

Project title: Understanding the sustainable processes and impact of engaging young people in a peer-led dance group, the TR14ers

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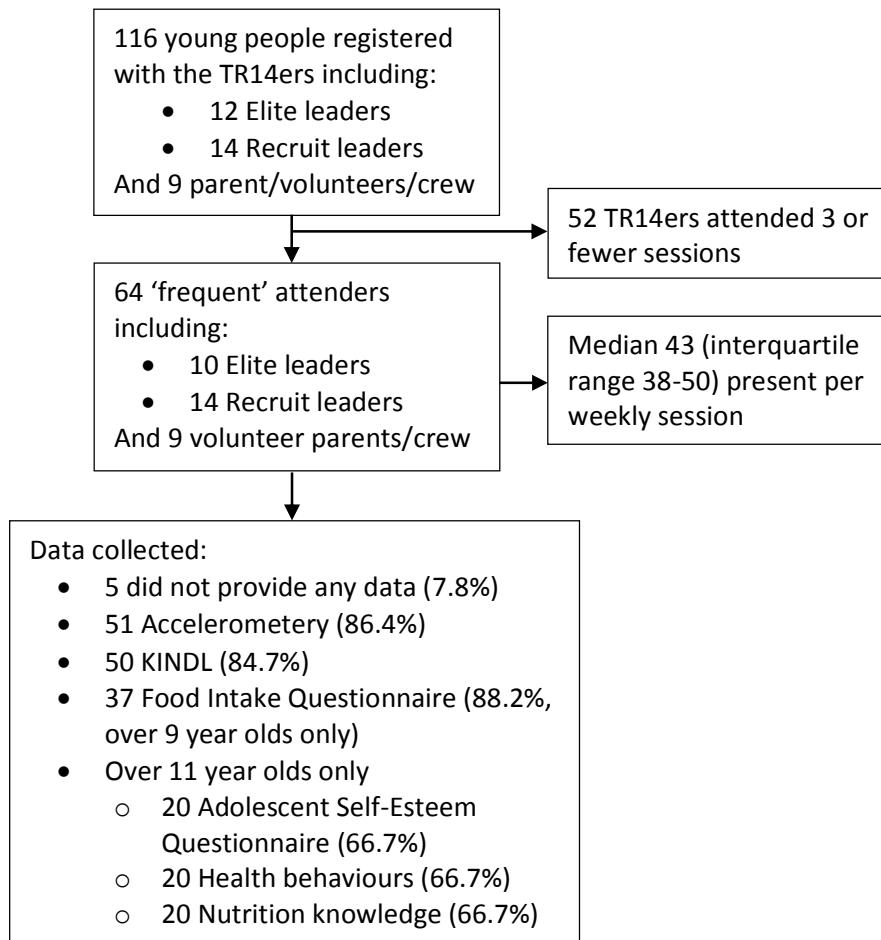
Appendices

