



PREMIER'S COUNCIL  
FOR ACTIVE LIVING  
NEW SOUTH WALES



## Final report – Guidelines for the use of physical activity for community development purposes

November 2008



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Final report – Guidelines for the use of physical activity for community development purposes.

Prepared by Stoneham and Associates for the NSW Premier's Council for Active Living

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## 1.0 Foreword

There is a rapidly growing body of evidence which demonstrates that being active in everyday life not only has substantial positive impacts on our health, but also has environmental, economic and social benefits.

People who are physically active are less likely to develop lifestyle diseases such as heart disease, stroke and cancer, and are less likely to suffer from depression. An active community uses cars less often, has less congested roads and is more likely to be a stronger community with greater connectedness and participation.

Currently only half of the NSW population meets the recommended level of at least 30 minutes of physical activity on most days of the week. Hence, there is considerable opportunity to increase participation in physical activity and subsequently build social capital within our communities.

The NSW Government's State Plan identifies several objectives that promote the linkages between increased active living and stronger communities. For example, priorities such as increased participation and integration in community activities, improved health through reduced obesity and more people using parks, sporting and recreational facilities.

It is one of the roles of the NSW Premier's Council for Active Living (PCAL) to support the efforts of the NSW Government, the business sector and the community to deliver 'best practice', evidence-based, physical activity/active living programs which strengthen community engagement and build social capital.



These two resources – the Physical Activity and Community Development Guidelines and the accompanying Practitioner's Resource – are designed to achieve that objective. They combine current research in this area with expertise and practical experience to identify key elements that need to be incorporated into physical activity/active living programs aimed at increasing community engagement.

The resources have been designed for use in different contexts, ranging from policy and program development, to delivery of grassroots community development programs. They are easy to use and contain examples of public, private and community sector programs that have successfully utilised participation in physical activity as a tool to promote greater community development.

We hope you find these resources a helpful tool for using active living to build stronger communities for all people in NSW.

Libby Darlison  
Chairperson  
Premier's Council for Active Living



## 2.0 Executive summary

This project aimed to review contemporary literature and local case studies that utilised physical activity as a tool for developing social capital and promoting community development in New South Wales. The development of a practitioner resource (“Building stronger communities through physical activity: a practitioner’s resource”) to guide the use of physical activity for community development purposes was the primary outcome.

The project was undertaken between September and December 2007.

The project commenced with a compatibility analysis of a range of NSW policies. The most significant policy reviewed, was the New South Wales State Plan. The policy analysis clearly identified how physical activity can be used as a key performance indicator for the progression of this plan.

A literature review of the elements of community development particularly in the context of physical activity was undertaken. In an effort to assist the process of selecting case studies for further investigation during this project, a set of criteria was established. The fourteen criteria correlated with elements of community development and were supported by literature.

The Premier’s Council for Active Living (PCAL) provided a total of 21 case studies that had attempted to integrate physical activity with community development principles. All case studies underwent preliminary examination and were analysed using the criteria. This report was forwarded to a PCAL Project working group, who then used the

analysis and the criteria to select five case studies for in-depth analysis. The five case studies chosen included Just Walk It, SHARE, Midnight Basketball, Swim for Life and the Pinnaroots Netball Association.

A key stakeholder from each of these case studies was invited to participate in a face-to-face interview. All stakeholders accepted the invitation. An analysis of the interviews identified a set of critical success factors relevant to integrating physical activity with community development principles.

The critical success factors of a successful physical activity program that has promoted community development can be described under the following headings:

- Localised including the use of local facilities, partnerships, local membership and programs which are valued locally;
- Group cohesion and inclusion encompassing community spirit, co-operation and collaboration
- Broad community engagement integrating contribution, expanded social networks and democratic processes
- Individualised through flexibility and personal development and
- Sustainability with key elements being policy context, partnerships, integration and evaluation and feedback.

A key outcome from this project was the development of a practitioner resource. This resource reflected the information gained throughout the project, and aimed to assist practitioners to plan, implement and evaluate physical activity programs that build social capital in communities.

The resource has been designed for use in a multiplicity of applications including program and policy settings and at grassroots delivery of physical activity or community development programs.

This project and the subsequent resource for practitioners encourage community based physical activity programs to be planned using a bottom up approach. In doing this, programs can be planned to meet identified needs, develop partnerships, build and support social networks and promote community members to develop their own capacity for physical, social, economic and cultural wellbeing.



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### 3.0 Purpose of project

This project aimed to review contemporary literature and local case studies of programs that utilised physical activity as a tool for developing social capital and promoting community development. The development of the guidelines for the use of physical activity for community development purposes was the primary outcome.

A PCAL Project working group comprising of Professor Adrian Bauman (NSW Centre for Physical Activity and Health), John Egan (NSW Sport and Recreation), Peter Loxton (NSW Department of Premier and Cabinet), John MacMillan (Department of Community Services), Peter McCue (NSW Premier's Council for Active Living) and Pamela Rutledge (Department of Ageing, Disability and Home Care) oversaw the management of the project.

### 4.0 Project methodology

The project involved the following steps:

1. **Policy Appraisal:** A review of relevant NSW policies that support the concept of promoting physical activity in a community development context.
2. **Development of Criteria for selecting case studies:** Twenty-one case studies that had achieved some level of community development through a physical activity program were reviewed. A set of criteria to allow the PCAL Project working group to select a smaller number of case studies for in-depth analysis was developed. These criteria were evidence based.
3. **In-depth Case Studies:** Five case studies were selected for in-depth analysis. An interview tool was developed and piloted for use in the face-to-face interviews (see appendix one).
4. **Identifying Key Success Factors:** Analysis of the case studies against the criteria enabled a list of critical success factors to be created.
5. **Development of Practitioner Resource:** A resource was designed for use in a multiplicity of applications including within program and policy settings and grassroots delivery of physical activity or community development programs.
6. **Final Report:** A final report outlining the methodology and key findings was produced.



## 5.0 Community development – the elements

Three key principles impacting upon the relationship between physical activity and community engagement include community development, social capital and community capacity.

### 5.1 Community development

At the international level, community development relates to promoting active civil society, sustaining peace based on justice, and creating democratic life by prioritising the decisions and actions of people, their communities and their perspectives in the development of social, economic and environmental policy (IACD 2007).

At the local level, community development relates to the development and use of a set of ongoing structures that assist the community to meet its own needs (CAPIR 2006).

The term 'community' can be interpreted in many different ways. Bush, Dower and Mutch (2002: 4) define a community as any existing or potential network of individuals, groups or organisations that share or have the potential to share common concerns, interests and goals.

Paronen and Oja (1998) have identified six key features of a community as being:

1. A community is typified by membership, that is its members have a sense of identity and belonging.
2. A community consists of common symbol systems, such as similar language, religion and practices.
3. Community members share norms and values.
4. They have a sense of mutual influence, whereby they influence and are influenced by each other (reciprocity).
5. A community is characterised by shared needs and commitment to meeting those needs.
6. Community members typically share an emotional connection, such as common history, mutual support, and similar experiences.

### 5.2 Social capital

Social capital refers to a community's social assets, which is the extent and quality of people's involvement with others in their community through community and neighbourhood groups.

Social capital enables communities to form networks, norms and social trust, to coordinate and communicate together to act on common issues. The 'capital' in social capital relates to physical, economic, cultural, and symbolic capital, which communities draw upon to encourage social cohesiveness. Social capital has been described as social glue that holds communities together.

Social capital is largely based on the establishment of trust, social norms and values that encourage society level

relationships. It therefore relates to community development by establishing the features of a community or society and using these features to meet its own needs (Putnam 1993; Labonte 1999; Berkman 2000).

For social capital to grow, people need to be able to regularly interact with one another in community organisations and in situations where they can develop trusting relationships with each other: for example, working as volunteers, being members of arts and crafts or walking groups, playgroups, committees, service clubs and so on.

### 5.3 Community capacity

Goodman et al (1998), consider community capacity as the characteristics of communities that affect their ability to identify, mobilise and address social and public health problems and the cultivation and use of transferable knowledge, skills, systems and resources that affect community and individual level changes consistent with public health-related goals and objectives.

In essence, it relates to a community's ability to recognise and utilise its social capital to generate action that responds to community issues. In this case, the identified issue would be physical activity.

Community capacity relates to the existing level of social capital and resources within a community and the capabilities and power that the community has to address its own issues. Strong community capacity ensures that communities can take ownership of strategies and programs that address issues, integrate them into the community and sustain them over a long term.



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## 6.0 Linking community development, social capital, community capacity and health

Research has indicated that social capital is a prerequisite of community development. Where there is no or little social capital people will not be able to come together to work for the common good. Findings have also identified that community development processes generate social capital (Bullen & Onyx 2005).

It has been found that communities with higher levels of physical activity participation have higher social capital (Kim, Subramanian, Gortmaker & Kawachi 2006). In addition Chau (2007) notes several correlations between physical activity and strong social capital. These are listed below.

1. Greater social participation can be associated with enhanced physical activity levels.
2. Having social networks, such as friends or family to participate in physical activity with, or having neighbours with recreational facilities, is associated with being physically active.
3. Neighbourhood crime and poor safety have been found to be negatively associated with physical activity participation.
4. Adults are more likely to engage in physical activity when they perceive their neighbourhoods as safe places.

These factors assist in developing a stronger community and are effective when the capacity of the community is robust enough to sustain levels of physical activity participation, in ways that are acceptable, interesting and fun for the local community.

## 7.0 What is physical activity?

### 7.1 The importance of physical activity

Physical activity has been identified as an essential component of all Australian's everyday lives in order to combat obesity and promote healthy and fulfilled lifestyles. In 2003, physical inactivity accounted for 6.6 per cent of the total burden of disease and injury in Australia, with ischaemic heart disease, Type 2 diabetes and stroke accounting for more than four-fifths of this burden (Begg et al. 2007).

Physical inactivity is the most prevalent chronic disease risk factor in the population, leading to physical activity contributing the largest share of population-attributable risk for chronic disease (Bauman and Miller 2005).

### 7.2 Physical activity prevalence in NSW

The most recent physical activity prevalence estimate for Australia suggested that more than half (54 per cent) of Australians aged 18-75 years did not undertake leisure time physical activity at the levels recommended to achieve health benefits (McCormack et al. 2003).

