

The Active for Life Year 5 (AFLY5) school-based cluster randomised controlled trial protocol: Process Evaluation Plan

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1. Introduction

The purpose of completing a process evaluation of the Active for Life Year 5 (AFLY5) trial is to contextualise the trial effectiveness and cost effectiveness results, with respect to how the intervention may or may not have worked and if it is found to be effective what might be required for it to be sustained in the real world.

2. Aims

There are three main aims to the process evaluation:

To assess the fidelity of the intervention delivery

To assess whether the intervention worked in the way that it was expected to, in terms of the intervention logic model (appendix 1)

To consider the sustainability of the intervention and how it could be rolled-out if it is shown to be effective

3. Research Questions

In order to address the aims of the process evaluation, we have drawn up the following research questions, shown below in relation to the research aims:

Aim 1: To assess the fidelity of the intervention delivery

1. To what extent was the intervention delivered as planned?
2. In what ways, if any, did the teachers adapt the programme and what were the reasons for these adaptations?

Aim 2: To assess the changes made during this intervention and the implications for future research

3. What changes did the children make?
4. What changes were feasible to make?
5. What could we do to improve AFLY5?
6. What are the implications for future school based diet and physical activity interventions?

4. Logic Model

The logic model for Active for Life Year 5 (depicted in Appendix 1) attempts to visually represent the theoretical underpinnings of the intervention, the content of the intervention, the processes by which the intervention is assumed to work, the context in which the intervention is delivered and the outcomes it is hoped will be achieved. The AFLY5 intervention draws on social cognitive theory [1, 2]. Mediators (children's knowledge and self efficacy), which according to social cognitive theory would be a key method through which the intervention might result in behaviour change are included in the model and this process evaluation will explore evidence that the intervention has influenced these.

Contextual factors such as household characteristics or school and policy contexts that could impact on the intervention and might be relevant to how effectively it might be disseminated if shown to be cost-effectiveness are also included in the model and explored in this process evaluation.

5. Methods

A summary of the types of data collection used in this process evaluation, who the data will be collected from and which research questions the data contributes to are listed in table 1, below, which details the time frame for the methods of data collection mentioned above, the status of the data collection (complete, future or ongoing/recruitment stage). In addition the table shows the research aims addressed by each method of data collection with a time frame for planned analysis. With the exception of two teacher training observation sessions, all observation sessions, interviews and focus groups were/will be carried out by ER, a trained qualitative researcher. Another qualitative researcher, BL, carried out the first two teacher training sessions and ER and BL discussed and shared observation notes and research techniques prior to the handover.

Table 1: Summary of process evaluation data collection and analysis

Type of data collection required	Who it will be collected from	Time frame for collection <mm/yy-mm/yy>	Status	Research Aims *	Planned time of completing analysis
School Audits				A2RQ4 A2RQ6	11/12 onwards
Baseline	Teachers, Headteachers	06/11- 10/11	Complete		
Follow up 1	Teachers	04/12- 09/12	Complete		
Follow up 2	Teachers	02/13- 06/13	Future**		
Teacher training observations	Teachers	09/11- 01/12	Complete	A1RQ1 A1RQ2 A1RQ3 A2RQ5 A2RQ6	11/12 onwards
Teacher training evaluation	Teachers	09/11- 01/12	Complete	A1RQ2 A1RQ2 A1RQ3 A2RQ4 A2RQ5	11/12 onwards
Lesson observations	Teachers, Children	11/11- 04/12	Complete	A1RQ1 A1RQ2	06/12 onwards

				A1RQ3 A2RQ3 A2RQ4 A2RQ5 A2RQ6	
Teacher logs	Teachers	09/11- 06/12	Complete	A1RQ1 A1RQ2 A1RQ3 A2RQ5 A2RQ6	02/13 onwards
Interviews Teachers	Teachers	10/12- 05/13	Ongoing/ Recruitment stage	A1RQ1 A1RQ2 A1RQ3 A2RQ3 A2RQ4 A2RQ5 A2RQ6	10/12 onwards
Headteachers	Headteachers	10/12- 05/13	Ongoing/ Recruitment stage	A1RQ1 A1RQ2 A1RQ3 A2RQ3 A2RQ4 A2RQ5 A2RQ6	10/12 onwards
Headteachers (non response)	Headteachers (non response)	10/12- 05/13	Ongoing/ Recruitment stage**	A1RQ1 A1RQ2 A1RQ3 A2RQ6	10/12 onwards
Parents	Parents	11/12- 05/13	Ongoing/ Recruitment stage	A1RQ1 A1RQ2 A1RQ3 A2RQ3 A2RQ4 A2RQ5 A2RQ6	11/12 onwards
Directors	Directors	05/2014	Future**	A2RQ6	05/14 onwards
Focus groups	Children	11/12- 05/13	Ongoing/ Recruitment stage	A1RQ1 A1RQ2 A1RQ3 A2RQ3 A2RQ4 A2RQ5 A2RQ6	11/12 onwards

* A indicates the aim and RQ the specific research question that each type of data will contribute to. For example, interviews with teachers contribute to A1RQ1. For details of the aims and research questions see section 2 page 4.

** Update- March 2014. Teacher follow up 2 interviews did not take place due to the high volume of data already collected; non responder Headteacher interviews did not take place since it was judged that they would not provide key qualitative data; Directors interviews did not take place since they were no longer feasible due to significant structural changes in Public Health.

5.1 Sampling and Recruitment

The process evaluation for AFLY5 will involve collecting data from the following participants:

Year 5 teaching staff from schools involved in the AFLY5 study who are in schools randomised to the *intervention* and *control* arms.

Headteachers from schools involved in the AFLY5 study who are in schools randomised to the *intervention* and *control* arms.

Year 5 pupils (aged 9-10) from schools involved in the AFLY5 study who are in schools randomised to the *intervention* and *control* arms.

Parents of year 5 pupils from schools involved in the AFLY5 study who are in schools randomised to the *intervention* and *control* arms.

Headteachers from schools that were *eligible to participate* in AFLY5 and who were invited to participate but who did not respond to this invite (non responder headteachers) or whose response came too late for them to be included

Directors of Public Health and Directors of Children and Young People's services.

Selection of intervention and control schools for the process evaluation

All intervention arm AFLY5 Year 5 teaching staff will be invited to participate in a one-to-one in-depth interview and we will continue to interview all who agree to participate until we have clearly reached saturation in the analysis. For data collection from control arm Year 5 teachers as well as control and intervention arm Headteachers, pupils and parents we will initially purposively sample from 12 selected schools on a first come, first served basis until saturation is reached. These schools will be selected to represent different levels of area deprivation (high, medium, low), and different Ofsted¹ scores at the time of entry into the study (July 2011) (high vs. low). Of these, 6 will be intervention and 6 will be control schools. Participation in the process evaluation will not be compulsory and, if a school declines, it will not affect their participation in the main part of the study. If a school declines, a school with a similar profile will be approached to replace them until we reach our ideal number or saturation has been reached. The Headteachers of the schools will be contacted by phone and if they are interested in finding out more, an invitation letter with more information about the project and a consent form will be sent by email.

The anticipated numbers to be recruited and interviewed (or participate in focus groups), are indicated in Table 2. For all types of data collection we may involve more or fewer participants. This will be guided by the point at which we reach saturation (i.e. the point at which no new data are emerging). If this is clearly reached before the anticipated number of participants has been interviewed, or focus groups conducted, then the number will be fewer. If it is not reached by the end of these anticipated numbers we will recruit more participants. The anticipated numbers are based on our previous experience with similar research and from published research in similar areas [3-6].

