

This evaluation report was undertaken by  
the University of Gloucestershire, 2018.

# Beat the Street

Qualitative (process and outcome)

evaluation of Beat the Street Gloucester,  
Final Report, November 2018

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## Funding Declaration

The evaluation was funded by Active Gloucestershire, the lead organisation for Gloucestershire Moves.

## Citation

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## Executive Summary

### Introduction

Beat the Street is one of the 7 work strands in the [Gloucestershire Moves](#) project, where the University of Gloucestershire is the evaluation lead. Beat the Street is a game which converts the district of Gloucester into a game where people earn points as they walk, cycle and run around tapping the 'Beat Boxes' with a Beat the Street card. Previous studies have shown it can improve physical activity levels and mental wellbeing for people that take part (1-3). It is a national programme delivered by [Intelligent Health](#), commissioned by Active Gloucestershire to deliver the programme in Gloucester during June and July 2018. Intelligent Health, as part of their delivery package, provides a quantitative outcome evaluation. However, the evaluation framework for Gloucestershire Moves involved a process evaluation and therefore, to understand the implications of the game in terms of its delivery and participant perception of perceived outcomes, a qualitative process and outcome evaluation was undertaken to complement the quantitative evaluation provided by Intelligent Health. The qualitative process and outcome evaluation of the Beat the Street, Gloucester programme was undertaken in July to October 2018. This Executive Summary presents that evaluation.

### Aim

To undertake a qualitative process and outcome evaluation of participant (adults) experiences of Beat the Street, Gloucester, 2018.

### Objectives

The evaluation investigated the following objectives:

1. To investigate, using focus groups, participants perspectives of the Beat the Street programme in respect to:
  - a. processes (how the project was marketed, delivered and managed, the application process, their perceived function of the game, opinions on the location of Beat Boxes, community engagement)
  - b. perceived outcomes (for physical activity engagement for them, their families, the community, the games role in the promotion of physical activity and sustainability of the concept beyond the projects lifetime.

## Method

Research design: A qualitative process and outcome evaluation using focus groups as the method of data collection.

Participants: Participants i.e. players of the game, (n=12) took part in n=3 focus groups between July and September 2018. Participants were Beat the Street 'players' who had completed the 6-week game and agreed to take part in the evaluation. Braun and Clarke's (2006) theme analysis was used to analyse the data with the use of NVIVO to manage the storage and data analysis process.

## Results

Findings from this evaluation resulted in five main themes. These are summarised below:

1. Barriers / challenges – these included a lack of awareness of the BtS programme, the timing and its proximity to school holidays, its competitive nature and people cheating, some concerns re safety and a limited ability to take part due to a visual impairment.
2. Facilitators – these included that the programme was easy to access, good promotion through the primary schools and the motivating nature of the game to taking part and being more active.
3. Outcomes – these included an increase in physical activity levels, or support maintaining them, an increase in awareness of physical activity and its benefits, and an opportunity to get out of the house and discover new places. It also provided participants with an enhanced sense of community and cohesion, fun and enjoyment, the opportunity for collecting points and winning prizes, behaviour change potential and was deemed beneficial for schools to support activity in children.
4. Limitations / missed opportunities – these include a perceived lack of inclusivity and the removal of the Beat Boxes once the game had finished.
5. Recommendations – these were varied and included consulting on the duration and timing of the game, improved marketing and communication, measure to limit cheating, increased resources and the use and location of Beat Boxes.

## Conclusions

Participants in the focus groups enjoyed taking part, found the programme motivating for supporting physical activity, promoted social cohesion and family activity, plus enabled them to discover new places

together. A summary of the overall conclusions in relation to the objectives of the evaluation are as follows:

- processes
  - (i) how the project was marketed, delivered and managed, the application process:  
Participants felt that whilst the marketing through the primary schools was good, promotion of the programme could have been improved through using mediums other than social media, targeting individuals who were not associated with schools or pre-existing groups. In respect to signing up etc, these were deemed as straight forward and the concept of the game generally a good idea.
  - (ii) their perceived function of the game, opinions on the location of Beat Boxes:  
Participants liked the idea of the game and for some it helped them increase their levels of physical activity and awareness of the importance of being more active. Some felt the location of the Beat Boxes could have been improved.
  - (iii) community engagement:  
Participants reported that they had felt an increased sense of community cohesion and had discovered new places in their local community.
- perceived outcomes
  - (i) for physical activity engagement and the games role in the promotion of physical activity:  
Most participants reported increased levels of physical activity from participating in the game or that the game helped them maintain their levels as an added incentive to be active.
  - (ii) sustainability of the concept beyond the projects lifetime:  
Participants felt it would have been useful to have the game take place into the summer holiday whilst some would have also have liked the Beat Boxes to have stayed in place to continue the activity as motivation, despite the points not being able to be accrued.
  - (iii) recommendations for the future – these are detailed in the following section.

## Recommendations

A number of recommendations are drawn from the findings for consideration for Beat the Street programmes in the county. These include:

1. Consider the promotion of BtS in secondary schools.
2. Contemplate a medium to reach a wider section of the community, especially people not associated with pre-existing groups or schools (i.e. posters at supermarkets, advert on the local radio).
3. Promote BtS enough time in advance to ensure the community has time to be made aware of the programme before it starts.
4. Consider the colour of the Beat Boxes to ensure their visibility for visually impaired participants.
5. Consider the introduction of a suitable method and mechanism of consultation with potential participants on the following:
  - location of the Beat Boxes prior to their positioning,
  - intervention length, especially when the intervention is close to a school holiday.
6. In marketing, stress the safety aspect of the game to parents.
7. Consider a mechanism to manage complaints about cheating and their validity to ensure people cannot accuse without evidence or an opportunity for explanation if the accusation is untrue.

## Lay Executive Summary

### What is the report about?

The report is an evaluation of the Beat the Street programme which took place in Gloucester in July and August 2018.

### What did it aim to do?

This report through talking to people who took part in Beat the Street, wanted to find out what people thought about the programme, why they took part and what they got out of it. We also wanted to ask the participants how they thought the programme could be improved in the future.

### How did it do it?

We arranged three group interviews, or focus groups, with different groups of people including parents, a running group and a school group, who all had taken part in the programme.

### What did it find?

Findings from this evaluation resulted in five main themes. These are summarised below:

1. Barriers / challenges – these included a lack of awareness of the BtS programme, the timing and its closeness to school holidays, its competitive nature and that people were cheating, concerns about safety with it being based on roads etc, and for some the limitations of being visually impaired and taking part.
2. Facilitators – these were things that people found helped them to take part. These included that the programme was easy to access, there was good promotion through the primary schools and that the game itself was motivating people to take part and being more active.
3. Outcomes – these were things that people said they got out of taking part. These included an increase in physical activity levels, or support maintaining existing active, an increase in awareness of physical activity and its benefits, and an opportunity to get out of the house and discover new places. It also provided participants with a sense of community, it was thought as a fun and enjoyable thing to do, and that the opportunity for collecting points and winning prizes helped. It was also useful to help people change their behaviour and become more active, and was seen as helpful for schools to support activity in children.
4. Limitations / missed opportunities – people felt that the programme could have been more available to people who weren't connected to primary schools and who didn't have children in

that age range, and they were also disappointed that the boxes were taken away after the game as they would have liked to have kept using them as a motivation to go out walking.

### **What happens now?**

We have suggested some recommendations to the organisations that run Beat the Street. These include the following:

1. Consider:
  - promoting BtS in secondary schools.
  - colour of the Beat Boxes to ensure their visibility for visually impaired participants
  - consultation with potential participants on where the Beat Boxes are in the community, and the length of time the game runs for.
2. Think about how the game could be made attractive to a wider section of the community, especially people who are not already in a social or community group like a running group, or linked to a primary school. This could be through local radio, newspapers, etc.
3. Make sure BtS is promoted in plenty of time to make sure people know about it.
4. When promoting BtS make sure parents are aware of the safety aspect of the game.
5. If people make complaints about people cheating, make sure there is a system that ensures people can challenge that accusation if it is not true.

## **Introduction**

Beat the Street (BtS) is one of the 7 work strands in the Gloucestershire Moves project, where the University of Gloucestershire is the evaluation lead. Beat the Street is a game which converts the Gloucester district into a game where people earn points as they walk, cycle and run around tapping the 'Beat' boxes with a Beat the Street card. It is a national programme delivered by Intelligent Health, commissioned by Active Gloucestershire to deliver the programme in Gloucester during June and July 2018. Previous studies have shown that BtS can improve physical activity levels and mental wellbeing for people that take part (1-3). Intelligent Health, as part of their delivery package, provide a quantitative outcome evaluation. However, the evaluation framework for Gloucestershire Moves involved a process evaluation and therefore, to understand the implications of the game in terms of its delivery and participant perception of perceived outcome, a qualitative process and outcome evaluation was undertaken to complement the quantitative evaluation provided by Intelligent Health. The qualitative process and outcome evaluation of the Beat the Street, Gloucester programme was undertaken in July to October 2018. To date no qualitative evaluation has been undertaken with the Beat the Street programme. This report presents the evaluation.

## **Evaluation framework**

The evaluation framework of Gloucestershire Moves is a complex framework incorporating five key evaluation questions, across seven distinct but connected themes which make up Gloucestershire Moves. This report represents the findings from the 'process and outcome' elements of the evaluation framework and adopted a qualitative design to focus on process and outcomes, from adults who took part in the game.

## **Aim of the evaluation**

To undertake a qualitative process and outcome evaluation of participant (adults who played the game) experiences of Beat the Street, Gloucester, 2018.

## **Objectives**

The evaluation investigated the following objectives:

1. To investigate, using focus groups, participants perspectives of the Beat the Street programme in respect to:

- a. processes (how the project was marketed, delivered and managed, the application process, their perceived function of the game, opinions on the location of Beat Boxes, community engagement).
- b. perceived outcomes (for physical activity engagement for them, their families, the community, the games role in the promotion of physical activity and sustainability of the concept beyond the projects lifetime).

## **Governance and ethical considerations**

The study received approval in June 2018 from the University of Gloucestershire School of Health and Social Care research ethics panel, (UoG ref: HSC 1801).

## **Method**

### **Data collection**

Focus groups (n=3) with participants (n=12) who took part in the game were undertaken at the completion of the programme in July, August and September. An interview schedule was devised to guide the discussion which can be found in Appendix 1. The focus groups lasted between 45 and 80 minutes and were recorded using a Dictaphone. The recordings were transcribed verbatim.

### **Participant recruitment**

1. Participants signed up to be part of the game through the Beat the Street Gloucester website, participants who completed the game were selected for invitation to one of 3 focus groups. Participants were selected through a number of mediums, including:
  - a. Invitation via Email - Intelligent Health sent an email to a randomly selected cohort of participants (n=2360) who had completed the game asking for them to express their interest in attending a post intervention focus group.
  - b. Invitation via social media - Intelligent Health added information of the three focus groups to Beat the Street social media sites (Twitter and Facebook). Participants signed up to social media (n=488) who had completed the game were invited to sign-up to attend 1 of the 3 focus groups.
  - c. Personal, opportunistic invitation at the Beat the Street celebration event (end of the programme) - participants who had taken part in Beat the Street were invited to a celebration event. At this event, Intelligent Health, Active Gloucestershire and the

University of Gloucestershire evaluation team provided information of the focus groups to the attendees, in an ad-hoc, opportunistic approach, whilst attending the event. People who had completed the game were invited to participate in one of the three focus groups.

- d. Invitation to parents via local school network - local schools sent out invitation letters, through the children, to parents asking those that had participated in Beat the Street to express their interest in attending a focus group.