In NSW, there has been a significant increase in the proportion of people aged 16 years and over undertaking sufficient physical activity since 1998. The prevalence of sufficient physical activity in NSW is currently 51.3 per cent. In 1998, it was 47.6 per cent. Although this is good news, there remains much work to do with almost one in two adults still not undertaking enough physical activity to provide health benefit (Chau, Smith, Chey, Merom & Bauman 2007).



### 7.3 How much physical activity is required?

Current Australian Guidelines suggest that:

- Adults should be active every day in as many ways as they can.
- Adults should complete 30 minutes or more of moderate-intensity activity on most, or preferably all days of the week (Commonwealth Department of Health and Aged Care 1999).

The Physical Activity Recommendations for Children and Young People (5-18 years) are:

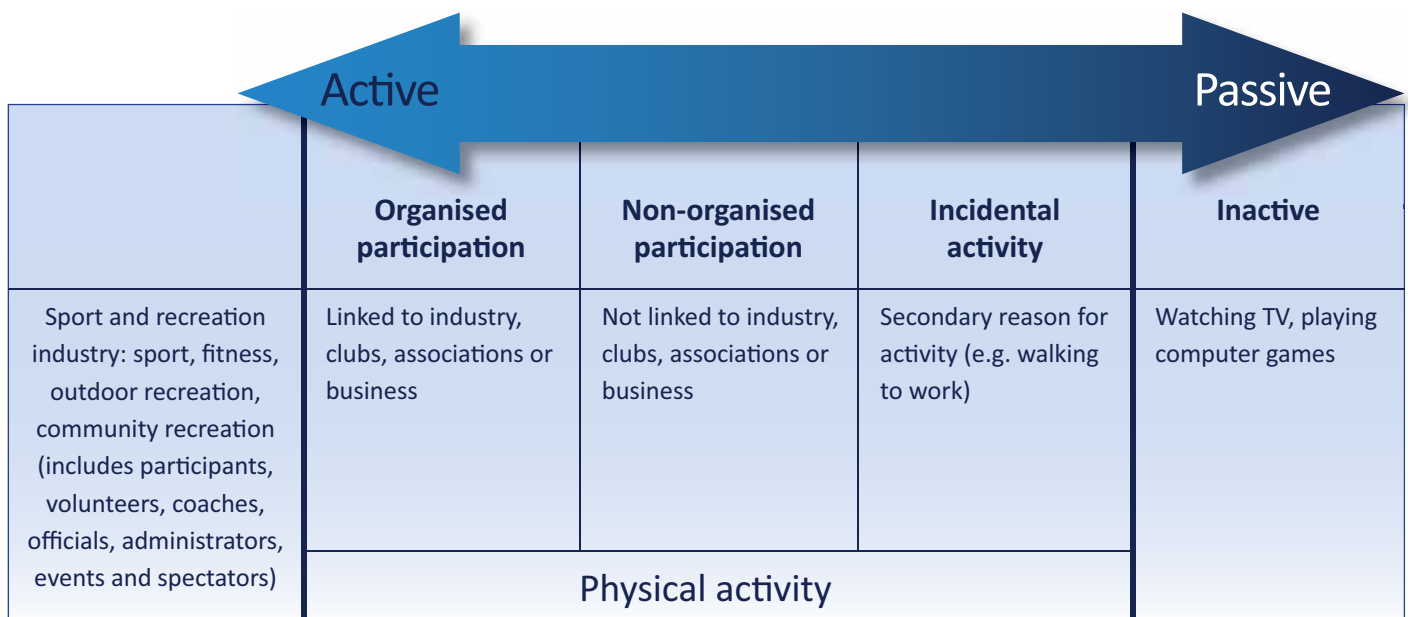
- Children and young people should participate in at least 60 minutes (and up to several hours) of moderate- to vigorous-intensity physical activity every day.
- Children and young people should not spend more than two hours a day using electronic media for entertainment (e.g. computer games, Internet, TV), particularly during daylight hours.

There are many agencies across a variety of sectors that have an interest in physical activity including NSW Sport and Recreation, NSW Health, the Department of Community

Services, transport, planning and environmental agencies, non-government organisations such as the National Heart Foundation, Cancer Council and professional associations such as the Public Health Association, the Australian Health Promotion Association and the Planning Institute of Australia.

The following diagram demonstrates how active living can be incorporated in various components of every day life from walking to work to formal organised participation in structured activity.

Figure 1: Role of sport and recreation sector in physical activity





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## 8.0 Linking physical activity and community development: a brief review of literature

An integral part of linking physical activity and community development is the involvement of the community members in the planning, implementation and evaluation of programs. If individuals in the community advocate change, the changes are more likely to lead to continued development of activity friendly neighbourhoods. This process also involves social support in a number of ways. Active communities foster programs that encourage children to walk to school, organise local physical activity programs and promote neighbourhood safety, all of which can provide social support to individuals within the community.

Communities can also increase physical activity levels by providing access to facilities and organising neighbourhood watch programs or walking groups to promote safety. Other innovative ideas that have been suggested to increase physical activity on a community level include those that provide social support and building social networks within communities and are strongly recommended as effective interventions (Kahn, Ramsey 2002; Bull 2003). Being physically active with friends and family and having accessible recreational facilities has been found to contribute to overall social capital (Chau 2007; Booth, Owen, Bauman, Clavisi & Leslie 2000; Mota, Almeida, Santos & Ribeiro 2005; Ferreira, van der Horst 2007). Examples of activities that provide social

support are walking groups and the creation of social networks outside the family setting such as workplaces.

A recent study by Mummery et al. (2007), indicated that low social capital is associated with physical inactivity. This is further supported by Kim, Subramanian, Gortmaker & Kawachi (2006), who note that increased social capital is associated with being active during leisure time. A population approach is important to foster social capital and encourage the development of community-based networks that encourage physical activity (Chau 2007).

Among the potential determinants of participation in physical activity that have been studied, lack of social support from family or friends has been found to be important for university students, adults, women and older adults. However, lack of social support has a stronger association with physical inactivity than activity, suggesting that once active, social support may not be as important (Leslie 1999; Sallis 1997). Therefore, social support and community support in the form of programs may be more important for getting people initially involved in physical activity, and other factors may be more important in keeping people active. Because the majority of health-related benefits are obtained by getting sedentary people to become active, this initial step is crucial (US Department Health 1996).



## 9.0 Policy appraisal

A number of policies were reviewed to provide context for this project. The most significant policy was the New South Wales State Plan. The table below reflects how physical activity can be used as a key performance indicator for progression of the NSW State Plan.

Other policies that were reviewed included the NSW Chronic Disease Prevention Strategy 2003-2007; Healthy People 2005; Creating Active Communities – Physical Activity Guidelines for Local Councils; a range of resources from the Department of Community Services and an analysis of the proposed Strategic Direction Plan for NSW Sport and Recreation Industry.

The New South Wales State Plan provides an important driving force, encouraging people in NSW to become more physically active. The Plan provides a solid foundation for communities to initiate and be involved with processes to identify obstacles to physical activity and jointly act together to plan, participate and integrate physical activity into the structures and systems of the community. Linking local community based programs to the State Plan objectives will provide context, political support and possible avenues for additional funding.

Active Living is addressed within the NSW State Plan as described in the following table.

State Plan priority	State plan priority target linked to increased levels of physical activity
R4: Increased participation and integration in community activities	Increase the proportion of the total community involved in volunteering, group sporting and recreational activity, or group cultural and artistic activity by 10 percent by 2016.
S3: Improved health through reduced obesity, smoking, illicit drug use and risk drinking	Stop the growth in childhood obesity by holding childhood obesity at the 2004 level of 25 per cent by 2010. Then reduce levels to 22 percent by 2016.
S6: Increasing share of peak hour journeys on a safe and reliable public transport system	Opportunities for combining walking and cycling for transport and public transport options.
F4: Embedding the principle of prevention and early intervention into Government service delivery	Increasing physical activity levels will have significant impact on the prevention of a range of chronic diseases.
E3: Cleaner air and progress on greenhouse gas reductions	Opportunities for combining walking and cycling for transport and public transport options.
E5: Jobs closer to home: <ul style="list-style-type: none"> <li>• less congestion</li> <li>• more leisure time (recreation)</li> <li>• cleaner air</li> <li>• promoting walking and cycling to work</li> </ul>	Increase the percentage of the population within 30 minutes by public transport of a city or major centre in Greater Metropolitan Sydney.
E8: More people using parks, sporting and recreational facilities	Increase participation in recreation and sport.



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## 10.0 Criteria to assist in identifying a successful physical activity program that builds community development

A review of literature was undertaken to identify a set of criteria that would assist in selecting case studies that have successfully promoted community development through physical activity. These criteria are listed below and are supported by evidence. Some of these are intrinsically linked with the critical success factors described in Section 13 of this resource.

### 10.1 Programs that target specific groups

Certain groups in the community are less likely to participate in sufficient physical activity. The prevalence of engaging in physical activity has been identified as being lower among females, older adults, people with lower socio-economic status, people from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander people (ABS 2004; Gill & Taylor 2004; Bauman, Ford & Armstrong 2001; Najman, Toloo & Siskind 2006; McCormack, Milligan, Giles-Corti & Clarkson 2003).

### 10.2 Programs that are culturally specific

Literature identifies that physical activity that considers a range of cultural issues in the planning phase is an important consideration when developing physical activity programs. Issues such as gender (Taylor & Toohey 1998;

Vescio, Taylor & Toohey 1999), sports attire (Stickney & Vilshankaya 2006), relationships with local cultural organisations (Stickney & Vilshankaya 2006), ensuring programs integrate with underlying ethnic or cultural considerations (Frank & Smith 1999; Shilton et al. 2001; Thomson et al. 2000) and building capacity for local service providers to manage projects (Brown, Lee & Nasstasia 1997) are significant factors for planning culturally specific physical activity programs.

### 10.3 Programs that can demonstrate clear links to policies

Across all sectors and at all levels in the community policy decisions can impact upon the choices individuals make about physical activity. Policy can be responsible for erecting or removing barriers to physical activity participation. Giles-Corti (2006) notes that links to policies, along with community and neighbourhood infrastructure provide opportunities to be active, and facilitate incidental physical activity, such as walking for transport or use of stairs. She further notes that commitment outside the health sector is also necessary for long term sustainable benefits for physical activity.