¹ Ofsted is the Office for Standards in Education, Children's Services and Skills, the Government department responsible for inspecting schools in England. The reports produced rate schools on various factors including teaching, child development, parent/carer views, the quality of the buildings as well as the schools' response to various regulatory issues (see www.ofsted.gov.uk).

We will also contact both Directors of Public Health and Directors of Children and Young People's Services in Bristol and North Somerset. We will contact local authority areas in England outside the South West (in order to understand whether service providers who have not been involved in the feasibility/pilot or main trial for AFLY5 have similar views to its potential value and interest in using it to those in the area where the research has been conducted) until we have recruited Directors from two other areas giving a total of 4 Directors of Public Health and 4 Directors of Children and Young People's Services.

Table 2: Recruitment for Process Evaluation

School classification	Participants	Number per school	Number of schools	Number of interviews/ Focus Groups	Total no. participants
Intervention arm	Year 5 Teaching staff	1-3	30	30-48	30-48
	Headteachers	1	6	6	6
	Y5 Children	6-8	6	6	36-48
	Parents of Y5 children	2-3	6	12-18	12-18
Control arm	Year 5 Teaching staff	1-3	6	6	6-18
	Headteachers	1	6	6	6
	Y5 Children	6-8	6	6	36-48
	Parents of Y5 children	2-3	6	12-18	12-18
Non responder	Headteachers	1	6	6	6

Recruitment of teaching staff

We aim to recruit as many of the teaching staff who delivered the intervention as possible allowing us to obtain very detailed information about their delivery of the AFLY5 lessons. This will include whether they spontaneously talk about the AFLY5 lessons when asked general questions about teaching health promotion or about the study in general, and also in response to prompts about the AFLY5 teaching materials, training day etc. They will be invited to take part in an interview by email and we will aim to interview one teacher per school. The information sheet and consent form will be attached to this email. If they have not replied after two weeks, a follow up call/email will be made.

We will also recruit 6 control arm AFLY5 teaching staff based on the selection criteria above. We anticipate that with just 6 control arm AFLY5 Year 5 teaching staff we will obtain sufficient information to understand whether the current syllabus (i.e. without AFLY5) covers some or a substantial part of the topics covered in the AFLY5 lessons, but as noted above, we will continue to interview more if saturation is not reached.

Recruitment of Headteachers (control and intervention)

Intervention and control arm AFLY5 Headteachers will be selected from the 12 schools (6 intervention and 6 control) as listed above. They will be contacted via email with a follow up phone call around two weeks later. The information sheet and consent form will be the same for all AFLY5 school staff. If they reply to say they would be willing to participate in an interview they will be contacted by telephone to arrange a convenient time. A consent form will then be sent by email if the interview is to be by telephone, or will be completed in person on the day if the interview is face to face.

Recruitment of Parents/guardians and children

All parents/guardians of Year 5 children in the 12 selected schools (6 intervention and 6 control) will be sent a letter informing them of the parental interviews and child focus groups. For the parental interviews, an information sheet will be included with the reply form informing the parents about the interviews and asking if they want to take part. Parent consent is opt-in so they will receive a consent form through the post only if they want to take part in a phone interview. If they opt for a face to face interview they can complete a consent form before the interview starts. In the same information pack parents will also be sent an information sheet relating to the Children's Focus group. Parental consent for the children's participation in the focus group is opt out.

Pupils from the selected 12 schools, whose parents had not opted their child out of the focus group research, will be purposively sampled and invited to participate in the focus groups. Pupils will be purposively sampled to ensure a balance of genders, those with high and low levels of reported self-efficacy for physical activity and high and low levels of parental support for physical activity. Information on these characteristics has been collected from all pupils participating in AFLY5 as part of the baseline questionnaire. The children will be given an information sheet before deciding whether to take part in the focus groups. The children will then be asked to give written assent to participation in the focus group at the time that these are undertaken.

Recruitment of Headteachers (non responders)

We will invite all of the Headteachers who were eligible to participate in AFLY5 but who did not respond to the initial invite (we will not invite those who responded but clearly stated they did not wish to be involved). This group are important in terms of understanding how easy or not it will be to roll out the intervention if it is found to be effective. We want to understand whether this group of Headteachers have similar views to health promotion in schools as the Headteachers from participating schools. This will complement more quantitative analyses e.g. comparing this group to participating schools in terms of area deprivation and Ofsted scores. Because these heads did not respond to the original AFLY5 invitation and two reminders, we anticipate a low response to being interviewed which is why we intend to invite all headteachers fulfilling these criteria.

Recruitment of Directors of Public Health and Young People's Services

The Directors of Public Health and Young People's Services in Bristol and North Somerset will be invited to participate in an interview along with Directors from two other areas (not local to Bristol or North Somerset). We will continue to contact Directors from areas outside of Bristol and North Somerset until we find participants who are able to speak to us since it is important to gain an understanding of how AFLY5 is perceived outside the local area and whether the intervention is one that they would consider worth rolling out on a larger scale.

The Directors will be sent an information letter and consent form and asked whether they would like to take part in an interview. We will follow the letter up with a phone call two weeks later. They will not be given too much detail about AFLY5 in the covering letter since we want to find out in the interview how much they already know about AFLY5.

5.2 Data collection

No data will be linked to a specific person or school; any comments or observations made, either written or recorded, will not be linked to a name or study id, and will not be identifiable in publications from this research.

School audits, baseline plus follow up

Audits are taking place in all schools (both intervention & control) once per academic year during baseline, intervention and follow-up periods of the study (June 2011-July 2013). They are being used to assess current physical activity provision, including the number of scheduled physical education (PE) lessons per week and time allocated for unsupervised outdoor play, school physical activity and nutrition policy (active travel, break-time play, packed lunch policy etc) and number and type of school clubs provided. In 2011 these audits were carried out over the telephone by a member of the AFLY5 team using a pro forma. In 2012 the audits were filled out by teachers in schools during the measurement process and we plan to do the same (i.e. teachers completing the form in schools) for the 2013 audit. A copy of the audit form is in appendix 2.

Teacher training observation

Observations took place during the teacher training days. The aim was to observe how effectively the messages of the training day were conveyed by the trainers, and how these messages were received by the teachers. Observations included noting any questions and issues raised by the teachers. Consent to observe the training day was sought from the trainers and the teachers. A copy of the observation guide is in appendix 3.

Teacher training evaluation forms

The training day was assessed using an evaluation form which was completed by the teachers who had received the training. A copy of the evaluation form is in appendix 4. The aim was to ask teachers about their engagement with, and understanding of, the training provided; whether they felt they knew enough, or required more information.

Lesson observations

Permission was sought from teachers for observations to take place during the teaching of the 'Active for Life Year 5' lessons. There are 16 lessons in the syllabus and we wished to observe each of these lessons twice, which would have allowed us to observe in each school at least once. There were also 2 pilot observations. The observations did not assess the general teaching ability of staff, and no feedback was provided to anyone at the school other than the teacher, and only when specifically requested. This was made very clear to the school (both in the information letter and in person). No recording equipment will be used (visual or audio) during the observations. Only hand written notes will be used. A copy of the observation guide is in appendix 5.

Teacher log

We asked all Year 5 teachers in intervention schools to complete a log of session delivery during the intervention period (Sept 2011 – June 2012) (n=48). The log asked teachers to report the date that the sessions were delivered, whether homeworks were set and returned, and any problems or positive comments about the lesson. A copy of the teacher log is in appendix 6.

