

Evaluation of the Family Active Zone (FAZ)

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Executive Summary

The Family Active Zone (FAZ) programme, developed by Bridgend County Borough Council's Active Young People Department (AYPD), focuses on enhancing children's physical activity, social skills, and healthy eating habits through structured, family-oriented sessions. The Welsh Institute of Physical Activity Health and Sport (WIPAHS) were commissioned to conduct an evaluation of the FAZ, to assess its effectiveness and provide recommendations for future development.

Using a mixed-methods approach, this evaluation included pre- and post-programme parent/caregiver surveys, informal interviews, and staff feedback to capture a comprehensive view of the impact of FAZ. Findings indicate high levels of satisfaction among families, with 100% of parents/caregivers recommending FAZ. The programme has successfully fostered family engagement, encouraged shared physical activities, and contributed to children's social and physical development, boosting both physical confidence and social skills. Parents especially valued the time spent with their children and learning activities they could replicate at home.

Despite the successes, the programme does face several challenges, including consistent attendance which was reported to be difficult for some families due to scheduling conflicts, highlighting a need for increased flexibility. Funding and resources were also cited as challenges, impacting the programme's sustainability.

Recommendations

The report recommends strategies to address these issues:

- *Develop a clear message regarding the purpose of the FAZ programme, taking into consideration why parents attend (to spend time with children and learn activities to do at home).*
- *Expand FAZ to more schools and other local authorities, using iterative evaluation and continuous feedback to refine and adapt as it grows.*
- *Ensure flexibility and adaptability is maximised.*
- *Implement follow-up sessions to reinforce learning and engagement.*
- *Develop partnerships with local organisations to support resource needs.*
- *Undertake a wider evaluation of the FAZ programme to consider the children's perceptions and quantitative measures.*

The FAZ programme demonstrates potential as a holistic model for supporting children's health and family engagement in the Bridgend community and beyond. Addressing the identified challenges will enhance the programme's sustainability and broaden its impact across communities.

Introduction

To improve children’s physical activity levels, healthy eating and social skills, the Bridgend County Borough Council (BCBC), Active Young People Department (AYPD) established the Family Active Zone (FAZ) programme. In 2023, the [Welsh Institute of Physical Activity, Health and Sport](#) (WIPAHS) were commissioned by BCBC AYPD to evaluate the FAZ programme and draw insights to inform the development of recommendations for future implementation.

Background

Physical activity and motor competence are crucial for children’s overall development and health (Janssen & LeBlanc, 2010). Regular physical activity supports physical and mental well-being, contributing to strong bones, muscles, cardiovascular fitness, and healthy weight maintenance (Poitras et al. 2016; Katmarzyk & Powell, 2019). Yet, children in Wales fall short of recommended physical activity levels (Figure 1), placing the country among the lowest globally (Richards et al. 2022; Aubert, 2022; Hurter et al. 2022). A significant factor is the lack of motor competence; basic skills such as running, jumping, and catching that underpin more advanced physical activities (Robinson et al. 2015). Mastery of these skills boosts children’s confidence and physical competence, promoting ongoing activity. Moreover, these skills improve co-ordination, balance, and agility, enhancing motor development and physical literacy (Logan et al. 2015).

The World Health Organization (WHO) defines physical activity as *“any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person’s work.”*

Motor competence is *‘a person’s ability to execute a wide range of motor acts in a proficient manner, including co-ordination of fine and gross motor skills that are necessary to manage everyday tasks, such as walking, running, jumping, catching, throwing, kicking, and rolling.’*
(Morano et al., 2020)

Poor health outcomes from low physical activity levels and lack of motor competence are further exacerbated by suboptimal eating and hydration habits, vital for supporting physical activity and cognitive function (Burrows et al. 2016). Teaching balanced diets, portion control, and the importance of consuming a variety of foods helps children make informed decisions. Family engagement is essential in shaping these habits, and a lack of role models can hinder the development of positive behaviours. Schools can encourage family engagement and attendance at extra-curricular activities to further amplify benefits (Harper & Lynch, 2017); as children seeing their parents value their education and extracurricular pursuits, boosts their motivation and engagement. Additionally, when families actively participate in school events and support their children’s interests, it strengthens the bond between home and school (Wilder, 2014).

Extra-curricular activities provided by schools play a significant role in the holistic development of children (Metsapelto et al. 2010). These activities provide opportunities for students to explore interests beyond the academic curriculum, fostering creativity, teamwork, and leadership skills (Metsapelto & Pulkkinen, 2014). Participation in sports, arts, music, and clubs allows children to discover and hone their talents, building self-esteem and resilience (Gill, Ramos and Walker, 2018). Moreover, extra-curricular involvement often enhances academic performance by promoting time management, discipline, and a sense of responsibility. Indeed, extra-curricular activities from a young age provide a foundation for an active lifestyle, fostering habits that can last a lifetime.



Figure 1: Recommended levels of daily physical activity for children

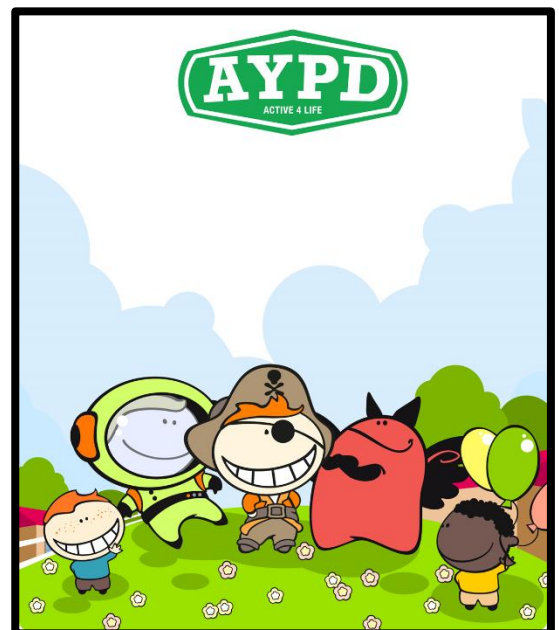
Family Active Zone (FAZ) Programme

Family Active Zone is a fun, interactive programme for children and their families which aims to encourage them to enjoy a fun, healthy, and active lifestyle together. We believe that all children involved will become more confident, resilient, creative, and determined individuals, and positive role models, both within the school and in the wider community. Alongside physical improvement, and a healthier lifestyle, the programme provides the children with an opportunity to develop self-esteem, build determination and improve their ability to co-operate and work well with others.

