

## CASE online study



Thank you for participating in the CASE online study in which we asked you to rank potential strategies that could be put into place in secondary schools to encourage students to be more active/sit less during the school day. 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 (i.e., how many students are likely to experience this change) and ‘feasibility’ (i.e., how easy it would be to put into place). 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 helps **to decide what approaches we will test in a small number of secondary schools later this year**. We think it is important that we engage with students and teachers when making this decision as this will help make sure any initiatives 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 very soon, and will keep you updated!

**If you are interested in becoming a little more involved in CASE** – we are always looking for new members for our student advisory group (meeting twice per year in Cambridge). This is a great opportunity for you to have your say and to be involved in research that aims to improve the health of adolescents in the UK. For further information, please contact Katie Morton ([km576@medschl.cam.ac.uk](mailto:km576@medschl.cam.ac.uk)).

## 1. Reach

	Top 3
a. Which proposed change 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 proposed change 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
a. Which proposed change will affect all students equally (e.g., regardless of 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 proposed change 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
a. Which proposed change will be most liked by 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 proposed change will be most liked by 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 proposed change will be most liked by 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

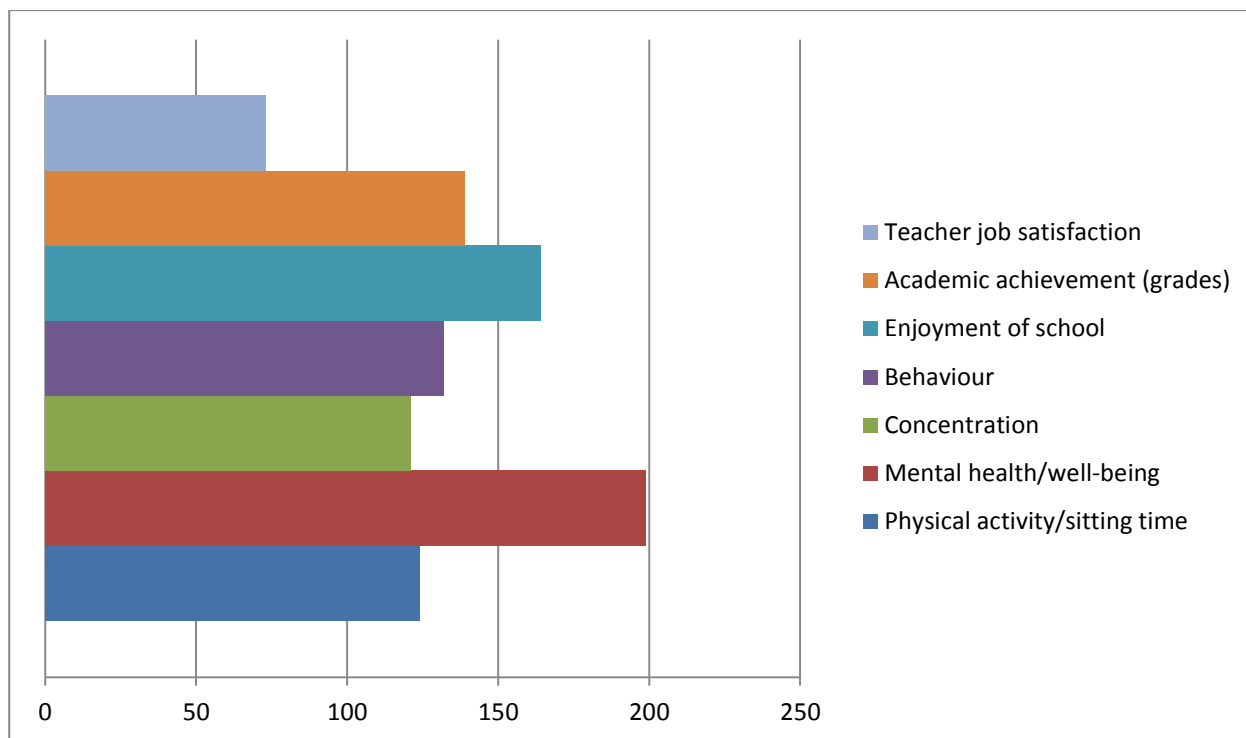
	Top 3
a. Which proposed change will be the easiest to put into place in a school?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Extending break duration</li> </ol>
b. Which proposed change will be the easiest to maintain over time?	<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
a. Which proposed change 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 proposed change 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 proposed change 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 proposed change 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 proposed change 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 proposed change will be most likely to improve students' <u>academic achievement</u> (e.g., grades)?	<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 proposed change 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 proposed change?

