers available	If not, each team to bring speakers
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£30 x 20 = £600)/ evaluation forms/
	Facilitator back packs to include: <ul style="list-style-type: none"> ○ Full facilitator process plan ○ Digital recorders (2 per team) ○ Flip chart pens, tape, bands, scissors, sticky dots
	Participant/ observer packs to include: <ul style="list-style-type: none"> ○ Programme ○ Discussion guide ○ Pre-materials ○ Process plan (observers only)

Objectives (Why we are doing it)	Programme (What we'll do on the day)	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual and government actions can affect people's wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to begin to address the question: <i>How can cultural activities and sport contribute to mental and physical wellbeing? Can they be used as a way of increasing wellbeing generally as well as for those with physical and mental health challenges?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ Physical activity in its broadest sense ○ Participation in cultural activities in its broadest sense ○ Attendance at sporting and cultural events in its broadest sense ○ R1: to consider a broad perspective ○ R2: to focus in on effects of participating in/ attending sporting and cultural activities on wellbeing 	<ul style="list-style-type: none"> ○ Arrivals and sign in ○ Welcome, introductions and purpose ○ Small group discussion: warm-up ○ Listing activities ○ Coffee break ○ Presentation: culture, sport & wellbeing an introduction ○ Exploring wellbeing ○ Improving the quality of life ○ Lunch ○ How we feel about taking part ○ Sharing the findings ○ Concluding plenary ○ Thanks & close 	<p>In round 1 participants will be given the opportunity to explore the relationship between sport, culture and wellbeing very broadly. They will think about how they feel about the role sport and culture plays/ has the potential to play in improving their own wellbeing and the wellbeing of others. They will discuss how sport and culture is consumed (spectator/ active participant). By the end of the session participants will have reflected on their own wellbeing and those of others in relation to sport and culture now and in the future. They will understand what their role is in the dialogue, what they should think about before coming back for round 2 and what will happen at the round 2 session.</p> <p>In round 2 participants will be given case studies for specific programmes in London and South Tyneside to embed the dialogue in situations where sport and cultural participation/ attendance is being used as a route to improved wellbeing. They will discuss the challenges in more detail, the barriers to people engaging in cultural activities and sport as well as the opportunities for increased wellbeing they might provide for individuals and communities. Opportunities will be given to raise specific issues around autonomy/ relatedness/ competence/ and increasing wellbeing through engagement with sport and culture. Also to consider what their life experiences tell us about how to support those with physical and mental health challenges to use culture and sport as a way of increasing their wellbeing. They'll consider what people, organisations and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on sport and culture in relation to wellbeing</p>

Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts	HVM teams	Ready to go	Facilitation kits x 2 Prepared flips Presentations on laptop Voxpops
9:30-10:00	Arrivals & registration Briefing for specialists/observers	Sign-in sheet to be completed & participants sign-posted to refreshments/ loos/ table allocation & given their badge and the printed packs Lead Facilitators will brief specialists & observers in the room.	MM/TW HH/AvM	Everyone signed in Everyone knows what they are doing and where they should be	Registration sheet Table allocations Badges Sticky dots (blue/ red)
10:00-10:35 10:00-10:03 (3 mins) 10:03-10:06 (3 mins)	Welcome & introductions	<p>1. Housekeeping</p> <p>2. HVM introduction LF & team – we are not the experts in sport, culture and wellbeing. We have people in the room who are -</p> <p>round the room introductions made.</p> <ul style="list-style-type: none"> Introduce specialists, all observers, evaluator (when present) <p>Introduce help points / ground rules - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> Interested in a range of views Respect other people's views (even if not your own) Everyone is listened to and recorded There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards Come back from breaks promptly and help us stick to time No mobile phones during the discussions Don't interrupt when someone is speaking 	HH/AvM	What we are doing together is clear to participants. It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.	Welcome slide on screen plus additional slides Participant materials

<p>10:06-10:10</p> <p>10:10-10:20 (10 mins)</p> <p>10:20-10:35 (15 mins)</p>		<ul style="list-style-type: none"> Use the facilitators – how? <i>You may find the way we work a bit different from other public meetings you might have attended. But we'd like you to enjoy the session and would like to stress that you are here because we are really keen to hear and discuss your views.</i> <p>3. HVM Slides are shown:</p> <ul style="list-style-type: none"> Brief introduction to what we are doing together over next two sessions Specific objectives of this session (context setting, information provision and discussion on sport & culture in relation to wellbeing). Make sure it is clear that we are talking broadly today about these issues, we'll focus in on the detail the next time we meet. <p>3. The voxbop sport, culture & wellbeing film will be played – why it's important to talk about these issues with you today.</p> <p>4. The WWCW is a new organisation. As we've said, it wishes to develop what it does informed (from the very beginning) by the views of the public. The WWCW film will be shown http://whatworkswellbeing.org/about/</p> <p>5. Clarification questions on purpose of the dialogue/ WWCW only. Stress that they will have lots of opportunity to discuss this is just to make sure everything is understood.</p>		<p>Questions are recorded & dealt with during the session or noted to come back to in R2.</p>	<p>EC/ MK to record key questions/ comments on flip chart</p>
<p>10:35-10:40 (5 mins)</p>	<p>Move to small groups</p>	<p>HH/ AvM – Blue group HI/ MK – Red group</p>	<p>HVM teams</p>	<p>Everyone is in the right place</p>	<p>Room signage Dots on badges</p>

<p>10:40-11:00 10:40-10:45 (2 mins)</p> <p>(3 mins)</p> <p>10:45-10:55 (10 mins – 5 mins for each Q)</p>	<p>Warm-up session</p>	<p>Facilitator to introduce the recorder: <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i></p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p><i>We also have other ways of making sure we've really captured what you have to say. We use post-its to give you time to think something through. These will be collected up by the facilitator. We also have any other thoughts cards. You can write on these at any time, with any comment, thought or question you have on the issue at hand. Post the card in the box and your comment will be reviewed with the rest of the report material. Any questions you raise today will be answered as far as possible at the next session we have together.</i></p> <p>Go round the table, say your name. What was the best thing you saw on tv recently? Facilitator to join in (some might be sporting/ cultural)</p> <p>In Pairs: Talk to the person next to you:</p> <p>Q1: <i>Think of as many physical activities as you can. Write them on post-it notes (one physical activity per post-it).</i> Facilitator to gather up the post-its as they are completed and group them on the <i>Physical Activity</i> flip chart sheet</p>		<p>Everyone is clear about how the session is recorded.</p> <p>Get to know each other. Begin to build trust and model how the dialogue will work throughout the sessions.</p>	<p>Audio recorders Any other thoughts cards Post-its Flip chart stands and paper</p> <p>Post-its grouped on flip chart</p>
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<p>10:55- 11:15 (20 mins)</p>		<p>without comment (to allow people to carry on talking to each other).</p> <p>Q2: <i>Think of as many cultural activities as you can. Write them on post-it notes (one cultural activity per post-it).</i></p> <p>Facilitator to gather up the post-its as they are completed and group them on the <i>Cultural Activity</i> flip chart sheet without comment (to allow people to carry on talking to each other).</p> <p>RECORDER ON</p> <p>Back with whole group: Briefly discuss all the physical and cultural activities. If the group has come up with a really narrow list ask - what's missing?</p> <p>Ensure that the flip covers both participation (sports clubs/ attending an event at a museum) and audience/ watching activities (watching the match on tv/ seeing a musical).</p> <p>Make sure the list is really broad. Cultural activity could include cooking/ singing in a choir. Physical activity could include going for a walk, gardening, fishing.</p> <p>Include individual (going to the gym on your own/ painting a picture) and group activities (being part of a football team/ acting in a play).</p>			
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		<p>Facilitator to add additional points to the flip or additional flips as necessary.</p> <p>RECORDER OFF</p> <p>Facilitator to explain that in this session we are will be discussing both culture and sport. We'll be talking about taking part and watching.</p> <p><i>The presentation after the break will say more about this so come back to the plenary room after the break.</i></p>			
11:10-11:25	Coffee break				
<p>11:25-11:45</p> <p>11:25-11:40 (15 mins)</p>	<p>Sport, culture and wellbeing – an introductory presentation</p>	<p>Presentation to the plenary – Why do we want to talk about sport & culture in relation to wellbeing in this dialogue:</p> <ul style="list-style-type: none"> ○ Autonomy (have the freedom to take part/ decide to watch) ○ Relatedness (having shared values with others who are significant to you) ○ Competence (developing skills in an area) 	<p>London: Catherine Mottram, Social Researcher - Evidence and Analysis Unit, Department for Culture, Media and Sport</p> <p>South Tyneside: Dr. Louise Mansfield Deputy Director, Brunel Centre</p>	<p>People understand the context in which <i>sport, culture & wellbeing</i> is being discussed at this dialogue. Demonstrate that it is a broad subject and that what comes up is up to them as participants, but this is a loose framework through which to begin the discussion.</p>	<p>PP/ verbal presentation</p>
		RECORDER ON			