The FAZ programme is designed for children aged 4 to 7, but it offers schools significant flexibility in how they choose to implement it. Schools have the autonomy to decide the timing, frequency, and audience for the programme. For example, some schools may choose to target specific family groups, while others may opt for an open invitation model, allowing more inclusive participation.

Though originally developed as a ten-week programme, the FAZ content is adaptable. Schools can choose the number of weeks to run the programme based on their unique needs and constraints, providing the necessary flexibility to support varied school environments.

Each session is facilitated by a member of the school's staff, who leads families through the programme using the comprehensive guide created by BCBC's AYPD. Parents and caregivers are encouraged to attend, fostering a collaborative environment where families can enjoy physical activity and skill-building together, making FAZ a truly engaging experience for both children and adults alike.



Methods

Evaluation Framework

Research Questions

The research questions to evaluate the FAZ programme were as follows:

- **What are the perceptions of FAZ from the staff involved in the programme?**
- **What are the perceptions of FAZ from the parents/caregivers who attend?**

Responsibilities

The evaluation was co-designed between AYPD and WIPAHS who were commissioned in April 2023.

Data Collection

This study used a mixed-methods design, using a range of data collection methods (Box 1) from one school, in the Bridgend borough, currently running the FAZ programme. Further detail on each of the data collection methods is presented in [Appendix 1](#).

Box 1. Data collection methods

1. AYPD Staff Interview
2. School Staff Interview
3. Parent/Caregiver Surveys
4. Parent Interviews

Findings

Section One: FAZ Participant Demographics and Experiences

Parent/Caregiver and Children Demographics

Eight adult participants completed pre- and post-FAZ surveys to share their thoughts of the programme on behalf of seven children participating in the programme. The demographics of those who completed the surveys are in Figure 2, with Figure 3 showing the demographics of the children taking part in the FAZ programme.

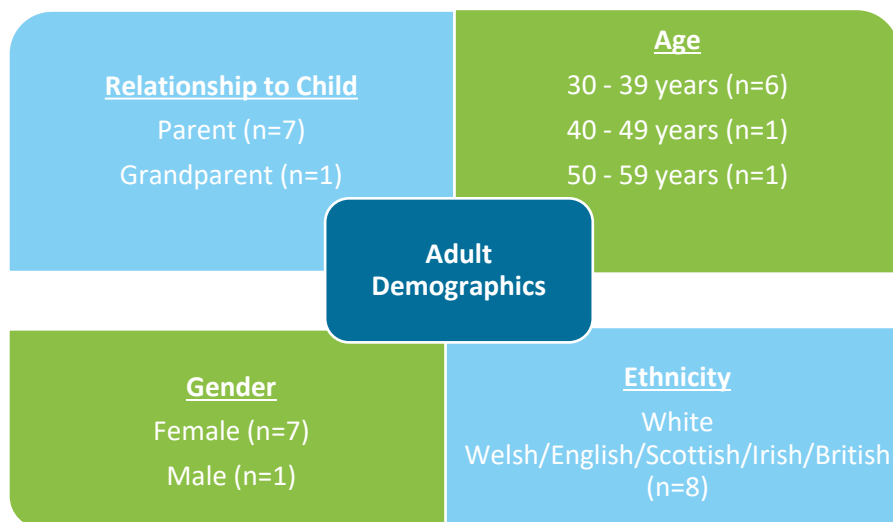


Figure 2: Demographics of parents/caregivers who completed the surveys

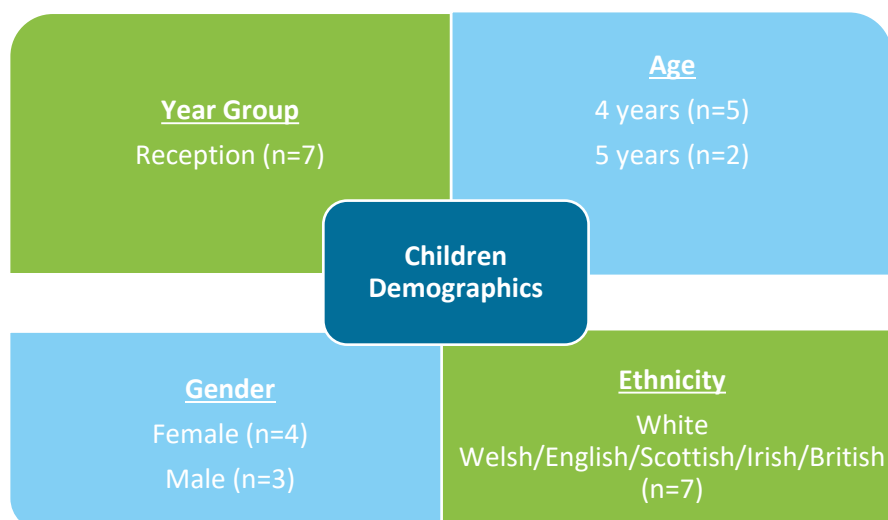


Figure 3: Demographics of the children taking part in FAZ

28.2% of children at the school were entitled to free school meals

Parent/Caregiver Survey Responses (Pre-FAZ Programme)

Through free-text responses, prior to the programme, parents/caregivers were asked how they heard about the FAZ programme and what they were hoping to get out of their attendance. Box 2 details their responses.

Box 2: Parent/Caregivers expectations of FAZ pre-programme



72% of parents/caregivers wanted to spend quality time with their child



43% of parents/caregivers wanted to learn new games during the sessions

Parent/Caregiver Survey Responses (Post-FAZ Programme)

Through free-text responses, parents/caregivers were asked what they liked least about FAZ, or what could be improved. Five (out of seven) responses stated: "Nothing." One parent/caregiver expressed the only element that they did not like was that it's finished, and one commented on the timings.

"I'm currently on maternity leave but I would potentially struggle to attend this when back in work. Maybe it could be held at a later time if possible." (Mother)

When asked what they had learnt from attending FAZ, two (out of seven) responses stated: "Nothing." Others alluded to learning new games to play at home, using more imagination to create these activities and make them fun.

"I would defo use more imaginative play with my daughter moving forward." (Mother)

"Different games but also learnt and watched skills in my child that I didn't know she had." (Mother and Father)

"I've learnt more ways of helping my daughter to learn whilst having fun." (Mother)

"Games and activities that we can do at home with the family." (Mother)

When parents/caregivers were asked what they liked most about attending the FAZ programme responses included enjoying team activities, watching children grow in confidence and interact with their teachers and spending quality time together as show in Figure 5, with the larger words representing more frequent references.

