

JU:MP Social Marketing Campaign Evaluation Summary

June 2021 – July 2022

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Commissioned by:

Bradford Teaching Hospitals NHS Foundation Trust
on behalf of Active Bradford

Area coverage: North Bradford

Join Us: Move. Play (JU:MP) Local Delivery Pilot
programme (LDP) neighbourhoods

Campaign activity: 1 June 2021 – 31 July 2022**Campaign co-created, delivered and evaluated by
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Executive Summary

What we set out to achieve

In our proposal we said by August 2022 success will look like:

5 Live campaigns receiving great engagement

1. Join the JU:MP movement
2. JU:MP@Home
3. JU:MP Outdoors
4. JU:MP Screen Off Life On (SOLO) (June to end of September)
5. JU:MP Find your Fun (June to end of September)

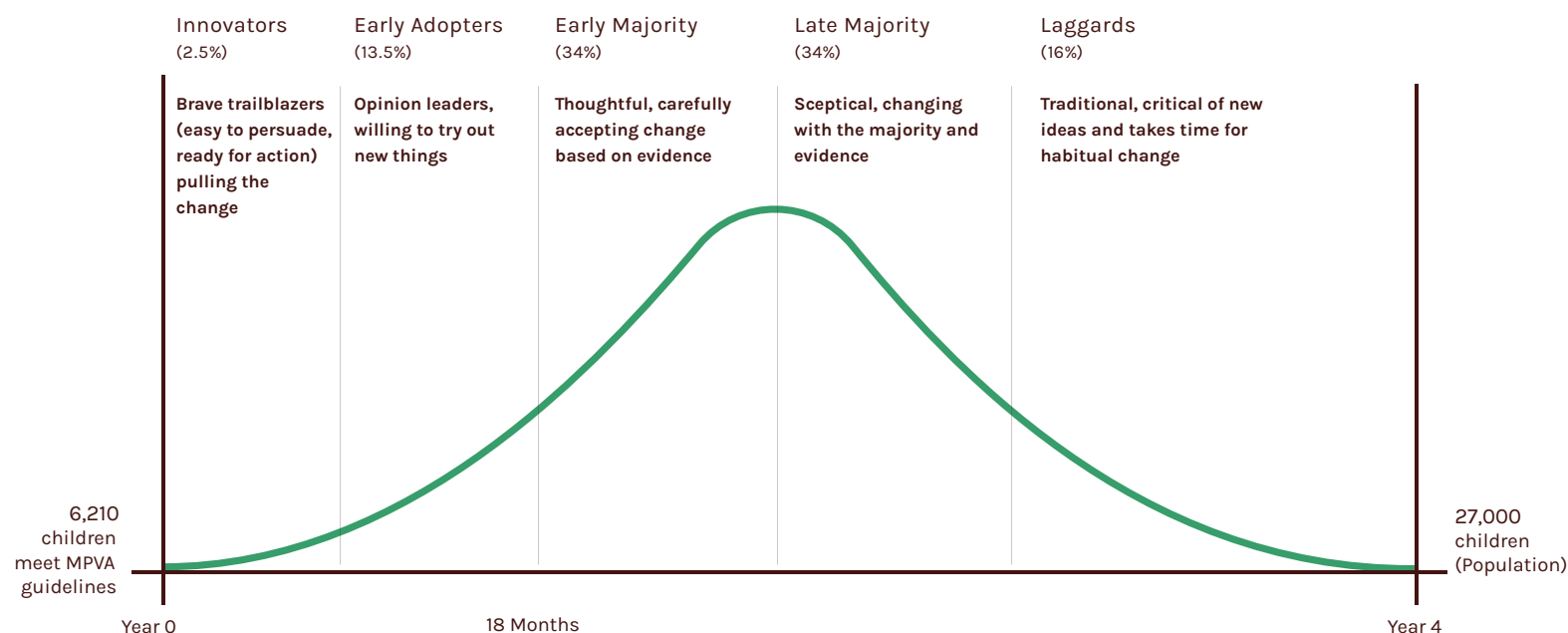
To enable all schools and organisations to take part in the 2 NEW campaigns (JU:MP SOLO underpinned by the JU:MP Find your Fun mini campaign), we decided a full summer programme, made up of three phases, would accommodate the best outcomes for both the test and learn approach and PR plug to the wider Bradford community. This includes:

1. The first local launch in June
2. A public facing external launch on national playday, Wednesday 3 August
3. The second local launch to all other schools and providers at the beginning of September.

Which will achieve 5000 more children moving and playing adding to the existing 3343 to make 8336+



JU:MP social movement and behaviour change adoption curve



Our focus for the 14-month Accelerator phase was to bring on board JU:MP's 'Early Majority' for JU:MP's three existing campaigns below, (34%) which is a total of 7,069 children. Taking into account pandemic recovery, budget, timelines, our previous experience (challenges, learnings and considerations) and knowledge of the community, a realistic approach would be to aim for 75% of this target audience which would mean a target of circa 5,000 more children and young people who would join:

1. Join the JU:MP movement
2. JU:MP@Home (Reduce sedentary screen time)
3. JU:MP Outdoors (Outdoor Play whatever the weather)

Plus JU:MP's 'Innovators' and 'Early Adopters' for two new Campaigns, in order to build a strong evidence base, to gain traction and motivate the 'Early Majority' to get on board from month 14 and beyond.

4. JU:MP Screen Off Life On (SOLO)
5. JU:MP Find your Fun

We surpassed our 'Join the JU:MP movement' target (8336) for the accelerator phase, with a total of 8,408 families joining the JU:MP family. We have created a movement.



Start a network of true JU:MP campaigners given the tools and training to start a JU:MP legacy

We have begun social marketing training of 3 core modules with JU:MP Leads, Connectors and JU:MP providers (approximately 40 people trained so far).

Collaborative working approach: doing with, not for or to communities

We have implemented collaborative working in the following ways:

- Through social marketing training – giving the JU:MP workforce the tools and training needed for sustainability of a growing movement at a local level i.e. asking all members of the public who attend play and sporting activity sessions to ‘join the JU:MP movement’.
- Through the ‘what’s on workstream’ and JU:MP Find Your Fun mini campaign – allowing providers, organisations and members of the public to add local play and sporting activities in their area.
- Through the delivery of JU:MP School & Community Fun Days – giving onus to staff members on the ground to actively seek join ups from parents & family members.
- Through many focus groups and feedback sessions – from taking part in the co creation phase of NEW campaigns to feeding back on the JU:MP website.

