

# **EVALUATION OF JUNIOR AEROSKIP PROGRAMME**

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PROGRAMME**

**REPORT**

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## **EXECUTIVE SUMMARY**

### **BACKGROUND**

In order to evaluate the effectiveness of the Junior Aeroskip programme in encouraging regular physical activity in schools, the Scottish Government commissioned George Street Research to carry out an evaluation of the pilot conducted in Dumfries and Galloway.

### **APPROACH**

A multi-stage approach was adopted for this evaluation:

- Desk research;
- Quantitative research – comprising self-completion questionnaires distributed to participating schools (pupils and teachers) during and post trial;
- Qualitative research – comprising in-depth face-to-face interviews and in-depth telephone interviews with participating schools and pupils during the trial and post trial. In-depth telephone and face-to-face interviews were also conducted with a representative of Aeroskip and local authority staff.

### **PHYSICAL EXERCISE UNDERTAKEN WITHIN SCHOOLS**

The desk research shows that skipping as an activity is not a new initiative within schools and a range of skipping programmes have been adopted in UK schools in recent years. Alongside specific programmes such as jump Rope for Heart, there are also examples of one-off events such as National Skipping Day.

A wide range of physical activities is undertaken within school during lessons, at school during breaktimes and outwith school. Skipping as an activity was being undertaken in schools prior to the Junior Aeroskip trial, albeit that some of this would be during breaktime rather than as a curricular activity. The evaluation shows there is a need to offer pupils a variety of different types of physical activity during the school year and it is unlikely that any one activity would be utilised throughout the entire school year.

### **THE INTRODUCTION OF JUNIOR AEROSKIP**

Teachers and pupils alike were positive about the concept of Junior Aeroskip, although some held initial perceptions that skipping presented limited physical challenges and some individuals had a perception that skipping was an activity aimed primarily at girls. While 87% of pupils during the trial noted that skipping is an activity for girls and boys, the quantitative data shows ongoing gender differences; more girls skip than boys.

Teachers noted that pupils are enthusiastic about any new initiative and during the trial period a large majority of pupils spent more time skipping than prior to the trial, although 78% of pupils claimed to have skipped during lessons or in the playground prior to the Aeroskip trial. Not surprisingly, data collected from teachers also shows that the time spent skipping in curricular time and breaktime increased. The time spent on Junior Aeroskip does not appear to have had too much of a negative impact on other physical exercise activities undertaken within curriculum time, as it was often used to replace other non physical classroom activities. Where Aeroskip was used in physical exercise activities such as gymnastics or

dance, it tended to be used as one element of these classes, often as a warm up. No teachers had used Junior Aeroskip as a sole activity within a physical exercise lesson.

While it was assumed that skipping would be likely to continue in one form or another, there were some queries from teachers as to the medium and long term sustainability of Junior Aeroskip and the length of time for which it can continue to challenge pupils.

Since the end of the Aeroskip trial, the amount of time spent skipping by pupils in and out of school has decreased compared to during the trial and only 2 of the teachers (from the 5 who responded post trial) in different primary schools had continued to use Aeroskip in their school. In other words, all of the data points to a decline in the amount of time spent skipping post trial in comparison to during the trial.

## **SUPPORT MATERIALS**

Support materials were considered to be an important element of the Aeroskip trial, although not all teachers were aware of all support materials. Furthermore, not all teachers used each of the support materials of which they were aware. Nevertheless, teachers generally regarded support materials used as effective. The support of the Aeroskip motivational teams was important to the successful introduction of Junior Aeroskip in schools. As well as providing support to teachers, these sessions helped to dispel initial perceptions by some that skipping offered a limited challenge to pupils or that skipping is aimed primarily at girls.

## **ATTITUDES TOWARDS JUNIOR AEROSKIP**

Teachers were also largely positive about Junior Aeroskip and its effectiveness in encouraging regular physical activity at school, although post trial views were less positive. A majority of pupils were positive in their views of Aeroskip and the health benefits it offers. Since the end of the Aeroskip trial, the amount of time spent skipping by pupils has decreased and only 2 of the 5 teachers who responded to the survey had continued to use Aeroskip in their schools.