Interviews

Intervention and control arm AFLY5 teaching staff will be interviewed to obtain information about their views on what contributes to healthy lifestyles in general and for children specifically, on teaching health promotion, whether they believe school / education based

health promotion is effective in changing children's behaviours and what teaching activities they are involved in that are concerned with health promotion (and specifically promoting healthy diet and physical activity). They will also be asked what they feel about delivering these lessons and their likely effectiveness. Information will also be sought on the teachers' views of the children wearing the accelerometers and any barriers they perceived to them doing this for the required time and returning the accelerometers. There will also be some questions about the intervention for the teaching staff in intervention schools, mainly related to how they found the experience. A copy of the topic guide is provided in appendix 7. The interviews will be held post intervention either at school or a location chosen by the participant, at a time convenient for them. The interviews will take up to 60 minutes.

Intervention and control arm AFLY5 Headteachers, plus non responder Headteachers will be interviewed to obtain information about their views on healthy lifestyles in general and for children specifically, on teaching health promotion in schools, whether they believe school / education based health promotion is effective in changing children's behaviours. Information on what health promoting activities (in any area of health promotion) are currently taking place in their school and their views on schools participating in research will also be sought. The Headteachers from schools who have taken part in AFLY5 will also be asked about their views of the school taking part in this study. A copy of the topic guide is provided in appendix 8. The interviews will be held post intervention, at school, during the school day and will take up to 60 minutes.

Intervention and control arm AFLY5 parents will be interviewed to obtain information about their knowledge of healthy lifestyles, whether they are aware of their children learning about healthy lifestyles in school, their involvement in any homeworks concerned with healthy lifestyles / health promotion and what they remember about their children being measured in school. The topic guide is appendix 9. The interviews will be held post intervention either face-to-face; at their child's school, the University, or over the phone, between 8am and 9pm. The interviews will take up to 60 minutes.

Directors of Public Health and Directors of Children and Young People's Services in Bristol, North Somerset and two Local Authority areas that were not involved in the AFLY5 study – these interviews will focus on the sustainability of the intervention and will only take place after publication of the main trial effectiveness paper and if this shows the intervention to be effective. The interviews will be held at their office or another location convenient to the participant, at a time convenient to them and will take up to 60 minutes. A copy of the topic guide is provided appendix 10. All interviews will be audio-taped and transcribed verbatim.

Focus groups

Intervention and control arm AFLY5 pupils- to obtain information about their views on what things make them healthy, how easy or hard they find it to do things that make them/keep them healthy, whether they remember learning anything in school about healthy lifestyles, if/what they remember about having their measurements taken- the topic guide is appendix 11. The focus groups will take place post intervention when the children have moved in to Year 6. They will be held in school, during school hours and will take up to 60 minutes.

6. Analysis

Analysis of the data will be carried out by aim. Using a constant comparative method the themes arising from the qualitative data will be generated, discussed and refined. Summary statistics will also be incorporated into this iterative approach. The method of data synthesis will allow for data to be presented by theme with quantitative and qualitative data supporting the same point. This does not preclude the possibility of themes existing with only quantitative or qualitative data.

6.1 Types of data

Structured data

Including school audits, teacher training evaluation forms and teacher log

Both quantitative and more open, qualitative responses from questionnaires or other structured data collection instruments will be entered into an Access database. These data can then be exported into Excel and from there imported into NVivo 10 or Stata.

Observation data

Including teacher training observations and lesson observations.

The handwritten notes taken during the observation sessions were typed up, using forms specific to the type of data collection. Any comments that could identify people or schools were anonymised before the transcripts were imported into NVivo 10. Codes will be agreed by at least two members of the team.

Interviews and Focus groups

Including Headteacher, teacher, parent and director interviews, and focus groups.

The interviews and focus groups will be digitally recorded and verbatim transcripts prepared from the sound files. The transcripts will be checked for accuracy against the sound files and corrections made if required. Any comments that could identify people or schools will be anonymised before the transcripts are imported into NVivo 10. All of the transcripts will be read and re-read in order to gain an overall understanding of participants' views and experiences. Codes will be agreed by at least two members of the team.

6.2 Analysis of data by aim

Aim 1

In order to answer questions of fidelity we will need to look at issues around the training and delivery of the intervention, any amendments or additions as well as participant engagement with the intervention. The data will be analysed as follows:

Teacher training observations

Will be analysed as above, with particular attention paid to trainer delivery, teacher engagement and understanding which, in turn, will help us to assess the training provided, understand the fidelity of training delivery and and consider whether any deficits lead to issues in the classroom and in particular whether it resulted in deviations from the protocol/syllabus.

Teacher training evaluations

Will be analysed as above, with particular attention paid to teachers' perceptions of the training provided and whether they had any queries or required any further knowledge. This will contribute to our understanding of whether deficits in the training lead to issues in the classroom- particularly deviations from the protocol/syllabus.

Lesson observations

Will be analysed as above, with particular attention paid to delivery of the intervention in the classroom, the quality of delivery, whether there was any deviation from the syllabus in terms of additions or omissions, notes relating to the classroom/school setting, and teacher and pupil engagement.

Teacher logs

Will be analysed as above, with particular attention paid to the specifics of intervention delivery, in addition to any changes or amendments noted. This information will contribute to our understanding of the dose, reach and speed of delivery.

Interviews

Will be analysed as above with particular focus on whether the protocol was adhered to the dose and reach of the intervention as well as their feelings about the intervention itself.

Focus groups

Will be analysed as above with particular focus on how the intervention was delivered in the classroom, whether any of the lessons were adapted or amended and if so, how and why, the quality of delivery and acceptability to participants.

Aim 2

In order to answer these questions we will need to look at the training and intervention delivery, participant engagement and household and school context characteristics. The data collected to answer these questions will be analysed as follows:

School audits

Quantitative responses will be aggregated and used to create descriptive statistics relating to school context characteristics. The qualitative data will be categorised and coded according to the type of health initiative and whether it is before/after or during the school day. Attention will also be paid to any issues mentioned that may limit the amount of time available for changes at the time of the intervention and for further health promotion work, in addition to any other contextual issues relating to the school or household environments.

Teacher training observation

Each set of observation notes will be considered as both one of an individual training session, and as part of a wider series of training sessions. The observation notes will be coded and analysed thematically with attention paid to the five different types of data present:

- i) Verbatim quotes
- ii) Non-verbatim quotes
- iii) Actual observations
- iv) Reflections 'in the moment'
- v) Reflections after the event

A framework will be drawn up with examples relating to thematic analysis. This does not preclude the use of data relating to individual cases (teachers, lessons or schools). This analysis will focus on how the teachers related to the training, and any suggestions of how to improve the training.

Teacher training evaluation

Quantifiable responses will be aggregated and used to calculate descriptive statistics. Qualitative, open responses will be coded thematically with the aim of looking at whether or not the training could have been improved and, in turn, whether any deficits led to issues in the classroom and in particular, that would have precluded children making a change.

Lesson observations

Quantitative aspects of the lesson observations have been aggregated and descriptive statistics produced. Qualitative data has been analysed thematically and further analysis of these themes has focused on the contextual characteristics of the intervention, the intervention itself, differences between physical activity, sedentary and nutrition related teaching, and any mediators that might have been noted during these observations.