O'Loughlin et al. (1998) found that after assessing 189 heart health promotion programs in Canada, those that were consistent with the objectives of local providers were more likely to be sustained than those that did not fit well with local providers' objectives.

Furthermore, the importance of a whole of government approach to physical activity is highlighted in the evaluation of Simply Active Everyday: A plan to promote physical activity



in NSW 1998-2002, which identifies a strong need to involve all areas of government to promote community-wide, effective and sustainable approaches for physical activity (NSW PATF 2004).

#### 10.4 Programs that aim to build social networks

Programs that provide social support and build social networks within communities are strongly recommended as effective interventions (Kahn, Ramsey et al. 2002; Bull 2003). Having social networks such as friends or family who are supportive or with whom to participate, or neighbours with recreational facilities is associated with being physically active (Booth, Owen, Bauman, Clavisi & Leslie 2000; Mota, Almeida, Santos & Ribeiro 2005; Ferreira, van der Horst 2007). Examples of activities that provide social support are walking groups and the creation of social networks outside the family setting such as workplaces.

#### 10.5 Programs that promote participation and social interaction rather than excellence

Motivators that encourage people to participate in physical activity are varied and include social interaction and improving one's health (CCEH 2006; Northern Sydney Health Promotion 2002). This is particularly pertinent in culturally and linguistically diverse communities where organised sport is less favoured (CCEH 2006).

#### 10.6 Programs that provide social support (friendly, enjoyable, personally rewarding, promotes reciprocity)

Evidence from community based physical activity initiatives suggest that providing social support is effective in increasing physical activity levels and the frequency and amount of time spent engaged in physical activity (Kahn et al. 2002; Fisher 2004; Wen 2002; Watson, Milat & Thomas 2005). People are more motivated to engage in physical activity if they are in a friendly environment, when there are opportunities to socialise and when the activity is enjoyable and personally rewarding (Bayly & Bull 2001; Salmon 2006; Humpel 2002).

#### 10.7 Programs that utilise local facilities and promote local access

The environments in which people live are an important determinate of participation in physical activity (Kavanagh et al. 2005). Having access to quality community parks and facilities has been found to increase participation in physical activity (Giles Corti & Donovan 2003; Hillsdon 2006).

#### 10.8 Programs that provide opportunities to develop new social norms

Community based physical activity programs have been found to facilitate personal development, which in turn increases social capital and community participation, encouraging health promoting behaviours (Bayly & Bull 2001; Tan, Xue, Li, Carlson & Freid 2006).

Evaluations of community based walking groups have found that members became

more engaged in the community as demonstrated by participating in local government consultations regarding services and facilities, fundraising for charities and planting trees (Bayly & Bull 2001).

#### 10.9 Programs that foster partnerships between local organisations

Partnership approaches by service providers, along with adequate planning are seen as essential elements when planning community physical activity strategies, particularly for culturally and linguistically diverse communities (CCEH, 2006).

Multi-sector partnerships and comprehensive, long-term, multi-pronged interventions that include short, medium and long term strategies that consider cultural issues and the role of the built environment are also effective in increasing physical activity (Giles-Corti, 2006).

#### 10.10 Programs that build capacity to manage projects or support skill acquisition

Community physical activity initiatives provide opportunities for participants to engage in various skill-building activities. These skills can relate to physical activity, or a range of relevant life skills, which build the capacity of individuals and communities to contribute to society. Physical activity programs should provide access to information and life skills to enable participation (Shilton et al. 2001).



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### 10.11 Programs that focus on local sporting opportunities

Qualitative data from focus groups suggest that sport is important for building social capital particularly in rural and Indigenous communities (Chau 2007). Sport has been found to be an important strategy to keep in contact with others in a community and has assisted in promoting a sense of community identity (Townsend, Moore & Mahoney 2002).

### 10.12 Programs that consider the role of the built environment

Living in walkable environments has been related to greater physical activity engagement compared with living in less walkable environments (Saelens, Sallis & Frank 2003; Berke, Koepsell, Mouden, Hoskins & Larson 2007).

Two of the most important factors in determining the 'walkability' of an area relate to proximity (how close destinations are to walk to) and connectivity (how direct the routes of travel are). Specifically, proximity reflects two land-use variables including density or the compactness of land use and the land use mix (the extent to which services or facilities are co-located in one area).

Connectivity reflects the directness between the routes of travel between locations such as homes, shops and workplaces. Walking is increased when streets are interconnected (such as in a grid pattern) and when there is no requirement to walk near obstacles such as freeways (Frank, Anderson & Schmidt 2004, Saelens, Sallis & Frank 2003).

Urban environments that are compact and intermixed create shorter distances (proximity) between desired destinations, thus encouraging people to walk. This reinforces the notion that spatial landform patterns, population density and mixed land use of an area are interrelated and all encourage walking (Cervero 1991, 1996; de Bourdeaudhuij, Teixeira, Cardon & Deforche 2005; Ewing, Schmidt, Killingsworth, Zlot & Raudenbush 2003; Frank, Anderson & Schmidt 2004; Giles-Corti, Timperio, Bull & Pikora 2005; Handy 1996; Handy and Clifton 2001; Kitamura, Mokhtarian & Laidlet 1997; Li, Fisher, Brownson & Bosworth 2005; McNally and Kulkarni 1997; Saelens, Sallis & Frank 2003).

### 10.13 Programs that provide regular feedback to participants

Communication is an essential component of any physical activity program as it promotes the program and ensures ongoing participation (Marcus et al. 2007; Shilton et al. 2001). Recent research suggests that both telephone and print methods of communication have enhanced the adoption of physical activity among sedentary adults in America. In particular, print interventions may be more effective in maintaining participation in physical activity in the longer term (Marcus et al. 2007).



### 10.14 Programs that aim to develop safer environments

High levels of perceived neighbourhood crime have been found to be associated with lower levels of physical activity participation and adults are more likely to participate in physical activity if they perceive the environment to be safe (Harrison, Gemmell & Heller 2007; Suminski et al. 2005).

Neighbourhood safety is an area that has been identified recently as a potential deterrent for older adults. The prevalence of inactivity increases dramatically among residents who are 65 years or older and who perceive their neighbourhood to be unsafe. This effect is not seen among younger adults, possibly because older adults may be more dependent on local resources for being active. This observation is consistent with other studies that have found adults and university students prefer home-based programs rather than programs that require travel to a facility (Sallis 1997).

## 11.0 Selection of case studies for in-depth analysis

The Premier’s Council for Active Living (PCAL) provided 21 case studies of projects that had attempted to integrate physical activity with community development principles.

The majority of case studies were NSW based. The working group then used the analysis of literature and the criteria to select five case studies for further in-depth analysis. The in-depth case studies aimed to identify critical success factors for the use of physical activity to promote community development. Appendix 1 lists the interview questions utilised to conduct the in-depth case study analyses.

The five selected case studies are listed below including a short précis. More in-depth case study information is available in Appendices 2 and 3.

### 11.1 Just Walk It

#### Critical success factors

- ✓ Walking routes determined by group members
- ✓ Local partnerships support the program
- ✓ Links to higher organisational policies
- ✓ Social networks and aspects of the program were a priority
- ✓ Regular feedback with local relevance provided

Just Walk It (JWI) is a community based walking program coordinated by the Heart Foundation. Just Walk It has been successful

in recruiting groups in the community that have been identified as being least active. JWI operates in many states of Australia including WA, NSW, QLD and SA. Participation in the walking groups is free, and incentives are provided to those who walk regularly.

In Queensland, JWI has successfully attracted and retained a number of population groups that have been identified as least likely to participate in physical activity. These groups include: women (80 per cent), older people (61 per cent over 45 and 25 per cent over 65), and people who are overweight (36 per cent) or obese (25 per cent). In addition, people of lower socio-economic status (38 per cent), and people who live alone (23 per cent) are also well represented among JWI groups.

In NSW, JWI has been operating since 1997, and volunteers are critical to the success of the program. The JWI program has been successful in offering individualised walking groups such as the Koori Walkabout Group for Aboriginal women.

### 11.2 Midnight Basketball

#### Critical success factors

- ✓ Local facilities accessed and utilised
- ✓ High level of social support offered to participants
- ✓ Participants develop life skills
- ✓ Strong funding relationships

The Midnight Basketball project in inner city Sydney and Bendigo facilitates and co-funds basketball tournaments for 12-18 year old “at



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risk" youth for no cost.

A tournament is organised for Saturday evenings and includes a compulsory 'life-skills' workshop. The participants are provided with dinner and transported home at the end of the session. Social support arises from the inclusion of personal development workshops coordinated by a local youth worker. Social networks are further expanded by providing structured team based activities, including access to coaches and other volunteer staff.

### 11.3 SHARE

#### Critical success factors

- ✓ Local facilities accessed and utilised
- ✓ Local partnerships recruit members
- ✓ Physical activity programs tailored to member's needs
- ✓ Informal social gatherings encouraged

SHARE is a not for profit organisation in Sydney providing affordable exercise and health education courses for people over 50. SHARE has been active for over 20 years. SHARE has been able to tailor activities to specific cultural requirements with one example being the development of a "Move with Friends Aqua Class" that specifically targets Aboriginal women.

### 11.4 Swim for Life

#### Critical success factors

- ✓ Local facilities accessed and utilised
- ✓ Inclusive and culturally appropriate
- ✓ Clear links to higher order policies

The Swim for Life (Muslim Aquatic Recreation Project) is facilitated by the Royal Life Saving Society (RLSS) and caters specifically for the Muslim community in suburban Sydney. Critical success factors for this program included the ability to provide an inclusive and culturally appropriate program that ensured project staff came from the community; that community representatives were utilised within the steering committee and reference group; and that culturally appropriate marketing strategies (e.g. face to face meetings) were used to promote the project to the community.

### 11.5 Pinnaroots Netball Club

#### Critical success factors

- ✓ Local facilities accessed and utilised
- ✓ Inclusive and culturally appropriate
- ✓ Developed local leadership skills
- ✓ Program developed based on community needs

The Pinnaroots Netball Club (referred to as Pinnaroots) based in Dubbo is a program that specifically caters for Aboriginal people. The project commenced following a NSW Sport and Recreation (NSWSR) survey of the local Aboriginal community to identify what could be done to increase participation in physical activity. The Pinnaroots netball team (all Aboriginal women's team) was formed as a result of the findings of that survey.