A focus on capability, opportunity and motivation

We have had a focus on the capability, opportunity, and motivation in the following ways:

JU:MP's NEW campaigns have undergone thorough research and a COM-B and theoretical domain framework (TDF) mapping process including -

Desk research to identify

- Recent research findings on screen time (General, positive and negative)
- Evidence based analysis of past interventions for screen time
- (what's worked/what hasn't)
- Topic guide (framework and guides for surveys and focus groups) (Based on COM-B and TDF)

Surveys

- x1 online survey with 33 parents
- x1 online survey with 11 children

Focus groups

- Six 1 hour focus groups with 14 parents
- Three 1 hour focus groups with 18 children

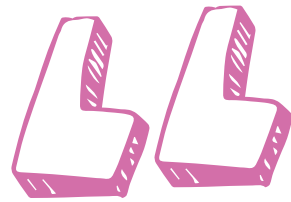
Taking a test and learn approach, being open to taking risks and being innovative

We've taken a bold approach to the two NEW campaigns with a new brand style, colours and use of language to target a different age group of 9 to 14-year-olds, as well as parents, carers and family members.

JU:MP SOLO is the first campaign of its kind - with a real focus on not only lowering screen time use but replacing that time with something active to get up, get out, and get happy!

We have implemented a detailed evaluation timeline, including monthly performance scorecard reports for a continuous test and learn approach. Planning JU:MP SOLO into three phases of delivery will also allow us to get feedback and improve all social marketing interventions for phase 2 in September 2022.





**“It is fun to spend time with
your friends and family.”**

Young person - Screen off, Life on

Join the JU:MP movement

Campaign objectives and summary

A campaign to motivate and encourage children and their family members, in the three pioneer neighbourhoods, to meet the moderate-to vigorous physical activity (MPVA) national guidelines of 60 minutes a day for children and young people aged 5 to 14.

Key message:

We're serious about getting children moving, playing and having lots of FUN. But we can't do this without a strong community of supporters to join us by championing active play every day!

Value of campaign

£9000 (This includes value of goodwill services and in-kind £3000)



Challenges, learnings and considerations



The topic	The challenge(s)	The learning(s)	The consideration(s)
Magpie Campaign Ambassadors going door to door to talk to the public about 'joining the JU:MP movement' (one who could speak Bengali and one who could speak Shona)	As the data tells us, we have found many householders have little to no english. This creates a language barrier. Some households likely speak Urdu and Punjabi. Many Householders did not answer.	Possibly not a good time to visit (between 1.30pm and 3pm in the afternoon).	Try the door to door approach at different times. Make the use of an interpreter particularly, who can speak Urdu and Punjabi.
	We came across a householder, who did not have a good experience with the program. On this occasion the father had an autistic child who'd been excluded from a JU:MP activity for a week for bad behaviour.	This information was passed directly to the JU:MP team, for consideration of how we deal with such instances in the future, and who is best for the parent to contact in the first instance.	How does this affect JU:MP's reputation? Is there a way to direct parental concerns in a way that they feel 'listened to'? How do we think about ensuring JU:MP providers are trained to have knowledge of learning disabilities and skills to address behavioural issues to ensure activities are inclusive for all children?
	Is the 'door to door' approach feasible?	Using the 'APEASE" model, we could map whether this approach was feasible, and in the end we found this was not the best use of Campaign Ambassadors time. An example street on Scotchman Road shows this process - how many houses were visited (29), how many people answered the door (16), how many people were willing to speak to us (6) and how many resulted in a positive outcome (0).	It may be worth revisiting this approach 'from the bottom up' through community leaders and organisations, as JU:MP becomes more sustainable in the future.

JU:MP providers getting all parents to 'join the JU:MP movement' when they register for an activity or event (linked to the What's on workstream)	Getting providers and community leads to 'buy in' to this element of their job. Although this is part of their Service Level Agreement (SLA) we are still not in a position where they are getting families to join the movement as part of their roles.	Providers and Community Leads see this as 'more work' for them. They also see adding in all of their activities and events into the What's on activity finder as more work. We need to find alternate ways to ensure they are doing this as part of their role.	The 2022 summer Holiday and Food (HAF) Programme Days were a great way to test getting JU:MP join ups at the same time as registering families. We know this approach works - so how do we show other providers that it works and is a simple solution to growing the movement? Do we start a competitive system, where we see how many providers and Community Leads get the most number of join ups and rewards/incentives are given for the winner i.e. through the JU:MP awards. Do we include this as part of a compulsory reporting tool (like a performance scorecard) that providers fill in every 2/3 months including number of join ups?
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Social marketing pilot training package	The challenge is to create a simple, feasible and accessible workforce training package. The package needs to motivate all JU:MP staff and community ambassadors to encourage families to join the JU:MP movement, by providing them with the knowledge, confidence and tools to own the campaign locally.	Key areas for improvement were found at the pilot social marketing training and have been incorporated into the most recent version of the training: • Want to see how JU:MP is specifically creating a social movement to give more impact. • Writing a guest blog - This needs to cover more types of 'lived experiences' - what works for them? What would they like to learn about? It would also be useful to dissect an existing blog together if this is something they are interested in pursuing. • Going on local and community radio - Need more simple info to make the task of interviewer/interviewee more simple to follow. • Incorporate more great examples from our providers and other contacts in Bradford to show their work is valued by us. • Show specific impact of guest blogging/lived experiences and going on local radio - be more clear on why it matters.
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Monthly newsletter	What's the most popular newsletter content and how can we utilise this information?	Looking back over a year of monthly campaign monitor send outs we can see that three most engaging themes for the join up newsletters are: • Incentive based (i.e. Bring back outdoor play launch animation - scooter incentive & surveys both JU:MP and Dubit offered Scooter and a £10 Love2Shop voucher) • Half term 'what's on' based (Free meals and what's on guide) Activity based (Weekly activities) • For the four newsletter templates (that families first receive when they join the JU:MP movement) we found that: The most popular templates are number 4 with the 'what's on' information and number 3 with the 'video activity' - this gives us more great insight into what our parents are looking for.	How can we apply this learning into future campaigns and communication channels? I.e monthly news features and mini digital campaigns - to drive more traffic and engagement to the website and more join ups to the movement. Can we incorporate these findings into the most recent communications strategy? And share the learning wider?
Habit forming exercise	Revisiting the 'join the movement' social marketing interventions/ assets - are these the best they can be? What else would we like to test and learn? How can we best map this out?	The habit forming exercise workshop for 'join the movement' presented a key learning stage that can feed into the early stages of our 2 NEW campaigns - mapping out interventions against NEAR (Normal Easy Attractive Routine) for both existing and new campaigns.	How can we apply this learning into future campaigns and communication channels? Can we share the learning wider?

