

## CASE intervention prioritisation (Delphi) study



Thank you for participating in the CASE online intervention prioritisation (Delphi) study. This leaflet gives you an overview of the results of the study.

**Overview.** In total, we had 37 participants in Round 1 and 35 participants in Round 2 (33 participants completed both Round 1 and 2). Our participants included secondary school students, teachers (from a variety of subjects) and senior staff members, school governors, parents of teenagers, public health professionals, academics, and other representatives from educational organisations.

**Results.** In this document we provide the results of the final (Round 2) rankings. In summary, ‘active lessons’ was the top ranked intervention overall, followed by ‘teacher behaviours that support physical activity’ and ‘activity permissive classrooms’ (i.e., combination of active lessons and standing desks). As a group, you ranked ‘effectiveness’ of the intervention as the most important criterion for making your decision, followed by potential ‘reach’ of the intervention and ‘feasibility’. As for the effectiveness outcomes of interest, you ranked ‘mental health and well-being’ as the most important, followed by ‘enjoyment of school’.

**What next?** As outlined in the initial information for this study, this study ultimately helps to **decide what intervention(s) we will test in a small number of secondary schools later this year.** We think it is important that we engage with stakeholders when making this decision as this will help make sure interventions we develop and test have the potential to be rolled out in lots of schools, in order to create more active and healthy secondary school environments in the UK. We will make the final decision on what to take forward with our advisory groups very soon, and will keep you updated!

If you weren’t already registered, we have added you to our list of registered stakeholders. We will send you updates from the CASE project as it progresses. This includes evidence briefs and other useful information relating to school environments and adolescent physical activity (and health/well-being) that you may find useful. Please let us know if you don’t want to be on our stakeholder list.

**If you are interested in becoming a little more involved in CASE** – we are always looking for new members for our advisory groups (meeting twice per year in Cambridge). Also (for school staff only) – please let us know if you would like to register your school to be contacted later in the year regarding the feasibility study. For further information, please contact Katie Morton ([km576@medsch.cam.ac.uk](mailto:km576@medsch.cam.ac.uk))

## 1. Reach

	Top 3 interventions
a. Which intervention will reach the most students within a school?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Extending break time duration</li> </ol>
b. Which intervention will reach the students who <u>need it the most</u> ?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. K-a-day plus outdoor trail</li> </ol>

## 2. Equality

	Top 3 interventions
a. Which intervention will produce effects that are unrelated to individual characteristics (e.g., gender/age/disability)?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Activity permissive classrooms</li> </ol>
b. Which intervention will produce effects (e.g., increase physical activity) in those that need it most?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Activity permissive classrooms</li> <li>3. K-a-day plus outdoor trail</li> </ol>

## 3. Acceptability

	Top 3 interventions
a. Which intervention will be most acceptable to students?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Extending break duration</li> <li>3. Extending break duration (plus access to equipment and facilities)</li> </ol>
b. Which intervention will be most acceptable to teachers?	<ol style="list-style-type: none"> <li>1. Teacher behaviours that support physical activity</li> <li>2. Active lessons</li> <li>3. Activity permissive classrooms</li> </ol>
c. Which intervention will be most acceptable to parents?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. K-a-day plus outdoor trail</li> </ol>