## 12.0 Linking the criteria to the case studies

### Criteria 1: Programs that target specific groups

There was a balance between case studies focusing on “whole of population” participants and those that specifically targeted sub-populations within the community. For example, the SHARE and Just Walk It programs were designed as population wide programs and maintained the flexibility to accommodate a variety of specific groups.

SHARE is a not for profit organisation providing affordable exercise and health education courses for older adults. SHARE has been able to tailor activities for particular communities such as the “Move with Friends Aqua Class” that specifically targets Aboriginal women.

Just Walk It is a community based walking group that has been successful in recruiting those groups in the community that have been identified as being the least active. In NSW, the JWI program was successful in offering walking groups to specific groups such as the Koori Walkabout Group for Aboriginal women.

### Criteria 2: Programs that are culturally specific

Many of the case studies analysed understood the importance of considering culturally specific issues within their programs. The Swim for Life (Muslim Aquatic Recreation Project) facilitated by NSW Royal Lifesaving Society (RLSS) targeted the Muslim

community and ensured that the program was inclusive and culturally appropriate by ensuring the project staff came from the community; that they utilised community representatives within the steering committee and reference group; and used culturally appropriate marketing strategies (e.g. face to face meetings) to promote the project to the community.

The Pinnaroos Netball team based in Dubbo specifically targeted participants from the local Aboriginal community. The project commenced following a NSWRSR survey of the local Aboriginal community to identify what could be done to increase participation in physical activity. The formation of the Pinnaroos netball team (all Aboriginal women’s team) was the outcome of that survey. Culturally specific strategies such as having a steering committee of people from within the local community; ensuring a core group of Aboriginal women were driving the project; having Aboriginal staff from NSWRSR working on the project; and allowing the community to decide what activities were to be undertaken were critical to its success.

### Criteria 3: Programs that can demonstrate clear links to policies

A number of the case studies highlighted the importance of having higher order policies to support on the ground project work, and commented that these links were necessary to ensure longer-term sustainability.

The NSW RLSS implemented the Swim for Life - Muslim Aquatic Recreation Project (MARP) to increase participation in aquatic recreation and to provide employment and training opportunities for people from

Muslim communities. Political and financial support for this project was forthcoming due to the strong links between the project and the RLSS Strategic Plan and the NSW Water Safety Plan.

The Just Walk It (JWI) project has also experienced ongoing support from the National Heart Foundation and has now been integrated into the Heart Foundation National Strategic Plan.

### Criteria 4: Programs that aim to build social networks

There are numerous examples of projects that have built positive and lasting social networks in communities. The JWI project shows how social support and networks can be formed through physical activity and found that social networks formed have contributed to maintaining interest in the program as people tend to join for health reasons but stay because of the friends they make.

The Midnight Basketball project facilitates social support from the inclusion of personal development workshops coordinated by a local youth worker. Social networks are further expanded by providing structured team based activities, including access to coaches and other volunteer staff.

Evidence from this project indicates that the social networks formed have contributed to maintained interest in the program and physical activity. Participants consistently rate friendships as an important aspect of attending the tournament.

A number of projects have reported that social gatherings have occurred externally to the more formally organised activities.



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The SHARE project regularly has after class gatherings, Christmas parties, coffee and dinner dates and one of the JWI groups recently participated in the Sydney City to Surf.

One participant from the Pinnaroos Netball team commented that 'this project promoted dignity and social status – the girls hold their heads up walking down the street, and they often proudly wear their netball shirts in public'.

**Criteria 5: Programs that promote participation and social interaction rather than excellence**

The key objective of many physical activity programs is simply to increase movement. This is evident in many of the case studies analysed, yet some have achieved levels of excellence in participants through sustained attendance and capacity building.

The Pinnaroos Netball Club primarily focused on encouraging participants to be active. The project focused on participation rather than excellence, as many of the players preferred not to train. The MARP project promoted participation and excellence. Participation was encouraged for the wider Muslim community to become more confident in the water. Excellence was generated within the participants, as they were encouraged to participate in lifesaver championships and other training opportunities.

The SHARE project encouraged participation for people over 50 years to be active. This project designed strategies to ensure participation was sustained through ensuring the design of the classes (e.g. ranges, levels and flexibility) was tailored to allow people to

work at their own pace; providing a service that 'filled a gap in services that suit older people'; and by accepting referrals from agencies such as the Area Health Service.

**Criteria 6: Programs that provide social support**

All of the case studies analysed were successful in providing programs and activities that offered social support. Different projects used different models. For example, JWI utilised volunteers from within the community to encourage local participation and ownership. Midnight Basketball provided security, volunteers, tournament managers, youth workers, Police youth liaison workers, a free meal, ensured friends and family members were welcomed and transported participants home at the end of the evening.

The Pinnaroos netball team recognised the importance of having formal competition to generate social support for their players and a 'mix of the local community at the fixtures to assist in managing poor behaviours'.

Many of the projects have established high levels of trust and reciprocity between participants and with physical activity providers. The SHARE project reiterated that finding (and retaining) the "quality of the fitness leaders that was appropriate to the class" was critical. Other projects such as JWI observed high levels of cooperation with walkers "looking after each other and not leaving a slower walker behind". Other projects have reported a high level of reciprocity where members have "assisted in the redevelopment of the website", have



“become spokespeople for the project” or have “provided testimonials”.

#### **Criteria 7: Programs that utilise local facilities and promote local access**

Many of the case studies identified that the use of local facilities was critical to their success. The SHARE project reinforced the need to have local facilities for increased convenience and to provide a familiar, non-threatening environment. The MARP project highlighted the need to have the project team locally based to enable participants to access them for information and advice. The JWI project used local facilities not only as walking routes but also as meeting spots and for after walks activities (e.g. coffee shops). The Midnight Basketball coordinators reported that the young people showed more respect for local facilities after participating in their project.

In respect to costs for activities, some projects such as JWI and Midnight Basketball have been offered free of charge, while other programs charge fees to cover court hire or instructors. Those projects that do charge ensure low cost activities and have indicated that paying for services is not generally an issue provided the activity is of a high standard.

#### **Criteria 8: Projects that provide opportunities to develop new social norms**

There is some evidence that participation in these physical activity programs lead to participants making other positive contributions to their community. The SHARE project reported that members were volunteering to be grief counselors and the MARP project found that some

participants undertaking the lifeguard and swim instructors’ courses had volunteered at the local sporting club and had voluntarily undertaken first aid courses. The JWI program had offers from its members to assist with charity appeals and the Pinnaroos project identified that a number of the mothers were now becoming more actively involved in all aspects of community life including providing assistance at the local swimming and athletics clubs.

#### **Criteria 9: Programs that foster partnerships between local organisations**

Every project analysed placed a high value on the partnerships created to support and maintain the program. Some projects had more invested in partnerships than others. For example, the Midnight Basketball project was highly reliant on external funding from the Commonwealth Bank, support from the Police Force in supplying a youth worker and volunteers for the continued administration of the project.

A similar level of partnership was required for the Pinnaroos project with initial funding provided by Department of Community Services (DoCS), project management supplied by NSWSR with other partners such as the Dubbo Netball Association providing ongoing support.

Other projects had more informal partnerships that were highly valued but less critical in terms of project sustainability. Examples included partnerships with local Councils for the supply and use of venues and with local service providers for referral of clients. The JWI project officer who stated that partners will play an even greater part

in the new walking program as it is rolled out across the country highlights the importance of partnerships.

#### **Criteria 10: Programs that build capacity to manage projects or support skill acquisition**

Although the primary outcome of these projects was to increase physical activity, many projects were successful in building capacity of individual participants in a range of areas. One of the most salient examples was identified in the MARP project, where a participant was “very excited to receive his lifeguard certificate as it was his only formal qualification”. The JWI and Pinnaroos projects both reported increased opportunities for, and evidence of, increased social interaction and leadership skills. The Pinnaroos project offered the opportunity for enrollment in a Certificate II in Sports and Business Administration.

The Midnight Basketball project required participants to attend life skills workshops prior to a fixture, and anecdotal evidence indicates that this was having a positive influence on the young people.

#### **Criteria 11: Programs that focus on local sporting opportunities**

The principle tenet of some of the projects was to encourage formalised sporting opportunities (e.g. Pinnaroos and Midnight Basketball). This approach was useful in that it encouraged the social norms associated with team sports such as turning up for training and being on time for a fixture. Other benefits included increased local competition within sporting clubs.



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Some of the projects used the formal network of existing sporting clubs to recruit participants. The MARP project provides one example and participants were recruited through a range of local sporting events such as soccer. Midnight Basketball recruited referees from local sporting associations.

**Criteria 12: Programs that consider the role of the built environment**

All three of the case studies that required walkable environments, considered walkability to be a critical success factor for their project. JWI could not operate without walkable environments and strategies to ensure walkability are integrated into the project. The walk organisers choose the walking routes and a walkability assessment is conducted on each route. The SHARE program is about to commence walking groups and to facilitate this has developed an urban walking leader-training manual to assist with the establishment of safe and walkable environments. The Pinnaroots project indicated that many of the netball players walked to the fixtures, however no routine monitoring of walkability was undertaken.

**Criteria 13: Programs that incorporate regular feedback to participants**

Not all projects provided feedback to participants. Those that did indicated that it was a worthwhile exercise and demonstrated 'a certain level of commitment to participants'. Examples of feedback mechanisms included newsletters, emails, SMS messages, direct mail, websites, steering committee meetings, social gatherings, word of mouth and recognition schemes (emphasising participation).

**Criteria 14: Programs that aim to develop safer environments**

The provision of safe environments was considered paramount by all projects. Some projects were concerned about "their duty of care to participants" and the "need to be confident about venues". Others wanted to "avoid fear" or "ensure that young people who had often experienced unsafe home environments had a safe place to enjoy and feel comfortable."

In addition to providing a safe environment, the majority of projects contributed to the maintenance of safe environments. For example, the JWI program institutes a hazard identification process where issues such as broken footpaths or straying dogs can be reported to the local council. The SHARE project carries out safety assessments of all venues and ensures that all instructors are certified first aid providers. Midnight Basketball requires similar standards and in addition, employs security personnel onsite. The Pinnaroots insist that all teams conduct an occupational health and safety assessment as a requirement of the Dubbo Netball Association.