Key highlights



8,408

**children and families
engaged with JU:MP**

(surpassing the original
target of 8,336).



350

**JU:MP stars recruited
in schools**

(children ambassadors for JU:MP)
surpassing the original target of 300.



8,680

website visits



34

**total JU:MP fun
days completed**

(25 in accelerator phase)



113

**deeply engaged families
for continuous test and
learn approach**



4,437

school trail cards completed
(including activities in the school hall
and outdoors)

A brand NEW website!



2,315

website visits



14%

visited through social media
(twitter and facebook)



552

unique page visits



52%

visited directly
(they had heard the URL
from somewhere and directly
inputted it to visit)



Average of

3m 10secs

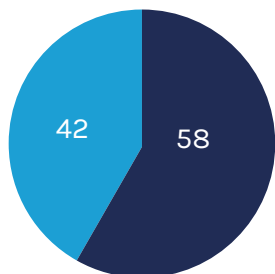
per visit

(The Average time per visit on a website is
1m 36 seconds, Google Analytics study)

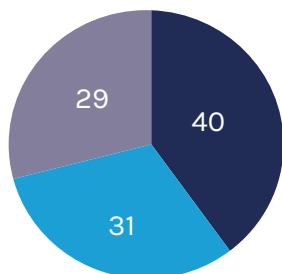


80%

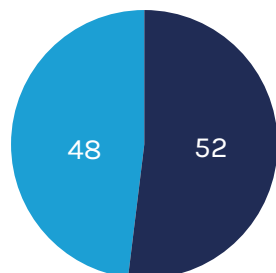
new visitors



58%
female (42% male)



40%
of users between
18 & 24 years of age
(31% between 25 & 34 years of age
29% between 45 & 54 years of age)



52%
mobile users
(48% desktop users)

The screenshot shows the JU:MP website homepage. The header includes the JU:MP logo and navigation links: Things to do, Campaigns, News, About, What's On, and a 'Join the movement' button. The main content area features a large hero section with the text 'Join Us: Move. Play' and 'Inspiring children and families across Bradford to move and play more!', accompanied by a photo of children on a swing. Below this is a section titled 'Our latest campaign' featuring 'Screen off Life on!', which includes a photo of people walking and a 'Find out more' button. At the bottom, there is a 'Things to do' section with three cards: 'JU:MP Outdoors', 'JU:MP at Home', and 'JU:MP Fun days', each with a brief description and a 'View all activities' button.

Did you know?

8,400

Over 8,400 family members in Bradford are choosing to move and play more!

Let's play more!

We believe that all children, young people and their family members should have the opportunity to be a part of the JU:MP family, to enjoy the benefits that movement and play brings.

From chatting with children and their parents, we know they want to get out and have fun, but can struggle to know how or where. We're here to change this. It is JU:MP's aspiration to support children, young people and their families to grow-up to be healthy, confident, skilled young people who are empowered and valued members of society in Bradford.

About JU:MP



"The JU:MP@Home activity calendar gave us some great ideas and we picked most of them together as it was always just both myself and my daughter playing together during lockdown."

Parent, Bradford

Join our Facebook group



555

visits to the homepage in the campaign period

260

visits to the Screen Off, Life On campaign page



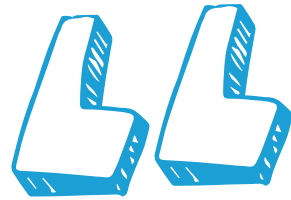
161

visits to My Screen Time Journal

134

visits to Things to do page





**“I feel like my plan worked
because now I love being
active.”**

Young person - Screen off, Life on

Screen Off Life On

Campaign objectives and summary

A campaign to motivate and encourage children and their family members, in all neighbourhoods, to meet the moderate-to vigorous physical activity (MPVA) national guidelines of 60 minutes a day for young people aged 9 to 14 and their family members.

Key message:

Get up, get out, get happy! A public resource, created with Bradford families, to support everyone to swap some time on screen, for activities off screen. The aim? To feel good and move more.

Value of campaign

£23,700 (This includes value of goodwill services and in-kind £5000)



Challenges, learnings and considerations



The topic	The challenge(s)	The learning(s)	The consideration(s)
Focus groups for Screen Off Life On (carried out at two Holiday and Food Programme (HAF) Days, at Ladyhill Park).	With one key member of the Magpie team ill with Covid, we had to act rapidly to ensure we had extra support from the JU:MP team, to support Magpie's behaviour consultant on the day. The challenge over these 2 days was the coming together of both teams, and offering full support and teamwork.	This could have been a smoother process, but due to confusion and frustration over current roles and responsibilities Models used for the insight framework and guides for focus groups.	Having a place to record this information (with the monthly Performance Scorecards) means that we can open up these discussions, and be transparent in how we can communicate with each other more successfully in the future, when such circumstances arise. As well as including it in our performance scorecards, what other avenues/channels could ensure smooth teamwork in the future? I.e. team building workshops and solution focussed training sessions.
Time to plan, reflect, test and learn.	For previous campaigns, such as JU:MP@ Home, we needed to simultaneously plan and act quickly, to provide a much-needed solution for children and young people spending a lot of time at home, due to government guidelines. For this new campaign, we needed to ensure we added in more time at each stage of the campaign, for reflection, and testing and learning as we go. The challenge would be to accomplish this with competing priorities across the various different workstreams.	The time planned in for the co-creation of the creative concepts of the campaign (with focus groups with parents and young people, aged 9 to 14), allowed us to test every detail of the visuals assets (including imagery illustrations, straplines, key messaging and preferred language use). We continuously went back to our focus groups along the way, to honestly reflect what our communities really wanted to see.	How do we encapsulate and share these learnings (aside from this evaluation)? Could this be via a JU:MP webinar, the sport england report, the community of learning event, or a national play conference?