Appendix 1 – References

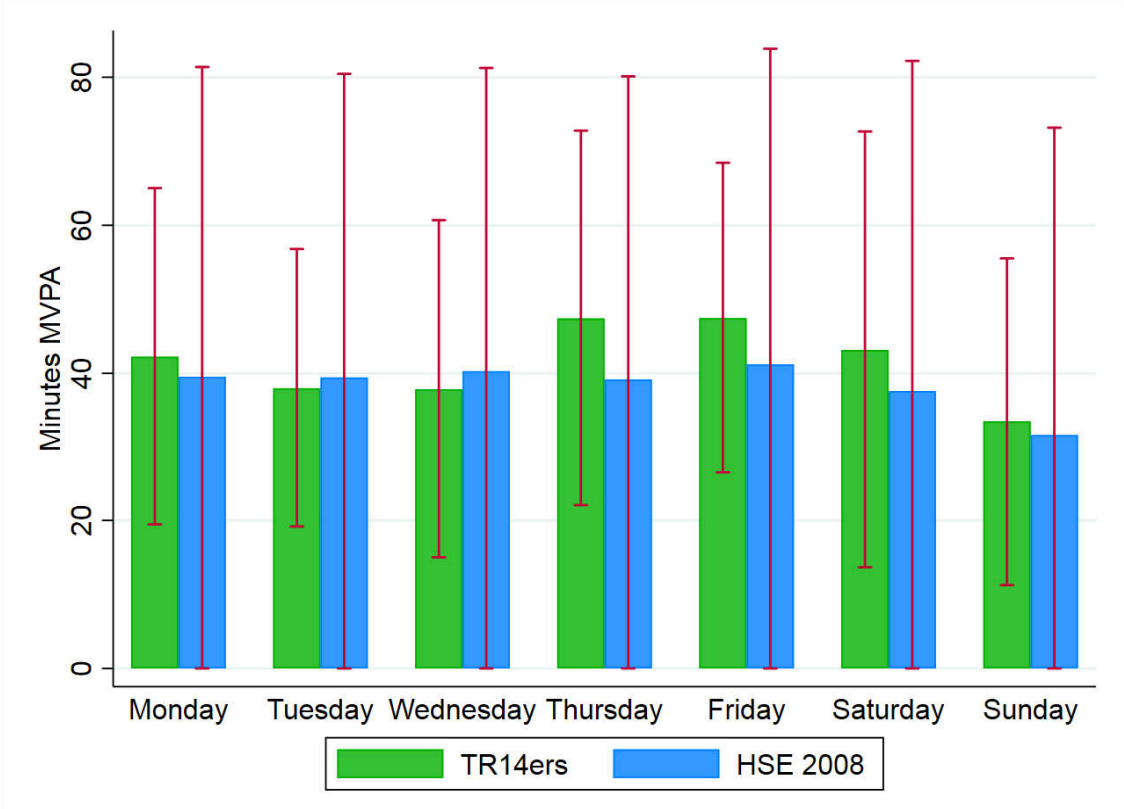
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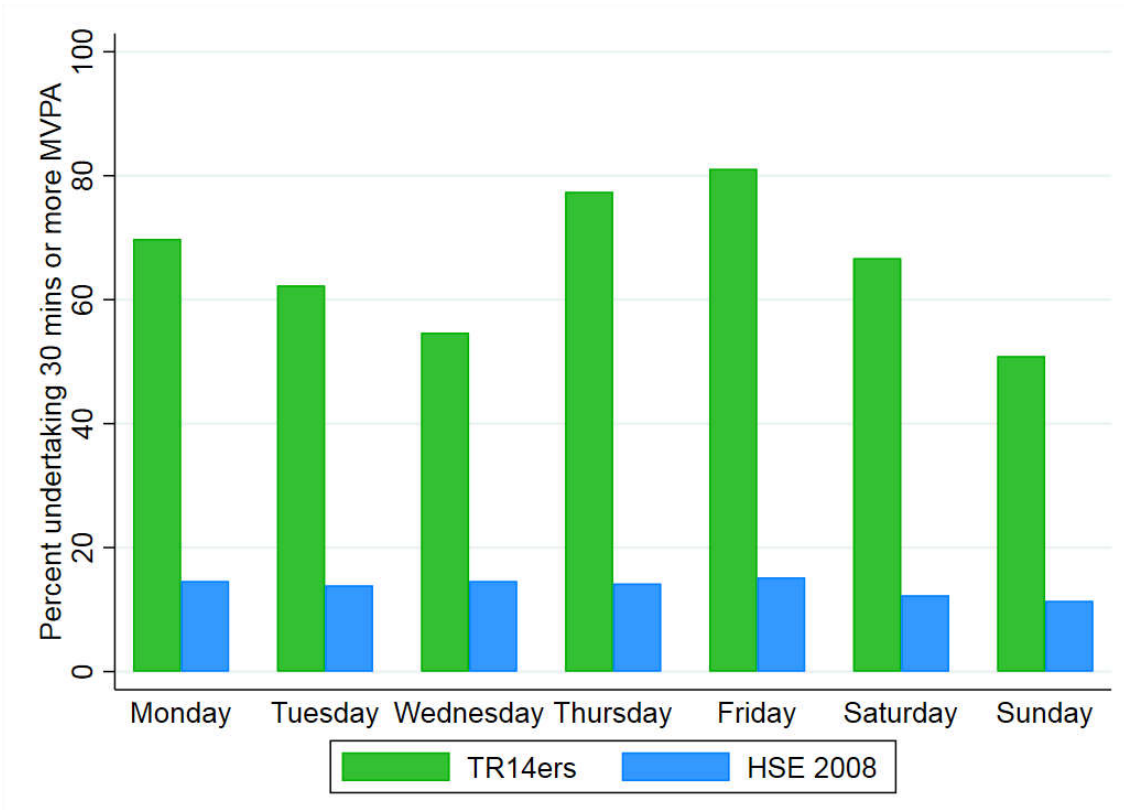
Appendix 2 – TR14ers baseline study CONSORT diagram (September 2018-March 2019)



Appendix 3 – Participant moderate to vigorous physical activity (MVPA) compared to nationally representative data from the 2008 Health Survey for England.¹⁴