11:40-11:50 (10 mins)		Participants encouraged to ask clarification questions. RECORDER OFF	for Sport, Health and Wellbeing – Life Sciences AvM/HH		HI/ MK recording main points raised in Q&A
11:50-11:55 (5 mins)	Move to small groups	HH/ AvM – Blue group HI/ MK – Red group	HVM teams	Everyone is in the right place	Room signage Dots on badges
11:55-12:30 11:55-12:15 (20 mins) 12:15-12:30 (15 mins)	Exploring wellbeing	Q1) In what ways, if at all, can physical and cultural activities help people to live their lives well? Facilitator to refer to the activities listed before the break. Highlighting those that might be easy to use as a way in (for example, joining a choir or a running group could give you a social network that you didn't have before). Remind people of what they heard in the presentation. a) Discuss in pairs the ways in which physical & cultural activities could help people to live their lives well: Write each of the ways on a post-it. b) Also note ways in which it might be a barrier to wellbeing if raised (for example if someone felt they couldn't participate). c) Agree where to place the post-its on the sheet and continue to discuss the ways:		The group has explored the ways in which sport & culture could help people's wellbeing. A quick reflection on barriers (which will be taken up in R2).	Flip chart divided in to thirds headed: Freedom to take part/ watch Shared values Developing skills

		<p>Facilitator to draw out/ prompt for any things that aren't mentioned – <i>To what extent does this activity have an effect on:</i></p> <ul style="list-style-type: none"> ▪ Physical health? ▪ Mental health? ▪ Social contacts? ▪ Pride in your achievements? ▪ Pride in the achievements of someone from / in your area? ▪ Self-esteem? ▪ Escape from daily life? ▪ Widening perspectives? <p>Additional prompts to be used for this and the next session:</p> <ul style="list-style-type: none"> ▪ Are the effects positive or negative? ▪ What do these positive/ negative effects mean for you? ▪ How does this affect you specifically? 			
<p>12:30-13:00 12:30-12:45 (15 mins)</p>	<p>Exploring the value of the message for particular groups</p>	<p>Brainstorm discussion before lunch. Facilitator to use the 'why tool' to keep it fast paced and interesting. Explain that's what you are doing so it doesn't become irritating.</p> <p>Q2) To what extent should those involved in physical and cultural activities in your area promote it as a way of improving people's quality of life?</p> <p>Why? Why? Why?</p> <p>Encourage specific discussion about London and South Tyneside. Allow people to discuss their own experience and to discuss what they are not aware in terms of what is happening in their area.</p>	<p>HVM teams</p>	<p>Begin a conversation about messaging. Allow scope to bring it close to home. Awareness that physical / cultural activities may not appeal to everyone. Leading in to the R2 discussion: would the wellbeing message help?</p>	<p>Flip chart Pens Post-its – if necessary.</p>

12:45-13:00 (15 mins)		<p>Q3) Which groups of people would receive that message well? Which groups of people would receive that message less well? Why? Why? Why?</p>			
13:00-13:45	Lunch				
13:45-15:00 13:45-13:55 (10 mins – 5 minutes for each person to describe their activity including time to draw/write something)	How we feel when taking part/ being spectators	<p>In pairs (4 groups of 2):</p> <p>This session builds on what we did before the break to list as many physical/ cultural activities as we could think of.</p> <p>Q4) Think about the last time you remember doing anything/ watching anything specifically physical (remind them this is not only taking part in a specific sporting activity – could be something like going for a walk/ watching their children play football). Describe the activity in detail to the person sitting next to you.</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Were you taking part or watching? ▪ What did you wear? ▪ Did you have to travel somewhere? ▪ Did you need any particular equipment? ▪ How long did it take? ▪ Was it inside or outside? ▪ What did you notice about your environment while you were taking part/ being a spectator? ▪ Were you alone or with others? ▪ Is this a typical activity for you or a one-off? ▪ To what extent did you learn anything from the activity? 	HVM teams	<p>Describing the activities that the individuals in the group take part in / watch.</p> <p>Finding out how they feel about taking part/ watching.</p>	<p>A6 cards Felt-tips for drawing/ writing</p> <p>Four flip charts:</p> <p>Physical activity: Watching Physical activity: Taking part Cultural activity: Watching Cultural activity: Taking part</p>

<p>13:55-14:05 (10 mins – 5 minutes for each person to describe their activity including 5 mins to draw/ write something)</p>		<p>Use the cards you have in front of you to draw/ write down about that activity that makes it particularly memorable</p> <p>Q5) Think about the last time you remember doing anything/ watching anything specifically cultural (remind them this is not only taking part in a specific cultural activity – could be something like going singing/ going to the cinema). Describe the activity in detail to the person sitting next to you.</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Were you taking part or watching? ▪ What did you wear? ▪ Did you have to travel somewhere? ▪ Did you need any particular equipment? ▪ How long did it take? ▪ Was it inside or outside? ▪ What did you notice about your environment while you were taking part/ being a spectator? ▪ Were you alone or with others? ▪ Is this a typical activity for you or a one-off? ▪ To what extent did you learn anything from the activity? <p>Use the cards you have in front of you to draw/ write down about that activity that makes it memorable.</p> <p>RECORDER ON</p> <p>Each pair to describe the physical activities they described to each other to the whole group. As they do so they hand their card to the facilitator who will stick it on one of</p>			
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<p>14:05-14:35 (30 mins)</p>		<p>the two flip chart sheets either on the table in front of everyone / or on the wall as appropriate. Area 1: Participation Area 2: Spectating</p> <p>After each pair has described their card to the group, the facilitator asks: Q6a) How did this physical activity make you feel? How does the description of it make others in the group who were not there feel?</p> <p>Facilitator to note on the flip chart the key words about how they felt.</p> <p>Each pair to describe the cultural activities they described to each other to the whole group. As they do so they hand their card to the facilitator who will group them on the table in front of everyone. Area 1: Participation Area 2: Spectating</p> <p>After each pair has described their card to the group, the facilitator asks: Q6b) How did this cultural activity make you feel? How does the description of it make others in the group who were not there feel?</p> <p>Facilitator to note on the flip chart the key words about how they felt.</p>			
<p>14:35-15:05 (30 mins)</p>		<p><i>Prompts:</i></p> <ul style="list-style-type: none"> ▪ What did you mean by this? ▪ Can you talk more about this? ▪ Tell us more about this feeling 			

		<p>Q7) Discussion – for you what is the difference between watching a cultural/ physical activity and participating in it?</p> <p>Probes:</p> <ul style="list-style-type: none"> Does one give a greater feeling of wellbeing than the other? What is different about watching / participating in terms of how you feel? <p>RECORDER OFF</p> <p>Time for a break. Return to the plenary area 15:15</p>			
15:05-15:15	Q break	Facilitators to bring their group’s sheets to the plenary area. Prepare for reporting back on their group’s discussion after the break. Share findings.			
15:15-15:45 15:15-15:20 (5 mins)	Final plenary discussion	Each facilitator to report back on their group’s responses to the session before lunch. LF to ask whole group: Q7) Can you see any patterns here between the feelings of those who described watching an activity and those who described taking part in an activity? RECORDER ON	HVM teams in 2 sub-groups again	Everyone has a good understanding of what each group discussed. Group explores feelings about taking part/ watching.	LF / F record any key points on the flip chart for everyone to see they are being taken seriously.
15:20-15:30 (10 mins)		Whole group discussion on the patterns. Similarities and differences. Prompts dependent on feelings of wellbeing expressed. <ul style="list-style-type: none"> What are your views on the feelings being expressed Is there a difference in feelings if you are taking part or watching To what extent are the feelings positive/ negative? 			

