



Charles Edward Brook Consultation Day Summary Report.

Key Discoveries:

Perceived energy levels vs. Activity Levels (fig 2.1 SHU Interim report).

At the beginning of the day the majority of the students and their teachers said that their energy levels were low. This corresponds with the activity levels at this point in the day. Teachers perceive girls' energy levels as high at the beginning of the day reporting a student 'buzz' as girls met up to catch up on the gossip since the day before.

After the first lesson most participants reported energy levels at medium even though the accelerometer data indicated that activity levels had dropped over the first period. Teachers report that the most productive lessons are periods 3 and 4 these are the periods after the highest accelerometer readings of the day at break time.

The majority of participants reported high energy levels after lunch this could be due in part to the fact that it is the first opportunity of the day for many of the girls to eat properly.

By the end of the day opinion was split evenly between those who feel their energy levels are still high and those who feel their levels are low. Activity levels drop over the afternoon after lunch by the end dropping below that at the beginning of the day.

Levels of energy felt by the participants appear lag behind actual activity levels especially in the morning. Activity levels before school begins were not measured by the accelerometers but there would be some activity on the journey to school and in the playground on arrival but energy feels low. (Most girls arrive by public transport or walk. Only a handful are dropped off by parents). Activity levels drop over the first period but energy rises to medium following this pre school activity. After break with energy levels at medium teachers report the most productive lessons. After lunch energy levels were reported at their highest corresponding to another peak of activity over the lunch break. Teachers report that afternoon lessons are often less productive and we noticed on the consultation day that it was more difficult to get the girls to settle after lunch. Activity levels drop through the afternoon and by the end of the day participants were divided between high and low energy levels.

P.E. and Sport.

Sports facilities and space at the school mean that it is difficult to increase the activity in sports lessons. Often half the class is actively playing sport and the other half are sitting watching due to lack of space. Students accepted this as a given and didn't challenge it.

When asked to create a new sport/activity the groups generally tried to link two existing activities together e.g. clapping and basket ball, dancing and karate; or to put an existing activity onto ice e.g. Skipping on ice, Limbo on ice. Although the girls did exceedingly well in the short time they were given and their ideas were really imaginative, if this idea

were to be developed further it would be useful to have a much longer session or a series of sessions where girls could be encouraged to explore the features of all of their favorite activities and sports in more detail and have the time to develop more sophisticated and creative ideas.

Links between activity and concentration. (Stroop Test)

The girls discovered that some people's concentration got better with moderate physical activity and some by more mentally challenging activity (e.g. Fizz Buzz or singing) They also discovered that when the physical activity was too hard or they got too hot in the sun their concentration got worse.

(I learnt) *"That people are not the same and when you run your mind goes down for some of us."*

"When I ran too fast that was what made mine worse. When I ran again but slower I was better."

Both teachers and pupils were interested in where they could add activity into the day. Teachers suggested adding more activity, where appropriate, into lessons and students considered where they could add activity between lessons. E.g. run between lessons (health and safety permitting). It was also suggested that assembly be utilized to add activity into the school day. It was also interesting that the students and teachers awareness of their energy levels and the activities they could use to change them was raised during the day.

"I learnt how to see the difference between me being half awake and being fully awake"

"I learnt how to be more stimulated and how different techniques can help you concentrate"

"I feel more energized when I am teaching. I feel less energized when I am not teaching and sitting down."

"I feel more energized when I am excited and interested."

Activity and the Curriculum.

Teachers are generally unaware of the activity levels in lessons other than their own.

"It just goes to show that we assume a lot of things about what kids do in other classes throughout the day."

It was agreed that it would be good for all teachers to perhaps have some training to raise their awareness of energy levels in the classroom and to have a toolkit of short activities that can be used to raise/lower levels as appropriate.

When considering their timetable girls did not challenge the length of the school day or the number of periods or length of break and lunch. Teachers suggested that due to the out of school circumstances of many of the girls, the stability and predictability of their school day was important to them. However they also agreed that some surprises could create energy in the classroom.

Teachers were interested in the idea of visiting students in the breakfast club to give them a 'heads up' about what would happen in their lesson later on in the day.

Implications for possible timetable changes:

- Increase time allowed to move from one lesson to the next so that some sort of activity can be incorporated into the move e.g. from the current 0 mins to 5 mins.
- Break times could be shorter but more frequent so that girls have a chance to run around between lessons.
- Rota system for PE so that girls can be taught sport in smaller groups.
- Start school slightly later and increase profile of the breakfast club.
- In lessons where the girls have been sitting still because they are reading/writing etc. a short energy boost activity could be incorporated at the end of the lesson to increase energy levels before the next lesson.
- The data would seem to support the idea of a longer 'siesta style' lunch break where energy levels would have a chance to settle from the post lunch high to medium and mirror the more productive periods of 3 and 4 in the morning. Alternatively (and BSIP will experiment with this idea on the Dog Kennel Hill consultation day) have a 10 or 15-minute period of Yoga, Tai Chi or singing after lunch and before the lessons begin again to settle energy levels back to medium. One possibility might be to move the assembly period to this time for this purpose.
- Girls were keen to have RS as the first lesson of the day but no one put Assembly in their ideal timetable at all.
- One group of students would like to have two shifts 7am to 2pm and 2pm to 7pm and *"If you don't want to go home you could stay all day"*
- Four girls wanted to cram more into the first four days of the week and either have just a half day on Friday or, in one case, to have no lessons on Friday at all, it appeared that this girl still wanted to attend school, just have free periods.