Teacher log

The quantitative data from the teacher log will be used to calculate descriptive statistics such as the number of children attending per session, length of session etc. The qualitative, open responses will be analysed thematically with particular attention paid to how school context characteristics, as well as how individual lessons worked in reality. In turn, the analysis will help us to understand how the intervention functioned as a whole with particular attention paid to the reasons for any changes or amendments to the protocol/syllabus and whether they were successful or not, any unintended consequences of the intervention that could be incorporated or avoided in the future, engagement of participants (pupils, teachers or parents), acceptability of the intervention or other contextual issues relating to the school or household environments.

Interviews

Data will then be analysed thematically, with NVivo 10 software, allowing comparisons to be made within and across the interviews. The quotes collected as part of these themes will be analysed further with particular focus on aspects including participants' views of the intervention, school and community context characteristics, knowledge, self efficacy, parental support and behaviour change. Particular attention will be paid to the reasons for any changes or amendments to the protocol/syllabus, any unintended consequences of the intervention that could be incorporated or avoided in the future, engagement of participants (pupils, teachers or parents), acceptability of the intervention, perceptions of self efficacy, or other contextual issues relating to the school or household environments. Data relating to teaching of, changes in, knowledge or self efficacy relating to physical activity, sedentary behaviour and fruit and vegetable consumption will also be analysed separately so should there be a difference in quantitative outcomes, we should be able to use the qualitative data to explain why.

Focus groups

Data from the initial focus groups will be analysed thematically, with NVivo software, allowing comparisons to be made within and across the focus groups. These quotes collected as part of these themes will be analysed further with particular focus on the children's view of the intervention and in turn, whether they made any changes, whether these may have been influenced by other aspects including school factors and the context of the intervention in addition to qualitative mediators such as knowledge, self efficacy, parental support and behaviour change. Particular attention will be paid to the reasons for any changes or amendments to the protocol/syllabus, any unintended consequences of the intervention that could be incorporated or avoided in the future, engagement of participants (pupils, teachers or parents) acceptability of the intervention, or other contextual issues relating to the school or household environments. Data relating to teaching of, changes in, knowledge or self efficacy relating to physical activity, sedentary behaviour and fruit and vegetable consumption will also be analysed separately so should there be a difference in quantitative outcomes, we should be able to use the qualitative data to explain why.

6.3 Quality Implementation Indicators

When carrying out the analysis particular attention will be paid to elements that we feel are essential for the successful delivery of the intervention (following the style of the Quality Assurance Framework developed for the ASSIST smoking cessation intervention)⁷.

These ‘essential elements’ will draw on both quantitative and qualitative findings from this process evaluation. The qualitative data will provide important details that will ensure that if the intervention is effective in quantitative terms, we are sure that it was also “successful” in qualitative terms, according to the children, parents, teachers and Headteachers that were involved.

This will allow us to create a more realistic picture of the intervention using a combination of all the methods used in the Process Evaluation, providing a view of the intervention ‘in the round’. This will involve looking at fidelity in a less mechanical way (although the more quantitative data will still be used), in particular considering key aspects of intervention implementation such as:

- *whether teachers attended training
- *if it was a positive learning environment
- *the dose- including children only receiving part of the intervention
- *children’s behaviour
- *ethos- how the intervention material is handled and delivered
- *adaptations of material- positive or negative such as “personal embellishment” that aides delivery and/ or receipt to cultural sensitivity/diversity issues that relate to receipt and delivery to missing aspects out that mean the main messages will be lost. Overall then, this may require consideration as to whether the adaptations etc are ‘in the spirit’ of what we are trying to do.

If we consider fidelity to be more than just delivering the intervention lessons we need to pay attention to these other elements because, if the AFLY5 intervention is shown to be effective, it is these observations that will enable us to provide useful guidance on what makes for successful intervention implementation.

References

1. Bandura A: Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall; 1986
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3. Audrey S, Holliday J, Campbell R: **It's good to talk: Adolescent perspectives of an informal, peer-led intervention to reduce smoking.** *Soc Sci Med* 2006, **63 (2)**: 320-334
4. Audrey S, Holliday J, Campbell : **Teachers' perspectives on the implementation of an effective school-based, peer-led smoking intervention.** *Health Educ J* 2008, **67 (2)**: 74-90
5. Kipping RR, Jago R, Lawlor DA: **Developing parent involvement in a school-based child obesity prevention intervention: a qualitative study and process evaluation.** *J Public Health* 2011, **34 (2)**: 236-244
6. Chittleborough CR, Nicolson AL, Basker E, Bell S, Cambell R: **Factors influencing handwashing behaviour in primary schools: process evaluation within a randomised control trial.** *Health Educ Res* 2012, **(27) 6**: 1055-1068
7. DECIPHer Impact: **QualityAssessment Framework.** Cardiff: DECIPHer Impact, 2013.

Additional material

1. AFLY5 Logic Model
2. School audit forms
3. Teacher training observation forms
4. Teacher training evaluation forms
5. Lesson observation forms
6. Teacher log
7. Teaching staff interview topic guide
8. Headteacher interview topic guide
9. Parents interview topic guide
10. Children's focus group topic guide
11. Directors interview topic guide

1: AFLY5 LOGIC MODEL

Theory

The behaviour change theory underlying AFLY5 is social cognitive theory [1-2], in which behaviour is a function of a ‘reciprocal determinism’, the interaction between the environment and the person [3]. The personal concepts are skills, self-efficacy and outcome expectations and the environmental concepts are modelling and availability. The primary concept for behaviour change is self-control; by setting behavioural change goals, monitoring, reward and problem solving, followed by decision making when goals are not attained.