## 13.0 Critical Success Factors

Based on the literature reviewed and the evidence from the case study analysis, the key elements of a successful physical activity program that promotes community development can be described under the following headings:

Principle	Critical success factor
<b>Localised</b>	
Local facilities	The program makes a contribution to the development of communities through use of local facilities, or mobilising local resources such as the knowledge, skills and commitment of community members.
Partnerships	There is an effective partnership between local organisations and the physical activity program.
Membership	The program was localised or small enough to care about its members. Case study analysis revealed that bigger is not necessarily better. In this analysis, having more money did not necessarily make an organisation more effective, nor did having lots of services and staff. In fact, this study revealed that the reverse was more commonly the case.
Valued locally	The program is highly valued by the local community.
<b>Group cohesion and inclusion</b>	
Community spirit	The program contributes to the development of community spirit and social cohesion through bringing people together to pursue health and wellbeing, common goals and extending people's support networks and coping capacities.
Cooperation and collaboration	The program encourages co-operative approaches amongst members. It encourages them to adopt co-operative approaches to achieve their goals rather than competitive ones. Collaboration on projects and activities, sharing and valuing each others knowledge and skills.
<b>Broad community engagement</b>	
Contribution	The program provides opportunities for people to continue contributing to the community in an active, meaningful and personally satisfying way even if they are not participating in the physical activity program.
Social networks	The program encourages groups and individual members to use information and social networks gained through their involvement to contribute to wider social priorities and needs.
Democratic processes	The program demonstrates democratic processes through giving people from the community the opportunity to take an active role in their health and wellbeing and the organising of local events and activities.
<b>Individualised</b>	
Flexibility	The program is flexible and responsive to member's needs, taking into account and managing all levels of physical capability.
Personal development	The program contributes to the personal development of members through providing opportunities to increase physical fitness, enhance their knowledge, skills, confidence and self-esteem.
<b>Sustainability</b>	
Policy context	The program is embedded within an organisational policy context to provide expertise, resources and to promote sustainability.
Partnerships	The program works with a range of partners to promote sustainability through the provision of funding, expertise, in kind support, recruitment of community members and use of local facilities.
Integration	The program integrates into the existing assets of a community to assist with their effectiveness and overall success.
Evaluation and feedback	The program provides regular feedback to participants through a variety of avenues.



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## 14.0 Development of a practitioner's resource

The development of a practitioner's resource reflected the information gained throughout the project. The aim of the resource was to assist practitioners to plan, implement and evaluate physical activity programs that endeavour to build social capital in communities.

The practitioner's resource was designed for use in a multiplicity of applications including within program and policy settings and at the grassroots delivery level of physical activity or community development programs.

## 15.0 Conclusion

The aim of this project was to review contemporary literature and local case studies of programs that utilised physical activity as a tool for developing social capital and promoting community development. The outcome of this project was the development of critical success elements for physical activity programs wishing to promote community development. A practitioner resource to guide those working in the field was developed.

Throughout the project, there has been a focus on providing information and strategies that were informed by evidence or through evaluations from successful community based interventions. This project highlighted some outstanding examples of successful physical activity programs that have promoted community development principles.

It is envisaged incorporation of the identified critical success elements within future physical activity programs will help achieve community development objectives.



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## 17.0 Appendices

### Appendix 1: Interview questions for in-depth case study analysis

#### 1.0 Introduction

- 1.1 Project title
- 1.2 Organisation
- 1.3 Project officer
- 1.4 Brief description of project (to be read from PCAL excel and PO to confirm)
- 1.5 Location of project
- 1.6 Target group for project and expected reach (i.e. participant numbers)
- 1.7 How long has the project been running?
- 1.8 How long is the project expected to continue running?
- 1.9 How is the project funded?

#### 2.0 Overview

- Q1. Take some time to think. What are the three most important factors that have made this project successful? You can elaborate on each factor.
- Q2. Was it an initial goal of the project to promote community development or did this occur as a spin off from the project?
  - a) Initial goal Yes
  - b) Spin off Yes  if answer is "yes" then please explain
- Q3. Which elements of your project promote community development? How?
- Q4. Do you feel that the community values your project?
 

Yes  No  Why do you think this?

#### 3.0 Criteria

PCAL has developed a list of criteria based on evidence from literature that can enhance the community development components of physical activity (PA) projects. I would now like to focus on each criterion individually and give you the opportunity to provide information on how you have integrated them into your project.

#### Culturally specific

- Q5. If the project targets a CALD or Indigenous target group, please explain how your project caters for cultural aspects.

#### Clear links to higher order policies

- Q6. Does your project link with any higher order organisational, regional, State or national plan?
 

Yes

No  If so please indicate the title of the plan/s.
- Q7. Are there any clear links with the NSW State Plan?
 

Yes  No

#### Builds social networks

Prompts: friends encouraged to participate, family involved, workplace programs etc

- Q8. (a) Do you consider that your project provides social support to the participants? Yes  No  Please explain your answer.
 

(b) Do you consider that your project contributes to expanding the participants' social networks?
 

Yes  No  Please explain your answer.
- Q9. (a) Do you have any evidence (can be informal) that the social networks that have been formed have increased or maintained people's interest in the program?
 

Yes  No  Please explain your answer.

(b) Do you have any evidence (can be informal) that the social networks that have been formed are supporting / have supported ongoing participation in PA for the participants?
 

Yes  No  Please explain your answer.
- Q10. How would you describe the level of mutual trust within the participants in your project?
 

Very high  High  Unsure  Low  Very Low

Please explain your choice of category (if very high/high, give examples to support this answer).
- Q11. How would you describe the level of cooperation within the participants in your project? (prompts – help each other if assistance is needed)
 

Very high  High  Unsure  Low  Very Low



Please explain your choice of category (if very high/high give, examples to support this answer).

Q12. How would you describe the level of reciprocity within the participants in your project? (prompts – acts for the benefit of others, giving something back)

Very high  High  Unsure  Low  Very Low

Please explain your choice of category (if very high/high, give examples to support this answer).

**Promotes participation and social interaction rather than excellence**

Q13. Does your project simply encourage participation in PA or does it encourage a certain level of excellence?

Encourage participation Yes  No

Encourage a certain level of excellence Yes  No

Both Yes  No

Q14. How does this approach encourage participation/encourage a certain level of excellence/do either to increase or maintain levels of PA?

**Provides social support**

Prompts: friendly, enjoyable, personally rewarding, reciprocity.

Q15. Can you please explain how your project promotes a friendly environment?

Q16. Do you think your participants enjoy the program?

Yes  No  Please explain your answer.

Q17. Do you know if your participants find the project personally rewarding?

Yes  No  If so how?

Q18. Do you think that most participants (or groups of participants if applicable) know each other by their first name?

Yes  No  Unsure

Q19. Do you know if close personal friendships have been formed through your project?

Yes  No  Not sure  If "yes" please explain.

Q20. If participants of your project disagreed with the direction of the project, do you feel they would freely speak out?

Yes  No

**Utilises local facilities and promotes local access**

Q21. How important was the need for the participants to have shared ownership over the resources associated with the project?

(prompts: looking after playing equipment, uniform design etc)

Critical  Very Important  Important  Unimportant

Please explain your choice of category.

Q22. How important to the project was the use of local facilities/venues?

Critical  Very Important  Important  Unimportant

Please explain your choice of category.

Q23. Do participants have to pay fees associated with venue hire, playing gear, uniforms?

Yes  No  Please explain your answer.

Q24. Do you:

- provide free transport to the venue  
Yes  No
- provide user-pays transport to the venue  
Yes  No
- promote the use of public transport to access venues  
Yes  No
- none of the above

**Provides opportunities to develop new social norms** (involved in broader community events, increases educational outcomes, mentoring, etc)

Q25. In addition to involvement in PA, have you observed any changes in behaviours that may be a direct/indirect result of participating in the project?

Yes  No  Please explain your answer.



Q26. Are you aware if any of the participants from your project have become volunteers in the community? (prompts: participation in broader community events such as festivals, tree planting; mentoring of younger people; participation in project has led to opportunities to increase individual skills or education levels)  
 Yes  No  if "yes" give examples.

**Partnerships fostered between local organisations**

We understand that you have a range of partnerships with other organisations.

Q27. How important do you think it is to have partnerships for PA projects?  
 Critical  Very Important  Important  Unimportant   
 Please explain your choice of category.

**Builds capacity to manage projects/skill acquisition**

Q28. Does your project help to build the capacity (sporting, social, skills) of individual participants?  
 Yes  No  If "yes" how?

Q29. Does your project promote leadership skills of individual participants?  
 Yes  No  If "yes" how?

**Incorporates regular feedback**

Q30. Do you give regular feedback to participants?  
 Is through:  
 Newsletter   
 Website   
 Media   
 Other

**Focuses on local sporting opportunities**

Q31. Does your project take advantage of any local sporting facilities and their members?  
 Yes  No  If "yes" how?  
 If not, do you see any opportunities for this occurring in the future?  
 Yes  No  Unsure

Q32. Do you know if any of your participants are members of organised sporting clubs?  
 Yes  No  Unsure   
 All  Most  Half  A few  None

**Promotes safe environments**

Q33. How important is it to have safe environments in which to provide project activities?  
 Critical  Very Important  Important  Unimportant   
 Please explain your choice of category.

Q34. Does your project contribute to improving safety?  
 Yes  No  If "yes" how?

Q35. How do you monitor safety?

**Promotes walkable environments**

Q36. Can you please describe how important it is to have walkable environments in which to provide project activities?  
 Yes  No  If "yes" how?

Q37. Have you ever conducted a walkability assessment?  
 Yes  No

Comments



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## Appendix 2: Case study descriptions

These case study descriptions are compiled from answers to sections 1.0 and 2.0 in Appendix 1.