Models used for the insight framework and guides for focus groups.	For previous campaigns we used one model, Capability, Opportunity, Motivation, Behaviour (COM-B), to underpin the parent and children topic guides for focus groups. The challenge was to find and use other models, alongside COM-B, to really give us a robust framework for focus group guides.	For this campaign, we decided to utilise two models for the insight process, COM-B and the Theoretical Domains Framework (TDF), to increase the robustness of our approach to identifying and defining campaign behaviour change goals and techniques. Incorporating the TDF enabled us to gather even more specific insight from our focus groups, that would shape the campaign strategy and creative concepts.	What other models could be applicable to use in the future and how could these models help to further shape the campaign strategy and creative concepts?
Selection of participants for focus groups.	Learning from the JU:MP Outdoors campaign, we knew we needed to plan in advance, as much as possible, setting up our parent focus groups by identifying key existing events to tap into our target participants.	We purposefully selected the Holiday Activities and Food (HAF) programme days at Ladyhill Park in Bradford, to get more footfall and make the focus groups part of a fun day out. This resulted in more participants taking part than previous campaigns, with a more diverse range of ethnicity including: Mix of Asian or Asian British, Pakistani, White British, British Indian and Mixed White and Asian.	How can we link in with our Sports Providers and Community Leads in the future, to ensure access to a diverse range of participants for future insight? How do we make sure we're not using the same participants in our focus groups, as other work streams within JU:MP, so we continue to speak to unheard communities?
Improved partnership working and an overarching evaluation timeline.	We identified the need for an improved partnership insight approach with the JU:MP research team.	Regular meetings took place with one of the JU:MP researchers, where they were able to advise with regards to theoretical underpinnings and focus group and survey development and implementation. This also led to creating an 'overarching evaluation' that would encapsulate the feasibility, acceptability and baseline COM-B data of each new campaign (pre-campaign, post campaign and post launch).	How do we encapsulate and share these learnings (aside from this evaluation)? Could this be via a JU:MP webinar, the sport england report, the community of learning event, or a national play conference?

Sharing the learning: JU:MP webinar 'More than just screen time'	It's a challenge to share the learning far and wide with other providers, researchers and associated organisations. The JU:MP webinar series, established in April 2020, is a monthly event designed to share learning with regards to a topic, method or approach, relevant to the Local Delivery Pilot work.	The series provides an opportunity to both share learning from our and other LDPs more widely, and to learn from other practitioners and researchers to identify and explore approaches, methods and interventions that could be tested within JU:MP.	How do we encapsulate and share these learnings wider (aside from this evaluation and the webinar itself)? Could this be via the community of learning event, or a national play conference?
School engagement	It was challenging getting schools on board with the phase 1 campaign launch in June 2022, due to pressure and conflicting priorities in schools for JU:MP Leads. It was also challenging to get some of the completed journals back before the school holidays, due to staff absence and lack of team support from JU:MP team members. Number of journals returned from 2 schools = 104 Completed 1 week = 18 Completed 2 weeks = 9 Completed 3 weeks = 14 finished journal (13 children and 1 parent) Only filled in the intro = 32 Completely blank with no name = 31	We split the local launch into 2 separate launches (June and September) to allow more onboarding of schools and organisations in September 2022.	How do we ensure we encourage schools to take part (working closely with the Creating Active Schools workstream)? How do we make sure we work as a team to gather the SOLO boxes and physical journals from all schools and community organisations?
Long term relationships with partners (sponsorships, incentives and prize giveaways)	The challenge here is how do we build and maintain long term partnerships with key organisations, so we have access to incentives and prize giveaways on a long term basis?	We know that Lego are keen to build a relationship alongside Bradford City F.C. Community Foundation, with the added possibility of sponsors such as O2 longer term.	What do these partnerships look like? How do we build and maintain these relationships on a long term basis for the sustainability of the programme and social marketing interventions?

Key highlights so far



4,640,146

PR reach

(opportunity to view)



900

**flyers distributed
to parents**

at x2 Holiday and Food Programme
(HAF) days



155

**supporting local
businesses**



14

completed journals



846,438

outdoor ads reach

(free Bradford Council sites,
opportunity to view)



75

**click throughs from unique
advert QR code**

Early findings: How effective have the Screen Off Life On journals been at inspiring action so far?

Capability

The journal provided children with physical activity ideas that they completed over 3 weeks. They wrote these down in their planning page and weekly log. Activities they completed included:

- Archery
- Bike riding
- Cricket
- Football
- Basketball
- Tennis
- Badminton
- Skipping
- Playing tig
- Playing with siblings or cousins
- Exercising
- Hide and seek
- Going to the beach
- Walking
- Jogging
- Running
- Roller blading
- Gymnastics
- Dance routine
- Streetdance
- Playing dobbie

- Racing
- Horse Riding
- Javlin
- Tree climbing

Other activities they completed that weren't as physical included:

- Cooking pasta
- Homework
- Shopping
- Painting & Art club
- Listening to music & music club
- Hanging out with friends
- PE at school
- Went to mosque
- Watched a cricket match
- Doing mum's hair
- Colouring
- Visiting family
- Sleepover at nan nans
- Talking to family
- Sleeping
- Planting flowers
- Eating ice cream
- Eating dinner at a friends house
- Reading
- Drawing
- Thinking and daydreaming

The journal provided children with ideas of something they could do everyday that they completed over 3 weeks. They wrote these down in their planning page. Activities they completed included:

Swap 30 minutes on the phone for:

- A 30 minute walk
- A walk to the park
- Playing football
- Playing in my garden
- Playing with my cat
- Playing with my cousins
- Playing outside
- Hanging out with friends
- Listening to music

The journal provided children with ideas of when and where they could do something everyday that they completed over 3 weeks. They wrote these down in their planning page. Activities they completed included:

- Play football in the park
- Play with friends in the park

- Explore an abandoned place
- Planting vegetables in the garden
- Go for a walk in the park

Children completed a series of statements, at the start of the journal, and again right at the end after 3 weeks. They have to circle the thumb that best shows how they feel (thumbs up, thumb neutral, thumbs down).

I feel confident about swapping some time on screen for something more active off screen

At the start of the journal...

14 chose the thumbs up

At the end of the journal...

14 chose the thumbs up

I know how to swap some time on screen for something more active off screen

At the start of the journal...

14 chose the thumbs up

At the end of the journal...

