

Final report for Laureus, City to Sea (C2S) project

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1 Introduction

'City to Sea' (C2S) is one of many 'Sport for Development' projects funded by Laureus' 'Sport for Good', that aim to enhance social and emotional development of children and young people in disadvantaged communities. This includes building resilience to reduce the impacts of discrimination and inspiring healthy behaviour change, achievements and employability skills.

Participation in sporting activities is known to have long-term, positive consequences for the quality of life of individuals and the equity and cohesion of society as a whole (Levitas et al., 2007). However, for children with long-term illness or disabilities, who have the same activity requirements as all children, there are often fewer opportunities to participate in sport (Moore, Clapham and Deeney, 2018).

Moderate exercise in natural environments is associated with improved wellbeing, including greater feelings of revitalisation, positive engagement, decreased anger and depression (Thompson Coon et al., 2011). The high recreational and aesthetic value of blue environments contributes to them being perceived as restorative (Arnberger et al., 2018). People report feeling happier when in marine and coastal areas, and adolescents who spend time at the beach report feeling more relaxed and refreshed than in urban green spaces (White et al., 2013). However, research on the impact of marine sports on wellbeing has tended to focus on able-bodied participants (Pitt, 2018).

Young people living in urban areas, like London, can face significant barriers to accessing the coast and these barriers may be amplified for people with mental and/or physical health issues. Barriers may include financial cost, time pressures, travel difficulties or psychological issues, such as, lack of interest or negative perceptions leisure or sporting activities afforded by natural areas (King and Church, 2013). For many young people, spaces and sporting activities are appreciated that afford them opportunities to develop their social identity and negotiate independence from adults.

Understanding the impact of surfing on physical and mental health is complex but the importance of fostering a sense of belonging and identity is clear. Surfing is characterized by having its own language, rules and values, all of which contribute to the development of identities (Gleave and Cole-Hamilton, 2012). Sociologists believe that it is the embodied performance or 'doing' surfing that contributes to young peoples' 'authentic' selves (Wheaton & Beal, 2003). For disabled, urban children experiencing degrees of protection well beyond the norm (Gill, 2007), 'lifestyle' sports like surfing, provide an opportunity to become a 'surfer', to take risks, experience exhilaration, fear, pleasure and fun (Bell, Phoenix, Lovell and Wheeler, 2015; Kelly, 2018).

Building on a successful pilot conducted by **The Wave Project**, in London, in 2014, delivered in partnership with South London and Maudsley NHS Trust, the *City to Sea* (C2S) programme sought to engage at risk young people from inner London (specifically Southwark) in water-based sessions within London and provide surfing activities on the coast near Brighton (a journey of approximately 2 hours 15 minutes by private vehicle from Southwark).

The Wave Project is an award-winning national charity that works with young people with complex needs to reduce anxiety and increase confidence and social interaction, using surfing and paddle-boarding. Referrals are taken from statutory agencies and around a third of The Wave Project participants have diagnosed mental health issues, a third suffer social deprivation or family breakdown and a third are socially isolated because of a disability, being a young carer or being bullied. Typically, Wave Project clients tend towards isolation due to low social engagement.

The ethos and approach of The Wave Project is one of positivity, acceptance and fun. The 'Surf Therapy' provided by The Wave Project consists of six weekly group sessions that typically last two hours. Groups can accommodate up to twelve participants, with everyone receiving one-to-one support from a Wave Project surf volunteer. Participants engage in beach-based and water-based activities including beach games and surfing. Wetsuits and equipment, including adapted surf boards

are stored and accessed at each location. After completing the six-week course, participants can join a follow-on Wave Project 'Surf Club' that focuses on social connectedness, communication and developing teamwork skills. Former Wave Project participants are invited to volunteer as peer mentors on subsequent Surf Therapy courses.

This report has been compiled by Dr Hannah Devine-Wright (Placewise Ltd.) and Cath Godfrey (Cath Godfrey Evaluations) who have provided an independent evaluation of the impact of The Wave Project since 2013. The evaluation of C2S developed from four prior evaluation phases: phase one in 2013 focused on 100 clients (aged from 8-18) (Godfrey & Devine-Wright, 2014; (Godfrey, Devine-Wright and Taylor, 2015), phase two in 2014 focused on 82 clients who completed a pre- and post-intervention survey and 25 parents/carers who participated in a follow-up survey, phase three in 2015 adopted a mixed method approach that included case study location interviews, a survey and content analysis of comments left in the Surf Club Log Book (Devine-Wright & Godfrey, 2015) and phase four in 2017 focused on a longitudinal analysis of the effectiveness of the Wave Project over five years including tracking participants who subsequently joined a follow-on Surf Club and/or became volunteers with the Wave Project (Devine-Wright and Godfrey, 2017).

2 Summary of findings

- Participation in the C2S project improved self-reported levels of **client wellbeing**, notably, happiness, resilience, confidence, social connectedness and self-esteem.
- The 'City to Sea' model of delivery has been **successfully trialled and could be replicated** in other cities.
- **A 2-phase approach**, with city-based activities first, helped prepare clients (and to some extent parents and volunteers) for the experience of the beach and sea and develop swimming / water confidence and competence.
- Acknowledging limits and opportunities of accessing appropriate city spaces for '**induction**' sessions, 'natural' sites were preferred, for example, a lake within a park rather than an indoor leisure centre. 'Natural' sites were associated with less rules and regulations and greater scope for restoration and relaxation.
- The '**surfing**' phase required willingness of clients, staff and volunteers to **commit time** to a day-long project to accommodate travel time to/from the meet up point and the coast.
- A variety of **referral partners and diverse groups** (e.g., age, reason for referral, ethnicity, language) can have a positive impact on the personal development of clients, volunteers, staff and referral agencies.
- Referrers **trusted** the Wave Project and C2S staff.
- Referrers valued **how C2S was delivered** (e.g., sensitivity, one-to-one support, good communication).
- C2S had a positive impact on the **ways of working** of some referral partners.
- Appropriate **recruitment and staff training** was conducted to manage diverse client groups.
- **Volunteers** from the city may be less likely to be surfers but (more) keen to volunteer because, like the clients, they have fewer chances to visit the sea.
- **Accessible and reliable transport** is required, ideally, a minibus that can double as a 'safe space' in which clients can make friends, share experiences and 'chill out'.
- **Multi-format information** (verbal, image-based, textual, digital and hard copy) that depicts a wide-range of participants (e.g., wet-suited body types, gender, ethnicity) can facilitate understanding, and address potential barriers to participation in surfing and surf therapy, for referrers and clients.
- Making the most of the **technical ability** of young city clients and volunteers, embracing the use of mobile phones and WhatsApp to help groups self-organise.
- Establishing **follow-on surf clubs** to provide longer term opportunities to benefit from surfing.