		<ul style="list-style-type: none"> How long do the feelings expressed last? <p>Observers/ specialists – any comments on what they’ve heard?</p> <p>RECORDER OFF</p>			
<p>15:30-16:00 15:30-15:40 (10 mins)</p> <p>15:40-15:50 (10 mins)</p> <p>15:50-16:00</p>	<p>Concluding plenary</p>	<p>RECORDER ON</p> <p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> This is what I’ve heard & why it is important This is what I’ll reflect on as I leave the room <p>RECORDER OFF</p> <p>Explain the next steps (headline findings – path to the report)</p> <p>Don’t forget we’re half-way through! Please meet back here on Saturday 18th July. Please arrive promptly for a 10am start.</p> <p>In the meantime could you keep your ears and eyes open for stories in the media (newspapers / tv / internet) about quality of life/ wellbeing/ sport & culture. Please bring at least two items back to the next session. These can be press-clippings, something you have noted from the radio, information from the internet.</p> <p>Final thanks and explain evaluation process (or hand over to Ursus if present)</p> <p>Evaluation forms</p>	<p>London: Lucy Smith & Catherine Mottram</p> <p>South Tyneside Louise Mansfield Dawn Snape</p> <p>HVM LFs</p> <p>HVM EAs</p>	<p>Specialists and observers will have heard the findings from R1 and reflected what they have heard back to the group demonstrating the session’s importance.</p> <p>Participants will be clear on next steps</p>	<p>Evaluation forms Incentive envelopes Incentive receipts</p>

(10 mins)		Incentives.			
16:00- 16:30		HVM teams pack all materials, flip chart sheets.			

3.4 Presentations

What Works | Wellbeing



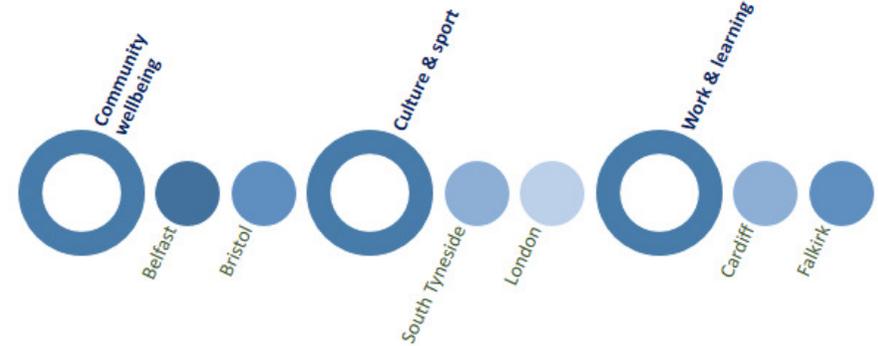
Creating Connections
Hopkins Van Mill

A public dialogue on sport, culture and wellbeing
held in South Tyneside and London

Welcome

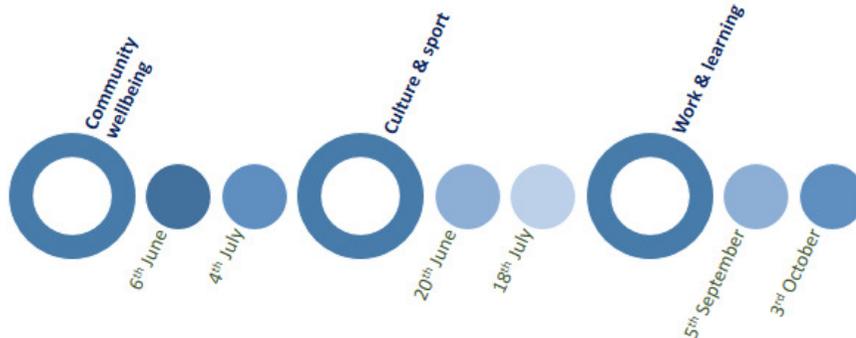
1

Part of a larger wellbeing dialogue



2

Part of a larger wellbeing dialogue



3

Aims of the overall dialogue

To increase the effectiveness of the What Works Centre for Wellbeing by ensuring that the work it does is informed by the views of members of the public.

Objectives – to understand public views on:

- How people define wellbeing in the context of their own lives
- Whether and how individual and government actions can affect wellbeing
- Views on the use of the What Works Centre by the public

4

What we will be focusing on today:

- Physical activity in its broadest sense
- Cultural activity in its broadest sense
- Its about watching as well as taking part

You'll hear the words

- Sport
- Culture
- Wellbeing

5

In addition to the welcome slides HVM produced a film of stakeholders in the dialogue explaining to participants why it is important to talk to them about sport, culture and wellbeing. This film can be accessed here: <http://bit.ly/sport-culture-wellbeing>

The What Works Centre for Wellbeing have produced a short film to introduce their work. This was also played to participants in the introductory session for the sport, culture and wellbeing dialogue and can be accessed here: <http://whatworkswellbeing.org/about/>

Why do we want to talk about sport and culture in relation to wellbeing?

Catherine Mottram
Department for Culture, Media & Sport
Dr. Louise Mansfield
Brunel Centre for Sport, Health & Wellbeing



1

What do we mean by wellbeing?

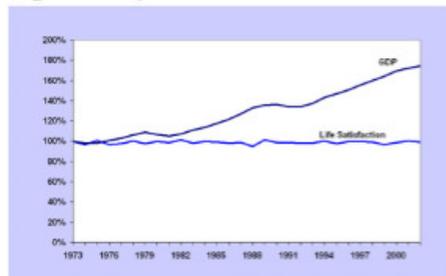
well-be'ing *n.* a good or satisfactory condition of existence; a state characterised by health, happiness, and prosperity; welfare.



2

Government and wellbeing

- GDP has been used as a proxy for the well-being of society
- But, as with individuals, economic prosperity doesn't fully explain the well-being of society



3

Culture, sport and wellbeing

People who

- Participate in sport
- Participate in the arts – e.g. dance and doing crafts
- Attend arts events, musical events, plays
- Visit libraries



Tend to be happier and more satisfied with their lives



4

Some psychologists have suggested we need three things to be happy and fulfilled



Autonomy

- Freedom to take part in things you want to do / watch what you want to watch



Relatedness

- Feeling connected to others in a meaningful way
- Having shared values with others who are significant to you



Competence

- Feeling efficient and effective in what we do
- Developing skills in an area



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Autonomy

- We usually engage in culture and sport in our leisure time – time we have control over
- What if we feel controlled or pressurized by other people to take part in something or watch something?
- Sometimes things like work may prevent us taking part in things that we want to do



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Relatedness

- Those who take part in team sports tend to be more satisfied with their lives than those who take part in individual sports
- Do you get more out of sports and cultural activities you do with others than those you do alone?
- Is this affected by the type of activity?



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7

Competence

- How important is it for sport and cultural activities to help us develop skills?
- Watching sport or cultural events will not help develop skills – does this matter?
- How important is success?