Qualitative purposive sampling

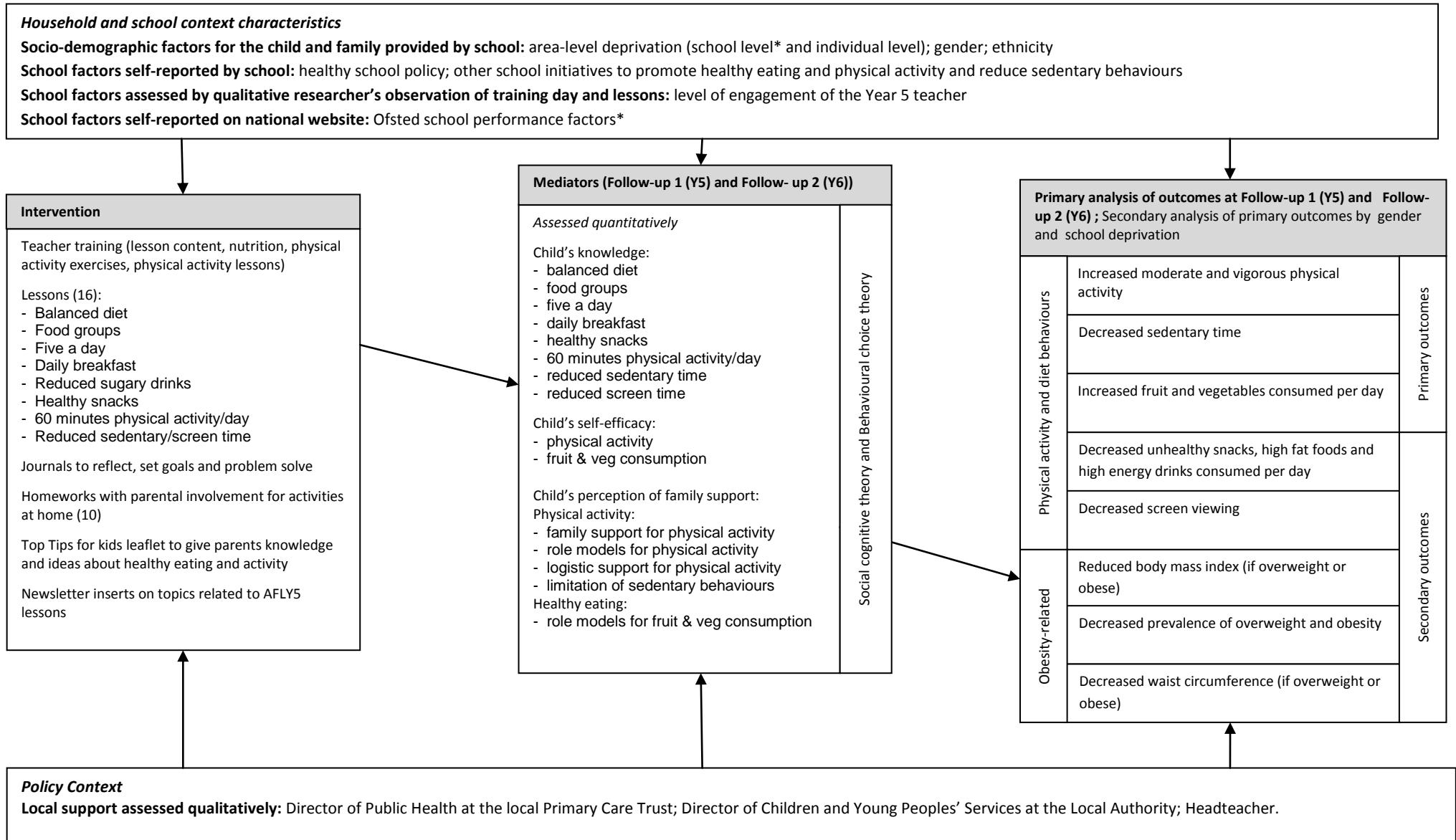
Items in the logic model annotated with an asterix (*) indicate that they will be used for two sets of qualitative purposive sampling:

(*) the 12 schools for the process evaluation: these will be selected on the basis of Ofsted Reports and area level deprivation

In addition children from these 12 schools will be selected to participate in focus groups based on levels of child self efficacy and child perception of parental support for physical activity, parental modelling and logistic support at baseline.

References

1. Bandura A: Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall; 1986
2. Bandura A: The exercise of control. New York: Freeman; 1997
3. Baranowski T, Cerin E, Baranowski J. Steps in the design, development and formative evaluation of obesity prevention-related behavior change trials. *International Journal of Behavioral Nutrition and Physical Activity* 2009. 6: 6.



2: SCHOOL AUDIT FORMS



School Name _____ School ID _____

Audit of Physical Activity & Healthy Eating Policy, Initiatives and Provision

Name of Teacher	
Role (e.g. 'Year 5 teacher'/'Head')	
Date	

Please answer the following questions in relation to current year 5 pupils in your school and return the completed form to the Active for Life fieldworkers.

1. Number of P.E. lessons per week.....

2. Total time allocated to P.E. per week (in hours).....

3. Time available for outdoor play at breaktime (in mins).....

4. Time available for outdoor play at lunchtime (in mins).....

5. Any initiatives to promote healthy eating _____

6. Any specific nutrition policy (e.g. pack lunch policy) _____

7. Any initiatives to promote physical activity _____

8. Any specific physical activity policy (e.g. active travel policy, break time play policy) _____

9. Any initiatives to reduce sedentary behaviour _____



School Name _____ School ID _____

10a. 'Healthy Kids Programme' delivered as an after school programme in your school
Yes / No

10b. If Yes, does it involve children in Year 5.....Yes / No

11. Number of sports clubs and afterschool clubs provided (total).....

12. Please list all sports clubs and afterschool clubs (record whether they occur in the school day, or after school)

Name of club (sports club or afterschool club)	When does it take place (tick one)	
	School day	After school

Thank you!

Please hand completed form back to the Active for Life fieldworkers.

3: TEACHER TRAINING OBSERVATION GUIDE

Active for Life Year 5 Training Day Observations

Date	
Researcher	
Venue	
Layout of training room	
Trainers present	
Number of participants (male/female)	

Setting

Trainers

Participants

Reflections on the observation process

Arrival and tea/coffee (ENTER TIMINGS)

Session 1: ENTER SESSION TIMES: Introduction to Active for Life

Delivery and content of training

Teacher engagement and understanding

Detailed description of activities

Questions/Issues raised by participants

Tea/coffee break

Session 2: ENTER SESSION TIMING: Nutrition

Delivery and content of training

Teacher engagement and understanding

Detailed description of activities

Questions/Issues raised by participants

Lunch break

Session 3: ENTER SESSION TIMING: A Safe Work-Out

Delivery and content of training

Teacher engagement and understanding

Detailed description of activities

Questions/Issues raised by participants

Session 4: ENTER SESSION TIMING: Physical Activity Games

Delivery and content of training

Teacher engagement and understanding

Detailed description of activities

Questions/Issues raised by participants

Final questions and close of training day

4: TEACHER TRAINING EVALUATION FORMS



Teacher Training Day- Evaluation Form

In order for us to be able to evaluate the effectiveness of the training day, please answer the following questions as honestly as possible. The information you provide will not be fed back to your school.

1. I feel confident that I have enough nutrition knowledge to teach the nutrition sessions successfully

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Disagree or Strongly Disagree, please comment:

2. I feel confident that I can teach the nutrition sessions as per the lesson plans

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Disagree or Strongly Disagree, please comment:

3. I feel confident that I have enough knowledge to teach the physical activity sessions successfully

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Disagree or Strongly Disagree, please comment:

4. I feel confident that I can teach the physical activity sessions as per the lesson plans

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Disagree or Strongly Disagree, please comment:

5. There are aspects of the Active for Life Year 5 Programme that I feel require further explanation

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Strongly Agree or Agree, please comment:

6. I feel confident that I will be able to fit in all 16 lessons in the required time frame

Strongly Agree Agree Don't Know Disagree Strongly Disagree

If Disagree or Strongly Disagree, please comment:

7. What have you understood to be the 3 key messages that the Active for Life Year 5 Programme tries to teach the children?

i)

ii)

iii)

8. How useful has today been, in terms of preparing you to teach the Active for Life Programme?

Very useful

Useful in parts

Not useful

If 'not useful', please comment:

As part of the economic evaluation of the study, we would like to collect some information on the costs you incurred in attending today's training. Please note this information will not be used to reimburse travel costs, a separate expense claim form must be completed in order to claim travel costs.

9. How did you travel here today?

Car (driver)

Car (passenger in car share)

Other (please describe)

Walk/cycle

Bus

If by car (driver only):

Return mileage miles

Parking fee £ .

If by bus/train/taxi:

Return fare £ .

10. Any other costs incurred as a result of the training day (e.g. extra child care costs)

Description _____

Total cost £ .

11. Time usually taken to travel to school minutes

Time taken to travel to training today minutes

Thank you for completing this form. Please hand it in before you leave.