On receipt of a response to an invitation, either Intelligent Health or the UoG evaluation team (depending on where the response was sent) contacted the respondent via email with information about the purpose of the focus groups and a choice of three venues/dates that people could attend. On receipt of their reply a verification email was sent to the participant confirming their attendance and informing them that they would be emailed or telephoned 48 hours prior to the focus group to check they still intend to attend. This contact was used as a prompt reminder to attend.

## Data analysis

The focus group transcripts were analysed using inductive thematic analysis techniques (4). These included the following phases:

1. Familiarisation with the data - transcripts were read and re-read, with brief notes recorded to create preliminary ideas for the next phase of the analysis.
2. Codes of interest were generated by extracting and collating pertinent excerpts of the data.
3. Emerging codes were organised into broad themes that reflected the content and meaning of the data, and reflected the evaluation aims and objectives.
4. Themes were reviewed and refined in relation to the generated codes and the entire data set.
5. Themes were labelled and defined, attempting to capture the essence of the data it contained.

Quotations were used in each theme, where possible, to enable the voices of participants to be represented in the findings.

## Findings

Findings that emerged from the data analysis are presented in themes and sub-themes. Due to the small size group, it must be noted that these outcomes are not generalizable. Furthermore, the small size also means that anonymity is difficult to maintain, so pseudonyms or reference numbers to quotations have not been included. Where interactions are quoted, the first speaker is numbered 1, the second 2 and so

on. Five themes emerged from the analysis, these are presented below. Themes from all the focus groups are discussed. There were some small discrepancies in content in the three focus groups and these are both highlighted in the text, and in Appendix 2 which presents a detailed overview of the findings per focus group.

The five themes and their sub-themes are outlined below:

- Barriers / challenges
  - *Lack of awareness*
  - *Timing*
  - *Competitiveness and cheating*
  - *Safety concerns*
  - *Limited appreciation of needs*
- Facilitators
  - *Easy to access*
  - *School promotion*
  - *Motivation*
- Outcomes
  - *Activity levels*
  - *Increased awareness of activity and its benefits*
  - *Getting out of the house and discovering new places*
  - *Enhanced sense of community / social integration*
  - *Enjoyment*
  - *Points and prizes*
  - *Personal achievement*
  - *Potential for behavioural change*
  - *Beneficial for schools*
- Limitations / missed opportunities
  - *Lack of inclusivity*
  - *Removal of beat boxes*
- Recommendations
  - *Duration and timing of BtS*
  - *Marketing and promotion*

- *Measures to limit cheating*
- *Resources*
- *Use and location of beat boxes*

### **Barriers / challenges**

Barriers / challenges referred to the factors that people perceived limited their ability or motivation to participate in BtS. Sub-themes included a lack of awareness, timing, competitiveness and cheating, safety concerns and limited appreciation of needs.

#### ***Lack of awareness***

Participants in all three focus groups thought that there was not enough advertising to promote BtS. Consequently, a large proportion of people remained unaware that it existed. Although primary schools were perceived to contribute significantly to the promotion of BtS, information had been disseminated to children and their families too late, in some people's opinion. As a result, people did not have time to adequately prepare for, or fully benefit from, the initiative. The excerpts below highlight how people's lack of affiliation with a primary school, and the lack of advertising of BtS, limited individuals' awareness of the initiative:

*I didn't really see anything [to promote BtS] apart from what [the children] came home from school with, which obviously, as I say, without that I probably wouldn't have even noticed BtS existed...I don't think I'd have seen anything about it anywhere else, and obviously I wouldn't have signed up to it.*

*I hadn't seen anything about BtS. I think that it was really pushed out in schools and places like that but...I actually hadn't seen anything about it at all.*

*It was the day that it started that the children got the letters [about BtS sent home from school]. So they didn't really know what it was or what was happening.*

*I just think there wasn't a lot of information about it. If you walk around... even if you walk around with your eyes open you still wouldn't necessarily have known anything about it [BtS].*

With regards to a lack of awareness, a further barrier identified by participants in focus groups one and two was BtS's over reliance on social media. Illustrated below, participants acknowledged that it would be difficult for people to participate in, or be kept informed about, BtS if they did not have access to, or used, social media:

*If you weren't on Facebook or Twitter, I don't think you would have known about BtS.*

*I just didn't see the information [of BtS] anywhere apart from on the Facebook page, which you have to like to see it.*

*If people are not used to using the computer it's not always that easy...I know that with our local library it's always very busy, so then they'd have had to wait for a while [to register] and I just... I think it might put people off.*

*If you weren't able to access Facebook or Twitter, or anything like that, I don't think it would have been accessible enough.*

A further challenge of BtS noted by the participants in focus group three was the lack of communication regarding the final celebration event. As a result, people were unaware that the occasion was happening and thus were unable to attend as this piece of dialogue between participants explains:

1. *I didn't even know about the celebration event.*
2. *No...The leader emailed me on the Wednesday night to say 'are you free to come' and I went, 'Well I didn't know anything about it.'*
3. *No, I didn't, either.*
2. *It was the next day and we'd already... we were away.*
1. *Yeah, I didn't have a clue.*

People thought that this was 'a shame' because being able to attend the celebration event would have helped individuals to reflect on their personal achievements (i.e. walking further than they had previously been able to, learning to ride a bike, reaching a certain amount of points) which, they perceived, would have helped to sustain their motivation for, and participation in, activity.

### **Timing**

With regards to timing, the most significant barrier perceived by the participants in all three focus groups was that BtS did not run during the school holidays. Parents highlight that they could not engage with the initiative as much as they would have liked to during term time because prior commitments meant that they did not have the time:

*Yeah. I think coming home from school and then if they've got, perhaps, Brownies or a dance club, and then you've gotta get dinner, then you've gotta bath, you can't... fit it[BtS] in..you can't do it of an evening after school.*

*When we first got the cards we wanted to get all of the boxes...and then we got busy in work. We have 12-hour days, so we leave the house 6:00 and we get back at 6:00. So, it was fitting it all in. So, then I stopped [participating in BtS].*

Parents expressed wishes that if BtS had continued into the summer holidays further benefits could have been gained, for both their own, and their children's, lives:

*I wish it had continued into the summer holidays because that would have been so much better for us [myself and my children], we weren't having a target of getting to school for a certain time, so we could've planned a whole day to do a few more [beat boxes].*

*They're [the children] doing stuff in the garden more, and we do the trails and we're going down to Bristol to the [Gromit trail], so we are doing things. But [BtS] is something very much on our doorstep...I would have gone out most days...it would have been that incentive to go: let's go and do those!...We're doing different things instead, but probably not quite as active as it would have been actually walking the boxes near to us, but also it would have given me a chance to explore some of the others which we didn't end up having time to do...I was working longer hours, and clubs and...extra activities going on after school, and you've still got school the next day. Whereas obviously holiday time, going to bed later in the evenings, not so worried in the mornings, there's more flexibility in your day to be able to fit it in and go: actually, yeah, we can go and do that at seven o'clock, or whatever, because you're not gonna get up for school in the morning.*

*In our club they've all got children now who are home...definitely getting out in the day you could take a few children, give your friend a break for a good few hours and say, "We're gonna go off beat boxing for an hour and a half, so you've got an hour and a half to clean your house or go and do a supermarket shop." And you could repay each other like that. Of an evening after school, you can't do that, weekends...family commitments and food shops that you can't squeeze it in, and you can only imagine how much more interested or...how much bigger it could have been with that extra time.*

Individuals that participated in focus groups one and two would have liked BtS to have been run for a longer period of time, especially with its close proximity to the school holidays. Iterated below, the current six week length of BtS was deemed to be too short for individuals to be able to make a sustainable behavioural change:

*We weren't able to do it [BtS] enough to be able to change our habit, that's not that we aren't active anyway, but we probably could be more active, but...we weren't able to do it long enough in that period of time to be able to change.*

However, this was not unanimous. A couple of the participants in focus group three noted that the length of BtS was just right, stating that if it was to run for any longer the novelty of the activity would wear off:

*I don't know if our club would wanna do it, you know, continually, I'm not sure. But short term it really worked for us, 'cause it gave us something else to...focus on. But obviously we've got runners who've got...other commitments, they've got other races and things.*

Further, a couple of individuals, that took participation in BtS 'to the extreme', thought that the initiative could not run for too long because people would not be able to sustain the level of activity that BtS had motivated them to do. However, it must be noted that this intervention is designed to attract non-active people to move more, but it will inevitably attract those doing some activity to do more, as was the case for the mum and the two running club participants below:

*I was quite happy when BtS ended because I think if you're gonna do it in the way that I did it, there is a limit and there needs to be an end. It couldn't go on.*

*I'm quite active, but I did do more than I would've normally done, absolutely. I couldn't sustain that, though, to that level... there is no way. I mean, I have a massive garden that needs looking after and it was, to be honest, fortuitous that it didn't rain, so the grass didn't grow and things like that. Otherwise I don't think I could've spent the hours doing it that I did.*

*I think I just took it to the extreme of 'I am going to win this and there is no one that's going to be able to beat me on points'. So, yeah. To be honest, I was glad when it came to the end, to some extent. It was like, 'I finished!' I couldn't have gone on like that, put it this way. No, there's no way.*

However, although these participants perceived six weeks to be an adequate length of time for BtS they appreciated that this was not long enough to enhance and sustain activity levels long term. Thus, rather than running BtS as a one-off intervention it was proposed that it should be integrated, in short stints (i.e. for a 6 week period, 4 times a year), as an on-going scheme.

### ***Competitiveness and cheating***

Participants in all three focus groups were frustrated at the thought of other people cheating. Individuals had seen others driving between boxes, and scanning multiple cards, which was viewed as unfair and not within the values of the game:

- 1. That was the frustrating thing, the amount of people that would drive up to a Beat Box...So many people just park up their car and then scan it. What's the point of that?...*
- 2. I also saw people with three or four cards and there was only one person doing it.*

*I saw a lot of people driving to [beat boxes] which really annoyed [my daughter] because she gets [funny] about things and the rules are the rules.*

*Someone early on was just driving around...it was just silly. There was a whole car-load of them just turning up and going, yeah. Come on, that's really not playing the game. I just... couldn't really understand why somebody would do that.*

Highlighted in the excerpts below, people acknowledged that it was the adults who were particularly competitive to the extent that they were willing to cheat despite their children's disapproval and disinterest:

*We saw people driving and saw the children get out, and the mum was like, "Tap it, tap it! And then we'll go to the next one, " and the children were quite embarrassed. They knew it was wrong, the children were not comfortable, it was just the parent bending the rules.*

*We definitely saw people cheating on more than one occasion, blatant cheating...Driving, fobbing and then carding...We had a chap and he was just blatantly running, tap tap, tap tap, and in broad daylight, and that was on a triple point hour. And actually somebody did say, "Well, you're not supposed to do that!" and he said, "Well, my children are just playing along there, they can't really be bothered!" And...they actually won a prize. And if you know he's done it blatantly in front of you, you have to wonder how often they have done it when you haven't clocked them.*

The above illustrates people's unhappiness at the lengths that some individuals were willing to go just to attract more points. Another negative arising from the competitive nature of BtS arose when someone was wrongly accused of cheating, explained below:

*I was sent an email and I didn't really like the email that arrived because it accused me of cheating, and all my points were going to be taken away. It was very hard to get a hold of somebody and it transpired that, somebody had rung up or emailed to say that I had been driving and using multiple cards....Fortunately, I could prove that I was cycling because Fit had switched on on my phone to record exactly what I had been doing, but I was...really, really upset about it, because...not only had I been accused of it by somebody who was clearly being nasty, the people who were running Beat the Street had just gone, 'Well, obviously they wouldn't lie,*

*why would they?’ and just gone, ‘Well, clearly you’re guilty of it,’ as well...and it did take a little while to prove that I wasn’t.*