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4. Round 2 Materials

4.1 Programme

A Public Dialogue on Sport, Culture and Wellbeing

Discussion 2: Saturday 18th July

**Roots & Shoots, Walnut Tree Walk, Kennington London SE11 6DN and
Haven Point Leisure Centre, Pier Parade, South Shields, Tyne & Wear NE33 2JS**

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained.
- 10.15 Discussion in small groups: reminders of our previous session
During this session small groups of participants will be re-introduced to each other and their facilitator.
- 11:10 Coffee break
- 11:25 Two case studies on sport, culture and wellbeing
In which the group will hear more about local initiatives which seek to improve the health and wellbeing of people through culture and sport.
- 12:00 Discussion in small groups: physical/ cultural activities over time
Participants will think about the impact physical and cultural activities have had on their lives over time.
- 13:15 Lunch and recording of vox pops
- 14:00 Small group discussion: the benefits of taking part/ watching culture and sport
A focus on benefits of taking part in/ watching sporting and cultural activities; how those benefits are communicated and by whom.
- 14:50 Small group discussion: wellbeing - its effect on our lives and who should do what
A consideration of the extent to which sporting and cultural activities can help us to live our lives well and who should do what to help us make the most of these opportunities.
- 15:20 Short break
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks and close

4.2 Process Plan

Public Dialogues on Culture, Sport & Wellbeing

Final Process plan for Round 2 Workshops

14/07/15

Locations & Venue	Teams	Roles
London Roots & Shoots, Walnut Tree Walk, Kennington SE11 6DN www.rootsandshoots.org.uk	Henrietta Hopkins (HH) Hally Ingram (HI) Tisna Westerhof (TW)	Lead Facilitator Facilitator Event Administrator
South Tyneside Haven Point Leisure Centre, Pier Parade, South Shields, Tyne and Wear NE33 2JS http://www.southtyneside.gov.uk/article/19611/Map-and-directions#sthash.l0OuTVyZ.dpuf	Anita van Mil (AvM) Mike King (MK) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Both sessions to be held on Saturday 18 th July from 10am to 4pm		
Materials needed		
Venue	HVM to bring (see excel sheet for full list)	
Cabaret style plenary room with two tables plus one additional break out space and an area for refreshments away from the discussion space	Materials to create space signage Sign-in sheet & badges	
2 flip chart stands	Pre-prepared flip chart sheets	
Projector & screen	Laptop with/ slides pre-loaded	
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£100 x 33 = £3,300)/ evaluation forms/ vox-pop & photo permission forms	
	Facilitator back packs to include: <ul style="list-style-type: none"> ○ Full facilitator process plan and facilitation kits ○ Digital recorders (2 per team) ○ Camera plus tripod for recording voxpops (London only) 	
	Participant/ observer packs to include: <ul style="list-style-type: none"> ○ Programme ○ Discussion guide ○ Pre-materials ○ Process plan (observers only) 	

Objectives (Why we are doing it)	Programme (What we'll do on the day)	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual and government actions can affect people's wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to begin to address the question: <i>How can cultural activities and sport contribute to mental and physical wellbeing? Can they be used as a way of increasing wellbeing generally as well as for those with physical and mental health challenges?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ Capabilities ○ Individual responsibility/ wider and statutory responsibility ○ What are the elements of sport and culture that are particularly impactful on our wellbeing? ○ What can you do for your own wellbeing/ what are the barriers? ○ The benefits of participation/ spectating in detail and over time. 	<ul style="list-style-type: none"> ○ Arrivals and sign in ○ Welcome, introductions and purpose ○ Small group discussion: warm-up ○ Sport, culture and wellbeing case studies ○ Sporting/ cultural activities over time ○ Lunch ○ The differences between watching/ taking part ○ Resilience, control and feeling included ○ Concluding plenary 	<p>In round 1 participants were given the opportunity to explore the relationship between sport, culture and wellbeing very broadly. They thought about how they feel about the role sport and culture plays/ has the potential to play in improving their own wellbeing and the wellbeing of others. They will discuss how sport and culture is consumed (spectator/ active participant). By the end of the session participants will have reflected on their own wellbeing and those of others in relation to sport and culture. They will understand what their role is in the dialogue, what they should think about before coming back for round 2 and what will happen at the round 2 session.</p> <p>In round 2 participants will be given case studies for specific programmes in London and South Tyneside to embed the dialogue in situations where sport and cultural participation/ attendance are being used as routes to improved wellbeing. They will discuss the challenges in more detail, the barriers to people engaging in cultural activities and sport as well as the opportunities for increased wellbeing they might provide for individuals and communities. Opportunities will be given to consider what their life experiences tell us about how to support those with physical and mental health challenges to use culture and sport as a way of increasing their wellbeing. They'll consider what people, organisations and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on sport and culture in relation to wellbeing</p>

Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts Time line areas (on tables in the main room in Belfast)	HVM teams	Ready to go	Facilitation kits x 2 Prepared flips Presentations on laptop Cards/ pens
9:30-10:00	Arrivals & registration Briefing for specialists/ observers	Sign-in sheet to be completed & participants reminded where refreshments/ loos/ table allocations are, given their badge and the printed packs Lead Facilitators will brief specialists & observers in the room.	MM/TW HH/AvM	Everyone signed in Everyone knows what they are doing and where they should be	Sign-in sheet Table allocations Badges Sticky dots (blue/ red)
10:00-10:15 10:00-10:05 (5 mins)	Welcome & introductions	<p>1. Housekeeping</p> <p>2. HVM introduction LF & team – we are not the experts in sport, culture and wellbeing. We have people in the room who are - round the room introductions made.</p> <ul style="list-style-type: none"> Specialists, observers, evaluator (London only) to introduce themselves <p>Reminder of help points - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> Interested in a range of views Respect other people's views (even if not your own) Everyone is listened to and recorded There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards Come back from breaks promptly and help us stick to time 	HH/AvM	What we are doing together is clear to participants. It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.	Welcome slide on screen Participant materials

10:05-10:15 (10 mins)		<ul style="list-style-type: none"> No mobile phones during the discussions Don't interrupt when someone is speaking Use the facilitators – how? <p>London only – vox pop recordings. Explain the process and ask everyone to consider volunteering.</p> <p>HVM slides</p> <ul style="list-style-type: none"> Brief introduction to what we are doing today Specific objectives of this session STRONG REMINDER ABOUT THE WHAT WORKS CENTRE FOR WELLBEING Summary of headline findings from R1 			
10:15-10:20 (5 mins)	Move to small groups	<p>HH/ AvM – Blue group</p> <p>HI/ MK – Red group</p>	HVM teams	Everyone is in the right place	<p>Room signage</p> <p>Dots on badges</p>
<p>10:20-10:50</p> <p>10:20-10:22 (2 mins)</p>	Warm-up session	<p>Facilitator to remind everyone about the recorder: <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i></p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p>Remind everyone about AOT cards/ post-its and flip chart recording</p> <p>Go round the table, after you have reminded us of your name say how you felt on leaving the session last time and how you felt about coming back this time.</p> <p>In Pairs: Talk to the person next to you about what you've been thinking about since we last met. Did you:</p>		Everyone remembers how the session is recorded.	<p>Audio recorders</p> <p>Any other thoughts cards</p> <p>Post-its</p> <p>Flip chart stands and paper</p>
10:22-10:30 (8 mins)					
10:30-10:40 (10 mins)				Reconnect with each other. Get back in the room.	