Active for Life Year 5, University of Bristol, Oakfield House, Oakfield Grove, Bristol BS8 2BN

5: LESSON OBSERVATION FORMS

Active for Life Year 5
Guide for Lesson Observations

Date	
Researcher	
Teacher	
School	
AFLY5 Lesson Number	

Basic observations

Number of children in attendance	
Number of additional staff/helpers in attendance	
Location of lesson (e.g. classroom/hall/playground etc) If outside, describe weather conditions	
Time lesson started	
Time lesson completed	
Children's behaviour during lesson	Good <input type="checkbox"/> Acceptable <input type="checkbox"/> Poor <input type="checkbox"/>
Children's attention to the lesson	Good <input type="checkbox"/> Acceptable <input type="checkbox"/> Poor <input type="checkbox"/>
Level of interest/enthusiasm shown by children toward lesson	High <input type="checkbox"/> Indifferent <input type="checkbox"/> Low <input type="checkbox"/>

The following headings should be used as a guide only:

Children's behaviour and engagement

Suitability of content for ability of group

Aspects of lesson that worked well/less well

Teacher's understanding of subject area

Delivery style of teacher

Input from other staff members

Lesson taught as per lesson plan

Lesson specific observations

There would be 16 versions of this form, each with the relevant section of the following:

Lesson 1: Fit Check 1

Resources	
Fitcheck journals given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 used (example of completing fit check journal)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 used (example of completing fit check graph)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children informed of recommended levels of activity	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around goal setting and appropriate goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around ideas for increasing activity/reducing sedentary behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 2: Fit Check 2

Resources	
Fitcheck journals given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 used (example of completing fit check journal)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 used (example of completing fit check graph)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children asked to review previous weeks goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around progress in meeting goals, and setting appropriate goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children aware that they will be revisiting their goals at the end of the project	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 3: The Safe Workout

Resources	
Safe workout sentence strips used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Safe workout discussion cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children learn to identify the 5 components of a safe workout	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children discuss and demonstrate each component as a group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 4: The Balance of Good Health

Resources	
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food group chart	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Help! You're the Doctor worksheet	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Discussion around healthy living (not limited to diet & exercise, also sleep, social, cleanliness, environment, mental well-being etc)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children introduced to Eatwell plate and discuss 5 main food groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Cooking at Home' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 5: Five Foods Countdown

Resources	
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Endurance fitness explained and children practice finding an endurance pace	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to name 5 foods from each food group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students review 'eatwell plate' and create balanced meal from picture cards, high in fruit/veg and bread/cereal/potato groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 6: Five Food Groups

Resources	
Worksheet 2 (blank Eatwell Plate) used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet/acetate 1 ('Which group') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children introduced to concept of carbohydrate, fat & protein, and how our bodies use each of these	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn that carbohydrate is our prime energy source	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn to recognise whether a food is a source of carb, fat or protein, and are able to put it in the relevant section of the Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'5 Food Groups' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 7: Musical Fare

Resources	
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around 5 food groups (Eatwell plate) and how much of each group should be eaten	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to name 5 foods from each group ('5 food countdown')	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 8: Keeping the Balance

Resources	
Eatwell plate transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('Food, nutrients & you') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 2 ('A runner's story') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 3 ('Now you create a balanced meal') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Students understand the term 'balanced diet', and discuss how this means eating a variety of foods from all groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students can name the different sections of the Eatwell plate and know the recommended servings of each food group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are introduced to the 6 types of nutrients, their function & food sources	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students can design a balanced meal and identify the nutrients in each component	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Bingo' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 9: Three Kinds of Fitness Fun

Resources	
Fitness cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students discuss the 3 components of fitness (strength, endurance, flexibility) and the different exercises that improve each	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to carry out named exercises and can recognise which category of fitness they belong to	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students identify exercises that may work well at home	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 10: Freeze My TV

Resources	
Freeze My TV journal given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
TV guides/section of newspaper	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 ('couch potato') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 ('instead of watching TV I could') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Parent leaflet ('Freeze my TV information for parents') given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children are able to prioritise their TV viewing by listing their favourites and selecting one programme per day to 'freeze'	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding the health implications of watching a lot of TV	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to think of alternative activities to watching TV	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are aware that they have been challenged to give up 30 mins of TV per day, and that they will discuss progress in class	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Freeze my TV' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 11: Snack Attack

Resources	
Eatwell plate transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Reading food labels transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('food labels') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 2 ('design your own food label') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Students review Eatwell plate and are able to put snack foods in the appropriate section	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding the fat content of each of the snack foods listed. Students learn importance of selecting low-fat snacks. High fat snacks are 'sometimes' foods.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that reading food labels allows us to determine the nutrient content of the food we eat	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to find calorie, fat, salt and sugar information from the labels	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Snack Attack' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 12: Bowling for Snacks

Resources	
Food pictures (including pictures from magazines, newspapers, food packaging etc)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Bowling balls	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding 'snacking' and to which food groups healthy snacks belong	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Idea and importance of pacing yourself in 'endurance' exercise reviewed	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students identify and choose healthy snacks from food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students understand difference between healthy nutrient dense snacks, and empty calorie snacks	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Bowling for Snacks' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 13: Think About Your Drink

Resources	
Worksheet 1 (sugar count)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Sugar/teaspoons	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Recap Eatwell plate. Discussion over size of purple (sugar/fat) section compared to the others, importance of only eating small amounts	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students use food labels on drinks to calculate amount of sugar per serving	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that they should minimise the sugary drinks consumed and instead drink water, milk or 100% fruit juice (in moderation)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that calcium is an added benefit of drinking milk	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Extension exercise completed	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Think about your drink' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 14: Veggiemania

Resources	
Food words (or pictures) of all food items including fruit and vegetables	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
4 sets of '5 A DAY' cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are reminded of the importance of endurance activities and encouraged to do these 3-4 days a week, 20-30 minutes	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to identify the importance of eating 5 fruit and vegetables a day	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'5 a Day' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 15: Brilliant Breakfast

Resources	
Food label transparencies used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('breakfast club') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children understand the meaning of the term 'breakfast' and the importance of this meal in terms of blood sugar level and keeping going until lunch	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Using concept of 'Eatwell plate' children learn that ideally breakfast contains mainly carbohydrate and some protein	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn that breakfasts high in simple sugars, cause a rise and fall in blood sugar levels.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are able to design nutritious energising breakfast menus	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Brilliant breakfast' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 16: Fit Check Review

Resources	
Fit Check journals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency showing how to complete fit check week 3	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children review goals from week 2 and discuss whether goals were achievable and what made them easier/difficult to achieve	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children review levels of activity & TV viewing over the 3 weeks and think about what they need to do in the future	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are aware of the 60 minute aim for activity, and the <120 minute aim for screen time	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

6: TEACHER LOG

Name of Teacher _____ Class _____

Name of School _____



Teacher Log

Process Evaluation & Economic Evaluation

The teacher log should be completed following the delivery of every 'Active for Life Year 5' lesson. On page 1, a table is available for you to record all members of staff that delivery any aspect of the syllabus. On the pages that follow, one page needs to be completed per lesson delivered.

The information you provide will be very important in evaluating the success of the intervention. At the end of the intervention period the log will be collected by the study team, so please ensure it is kept and completed as fully as possible.

Teaching Log

Please complete a line for every member of staff that has been involved with lesson delivery for the Active for Life Year 5 syllabus.