3 Aims

This final report addresses **six evaluation outcomes** linked to the City to Sea (C2S) project:

1. How does participation in the Wave Project **impact on physical and mental wellbeing**?
2. How does the project **impact on referral partners**?
3. What are the **longer-term benefits** of participation on participants and their families?
4. What are the **advantages / disadvantages** of taking inner city children to the seaside?
5. What specific **challenges** have been brought about by bringing the Wave Project to London?
6. Is the Wave Project **replicable** in other inner cities in the UK?

4 Approach

An interim report delivered in May 2020 identified themes and learning points focused on evaluation outcomes 1-3. This report covers all six evaluation outcomes including implications for the delivery of similar projects in other UK cities.

The evaluation used **mixed methods**, quantitative and qualitative, to depict direct outcomes and longer-term impact for clients, their families and referrers. Firstly, a quantitative method centred around a **baseline survey** (see Appendix 8.1) and **post-intervention survey** (see Appendix 8.2) focused on client wellbeing. Each survey consisted of a series of statements using a five-point Likert-type response format phrased as never-all of the time, a word association task asking respondents to write up to three words that they associated with surfing, items focused on feedback about clients' experience of the Wave Project using open-ended and categorical response formats, and four Office of National Statistics (ONS) items that used a ten-point Likert-type response format phrased as not satisfied-very satisfied. Collectively, the survey statements and questions aimed to assess clients' self-reported emotional, social and physical wellbeing including resilience, confidence, happiness, social connectedness, self-esteem, physical fitness and satisfaction with life.

In 2020, minor revisions were made to the content of the surveys to increase validity, for example, re-phrasing some items. These revisions were made in response to feedback from clients and surf co-ordinators about the comprehensibility and meaningfulness of individual items. However, key statements and questions were retained, notably, six items derived from the Stirling Childrens' Wellbeing 'Positive Outlook' Scale that formed a reliable scale of client wellbeing and the ONS items. Further detail about the items and scales is provided in section 5. The survey was administered to 543 clients across London and Cornwall and completed, at least partially, by 435 clients.

Secondly, **semi-structured interviews** (see interview protocol, Appendix 8.3) were conducted by phone or in-person with 16 parents/carers and a client who became a client advocate for C2S. Phone interviews were conducted in March 2020, with parents (n=3 in London) and in-person with parents in Brighton in July 2021 (n=3). In addition, **on-site semi-structured interviews** following the parent interview protocol (Appendix 8.3) were conducted with parents/carers whose children were participating in the Wave Project in Cornwall (n=10) in October 2020. All parent/carer interviews were conducted up to one year after initial referral.

Thirdly, **semi-structured interviews** (see interview protocol, Appendix 8.4) were conducted with 6 referrers to the C2S programme who represented: General Practice (GP), Child and Adolescent Mental Health Service (CAMHS), Community Action for Refugees and Asylum Seekers (CARAS) and two youth charities: Coram and Body and Soul. Of these, 5 were with referrers in London and one was with a GP in Cornwall. With the permission of participants, and where possible, interviews were audio recorded and subsequently transcribed. For all interviews, common themes were identified across parents/carers, referrers and the client advocate.

Fourthly, in accordance with The Wave Project's (WP) reflective approach to learning about C2S processes, the evaluators conducted **repeat interviews** with the C2S coordinator at four time points (October 2020, November 2020, March 2021, August 2021). At two points, December 2019 and September 2021, **supplementary documentation** was provided by the C2S coordinator about resources, processes, learning points and tips. Fifthly, additional **direct feedback** about process issues was gathered in-person from regional and national Wave Project staff attending a WP staff training day in November 2019, and an online discussion group convened in October 2021.

Sixthly, a **site visit** to Brighton was conducted in July 2021 during the COVID pandemic. During the site visit the researcher closely observed interactions and communication between staff/volunteers and clients and conducted informal, socially distanced interviews with volunteers (n=3), all the parents on site (n=3) and staff (n=2). During the Brighton beach visit, verbal permission was sought to record feedback in long-hand as the amount of background noise prohibited high quality audio recording.

4.1 The impact of Covid-19

The Covid-19 lockdown provided an opportunity for The Wave Project to reflect on their structure, organisational processes and how they manage the wellbeing of staff. Changes included the appointment of Regional Managers and assistant project co-ordinators and the development of the Wave Project App which reduced administration by collating information about events and volunteers in an accessible, digital format.

The **Covid-19** outbreak in March 2020 curtailed delivery of the Wave Project and availability, and therefore, access to clients, parents, referrers, especially over-stretched health professionals who it was deemed inappropriate to approach for an interview during the height of the pandemic. Nationally imposed travel and social distancing restrictions and work-from-home guidance disrupted plans for follow-up interviews and a series of site visits in London/Brighton and resulted in the Wave Project C2S coordinator being furloughed. However, three sites visits were conducted between lockdowns. A visit to two beach sites in Cornwall was carried out in October 2020 during which time ten interviews were conducted with parents/carers attending Wave Project sessions with their children, and a site visit to Brighton was conducted in July 2021.

5 Addressing the aims of the evaluation

Anonymised quotations (in italics) illustrate the findings.

5.1 How does participation in the Wave Project impact on physical and mental wellbeing?

It is very good for mental health, it's have (sic) me feel better and more happy. Also fun. It's great project. Thanks Wave Project (open ended survey response, CARAS referral, London)

I feel that all my worries disappear when I'm on my bodyboard. It is the place I feel most relaxed (open ended survey response, Local Authority referral, Cornwall)

Positive functioning, happiness and wellbeing

Positive functioning was assessed using a combination of validated items including six items that make up the Stirling positive outlook scale: 'I can make choices easily', 'I can find fun activities to do', 'I feel that I am good at some things', 'There are people in my life who really care about me', 'I feel good about my future', and 'There are things I can be proud of'. Each item was assessed using a 5-point Likert-type scale ranging from Never to All of the Time (see Appendix 8.1 and 8.2). These

six items formed a reliable scale pre- and post-intervention. Across the sample, the mean level of **positive outlook** increased by 15% from 3.1 at baseline to 3.6 post-intervention.