		<p>Facilitator to add additional points to the flip or additional flips as necessary.</p> <p>RECORDER OFF</p> <p>Each group to return to the plenary area</p>			
10:55-11:10 (15 mins – less with flexi-time for previous session to over-run)	Report back	<p>Each group to bring back their sheets of post-its / cuttings / things that reminded them of the session. Facilitators to summarise what has been brought back.</p> <p>LF – draw out a conversation.</p> <ul style="list-style-type: none"> What do you feel about the things people have brought to this session? Does it highlight anything for you that you think we should discuss in more detail today? 			Headline findings on the wall
11:10-11:25	Coffee break – LONDON ONLY identify who is going to do the voxpops – 3 from each sub-group/ completion of permission forms to save time in the next break.				
11:25-12:00	Sport, culture & wellbeing case studies	<p>Two case studies are presented in each location- TBC in both locations</p> <p>London Cardboard Citizens <i>Presentation prepared by Michael Chandler</i> <i>Programme Director</i> Highlighting their work to improve the wellbeing of the homeless, of those in prison and at risk communities through Forum Theatre</p> <p>Sport England <i>Speaker: Andrew Honeyman</i> Highlighting their work to improve the health and wellbeing of people through sport.</p>		People see concrete examples of programmes focused on specific aspects of sport, culture & wellbeing	PP/ verbal presentation
11:25-11:35 (10 mins)					
11:35-11:45 (10 mins)					

<p>11:25-11:45 (20 mins)</p>		<p>The presentations will highlight their experience of the aspects of physical / cultural activity which have a high level of impact for wellbeing.</p> <p>SOUTH TYNESIDE</p> <p>South Tyneside Council team</p> <p>1. Change for Life</p> <p>2. Events and activities</p> <p>The presentations will highlight their experience of the aspects of physical / cultural activity which have a high level of impact for wellbeing.</p>			
<p>11:45-12:00</p>		<p>RECORDER ON</p> <p>Participants encouraged to ask clarification questions. They are also asked to share projects / programmes they are aware of that support improving the quality of life through sport and culture.</p> <p>Q: Do you have any questions on the presentations we have heard?</p> <p>Q: Tell us about other projects/ initiatives that you know work to improve the quality of life for people through sport/ culture.</p> <p>RECORDER OFF</p>	<p>AvM/HH</p>	<p>Participants can share the projects/ programmes with which they are involved</p>	<p>HI/ MK recording main points raised in Q&A and / or audio recorder used</p>
<p>12:00-12:05 (5 mins)</p>	<p>Move to back small groups</p>	<p>HH/ AvM – Blue group</p> <p>HI/ MK – Red group</p>	<p>HVM teams</p>	<p>Everyone is in the right place</p>	<p>Room signage</p> <p>Dots on badges</p>

<p>12:05-13:00 12:05-12:20 (15 mins)</p>	<p>Physical/ cultural activities over time</p>	<p>Working in 2 smaller groups of 5: <i>Think about your all your experiences of taking part in sport/ culture from your earliest memories to something you might have done in the last week. Try and think about the various sporting and cultural experiences you have had throughout your life. We are focusing on participating in sport and culture (not watching) in this session.</i></p>		<p>Thinking through experiences of taking part in sport and culture. Reflecting on positive/ negative experiences. Testing habituation and catalysts for change.</p>	<p>Flip chart headed Timeline (Up to 4 sheets put together) Different coloured post-its</p>
<p>12:15-12:55 (40 mins)</p>		<p>In your small groups list as many of them as you can on post-its (one memory per post-it, please add at what age this happened). Work with each other and discuss it.</p> <p>Using a green post-it to record positive experiences/ yellow to record negative and pink to record neutral.</p> <p>RECORDER ON</p> <p>We're going to develop a life-span time line. The timeline is determined by life-span time rather than a date. 'When I was 6' 'Now that I'm in my 80s'</p> <p><i>(This is quick – leave most of the time for discussion)</i></p> <p>Q: (Ask both sub-groups) Of all the experiences that you have listed which one happened when you were very young? How old were you when that happened?</p> <p>Facilitator to use these dates to set the timeline start point</p>		<p>Post-it grouped by participants/ facilitator around the age participant was at time it happened</p>	<p> = positive  = negative  = neutral</p> <p>With life-span images from left to right to help develop it.</p>

<p>12:55-13:15 (20 mins, roughly 5 mins per Q)</p>		<p>Q: (Ask both sub-groups) Of all the events that you have listed which one happened most recently? How old were you when that happened?</p> <p>Facilitator to use these dates to set the life-span timeline end point by drawing it on the prepared flips.</p> <p>Ask each group in turn to put their post-its on the time-line in a relevant place (or facilitator to do so under their direction).</p> <p>As they do Facilitator to prompt as relevant/ appropriate:</p> <ul style="list-style-type: none"> ▪ Tell us more about this experience ▪ Was this the only time you did this? (if 'no' add additional post-its for something done regularly or throughout life) ▪ Why was this experience positive/ negative for you? ▪ How, if at all, were you changed by positive experiences? ▪ How, if at all, were you changed by negative` experiences? ▪ To what extent did these experiences challenge you/ or your assumptions about that sporting/ cultural activity (for example did something you thought you disliked become something you liked over time?) ▪ Did these experiences have any impact on your health? <p>Now we have all the post-its on the time-line let's talk more about these experiences.</p> <p><i>General discussion</i></p> <p>Q: You have described both positive and negative feelings. How long did these feeling last after the experience you've described?</p>		<p>Flip chart (on timeline and additional sheets) recording of key points</p>	
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		<p>Q: To what extent did these feelings have an effect on other areas of your life?</p> <p>Q: What, if anything, has held you back from taking part in sporting/ cultural activities?</p> <p>Q: To what extent is what you have done been driven by:</p> <ul style="list-style-type: none"> ▪ You personally ▪ Other individuals ▪ Organisations (3rd sector, local, regional, national government, the private sector) <p>at that point in your life?</p> <p>Draw out examples from the life-span time-line of positive/ negative experiences to discuss as deeply as possible.</p> <p>RECORDER OFF</p>			
13:15-14:00	Lunch – during which (in London) the LF (supported by HI) will ask up to 6 participants to film a vox pop:				
	<p>1) What are your views on discussing sport, culture & wellbeing like this?</p> <p>2) What do you think about the What Works Centre for Wellbeing using the results from the discussions to inform their work?</p> <p>3) What, if anything, have you gained personally from the process?</p>				
14:00-14:45 14:00-14:25 (25 mins)	Watching/ Participating benefits and how they are communicated	<p>We asked you last time about the feelings you experience when watching/ taking part in a cultural or sporting activity. We want to think about this a bit more this time.</p> <p>Refer to the activities on the life-span timeline we developed before lunch.</p> <p>Q) In your small groups (4/5 to a group) choose one of the experiences listed on the timeline we made before lunch. It doesn't have to be one you initially described, just</p>	Back in small groups	Considering the benefits. How long the effects last. The best way for the benefits to be communicated dependent on people's life stage.	Newspapers Magazines Glue Pens Flip sheets

<p>14:25-14:45 (20 mins – max 5 mins each to present the poster plus 10 mins discussion – or less for flexi-time for next slot)</p>		<p>something everyone in your group is happy to explore a bit further.</p> <p>In your small groups use the papers/ magazines/ glue and scissors you have been given to create a poster describing the benefits from:</p> <ol style="list-style-type: none"> 1) Watching this activity 2) Participating in this activity <p>Think about</p> <ol style="list-style-type: none"> 3) Who might want to convey these benefits to help people take advantage of these benefits? <p>Use headlines/ words cut from the paper. Use images to illustrate what you want to say.</p> <p>Think about:</p> <ul style="list-style-type: none"> ▪ What others might like to know about the benefits ▪ Whether this activity has a specific benefit (health for example) in doing it once, or regularly over time ▪ Think about the specific benefits to people’s wellbeing and describe them <p>RECORDER ON</p> <p><i>Describe your poster to the group and highlight:</i></p> <ul style="list-style-type: none"> ▪ The benefits you have identified ▪ How those potential benefits should be described to others so that they might benefit also. <p>Prompts dependent on the benefits to people’s wellbeing being discussed</p> <ul style="list-style-type: none"> ▪ What are your views on the benefits being described? 			<p>Flip chart recording of key points.</p>
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<p>14:45-14:50 (5 mins)</p>		<ul style="list-style-type: none"> ▪ Do any of the activities have a greater impact on how you feel now and longer term? ▪ How long do the benefits being described last in your experience? ▪ Is there a difference in benefit between watching and participating? ▪ To what extent are health benefits important when you think about wellbeing? <p>RECORDER OFF</p> <p><i>Think about the life-span timeline and the ages at which you experienced positive and negative things about sport and culture.</i></p> <p>Take the images that are in the middle of the table and stick them next to the life stage which you think would be most receptive to hearing of these benefits through this means of communication. For the under 18 life-stages think about their parents too. We discussed this last time, so it's a quick session building on what we discussed then.</p>			<p>Pre-prepared flips with life stage images (early years/ school-age children/ young people/ working age adults/ active retired people/ older people) in a grid plus the following comms icons set out on the table and clearly marked with what they are:</p> <p>Social media – e.g. words (twitter)/ images (Instagram) Newspapers TV – ‘placement’ type messaging Local advertising Word of mouth Direct email Telephone Posters</p>
<p>14:50-15:20</p> <p>14:50-15:05</p>	<p>Resilience/ control</p>	<p>RECORDER ON</p> <p><i>Facilitators to use energetic questioning, try to end on a high.</i></p> <p><i>Group discussion</i></p>		<p>The group will consider the extent to which control, resilience and feeling included matter in relation</p>	<p>Flip chart recording so that participants can see their views are being noted and they can amend them as the record is being made.</p>