14 chose the thumbs up





Opportunity

Inside the journal there are elements of text that signpost children to use the activity swapper and the 'what's on activity finder' to find free activities near them. Not only are most of the local activities free or very low cost, they are searchable by distance, so young people and family members can find the sessions closest to them. There are also a wide variety of classes to choose from. Many of these are included in the activity ideas the children logged in the weekly journal, such as bike riding, cricket, football, tennis, dance, street dance and basketball.

Nearby location of prizes: The journal provided children with 5 prizes that they could choose from if they completed their 3 week journal - with a contribution to travel costs if required. The 5 prizes to choose from were:

- Jumparooz - 4 tickets for family and friends
- Go karting - 4 tickets for family and friends
- A NEW bike
- Theme park tickets to Alton Towers Theme Park or Lightwater valley - 4 tickets for family and friends

Out of the 14 children who have completed their 3 week journal:

- 6 chose theme park tickets
- 6 chose a new bike
- 1 chose jumparooz tickets
- 1 chose go karting tickets

Motivation

Incentivisation: Children wrote down a treat for each week of their journal that helped motivate them to complete it over 3 weeks. Weekly treats included:

- A water fight
- Being bought a toy
- Going out with friends
- A glass of water
- A half eaten cookie
- Going out to eat or to a restaurant
- Getting sweets
- Going to Jumparooz (their chosen prize for completing the journal)
- A new bike (their chosen prize for completing the journal)
- Phone time (5/10 or 15 minutes)
- Money (£5)
- A doll
- The good feeling from being more active
- Sleepover with cousins

The journal provided children with 5 prizes that they could choose from if they completed their 3 week journal - with a contribution to travel costs if required. The 5 prizes to choose from were:

- Jumparooz - 4 tickets for family and friends
- Go karting - 4 tickets for



Reflective motivation: Children completed a section after every week that included asking them to circle the emoji that shows how they were feeling ‘before screen swap’ and ‘after screen swap’.

All children went from neutral or slightly smiling emojis to very happy emojis showing a clear emotive change, before and after their screen swap.

Reflective motivation: Children completed a section after every week that included ‘**Thinking back to your plan, how has it been going?**’ Reflections were mostly positive. Where it was negative they were able to be specific about why -

End of week 1:

“It has gone good. My brother encourages me to go to the park.”

“It has been going great. I feel so healthy and energetic.”

“It has been fun and calming to go on walks in the morning. It soothes you.”

“Bit boring.”

“It has been okay but tricky.”

End of week 2:

“I am excited to do it again.”

“Better this week it has got a bit easier.”

“Thursday was bad because I did no activity.”

“Great. It is fun to spend time with your friends and family.”

“I am barely going on my phone. It’s really good.”

End of week 3:

“I enjoyed everything I did when I was not on screen.”

“It is refreshing to have a new start every week.”

“It has been going absolutely fab. I have enjoyed doing this for 3 weeks.”

“It has been very fun but sometimes annoying.”

“I don’t use my phone that much. There is more to life than gaming.”

Reflective motivation: Children completed a section after every week that included 'Do you want to change your plan for next week? If so, How?' Reflections were mostly positive and they were able to be specific about what they wanted to change (if at all)

End of week 1:

"No, I feel like my plan worked because now I love being active."

"Maybe not because I get my screen time and time to play with my friends outside."

"Less park time and more time doing exercise and studying."

"I will also include dancing and stretching."

"Go biking."

"Go out a bit more."

"Have no screen time at all."

End of week 2:

"I don't want to change my plan."

"Not really."

"No, I believe it is going well."

"No, I am happy with this plan because it has been fun."

"Yes I would like to do new stuff and not stuff I do all the time."

"Knowing the time of things for my journal."

End of week 3:

"More football."

"Nothing."

"Cycling."

"No I would not because I feel so active and healthy."

"I have time for everything so no."



Automatic motivation question: Children completed a series of statements, at the start of the journal, and again right at the end after 3 weeks. They have to circle the thumb that best shows how they feel (thumbs up, thumb neutral, thumbs down).

I want to swap some time on screen for something more active off screen

At the start of the journal...

4 chose the neutral thumb, 10 chose the thumbs up

At the end of the journal...

2 chose the neutral thumb, 12 chose the thumbs up

Behaviour

Children reported doing activities off screen for 20 minutes up to 4 hours a day during the week.

Children reported swapping screen time for something off screen for 8 hours up to 23 hours across the whole week.

All reported enjoying their activities once trying them out and wanted to continue to try new things.



“I am barely going on my phone. It’s really good.”

“I enjoyed everything I did when I was not on screen.”

I feel like my plan worked because now I love being active.”



Engagement and reach

Press and local coverage

‘Bradford families encouraged to put phone screens down’

Bradford T&A

4.6m monthly visits

149,108 daily unique visitors

387,681 daily page views

‘Major new drive launches to get Bradford families moving’