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

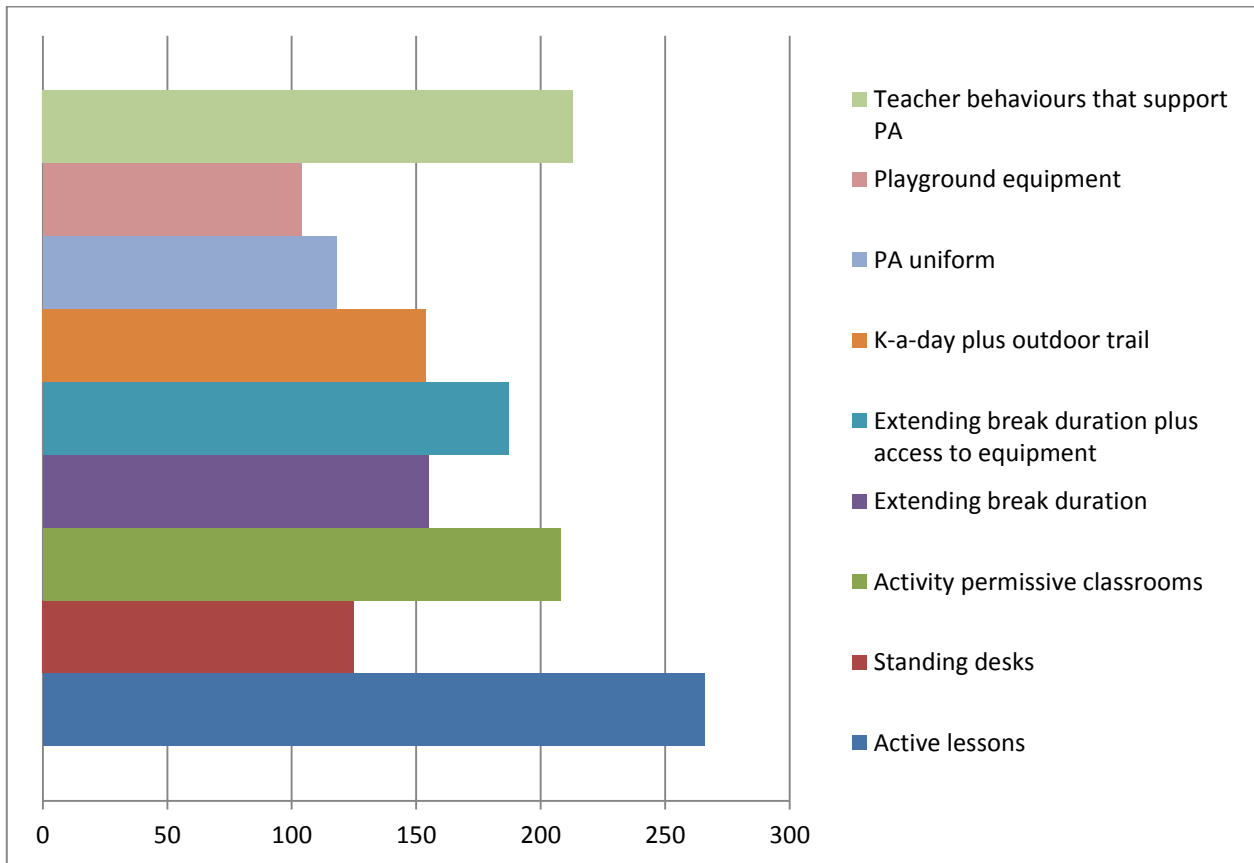


## 6. Cost

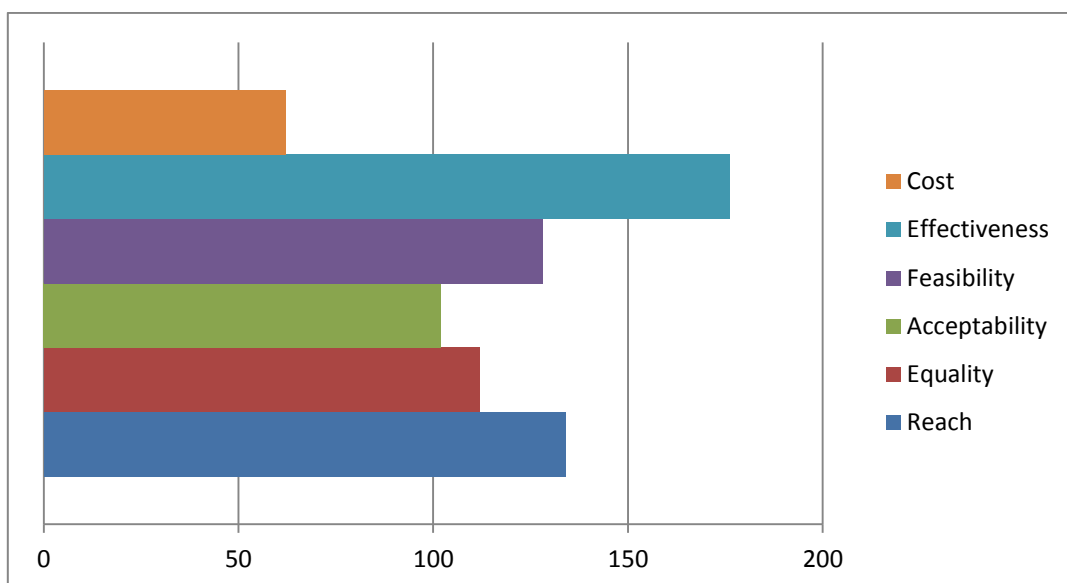
	Top 3
a. The best value for money in the SHORT-TERM?	<ol style="list-style-type: none"> <li>1. Active lessons</li> <li>2. Teacher behaviours that support physical activity</li> <li>3. Physically active uniform</li> </ol>
b. The best value for money in the LONG-TERM?	<ol style="list-style-type: none"> <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 proposed change, based on the final ranking of what participants would like to see put into place 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':**