## 4. Feasibility

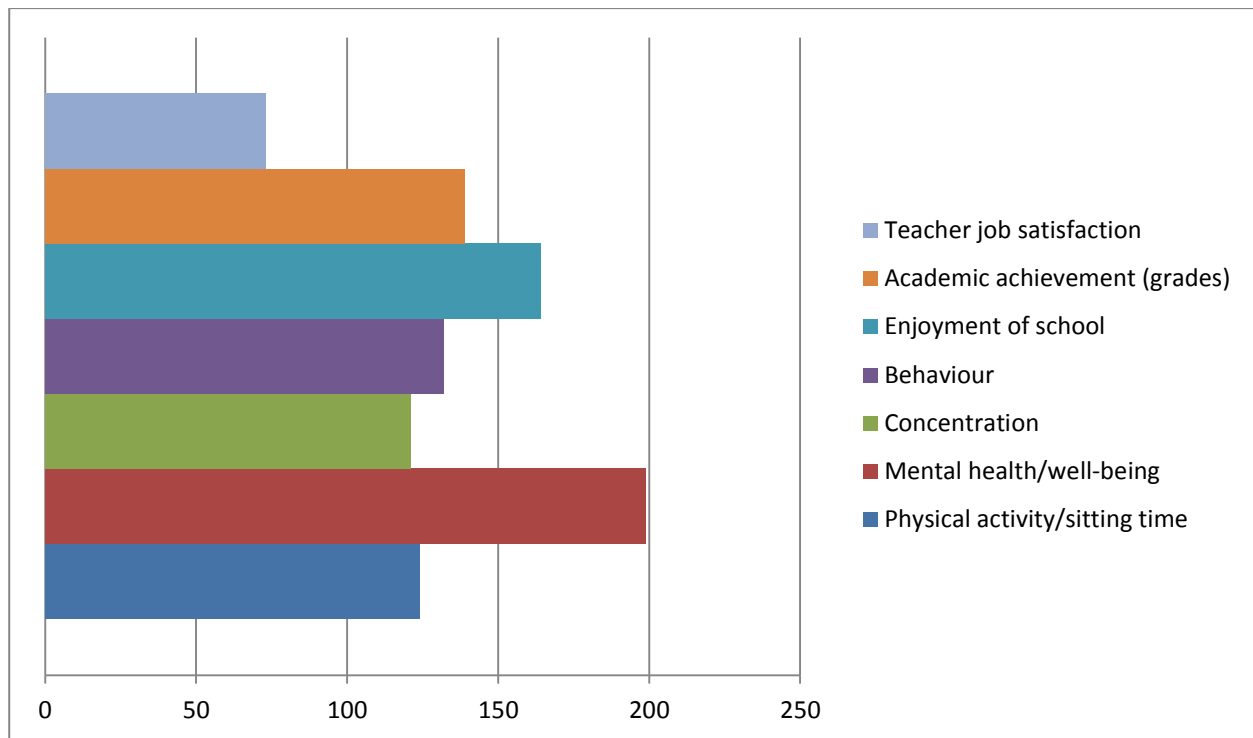
	Top 3 interventions
a. Which intervention will be most feasible to implement for schools in the SHORT-TERM?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Extending break duration</li> </ol>
b. Which intervention will be most feasible to implement for schools in the LONG-TERM?	<ol style="list-style-type: none"> <li>1. Teacher behaviours that support physical activity</li> <li>2. Active lessons</li> <li>3. Physically active uniform</li> </ol>

## 5a. Effectiveness

	Top 3 interventions
a. Which intervention will be most likely to increase <u>physical activity</u> and/or <u>reduce sitting time</u> for students?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Standing desks</li> <li>3. Activity permissive classrooms</li> </ol>
b. Which intervention will be most likely to improve <u>mental health and well-being</u> in students?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. K-a-day plus outdoor trail</li> </ol>
c. Which intervention will be most likely to improve <u>concentration</u> in class?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Activity permissive classrooms</li> </ol>
d. Which intervention will be most likely to improve students' <u>behaviour</u> in school?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Extending break duration</li> </ol>
e. Which intervention will be most likely to improve students' <u>enjoyment of school</u> ?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Extending break duration (plus access to equipment and facilities)</li> <li>3. Activity permissive classrooms</li> </ol>
f. Which intervention will be most likely to improve students' <u>academic achievement</u> ?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support PA</li> <li>3. Activity permissive classrooms</li> </ol>
g. Which intervention will be most likely to improve <u>teachers' job satisfaction</u> ?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Activity permissive classrooms</li> </ol>

## 5b. what is the most important outcome to consider when thinking about 'effectiveness' of these interventions?

The chart below shows a summary of the groups' responses to ranking the 'effectiveness' outcomes by perceived importance:

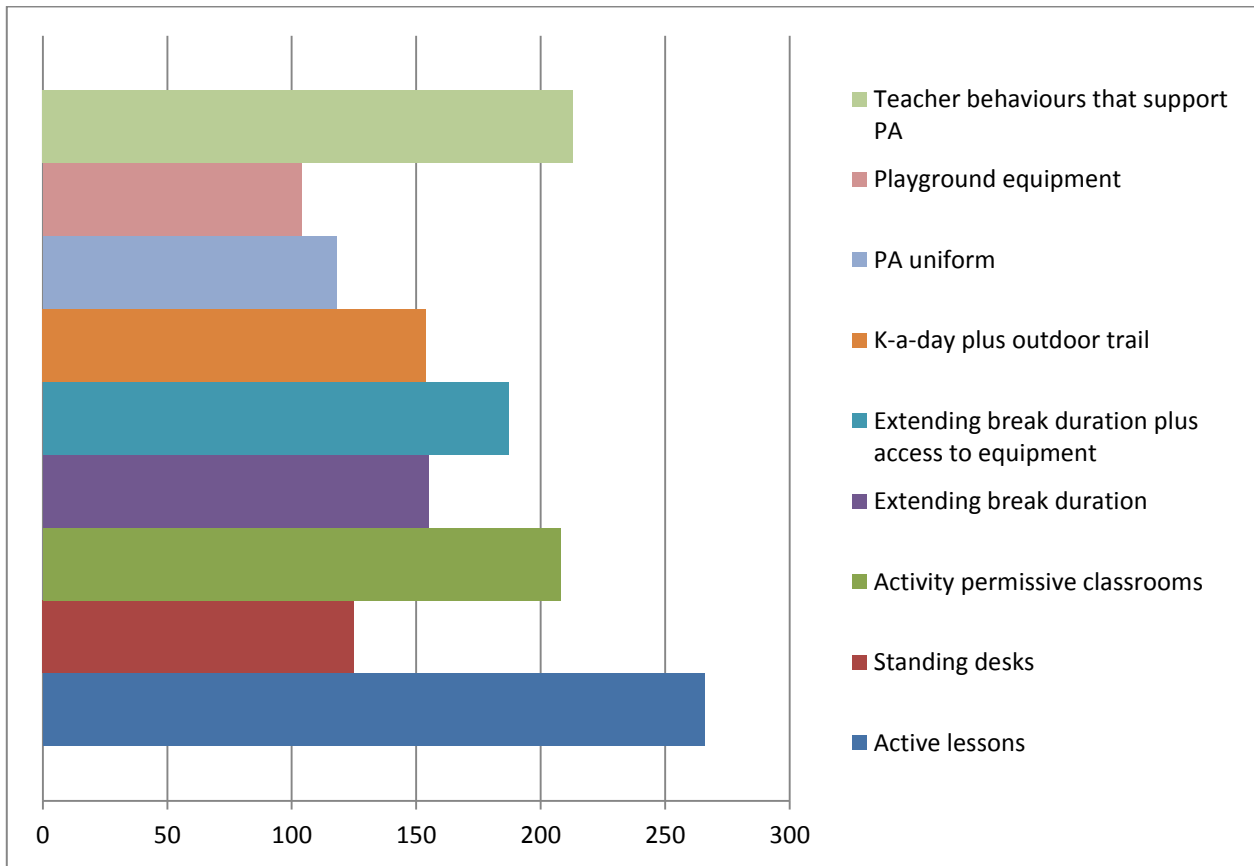


## 6. Cost

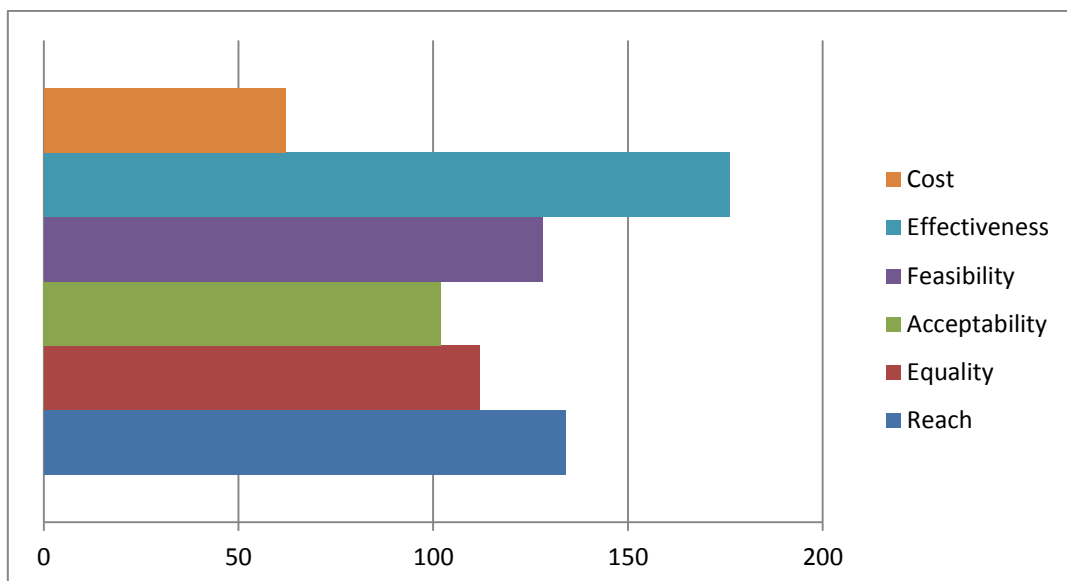
	Top 3 interventions
<b>a. The best value for money in the SHORT-TERM?</b>	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Physically active uniform</li> </ol>
<b>b. The best value for money in the LONG-TERM?</b>	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. K-a-day plus outdoor trail</li> </ol>

## Final Ranking (summary)

The chart below shows the overall scores for each intervention, based on the final ranking of what respondents would like to see implemented in secondary schools:



The chart below shows the overall scores for each criterion, based on the final ranking which asked all respondents about the perceived importance of each criterion in relation to their decision making:



**Appendix: Final ranking by participant 'group':**