Yorkshire Press

9,146 monthly visits

296 monthly unique visitors

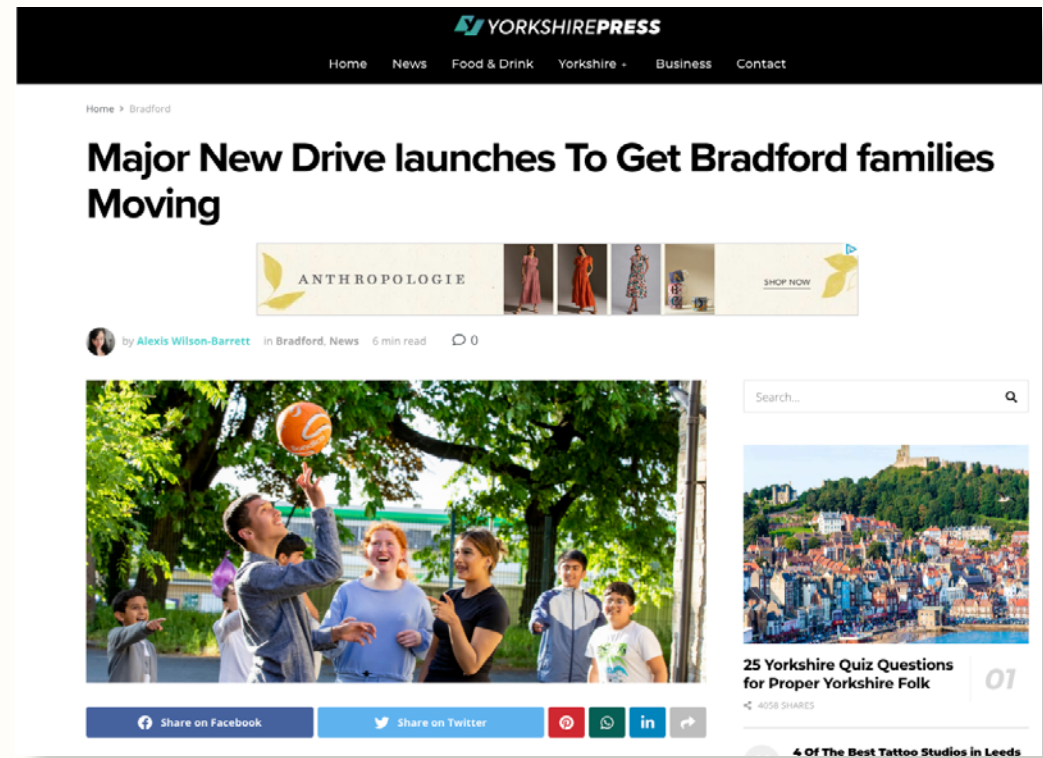
296 daily page views

Yorkshire News

‘Big new drive launches to get Bradford families moving’

We contacted BCB Radio who were keen to feature Screen Off Life On as part of their community slot. They interviewed Jan about the online resource that will help young people and their family members feel better and move more.

31K listeners





“It has been fun and calming to go on walks in the morning. It soothes you.”

Young person - Screen off, Life on

Find your Fun (mini campaign)

Campaign objectives and summary

A mini campaign, that supports the Screen Off Life On campaign, to motivate and encourage children and their family members, in all neighbourhoods, to meet the moderate-to vigorous physical activity (MPVA) national guidelines of 60 minutes a day for young people aged 9 to 14 and their family members.

Key message:

Get up, get out, get happy!
Find your fun to feel good and move more.

Value of campaign

£11,500 (This includes value of goodwill services and in-kind £1500)



Challenges, learnings and considerations



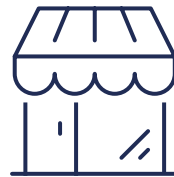
The topic	The challenge(s)	The learning(s)	The consideration(s)
A mini campaign	What is Find your Fun? A full campaign in its own right with its own logo, brand and identity?	After mapping out the needs and outputs we would like to see from Find your Fun, we decided this would work better as a 'mini campaign' that supports the key campaign of the year Screen Off Life On. The use of the copy and illustrations complement Screen Off Life On and would be more targeted as an underpinning element of a larger campaign.	Could this be a 'mini' campaign in the future? How would this work cyclically as part of an annual toolkit? Are there other ways we can really push Find your Fun through Providers and Community Leads really owning this element of JU:MP themselves? How would this work?
What's on activity finder content.	Getting providers and community leads to 'buy in' to this element of their job and add in all of their activities on a regular basis. Although this is part of their Service Level Agreement (SLA) we are still not in a position where they are getting families to join the movement as part of their roles.	Providers and Community Leads see this as 'more work' for them. We need to find alternate ways to ensure they are doing this as part of their role.	The Find your Fun mini digital campaigns (paid for advertising) will sign post users to the What's on activity finder. We will be able to show all Providers and Community Leads the most popular channels for driving engagement using by testing TikTok, Snapchat, Instagram and Youtube. This may in turn get their 'buy in' and also encourage them to use these channels themselves to own this locally. Do we include this as part of a compulsory reporting tool (like a performance scorecard) that providers fill in every 3 months including the number of events and activities added to the activity finder?

Key highlights so far



4,640,146

PR reach
(opportunity to view)