Staff Name	Position	MPS/leadership scale	Attendance at training day
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Lesson 1: Fit Check 1

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Fit Check Homework Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 2: Fit Check 2

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

Lesson 3: Safe Workout

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

Lesson 4: Balance of Good Health

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Cooking at Home Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 5: Five Foods Countdown

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

Lesson 6: Five Food Groups

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Five Food Groups Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 7: Musical Fare

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

Lesson 8: Keeping the Balance

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Bingo Challenge Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 9: Three Kinds of Fitness

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

Lesson 10: Freeze my TV

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Freeze my TV Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 11: Snack Attack

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Snack Attack Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 12: Bowling for Snacks

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Bowling for Snacks Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 13: Think About Your Drink

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Think About Your Drink Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 14: Veggiemania

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: 5 A Day Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 15: Brilliant Breakfast

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£_____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Homework: Brilliant Breakfast Homework given out?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of homeworks completed	
Quality of homework completed	Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>
Any other notes:	

Lesson 16: Fit Check

Name of person delivering lesson	
Date lesson delivered	___ / ___ / _____
Number of children present	
Amount of time spent in preparation for the lesson	_____ (mins)
Amount of time spent delivering the lesson	_____ (mins)
Were any resources used which were not supplied at training session (e.g. bottle of cola)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
If Yes, please provide the cost of any resources not available from school supplies	£ _____
Were there any difficulties with the lesson?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
Were any amendments required to the teaching materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, specify:
What subject would the class have had if Active for Life was not in your school?	
Name of the person that would have taught this subject	
Would the amount of time in preparation have been	More <input type="checkbox"/> Less <input type="checkbox"/> Same <input type="checkbox"/>
Any other notes:	

If you have any further comments on the Active For Life Year 5 syllabus, please use the space below: (use lesson numbers when referring to specific lessons)

Thank you!

7: TEACHING STAFF INTERVIEW TOPIC GUIDE

Interview schedule for Active for Life Year 5 Teaching staff

Thank you for sparing some time to be interviewed about your experience of AFLY5. I will ask you a few questions about a number of different areas that you will have been involved with. Everything you say is confidential and nothing will be attributed directly to you or your school.

Firstly I would like to check-

- how many children are there in your class?
- Are they mixed years or only Y5?
- How would you describe the range of abilities in your class?

Healthy lifestyles:

1. What do you think makes us healthy?

Probe: Clarify for you/adults or children- more detail on children

- Diet
- Being active
-

Health promotion in schools:

2. What are your views on health promotion projects in schools?

Probe: Useful/successful for change- which elements

- Diet/nutrition health promotion
- Exercise/PA health promotion
- Involvement of others
- Role of school- appropriate/successful for change

3. Has your school been involved in any health promotion projects in the past year?

Probe: More details type of project/health issue

- Duration
- Who involved
- Useful/successful for change- which elements
- Engagement of children, parents, staff

4. What are your thoughts on what makes a successful health promotion project in primary schools?

Probe: Details on subject

- Duration
- Who involved
- Engagement of children, parents, staff
- Facilities, materials, training etc.

Taking part in AFLY5 [if not raised earlier]:

5. What was your experience of taking part in AFLY5?

Probe: Involvement in deciding school participation

- Good/bad aspects
- Engagement of children, parents, staff
- Support from others
- Other things required e.g. materials, facilities, time, money
- Measurements
- Lessons (If appropriate) effectiveness, missed curriculum due to AFLY5

Children's involvement:

6. How do you think the children have responded to the project?

Probe: Engagement

- Feedback
- Like/dislike
- Changes/effectiveness

Parental involvement:

7. How much do you think the parents got involved with the project?

Probe: Good/bad aspects

- Engagement of children, parents, staff
- Measurements
- Lessons (if appropriate)

Accelerometers:

8. What was your experience of the children wearing accelerometers?

Probe: Good/bad aspects

- Children's response- engagement
- Likes/dislikes
- Wear time –encouragement?
- Barriers to non wear
- Returning them
- Incentives

9. Did you talk to anyone else about taking part in AFLY5?

Probe: Details on who, what, why

- Measurement staff
- AFLY5 displays at measurement time

10. Is there anything else you would like to say about the project?

11. What impact do you think Active for Life has had?

Probe: Unintended consequences- positive or negative

[This should lead into the section below for intervention schools and will be the end of the interview for control schools]

Thanks for your help!

Additional questions for intervention schools if not answered previously

12. Do you think year five is the best year to teach Active for Life material?

Probe: More detail

- Other year groups
- could be used/adapted for other year groups

Lessons:

13. What was your experience of teaching the lessons?

Probe: Good/bad aspects

- Quantity – why some missed
- Changes to lessons
- Engagement of children, parents, staff
- Fit with curriculum
- Missed curriculum due to AFLY5
- Materials provided
- Prep time
- Training day

Homeworks:

14. Can you tell me about your experience with the homeworks?

Probe: Good/bad aspects- examples

- Engagement of children and parents
- Return/completion rates

Future:

15. Will you continue to use the materials in their current or modified form?

Probe: Details on modification

Thanks for your help!

That's all the questions we have for you today. Is there anything else you'd like to tell us about the things we talked about today?

Do you have any questions for me?

Thanks very much for your time and help with this we really appreciate you sharing your thoughts and opinions with us! Your answers will help us a lot since we will use your input to understand more about ways that we can help children to be more active and eat a healthy diet.

8: HEADTEACHERS INTERVIEW TOPIC GUIDE

AFLY5 Interview Topic Guide for Headteachers

Thank you for sparing some time to be interviewed about your thoughts on health promotion in schools. I will ask you a few questions about a number of different areas that your school may have been involved with. Everything you say is confidential and nothing will be attributed directly to you or your school.

Healthy Lifestyles

1. What do you think makes a healthy lifestyle?

Probe: Clarify for you/adults or children- more detail on children

- Diet
- Being active

Health promotion in schools

2. What are your views on health promotion in schools?

Probe: Useful/successful for change- which elements

- Useful/successful for change- which elements
- Involvement of others- e.g. parents
- Appropriate location
- Which health topicsDiet/nutrition health promotion
- Exercise/PA health promotion
- Priority alongside educational achievement

3. Has your school been involved in any health promotion projects in the past year?

Probe: More details type of project/health issue

- Duration
- Who involved
- Useful/successful for change- which elements
- Engagement of children, parents, staff

4. What are your thoughts on what makes a successful health promotion project in primary schools?

Probe: Details on subject

- Duration
- Who involved
- Engagement of children, parents, staff
- Facilities, materials, training etc.
- Barriers to participation

5. What are your thoughts on being involved in research projects at school? By research I mean a project that involves measuring or observing pupils, teachers or other staff that is undertaken by researchers from outside of the school (e.g. from a University)

Probe: Influences on participation

- Who involved

Intervention and control schools only if not mentioned previously:

Involvement in AFLY5

6. What was your experience of taking part in AFLY5?
Probe: Good/bad aspects
 - Impact on school
 - Engagement of children, parents, staff
 - Measurements- accelerometers, incentives
 - Lessons (If appropriate) -effectiveness
7. Is there anything else you would like to say about the project?
8. What impact do you think Active for Life has had?
Probe: Unintended consequences- positive or negative

Thanks for your help!

That's all the questions we have for you today. Is there anything else you'd like to tell us about the things we talked about today?

Do you have any questions for me?

Thanks very much for your time and help with this we really appreciate you sharing your thoughts and opinions with us! Your answers will help us a lot since we will use your input to understand more about ways that we can help children to be more active and eat a healthy diet.

9: PARENTS INTERVIEW TOPIC GUIDE

AFLY5 Interview Topic Guide for Parents

Introduction

Thank you for sparing some time to speak to me today. I would like to ask you about health related teaching in schools. Anything that you tell me is confidential and will not be linked to you, your child or your child's school. You can stop at any time and if you later decide you don't want me to include what you said, just let me know. Firstly, what is the name of your child who is in Year 5?