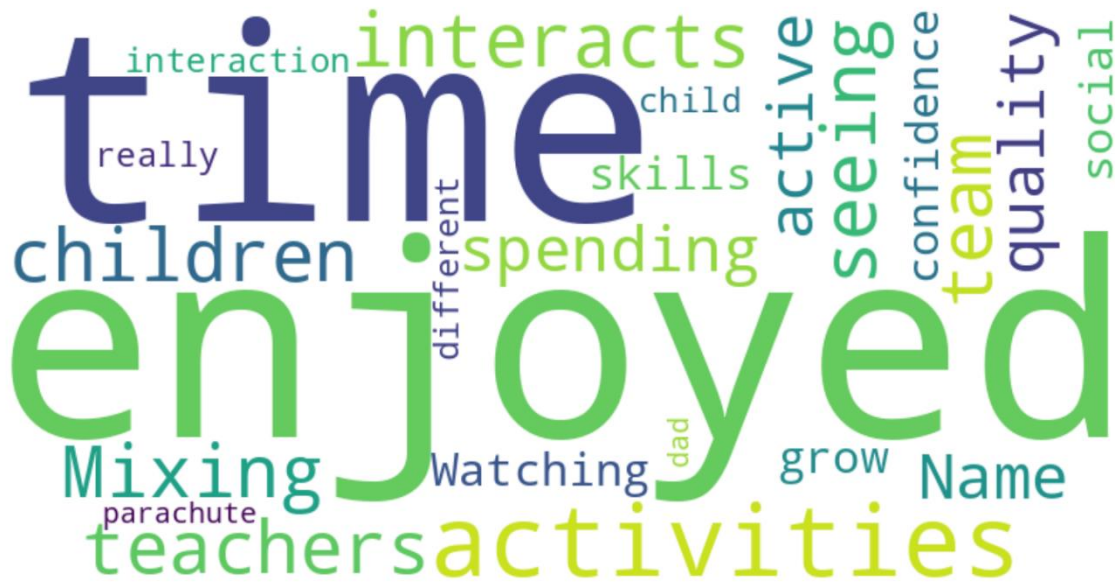


Figure 5: A word cloud representing what the parents/caregivers enjoyed most about FAZ

100% of parents/caregivers said that they would recommend the FAZ programme to other families

Parents/caregivers were asked about their overall experiences of the FAZ programme; Figure 6 shows their responses.

Overall Experience

"It's fantastic, positive, enjoyable." (Mother)

"I've really enjoyed it and my daughter has as well. It's been a great way to engage with her in the school environment. All the games have been really fun." (Mother)

"FAZ has been a lovely playful experience, I've loved spending quality time with my daughter." (Mother and Father)

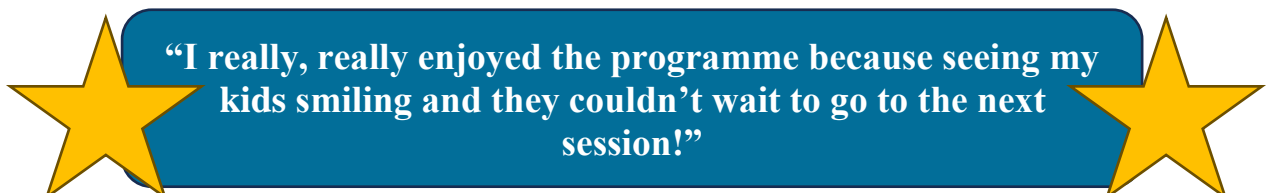
"Kids have really enjoyed. He's loved the parachute and the other activities. Six weeks wasn't long enough." (Grandmother)

"Thoroughly enjoyed FAZ, [Name] especially it has been great to spend time with [Name]." (Mother)

"We have enjoyed spending quality time together, doing exciting adventures." (Mother)

"A very positive experience, lots of fun games and activities we both enjoyed. Would defo do it again and recommend to others. I loved the use of imagination." (Mother)

Figure 6: Parents/caregivers overall experiences of the FAZ programme



Informal Interviews with Parents/Caregivers

The researcher spoke to five parents/caregivers at a FAZ session and one parent in a telephone call. Figure 7 shows the parents'/caregivers' experiences.