Happiness, measured on the single item *'I've been feeling happy'* on a 5-point scale ranging from Never to All of the time, increased by 10% from an average of 3.3 on the pre-intervention survey to 3.6 post-intervention. Given that 3 equates to 'Some of the time' and 4 equates to 'Quite a lot of the time' although this is a moderate numerical increase it represents quite a substantial shift overall. It was noted that there was a 10% decrease in reported happiness amongst clients who completed the ONS *'Overall, how happy did you feel yesterday?'* question and the same 10% reduction in overall life satisfaction was measured using the ONS wellbeing question. These decreases may be temporary and reflect reduced life experiences available to respondents as a result of COVID-19 lockdowns.

Qualitative responses showed that young people repeatedly spoke about **being happy** each time they had a surf session, looking forward to it, and being happier as a consequence of doing the WP course. This was reflected in feedback from parents/carers:

'She is so happy, oh to see the smile on her face, gosh... that is so good to see!' (Parent)
'...they know how to have a good time and they laugh a lot' (Parent)

Client **happiness spilled over** to other family members. For example, a father who transported his child to and from the pick-up point described it as a new and valuable opportunity to spend family time together; a mother shared her daughter's excitement and expressed happiness at getting up early and helping her to prepare for the session by making a packed lunch together.

Feeling calm and relaxed

Responses to the survey items: *'I've been feeling relaxed'* and *'I've been feeling calm'* showed an average increase of between 7-23% for feeling calm and 19-25% for feeling relaxed. The higher range has been attributed to varying levels of support provided for participants as a result of national lockdowns, school closures and reduced social contact associated with COVID-19.

Social connectedness

C2S enabled young people, even those who had previously been socially isolated, to make friends and feel part of a group. This was particularly evident amongst older boys who went on to take part in other activities, adopt new roles, and reported having made new friends. Overall and over time, the percentage of participants who reported having made new friends (with an affirmative response to the statement *'I have made new friends'*) varied from 97% of respondents in year one to 71% and 77% in year two and three respectively. The apparent decline in making new friends may have been affected by changing social norms associated with COVID-19 guidance around social distancing.

In 3 separate cases, referral agencies reported that boys who attended C2S had become trainers, advocates and ambassadors, running workshops and visiting schools. For example,

'[He]...definitely grew in confidence and went on to do boxing and tried other things too...his mum also said it had a big impact on him...he wants to do it again! He had struggled with friendships and didn't have much social interaction.' (Referrer)

'One younger boy went from having no friends to going on playdates with friends from the Wave Project.' (Referrer)

Despite COVID-19, a 7% increase in **friends/social trust** was recorded post-intervention with average response increasing from 3.8 to 4.1 using a single item *'There are people in my life who I can trust'*.

Being able to have 'proper conversations' and generally enjoying the company of others was seen as a step towards more confidence and better communication. 83% of parents reported that their children had improved their communication skills.

'The big thing is she has made friends out there in the world.' *'She can say she can surf; she has something to say about herself. She can express herself about it. Before she had nothing to talk about and she had no reason to talk. This is making her communicate...'* (Parent)

Increased resilience and confidence

Resilience was assessed using mean responses on a 5-point scale (Never – All of the time), initially using 3 items: *'I like trying new things'*, *'I love learning new things'* and *'I keep trying even when something is difficult to do'* and from 2020 using 2 items: *'I like trying new things'* and *'I tend to bounce back quickly when things go wrong in my life'*. These changes were made because *'I like trying new things'* and *'I love learning new things'* were very highly correlated and the former item, when combined with *'I tend to bounce back quickly when things go wrong in my life'* forms the validated CD-RSC2 Brief Resilience scale (Vaishnavi et al., 2007). Self-reported **resilience** increased by 12% following participation in the Wave Project from a mean of 3.1 at baseline to 3.4 and post-intervention.

A single item *'I've been feeling confident'* measured using a 5-point scale (Never – All of the time) was used to assess **confidence**. Amalgamated scores across Cornwall and London showed a 10.5% increase in self-reported **confidence** with the mean level of 3.4 at baseline increasing to 3.8 post-intervention.

I have social anxiety and ASD. I am open to conversation, but I don't know how to start it and may seem uncomfortable. I am looking forward to surfing 😊 (open-ended survey response, Barnados client, Cornwall)

The sessions have helped her to become more self-confident. Improved concentration in class. It has been a great experience. (Referrer)

Communication and 'expression' were examples of **a flourishing of identity and direction**; for example, a fifteen-year-old who had been *'artsy but very unmotivated'* reported a sense of pride at helping younger participants to do art on the journey to the beach. She took on a mentoring role and developed her own art.

'It brought all this it out in her... it was her, starting to express herself... she felt free... it gave her expression. She is at college now, doing art!' (Parent)

'I realised I've got social skills and that I can make friends easier than I thought!' (Client)

In 3 separate cases, referral agencies reported that boys who attended C2S had become trainers, advocates and ambassadors, running workshops and visiting schools. For example,

'[He]...definitely grew in confidence and went on to do boxing and tried other things too...his mum also said it had a big impact on him...he wants to do it again! He had struggled with friendships and didn't have much social interaction.' (Referrer)

5.2 How does the project impact on referral partners?

There was a **strikingly positive impact on referrers** and although they refer to other social and sport organisations, they thought there was *'nothing like the Wave Project'*. **Trust** in the Wave Project was key, with referrers saying they chose their partners carefully. Working in a sensitive way and

giving one-to-one support were important qualities of the project aside from the physical experience itself. Trust in the Wave Project as communicators made the referral easier because they knew staff and volunteers would follow up and develop trust with the clients to help them take part and get to sessions.

'Staff are really nice and communicate with families well. They can explain more about it. It's good for us as referrers because the first step is not huge.' (Southwark CAMHS)

'At that point, I had to fill out a form. It was pretty straight forward and then [the C2S coordinator] got in touch with them direct and I just handed it over to her.' (Coram)

Referrers preferred to follow up C2S clients in their own ways. For example, CARAS used it to build **new peer engagement** into their network and CORAM used learning from participation in the Wave Project in **group work**.