This participant understandably was not only upset because they had been accused of cheating, but were also frustrated at the difficulty in reporting her perspective on the complaint to BtS. While this participant appreciated the need to monitor and limit cheating, the accusations made were upsetting and demotivated her from participating in activity for a period of time. Thus, this individual recommended that BtS develops a procedure for dealing with cheating accusations. She proposed that this would put people at ease when they encounter a problem, ensure that they feel supported, and as a result want to continue to participate in activity:

*If you were accused of something awful you wouldn’t immediately get thrown into jail for it, would you? Just maybe email people and ask for their side of the story, because it had the effect that not only... did I have the points taken away from me, I then looked on Facebook and someone from our... Team Leader had posted there, ‘Someone’s been out there cheating and now we’ve lost all these points,’ and it was just, like, it was a real snowball effect of... if someone had just asked me in the first place, ‘can you prove you weren’t cheating’, we could’ve bypassed all of that. I understand obviously that you need to look into it. It’s not fair, it’s just, people should not be out there driving, people should not be out there swiping multiple cards, but when you haven’t done it... it’s the way it’s managed.*

### **Safety concerns**

Due to the age of the majority of the participants (i.e. young children) there were perceived safety concerns that, for some, were a barrier to people from getting involved in BtS. Firstly, to ensure their safety, parents would not allow young children out on their own. As a result, children’s participation was limited to times that adults could go out with them:

*You’re always out with your children because she might be 12, but I’m still not letting her go to school on her own. It’s quite a long way to school. So, if she was ever out she’d always be at the same time as me and that’s just how it is.*

Secondly, parents that attended focus groups one and two perceived a number of boxes to be located on, or near to, busy roads. This presented a further safety concern that limited children's participation in BtS:

1. *Having a box on the...well, it is a very busy road...they [the children] would have had to go along the pavement of quite a busy road, wait for the traffic man, beep it [the beat box]...I just think keeping it away from main roads would have been...even if they had to cross the road and gone 10 or 15 metres into the middle of the street would have been more sensible than having them on a main road there. I didn't go to all of them, so there are probably some that might have been a bit worse.*
2. *We have to cross the main road. Some children, you could let your children go alone and do that, if you know they're not gonna have to cross the main...I know there's a zebra crossing, but you would worry.*
3. *I wouldn't let mine out.*

Finally, illustrated in the quote below, one parent's concern was recognised; her daughter got injured while participating in BtS. Although not a direct consequence of the initiative (she fell over and hit her head whilst collecting points), getting injured was a traumatic experience for this individual's daughter who, as a result, was concerned about re-engaging in activity:

*[My daughter] got badly hurt when we were doing one of them. She cracked her head open...It was really bad...there was blood everywhere...It did take her a couple of days to think, 'Oh, actually, I want to go back out,' because it was quite traumatic...there was blood everywhere...It was awful.*

However, it must be noted that with any form of physical activity there is a risk of injury. Whilst this is unfortunate in this case, it was not a consequence of taking part in the game per se, but an unfortunate accident falling over, and banging her head, whilst collecting points.

### ***Limited appreciation of needs***

Participants in focus group three expressed that some people had, or could potentially have, difficulties taking part in BtS because certain needs were not accounted for. This included people with visual

impairments, people with limited literacy skills and people whose first language was not English. An example of one ladies struggle to participate in the initiative due to her visual impairment is documented below:

1. *The boxes could do with being a bit brighter as well, because they were the same colour as the majority of the lamp posts. So sometimes it did blend in and I sort of backtracked.*
2. *Well, I'm visually impaired, so if I was on the bike and it [the beat box] was on the opposite side of the road to me I'd go a couple of loops before I'd spot it. The one [where] that person's shrub had grown over it took me like three passes.*

### **Facilitators**

Facilitators referred to the factors that people perceived stimulated their ability and / or intention to participate in BtS. Sub-themes included: easy to access, school promotion, and motivation.

#### ***Easy to access***

One of the most prominent facilitators to participation in BtS, identified in all three focus groups, was that all of the required resources were free and easy to access and attain:

1. *I liked the free element. [laughter]*
2. *Yeah, not much you get free nowadays.*

*I went in the library, got a card, registered online, it was simple.*

*I did pick one [BtS card] up from the leisure centre... I was going to a swimming lesson and there was someone there to talk me through it... whoever was putting them [the BtS cards] out at the time was actually there to explain what it was about.*

*It wasn't a hassle...we just went into the library. It was a five-, ten-minute cycle ride in. We had the cards, they were registered in the library in two, three minutes, and we were on our way. So, we didn't find it a problem, at all.*

Additionally, the location of the majority of the beat boxes was viewed favourably because they were within walking distance of people's homes and schools; this meant that individuals had immediate access to activity:

*It was nice to have three beat boxes in our area because it made it a lot easier to get them involved, whereas if we had to go into the centre every day it would've been tricky. So, I actually think they were really well-dispersed.*

*We live a couple of miles away from the school so we could actually, if we went creatively to school, do about five Beat Boxes. So it kind of made sense for us to do it because we were getting lots of points on the way to and from school.*

*There were some nice little routes, as well. I was going around and getting close ones and just doing little routes...We had loads that were quite close to us, but if you wanted to go on a bit of a longer cycle ride you could.*

*For me [the location of the beat boxes] were absolutely perfect because we had one which was a couple of hundred meters down the road from us as our starting one. And then we're quite close to a couple of other schools, so on our school run...if we were creative we could do about five beat boxes to get to school.*

### **School promotion**

BtS was promoted in primary schools, in the classroom and in assembly, which significantly stimulated children's enthusiasm for BtS. Parents in all three focus groups described how their children's enthusiasm for the initiative prompted their interest and involvement in BtS:

*I didn't know anything about it...so they're in school... they had an assembly...It was only when [my son] came home with the card and I just said, 'Right, we're going out. We're going to the library to get cards. This is all on [my son's] say-so. I don't know anything about it, we'll find out when we get there.'*

1. *Good how the school seemed really on-board with it all.*

2. *Yes, they definitely were. Certainly this one [my daughter] came home five minutes before the other one, was so enthusiastic...what now! [laughter]. Which was great, I didn't have a clue what she was talking about at that point, it was like: we've got this job, and we've gotta do this right now.*

For participants in focus groups one and two the fact that schools had provided children with all of the necessary information and resources further persuaded parents to pursue BtS:

*They had a little talk within the school...it was in assembly and in the class. They came out with their jobs, copies of the maps and information, and then they also had in the envelopes cards for the adults, because I've got two children we got two cards...it meant that both my husband and myself could register without having to go and get additional ones.*

Schools were perceived to play a major role in initiating BtS, without which, the majority of people deemed that they would have not been aware that the scheme existed.

### **Motivation**

One of the main facilitators of BtS, recognised by participants in all three focus groups, was that it provided individuals with plentiful motivation for engaging in activity. Whether people participated: for enjoyment, for a challenge, to explore new areas, to spend time as a family, to collect points and win prizes, to meet new people, or for their health and well-being, the initiative provided individuals with a purpose to get out of the house and with a reason to be active. One mum identifies how BtS motivated her children to leave the house which, in turn, enabled them to spend more quality time together as a family and boosted their levels of activity:

*I thought that [BtS] was a really good way to get these two [my children] out and active, because we try to go out for walks quite a lot but they get bored really easily. But having the card and being able to go up to a box and actually tap their card and it make a noise, really helped.*

The motivation to collect points and win prizes (i.e. people's competitiveness) was one of the most predominant motivations, initiated by BtS, for engaging in activity:

*I saw that our school was 18th on the league table and that sucked [laughter]. So I decided it wouldn't take very much to get it a little bit further up the score chart. So, we aimed to get in the top 10. And I think by about the first couple of days we'd got into the top 10 and then after that it was like, okay we can get into the top five, we can get in the top three.*

*There were a couple of golden hours, and I was like, right, okay, I've got dinner ready but I'm going off to Beat the Street for an hour, 'cause this is golden hour...I knew going out in that special hour, I could get all the points I needed.*

*My partner used to log-on and check the points all the time...So, for him it was very much competitive, he wanted the points.*

However, although competitiveness was identified as a significant motivator for activity, one participant acknowledged that this was principally limited to adults. The quote below suggests that, while points and prizes offer an incentive for adults to be active, children were more inclined to engage in activity because BtS provided them with a reason to do so:

*It's almost just like a check, in terms of the competitiveness, I have to say that I think that was far more parent led than child led [laughter]. My daughter didn't have a clue really, I'd say, "Oh, we're in such and such." She'd go, "Yes, I know" [laughter]...it was like, stop going on about it. She still loved doing the Beat Boxes but the competitiveness wasn't necessarily her reason for doing it. It was that check point, it was having a reason to go a certain way.*

Thus, while the scheme motivated people to participate in BtS for a variety of reasons they all encouraged individuals to be more active than they usually would have been.

### **Outcomes**

Outcomes referred to the influences that participating in BtS contributed towards individuals lives. Sub-themes included:

- activity levels,
- increased awareness of activity,
- getting out of the house and discovering new places,

- enhanced sense of community / social integration,
- enjoyment,
- personal achievement,
- potential for behavioural change,
- beneficial for schools.

### **Activity levels**

For some participating in BtS inspired them to significantly increase their levels of activity:

*There were a few evenings I just went out on the bike and did 10 miles round Longlevens...I used to do it more when my husband was going out running and then he wasn't really running, so I wasn't really going out and [BtS] did make me. It was an incentive for me to get out.*

*[BtS] got me out running three days a week in the mornings before school. And then with my littlest...we'd walk all over Gloucester getting Beat Boxes.*

*I think for me, I do a lot of cycling because I don't drive, but I just get from A to B. But because of the Beat the Street I was cycling a lot further and I was changing my route. I was going out of my way to do maybe another extra 10 minutes cycling every day.*

However, not all individuals reported a change in activity levels as a result of participating in BtS. People in focus group noted that individuals that belonged to a pre-existing social group (such as a running club or a scout group), or that had their own pre-existing goals, already engaged in a lot of physical activity. Consequently, while BtS offered these participants something to focus on, it was not perceived to increase their levels of activity, merely to support their continued participation in them:

1. *I don't think [BtS] has changed anything...I wouldn't say it's changed me drastically.*
2. *Not me either, no, because I think if you go out and do active things anyway, it's just part of another routine.*

*I'm training for a marathon, so... I'm still doing what I was doing anyway.*

*Probably not an awful lot of change really for us either...we're still doing what we were doing before. It's a moderate level of activity, [laughter] yeah, I don't think it's changed anything.*

*Where we cycle to school there were loads on the way that weren't even really out of our way so, to be honest, it was what we'd normally do anyway, a lot of it, in the day.*

Out of all three focus groups only two people, from focus group two, reported a drop in their activity levels. This was perceived to be a consequence of particular negative experiences that occurred whilst participating in BtS (i.e. accusation of cheating, child getting injured); however, as identified earlier in the findings, these were isolated incidents, and therefore not a common, or anticipated, outcome. Both of these individuals did eventually manage to return to higher levels of activity however it shows how negative experiences can impact on participation and subsequent activity levels.

### ***Increased awareness of activity***

Participating in BtS encouraged people to think about, and adopt, active means of transportation instead of automatically opting to take their car.