155

**supporting local
businesses**



846,438

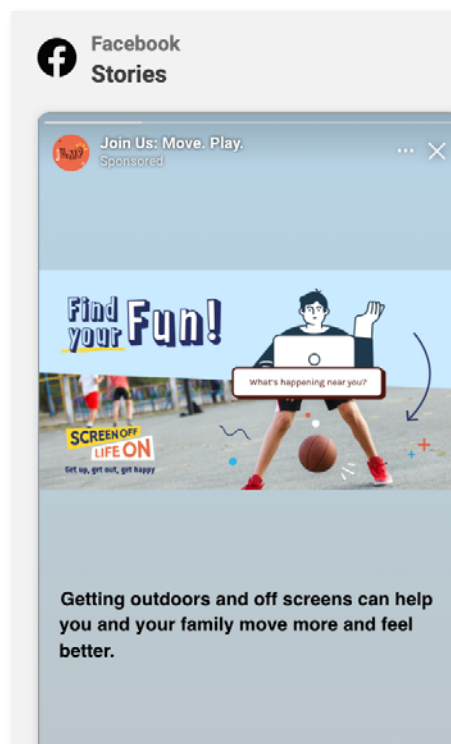
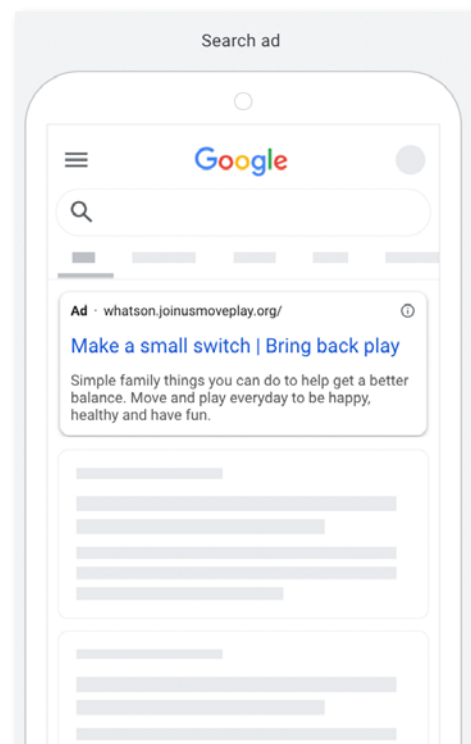
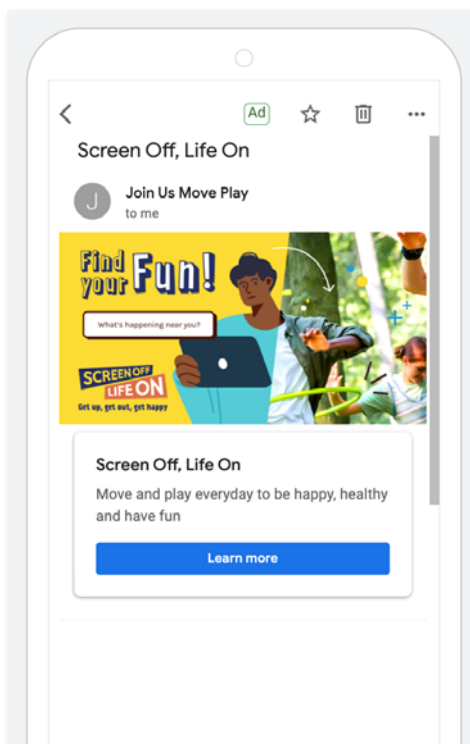
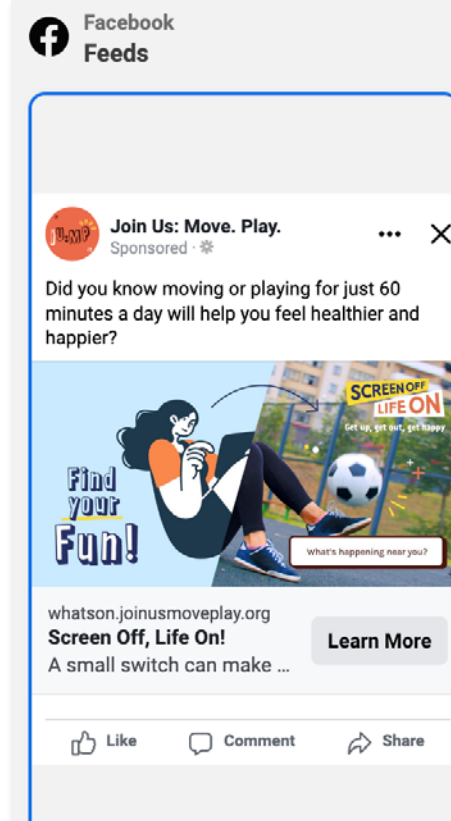
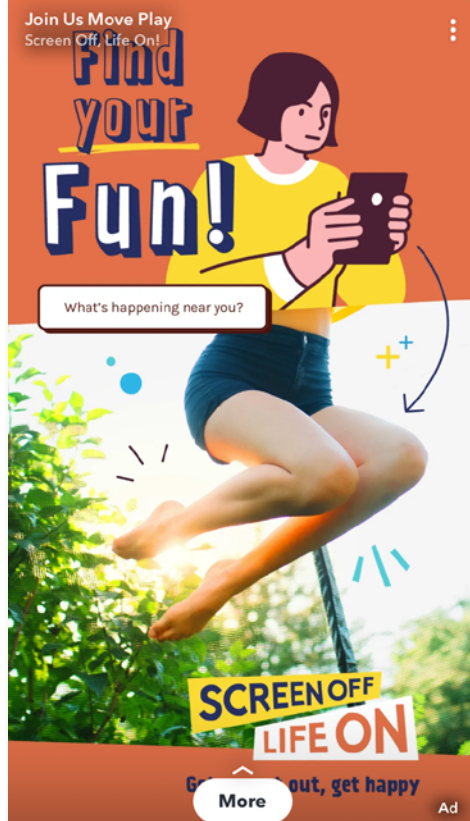
outdoor ads reach
(free Bradford Council sites,
opportunity to view)



76

**deeply engaged families for
continuous test and learn
approach**





Engagement and Reach

Facebook



74,613 impressions



6,010 reach



91 link clicks



99% users ages 13 to 17



62% female



Google Ads

YouTube is included within Google ads (as it's owned by Google). The Google ads will be shown on all Google products including Gmail, YouTube and Google Search, as well as all websites that are on the display network.



103,669 impressions



986 clicks

Snapchat

Top level stats for all adverts (split on the following page)



216,752 impressions



2005 swipe ups

Football split screen advert (most impactful to date)



140,066 impressions



100% users aged 13 to 17



61% female

Basketball split screen advert



18,544 impressions



100% users aged 13 to 17



59% female

Trampoline split screen advert



23,045 impressions



100% users aged 13 to 17



53% female

Hula hoop split screen advert



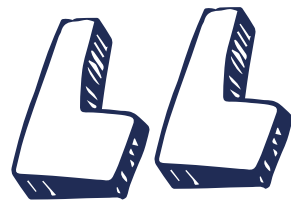
35,368 impressions



100% users aged 13 to 17



62% female



**“It has been going great.
I feel so healthy and
energetic.”**

Young person - Screen off, Life on

JU:MP@Home

Campaign objectives and summary

A campaign to motivate and encourage children and their family members, in the three pioneer neighbourhoods, to meet moderate-to-vigorous physical activity (MPVA) national guidelines 60 minutes a day for children and young people aged 5 to 14. JU:MP@Home provided ideas through various online and offline resources, to help people to be happy, healthy and sleep better, whilst being at home.

Key message:

Join Us: Move. Play with these fun, simple indoor activities to keep your children entertained. Keep having fun with #JUMPAthome.

Value of campaign

£9400 (This includes value of goodwill services and in-kind £1000)



Challenges, learnings and considerations



The topic	The challenge(s)	The learning(s)	The consideration(s)
Sharing the learning: JU:MP webinar JU:MP@Home - a home-based children's physical activity intervention in response to COVID-19	It's a challenge to share the learning far and wide with other providers, researchers and associated organisations. The JU:MP webinar series, established in April 2020, is a monthly event designed to share learning with regards to a topic, method or approach, relevant to the Local Delivery Pilot work.	The series provides an opportunity to both share learning from our and other LDPs more widely, and to learn from other practitioners and researchers to identify and explore approaches, methods and interventions that could be tested within JU:MP.	How do we encapsulate and share these learnings wider (aside from this evaluation and the webinar itself)? Could this be via the community of learning event, or a national play conference?
The JU:MP App	How do we incorporate the JU:MP@Home activities, tips from family members, stats and interesting facts into the future JU:MP App?	We know that JU:MP@Home has provided opportunities for fun with family, helped with boredom and reduced screen time. We know that the most popular JU:MP@Home activities (from the website data) are disco, Activity Calendar, JU:MP rope, bunny hop, chatterbox, tight rope, tennis ball in tights, balloon volleyball and musical statues.	How do we use what we know to inform and co create the content and rewards/incentives of the NEW JU:MP App?
Ensuring that 'the home' environment keeps it's place for play	How do we take our research and findings forward as part of the bigger picture?	We know that JU:MP@Home is not as suitable for older children, but many enjoyed it with siblings. There are also wider impacts on family cohesion, health, wellbeing and being active in other environments. Limited published interventions targeting the home. The home is an important environment for promoting PA outside of COVID-19 JU:MP@Home has shaped the development process of future campaigns and interventions. So where do we go next?	How do we inform future research/projects for play and physical activity in the home? Can we come together with other players to inform an overarching 'play at home' strategy? Could this be via the community of learning event, or a national play conference?