'The (WP) culture of confidence and communication gives voice to young people. I think we will get our young people to talk about the barriers they had and show how that changed, like...I was really scared at first etc.' so that the other young people can identify with them and relate to them.' (CARAS)

CARAS added a **new project** area on the back of C2S; arranging for girls aged 12-20, to have swimming lessons in female only environments, as a stepping-stone to being able to take part in the Wave Project in the future. This agency also referred a 16 year old boy who became a mentor and keen advocate of the Wave Project. He was encouraged to take a central role as an ambassador and to take practical steps in helping others to sign up by adapting Wave Project information and consent forms to paper versions that could be taken home by young people. Other young people ran groups discussions, set up a workshop and went into schools to demonstrate their stories of change and to promote the project.

Because surf therapy was a **new concept** for city referrers (as well as clients), the Wave Project website was a useful resource for referrers and some of their clients. However, as access to the internet was not universal, it was helpful to provide paper format versions of information sheets and consent forms. Some referrers noted that the website and promotional material could be improved by including more images of girls surfing, especially as **female body consciousness** was raised as an issue by one of the referrers.

Some referrers found their first C2S referral difficult due to the **amount and type of information** requested by the Wave Project (e.g., disclosing *'relevant health issues'* whilst being confidential). From a delivery perspective, some **clients had unexpectedly high needs** that were barriers to taking part (e.g., high BMI so not able to fit into a wetsuit or kayak, low mobility, no parental support so logistically hard to engage, anxiety and behavioural issues). In response, the C2S coordinator developed a way of working that included personal contact and phone calls with referral agencies and a 'Referral Partner' letter that explained the project, provided a link to the referral partnership agreement and asked specifically for information about:

- Family and personal situation
- Physical ability including swimming capacities
- Medication
- Travel to session (will travel alone or with parent or guardian to departure point)

5.3 What are the longer-term benefits of participation for participants and their families?

The value that referrers put on **sea and surfing** included the experience of location and the physical experience or skill: *'I wanted them to experience it, being at a beach, being by the sea. I know what they are missing out on.'* (Referrer)

C2S courses often combined both city and sea experiences, as sometimes bad weather necessitated a session in London. In both cases, there was **a sense of 'connection to other places'**, either through travelling to the sea or visiting new places within the city, such as the lakeside surf club or locations where related activities (paddle-boarding, kayaking, swimming, club games) were enjoyed.

There was also **a sense of connection to the environment** with some clients fascinated by the new sensory elements of sea, waves, seaweed and sand. Whilst there was some initial anxiety about touching things at the beach, in the London sessions, touching was associated with litter and dirt, which suggested a differing relationship with the immediate city environment and the sea. *'Getting their faces under the water is amazing for their confidence'* (Referrer)

The value of the seaside included **a sense of novelty and 'adventure'** (some referrers thought this was the main draw for young people), a relaxing environment, and to experience a different culture: to *'be around a different type of people'*. As families did not come to the beach with them, it was also a sanctuary, and special place, separate from and away from their norm.

The **challenge of travelling from city to sea**, and taking that step, was also seen as part of the value and as a big achievement in itself by referral agencies.

The travel experience **extended young people's horizons** in different ways, for example, having done surf sessions, some became able to take London transport for the first time, and therefore engage with their locality more independently.

Notably, travelling to the sea led to **a sense of 'transformation'** in young people, and a journey, in their imagination and expression. On the journey home in the bus, young people talked about and drew sea creatures, both real and imaginary. One young person continually painted waves, at first realistically, and then more colourful and expressively over time.

5.4 What are the advantages and disadvantages of taking inner city children to the seaside?

I like this trip (open ended survey response, young refugee, London)

'I was 50:50 in the beginning about whether I wanted my daughter to do this... This is good for kids. It takes her out of the neighbourhood. She has made friends out of strangers.' (London Parent)

'I grew up in London, so I know how hard it is to get in the water.' (Volunteer A, London)

'A lot of kids are petrified of the water. [Not by week 6]' (Volunteer B, London)

I'm a little worried about being in a group of people and getting hurt (open ended survey response, Primary school referral, Cornwall)

C2S participants **prior knowledge and experience** of water or the sea was typically absent, low or associated with negative emotions, such as fear. In some case, the term 'Surf Therapy' created a barrier, leading to defensive reactions such as *'needing therapy'*, or a lack of understanding about what therapy had to do with *'waves'*. To address this, the C2S co-ordinator distributed flyers to referral organisations and schools and offered home visits to discuss concerns and suggest practical solutions for issues such as transport.

Amendments described in The Wave Project Proposal Report: London Project 2018-2021 included splitting the 6-week course into two phases in time for the delivery of the first course in May 2021.

Delivery of the C2S course was divided into two 3-week phases: an ‘**induction**’ phase that prepared participants for surfing by introducing clients (and parents) to water-based activities such as paddle boarding within London, and a ‘**surfing**’ phase, in which clients were introduced to beach and sea-based activities at the coast. Each session was delivered on a Saturday. The aim of this amendment was to ensure attendance and engagement of young people in the city cohort by providing locally accessible and relatively familiar water-based activities.

5.4.1 Surf therapy induction phase: Building awareness and confidence

‘Some kids have never seen the sea – they have never been away from the city.’ (Volunteer driver)

‘Parents being able to drop their children off and see where initial sessions are taking place has also been a positive’. (Regional project coordinator)

The **induction phase** focused on **building confidence and competence** in areas associated with the Wave Project surf therapy programme, for example, being in nature, being in or around water, being accompanied by adults whilst participating in (challenging) water-based activities, playing games, and travelling to/from an (unfamiliar) activity site.

To prepare clients, a ‘natural’ location, Beckenham Lake in the London Borough of Lewisham, was selected to introduce clients to water-based activities locally.

‘This is better and parents are more able to consent – they can imagine, it is a smaller step if it is not out of London to begin with’. (Project coordinator)

Some city clients had less well-formed ideas about **nature** (green or blue), being in the sea or surfing. Some parents and clients had no prior experience of the sea, others had negative experiences. The lake was deemed better suited for the surf therapy sessions than more artificial settings such as Surrey Dock Watersport Centre because it had *‘more nature, less restrictions and more inclusive to the mix of needs’* (Project coordinator). Although the park was on a bus route, it was not on a train line, *‘so most people don’t know about it’* (Project coordinator). Beckenham Lake was already used for swimming and watersports such as SUP and kayaking.