(15 mins)		<p>Given our timeline discussion and knowing the kinds of activities you have participated in over time, we are going to look at a few elements of wellbeing together.</p> <p>Q) Thinking back to the experiences you describe on the timeline, to what extent were you able to decide what you wanted to do, when you wanted to do it and who with?</p> <p>How important was it/ is it to you to be able to make these decisions?</p> <p>Q) To what extent did you/ do you draw on any of these cultural/ sporting activities to support you in difficult times?</p> <ul style="list-style-type: none"> ▪ Relief from anxiety? ▪ Feelings of losing yourself/ escapism? ▪ Enjoying the happiness of others around you? 		to sporting and cultural activities.	
15:05-15:20 (15 mins)		<p>Q) What in your view can sporting/ cultural activities do for those who have specific physical and mental needs and face specific challenges?</p> <p>Q) <i>Who</i> should do <i>what</i> to ensure people (from all parts of society and with every level of ability) can really take advantage of the wellbeing benefits through the channels you identified? Have a look again at what you created if that helps.</p> <p>a) Get participants to list the who – probe for (and record on flip):</p> <ul style="list-style-type: none"> ▪ Individuals themselves? ▪ Local organisations? 			<p>2 flips to record Who/ What A ball of string Scissors Tape</p>

		<ul style="list-style-type: none"> ▪ National support, research & advisory organisations (including WWCW)? ▪ Local, regional and national government? ▪ Private/ commercial sectors? <p>b) What should be done by:</p> <ul style="list-style-type: none"> ▪ Individuals themselves? ▪ Local organisations? ▪ National support, research & advisory organisations (including WWCW)? ▪ Local, regional and national government? ▪ Private/ commercial sectors? <p>If time as participants to get up and help you link the 'who' to the 'what' using the string provided. As this is being done -</p> <p>Ask: why is that person/ organisation/ individual best placed to deal with this? To what extent would this person/ organisation/ individual be able to affect someone's wellbeing?</p> <p>Facilitator, helped by participants, should group the remarks on the flip chart sheets headed Who / What.</p> <p>RECORDER OFF</p>			
15:20-15:30	Short comfort break – come straight back to the plenary area				
15:30-16:00	Concluding plenary	RECORDER ON		Specialists and observers reflect on what they have heard back to the group. Demonstrating the	Evaluation forms Incentive envelopes Incentive receipts
15:30-15:40 (10 mins)		<p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> ○ This is what I've heard & why it is important ○ This is what I'll reflect on as I leave the room 	Location specialists		

15:40-15:50 (10 mins)		<ul style="list-style-type: none"> ○ This is what action I'll take as a result of attending today 		session's importance.	
15:50-16:00 (10 mins)		<p>RECORDER OFF</p> <p>Explain the next steps (path to the report/ what will happen with the vox pops).</p> <p>Final thanks and explain evaluation process (or hand over to Ursus if present)</p> <p>Evaluation forms Incentives.</p>	HVM LFs HVM EAs	Participants will be clear on next steps	
16:00-16:30		HVM teams pack all materials, flip chart sheets.			

4.3 Presentations

What Works | Wellbeing

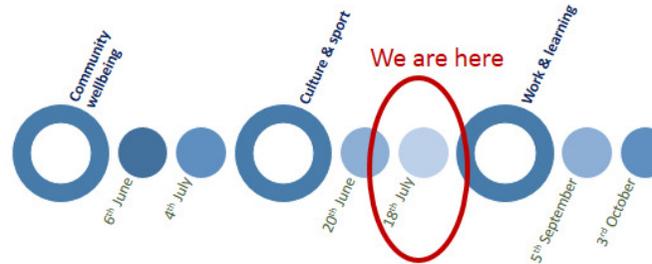


A public dialogue on sport, culture and wellbeing held in London and South Tyneside

Welcome

1

Part of a larger wellbeing dialogue



2

★

What we will be focusing on today:

Sport, culture and wellbeing

- Over time
- The benefits in taking part/ watching
- The differences between taking part/ watching
- Elements of sport and culture which have an impact on how well we live our lives

Again you'll hear the words

- Sport
- Culture
- Wellbeing

3

What we will be focusing on today:

As before we are thinking about the:
What Works Centre for Wellbeing
and what will help it to plan its work bearing in mind the views of the public

What Works | Wellbeing

4



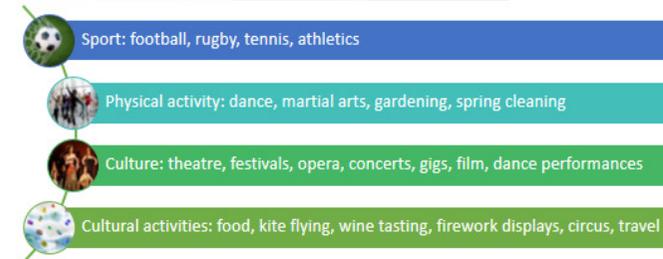
Headline findings from our last session together

- The range of physical and cultural activities mentioned
- Exploring wellbeing
 - Freedom to take part/ having a choice
 - Connecting with others/ shared values
 - Developing skills
- The wellbeing message
- The difference between taking part/ watching

5



The range of cultural and physical activities mentioned



6

Freedom to take part



7

Connecting with others



8

Developing skills



9

Wellbeing messages



10

How we feel when taking part in physical activities



11

How we feel when taking part in cultural activities



12

Cardboard Citizens changes the lives of homeless and displaced people through theatre

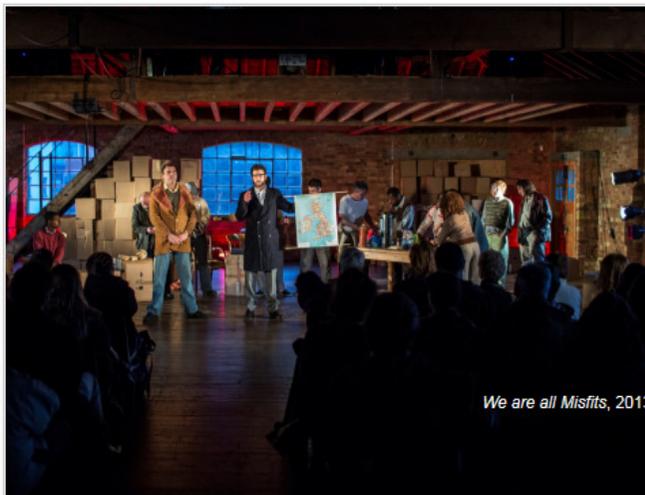
We tell stories that need to be told, through theatre performed by homeless people on the stage, in the street, in hostels, centres and prisons.

A creative hub for excluded people, our workshops, training, support and progression for homeless, ex-homeless and at-risk people grow confidence, community and skills – and lead to longer term progression away from homelessness.

Renowned for our Forum Theatre and storytelling expertise, our productions, training and consultancy draw people from across the globe to share in the surprising power of theatre.



1 ★



We are all Misfits, 2013

2 ★

HOSTEL FEEDBACK

ARTS PROVISION DECREASING - Last 2 years - 33% reduction in 'sports, arts and meaningful activities' in homeless services

•71% have no internally or externally provided arts provision other than Cardboard Citizens

HOWEVER

•84% stated having these workshops would or had increased their resident's engagement in further positive activities (the other 6% said 'don't know')

•76% recognise the arts generally improves well-being, confidence and self-esteem and say it provides opportunities for engagement and progression

•85% stated Cardboard Citizens impact on the development of soft skills as '... an essential step for their progression and led to them engaging in other activities'.