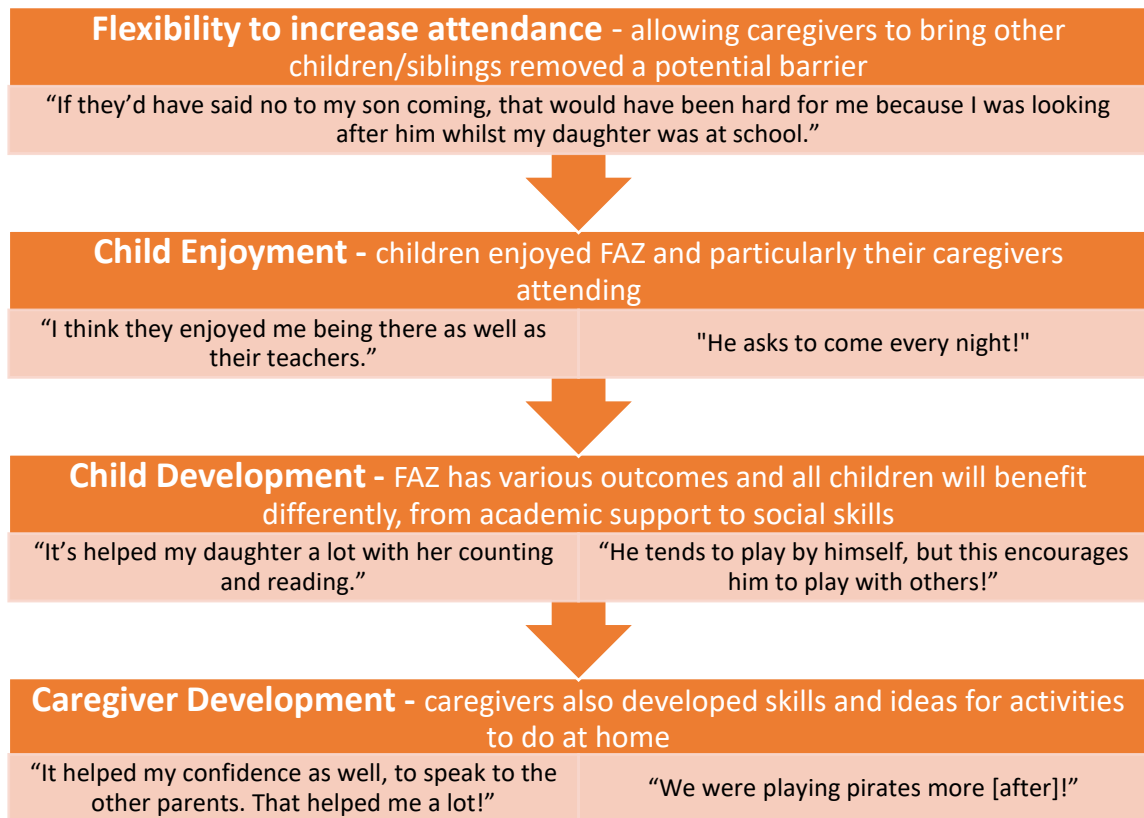


Figure 7: Parent/caregiver experiences of FAZ

Section Two: School Staff and AYPD Staff Experiences of FAZ

Based on two interviews, one with a school staff member responsible for leading the implementation and delivery of FAZ, and another with a representative from BCBC AYPD, who oversees the programme and trains school staff, the following themes were identified. These themes are presented individually, organised by each specific area of focus.

Programme Structure and Development

The development and structure of FAZ were crucial to its successful implementation within the school environment. This theme encompasses how the FAZ programme evolved, its adaptability, and the strategic planning involved in its execution. The role of collaboration and structured development when planning the programme was evident.

“Previously we would run a training day... we would upskill, and it was quite lengthy. I think it was about two days training they would have to come to.” (AYPD Staff Member)

However, since the COVID-19 pandemic and school funding cuts, the structure has been adapted.

“Now, due to COVID... there's been lots of restrictions for schools being able to release their staff due to funding cuts. So, schools are really having to prioritise who they're sending out on, for what training and is it how beneficial it is for schools... so we created an e-learning.” (AYPD Staff Member)

The development of FAZ was guided by a structured framework that allowed flexibility in implementation.

“We always have a little planning session before FAZ... although the book is written in such a way that you can just rock up... we like to have a pre-meeting, have a quick check what we're going to do.” (School Teacher)

This balance between structured guidance and adaptability allowed FAZ to evolve in a way that met the school's specific needs. The adaptability was further emphasised by the programme modifications over time, and it was highlighted that flexibility was essential to maintaining engagement.

“We just use the book as a bit of a prompt. But we don't stick religiously to the book either... we've refined it, and we've tweaked the way we do it.” (School Teacher)

This flexibility enabled FAZ to adjust to the different needs of its participants, ensuring that it remained engaging and effective. Furthermore, the programmes adaptability allowed it to respond to feedback.

“It might be that we pick some of the ‘space’ sessions and the children absolutely love it, so then we decide to do ‘space’ again the following week.” (School Teacher)

“If somebody was just to rock up at 2:50 and think, ah, what am I doing... you can pick up the book... but we do add in extra, like, the little rewards.” (School Teacher)

Roles, Responsibilities and Commitments

The theme of roles, responsibilities and commitments highlights the various roles played by staff members in implementing FAZ and the leadership structures that supported its success.

The programme's implementation relied on multiple staff members contributing to different aspects of the programme.

“We have three other members of staff that are also trained as FAZ leaders. So, we take turns to roll out the programme.” (School Teacher)

This collaborative effort ensured that the workload was shared, making FAZ more sustainable and allowing for consistent delivery. However, these staff members were trained in FAZ, which requires commitment from staff beyond their usual duties.

School staff members went above and beyond their usual duties to ensure FAZ's success. Despite the challenges of fitting FAZ into their schedules, teachers remained committed, showing the dedication required to maintain the programme.

“Our LSO [Learning Support Officer] that stays on a Tuesday after school for FAZ is not paid for it so... she is voluntary... She loves it, she is enthusiastic about it.” (School Teacher)

The Headteacher's influence was also essential in supporting the programme's integration into the school day.

“We had to have a go ahead from the Headteacher... we discussed what time of day would be best for us as a school.” (School Teacher)

Initial Involvement and Motivations

The school's initial involvement was driven by the programme's alignment with existing initiatives illustrating how FAZ was seen as a natural extension of ongoing efforts to promote physical education and family engagement.

“I had an e-mail from the Active Young People Department offering some training that we could do as a school... as we'd [already] done Real PE with Create Development, it kind of went hand in hand.” (School Teacher)

The motivation for continued involvement was also tied to the positive experiences and outcomes observed through the programme. This joy and fulfilment sustained their long-term involvement.

“I honestly think it's the team around me... we have so much fun as a team that kind of disperses to the families.” (School Teacher)

Parent/Caregiver Engagement

Parental/caregiver engagement was a critical theme, demonstrating how FAZ served as a tool for fostering closer relationships between the school and families. The family involvement

strategy was inclusive, aiming to involve as many families as possible rather than targeting specific groups. This approach ensured that all families had the opportunity to participate, fostering a welcoming and inclusive environment.

“We decided that, actually, we shouldn't be targeting. So, we sent an invitation out to initially all of the reception families, so they all had exactly the same invitation.” (School Teacher)

However, challenges in parent/caregiver engagement were evident, particularly in encouraging active participation. Overcoming this initial hesitation was important to ensure the programme's success, whilst building those relationships with parents/caregivers supported this and these relationships developed over time.

“I think that maybe the initial reactions are different to at the end. So, we had grandparents... and when they first came, the grandpa used to stand back and watch and so did the nan... and then maybe in the fourth session or fifth session... we were playing and she was so competitive with me, it was like it was like me against her! I don't think she would have done that in week one... as they get to know us, they realise that we're just normal people...” (School Teacher)

“As a parent, you go into a school environment, you're getting to know the teachers, you're getting to know the school.” (AYPD Staff Member)

Impact and Benefits of FAZ

The impact and benefits of FAZ theme captures the positive outcomes of FAZ for families, schools, and children. In the view of the staff, FAZ benefits for families were significant, fostering deeper connections between parents/caregivers and children and providing them with new ways to engage.

“They absolutely love being part of Team FAZ.” (School Teacher)

This belonging and achievement was a key benefit for the children involved, giving them a sense of pride and accomplishment. FAZ's long-term impact extended beyond immediate participation, with ongoing relationships between the school and families.