‘Changing the format this year to paddle boarding locally for the first 3 sessions, has been a positive step, as it has introduced water sport so the young people in a gentler way, and made it more manageable in terms of staff and volunteer time’. (Regional project coordinator)

As indicated by recent research and illustrated in the following quotation from the project coordinator, successive **Covid-19 lockdowns** may have heightened generalised anxiety amongst some young people especially the most vulnerable.¹ Under these circumstances, delivering the Wave Project in a natural, city-based location seem to provide a reassuring **bridge to participation** in more distant, outdoor activities.

‘[It is] better for kids after lockdown – they haven’t been outside so it’s easier and makes them less anxious’ (Project coordinator)

5.4.2 Surfing phase: city to sea

‘Visiting the seaside and seeing a place with a different atmosphere is relaxing for them. For some of them the adventure is a big part of wanting to do it’ (Referrer)

¹ <https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people>

'Some have never seen cows. I noticed with the first cohort that the clients found it relaxing just seeing greenery from the window of the bus.' (Volunteer driver)

A key finding is that **travelling from city to sea is not a barrier, it is an asset.**

The surfing phase involved **transporting clients** from inner-city London to a beach on the south coast to participate in sea and shoreline activities including surfing. Initially it was envisaged that clients would be transported on an adapted 'surf bus', that could double as a mobile changing and kit storage space. However, the original bus proved to be mechanically unreliable, and it was replaced by an anonymous minibus that could be used between sessions by the school on whose premises it was parked.

Approximately two thirds of children lived closer to Beckenham Lake than the bus meeting point near Clapham South tube station.

'The bus is essential. Even to get to Clapham (to be picked up) is a major commitment (from parents and kids and volunteers)' (Volunteer B, London)

The 15-seater minibus was stored securely in the grounds of a Primary School. As it is a diesel vehicle, driving the minibus is impacted by ULEZ air quality restrictions. ULEZ changes introduced in October 2021 have necessitated a change to the **meeting point**. Key criteria for the meeting point are *'a location near a tube line/train station, easy to reach from the Southwark Borough and with a toilet /quiet space (the best option is always a park with public toilets, so children are relaxed).'* (C2S coordinator)

To minimize disruption, children and adults are encouraged to use toilets prior to embarking. A toilet stop typically adds 40 minutes to the journey time. It is necessary to instruct children to use seatbelts and communicate to the (volunteer) driver that they are responsible for seatbelt use. **Contingency plans** need to be in place in case the minibus breaks down, these include alternative modes such as train travel from Clapham Common to Southwick.

It took effort to organise travel and the seaside location was carefully selected to be peaceful, attractive and accessible; but the idea of visiting a new place and the excitement of **going to the sea** was a huge draw for both young people and for volunteers.

The journey time between Clapham and Southwick was typically 2 hours each way.

'It is a 2-hour drive, but it is not a chore for the kids. Everyone loves it.' (Volunteer B, London)

'They forge friendships on the bus. The bus provides a space for the children to chill.' (Volunteer B, London)

'An Afghani girl, a young carer, talked of making connections with people on the bus.' (Volunteer B, London)

5.5 What specific challenges have been brought about by bringing the Wave Project to London?

Following a **'test and learn' approach**, the project coordinator developed 'best practice' in working with clients and volunteers. For example, prior to the start of the 2021 season, the project coordinator ran water training sessions for volunteers to increase the confidence of those who may not surf or did not have background in water sports. Initially, a **large number of volunteers** signed up and a cohesive group was formed by asking for a specific commitment and training. A core team of lead volunteers were tasked with aspects of the logistics and support and they delegated to others.

Training days and 'WhatsApp' groups helped keep up good communication. 'On the day' reminders about arrangements were important to address logistic issues, for example, travel, clients being hard to reach on the day and alternative arrangements in the event of bad weather.

It was noted that as well as clients, city **volunteers also needed more information** support, as many had no experience of surfing and were less familiar with the sea and beach. Part of their training involved role play to help them understand client needs in a beach setting.

Being far from the coast, meant that in severe weather, sessions were done locally in a lakeside setting instead. Logistically this meant having this backup at short notice and preparing suitable activities and volunteers. Kayak and paddle board sessions were arranged but for some young people with a high BMI and /or low swimming ability, this was not suitable, and a range of games and experiences had to be on hand.

The lack of surfing infrastructure in London, with few surf coaches and equipment hire had to be overcome prior to the delivery of courses. Places (such as a volunteer's garage) had to be found for storing wet equipment.

The **city location** also meant that the follow-on Surf School was organised to take place in 2 places, alternating between a dry 'ocean session' (using an undercover market) and a pool session, both of which could be reached by public transport. This created a 'club' and 2 locations that could become new places for young people to be, within their own locality.

Risk assessments were always completed in regard to the children and their needs during the sessions, and those who were classed as 'high risk' had extra precautions in place. In some circumstances, this led to modifications to accommodate diversity, swimming competence, and weight issues, and to develop detailed communication practices to attract and retain volunteers.

'It's best for the London group which is very diverse to have a male instructor or at least one male person in the combination of lifeguard and instructor as they respond better to this.' (C2S coordinator)

5.5.1 Diversity

The extent of diversity amongst C2S attendees, in terms of ethnicity, language, literacy, age and cultural differences tends to be higher than Wave Project clients from rural, coastal areas. Clients include refugees and asylum seekers. Feeling comfortable and therefore attending sessions is enhanced for very hard to reach and/or vulnerable young people when their group consists of people of a similar age and/or similar circumstances.

Asylum and refugee referral partners reported that *[Surfing] 'is a white thing'*.

Following initial contact with young people and parents/carers, the project coordinator spent time **explaining and elaborating on what to expect** and why it might be worth taking part. At this point, the impression given, and depiction of surfing is important. Initial contact to invite clients was made direct to them, via a letter and this too was interpreted as '*acceptance*' and '*respect*' for young people and showed staff to be perceived as '*down to earth*' and '*caring*', or '*lovely*'. For some parents, this **extra support** gave relief and a new feeling of respite. When young people didn't turn up or refused to go on the day, staff always contacted them personally, often visiting them at home. Parents appreciated the efforts of staff and reported high levels of trust in the project which enabled them to play their part in encouraging the young person to participate.