'The impact the arts provision has on clients is phenomenal'
PHRA Praxis (London hostel)

*Data from Homeless Link Annual report 2014 and
*Cardboard Citizens survey of London hostels, 2014



3 ★



Secret Beauty, 2013

4 ★



'CHANGING THEATRE WITH LIVES' CARDBOARD CITIZENS' IMPACT REPORT

Pericles, 2003

5 ★

OVER 1,300 RESPONSES

Responses came from Members, Audiences, Partners, Housing Associations, Funders, Practitioners, Professionals and other stakeholders

CONCLUSIONS

Cardboard Citizens makes a difference by:

•Raising the profile of Forum Theatre and homelessness

•Offering something that vulnerable people want to engage with, rather than have to engage with

•Breaking through the roadblock of non-participation, and giving people confidence and a sense of positive belonging

•Providing a new way of working and approaches to engagement to homeless and social sector organisations

•Bridging the gap between homeless members, the local community and external organisations

This all works towards an 'Arts-Community-Progression' model for members

6 ★

ARTS...

Cardboard Citizens connects to something people want to do (rather than have to do). The arts first draw people to Cardboard Citizens.

- 46% state an interest in performing arts is main reason they come
- 93% say theatre, arts and a desire to participate in arts based projects has become more important to them over their time as a member

...COMMUNITY...

Giving people a sense of positive belonging

INCREASED CONFIDENCE was the top effect identified in the detailed feedback from members.

84% became better at building relationships with others

Over the time of people's engagement with Cardboard Citizens

-feelings associated with **BELONGING, HOPE and STABILITY** increased from **16% to 56%**.

-feelings associated with **ALIENATION, DESPERATION and HOPELESSNESS** decreased from **54% to 11%**.



Thank you...

For more information, email: michael@cardboardcitizens.org.uk

Connect with us:

- @CardboardCitz

twitter

- Cardboard Citizens

facebook

- Site www.cardboardcitizens.org.uk

7

★

8

★

inspired
by 2012

Be Silverfit!



silverfit.org.uk

1

Legacy 2012

INCLUDE US OLDIES!!

SILVER SERPIES – mostly `oldies`

NATIONAL CRISIS OF AGEING POPULATION

PHYSICAL IN-ACTIVITY
SEDENTARY LIFESTYLES

How can we make the greatest difference?

INCLUDE

SOCIAL LIFE, FUN & VOLUNTEERING

`It is never too late to start`



silverfit.org.uk

2

Physical Inactivity in older people

inspired
by 2012

- Direct and indirect cost £20 bn a year
- NHS & **SOCIAL CARE**
- TYPE 2, cancer, cardio,
- **FALLS 1/3 O'65's= ½ their hospital admissions**
- Depression, ISOLATION
- Delays dementia
- Aerobic fitness 150 mins a week
- **+ strength/balance (twice a week)**
- HAVE FUN



silverfit.org.uk

3

inspired by 2012

Adipose tissue
Quadriceps

70-year-old triathlete

silverfit.org.uk

4

inspired by 2012

Silver Tuesdays Or Silver Fundays

FIND A PARK OR A CENTRE WITH A CAFÉ/tea making space
(Burgess Park, Brockwell Park, Hyde Park, Crystal Palace, (Tues) Broomfield Park, (fridays) , Herne Hill (Thursdays,) Millwall (Fridays) & more to come in Lambeth (Vauxhall Park, Roupell Park estate) and Elephant and Castle (AOS)

- 10.30- TEA AND COFFEE
- 10.55 GENTLE WARM UP TOGETHER
- 11.00 ONE HOUR'S ACTIVITY OF CHOICE
 - WALKING, NORDIC WALKING
 - BIKING AND GAINING CONFIDENCE
 - PILATES/YOGA/T'AI CHI
 - SWIM, BMX, WATER AEROBICS, GENTLE AEROBICS, TENNIS
- 12.00 SOCIALISING

silverfit.org.uk

5

Silver Fundays-warming up together

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6

inspired by 2012

Getting it right

OPPORTUNITIES

- ✓ volunteering
- ✓ FUN
- ✓ Choice of activity
- ✓ Good instructors

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7

inspired by 2012

Walking Football

No running - no slide tackles

silverfit.org.uk

- BENEFITS
 - ✓ Team spirit
 - ✓ Brief raised heart rate
 - ✓ FUN
 - ✓ Inclusive -84yr old goalie
 - ✓ Females too!
- CHALLENGES
 - REFEREE
 - Those forgotten 20/30years
 - 8 -10 players

Millwall and walking football

8

inspired by 2012

Research LSBU and Silverfit

'Moving more & Living more' in Burgess Park

4 MONTHS	9 MONTHS
57 Silverfitters	98 Silverfitters
44% ave. attendance	44% ave.attendance
79% female	74 % female
Ave age 61 yrs	ave age 64.1 yrs
28% over 65	44.7% over 65
8% over 70 yrs	25.8% over 70 (10.5% over 75)
66% local residents	95% local residents

silverfit.org.uk

9

Get Healthy, Get Active



1

What is Get Healthy, Get Active?

- Get Healthy, Get Active is a fund administered by Sport England which awards money to many different sporting projects around the country
- All Get Healthy, Get Active projects aim to support inactive people increase the amount of physical activity they do through participating in sport, for at least 30 minutes once a week



2

Active Sport4Life - Barking and Dagenham / Thurrock

- Programme for people with a BMI of 28+ and those with mental health issues (anxiety, depression and loneliness) - participants either referred by their GP or can self-refer
- Once on the programme, members receive
 - an initial health assessment, with regular review meetings
 - 12 weeks of free sports sessions with a qualified coach in their chosen sport (delivered via a local club)
 - a personal programme to meet their individual needs
 - subsidised membership and fees at their chosen local sports club for a further 9 months after your initial 12 weeks on the programme



3

Active Sport 4 Life - Barking and Dagenham / Thurrock

"The active sport 4 life program has given an opportunity to many participants that would not have traditionally considered sport or healthy lifestyle. The results from the classes offered on the program at the academy have been for some life changing. One member has lost 7stone, one has lost 4 stone and many gave lost 1-3st. In addition to weight loss, blood pressure has in many cases reduced substantially. All participants report better quality of life, more energy and a feel good factor. We look forward to adding more classes to continue to improve the health and life chances of Thurrock residents."

Member of Thurrock Council



4



More people
More active
More often

Let's get moving

- Let's Get Moving is a physical activity care pathway which aims to put an exercise professional into every GP surgery
- These professionals work with inactive patients (particularly those with Cardiovascular Disease) to set realistic and achievable personal physical activity goals. Based on evidence based motivational interviewing techniques, Let's Get Moving explores the personal barriers that patients may have to getting active and supports them to make a plan that matters to them.
- **SHOW VIDEO ON LINK** <http://www.ukactive.com/partnerships/working-with-ukactive/let-s-get-moving>



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5

The Health and Sport Engagement (HASE) project - Hounslow

- Sought to develop new ways of delivering community sport to informed by consulting with inactive people
- Example of new community sport initiative was a Somali men's 5 a side indoor football project
 - The project leader developed system of attendance so any team of 6 players can attend but there must be a full team which resulted in regular attendance of 36-42 players
 - The project is contributing increased physical activity but also improvements in self confidence and sociability and reduction in unhealthy behaviours like drinking and chewing tobacco



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6



- A national programme aiming to engage workplaces in sport and physical activity
 - 3005 workplaces involved so far
- It offers:
 - Activity Log: A fun FREE service to log your levels of sport, physical activity and active travel online, and compete with other workplaces at the same time! The more activity you do, the more points you get! And points make prizes...!
 - Competition Programme: A series of inter-workplace sporting competitions
 - Business Games: Teams are invited to represent their businesses at local events and take part in sports and individual challenges.



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7

What has it achieved so far . . .