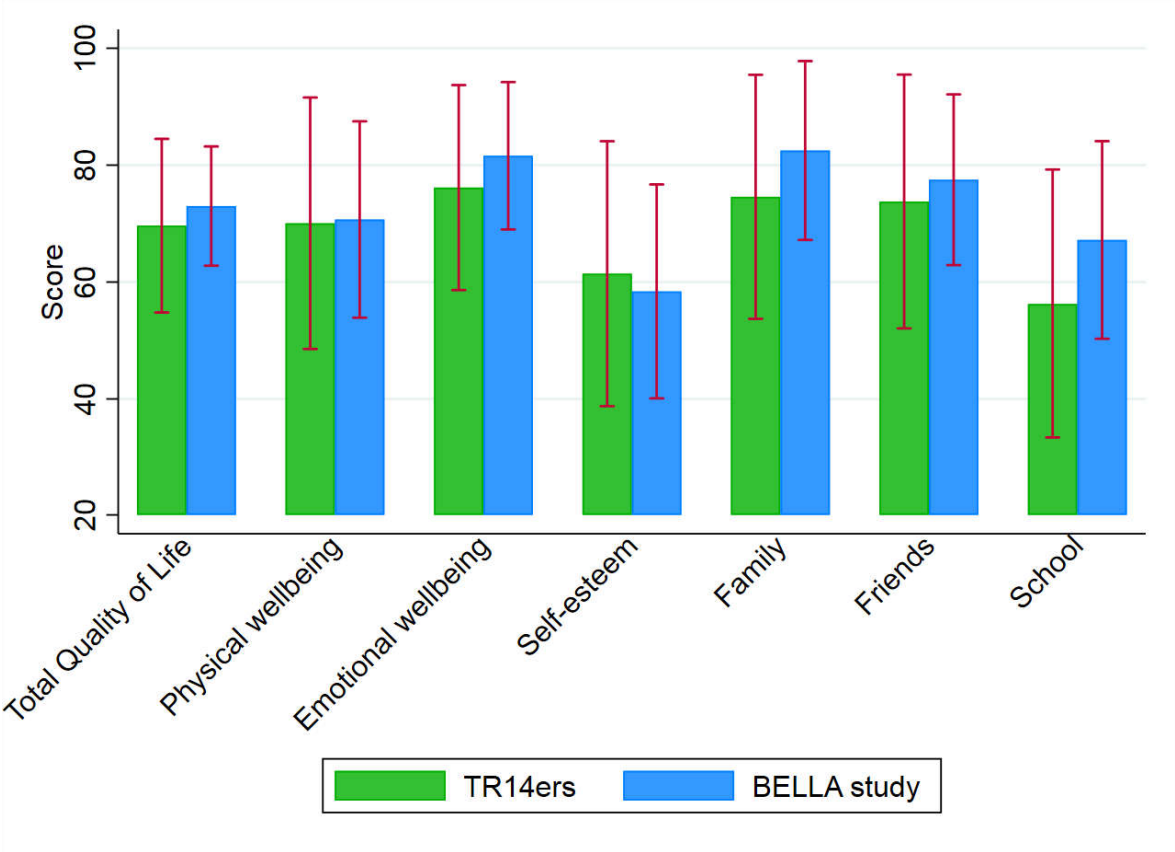


MVPA; moderate to vigorous physical activity, HSE 2008; Health Survey for England 2008¹⁴ these data were extracted from the UK Data Service Nesstar online tool: <http://nesstar.ukdataservice.ac.uk/webview/index.jsp?v=2&mode=documentation&submode=abstract&study=http://nesstar.ukdataservice.ac.uk:80/obj/fStudy/6397&top=yes>, red lines indicate plus and minus one standard deviation from the mean.



MVPA; moderate to vigorous physical activity, HSE 2008; Health Survey for England 2008¹⁴ these data were extracted from the UK Data Service Nesstar online tool: <http://nesstar.ukdataservice.ac.uk/webview/index.jsp?v=2&mode=documentation&submode=abstract&study=http://nesstar.ukdataservice.ac.uk:80/obj/fStudy/6397&top=yes>

Appendix 4 – Participant health and wellbeing scores compared to the BELLA study¹⁵ using the self-reported KINDL instruments.¹²



BELLA study¹⁵ is the Mental Health Module of the German National Health Interview and Examination Survey for Children and Adolescents (KiGGS) these findings are based on 1,895 children aged 11-17 years (Table 4¹⁵), red lines indicate plus and minus one standard deviation from the mean.