The C2S coordinator's responsive communication style enhanced participants wellbeing in the **longer term**, beyond direct participation in the project. For example, a refugee referral organisation

started working in new ways with the Wave Project, encouraging participants to develop peer advocacy and presentation skills around promoting the project.

Young people who felt *'different'*, or who *'always had a problem making friends'* felt understood and looked forward to meeting their Wave Project friends each week – friends described as *'more kind and understanding'*. For example, a girl who moved to secondary school reported that she now fully engaged in groups as she has *'good friends she connects with because she can now identify who can understand her and who listens to her'*.

Of 47% of participants who identified as having a disability, almost two-thirds (59%) reported that it was 'fairly' or 'very easy' to participate in The Wave Project.

As a result of the **C2S project**, the Community Action for Refugees and Asylum Seekers agency arranged for girls aged 12-20, to have swimming lessons in female only environments, as a stepping-stone to being able to take part in the Wave Project in the future. They had seen girls become more confident and also happier to be in mixed sex sport and swimming groups.

5.5.2 Swimming skills

There is no prerequisite for young people to be comfortable or confident in the water prior to participating in the Wave Project. However, it was noted that *'Most of the young people have very low or no swimming skills'* (C2S coordinator).

'[Swimming skills reduce] anxiety of falling in the water. Before Covid we reached an agreement to use Camberwell pool for after school sessions in the small pool. These sessions would require a swim instructor and would be a water confidence building session including games.' (C2S coordinator)

5.5.3 Weight

'Generally, we have a lot of children who are overweight, parents or referrers often don't mention this. Always ask for their t-shirt size when calling and make sure to have 2:1 support as in combination with no swimming skills this can be dangerous. Give the largest wetsuit (go 1 size bigger first time), if not children will feel embarrassed. If very overweight: give SUP boards instead of surfboards.' (C2S coordinator)

Games rather than paddleboards, kayaks or surfboards were provided for young people with high BMI and/or low swimming ability.

5.5.4 Volunteers

'I can't believe the volunteers do this for free' (Parent, London)

'Volunteers from London are generally really committed as they also don't have direct access to the beach – water sports. Most come to London for career purposes and often work long hours and are mostly available on weekends only.' (C2S coordinator)

The **dedication of volunteers** to overcome challenges associated with travel is exemplary. For example, one of the male volunteers lives in N London and it takes him at least an hour to reach the meeting point so he travels 2 hours travel plus 4 hours on the minibus plus at least 2 hours in Brighton delivering surf therapy, that is, 8 hours. He considered helping the surf coordinator on a Wednesday evening but realized it would require travelling at peak time (5pm). For many of the volunteers, the evening session happened too early to be able to finish work and get there in time.

Experience of play and games is transferable across settings but **availability of surf coaches** in urban areas may be limited. Instructor **training** is available through WP online and in-person. However, training is unpaid and unfunded aside from some expenses.

Initially, a large number of adult volunteers signed up and a cohesive group was formed by asking for a specific commitment and training. A core team of lead volunteers were tasked with aspects of the logistics and support, and they delegated to others. Training days and 'WhatsApp' groups helped keep up **good communication**. 'On the day' reminders about arrangements were important to address logistic issues, for example, travel, clients being hard to reach on the day and alternative arrangements in the event of bad weather.

It was noted that as well as clients, city **volunteers also needed more information** as many had no experience of surfing and were less familiar with the sea and beach. Coaches that are available in cities may only have flat water experience. Part of their training involved role play to help them understand client needs in a beach setting. The C2S lead volunteer became a surf instructor but most wanted to remain in the volunteer role.

'We are always looking for more minibus drivers.' (C2S coordinator)

The coordinator spent time dedicated to finding and confirming availability of a main and reserve minibus driver for each session. To incentivize drivers, it is advisable to pay them (even lead volunteers) to ensure they are available.

83% of the most recent cohort of C2S clients who completed the post-intervention survey indicated a preference to go on to join Surf Club, with half (50%) indicating they would like to go on to become a Wave Project volunteer. Both London and Cornwall continue to see long term volunteering from Surf Therapy/Surf Club Graduates.

5.6 Is the Wave Project replicable in other cities in the UK?

'I hope one day it'll be replicated in more cities 😊' (C2S coordinator)

'I think we've learnt a lot over the 3 years of the London project so far, and in simple terms, yes I think it could be replicated, however there are many considerations.' (Regional coordinator)

'Managing the expectations of what is achievable, in terms of numbers of courses etc, in the time frame given, and with the differing format to our other project locations is important.' (Regional coordinator)

As this was an exploratory project, the Wave Project was willing and able to adapt to the needs of the city-based cohort. The development of a two-phase approach enabled clients to build awareness of, and confidence with, water-based activities within their locality before being transported to an unfamiliar and distant coastal location. Feedback from referrers, parents and clients supports the conclusion that the City to Sea model of delivery **could be replicated** in other cities.

5.6.1 Resources and infrastructure

The lack of surfing infrastructure in London, with few surf coaches and equipment hire, had to be overcome prior to the delivery of courses. Places (such as a volunteer's garage) had to be found for storing wet equipment. Logistics evolved to make use of coastal surf school infrastructure and equipment was stored in the premises of the Brighton Wave Project. Working in conjunction with the coastal surf school also expanded the capacity of the London project to run volunteer training sessions, with volunteers being quite easily able to travel to the coast for this.

Being far from the coast, meant that in severe weather, sessions were done locally in a lakeside setting instead. Logistically this meant having this backup at short notice and preparing suitable activities and volunteers.

5.6.2 Travel

With regard to the bus, the Wave Project faced operational issues, for example, storing and using a multi-occupant vehicle within the low emission zone. At the commencement of the project, a dual purpose 'surf shack' bus was commissioned to transport clients from city to sea and store kit. What was unexpected was feedback from staff and volunteers about the replacement minibus as **a therapeutic setting** for clients to engage in one-to-one conversations with their Wave Project mentor and/or socialise with other clients.