“We've got families that their children are in year nine now, I think, in the comprehensive school and whenever the link is shared on Facebook of the video we did when their children were here, they're like, 'Oh my gosh, I remember we loved FAZ so much, we miss you all, we miss FAZ.’” (School Teacher)

This demonstrates the lasting influence of FAZ on both children and their families. There were many programme success stories discussed by the teacher further showing the impact of FAZ.

Such stories illustrate how FAZ can lead to significant positive changes in children's behaviours and attitudes.

"We had siblings that wouldn't eat anything other than basic foods... by the end, the little girl licked a piece of fruit." (School Teacher)

The wide range of benefits for children, their families and the school were emphasised by the various impacts on children's lives.

"Food, personal and social, physical fundamentals, physical activity, and family time." (AYPD Staff Member)

"I quite like the FAZ programme. For me, the FAZ programmes got so many outcomes... but what I quite like is just a programme and a tool maybe for parents to just have time with their children." (AYPD Staff Member)

Programme Identity and Branding

FAZ established a strong identity within the school, contributing to its success and recognition. The use of team uniforms and the development of a distinct FAZ identity helped create a sense of belonging and professionalism.

"We had money out of our school budget to buy the red T-shirts and have printed on them Team FAZ... and then we're kind of promoting it around the school." (School Teacher)

This branding initiative helped establish a recognisable and respected identity for FAZ, making it a prominent part of the school culture. By creating an informal environment also contributed to the FAZ identity. By fostering a relaxed and engaging atmosphere, teachers were able to build stronger relationships with parents/caregivers and children.

"We do let our guard down a little bit more and have a little bit more interaction with the parents and it just seems a little bit more fun." (School Teacher)

Challenges to Implementation, Engagement and Quantifying Success

Despite its successes, FAZ has faced several implementation challenges. These challenges ranged from logistical issues, such as challenges with scheduling and parent/caregiver attendance, through to difficulties in measuring programme outcomes effectively and quantifying the success of the programme.

"We've done lots of things throughout in the last sort of 10-12 years trying to measure the outcomes of the programme... The measures have never really been that successful because it is a barrier because, all of sudden, it doesn't turn into what parents expect... if it meant

filling out a form, some parents were like, we're not coming." (AYPD Staff Member)

Sometimes, parents/caregivers did not show up as expected, reflecting the difficulties in ensuring consistent parental involvement. However, the programme's flexible and positive approach, has meant that the school is able to effectively manage those situations focusing on even partial participation.

"We might have taken a child into FAZ expecting somebody to pick them up and nobody comes." (School Teacher)

"Sometimes you feel a bit sorry that they couldn't stay for the whole session, but then on the flip side, we think, well, at least they came for 15 minutes." (School Teacher)

Finally, sustainability was a concern, particularly in terms of funding and resource availability.

"Maybe more funding from somewhere... to cover the costs of food and resources." (School Teacher)

One way to sustain the programme was by using e-learning, showing how digital resources were used to extend the programme's reach and impact. Social media was another form of digital resource that was prominent in the schools marketing strategy.

"We created an e-learning in partnership with [school name] ... that sits on our local authority platform, so any teachers within the local authority have access to this." (AYPD Staff Member)

"We often tweet a lot of our photos as well, so that families can see that." (School Teacher)

Discussion

Programme Effectiveness and Engagement

The FAZ programme aimed to improve physical activity levels, healthy eating habits, and social skills among children by engaging both them and their families. The findings, from a case study in one school, indicate that the programme has been successful in creating a positive experience for families, as evidenced by the unanimous recommendation from participants to continue the programme. The integration of fundamental movement skills into fun, family-oriented activities has encouraged greater participation and enhanced the perceived physical and social competencies of children. This is consistent with previous research, which highlights the importance of family engagement in promoting children's physical activity and overall well-being (Crone et al., 2021). However, the programme faced several challenges, particularly in terms of consistent parent/caregiver engagement. While many parents/caregivers appreciated the opportunity to spend quality time with their children and learn new games to play at home, some found the timings of the sessions problematic. One suggestion for improvement was the consideration of holding sessions at later times to accommodate working parents/caregivers.

Structured Flexibility in Programme Delivery

Educational frameworks advocate for structured flexibility to cater for diverse participant needs and learning styles (Metsäpelto & Pulkkinen, 2014) and one of the key strengths of the FAZ programme was its structured yet adaptable framework. The programme's ability to respond to feedback and tailor sessions to meet specific needs, such as modifying activities based on children's enjoyment and engagement levels, was highlighted as a critical success factor. The balance between structured guidance and the flexibility to adapt has been crucial in maintaining the programme's relevance and effectiveness. Whilst initially developed as a 10-week programme, schools have the autonomy to choose how they deliver FAZ, including the duration and frequency of sessions to meet their needs. They should be encouraged, where possible to run FAZ for the full 10 weeks, as research shows that 10 – 12-week interventions are optimal for attaining significant outcomes for improving co-ordination skills (Kurnaz et al., 2024) and changing behaviour (Gardner, Lally & Wardle, 2012).

The involvement and commitment of school staff, often beyond their regular duties, was also pivotal in the programme's success. The voluntary participation of Learning Support Officers and the active involvement of teachers demonstrate a high level of commitment, which has been essential in building trust and rapport with families. However, this reliance on voluntary staff efforts poses a sustainability challenge, particularly if the programme expands. Future iterations of the programme may need to consider formalising these roles or providing additional resources to support staff involvement.

Impact on Children and Families

The impact of the FAZ programme on children's social and physical development has been notable. Parents/caregivers reported observing improvements in their children's confidence, social skills, and willingness to try new activities. The programme also appeared to foster stronger bonds between parents/caregivers and children, as families engaged in shared physical activities that they could then continue at home. This finding is supported by the literature, which suggests that family-based interventions can have a lasting impact on children's physical activity levels and overall family dynamics (Biddle et al., 2019).

Research into the use of uniforms has provided inconsistent findings, with been a controversial topic in research, producing contrasting and varied findings with girls finding physical education uniforms a barrier to physical activity (O'Reilly et al., 2022), and school uniforms improving attendance (Gentile & Imberman, 2012). The use of team T-shirts within FAZ seems to have cultivated a sense of belonging and community amongst participants. The development of a distinct FAZ identity contributed to a cohesive group atmosphere, which has been beneficial in reinforcing positive behaviour and fostering a supportive environment.