Appendix 5 – Revised logic model form and function

Camborne, Pool, and Redruth context¹⁸

- 11% of the population of Cornwall, 1 in 4 residents live in the 20% most deprived English neighbourhoods
- Life expectancy at birth in Camborne West is 76.1 years for men and 80.3 years for women
- Up to an 18 year difference between healthy life expectancy and life expectancy and 6 year difference in life expectancy between the most and least deprived areas in the region
- Third highest out of 19 Community Networks in Cornwall for under 18 conceptions
- 17.9% of children live in low income households, 27% of 5-6 year olds are overweight or obese
- 35% of pupils at secondary school in Camborne achieved grade 5 or above in English and Maths GCSE, lower than the local authority (38%) and national (40%) averages¹⁹
- 92% of children in 2015 went onto further education or employment following GCSEs compared to 93% for Cornwall and 94% across England¹⁹

Assumptions

- Most young people do not engage in sufficient physical activity
- Access to and participation in physical activity is a health inequality
- The TR14ers remain active during the week
- There is an ongoing need for the group
- The TR14ers are self-organising

External factors

- Venue remains available with little change in cost
- No new services are introduced which compete for the young people's attention
- Additional funding can be sourced following the BBC Children in Need funding

United Nations Convention on the Rights of the Child¹⁶

ETHOS

Young people
Co-ordinator and dance tutors
Volunteers ('Crew')

Board of Directors

Venue
Camborne Wesley Methodist Church
(provision to play music)

Plans to establish their own venue

BBC Children in Need funding

Fundraising

New communities of young people

ACTIVITIES

Free weekly 2-4-hour peer led dance and nutrition workshops
Friday (16:30-20:30)
'A Nurturing Community' see overleaf

Leading
Events and performances
Qualifications

OUTPUTS

Weight bearing MVPA in 10-minute bouts with short breaks

Movement and nutrition skills and knowledge

Inclusive and mixed (ages, genders, abilities, socioeconomic position) environment

OUTCOMES

Long term

Improved health

Medium term

Confidence and self-efficacy

Sense of hope

Improved diet

A sense of responsibility and leading/supporting each other

Improved participation in school

Increased agency

Fitness conscious behaviours (e.g. not smoking, drinking, etc.)

Short term

New friendships

Increased physical activity throughout the week

Social, emotional and mental wellbeing benefits

Sense of identity and belonging

Hopeful about the future

Increased civic and economic participation

Items in italics have been added as part of the BBC Children in Need funding

Form and Function of a TR14er workshop – ‘A Nurturing Community’

16:00-16:15	16:15-16:30	16:30-16:35	16:35-18:20 – Main session	18:20-18:30	18:30-20:30
<p>Dance tutors and some ‘crew’ arrive to set up speaker system, registration (drinking water, t shirts for sale, etc.) table and ‘rule sheet’ (Appendix 6)</p>	<p>TR14ers start to arrive and register, meeting up with friends, dropped off by parents who are not allowed in the dance hall</p> <p>Dance tutors or a ‘crew’ member register TR14ers as they arrive, with new arrivals completing a registration form which captures contact details and relevant medical issues</p> <p>Some TR14ers arrive wearing their t-shirts, others put them on when they arrive</p>	<p>Warm up – led by Dance tutor for everyone</p>	<p>Varies: examples of formats include:</p> <ul style="list-style-type: none"> • The whole group being kept together and learning 2-3 dance routines per workshop, each one led by a different recruit or elite leader • Group splits into older and younger TR14ers allowing the older group to learn more complicated routines in a separate room • Party (Christmas, Halloween) – Dance tutors lead a range of active party games • Performance practice for scheduled events (e.g. Trevithick day, Christmas/summer show) <p>The dancing or activities are taught in approximately 10-15 mins bouts with short breaks when the young people are encouraged to have a snack and drink</p>	<p>Cool down – led by the Dance tutor</p> <p>Members sign out and going home</p>	<p>Ongoing training for recruit leaders (until 19:30) and elite leaders (until 20:30)</p> <p>More disciplined and formal than the main session</p> <p>More vigorous activity</p>
<p>Preparing the space and planning the session</p>	<p>Beginning of the transition from school to evening activity</p> <p>Safeguarding and fire precautions</p>	<p>Reducing the risk of injury by warming up to the activity ahead</p> <p>This is a loud and highly active activity with similar moves each week</p> <p>This appears to be the point at which the young people transition into the TR14er identity</p> <p>They can be loud and let off steam, showing that this is not a school activity</p>	<p>Teach/learn dancing, mastering skills, undertaking MVPA (aerobic weight bearing exercise), peer to peer learning, supporting each other, developing confidence and leadership skills (co-operation, co-development)</p> <p>‘Crew’ may respond to individual TR14ers who are not engaging with the dancing, managing issues such as illness, bullying, arguments, family issues, stress</p> <p>Dance tutors try to mix up the young people, so they are not always dancing with the same people</p>	<p>Gentle step down in activity from the dancing-collective activity</p> <p>Safeguarding and fire precautions</p>	<p>Learning the dance routines for next week and learning how to teach the dances</p> <p>Developing leaders dance routines for shows and performances</p> <p>Those most interested in dancing aspire to participate in these activities</p>

FORM

FUNCTION

Appendix 6 – Terms of engagement