*It made me think twice about getting in the car if I knew I could get to where I was going via a Beat the Street. I'd say to [my daughter], "What would you prefer to do?" She said, "Oh, can we go on the bikes so we can do [BtS]." So, for me, it gave me that instant, actually I'm not just gonna jump in the car...*

*Just going a little bit out of your way you're still doing more [activity] than you would've done, and then it encourages you to think, 'How else could I get those points? No, I won't take the car, I'll walk, I'll cycle, I'll have a run.'*

### ***Getting out of the house and discovering new places***

For a number of people, particularly those not affiliated to a pre-existing group and those who took part in BtS as a family, the initiative provided them with a purpose to get out of the house. For lone individuals BtS presented them with something to focus on:

*I set out with the aim to get them all [the beat boxes]...So, it gave me something to focus on, like a task to achieve, I suppose.*

Whereas for families BtS facilitated their enthusiasm and desire to go out and to spend time with one another. This is highlighted in the excerpts below:

*I really liked it that it just got us all out, really. It got us all out and the children were excited to go out. So, rather than us having to drive them out, like, 'Come on, we're going,' they wanted to go out and tap their cards.*

*In terms of the motivation for getting out I walk everywhere and I try and get the kids to do a bit more walking. So for me it was, this is brilliant, we've got a reason, the kids were motivated to get to the next Beat Boxes.*

*I think [BtS] meant that we spent more time as a family doing things together.*

In addition to encouraging people to leave the house, BtS assisted individuals to discover areas of Gloucester that they had previously not visited and, in some instances, were not even aware of:

*[BtS] gets people out and doing things that they wouldn't normally be doing or going places that they wouldn't normally go, because you normally just stick to your own area because you know it. Whereas actually going out to Churchdown, which I never go to, was different. So, I think it's to get people out and active...I thought it was really interesting. You see things that you wouldn't normally see.*

*One of the mum's went round to do all of the boxes, so she discovered therefore parts of Gloucester that she never normally goes to, 'cause she has no real reason to. But because the Beat Boxes were there and she'd set her personal target to get all of them she went round and discovered...She ran all of them. And then she did them on a bike in one day as well.*

*I discovered new places within Gloucester, because I don't drive I've got quite a small circle that I go in, whereas actually with Beat The Street I kind of found, or discovered some places that I'd never been to before, which was really nice that subsequent I've been to.*

### ***Enhanced sense of community / social integration***

BtS encouraged people to be out in public places. Thus, there was an increased opportunity to meet, interact with, and spend time with other people, which the participants enjoyed:

*I did like just seeing more people out, it was nice to be out and about and for there to be actually a lot of people out all taking part [in BtS]. And there wasn't any...people knew we were all different teams meeting up at the Beat Boxes but there wasn't a nasty competitiveness about it. And actually you met people on the final day there was a few people saying, "Oh, can you take a picture of us, we just wanna a picture", because they'd taken pictures as they'd done different amounts of the events.*

Highlighted in the excerpt above the participants in focus group three thought that BtS cultivated an enhanced sense of positivity and togetherness within their local community. This is furthered illustrated below, with BtS encouraging people to communicate and engage with one another:

*My neighbours actually came around because she's also a keen cyclist and said, did I know about Beat the Street because she'd been to the library and picked up a card and wondered if I wanted one as well...So it brought a few of us together*

*I don't know how many conversations I had at Beat Box with people, different places. Conversations with people saying, "Oh, what is this?" And you're explaining, or conversations with other people. Or sharing where the other Beat Boxes were. I had a few people and I'd see them with maps and they'd kind of be looking I'd be like, "You just wanna go that way."*

In addition to the facilitation of social integration, participants perceived BtS to enhance family bonds:

*My husband's never around, he's always at work, but actually there was a few times he was, "Right, going out with [name of daughter] on the bikes and get some beat boxes", 'cause he wanted to be a part of it as well, so that's quite nice. I think even his mum and dad might have got out with the kids when they had them one day.*

Taking part also resulted in strengthening pre-existing relationships:

1. *I think as a parent group we all communicated far more than we ever had.*
  2. *Yeah, I think we did.*
  3. *You would say hi at the Beat Box, we literally were having chats at Beat Boxes together.*
  4. *You see the same parents every day walking in the same direction you knew exactly what they were doing.*
  3. *There'd be a crowd at every Beat Box*
- 
1. *Because we were in, like for parents' chat groups going, "We're only 500 points behind!" And a load of people would be like, "I'm going out now!" And people would go out to see if we could overtake...*
  2. *There was so much of that, the whole group was taken over by Beat Street.*
  3. *Yeah. We're like, "We could do it." And we were very much encouraging each other.*

One participant sums up the social and communal changes that he observed as a consequence of BtS:

*I saw people changing, just out walking their dogs at Longlevens and changing their routes, and actually I saw a lot more people out in the evenings than you would normally see. And I think normally the parents ended up taking the dog for a walk and the kid would sit at home doing whatever. But actually they [the children] wanted to come because then they can bring the card. I saw a lot of families on bikes together as well. I think it really brought people out.*

### **Enjoyment**

For a number of individuals, what they experienced from participating in BtS, was enjoyment. One participant particularly enjoyed BtS because it presented her with time in which she was able to escape from her everyday worries and focus on herself:

*To be honest [what I particularly enjoyed about BtS] was... so, I would ride my bike every day. That would be for a reason...to take my daughter to school [or] an evening activity. I went out and did cycling for me. It was my time which I wouldn't, as a general rule, have. There is not that time.*

Another individual in focus group two stated that, for her and her running club, BtS was enjoyable because it presented them with a challenge and something to aim for:

*It was good. We were really pushing on that last night. We were trying to get to second on average...The other team that beat us on the average were out there. Their average was just getting that little bit quicker than we could... but, it was good fun, trying to push for that last prize.*

While for a further individual, who participated in focus group three, BtS was enjoyable because it encouraged her to spend time commemorating traditional skills, with her family:

*For me it was the fun element, the navigating it and the kids wanting to try and find them and...Anything that involves a map is always fun.*

*It wasn't 'cause I failed map reading at school and things like that, hence the reason why I highlighted mine. No, it was quite good, 'cause [my daughter] would say, "Where are we?" So I'm like, "We're here." [laughs] And then we need to follow this way so she picked up on which ways to go and still now she's, "That was the lamp post with Beat the Beat Street, when's it coming back?"*

### **Obsession**

Converse to the majority of outcomes which participants viewed favourably, a few individuals from focus groups two and three, expressed that they had become obsessed with BtS. Participants, during BtS, 'lived and breathed' activity to the extent that they became withdrawn from other aspects of their lives:

*I put off a lot of the other jobs that I would normally do and went cycling, yes. I spent a lot of time, literally hours, cycling. Literally.*

*To be honest with you, [I cycled] all day long. I lived and breathed it for four weeks.*

*I was getting up at 5:45am and going out running for an hour, [laughter] my friends thought it was hilarious.*

Individuals recognised that their ‘*obsession*’ with BtS was unhealthy. However, they allowed themselves to continue to participate to ‘the extreme’ with the knowledge that BtS had an end date at which time they would be able to rest and re-engage with other aspects of their lives. Thus, for these particular participants, BtS was deemed to be unsustainable:

*And then on the final day, because I knew there was loads of points available, I was out for quite a long time. [laughter]...and by the end of it I was really tired and it said, "You've done 40 miles".*

*I think I took it to the extreme of 'I am going to win this and there is no one that's going to be able to beat me on points'. So...to be honest, I was glad when it came to the end...It was like, 'I finished!' I couldn't have gone on like that, put it this way. No, there's no way.*

### **Personal achievement**

By taking part in BtS people in focus group three thought that they were able to accomplish personally salient goals that they did not expect to, or think that they were capable of, achieving. Achievements ranged from a child learning to ride her bike in which she viewed BtS as a big adventure, to people getting more points than they ever thought was possible:

*[My daughter] had just learned to ride her bike without stabilisers so for her it was just a huge adventure. I think it was quite nice 'cause she say, "How far have we been?" And although she didn't realise in terms of miles, I was like, "Really far." [laughs]. So for her she felt that it was a great achievement.*

*We wanted to get the [beat box] at the top of Denmark Road so we were cycling up the hill on Cheltenham Road and at the beginning about half way up the hill you're kind of grinding away. By the end we were getting right at the top including my daughter, at six, cycling up it. So we did notice an improvement in our ability.*

*We got certificates...She was 'number four top tapper'.*

Attaining such personal outcomes, contributed significantly towards people's drive and motivation to sustain physical activity once BtS had come to an end.

### **Potential behavioural change**

Taking part in BtS people recognised how easy it was to incorporate physical activity into their daily routine:

*I didn't think [BtS] was gonna be quite as simple, when I first read about it I thought, oh, I didn't think it would be that easy to get [activity] into a routine. I didn't do [BtS] during school days because it was just too short a time, but at weekends I made the effort we did go out both days. So I think it was that dread of, oh, no, have I got time to fit this in, but actually it wasn't as daunting as I first thought...I did that first run and it was quite simple then to carry on.*

As such, individuals suggested that BtS could be an initiative to support long term behavioural change; however, one female participant suggested that, in order for this to be effective, BtS would need to be run (in intervals) and on a regular basis:

*BtS almost [needs to be] a regular thing, even if it's an annual thing...'cause it's only gonna get better every time in terms of who's involved and how much people are putting into it. I don't think to run it all the time would work, because you've not got that...The novelty would wear off...but once a year or once a season, like spring, summer, autumn, winter, would be a really great benefit to everyone I think.*

As such, people were excited and enthused at the prospect of BtS being re-run, or at a similar programme being initiated within their community.

*It would be nice if [BtS] came back, because people are now aware of it. So, you might get more participation and, I don't know for you, but I'd probably go out and do a bit more.*

*If it were to come again, I know that our group, personally, our running group would be like: right, it's running again. Remember last year, right, we had a cool team, let's try and get more*

*people involved. Get your granny and granddad out on it. Ask your uncle Bert and take the card, you know. And people who didn't have a club, we would encourage them: join with us! Basically I think if we did it again, we would definitely embrace it.*

### **Beneficial for schools**

Participants in all three focus groups recognised that BtS was beneficial to schools. Specifically, discussed in focus group three, by encouraging more people to walk, cycle or scooter to school, BtS helped to reduce congestion around schools and to free up car parking spaces:

*All schools have problems with parking and getting children to school on time, we absolutely loved [BtS]. We try and push so much the walking and cycling and scooting to school. We would love a scheme like [BtS] to be an ongoing, so that we could build it in and really develop it, it would be amazing for us. Reducing the number of cars at our school gates and in our roads and the impact of the traffic's been fantastic.*

Additionally, in the quotes below, it was noted that children seemed to be more aware and alert in regard to road safety since participating in Bts:

*I think it made [my daughter] a bit more street aware as well. Because now if we were just going in the car to school she wouldn't really necessarily know her surroundings, whereas when we were cycling, now, to this day she will still say, "That was where a Beat Box was."*

*[Schools] do a lot of external walking trips to most parts of the city, but it's very managed. There's a lot of staff, we manage the crossings, so it's brilliant to increase the children's awareness of road safety and all its aspects.*

### **Limitations / missed opportunities**

Limitations / missed opportunities referred to the factors that people perceived had the potential to increase participation levels in, and the sustainability of BtS but were lacking. Sub-themes include: *a lack of inclusivity and the removal of beat boxes.*

### **Lack of inclusivity**

Participants in all three focus groups felt as if more people could have been encouraged to participate in BtS. Not promoting the initiative in secondary schools was deemed to be 'a disappointment'. One mum suggested that BtS would be particularly beneficial for children of this age group as it would provide them with motivation to get off of the sofa, stop playing computer games and re-engage in a suitable level of activity:

*[My son's] in senior school and [BtS] didn't get to the seniors at all, it was only primary school, my son wasn't aware of it. I mean, alright, he's 15, he might not have wanted to, but had there been initiative for the school to get some points and some resources, they would have, I'm sure, got on board as well, but senior schools weren't involved...which I think was a bit of a shame, because...in his year, where he's 15, he only gets so many hours of general PE a week, because his GCSE choices don't involve PE. And then obviously when he comes home he just wants to go on his Xbox. So, essentially those sorts of children are the less likely to go out. But if they knew that their tutor could perhaps win a prize, or...I know some people do things because they want to, but some people need an initiative.*

A number of parents also stated that they struggle to initiate activity in children of this age group and would have liked BtS to have been introduced in secondary schools. Thus, the fact that it was not, was perceived to be a missed opportunity in terms of facilitating activity in 11-16 year olds. Furthermore, while participants recognised that BtS was particularly beneficial for people that were affiliated to a pre-existing group (such as a running club or a scout group), the utterances below suggest that BtS was not as inclusive for lone individuals (such as the elderly) or from people that participated as a small group:

*I think the groups that mostly got involved [in BtS] were Cubs, Beavers, Brownies, schools and running clubs...I don't know if there was anything aimed at the elder generation? I mean they may not have been aware of it.*

*[We] were doing our best, you know...but you're competing against all ages and...running clubs and things like that, and obviously, there was a big incentive to try and do the points to start with, but then it became quite apparent that we [as a family of four] were never gonna get anywhere near.*

Participants stated that BtS was not as inclusive as it could have been:

*Yeah. That's right, we've got a friend, there was [a beat box] opposite his house...again we got him a card, but he didn't know about it. Unless you came back from school, or somebody in the running club is from a school [or] had seen it, if you weren't in those circles...like people that don't normally go out very much, not of a school age, but other ages, you're not gonna capture different people [to participate in BtS].*

*If you weren't on Facebook or Twitter, I don't think you would have known [about BtS].*

This was perceived to be a missed opportunity because those in pre-existing groups are, usually, already participating in moderate levels of activity. Thus, it is likely to be lone individuals and people in small groups that will most significantly benefit from taking part in BtS.