Challenges and Areas for Improvement

Despite the positive outcomes, the programme faced several implementation challenges. Ensuring consistent parental attendance was a significant hurdle, with some parents/caregivers unable to attend sessions regularly due to time constraints. The feedback indicated that while partial participation was still beneficial, more needs to be done to accommodate parents'/caregivers' schedules and other commitments. Additionally, quantifying the programme's success remains a challenge, as traditional measures may not capture the full scope of its impact, particularly on qualitative aspects such as family bonding and social skills development.

Sustainability is another concern, especially in terms of funding and resource allocation. While the use of e-learning and digital resources has been a positive development, there is a need for continued financial support to cover costs associated with programme delivery, such as materials and staff training. Exploring partnerships with other schools and local authorities could be a potential strategy to share resources and expand the programme's reach.

Recommendations

Based on the findings of this evaluation, the following **key recommendations** are suggested:

Recommendation 1:

Develop a clear message on the purpose of the FAZ programme, taking into consideration the evidence presented in the evaluation as to why parents attended (to spend time with children and learn activities to do at home).

The recommendation is to develop a clear, targeted message highlighting the purpose FAZ. This message should emphasise the programme's dual aims: to offer parents a meaningful way to spend quality time with their children and to equip them with fun, engaging activities that can be easily replicated at home. According to the evaluation findings, these aspects were primary motivators for parental attendance. Thus, the message should emphasise the FAZ programme as a unique opportunity for family bonding and skill-building, enabling parents to feel more connected to their children while gaining practical tools to support their child's learning and development outside of the programme environment.

Recommendation 2:

Undertake a wider evaluation of the FAZ programme to consider the children's perceptions and quantitative measures.

The recommendation is to conduct a comprehensive evaluation of FAZ, expanding to include children's perspectives and quantitative measures. This broader assessment should examine fundamental movement skills to gauge FAZ's impact on children's physical development. Additionally, novel and age-appropriate methods, such as the Draw and Write technique, can be employed to capture the thoughts and feelings of younger participants who may not yet have the verbal skills to express their opinions fully. By integrating these elements, the evaluation will provide a more holistic view of the programme's effectiveness, capturing both measurable outcomes and personal insights from the children involved.

Recommendation 3:

Expand FAZ to more schools and other local authorities, using iterative evaluation and continuous feedback to refine and adapt as it grows.

The recommendation is to expand the FAZ programme to more schools and consider extending it across additional local authorities. To ensure effective scaling, this expansion should be guided by iterative evaluation processes and a feed-forward mechanism, allowing for continuous refinement based on real-time feedback and insights. This approach will

support sustainable growth, helping new FAZ sites adapt the program to meet local needs while maintaining the core benefits of family engagement and skill development.

Recommendation 4:

Ensure flexibility and adaptability is maximised.

The recommendation is to ensure that the FAZ programme remains flexible and adaptable, allowing it to respond effectively to the diverse and evolving needs of families. Maintaining this flexibility enables the programme to adjust to varying family schedules, accommodate children of different developmental stages, and introduce new activities based on feedback and emerging best practices. This adaptability is essential for creating an inclusive, responsive environment that can continue to engage families meaningfully and support positive outcomes across different contexts and individual needs.

Recommendation 5:

Implement follow-up sessions to reinforce learning and engagement.

To sustain the impact of FAZ and encourage ongoing family involvement, periodic follow-up sessions could be offered after programme completion. These sessions would act as "refresher" events where families could reconnect with programme facilitators, reinforce learned activities, and share progress. This continuity could also help track long-term outcomes and provide additional support for families that may need encouragement to maintain active lifestyles.

Recommendation 6:

Develop partnerships with local organisations to support resource needs.

Given the noted funding challenges, establishing partnerships with local businesses, health organisations, or community groups could help secure in-kind donations or sponsorships for resources, such as food, equipment, and promotional materials. Partnering with health and well-being organisations, for instance, could also open up new avenues for expertise-sharing and programme expansion, contributing to the programme's sustainability and resource diversification.

Conclusion

Overall, the FAZ programme has shown promise in achieving its goals of promoting physical activity, healthy eating, and family engagement. The structured yet flexible approach, combined with the dedication of school staff, has created a supportive environment that benefits both children and their families. However, to ensure the programme's sustainability and scalability, it is crucial to address the challenges of parent/caregiver engagement and resource allocation. By refining the programme based on the insights gathered and exploring collaborative opportunities, the FAZ programme can continue to make a meaningful impact on children's health and well-being in the Bridgend community and beyond.

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Appendix

Appendix 1: AYPD Staff Interview Guide

Interview Guide – Family Active Zone (FAZ) AYPD Staff

The questions provided are examples of the topics to be discussed, although the exact questions may vary between interviews depending on the responses provided.

Introductory statement			
<p>Thank you for taking part in the interview today. We are interested in your experiences of the Family Active Zone (FAZ). The interview will broadly cover:</p> <ul style="list-style-type: none"> - Your experiences of FAZ, and - How you feel about FAZ moving forwards <p>There are no right or wrong answers. It would be great if you can give as much information as possible, using examples where possible and can you just verify that you are still happy with me recording this interview? Any names or phrases that you use which could identify you will be coded or anonymised in the transcripts and reports so that you cannot be identified. Do you have any questions?</p> <p>Thank you, I will now begin the interview.</p>			
Topic/Theme	Main Question	Sub-question(s)	Prompts
[Transition statement] - To provide context to your responses...			
Personal Experience	Please can you outline your job role and involvement in the Family Active Zone?	<i>When did you start working with the Family Active Zone?</i> <i>How were you involved in the development of the programme?</i>	
	Can you tell me a bit about any previous personal experiences with similar programmes?		
	What motivates you to be involved with the programme?		
[Transition statement] - Thank you. I would also like to hear about your experience of FAZ...			
Experience of the Young Leadership Pathway	Can you tell me about your views on what a school's journey through FAZ looks like, from the moment they decide they want to run a FAZ programme, to implementing the programme?	<i>Start, progress, outcomes?</i>	
	What do you think the reasons are for schools signing up to the FAZ programme?		
	Tell me a bit about any challenges that you face when trying to encourage schools to run FAZ?		<i>Funding</i> <i>Engagement</i> <i>Barriers to Participation</i> <i>Time Commitments</i>
	Are there any challenges for a school when they are running FAZ?		
	Can you describe the main benefits of FAZ?		
	Thinking about the schools, what do you think they enjoy about the programme?		