Travel issues were both positive and negative. Physically getting to the beach meant participants had to travel to meeting points then go by dedicated minibus to and from the beach. This meant maintaining, repairing, driving and having back-up arrangements. However, it was also an integral part of the experience and there was fun, laughter and games on the journey, and volunteers and young people could get to know each other. This segment of time was used to complete feedback and to do activities organised by the coordinator, to good effect, and for young people to have some 'down time' to relax and to 'end the day on a good note'. It was an important part of the client experience and of the co-ordinator's workload.

Distance from the coast is not a barrier to replication, in fact, travelling as a group, in private transport, for an extended period of time proved to be an asset. The minibus became a mobile 'safe space', providing an opportunity for clients to communicate and engage with volunteers and other participants.

5.6.3 Follow on activities: Surf Club

The **city location** also meant that the **follow-on Surf Club** was organised to take place in 2 places, alternating between a dry 'ocean session' (using an undercover market) and a pool session, both of which could be reached by public transport. This created a 'club' and 2 locations that could become new places for young people to be, within their own locality.

'Surf Clubs are happening at Surrey Docks in Southwark currently. The number of Surf Club members for London is currently 15, so sessions happen every 3 weeks. Generally, there is a core group who attend each week; however, it has been extremely beneficial for them and we hope the number (of both Surf Club members and sessions available) will increase once the remaining courses have completed. A higher number of the young people who are members are likely to need the Surf Club fee waiver, due to their financial circumstances. They either paddle board, canoe, or kayak. We are thinking about what we could do over the winter to keep them engaged, but still with a focus on the natural environment and ideally still Southwark based, and low cost.' (Regional project coordinator)

The C2S Surf Club offer reassured referrers by providing a potential pathway for the client and by being demonstrably longer term.

Having Surf Club sessions, they can access within their own locality, is also important so they can continue the benefits to their mental health and wellbeing that they got through the surf therapy sessions. (Regional project coordinator)

One of the girls when told about surf club said 'I'm staying there forever.' (Notes from site visit)

6 Summary

- Participation in the C2S project improved self-reported levels of **client wellbeing**, notably, happiness, resilience, confidence, social connectedness and self-esteem.
- The 'City to Sea' model of delivery has been **successfully trialled and could be replicated** in other cities.
- **A 2-phase approach**, with city-based activities first, helped prepare clients (and to some extent parents and volunteers) for the experience of the beach and sea and develop swimming / water confidence and competence.
- Acknowledging limits and opportunities of accessing appropriate city spaces for '**induction**' sessions, 'natural' sites were preferred, for example, a lake within a park rather than an indoor leisure centre. 'Natural' sites were associated with less rules and regulations and greater scope for restoration and relaxation.
- The '**surfing**' phase required willingness of clients, staff and volunteers to **commit time** to a day-long project to accommodate travel time to/from the meet up point and the coast.
- A variety of **referral partners and diverse groups** (e.g., age, reason for referral, ethnicity, language) can have a positive impact on the personal development of clients, volunteers, staff and referral agencies.
- Referrers **trusted** the Wave Project and C2S staff.
- Referrers valued **how C2S was delivered** (e.g., sensitivity, one-to-one support, good communication).
- C2S had a positive impact on the **ways of working** of some referral partners.
- Appropriate **recruitment and staff training** was conducted to manage diverse client groups.
- **Volunteers** from the city may be less likely to be surfers but (more) keen to volunteer because, like the clients, they have fewer chances to visit the sea.
- **Accessible and reliable transport** is required, ideally, a minibus that can double as a 'safe space' in which clients can make friends, share experiences and 'chill out'.
- **Multi-format information** (verbal, image-based, textual, digital and hard copy) that depicts a wide-range of participants (e.g., wet-suited body types, gender, ethnicity) can facilitate understanding, and address potential barriers to participation in surfing and surf therapy, for referrers and clients.
- Making the most of the **technical ability** of young city clients and volunteers, embracing the use of mobile phones and WhatsApp to help groups self-organise.
- Establishing follow-on surf clubs to provide longer term opportunities to benefit from surfing.

7 Recommendations

1. The City to Sea model of delivery could be **replicated** in other UK cities.
2. The coordinator role is intensive and requires adequate **resource** (e.g., an assistant)
3. Adopting a **dual phase** 'induction' and 'surfing' model using local facilities in the 'induction' phase to facilitate participation addresses concerns of parents/carers and builds water confidence.
4. Aim to use local location(s) that are natural, outdoor sites and **accessible to all**.
5. Source and resource the use of a low emission (electric) multi-person vehicle(s) to **transport** clients and volunteers to/from the coast.
6. Recruit, train and recompense **drivers** to ensure that there are sufficient drivers available.
7. Deliver **mixed-group** sessions with clients referred from a range of referral agencies and partners.
8. Provide **multi-format information** (verbal, image-based, textual, digital and hard copy) that depict a wide-range of participants (e.g., wet-suited body types, gender, ethnicity).
9. Ensure **equitable access** to digital communication technologies e.g., mobile phones in situations where social media e.g., WhatsApp is used to co-ordinate activities.

10. Invest in the city-based Surf Club programme to raise the profile of The Wave Project and surfing and provide **follow-on opportunities** for existing and future clients.
11. Support **research**, for example, on the motivation and benefits of volunteering for city dwellers participating in City to Sea projects.
12. Provide adequate resources for ongoing **monitoring and evaluation** co-developed with Wave Project participants.

8 Appendices

8.1 C2S Baseline Survey (4 pages)



ABOUT ME

We are sending this questionnaire to everyone who takes part in The Wave Project. It helps us to find out what people get out of surfing. Please answer the questions honestly - there are no right or wrong answers. We will respect what you tell us and we will keep your answers private. Someone can help you with the form, but the answers must be yours. Please try to answer all the questions. If you would like to ask us a question or you have any other comments please contact us at info@waveproject.co.uk

Name:	Age	Today's date:			
Firstly, how have you been feeling over the last couple of weeks:					
I feel confident in myself	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I can make choices easily	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I think I am good at some things	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I think there are many things in my life I can be proud of	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I think good things will happen in my life	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I feel calm	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I like trying new things	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I can keep trying even when something is difficult	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>



ABOUT ME

How do you feel about other people...