### **Removal of beat boxes**

Participants from focus groups one and three would have benefitted from the beat boxes being left up after BtS had formally come to an end. Individuals stated that even if the boxes were not active, the presence of the beat boxes would have encouraged them to continue to get out and reminded them of the need to be active. This, they hoped, would have motivated them to sustain a moderate level of activity.

*I'd actually asked the question, even if you couldn't carry on, it didn't matter about the competition side of it, or anything else, just keeping the boxes up, just to be able to carry on going, it wouldn't matter what points we got, just the novelty for [my children] of going round doing it, we would have been able to make use of that.*

*[My children] liked the fact that they swiped their card...that's why I say it would be nice to have kept [the beat boxes] activated once it had finished, 'cause that's just all they wanna do, is swipe those things.*

## Recommendations

Recommendations referred to the factors that people suggested could have been improved, altered or expanded upon to enhance their overall experience of, and perceived benefits from, BtS. Sub-themes included: *Run BtS for longer and during the school holidays, more / earlier advertising and promotion of BtS, measures to limit cheating, develop and expand resources, and consider the use and location of beat boxes.*

### ***Duration and timing of BtS***

One of the most common suggestions, discussed by participants in all three focus groups, was that BtS be run during the school holidays because participants believed that this would have allowed them more time to plan for and participate in the activity:

*I wish [BtS] had continued into the summer holidays because that would have been so much better for us, we weren't having a target of getting to school for a certain time, so we could've planned a whole day to do a few more [beat boxes].*

*If [BtS] was there over the summer I think you'd have gotten more out of it. You'd have been out more...now we're all off and we could now be out doing [beat boxes] or, like, actually go out and get all of them. Which would've helped, rather than trying to do it in that little amount of time.*

- 1. A lot of our members [running club] who have got children said they wished it was running throughout the holidays.*
- 2. Yeah, that was a big thing for me, holidays.*
- 3. 'Cause there's a lot of downtime now, parents are off work because they've had to book the time off work, and they are now...what can we do with the children? We could go...an hour of beat the box, but they aren't there.*
- 4. We could have done it probably almost every day if it had been on the holidays.*

Additionally, the participants thought that BtS being run during the school holidays would offer them more flexibility to be able to get involved in the initiative. As opposed to being constrained to certain times of the day (i.e. before and after school) people stated that they could pursue beat boxes at a time of day that was convenient for them to do so:

*Holiday time, going to bed later in the evenings...not so worried in the mornings, there's more flexibility in your day to be able to fit [BtS] in and go: actually, yeah, we can go and do that at seven o'clock, or whatever, because you're not gonna get up for school in the morning.*

*Where the heat was...you could time it when it's cooler, early or later parts of the day, whereas when [the children] came out of school, they were flagging, all they wanted to do was get home and have an ice lolly. So actually there wasn't the option for us to go and do one because of the weather, but holiday time it would have been different because you can manage it and plan it, pick a cooler time either end of the day.*

Aside from being run during the school holidays participants in focus groups one and two stated that they would have like the length of BtS to be increased:

*Obviously the bit where it stays all through the summer holidays, to me that would be a massive improvement...I would love to see it back again, but that would be my main comment...a bit longer.*

*The biggest thing for me was that it stopped for the holidays and that is when everyone gets lazy, nobody goes out. And actually the weather was great it was a perfect opportunity for us to get out. So, maybe even an extension to see how that went in the holidays for a week or something, because we really missed it.*

*One of my comments...is that [BtS] would have been great for me if it had carried on through the summer holidays, we would have done so much more together...we'd have gone out over those last few weeks...and we could have carried it on. So, from my point of view, if it had been longer...it would have worked, we could have done lots, lots, lots more now than we were able to do at the time. That was a big comment from me really.*

For one participant, increasing the length of BtS would allow time for any positive behavioural changes, such as enhanced levels of activity, to be sustained:

*I think you will see increases in exercises long term if you did it regularly. I think on-going it would be something you would...obviously your goal is to increase people's level of activity, and I think you would see that. And certainly from our point of view, say if it was over a longer period, we would go out more, we would have been able to make more use of that. And, as I said, the longer period actually then gets you into more of a habit as well. So, like, from my point of view I'm querying whether I'm gonna get back into running again, and if I had have done it when [BtS] was on, then it would have probably been an incentive to start doing it. And then once you're in that habit, it's easier to keep it going, isn't it?...But obviously if it happens to just fall in a bad time for you, or is a shorter period of time, then the opportunities gone.*

### **Marketing and promotion**

Participants recommended that BtS needs to be advertised enough time in advance to ensure that people are aware that it is going to happen. This was proposed to facilitate participation in the initiative:

*Promoting BtS or making people aware it's coming out four months before you're planning on launching it...and word of mouth...if you start to promote it enough months in advance, then you're gonna get the interest and new people [participating], quite a lot probably...*

It was also recommended that schools are informed about BtS long before it is going to take place. One parent, who works in a school, suggested that this would offer schools adequate time to prepare for and promote the initiative to both pupils and their families:

*I think [with more time] we would do much more with [BtS], we would actually put information out to parents and have a meeting about it, have an opportunity for them to come and talk about it.*

She continued to state that...

*If we could know [about BtS] beforehand and then have an assembly saying right, this is [BtS]...we're trying very hard, particularly for the parents sake, of working out exactly what we're going to be supporting and doing [so that] people can plan for it and get organised. So the earlier the better, we can really push that information out.*

In addition to the early promotion of BtS, it was recommended that the initiative be advertised in a greater number and variety of locations:

*I think if you can capture the supermarkets, I think that would be absolutely fantastic, 'cause you've got a captive audience...go to the supermarket, unless they do internet shopping, okay, most people are gonna go to the supermarket. And you're gonna capture different people that you wouldn't through all those other ways.*

*I don't know whether you could've put a bit more advertising...at the doctors' surgeries? Or on local radio? ... or having stuff up in the quays, because a lot of people shop there, don't they?... because there was a Beat Box right there...and it wasn't until I knew what was happening and I knew the logo that I even got what it was.*

*We could run flyers through the door about BtS so that we all knew about it.*

Illustrated in the excerpts above, advertising BtS in a range of locations was proposed to facilitate its visibility to a wide array of people, and in doing so, promote inclusivity. Furthermore, participants in focus group three proposed that clarity is needed over the target group of the initiative; it needs to be communicated that BtS is for everyone, not solely children. This was suggested to further promote participation and inclusivity in BtS:

*I think we could've had...I know it would cost a lot... We could run flyers through the door about BtS so that we all knew about it. I think that, maybe, because it was so focused to schools, I think adults thought, 'Well, it's not really for us.' I think that would've then drawn the adults in a bit more.*

*I do still think, even when you look at the cards, that they're quite childlike, aren't they? You, kind of, think, this is not really aimed at adults, it is more aimed at children. I don't know whether that's wrong. I mean, I don't know. Something maybe to make it clearer that it's aimed at everybody, probably.*

### **Measures to limit cheating**

A number of participants in focus groups one and two suggested that measures to eliminate cheating needed to be devised. Although it was recognised that a number of attempts to limit cheating had been observed, such as those identified below:

*I did see a couple of times to be fair the Beat the Street people did say, "Please be mindful we are recording it, and we are checking [that you're not cheating]" And I think one of the ladies that I was cycling with told me, "You're going too quick, you're not waiting a minute between your boxes, you're not gonna score."*

Cheating was proposed to be 'very difficult to police'. Thus, although people were unaware of how cheating could be eliminated, they acknowledged that something needed to be done to ensure fair play, and thus maintain people's confidence in the initiative.

### **Resources**

Participants proposed a number of resources that could be developed or expanded to enhance the overall running of BtS. Firstly, the production of a BtS app appeared to excite the participants. Suggested in the quotes below, an app was thought to be particularly beneficial for helping people to navigate their way between the beat boxes:

*We'd like there to be [an app]. It would be amazing...if you could have an app with a moveable map so you know where you are.*

*I mean, I wouldn't go out with a huge map on me but I'd go out with my phone. We found something like a Google Maps overlay that we thought was quite useful. So, we could see all of the Beat the Street boxes on the Google Maps. Having an app would be good, as well...one of those that you could tick off which ones you've done would be quite good...and then you could incorporate that map into the app somehow...with a huge map... it's not very practical cycling along the street...No, especially with it [the map] being on two sides [of paper].*

The above excerpt also infers the practicalities of having a BtS app as opposed to a paper-based map. Participants further suggested that the current beat boxes could be adapted to include brighter colours. This would enhance peoples experience of BtS as well as encourage greater inclusivity:

*The beat boxes could do with being a bit brighter...because they were the same colour as the majority of the lamp posts. So sometimes it did blend in and I sort of backtracked...I'm visually impaired, so if I was on the bike and it [the beat box] was on the opposite side of the road to me I'd go a couple of loops before I spot it.*

### **Use and location of beat boxes**

Participants suggested that more consideration, with regards to the number and location of beat boxes, was needed. A number of parents perceived that having more beat boxes, or placing them closer together, would help to motivate or enable their young children to get involved with BtS:

*My other comment would be, if you could put more beat boxes. I know the idea is that you are obviously travelling between one to cover the distance, but if you've got little ones it can be quite a long way, [laughter].*

*So there were three around our area, but there were times when I'd gone out with both [of my children], but the younger one..."Actually I'm tired, I wanna go home!" the older one would have kept going. So it's trying to juggle, so I know obviously the incentive is to cover ground for the exercise...but obviously depending on what method they're using, if you're walking for little ones that's not practical to...so maybe, not necessarily cover every street corner, but just have a couple [of beat boxes] filling the gaps a bit.*

Furthermore, parents proposed that all of the beat boxes needed to be placed away from busy roads to ensure the safety of their children:

*I just think keeping beat boxes away from main roads would have been...even if they had to cross the road and gone 10 or 15 metres into the middle of the street would have been more sensible than having them on a main road there.*

Instead it was recommended that the beat boxes could have been placed '*at either side of Gloucester Park, because it's quite a big park [but] still safe*' or on '*quieter roads...where you don't have to cross the road, you can stay on the pavement and walk*'.