	And on the other hand, what do you think schools don't enjoy?		
	Thinking about the children, what do you think they enjoy about the programme? And on the other hand, what do you think the children don't enjoy?		
	Thinking about the parents/grandparents/guardians, what do you think they enjoy about the programme? And on the other hand, what do you think the parents/grandparents/guardians don't enjoy?		
[Transition statement] - Great thank you, that's really interesting. I'm also interested in the impact of FAZ.			
Future Experiences	Now I'd like you to think about anything that firstly the school or the teachers might gain from being involved in the programme, for example any new opportunities or skills? What about the children? And lastly the parents/grandparents/guardians?	<i>No – why not?</i> <i>Yes – what were those skills?</i>	<i>Any specific skills?</i>
	<i>(If yes to last question)</i> –Thinking about any specific skills that you mentioned, how do you think that the teachers/children/parents could use these skills upon completion of the programme?		
	When you first started running FAZ, were you expecting these outcomes?		
	If you could change anything about FAZ, what would it be?		
	And lastly, from the start of your involvement in the Young Leadership Programme, do you have a stand-out moment?		<i>Proudest moment.</i>
	Closing		
<p>That is nearly all the questions I have for you today. The information you have been shared will be used to further develop FAZ. Before we finish, is there anything else you think would be helpful for me to know? Do you have any questions for me?</p> <p>Thank you very much for you time and attention today. We appreciate you sharing your thoughts and time with us. Our contact details are on the consent form if you have any questions or concerns after today.</p>			

**Prompts/Probes are there to be used as a guide for the interviewer. They are key words/phases to help the researcher ask questions and elicit responses from the participant. Prompting questions will be used in a conversational manner and only when deemed appropriate.*

Appendix 2: School Staff Interview Guide

Interview Guide – Family Active Zone (FAZ) Primary School Staff

The questions provided are examples of the topics to be discussed, although the exact questions may vary between interviews depending on the responses provided.

Introductory statement			
<p>Thank you for taking part in the interview today. We are interested in your experiences of the Family Active Zone (FAZ). The interview will broadly cover:</p> <ul style="list-style-type: none"> - Your experiences of FAZ, and - How you feel about FAZ moving forwards <p>There are no right or wrong answers. It would be great if you can give as much information as possible, using examples where possible and can you just verify that you are still happy with me recording this interview? Any names or phrases that you use which could identify you will be coded or anonymised in the transcripts and reports so that you cannot be identified. Do you have any questions?</p> <p>Thank you, I will now begin the interview.</p>			
Topic/Theme	Main Question	Sub-question(s)	Prompts
[Transition statement] - To provide context to your responses...			
Personal Experience	Please can you outline your job role and involvement in the Family Active Zone?	<i>When did you start working with FAZ?</i>	
	Can you tell me a bit about any previous personal experiences with similar programmes?		
	Please tell me about how you became involved with the FAZ programme?		Personal choice; assigned role.
	What motivates you to be involved with the programme?		
[Transition statement] - Thank you. I would also like to hear about your experience of FAZ.			
Experience of the Young Leadership Pathway	Can you tell me about your views on what a school's journey through FAZ looks like, from the moment they decide they want to run a FAZ programme, to implementing the programme?	<i>Start, progress, outcomes?</i>	
	What were your schools' reasons for signing up to run FAZ?		
	What would a typical FAZ session look like?	How do you choose which sessions to include?	
	Tell me a bit about any challenges that you face when delivering FAZ?		<i>Funding? Engagement? Barriers to Participation Time Commitments</i>
	What do you enjoy about the programme? And on the other hand, what do you not enjoy?		
	What do you think the children enjoy about FAZ? And on the other hand, what do you think they may not enjoy?		

	<p>What do you think the parents/grandparents/guardians enjoy about FAZ?</p> <p>And on the other hand, what do you think they may not enjoy?</p>		
<p>[Transition statement] - Great thank you, that's really interesting. I'm also interested in the impact of the Young Leadership Pathway.</p>			
Future Experiences	<p>Now I'd like you to think about anything that the children might gain from being involved in the programme, for example any new opportunities or skills?</p>	<p><i>No – why not?</i></p> <p><i>Yes – what were those skills?</i></p>	<p><i>Any specific skills?</i></p>
	<p><i>(If yes to last question)</i> –Thinking about any specific skills that you mentioned, how do you think that the children could use these skills upon completion of the programme?</p>		
	<p>When you first started running FAZ were you expecting these outcomes?</p>		
	<p>If you could change anything about FAZ, what would it be?</p>		
	<p>And lastly, from the start of your involvement in FAZ, do you have a stand-out moment?</p>		<p><i>Proudest moment.</i></p>
Closing			
<p>That is nearly all the questions I have for you today. The information you have been shared will be used to further develop FAZ. Before we finish, is there anything else you think would be helpful for me to know? Do you have any questions for me?</p> <p>Thank you very much for you time and attention today. We appreciate you sharing your thoughts and time with us. Our contact details are on the consent form if you have any questions or concerns after today.</p>			

**Prompts/Probes are there to be used as a guide for the interviewer. They are key words/phases to help the researcher ask questions and elicit responses from the participant. Prompting questions will be used in a conversational manner and only when deemed appropriate.*

Appendix 3: Pre-FAZ Parent/Carer Survey

The Welsh Institute of Physical Activity, Health and Sport (WIPAHS) are working with the Family Active Zone (FAZ) programme. We would like to hear your thoughts before you start FAZ. There are no right or wrong answers, please just be as honest as possible in your answers to this survey. The survey is anonymous and only the research team at WIPAHS will review your answers. Your answers will be collected and used as feedback to help improve future years of the FAZ programme.

Relationship to Child (Circle Correct Answer):

Parent

Guardian

Grandparent

Other: _____

Home Postcode: _____

Your Date of Birth: _____

Child's Date of Birth: _____

Please tick your gender and your child's gender:

	Your Gender	Child's Gender
Male		
Female		
Transgender Male		
Transgender Female		
Gender-Fluid		
Non-Binary		
Prefer Not to Say		
Other (We understand that everyone's gender may not be highlighted here, therefore if your gender and/or that of your child are not in the list above, please write it in the box)		

Please tick your ethnicity and your child's ethnicity:

	Your Ethnicity	Child's Ethnicity
White – Welsh/English/Scottish/Irish/British		
Gypsy or traveller		
Any other white background		
White & Black Caribbean		
White & Black African		
White & Asian		
Any other mixed or multiple ethnic background		
Caribbean		
African		
Any other Black, Black British, or Caribbean background		
Indian		
Pakistani		
Bangladeshi		
Chinese		
Any other Asian background		
Arab		
Prefer Not to Say		
Other (We understand that everyone's ethnicity may not be highlighted here, therefore if your or your child's ethnicity is not in the list above, please write it in the box)		

Please continue overleaf if there is not enough room here.