### Community development and physical activity – case studies

SHARE - Learn for Life	<b>Project staff:</b> Jacintha Bachelor <b>Organisation:</b> SHARE <b>Location:</b> Inner West Sydney/St George and Sutherland <b>Target group:</b> People over the age of 50 years <b>Duration:</b> Commenced in 1983 and is ongoing.
<b>Description</b> <ul style="list-style-type: none"> <li>• SHARE is a not for profit organisation providing affordable exercise and health education courses.</li> <li>• SHARE targets people over the age of 50 years and aims to maintain independence and reduce the risk of falls.</li> <li>• Fitness leaders are employed by SHARE and are registered and accredited with Fitness Australia.</li> <li>• SHARE classes include aqua fitness, stretch and relax and fitter and stronger.</li> <li>• SHARE also provided ongoing professional development for fitness leaders and other staff.</li> </ul>	
<b>Project funding</b> <p>Funding was divided equally between:</p> <ul style="list-style-type: none"> <li>• Sydney South West Area Health Service (Health Promotion).</li> <li>• South Eastern Sydney Illawarra Area Health Service (Health Promotion).</li> <li>• Income generated.</li> </ul>	
<b>Main success factors of the project</b> <ul style="list-style-type: none"> <li>• Affordability of the classes.</li> <li>• Support (and funding) from the Area Health Services.</li> <li>• Loyalty of the participants (based on appropriateness of classes in meeting the needs of the participants).</li> <li>• Smaller class sizes.</li> <li>• Classes being held within the community setting (not in gyms).</li> <li>• The skills and quality of the fitness leaders.</li> </ul>	
<b>Links to community development</b> <p>The promotion of community development was considered a spin off from the project. The focus of the program was physical activity. The following were identified as the elements of the program that promote community development:</p> <ul style="list-style-type: none"> <li>• Providing the opportunity for people to gather as well as participate in physical activity.</li> <li>• Responding to the community needs.</li> <li>• All the classes involve groups of people.</li> </ul> <p>It was considered that the community valued the program. This is evidenced by the high retention rates, increased demand for classes and the participants are getting social and physical benefits.</p>	
<b>Criteria and community development (summary)</b> <p>Incorporates:</p> <ul style="list-style-type: none"> <li>• Cultural specificity (targets the whole community)</li> <li>• Linked to higher order policies (e.g. NSW Falls Management Plan)</li> <li>• Built social networks (social interaction was important)</li> <li>• Encouraged participation rather than excellence</li> <li>• Provided social support (friendly environment)</li> <li>• Utilises local facilities (e.g. Licensed venues)</li> <li>• Has contributed to new social norms (mentoring and increased volunteering)</li> <li>• Partnerships (e.g. Local Government)</li> <li>• Helped build personal capacity</li> <li>• Regular feedback (e.g. newsletters and emails)</li> <li>• Provided safe environments; and walkable environments (will be important in the future).</li> </ul>	



## Swim for Life (Muslim Aquatic Recreation Project or MARP)

**Project staff:** Michael Ilinsky (Operations Manager) and Mecca Laalaa (MARP Community Development Coordinator) **Organisation:** Royal Life Saving **Location:** Bankstown, Auburn, Liverpool and Canterbury Local Government Areas. **Target group:** Muslim people **Duration:** Initially funded for 6 months with 3 project staff, extended for 12 months with 1 staff member (the RLS Board supports a 5 year period)

### Description

RLS implemented the MARP to increase participation in aquatic recreation and provide employment and training opportunities for people from Muslim communities. This involved:

- Training community members to become lifeguards and swim teachers
- Improving community knowledge and understanding of water safety, drowning prevention and aquatic recreation through primary school based education sessions and family fun days.

### Project funding

Funded by Commonwealth Department of Immigration and Citizenship.

### Main success factors of the project

- Effective communication (including conflict resolution) – it was critical to have the steering committee and reference groups made up of people from the local communities.
- Credible staff (Muslim people used).
- Cultural sensitivity – educating the existing aquatic centre staff about Muslim traditions and the Muslim people about contemporary aquatic recreation activities and behaviours, in order for both groups to understand each other better.

### Links to community development

The promotion of community development was an initial goal of the project. The following were considered key elements of the program that promote community development:

- Effective communication – contemporary methods (e.g. flyers, posters etc) would not work – project staff met the community face to face (attending community games and meetings, cafes, knocking on doors etc). The community networks did the majority of the marketing by word of mouth.
- Educating existing aquatic staff and the Muslim community to better understand each other.

The project staff considered the community valued the project (letters of support/good participation/graduates of the program finding work).

### Criteria and community development (summary)

Incorporates:

- Cultural specificity (Muslim communities in Western Sydney)
- Linked to higher order policies (e.g. NSW Water Safety Plan)
- Built social networks (social interaction was important)
- Generally encouraged participation rather than excellence
- Provided social supports (friendly environment)
- Utilised local facilities (e.g. Local Government Aquatic centres)
- Has contributed to new social norms (taking more responsibility)
- Partnerships (e.g. Local Government)
- Helped build personal capacity (Life guard and swim instructor training)
- Regular feedback (e.g. phone, emails, face to face)
- Local sporting connections (participants recruited from local clubs)
- Provided safe environments (needed to build confidence).



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## Just Walk it (JWI) (soon to be the Heart Foundation Walking Program)

**Project staff:** Emma Poole (Just Walk It - State Coordinator). **Organisation:** National Heart Foundation **Location:** State-wide program throughout NSW **Target group:** Whole of community and priority health groups (e.g. mothers, older people, CALD, Indigenous groups) **Duration:** Commenced in 1997 and is currently ongoing.

### Description

This program was designed to promote regular walking and social interaction within the community. Locally the program has been coordinated by the staff from a range of organisations (e.g. AHS, Local Government and neighbourhood groups). Each walking group has a leader selected from within the community and generally operate autonomously with the support of the local coordination staff and the Heart Foundation.

### Project funding

- (a) Up until 2007 was funded solely by the Heart Foundation.
- (b) Heart Foundation Walking Program (new program) will be co-funded by the Federal Government (\$1.5 million) and the Heart Foundation (\$1.2 million).

### Main success factors of the project

- Free for participants.
- Utilised existing community networks and structures – this provided strong internal cohesion and better sustainability.
- Provided social interaction - helps participants to establish or expand social networks.

### Links to community development

The promotion of community development was an initial goal of the project. The following were identified as the elements of the program that promote community development:

- The use of existing community networks to support the program.
- Structured into groups to maximise social interaction.

It was considered that the community valued the program (high participation/high retention rates/successful on a very small budget (\$5,000)).

### Criteria and community development (summary)

The project incorporates:

- Cultural specificity (targets the whole community)
- Linked to Heart Foundation Strategic Plan (NSW) and National Health Priorities
- Built social networks (social interaction was important)
- Encouraged participation rather than excellence
- Provided social support (friendly environment)
- Utilised local facilities (e.g. Local Government walking tracks)
- Has contributed to new social norms (very limited)
- Partnerships (e.g. AHS)
- Helped build personal capacity
- Regular feedback (e.g. newsletters and website)
- Provided safe environments (regular assessments of facilities through use)
- Walkable environments (critical).



## Midnight Basketball

**Project staff:** Sue Hogan. **Organisation:** Midnight Basketball Australia (MBA) **Location:** Redfern, Waterloo, Woolloomooloo, Bendigo (and continuing to expand) **Target group:** 12-18 year old youth (usually low SES and have had difficult lives) **Duration:** Commenced in February 2006 and is currently ongoing.

### Description

- Midnight Basketball Australia facilitates and co-funds basketball tournaments for 12-18 year old (troubled) youth.
- A tournament would run for 8-10 Saturdays and includes a compulsory 'life-skills' workshop.
- The participants are provided with dinner and bussed home at the end of the session (Midnight).

### Project funding

For each tournament, Midnight Basketball Australia provides 50% of the funding, up to \$15,000 for a maximum of 15 tournaments per year. These funds come from the Commonwealth Bank Community Fund. The remaining funding comes from the partner organisation (e.g. Sydney City Council).

### Main success factors of the project

- Held on Saturday nights when there are limited other services available.
- Funding being available.
- Provides a model that works (includes safe environment, food, bus home, support and structured basketball games).

### Links to community development

The promotion of community development was an initial goal of the project (this was to assist with the sustainability). The following were identified as the elements of the program that promote community development:

- Engaging the local community – youth workers, Commonwealth Bank staff, police, hospitality, partner organisations etc.
- Parents and friends being welcome and joining in with the dinner.
- Volunteering experience for people who staff the sessions.

It was considered that community valued the program (high retention rates/positive feedback provided by participants).

### Criteria and community development (summary)

The project incorporates:

- Cultural specificity (targets 12-18 year old youth)
- No link to higher order policies (however a MBA Business Plan is being developed)
- Built social networks (social interaction was important)
- Encouraged participation rather than excellence
- Provided social supports (friendly environment)
- Utilised local facilities (e.g. Indoor basketball courts)
- Has contributed to new social norms (the children showing better manners, more support for each other and are helping out with the tournament)
- Partnerships (e.g. Local Government)
- Helped build personal capacity
- Regular feedback (e.g. website, coaches and volunteers)
- Provided safe environments (security provided).



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## Pinnaroos (Netball Team)

**Project staff:** Mark Horton **Organisation:** NSW Sport and Recreation (NSWSR) **Location:** Dubbo (expanding West) **Target group:** Dubbo Indigenous population **Duration:** Commenced in 2005 and is currently ongoing.

### Description

NSWSR staff surveyed the local Indigenous community to identify what could be done to increase participation in PA. The formation of the Pinnaroos netball team (all Indigenous women's team) was the outcome of that survey.

### Project funding

Funded by NSW Department of Community Services through the Dubbo Youth Strategy, local corporate sponsorships and NSWSR provided project coordination.

### Main success factors of the project

- Considerable work put in by NSWSR staff.
- Engaged the community effectively (door knocking) and responded to their comments.
- Funding being available.
- Having a core group of Indigenous women with netball experience to drive the project within the community.
- Support of AHS.
- Dubbo and NSW Netball Associations for being understanding and helpful (e.g. letting teams play without uniforms or shoes).

### Links to community development

The promotion of community development was an initial goal of the project (increase sustainability). The following were identified as the elements of the program that promote community development:

- Mums and dads starting to come along to watch games and support their children.
- The girls in the teams driving the membership recruitment at the schools.
- The girls being able to hold their heads up while walking down the street.
- TAFE/Schools offering training in Certificate 2 in Sport and Business qualifications for team members.

It was considered that the community valued the program (high participation/high retention rates/recognition by the local community).

### Criteria and community development (summary)

The project incorporates:

- Cultural specificity (Indigenous population in the Dubbo region)
- Linked to higher order policies (Dubbo Youth Strategy)
- Built social networks (social interaction was important)
- Encouraged participation rather than excellence
- Provided social supports (friendly environment)
- Utilised local facilities (to reduce transport costs)
- Has contributed to new social norms (increased confidence)
- Partnerships (e.g. AHS and Netball Associations)
- Helped build personal capacity
- Regular feedback (e.g. monthly meetings)
- Provided safe environments (critical)
- Local sporting connections (Netball Associations)
- Walkable environments (are helpful as many girls walk to the matches).