Finally, participants suggested that the beat boxes could be left up after the initiative had formally ended; they believed that this would motivate people to sustain their levels of activity more long term:

*If the boxes were still in place, I think it would be easy to carry on going indefinitely, I think that would be the case.*

*I would still like to have the Beat Boxes up but not have to be competing, if that makes sense...To just give your best targets...So saying, oh, let's see if we can do 10 miles this week...that motivation to get out...Encouraging the kids as well...instead of just getting in the car and going somewhere I would then think, well, come on then, let's get the bikes out....And then you can celebrate when you get your favourite noise. [laughter]...the kids love it.*

## Conclusion

The objectives of the evaluation were to investigate participants perspectives on process and outcomes from the BtS programme. Conclusions from the findings, in respect to these objectives, are summarized below:

- Processes
  - (iv) how the project was marketed
    - a. Overall there was not enough advertising to promote BtS
    - b. Social media contributed significantly to the marketing of BtS, however other means of advertising were limited (i.e. posters, leaflets, radio)
    - c. Primary schools were the foremost promoters of BtS and were seen as fundamental to raising awareness of, and facilitating involvement in, the activity
    - d. However, being advertised primarily through primary schools, and in view of the BtS logo, individuals believed that BtS was only for children which initially limited their involvement
  - (v) how the project was delivered and managed
    - a. The delivery of BtS was viewed favourably in that it was flexible (i.e. people could take part as and when they wanted to). This facilitated people's ability to incorporate activity into their daily routine
    - b. Inviting primary schools to participate in BtS was viewed as a key influence to the successful running of the game
    - c. However, it was perceived to be a lost opportunity that BtS was not delivered during the school holidays. This would have allowed parents more time and opportunity to pursue beat boxes, get out, and be active with their children
    - d. Cheating was inferred as detrimental to BtS. Although it was acknowledged that attempts were made to limit cheating, further action is needed to manage this concern
    - e. A lack of communication of certain BtS incentives (i.e. double points / spot prizes) and of the celebration event limited people's motivation for, and involvement in, the game. Thus, more information is needed to ensure information of such events is communicated efficiently to everyone involved.
  - (vi) the application process

- a. All of the required resources were free and easy to access for the participants; this eliminated potential barriers to participation in BtS
- b. The registration process was simple and easy. However, people without the use of online resources needed support (i.e. from library staff) to register their cards
- c. Children coming home with pre-registered fobs was a significant incentive for encouraging parents to engage with BtS
- d. The production of an online App was proposed as a positive
- (vii) the perceived function of the game
  - a. To enhance levels of physical activity
  - b. To improve physical and mental health and well-being
  - c. To spend more time as a family
  - d. To get out and engage socially in the community
- (viii) opinions on the location of beat boxes
  - a. On the whole, the location of beat boxes was viewed favourably because the majority of them were within walking distance of people's homes and schools; this made it easy to participate in the activity
  - b. However, a number of boxes were deemed to be located on busy roads which presented a safety concern for children and thus limited their participation
- (ix) community engagement
  - a. On the whole, BtS increased social cohesion and integration
  - b. BtS influenced schools and pre-existing groups to engage with their community. However, it was more difficult to include and engage single others that were not connected to schools or a club
  - c. A number of individuals expressed difficulties engaging in BtS within their community because certain needs were not accounted for (i.e. visual impairments).
- Perceived outcomes
  - (iv) for physical activity engagement
    - a. BtS helped increase people's awareness of physical activity and active transport
    - b. The activity provided a focus for lone individuals (i.e. to go out somewhere new)
    - c. BtS was perceived as enjoyable and fun to participate in both for the self and as a group

- d. The activity provided people with the opportunity for personal achievement and mastery of skills or a challenge
- e. For some, the incentive of collecting points and the game became obsessive
- (v) the games role in the promotion of physical activity
  - a. BtS provided motivation to take part in activity for a variety of reasons including to get out of the house, to explore new areas, to spend time with the family, to enhance their health and well-being, for the challenge and to engage in the community
  - b. On the whole, BtS inspired people to increase their levels of activity
  - c. Although BtS did not increase activity levels for those who were already active, it served as an incentive to maintain activity
  - d. BtS contributed in promoting active travel and reducing congestion especially around primary schools
- (vi) sustainability of the concept beyond the projects lifetime
  - a. BtS supported people to develop a physical activity routine into their lives
  - b. However, the duration and application of BtS needs to be considered to ensure people remain engaged in activity. This could involve running BtS in segregated phases (i.e. runs for a 6-week period, 4 times a year)
  - c. People were excited and enthused at the prospect of BtS being re-run, or at a similar programme being initiated within their community

These findings support previous evaluations of BtS programmes with regards to increasing physical activity levels and mental wellbeing for people that took part (1-3).

Evidence for the effectiveness of Beat the Street is emerging with recent evaluations showing that the programme led to significant increases in mental wellbeing (2), significant increases in physical activity across varying intensities (3) and sustained increases in activity at 1 and 2-year follow-up (5, 6).

However, these investigations have been exclusively quantitative and there are currently no published evaluations aimed at identifying the mechanisms underpinning engagement and behaviour change. This report therefore provides rich insight into the facilitators and barriers to programme implementation which should be used to guide future iterations of the intervention.

## Recommendations

A number of recommendations are drawn from the findings for consideration for Beat the Street programmes in the county. These include:

1. Consider the promotion of BtS in secondary schools.
2. Consider a medium to reach a wider section of the community, especially people not associated with pre-existing groups or schools (i.e. posters at supermarkets, advert on the local radio).
3. Promote BtS enough time in advance to ensure the community has time to be made aware of the programme before it starts.
4. Consider the colour of the beat boxes to ensure their visibility for visually impaired participants.
5. Consider consultation with potential participants on the location of the beat boxes prior to their positioning.
6. In marketing, stress the safety aspect of the game.
7. Consider a mechanism to manage complaints about cheating and their validity to ensure people cannot accuse without evidence or an opportunity for explanation if the accusation is untrue.
8. Consider consultation with the local community before the decision on intervention length, especially when the intervention is so close to a school holiday.

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- iii. The other people you saw whilst playing the game?
  - iv. The media coverage of the game?
  - v. Anything else?
10. Did you enjoy participating in BtS?
- i. What are the things that you enjoyed most?
  - ii. What are the things that you least enjoyed?
  - iii. Why didn't you enjoy them?
  - iv. Did this change at all during your time playing the game?
11. Now that you have finished the game, what do you think will happen going forward?
12. Would you like to continue the activity that you have been doing?
- i. If yes, why?
  - ii. If no, why not?
  - iii. What could support you to do this?
13. To help us improve BtS, what changes for the future would you suggest?
14. If there anything else that our conversation has made you think about that you would like to add, or you think we might find useful to know for the future

**Appendix 2 Table 1: Summary of the qualitative findings.**

Theme	FG1	FG2	FG3	Comparison
Barriers / challenges to participation	Lack of awareness	Lack of awareness / information	Lack of awareness	<ul style="list-style-type: none"> <li>• In all three FGs the participants thought that there was not enough advertising to promote BtS; certainly not in a timely manner. Consequently, people did not know about BtS until after it had begun.</li> <li>• Participants in FG1 and FG2 acknowledged that it would be difficult to participate in, or be kept informed about, BtS if people did not have access to social media.</li> <li>• Participants in FG3 recognised a lack of awareness of certain BtS incentives (i.e. double points / spot prizes) and of the celebration event. This was perceived to limit people’s motivation for, and involvement in, BtS.</li> </ul>
	Cards		Cards and Fobs	<ul style="list-style-type: none"> <li>• People in FG2 expressed difficulties in accessing cards as they had run out in some locations and when trying to register their cards they were confused of how to do so.</li> <li>• Furthermore, individuals in FG2 felt that the inability to merge cards/ points was a limitation.</li> <li>• Although contradictory to FG2, in that individuals in FG3 believed that cards were easy to access, they did not initially understand the difference between the cards and the fobs.</li> <li>• When participating in BtS people in FG3 perceived that having a fob, rather than a card, was a limitation.</li> <li>• It was challenging, frustrating, and time consuming trying to get fobs to register on the beat boxes. This slowed down children’s momentum and dampened their motivation for taking part.</li> </ul>
	Timing	Timing	Timing	<ul style="list-style-type: none"> <li>• In FG1, FG2 and FG3 the timing of BtS was viewed to be inconvenient as it was not run during the school holidays.</li> <li>• Consequently, people could not engage with BtS as much as they would have liked to as they did not have the time.</li> <li>• In FG1 and FG2, it was acknowledged that BtS was run over a too short time period; it was not long enough to be able to get to all of the boxes and to make sustainable behavioural changes.</li> <li>• Conversely, participants in FG3 viewed the length of BtS to be just right.</li> <li>• However, FG3 participants perceived certain incentives (such as double points) to be timed unsuitably. As such they were not able to incorporate them into their daily lives.</li> </ul>

Weather (heat)	Weather (heat and rain)	Weather (heat)	<ul style="list-style-type: none"> <li>In all three FG's the '<i>excruciating</i>' heat was viewed as a barrier to participation in BtS; it limited people's ability to be outside for long periods of time.</li> <li>Exclusive to FG2, the rain discouraged one participant from wanting to go out on her bike, and instead, opt to take her car.</li> </ul>
Competitiveness and cheating	Competitiveness and cheating	Competitiveness and cheating	<ul style="list-style-type: none"> <li>In FG 1, 2 and 3 people did not like the thought of other people cheating.</li> <li>Participants had seen others driving between boxes which they viewed as unfair and not within the values of the game.</li> <li>In FG2 one participant got accused of cheating when she was not. This was a further downside of the competitiveness of BtS and was very upsetting for this particular participant.</li> <li>Furthermore, in all 3 FGs some of the incentives were viewed as unattainable. For example, a small family of four felt like they could not get close to the points of a 60 person running club-even if it was averaged! This dampened their motivation to take part.</li> </ul>
Lack of longevity/ sustainability	Lack of longevity/ sustainability		<ul style="list-style-type: none"> <li>In FG1 participants thought that BtS, although enjoyable, was a novelty that would eventually wear off.</li> <li>FG2 participants had a different perspective on this and suggested that BtS could not run for a too longer period of time because people would not be able to keep up the level of activity that BtS had motivated them to do. In the long term they would have other commitments that would need to take priority-so while BtS is good-it's only good for short stints.</li> <li>Finally those in both FG1 and 2 thought that funding would run out and not allow BtS to run long term.</li> </ul>
Safety concerns	Safety concerns	Safety concerns	<ul style="list-style-type: none"> <li>Due to the age of the majority of the participants (young children) there were perceived safety concerns that limited people getting involved in BtS.</li> <li>To ensure their safety parents would not allow young children out on their own. As a result children's participation was limited to times that adults could go out with them.</li> <li>In FG1 and FG2 a number of boxes were deemed to be located on busy roads which presented a further safety concern.</li> <li>In FG3 the uneven terrain on which a number of boxes were located caused concern for parents. They feared that their children could easily fall off of their bikes or get caught in bushes resulting in injury or harm.</li> </ul>
	Location	Location	<ul style="list-style-type: none"> <li>In FG2 and FG3 participants felt limited because they did not live in Gloucestershire.</li> <li>Living out of the area meant that information was hard to come by and there were no boxes within walking distance of their homes.</li> </ul>