Healthy lifestyles

1. What do you think makes us healthy?
Probe: Clarify for you/adults or children
 - Anything else
 - Diet
 - Being active

Healthy eating: NB if at any time they mention AFLY5 ask if they mentioned it to anyone else- friends, family, other school staff.

2. Would you say you and your family have a healthy diet?
Probe: More detail
3. Thinking about [name of child in Year 5] do they have a healthy diet?
Probe: More detail
 - Foods eaten- healthy/unhealthy examples
 - Ease to change
 - Barriers to change
4. Have you noticed any difference in what your child wants to eat recently?
Probe: More detail
 - Timing of change
 - Parental help to change
 - Able/unable to change- cost, time, availability etc
 - Influence/reason for change
 - Parental changes

Physical activity

5. Have you noticed any difference in what your child does with their free time recently?
Probe: More detail inc. whether sedentary or active
 - Timing of change
 - Parental help to change
 - Able/unable to change- cost, time, facilities etc
 - Influence/reason for change
 - Parental changes

School participation:

6. Are there any health related lessons that have been taking place at your child's school?

Probe: More detail inc. topic

- Timeframe
- How know about it

7. Are there any other school activities outside of lesson time that your child can take part in?

Probe: More details on activity

- Related to health
- Participation- reasons why/why not
- Change in participation

Homeworks/home participation:

8. Has your child brought home any homework related to health issues?

Probe: More details

- Opinion
- Provide help generally or specifically with these
- Time spent
- Level of involvement from parent

9. Have you ever discussed these ideas (and homeworks) with anyone else?

Probe: More detail- who, what etc.

Other school activities:

10. Being measured Do you remember your child bringing home an accelerometer? This is an activity monitor in a red box on a belt. They were asked to wear it on their hips to measure their physical activity levels.

Probe: Feelings about this

- Child's feelings about wearing
- Length time worn
- Problems/issues
- Incentives

Closing

That's all the questions we have for you today. Is there anything else you'd like to tell us about the things we talked about today?

Do you have any questions for me?

Thanks very much for your time and help with this we really appreciate you sharing your thoughts and opinions with us! Your answers will help us a lot since we will use your input to understand more about ways that we can help children to be more active and eat a healthy diet.

10: DIRECTORS INTERVIEW TOPIC GUIDE

Interview schedule for Directors of Public Health and Children and Young People's Services

Thank you for sparing some time to be interviewed about the AFLY5 intervention. I would like to ask you a few questions about what you think of the intervention. Everything you say is confidential and nothing will be attributed directly to you.

Questions about AFLY5 in general:

1. Have you heard of AFLY5?
Probe: If yes, how/where from

2. What is your go-to place to find out about the latest health promotion work?
Probe: More detail
 - Other options

3. I have here some more detailed information about AFLY5. Firstly, I would like to ask you to have a look at this abstract, it outlines the methods and intervention content. What are your first thoughts about AFLY5?
Probe: More detail
 - Need for interventions in this year group
 - Ease of implementation
 - Cost/value for money

4. Secondly, here is some information about the outcomes of the intervention. The results have shown that the intervention [enter positive outcomes here] how likely do you think it is that the intervention would have that effect on a wider population?
Probe: More detail
 - Cost/value for money

5. What do you think are the main factors that will encourage schools to take part in AFLY5?
Probe: More detail
 - Cost/value for money
 - Effectiveness
 - Other facilities/things required
 - Ease of implementation

6. What else would need to be considered before the intervention could be delivered at a larger scale?

Probe: More detail

- Cost/value for money
- Effectiveness
- Other facilities/things required
- Ease of implementation
- Support from key people- teachers/headteachers, parents, LEA, PCT

7. If not already touched on- do you think that AFLY5 is worth rolling out at a larger scale?

Probe: More detail

- Cost/value for money
- Effectiveness
- Other facilities/things required
- Ease of implementation

Departmental involvement

8. Does the intervention fit within the remit of your department?

Probe: More detail

9. Related to that previous question, who do you think should pay for the rollout of the intervention?

Probe: More detail

- Who responsible for health promotion

Finally...

10. Is there anything else you would like to say about the project?

Thanks for your time!

11: CHILDREN'S FOCUS GROUP TOPIC GUIDE

AFLY5: Focus Group with Children

Introduction

Thank you for coming along today. I work at Bristol University and I have come to ask you what about healthy lifestyles, so what types of food and drink are healthy as well as what kind of activities will help keep you healthy. Today we are doing what is called a focus group, which is like a discussion. It isn't a test and there are no right or wrong answers. I just want to hear what you think. It is important that you are honest and tell me what you think even if it is different from what the other children are saying.

Confidentiality and ground rules:

Your parents/carers have said that they are happy for you to do this. Please can you also write your name on this form to say that you are happy to take part?

If it is ok with everyone I am going to record the discussion so that I can remember what we have said but no one else will hear the recording. We are doing this in several other schools and we will listen to what all the children are saying. We will use this information to help us change the project. We won't use your names but will say that 'a child' or 'children' said this.

We're going to have a discussion together but please try to wait until someone else has finished talking to that I can hear what everyone has to say. We want all of you to take part. Some children may say something you don't agree with and we need to respect each other's views. Please keep private what the other children say.

Are there any questions?

Group introductions

Here is a sticky label. Please write your name on it and put it on your jumper.

We will then go round the group and I would like you to say your name and what your favourite subject is at school, your favourite food and your favourite activity.

Probe: Discuss some of their choices in more detail

- Easy/ hard to eat these things
- Easy/hard to do these things
- Possibility for change
- Easy/hard to change
- Why change

General healthy lifestyle questions

1. If you wanted to be healthy what sort of things do you need to do?

Probe: More detail

- Anything else?
- Diet/nutrition, exercise/PA, sedentary
- Discussed with others- parents/carers, siblings, friends etc.

2. How easy or hard do you think that might be to make these changes?
Probe: More detail
3. Have any of you changed what you eat/activities that you do since the beginning of year 5?
Probe: More detail inc why
 - Involvement of others- parents/carers, siblings, friends

Learning about healthy lifestyles at school

4. Have you ever done any lessons about being healthy at school?
Probe: More detail
 - Diet/nutrition health promotion
 - Exercise/PA health promotion
 - Like/dislike/improvements
 - Other health related time/activities at school
 - e.g. breakfast club, PE club, sports teams, assembly, break/lunch times, after school club, homework
5. Did anything you learnt at school make you change how much exercise you do or not? Or your diet?
Probe: More detail
 - Diet/nutrition health promotion
 - Exercise/PA health promotion
 - Involvement of others- parents/carers, siblings, friends etc.
 - Help or stop making changes

Homeworks/parental involvement

6. When you were learning about being healthy at school, did you talk with anybody at home about what you were doing?
Probe: Parents/carers specifically
 - Homeworks- parents involved
 - Good/bad things about parental involvement

Other areas

7. Do any of you remember being asked to wear a little red box on a belt? It is used to measure how much activity you do and is called an accelerometer.
Probe: Thoughts/feelings about wearing
 - Likes/dislikes- incentives?

That's all the questions we have for you today. You have helped us a lot.

I'm just going to summarise what we've talked about....

Is there anything else you'd like to tell us about the things we talked about today?

Do you have any questions for me?

Thank you very much for your time and attention. We appreciate you sharing your thoughts and opinions with us!