## Appendix 3: Case studies – links to community development criteria

These case studies are compiled from answers to the interview questions in Section 3.0 of Appendix 1.

The information contained in the following case studies has been supplied by the organisations profiled. Any views or opinions expressed in these case studies do not necessarily represent the views of PCAL

SHARE - Learn for Life
<p><b>Culturally specific</b></p> <p>The SHARE program has been a whole of community approach but culturally specific groups are accommodated:</p> <ol style="list-style-type: none"> <li>1. Mostly referred through the Multicultural Health Promotion Unit (AHS).</li> <li>2. Programs are tailored to specific ethnic or cultural requirements (e.g. Move with Friends Aqua Class is only for Indigenous women).</li> <li>3. The fitness leaders come from varied cultural backgrounds.</li> </ol>
<p><b>Links to policies</b></p> <ol style="list-style-type: none"> <li>1. NSW Health Falls Management Plan</li> <li>2. AHS Implementation Plans</li> <li>3. HP Strategic Plans (AHS)</li> </ol>
<p><b>Builds social networks</b></p> <p>(a) Social interaction is provided ('participants feel like family') by:</p> <ol style="list-style-type: none"> <li>1. The personalised approach used by the fitness leaders</li> <li>2. The cohesion within the class groups (e.g. one class is for Indigenous women only)</li> <li>3. After class gatherings (e.g. Christmas parties, coffee, dinners etc)</li> <li>4. Support provided by the SHARE staff (e.g. responding to phone inquiries)</li> </ol> <p>(b) Social networks have helped increase participation in PA (high retention rates and the continued expansion of the program)</p> <p>(c) Within the project participants, there was:</p> <ol style="list-style-type: none"> <li>1. A very high level of trust (the quality of the fitness leaders and the appropriateness of the classes)</li> <li>2. A very high level of cooperation (cohesion within the class groups – 'they look after each other')</li> <li>3. A high level of reciprocity (assisted in the redevelopment of the website/becoming spokespeople/providing testimonials).</li> </ol>
<p><b>Participation or excellence</b></p> <p>The project encouraged participation in the classes (excellence from the fitness leaders). Encouraging participation occurs through:</p> <ol style="list-style-type: none"> <li>1. Design of the classes (ranges, levels and flexibility) to allow people to work at their own pace</li> <li>2. Filled a gap in services that suit older people</li> <li>3. Referral from agencies such as AHS etc.</li> </ol> <p>(Encouraging excellence in the fitness staff through continued professional development and training.)</p>
<p><b>Provide social supports</b></p> <p>(a) The project promoted a friendly environment through:</p> <ol style="list-style-type: none"> <li>1. The personalised approach used by the fitness leaders</li> <li>2. Classes being located within local communities</li> <li>3. The classes are tailored to the abilities and interests (e.g. musical choice) of the group attending.</li> </ol> <p>(b) It is considered that the classes are enjoyed (high retention rates/ongoing use of the program 'keep coming back' – some have used the program for many years/positive feedback/wide variety of classes available (e.g. injury rehabilitation, tai chi etc)</p> <p>(c) It was considered that classes were personally rewarding (reports of falls prevention and improved sleeping)</p> <p>(d) The people in the classes got along well (good internal cohesion/attendance at social gatherings/stay with the program for years)</p> <p>(e) The participants have provided comments on the program.</p>
<p><b>Local facilities and access</b></p> <p>(a) It was considered critical to utilise localised facilities (increased convenience/provide a familiar, non-threatening environment).</p> <p>(b) There were fees for the classes (usually \$7 per hour) and a few classes were a gold coin donation and others have sponsorship (e.g. Local Government).</p>



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## SHARE - Learn for Life

continued . . .

### New social norms

New social norms were identified (role modeling/mentoring new members/others volunteering in grief support programs and 2000 Olympics).

Partnerships. Partnerships were considered very important, with partners being:

1. Local Governments - venues
2. AHS - referrals, resources and staff
3. CALD organisations - referrals
4. School - venues
5. Licensed clubs - funding and venues.

### Builds capacity

The program helped to increase individual capacity (improving social interactions/physical capabilities (fitness, strength, weight management, etc)).

### Regular feedback

Feedback occurred through a variety of methods:

1. Quarterly newsletters
2. Website
3. Emails
4. SMS
5. Direct mail
6. Directly from the fitness leaders.

### Local sporting connections

This program did not engage any local sporting facilities other than to utilise space for classes. This was due to SHARE having their own fitness staff (including ongoing staff training programs).

### Safe environments

- (a) The provision of safe environments was considered critical (uphold a duty of care/the participants needed to feel confident with the venues and classes provided).
- (b) SHARE contributed to improving safety by:
  1. Carrying out assessments on the suitability of each venue used
  2. The fitness leaders provided feedback
  3. Participants must have GP approval
  4. Fitness leaders were required to have first aid and participate in continual professional development
  5. Classes tailored to the needs of the participants (a SHARE speciality).

### Walkable environments

- (a) SHARE is about to commence walking programs so walkable environments will become very important.
- (b) SHARE has developed an Urban Walking Leader Training Manual to assist with establishing safe and walkable environments (provides checklists).



## Swim for Life (Muslim Aquatic Recreation Project or MARP)

### Culturally specific

- (a) This project focused predominantly on the Muslim community, however it did include an education component for existing aquatic staff.
- (b) The project catered for specific cultural aspects of the Muslim community by:
  1. The project staff came from the community (including a woman)
  2. Utilised community representatives within the steering committee and reference group
  3. Used culturally appropriate marketing strategies (e.g. face to face meetings) to promote the project to the community.

### Links to policies

1. RLS Strategic Plan.
2. NSW Water Safety Plan.

### Builds social networks

- (a) The project provided social support through increased opportunity for social interaction.
- (b) The project contributed to the expansion of social networks by:
  1. Providing interaction between Muslim and non-Muslim people ('greater understanding of each other')
  2. New employment opportunities.
- (c) Within the project participants, there was:
  1. A high to very high level of trust (efforts of the project staff to reduce the barriers within the Muslim community regarding aquatic recreation and between the Muslim and non-Muslim groups/following through on the agreed actions)
  2. A high level of cooperation (the need to work together within the lifeguard and swim instructors courses)
  3. A high level of reciprocity (participants, once employed, have become community representatives and began working to break down cultural barriers).

### Participation or excellence

The project promoted participation (the school based component assisted the wider Muslim community to become more confident in the water) and excellence within the participants (encouraged participation in life saver championships and continuing personal development beyond this training).

### Provide social supports

- (a) The project promoted a friendly environment by:
  1. Educating existing aquatic staff to better understand Muslim culture
  2. The retention of a project staff member to provide support and ongoing continuity
  3. Training Muslim people to work in aquatic recreation will assist the community to participate in this form of recreation.
- (b) It was considered that the program was enjoyed (all enrolled completed the training).
- (c) It was considered that the program was personally rewarding (mostly due to the benefit of a rewarding career at the end).
- (d) The participants knew each other well by the end of the program (the training requires cooperation/team work/new friendships were evident).

### Local facilities and access

- (a) It was considered critical that the participants had shared ownership in the project (getting to know the aquatic centre community/employment at the end of the training/honesty shown by the project staff).
- (b) It was considered critical to use local facilities (ease of access/interactions were mostly face to face so the project and project team needed to be locally based).
- (c) The lifeguard and swim instructor training was mostly free and school based activities were free.
- (d) The project did not fund transport (project staff went to the participants/activities were locally based).



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## Swim for Life (Muslim Aquatic Recreation Project or MARP)

### New social norms

- (a) There was evidence of attitude changes in the participants of the lifeguard and swim instructors (character building/developed a greater sense of responsibility). This training also provided experience in leadership.
- (b) Some of the participants in the lifeguard and swim instructors course have volunteered for Lakemba Sporting Club and voluntarily undertaken first aid courses (a strong sign of commitment).

### Partnerships

Partnerships were considered critical and local partners are:

1. The Council aquatic centres (Liverpool, Bankstown, Auburn and Canterbury);
2. The steering committee and reference group members (Council representatives, Muslim religious leaders etc)
3. Local schools.

### Builds capacity

- (a) The project helped build personal capacity through:
  1. The lifeguard and swim instructor training (saving lives)
  2. The education component helped young Muslim children become familiar with aquatic recreation and water safety.
- (b) The project also developed leadership skills within the lifeguard and swim instructor training e.g. a 26 year old, school dropout and labourer was very excited to receive his certificate, his only formal qualification).

### Regular feedback

- The project staff provided feedback (phone, email and face to face).
- Local sporting connections
- Local aquatic centres were utilised for the lifeguard and swim training.
- The participants for the project were recruited from sporting events (local soccer clubs), community groups and university open days (most of the participants came from these soccer clubs).

### Safe environments

- (a) The provision of safe environments was considered critical (a culture of safety/it was very important to avoid fear - particularly with the school based activities).
- (b) The project contributes to improving safety by:
  1. Giving the Muslim school children more confidence in the water.
  2. The participants in the lifeguard and swim instructor training program had to meet industry expectations to receive their certificates.

### Walkable environments

Considered not applicable.



## Just Walk it (JWI) (soon to be the Heart Foundation Walking Program)

### Culturally specific

- (a) Targeted the whole community.
- (b) To engage CALD and Indigenous groups there were:
  1. Culturally and linguistically appropriate promotional materials (prepared with appropriate consultation).
  2. The offer of 'closed' walking groups (e.g. Koori About Group for Indigenous women).

### Links to policies

Heart Foundation State and National Strategic plans

### Builds social networks

- (a) The project provided social support by providing opportunities for PA that include social interaction (regularly occurring, relaxed but structured-cohesion develops within the walking groups over time).
- (b) The project contributed to the expansion of social networks by providing a conduit for individuals into the wider community (e.g. a young mother becomes a walking leader and starts a walking group to meet new people and for social interaction).
- (c) The social networks formed have contributed to maintaining interest in the program and PA because anecdotally people join for health and stay because of the friends they make (e.g. a seniors walking group has been participating in the Sydney City to Surf).
- (d) Within the project participants, there was:
  1. A high to very high level of trust (considerable investment by the State coordinator in building a rapport and connection with the walking groups through regular phone contact and face to face visits).
  2. A very high level of cooperation (the structure of the program - organised and efficient/the internal cohesion that develops within the groups).
  3. A very high level of reciprocity (many of the groups make financial and time contributions to the Heart Foundation/others openly promote JWI at seniors functions).