				<ul style="list-style-type: none"> <li>Considering that their children attend school in Gloucestershire parents believed that more could have been done to include them in the initiative.</li> </ul>
		Lack of support from BtS		<ul style="list-style-type: none"> <li>No concerns regarding BtS support was mentioned in FG1 or FG3.</li> <li>In FG2 a number of participants had difficulties with BtS which they felt were not handled in a supportive manner.</li> <li>This was very upsetting for the individuals and as a result they felt demotivated to continue to be active for a period of time.</li> </ul>
		Confusion	Confusion	<ul style="list-style-type: none"> <li>Being advertised primarily through schools, and in view of the picture on the leaflet, individuals in FG2 were led to believe that BtS was only for children which initially limited their involvement.</li> <li>Further, people in FG2 found the map very confusing. It went over two sides of the page and was hard to follow. This made participation more challenging.</li> <li>In FG3 parents did not understand the difference between fobs and cards and why some of their children were sent home with multiple cards or fobs while other children did not receive any.</li> </ul>
		Lack of motivation		<ul style="list-style-type: none"> <li>People's motivation in FG2 dropped as a result of being accused of cheating and getting hurt while participating in BtS.</li> <li>Eventually both people did manage to re-engage with activity, however such concerns have the potential to put people off of doing activity long term.</li> </ul>
			Limited appreciation of needs	<ul style="list-style-type: none"> <li>In FG3 it was expressed that some people had, or could potentially have, difficulties taking part in BtS because certain needs were not accounted for.</li> <li>This included people with visual impairments, people with limited literacy skills and people whose first language was not English.</li> </ul>
Facilitators to participation	Flexibility	Flexibility	Flexibility	<ul style="list-style-type: none"> <li>People could take part in BtS as and when they were able to.</li> <li>This contributed significantly to individual's engagement and involvement in BtS because they could easily incorporate activity into their daily routine.</li> </ul>
	Easily accessible	Easily accessible	Easily accessible	<ul style="list-style-type: none"> <li>The location of BtS was viewed favourably because there was a large number of beat boxes within walking distance of people's homes and schools; this meant that individuals had immediate access to activity.</li> <li>Furthermore, all of the required resources were free and easy to access for the participants; this eliminated potential barriers to participation in BtS.</li> </ul>

Social integration	Social integration	Social integration	<ul style="list-style-type: none"> <li>• Inclusivity was a representative theme in all three FG's.</li> <li>• Taking part in BtS helped to pull the community together.</li> <li>• Individuals showed an increased effort to talk to others whether it be by inviting people to join their group or by asking them to share information about the activity.</li> <li>• This not only enabled individuals to meet new people but additionally it strengthened the relationship between individuals in pre-existing groups.</li> <li>• Furthermore, BtS was valuable because it encouraged people to come together as a family unit and spend more time together.</li> </ul>
Differentiation			<ul style="list-style-type: none"> <li>• Prevalent in FG1 individuals appreciated that differences in abilities and limitations were taken into account.</li> <li>• By being presented with different prize categories people perceived incentives to be more achievable to them; this facilitated their motivation and involvement in BtS.</li> </ul>
School promotion	School promotion	School promotion	<ul style="list-style-type: none"> <li>• School promotion was a key theme in FG1, 2 and 3.</li> <li>• In FG1 and FG2 BtS was promoted in the classroom and in assembly which stimulated children's enthusiasm for BtS. This enthusiasm for, and information of, BtS was relayed to the children's parents; this, in turn, prompted their interest in BtS.</li> <li>• The fact that schools had provided children with all of the necessary information and resources further persuaded parents to pursue BtS.</li> <li>• Participants in FG3 also mentioned that being able to sign up as part of the school team, and collect points as an active member of this team, encouraged their involvement.</li> </ul>
	Timing	Timing	<ul style="list-style-type: none"> <li>• Although the majority of the participants would have liked BtS to run during the school holidays one participant in FG2 and participants in FG3 viewed the timing positively.</li> <li>• Describing herself as 'competitive' the individual in FG2 acknowledged that being run in term time limited the hours that she could spend participating. This prevented her from overloading herself and becoming overly fatigued. She feared that if the timing had been any longer she would not have been able to sustain her level of activity or balance it with her life demands.</li> <li>• Similarly, participants in FG3 suggested that only running for a 6 week period was favourable because it limited the possibility of BtS becoming viewed as boring. However, they did state that multiple short stints of BtS are needed to encourage long term behavioural change.</li> </ul>

		Weather	Weather	<ul style="list-style-type: none"> <li>Being described as 'beautiful' in FG2 and 'great' in FG3 the weather was a significant factor that encouraged people to get outside and participate in BtS.</li> </ul>
	Motivation	Motivation	Motivation	<ul style="list-style-type: none"> <li>BtS provided individuals with plentiful motivation for engaging in activity.</li> <li>This took many forms including: enjoyment, interest, competitiveness, a purpose to get out, doing something as a group, exploring new areas, fitness, and family time.</li> </ul>
			Learning	<ul style="list-style-type: none"> <li>In FG3 parents were excited by taking part in BtS because it encouraged their children to experience, and learn about, traditional skills such as map reading and orientation.</li> </ul>
Outcomes of BtS		Lower activity-drop in motivation		<ul style="list-style-type: none"> <li>In FG2 only, two participants reported a drop in their activity levels.</li> <li>This was perceived to be a consequence of negative experiences that occurred whilst participating in BtS (i.e. accusation of cheating, getting hurt).</li> <li>These individuals did eventually manage to return to higher levels of activity however it highlights the vulnerability of people and how easily negative experiences can impact on activity levels.</li> </ul>
	Activity levels un-changed	Same amount of activity		<ul style="list-style-type: none"> <li>In FG1 it was acknowledged that an array of the participants were from pre-existing groups (i.e. running clubs/ scout groups). Such groups already engaged in vast amounts of activity. Consequently, while BtS offered these participants something to focus on, and aim towards, it did not increase their activity levels.</li> <li>In FG2 one participant already engaged in a significant amount of activity before BtS, thus her activity level remained unchanged.</li> </ul>
	More activity than usual	Increased level of activity	Increased level of activity	<ul style="list-style-type: none"> <li>In all three FGs BtS appeared to be particularly beneficial for family groups in terms of increasing activity levels.</li> <li>It presented them with a purpose to go out that was viewed as motivating and enjoyable for the entire family.</li> <li>Whether it be by planning a trip to the park at the weekend to cover different beat boxes, or going out of their way to tap boxes on the way to and home from school families reported doing more activity than they usually would during the BtS period.</li> <li>For people who were not part of a pre-existing group it also enhanced their activity levels by providing them with a reason to go out and be active.</li> <li>Furthermore, the competitiveness of a number of parents (i.e. actively moving between boxes in an attempt to gain as many points as possible) meant that they were more active than they usually would be.</li> </ul>

Increased awareness	Increased awareness	Increased awareness	<ul style="list-style-type: none"> <li>• BtS enhanced people’s awareness of the need to be, and the importance of being, active.</li> <li>• It also presented them with simple and easy ideas of ways to incorporate activity into their daily routines.</li> <li>• This is important for people’s future intentions to be active and their ability to sustain a healthy lifestyle.</li> </ul>
See new areas/ places		Discovering new places	<ul style="list-style-type: none"> <li>• Being located all around Gloucestershire people in FG1 and FG3 thought that the positioning of the beat boxes encouraged them to visit areas of the City that they had not been to before.</li> </ul>
Get out of the house	Get out of the house	Get out of the house	<ul style="list-style-type: none"> <li>• For a number of people, particularly those not affiliated to a pre-existing group and those who took part as a family, BtS provided them with a purpose to get out of the house.</li> <li>• For individuals they had something to focus on/ somewhere to walk to (i.e. a purpose), whereas for families BtS facilitated their enthusiasm; it encouraged children to move away from computer games, and in doing so, encouraged parents to go out with their children.</li> </ul>
Social integration	Time with others	Sense of community	<ul style="list-style-type: none"> <li>• BtS encouraged people to be out in public places. Thus, there was an increased opportunity to meet, interact with, and spend time with, other people.</li> <li>• For participants in FG3 this cultivated an enhanced sense of togetherness and community.</li> <li>• Furthermore, participants in all three FGs perceived that taking part in BtS facilitated social integration, enhanced family bonds and strengthen pre-existing relationships.</li> </ul>
	Enjoyment	Enjoyment	<ul style="list-style-type: none"> <li>• For participants in FG2 the novelty of, and BtS itself, was viewed as interesting and stimulating while spending time with others, collecting points, and having time to oneself inspired enjoyment for individuals.</li> <li>• For people in FG3 one of the best things about BtS was the ‘fun element’. They enjoyed spending time with their family, engaging in physical activity, feeling like they had achieved something, and seeing their community thrive.</li> </ul>
	Obsession	Obsession	<ul style="list-style-type: none"> <li>• In FG2 one individual alluded that she got so involved in BtS that she became obsessed with it. She would live and breathe cycling, with the aim of tapping boxes and collecting points, to the extent that she became withdrawn from all other aspects of her life. She realised that this was unhealthy but allowed herself to continue with the knowledge that BtS had an end point at which time she would be able to re-engage with other aspects of her life. Thus, for this particular participant, BtS was unsustainable.</li> <li>• In FG3 two participants stated how they constantly talked about BtS and strategised about how they could get as many points as possible; both themselves and their friends described their behaviour as obsessive.</li> </ul>

				<ul style="list-style-type: none"> <li>• Although these participants enjoyed being engrossed in BtS they felt fatigued by the end of the initiative.</li> </ul>
		Time for self	Time for self	<ul style="list-style-type: none"> <li>• BtS presented individuals with time in which they were able to get away from the hustle and bustle of everyday life and focus on themselves.</li> <li>• This enabled people to switch off from their worries for a while which, in turn, made them feel better in themselves.</li> </ul>
		Prizes, points	Prizes, points, beating others, winning	<ul style="list-style-type: none"> <li>• A significant motivation for people in FG2 and FG3 was the opportunity to win prizes and collect points; participants felt like this was fundamental to the successful running of the game.</li> <li>• Although a desired outcome of BtS was enhanced activity, not all individuals were overtly aware of, and focussed on, this. But rather, by striving to collect points, win prizes and beat others, people were indirectly increasing their levels of activity.</li> </ul>
			Health (physical and mental) and fitness	<ul style="list-style-type: none"> <li>• Individuals in FG3 identified that their health and fitness gradually increased over the 6 week period of BtS.</li> <li>• Enhancements in health and fitness were acknowledged in terms of weight loss, ability to cycle, walk, or scooter further than they had previously been able to, be being more aware, alert, and energised and by feeling more relaxed and better in themselves.</li> </ul>
			Personal achievement	<ul style="list-style-type: none"> <li>• By taking part in BtS people in FG3 thought that they were able to accomplish personally salient goals that they did not expect to, or think that they were capable of, achieving.</li> <li>• Achievements ranged from a child learning to ride her bike in which she viewed BtS as a big adventure, to people getting more points than they ever thought was possible.</li> <li>• Attaining such personal outcomes contributed significantly towards people's drive and motivation to sustain physical activity once BtS had come to an end.</li> </ul>
			Potential for long term behavioural change / enthusiasm for more	<ul style="list-style-type: none"> <li>• By taking part in BtS people in FG3 recognised how easy it was to incorporate physical activity into their daily routine.</li> <li>• They felt that BtS could be an initiative to support long term behavioural change; however this would require further dissemination, awareness, and running (in intervals) of BtS.</li> <li>• As such, people were excited and enthused at the prospect of BtS being re-run, or at a similar programme being initiated within their community.</li> </ul>
			Beneficial for schools	<ul style="list-style-type: none"> <li>• Participants in FG3 recognised that BtS was beneficial to schools.</li> <li>• Specifically, by encouraging more people to walk, cycle or scooter to school, BtS helped to reduce congestion around schools and to free up car parking spaces.</li> </ul>