There are people in my life I can trust	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I have someone to talk to about important things	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I have enough friends	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I enjoy spending time with other people	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I have someone to talk to about things that matter	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I think lots of people care about me	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
Other people accept me for who I am	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I think other people are basically good	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I feel happy	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>

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Please turn to next page



ABOUT ME

In a typical week, I do physical exercise	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I can find lots of fun things to do	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>
I can laugh when things go wrong	Never <input type="checkbox"/>	Not Much <input type="checkbox"/>	Some of the time <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	All of the time <input type="checkbox"/>

Can you think of three words (good or bad) that come to mind when you think of 'me and surfing'?

Is there anything else you would like to tell us? (You don't have to fill this part in)

Thank you. Please tick this box (below) to show that you consent to providing The Wave Project with this information.

The person named on this form consents to provide information to staff at The Wave Project for evaluation purposes (please tick)

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Thank You



ABOUT ME

Here are some extra questions that would like to ask you.

Overall, how satisfied are you with your life?	Not satisfied	1	2	3	4	5	6	7	8	Very satisfied	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Overall, how much do you feel the things you do in your life are worthwhile?	Not worthwhile	1	2	3	4	5	6	7	8	Completely worthwhile	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Overall, how happy did you feel yesterday?	Not at all happy	1	2	3	4	5	6	7	8	Completely happy	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
How anxious did you feel yesterday?	Completely anxious	1	2	3	4	5	6	7	8	Not anxious at all	9	10
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Thank you so much! Have an amazing time surfing :)

8.2 C2S Post-intervention Survey (5 pages)



About me

We are sending this questionnaire to everyone who takes part in The Wave Project because it helps us to find out what people will get out of this project. We are interested in what you think and feel. Someone else can help you with the questions. There are no right or wrong answers. We will respect what you tell us and will keep what you tell us private. Your answers will not be shared with any of the people who will be helping you on the course. If you would like to ask us a question or you have any other comments please call 01627 820830 or contact us by email - info@waveproject.co.uk.

Name: Age: Today's date:

Please tick ONE of these boxes:

I am the person doing this course

I am completing the form for someone else

If you are completing the form for someone else, please tick this box:

The person named above has given their consent for me to provide information on their behalf

There are people in my life I can trust Never Not much Some of the time Quite a lot All of the time

I like trying new things Never Not much Some of the time Quite a lot All of the time

I can make choices easily Never Not much Some of the time Quite a lot All of the time

I've been feeling confident Never Not much Some of the time Quite a lot All of the time

I feel that I am good at some things Never Not much Some of the time Quite a lot All of the time

I tend to bounce back quickly when things go wrong in my life Never Not much Some of the time Quite a lot All of the time



About me

I can find lots of fun things to do Never Not much Some of the time Quite a lot All of the time

I feel accepted for who I am Never Not much Some of the time Quite a lot All of the time

I think good things will happen in my life Never Not much Some of the time Quite a lot All of the time

I have the friends who are right for me Never Not much Some of the time Quite a lot All of the time

I've been feeling calm Never Not much Some of the time Quite a lot All of the time

I think lots of people care about me Never Not much Some of the time Quite a lot All of the time

I can laugh when things go wrong Never Not much Some of the time Quite a lot All of the time

I think there are things in my life I can be proud of Never Not much Some of the time Quite a lot All of the time

I've been feeling relaxed Never Not much Some of the time Quite a lot All of the time



About me

I have someone to talk to about things that matter to me Never Not much Some of the time Quite a lot All of the time

I've been feeling happy Never Not much Some of the time Quite a lot All of the time

I enjoy what each new day brings Never Not much Some of the time Quite a lot All of the time

Please write up to three words that come to mind when you think of 'surfing'

This space is for things you liked or didn't like about the Wave Project (you don't have to fill this part in)

What I like best about the Wave Project

What I don't like about the Wave Project



About me

I would like to join a surf club Yes No

I'd like to become a Wave Project volunteer Yes No

Because I did the Wave Project...

I feel better Yes No

I feel more happy Yes No

I made new friends Yes No

I had fun Yes No

I feel fitter Yes No

When I was doing the Wave Project...

How safe did I feel? Very Fairly Not safe

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Thank you



About me

	Not at all satisfied										Completely satisfied	
Overall, how satisfied are you with your life?	0	1	2	3	4	5	6	7	8	9	10	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Not worthwhile										Completely worthwhile	
Overall, how much do you feel the things you do in your life are worthwhile?	0	1	2	3	4	5	6	7	8	9	10	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Not at all happy										Completely happy	
Overall, how happy did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Not at all anxious										Completely anxious	
How anxious did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Thank you so much!

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Thank You

8.3 C2S Semi-structured Interview Protocol – Parents and Carers

Introduction

- Independent evaluation
- Permission to record – anonymity, confidentiality & use for Laureus/Spirit2012 report
- Focus – learning from their experience as a ‘story of change’

Background information

- Name
- Name of child
- Date of participation in City to Sea
- Referrer

Key topics

1. Expectations prior to participation in City to Sea
2. Story of change over time since participation in City to Sea
 - What evidence/reasons for attributing change to City to Sea?
 - Examples?
 - Clarify gains/learning relative to starting WP
 - Future impact?
3. Impact, if any, on client and family
 - Physical and/or mental wellbeing including perceptions of disability
 - Social e.g., friends – sense of belonging
 - Behaviour
 - Attitudes
 - Related e.g., education
 - Sense of belonging/feeling included
4. Process issues – feedback on
 - Referral process – experience of the route to getting help
 - Travel/transport
 - Cost
 - Time
 - Staff
5. Any other issues?

8.4 C2S Semi-structured Interview Protocol – Referrers

Introduction

- Independent evaluation
- Permission to record – anonymity, confidentiality & use for Laureus/Spirit2012 report
- Focus – learning from referral to City to Sea

Background information

- Name/client name(s)

- Organisation
- Role within organisation

Key topics

1. Prior knowledge / experience / expectations of WP/City to Sea (none – some – a lot)
2. Process

Prompts:

What I like best about City to Sea / Wave Project – open ended

What could be improved? – open ended

Probes:

Waiting times

Value for money

Likelihood of referring other clients

Likelihood of recommending to others

3. Impact on client(s)

Changes I have noticed in my client(s) that are attributable to Wave Project / City to Sea – open ended

9 References

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