### Participation or excellence

This program encouraged participation and this means the whole community is welcome (no physical barriers to entry – GP's letter may be required).

### Provide social supports

- (a) The project promoted a friendly environment by:
  1. Providing a good structure for the walking groups
  2. Being run by volunteers from within the community
  3. Friends and families are made welcome.
- (b) It was considered that the program was enjoyed (high retention rates – 92% in the first year and 82% in the second year).
- (c) It was considered that the program was personally rewarding (many letters of support have been received).
- (d) The people in walking groups generally get along well and get to know each other well (many letters of support have been received).
- (e) People from the walking groups provided comments regularly (e.g. resulted in the recent name change for the program).

### Local facilities and access

- (a) It was considered important to have shared ownership for the resources associated with the project (walking groups enjoy the paths and advise the LG of hazards (e.g. one group lobbied their LG to build a walking track)).
- (b) It was considered critical to use local facilities (it was important to have walking tracks, gathering points (e.g. community centres) and cafes conveniently located for the groups to use).
- (c) There are no fees associated with JWI (merchandise must be purchased).
- (e) The project did not include support with transport.



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## Just Walk it (JWI) (soon to be the Heart Foundation Walking Program)

continued . . .

### New social norms

- (a) There was evidence of new behaviours (greater social responsibility).
- (b) The members of the walking groups usually volunteer for the annual Heart Foundation Door Knock Appeals.

### Partnerships

Partnerships were considered critical (particularly the role of the AHS in local coordination). Partners will play an even greater part in the new program when it is rolled out across the country.

### Builds capacity

- (a) The project helped build personal capacity by:
  - 1. Providing opportunities for social interaction
  - 2. Increasing knowledge on health matters (walkers get factual health information through their newsletters and can pass this on to others).
- (b) The project also helped develop leadership skills as the walking leaders and organisers are recruited from within the individual walking groups.

### Regular feedback

Feedback occurred through a variety of methods:

- 1. Regular newsletters (includes health information)
- 2. Website
- 3. Media for promotion.

### Local sporting connections

JWI currently does not utilise any local sporting facilities – this may change in the future.

### Safe environments

- (a) The provision of safe environments was considered critical because of the inherent inclusiveness of the program (varying physical states of the participants involved).
- (b) The project contributes to safety on 2 levels:
  - 1. Locally – the walking groups report any hazards identified during their walks to the LG.
  - 2. Statewide – partnership with falls prevention health workers to better support the walkers (e.g. information made available through the newsletter).
- (c) To assist with safety each walking route must be risk assessed prior to use.

### Walkable environments

Walkable environments are critical to the success of JWI and the Heart Foundation has developed guidelines to assist in the provision of good walking environments (Healthy by Design – a framework for Local Government to improve PA in a local community – this includes a walk safety audit form).



## Midnight Basketball

### Culturally specific

The project has been all inclusive.

### Links to policies

No direct links identified (a strategic plan is being developed to support the national roll out of the project).

### Builds social networks

- (a) The project provided social support through the attendance of personal development workshops included within the tournament structure (includes a youth worker).
- (b) The project contributed to the expansion of social networks by providing structured team based activities (included access to coaches and other volunteer staff).
- (c) The social networks formed have contributed to maintaining interest in the program and PA as participants consistently rate friendships as an important aspect of attending the tournament in formal evaluations of the tournaments undertaken.
- (d) Within the project participants, there was:
  1. A high level of trust (the safe environment provided - security/access to youth workers and other support staff/same format/coaches/managers each week)
  2. A high level of cooperation due to the structure - organised and efficient/the inherent need for teamwork to win games/tournament rules (expected behaviour, yellow cards for poor behaviour and lots of people to help out)
  3. A moderate level of reciprocity (some who completed the program previously have returned as volunteers/the participants show kindness to others, manners and often help out).

### Participation or excellence

This program encouraged participation and teamwork (high retention rates). Some have achieved varying levels of excellence as a result of participating in the basketball tournament and increasing basketball skills.

### Provide social supports

- (a) The project promoted friendly environments by:
  1. Providing security, volunteers, tournament managers, youth workers, Police youth liaison workers
  2. A free meal
  3. Friends and family made welcome
  4. Participants are bussed home at the end of the evening.
- (b) It was considered that the program was enjoyed (high retention rates and formal feedback has been positive).
- (c) The participants generally get to know each other well by the end of the tournaments (helpful to win basketball games).
- (d) The participants regularly provided comments on the progress of the tournaments (e.g. one evaluation identified the food provided as boring).

### Local facilities and access

- (a) The participants were aware of how very important the basketball equipment and the venues are (only indoor basketball courts can be used) and are generally respectful.
- (b) There are no fees associated with the Midnight Basketball Tournaments.
- (c) The participants are provided transport home (as the night ends after 12 midnight).

### New social norms

- (a) There was evidence of new behaviours (kindness, manners and helping each other).



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## Midnight Basketball

continued . . .

### Partnerships

Partnerships were considered critical with these being:

1. Commonwealth Bank (for funding)
2. Schools and Local Government (for facilities and funding)
3. Youth worker (for support)
4. All the people who volunteer (e.g. Commonwealth Bank staff).

### Builds capacity

- (a) The project built capacity through participating in teams and the life skill workshops (attendance is mandatory).
- (b) Currently there is no focus on leadership skills but this is being considered for inclusion in future activities.

### Regular feedback

Regular feedback was provided through:

1. Website
2. The coaches
3. The volunteers

### Local sporting connections

The referees for each tournament were provided by the local basketball association.

The majority of participants were involved in sporting organisations (e.g. rugby league etc) – this participation is generally dependent on available funds.

### Safe environments

- (a) The provision of safe environments was considered critical (due to the difficult lives most of these children have this helps them to enjoy themselves/gives the kids something to do on a Saturday night).
- (b) Safety was maintained through professional security and numbers of other staff present (volunteers, youth workers etc). Also there is an incident reporting process and checklists for assessing the venues prior and during use.

### Walkable environments

Considered not relevant.



## Pinnaroos

### Culturally specific

- (a) The project focused on the Indigenous population in the Dubbo region.
- (b) The project catered for cultural aspects by:
  1. Having a steering committee made of people from within the local community
  2. A core group of Indigenous women were driving the project
  3. There was Indigenous staff in NSWRSR working on the project
  4. The community decided what activities were to be undertaken.

### Links to policies

1. The project was framed within the Dubbo Youth Strategy (NSW Department of Community Services).
2. Complies with the NSWRSR Statewide strategic directions.

### Builds social networks

- (a) The project provided social support to the participants by:
  1. Dignity and social status – the girls hold their heads up walking down the street (and they often proudly wear their netball shirts in public) and some doing radio interviews etc
  2. The NSWRSR staff would support the players to address any problems faced
  3. The local TAFE and Department of Education have a program to assist these girls to complete a Cert 2 in Sport / Business.
- (b) The project helps to expand social networks by:
  1. Participation in the netball competition and teams
  2. Some Indigenous players are being poached into non-Indigenous netball teams
  3. The local community is showing interest and respect for the girls playing in the Pinnaroos.
- (c) The social interaction has contributed to interest in the program and PA (high retention rates and growing interest).
- (d) Within the project participants, there was:
  1. a high level of trust (due to the excellent work undertaken by the NSWRSR in setting the project up and delivering on targets)
  2. A very high level of cooperation (e.g. car pooling and good team support)
  3. An adequate level of reciprocity (improving, people doing food handler training to work in canteens and some considering umpiring).

### Participation or excellence

The project encouraged participation (however the teams were doing well – 6 of 11 teams made their respective grand finals this year). Focusing on participation was important as this fitted well culturally (the girls don't like training).

### Provide social supports

- (a) Promoted a friendly environment by
  1. Encouraging parents to come and watch their daughters play (some successes)
  2. Having a mix of people at the games helps to manage poor behaviours
  3. Playing within a structured and organised competition environment.
- (b) The participants enjoyed the project (increasing participation).
- (c) The participants found the project personally rewarding (high retention rates and evidence of improved social status for the girls in the community).
- (d) The participants were a very tight group and know each other very well (prior to being in the project).
- (e) The participants have regularly provided feedback on the progress of the project.



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## Pinnaroos

continued . . .

### Local facilities and access

- (a) Shared ownership of the project resources was considered critical (the girls even designed their uniforms).
- (b) The use of local facilities was considered critical (to minimise transport costs).
- (c) There were fees associated with participation (a range but as low as \$35 per child). Some fund raising was undertaken within the community (raffles and corporate dinners).
- (d) The project generally did not provide transport (only for individuals who could not make other arrangements).

### New social norms

- (a) The project has contributed to improved confidence and positive recognition of the girls in the local community.
- (b) Some of the mothers are now volunteering with swimming and athletes groups.

### Partnerships

Partnerships fostered with local organisations was considered critical & included:

1. Macquarie Bank
2. DoCS
3. The local AHS
4. TAFE
5. Department of Education and Training
6. PCYC
7. NSW and Dubbo Netball Associations
8. Rotary.

### Builds capacity

The project contributed to:

- (a) personal capacity building (improved netball skills and social status)
- (b) building leadership skills (Cert 2 in Sport/Business).

### Regular feedback

Feedback has been provided by holding monthly meetings for the steering committee.

### Local sporting connections

- (a) The project involved the Dubbo Netball Association.
- (b) Some participants had moved away from the project and joined non-Indigenous netball teams.

### Safe environments

- (a) It was considered important to have a safe environment (because kids have different perceptions about safety).
- (b) All teams conduct OH&S assessments as a requirement of the Dubbo Netball Association.

### Walkable environments

It was considered important to have walkable environments (many of the participants walk) but no assessments were done in association with this project.





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## New South Wales Government

Department of Ageing, Disability and Home Care  
Department of the Arts, Sport and Recreation  
Department of Community Services  
Department of Education and Training  
Department of Environment and Climate Change  
Department of Health  
Department of Housing  
Department of Local Government  
Department of Planning  
Department of Premier and Cabinet  
Ministry of Transport  
Roads and Traffic Authority