				<ul style="list-style-type: none"> <li>• Additionally, it was noted that children seemed to be more aware and alert both in the classroom and in regard to road safety since participating in Bts.</li> </ul>
	Adult dominated	Adult orientated	Adult orientated rather than children	<ul style="list-style-type: none"> <li>• Although BtS was initially child centred, being promoted through schools and enthusing children to take part, parents state that by the end it became more adult focused.</li> <li>• One parent in FG3 described how driven she was in terms of competitiveness, she wanted to increase her ranking on the leader board. However, her daughter lacked enthusiasm for participating in the initiative and instead just felt irritated by her mum continually 'going on about' BtS.</li> <li>• Similarly, in FG2, one mum expressed how continually being out on her bike frustrated her daughter because she felt as if she never saw, or spent any time with, her mum since BtS began.</li> <li>• For the running club in FG1 BtS was all about strategically working together to tally up points. This primarily consisted of adults altering their running routes to incorporate boxes; children were scarcely mentioned.</li> </ul>
Limitations / missed opportunities	Lack of involvement	Lack of involvement	Lack of inclusion / involvement	<ul style="list-style-type: none"> <li>• In FGs 1, 2 and 3 participants felt as if more people could be encouraged to participant in BtS.</li> <li>• Not promoting BtS in secondary schools was seen as a missed opportunity in both FG1 and FG2. Parents suggested that BtS would be particularly beneficial for children of this age group as it would provide them with motivation to get off of the sofa, stop playing computer games and re-engage in a suitable level of activity. As parents struggle to initiate activity in children of this age group they would like BtS to be introduced to secondary school pupils.</li> <li>• Also, participants in all three FGs recognised that BtS was particularly beneficial to those already affiliated to a group however it was not so helpful to lone individuals or smaller groups. For example, a running group consisting of 60 members got really involved in BtS, whereas a family of four were limited because they felt as if they could not keep up with the bigger groups and did not know how to become affiliated with them. Consequently, this family did not participate in BtS as much as they would have liked to.</li> <li>• This was perceived to be a missed opportunity because those in pre-existing groups are, usually, already participating in moderate levels of activity (i.e. not necessarily the target for this intervention) whereas it is those smaller groups/ unaffiliated individuals that need motivation and help to get active.</li> </ul>

	Lack of promotion/ advertising	Lack of promotion/ advertising	Lack of promotion/ advertising	<ul style="list-style-type: none"> <li>• Individuals FG1, FG2 and FG3 perceived that there was a lack of advertising for BtS.</li> <li>• The majority of people did not recall seeing any posters, leaflets or banners to promote the activity, and of the few that did, it was after BtS had begun. As a result there was less participation in BtS than there was potential for.</li> <li>• Furthermore, there was a recognised over-reliance on social media to promote BtS and its associated incentives. Thus those without social media did not get access to all of the information that they required to adequately take part in the activity.</li> <li>• For participants in FG1 and FG2, the lack of promotion of BtS in secondary schools was seen as prohibitive to participation.</li> </ul>
	Timing	Timing	Timing	<ul style="list-style-type: none"> <li>• Parents in all 3 FGs perceived it to be a shame that BtS was not run in the school holidays. This would have allowed more time and opportunity to pursue beat boxes, get out, and be active with their children.</li> <li>• With BtS being run in term time individuals felt like their participation was limited by the time constraints inherent in everyday life.</li> </ul>
	Removing boxes once finished		Removing boxes once finished	<ul style="list-style-type: none"> <li>• In FG1 and FG3 participants would have benefitted from the beat boxes being left up after BtS had formally come to an end.</li> <li>• Individuals stated that even if they were not active, the presence of beat boxes would have encouraged them to continue to get out and reminded them of the need to be active. This, they hoped, would have motivated them to sustain a moderate level of activity.</li> <li>• Furthermore, removing the boxes was seen as a waste. Participants iterated that they would have liked the boxes to have been re-used, either in another similar activity, or re-cycled.</li> </ul>
	Location of boxes		Beat boxes (including location)	<ul style="list-style-type: none"> <li>• Although, on the whole, the location of the beat boxes was viewed favourable, participants in FG1 and FG3 suggested that they could be positioned closer together to make it more achievable for younger children to take part and to collect points.</li> <li>• In FG1, it was suggested that some of the boxes were located on busy roads. Consequently, children's participation was limited due to concerns for their safety.</li> <li>• In FG3 a couple of the mums said that they felt frustrated when they had walked a long way to get to a beat box only to find that it was not working or was broken.</li> </ul>
Recommendation	Timing	Timing	Timing	<ul style="list-style-type: none"> <li>• In all three FGs it was suggested that BtS is run in the school holidays to allow more time to take part and increase activity levels.</li> <li>• Participants in FG1 and FG2 would like the length of BtS to be increased to allow time for sustained behavioural change.</li> </ul>

			<ul style="list-style-type: none"> <li>Participants in FG3 suggested that BtS should be run in intervals (i.e. a 6 week period, 4 times a year). They felt that this would prevent the novelty of BtS from waring off, in addition to encouraging long term behavioural change.</li> </ul>
More / earlier advertising / promotion	More / earlier advertising / promotion	More / earlier advertising / promotion	<ul style="list-style-type: none"> <li>Participants in all three FG's thought that BtS needed to be advertised enough time in advance to ensure that people are aware that it is going to take place.</li> <li>Schools also need to be informed of BtS long in advance so that they have adequate time to liaise with their community partners and to prepare to support their pupils and their families in taking part in BtS.</li> <li>Every school should be provided with a banner to advertise the initiative outside their school.</li> <li>BtS information letters and resource packs should be provided to children further in advance so that their parents have time to register for the initiative. Also, the envelopes that these letters are sent home in need to be branded so that parents do not overlook BtS information.</li> <li>Participants further proposed that BtS is advertised and promoted in more / diverse locations to ensure it can be seen by a wide array of people-i.e. secondary schools, supermarkets, Drs.</li> <li>BtS should be promoted via different means (i.e. newspaper, posters, telephone, face-to-face), to ensure wider reach. This would limit the over-reliance on social media.</li> <li>Finally, participants in FG2 proposed that clarity is needed over the target group of this initiative. It needs to be communicated that BtS is for everyone, not solely children. This would promote participation and inclusivity.</li> </ul>
More measures to limit cheating	More measures to limit cheating		<ul style="list-style-type: none"> <li>In FG1 and 2 it was recommended that measures to eliminate cheating and to ensure fair play should be discuss and devised to help put participants at ease and reinforce their confidence in the programme.</li> <li>Although participants in FG3 recognised that cheating was an adverse outcome of BtS, they perceived it to be inevitable in any activity of this type. Thus they did not make any specific recommendation towards limiting cheating.</li> </ul>
Mix up scoring			<ul style="list-style-type: none"> <li>In FG1 individuals thought that personal incentives (i.e. a prize for the most individual points or rewards for achieving personal goals) should be included in BtS to encourage participation, and to ensure that everyone's efforts and achievements are recognised.</li> <li>It was also suggested that the amount of points gained for tapping a beat box should be differentiated during the course of BtS, and that people could be rewarded additional points</li> </ul>

				for tapping boxes in a specified sequence. This was proposed to help keep people interested in BtS.
	Re-run / re-use resources	Re-run / re-use resources	Re-run / re-use resources	<ul style="list-style-type: none"> <li>Considering that BtS has now operated for a 6 week period, people in the area are becoming increasingly aware of it. Consequently, participants suggested that the programme should be re-run because, now that people are aware of it, BtS would have a wider reach, acquire a greater uptake and thus more people would experience the benefits associated with the initiative.</li> <li>Participants also suggested that BtS resources could be re-used once the initiative comes to an end (for example, resources could be re-used: for a re-run of BtS, to facilitate BtS in a different location or to help operationalise similar initiative). This could help to save time and money in the future initiation and operation of such programmes.</li> </ul>
	Encourage wider reach	Encourage wider reach Facilitate	Encourage wider reach and inclusivity	<ul style="list-style-type: none"> <li>In FG1 and FG2 individuals suggested that specific incentives need to be derived and initiated to engage unaffiliated / lone individuals, families, and small groups to participate in BtS (those likely to benefit the most significantly from BtS).</li> <li>Participants in FG3 recommended that consideration of people with differentiating needs (such as people with disabilities, people whose first language is not English, and people who have limited literacy and numeracy skills) is required to facilitate their involvement, or ability to get involved, in such schemes. For example, one lady who is visually impaired stated that she found it difficult to take part in BtS because she could not see the beat boxes on the lamp posts. She proposed that the beat boxes could be made brighter so that they are more easily visible and do not merge with the grey lamp post.</li> </ul>
		More information / communication	More information / communication	<ul style="list-style-type: none"> <li>In FG2 and FG3 it was proposed that BtS needs to communicate more effectively with the participants to ensure that they have all of the information that they require to participate efficiently (i.e. information of BtS events and incentives). This may involve the use of numerous resources and outlets (i.e. newspaper, phone, email, advertisements).</li> <li>Participants in FG3 were unaware that a celebration event for BtS had taken place. They thought this was a shame as they would have liked to attend. Thus, the relevance of information and the means by which it is communicated needs to be reviewed.</li> </ul>
		More support from BtS		<ul style="list-style-type: none"> <li>In FG2 participants recommended that BtS develops a plan to deal with any concerns that may arise (i.e. procedure for dealing with cheating accusations). This will, hopefully, put people at ease when they encounter a problem, ensure that they feel supported, and as a result want to continue to participate in activity.</li> </ul>

				<ul style="list-style-type: none"> <li>• Additionally, to alleviate disappointment and demotivation, participants in FG2 suggested that BtS develops a protocol to ensure that they follow-up on any incentives / prizes that they reward.</li> </ul>
		Developing resources / accessibility	Developing resources / accessibility	<ul style="list-style-type: none"> <li>• To make the process of BtS easier participants in FG2 suggested that people should be able to register for a card online, which would then get sent out to the participant rather than the individual having to go out and actively seek a card.</li> <li>• Furthermore, people in FG2 and FG3 proposed that the production of an App would be a positive step forward for BtS. This has been suggested to aid communication, facilitate information exchange, and help guide people towards the beat boxes. All of which is hoped to facilitate participation.</li> </ul>
	Location of beat boxes	Location of beat boxes	Location of beat boxes	<ul style="list-style-type: none"> <li>• Participants recommended that more consideration, with regards to the location of beat boxes, is needed.</li> <li>• Specifically, parents thought that beat boxes should be placed away from busy roads to ensure their child's safety and located closer together to facilitate younger children's involvement in BtS.</li> </ul>
Type of activity	Cycling	Cycling	Cycling	<ul style="list-style-type: none"> <li>• Cycling was a dominant theme in all three FG's. It was viewed as an inclusive activity that all of the family could participate in despite their age or ability.</li> <li>• Children found that cycling provided them with a quick and easy way to get to school.</li> <li>• Parents perceived cycling to be a good mode of transportation in addition to being the quickest way to move between beat boxes.</li> </ul>
	Running	Running	Running	<ul style="list-style-type: none"> <li>• Running was the predominate activity in FG1 due to the majority of the participants being active members of a running club.</li> <li>• In FG2 running was not recognised as a dominant form of activity. It was only mentioned once as a quick means to gain points.</li> <li>• In FG3 running was occasionally mentioned. Similarly to FG2 it was viewed as an efficient means, that adults engaged in, to quickly top up points.</li> </ul>
	Scootering	Scootering	Scootering	<ul style="list-style-type: none"> <li>• Scootering enabled younger children to keep up with their older siblings/ parents.</li> <li>• This helped to illustrate the flexibility, adaptability and inclusivity of BtS.</li> </ul>
	Walking	Walking	Walking	<ul style="list-style-type: none"> <li>• In all three FGs walking was integrated subtly into conversations.</li> <li>• It was viewed as an easy activity that people were able to incorporate into their everyday lives.</li> </ul>

				<ul style="list-style-type: none"><li>• Additionally, walking was viewed as an easily accessible activity that was not too daunting for people to participate in.</li></ul>
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