How did you hear about the FAZ programme?

What are you hoping to get out of the FAZ programme?

Thank you for completing this short survey!

Appendix 4: Post-FAZ Parent/Carer Survey

The Welsh Institute of Physical Activity, Health and Sport (WIPAHS) are working with the Family Active Zone (FAZ) programme. We would like to hear your thoughts now that you have finish the FAZ programme. There are no right or wrong answers, please just be as honest as possible in your answers to this survey. The survey is anonymous and only the research team at WIPAHS will review your answers. Your answers will be collected and used as feedback to help improve future years of the FAZ programme.

Relationship to Child (Circle Correct Answer):

Parent

Guardian

Grandparent

Other: _____

Home Postcode: _____

Your Date of Birth: _____

Child's Date of Birth: _____

Please tick your gender and your child's gender:

	Your Gender	Child's Gender
Male		
Female		
Transgender Male		
Transgender Female		
Gender-Fluid		
Non-Binary		
Prefer Not to Say		
Other (We understand that everyone's gender may not be highlighted here, therefore if your gender and/or that of your child are not in the list above, please write it in the box)		

Please tick your ethnicity and your child's ethnicity:

	Your Ethnicity	Child's Ethnicity
White – Welsh/English/Scottish/Irish/British		
Gypsy or traveller		
Any other white background		
White & Black Caribbean		
White & Black African		
White & Asian		
Any other mixed or multiple ethnic background		
Caribbean		
African		
Any other Black, Black British, or Caribbean background		
Indian		
Pakistani		
Bangladeshi		
Chinese		
Any other Asian background		
Arab		
Prefer Not to Say		
Other (We understand that everyone's ethnicity may not be highlighted here, therefore if your or your child's ethnicity is not in the list above, please write it in the box)		

What has been your overall experience of the FAZ programme?

What have you liked most about the FAZ programme?

What did you like the least about the FAZ programme? Is there anything that could be improved?

Have you or your child learnt anything during the FAZ programme that you didn't know before?

Would you recommend FAZ to other parents/guardians? (Circle Correct Answer):

Yes

No

Thank you for completing this short survey!

Appendix 5: Parent/Carer Interview Guide

Interview Guide – Parents Post FAZ Session

The questions provided are examples of the topics to be discussed, although the exact questions may vary between interviews depending on the responses provided.

Introductory statement			
<p>Thank you for speaking to me today. We are interested in your experiences of the FAZ programme. There are no right or wrong answers, please just give as much information as possible, using examples where possible. Can you just confirm if you happy for me to audio record this conversation? Any names or phrases that you use which could identify you or others will be coded or anonymised in the transcripts and reports so that no one can be identified. Do you have any questions?</p> <p>Thank you, great, so to start with...</p>			
Topic/Theme	Main Question	Sub-question(s)	Prompts
<p>[Transition statement] – Just so I can know a little more about you.</p>			
Personal	What is your relationship to [Child Name]?		
	Have you been to anything similar to FAZ before?		In school Out of school At weekends With this child? Where?
	This is week five of the FAZ programme, have you managed to come to all the sessions so far?	How many have you been to? If didn't attend them all – was there a specific reason you missed any session(s)? Has it always been you that has come with [Child's Name]?	
	How did you hear about the sessions?		
	Why did you want to take part?		
<p>[Transition statement] - Thank you. Thinking about the sessions themselves...</p>			
Experience of the FAZ	Tell me a bit about your overall experience of the FAZ programme?	<i>Can you tell me the favourite part of the programme?</i> <i>Least favourite?</i>	
	Parent/Guardian - Now I'd like you to think about anything you might have gained from being involved in the programme, for example any new skills? Parent/Guardian - Now I'd like you to think about anything your child might have gained from being involved in the programme, for example any new skills?	<i>No – why not?</i> <i>Yes – what were those skills?</i>	<i>Any specific skills?</i>
<p>[Transition statement] - Great thank you, that's really interesting. Last question -</p>			

Future Experiences	What advice would you give to other people if they were thinking of taking part in the programme?		
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Closing

Hopefully, some of the information you have shared will be used to further develop the FAZ Programme. Before we finish, is there anything else you think would be helpful for me to know about the FAZ Programme?

Do you have any questions for me?

Thank you very much for your time and attention today. We appreciate you sharing your thoughts and time with us.

**Prompts/Probes are there to be used as a guide for the interviewer. They are key words/phases to help the researcher ask questions and elicit responses from the participant. Prompting questions will be used in a conversational manner and only when deemed appropriate.*

Welsh Institute of Physical Activity, Health and Sport

WIPAHS is a pan-Wales network of all eight Welsh Universities and Sport Wales. With members based across Wales, we can capitalise on the nation's unique culture and its remarkable range of expertise, infrastructure, and facilities. WIPAHS brings together world-leading academics, with representatives from Sport Wales and Welsh Government, who are driven to answer practice-based questions, identify fundamental research questions, and ensure that findings are reflected in Welsh policy and practice. An advantage of working with WIPAHS is the access to such breadth of knowledge and resource available across the partners.

Our research expertise includes health inequalities and the use of physical activity as medicine. We are also experts in physical literacy, and the application of technology to promote physical activity or manage health conditions. Whilst working across the lifespan, many of our researchers are leading experts in using physical activity to improve short- and long-term outcomes in children and young people. Researchers have contributed to numerous Chief Medical Officer's physical activity and health expert working groups (including children and young people guidelines), Physical Activity in the National Institute for Health Care Excellence (NICE) quality standards advisory committee for childhood obesity and are a WHO HEPA Europe Steering Committee Member.

As a practice-driven organisation, WIPAHS seeks to answer the questions posed by partners working in the field, as well as widely disseminate knowledge across a diverse range of audiences. WIPAHS uses the transformative power of physical activity and sport to improve the lives of people in Wales.

Further information on projects we have led and supported can be found in our [Annual Report 2023](#).





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Contact Us

If you would be interested in discussing how the Welsh Institute of Physical Activity, Health and Sport (WIPAHS) can assist your organisation to answer important research and evaluation questions, or help provide your organisation with important insight, please do not hesitate to contact us to discuss.

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