67,426 people
engaged

25,231 (37%) of
those were
inactive

9,639
now
active



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8

Change 4 Life Integrated Wellbeing Model



1

Change4Life South Tyneside



2

Promoting well-being



3

EVENT ACTIVITY & WELLBEING



South Tyneside Council

Wellbeing

Event programmes contribute to key agendas including:

- Social inclusion
- Health & Wellbeing
- Sense of place
- Economic growth



Wellbeing however is an outcome which is common to all of the above.

We are only just beginning to understand the profound role of cultural experience in promoting health and well-being: not just by prolonging life but by giving meaning and value to it.



South Tyneside Council

Wellbeing

The contribution of events to the Wellbeing agenda include:

- Drawing enjoyment and enrichment from the entertainment or activity that is on offer.
- Being in the audience and feeling a part of what is happening.
- Being part of a charity or community group that is staging a fund raising event and gaining fulfilment as a result.



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Wellbeing

- Participating in an event whether it be as a musician, dancer or community group and the sense of achievement this brings.
- Being proud of your local area due to the quality and number of events staged as well as their profile.
- The economic benefit events bring by providing employment as a result of secondary spend in the local economy.



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Examples

Enjoyment!

South Tyneside Festival Sunday Concert Programme

- The Sunday afternoon concerts in Bents Park continue to be ever popular with over 40,000 people attending shows by Shayne Ward and B*Witched, 10cc and Heather Small in 2014.
- People of all ages gather to enjoy these concerts regardless of the artistes that are performing which in many ways is a unique audience dynamic.
- Over 93% of people questioned in our last Festival survey rated the Sunday concerts as excellent or good.
- Comments received via social media in 2014 included:
"South Shields you've done it again what a cracking line up!!!!"
"Brilliant - Another fantastic year / well done!!!!"
"I danced, I sang, I laughed and I LOVE South Shields"
"South Tyneside always do an excellent summer festival"



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Examples

Enjoyment! (cont.)

Littlehaven Promenade & Seawall Opening 2014

- Over 18,000 people attended a full day's programme of activity which included live music, dance, giant kites, beach games, a display by the Breitling Wing Walkers aerobatic display team and a fabulous firework display fired from the South Pier.

"After visiting the opening of the new promenade on Saturday I'd like to, on behalf of myself and family offer our sincere thanks for such a great day. Myself, wife and 18 month daughter had a wonderful day and once again you give the borough a day to remember. We are incredibly lucky to have a council that continually provides top notch entertainment for free."



South Tyneside Council

Examples

Enrichment



Great North Passion – Bents Park 2014

- Ambitious retelling of the last days of Christ was broadcast live from Bents Park by the BBC attracting a peak TV audience of 1.3 million viewers.
- 3,500 attended live broadcast.
- Further 3,000 visited the installation over the Easter weekend.
- Community groups from 4 South Tyneside wards involved in delivering the stations of the cross.
- Many other local people participated in the 1,000 strong community choir.



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Examples

Being there and feeling part of what is happening.



Christmas Wonderland

- A programme of activity which includes:
 - Festive lights switch on's
 - Christmas Fair
 - Camel Parade
 - School choir performances
 - Santa in the Museum



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Examples

Gaining fulfilment through organising your own event.



Armed Forces Day

- Organised by the Badlanders Motorcycle Club with support from the Council, 205 Battery RA (V), Royal British Legion and Durham Light Infantry Association.
- The event attracts an estimated 7,000 people and raises funds for armed forces charities.



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Examples

Participating



Summer Parade 2015

- Nearly 2,000 people from 40 local community groups, care homes and schools participated.
- Workshops were held across the borough to assist the participating groups design costumes and decorations for the floats.
- Over 20,000 lined the route of the parade and watched the subsequent entertainment programme at Bents Park.



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Examples

Participating (cont.)



South Tyneside Festival

- The South Tyneside Festival regularly provides a platform for local people to participate and perform.
- Joe McElderry and Jade Thirlwall of Little Mix are just two of the local artistes who performed at the Festival before becoming famous.
- Concerts at Bents Park and the Amphitheatre regularly feature up and coming musicians from across South Tyneside.
- Local dance groups and performers also feature in entertainment programmes at fun days and fairs as part of the Festival.



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Examples

Sense of place – being proud of your area due to the profile and quality of events staged.

Great North Run

- 41,923 people crossed the finish line at South Shields raising over 21 million pounds for charity.
- TV audience of 1.9 million.
- Value of TV exposure to South Tyneside £4.8 million.
- Value to the north east economy £20 million.



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Examples

Wellbeing through economic benefit

- Tourism is worth £227 million to the local economy with just under 6 million visitors welcomed to the Borough, supporting over 3100 jobs.
- Value of visitor spend linked to the South Tyneside Festival in 2014 was over 1 million pounds.
- Value of Festival media coverage in 2014 was £365,000.
- Visitor Survey indicates Summer Festival was an important factor in 97% of seafront visits.
- Event activity has acted as a catalyst for wider seafront regeneration.



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Examples

Wellbeing through economic benefit (cont.)

- Strong support for event activity from business community.

Graham Davidson Manager of the Littlehaven Hotel:

"2014 has been a very good year for the Littlehaven Hotel with occupancy levels above that of 2013. We fully endorse event activity along the seafront and the footfall it brings the hotel"

Michael Minchella of Minchella & Co.

"2014 has been an excellent year for visitor numbers and I have no doubt that events along the seafront have contributed to this. We are extremely appreciative of the work that goes into delivering such an extensive programme"

Michael Sheeran of Ocean Beach Pleasure Park

"We have one of the best seafronts on the north east coast and visitor numbers are proof of this. There is something for everyone and the events programme is an important part of the wider visitor offer."



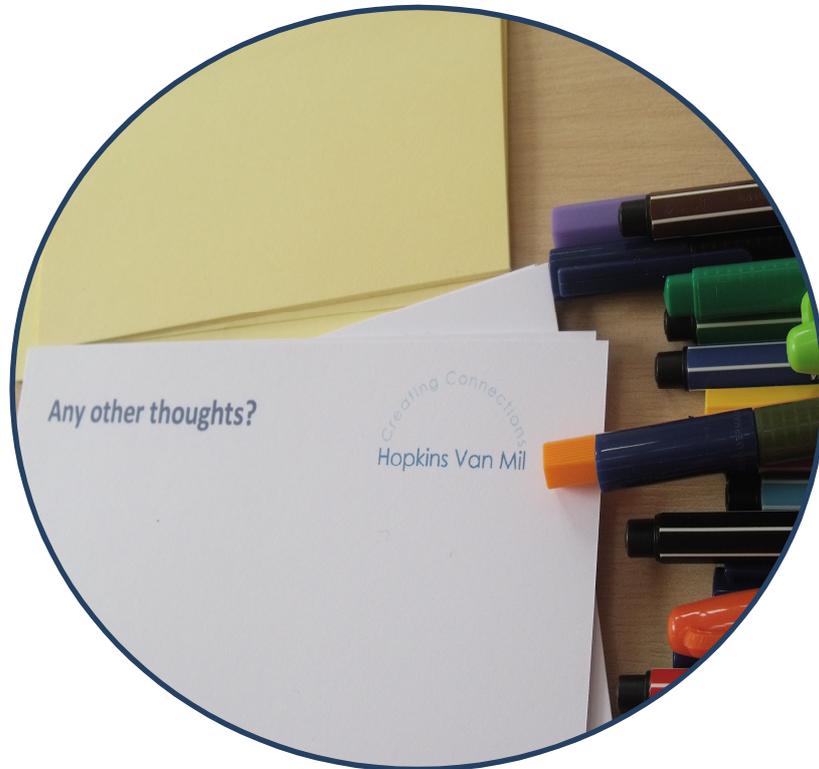
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In Summary

Event activity in all its forms contributes to peoples wellbeing - their health, happiness and overall satisfaction with life.



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For further information on this dialogue please refer to:

www.whatworkswellbeing.org

www.sciencewise-erc.org.uk

www.hopkinsvanmil.co.uk

A film giving participant views on their experience of being involved in the dialogue can be accessed here:

http://bit.ly/SCW_participantvoices

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