The yearly campaign toolkit	JU:MP@Home will be provided as a yearly campaign toolkit to be owned by the local Bradford community, which will underpin and complement all other JU:MP campaigns. How do we ensure we get ‘buy in’ from the JU:MP workforce to own this campaign locally?	We know from our early pilot sessions of the social marketing training that participants said: “I found group work and sharing knowledge and ideas most useful.” “I’ll change up my approach and try other ways to reach my parents.” “The workshop has helped me to feel more focused on dealing with the winter months and breaking the seasons down, as with covid and colder nights it has been difficult. JU:MP@Home and JU:MP Outdoors will be our focus for the coming months.” “The facilitator, location, and length were really enjoyable and ideal. I’d maybe like the workshop to be longer.”	
Magpie Campaign Ambassadors going door to door to talk to the public about ‘joining the JU:MP movement’ (one who could speak Bengali and one who could speak Shona)	As the data tells us, we have found many householders have little to no english. This creates a language barrier. Some households likely speak Urdu and Punjabi. Many Householders did not answer. Is the ‘door to door’ approach feasible?.	Possibly not a good time to visit (between 1.30pm and 3pm in the afternoon). Using the ‘APEASE” model, we could map whether this approach was feasible, and in the end we found this was not the best use of Campaign Ambassadors time. An example street on Scotchman Road shows this process - how many houses were visited (23), how many people answered the door (10), how many people were willing to speak to us (5) and how many resulted in a positive outcome (0).	It may be worth revisiting this approach ‘from the bottom up’ through community leaders and organisations, as JU:MP becomes more sustainable in the future.

Key Highlights

Website

Please note that these are based on the old website from 1 June 2021 to 31 July 2022.



4,431 website visits ((Over 14 months, our target would be 5,796, Google Analytics study)



2,880 unique page visits



88% new visitors



12% returning visitors



20% visited directly (they had heard the URL from somewhere and directly inputted it)



3% visited through social media (Twitter and Facebook)



20% visited through an organic search meaning they found the website through a search engine e.g. Google



18% visited through referral – an external website advertising the campaign



1m 37 secs average time per visit



805 activity pdfs downloaded

Most popular activity downloads:

- Disco
- Activity calendar
- JU:MP rope
- Bunny hop
- Chatterbox
- Tight rope
- Tennis ball in tights
- Balloon volleyball
- Musical statues



**“There is more to life
than gaming.”**

Young person - Screen off, Life on

JU:MP Outdoors



Campaign objectives and summary

A campaign to motivate and encourage children and their family members, in the three pioneer neighbourhoods, to meet moderate-to-vigorous physical activity (MPVA) national guidelines 60 minutes a day for children and young people aged 5 to 14. Created in December 2020, JU:MP Outdoors provides ideas through various online and offline resources, to help people to be happy, healthy and sleep better, by moving and playing outdoors.

Key message:

We can help you to bring outdoor play to your children and your family. When you join the JU:MP movement we can support you to find ideas, events and activities. This means you and your children can play outdoors in easy and fun ways - because #OutdoorPlayMatters!

Value of campaign:

£9400 (This includes value of goodwill services and in-kind £1000)

Challenges, learnings and considerations



The topic	The challenge(s)	The learning(s)	The consideration(s)
The JU:MP App	How do we incorporate the JU:MP Outdoors activities, tips from family members, stats and interesting facts into the future JU:MP App?	We know that JU:MP Outdoors has provided opportunities for fun with family. We know that the most popular JU:MP Outdoors activities (from the website data) are	How do we use what we know to inform and co create the content and rewards/incentives of the NEW JU:MP App?
The yearly campaign toolkit	JU:MP Outdoors will be provided as a yearly campaign toolkit to be owned by the local Bradford community, which will underpin and complement all other JU:MP campaigns. How do we ensure we get 'buy in' from the JU:MP workforce to own this campaign locally?	We know from our early pilot sessions of the social marketing training that participants said: "I found group work and sharing knowledge and ideas most useful." "I'll change up my approach and try other ways to reach my parents." "Gaining some perspective from JU:MP as to what is important really helped me." "Meeting face to face and discussing topics in detail together was really useful." "The workshop has helped me to feel more focused on dealing with the winter months and breaking the seasons down, as with covid and colder nights it has been difficult. JU:MP@Home and JU:MP Outdoors will be our focus for the coming months." "The facilitator, location, and length were really enjoyable and ideal. I'd maybe like the workshop to be longer."	How do we measure that the JU:MP workforce are owning this and using the calls to action from the training? Should we co-create what these yearly campaign toolkits look like so that the JU:MP workforce feel empowered, involved so it's something feasible and acceptable that they can work with?

Magpie Campaign Ambassadors going door to door to talk to the public about 'JU:MP Outdoors.'

As the data tells us, we have found many householders have little to no English. This creates a language barrier. Some households likely speak Urdu and Punjabi. Many Householders did not answer.

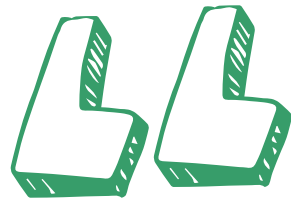
Is the 'door to door' approach feasible?.

Possibly not a good time to visit (between 1.30pm and 3pm in the afternoon).

Using the 'APEASE' model, we could map whether this approach was feasible, and in the end we found this was not the best use of Campaign Ambassadors time. An example street on Scotchman Road shows this process - how many houses were visited (21), how many people answered the door (9), how many people were willing to speak to us (3) and how many resulted in a positive outcome (0).

It may be worth revisiting this approach 'from the bottom up' through community leaders and organisations, as JU:MP becomes more sustainable in the future.





**“I am happy with this plan
because it has been fun.”**

Young person - Screen off, Life on

June 2021 – July 2022

Search #joinusmoveplay #ScreenOffLifeOn #OutdoorPlayMatters
and #JUMPAthome for more activity and stories

Visit joinusmoveplay.org