## **STRENGTHS, WEAKNESSES AND BARRIERS FOR JUNIOR AEROSKIP**

A number of **key strengths** were identified by teachers. Pupils of all ages can participate in skipping; it is relatively easy to do, non-competitive and appeals to all primary pupils; it can help to bring about improvements in co-ordination and increase confidence levels as well as providing health benefits to participants. (It should be noted that these benefits are not restricted to Junior Aeroskip but apply to skipping in general).

**Key weaknesses** included a lack of interest and enthusiasm from secondary pupils, that skipping is not perceived as a group activity and some teachers do not regard skipping as an all-year round activity.

**Key barriers** include: skipping is not a curricular activity. Therefore, aside from breaktimes, skipping is only likely to be utilised as one element of other class based physical activity (eg PE, gymnastics or dance) or for short brain gym sessions. A lack of funding to purchase new materials and training/motivational time from Aeroskip is an issue as is the sustainability of teacher and pupil interest. Perceptions that skipping is an activity offering limited challenge and aimed primarily at girls rather than boys would also need to be overcome.

## **CONCLUSIONS AND RECOMMENDATIONS**

Overall, views of teachers and pupils were positive about participation in the Junior Aeroskip trial; it was enjoyable and there was recognition of its health benefits. That said, most schools already offered skipping as an activity either in the classroom or at breaktime. Furthermore, enthusiasm for Junior Aeroskip appears to have waned since the end of the trial period. The fact that teachers and pupils were positive about Junior Aeroskip is not surprising given that this offered each participating school free resources. Furthermore, all teachers noted that pupils welcome and require a variety of physical activities and will be enthusiastic about any new initiative introduced.

Based on the evidence collected, it is the view of the researchers that long term interest and participating in skipping using Aeroskip is unlikely to be sustained. This is largely because of two key factors. First, cost implications and a lack of available budgets. Second, skipping is not a curricular activity and as such will not be treated as a priority.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background

The central tenet to the Scottish Government's policy is sustainable economic growth, based upon 5 Strategic Objectives – to make Scotland wealthier and fairer; smarter; healthier; safer and stronger; and greener.

The recent Scottish Budget Spending Review 2007 noted a move for the whole of government to an outcomes-focused approach to performance. What this means is that the government will be judged on results that are achieved and that reflect real and meaningful improvements in public services and the quality of life for people in Scotland. The paper notes a number of key national outcomes, one of which is to live longer, healthier lives. A national indicator to help measure success with this national outcome specifically is to “*reduce the rate of increase in the proportion of children with a body mass index outwith a healthy range by 2018*”.

A collection of recent obesity statistics published by the Scottish Public Health Observatory (ScotPHO) concluded that Scotland has one of the highest obesity rates amongst OECD countries, second only to the USA<sup>1</sup>. On Thursday 24 January 2008, Nicola Sturgeon, Cabinet Secretary of Health and Wellbeing noted “*obesity is an increasing problem and poses a very serious threat to our nation's health. That is why we have made tackling obesity, particularly in early life, a key priority.*”

The Scottish Government is already delivering a wide range of initiatives aimed at healthier living. One example is The Active Schools programme, first introduced in 1999 as a Scottish Executive initiative, jointly funded by the Scottish Government through **sportscotland** and local authorities, and co-ordinated at a national level by **sportscotland**<sup>2</sup> under the banner of the Healthy Living Campaign.

The programme was identified as a key element of the Scottish Government's drive to get more people in Scotland active. The main aim is to offer school-aged children the motivation and opportunities to adopt active, healthy lifestyles throughout school years and into adulthood. Active Schools is about more than simply encouraging children to take part in sport and exercise and it aims to introduce more physical activity into daily lives through a broader range of activities such as active travel, play and dance. For example, encouraging walking and cycling in daily routines such as travel to and from school; encouraging pupils to participate in breakfast, lunchtime and after school clubs and activities within the local community.

## 1.2 The value of skipping

Skipping is a growing sport on both national and international levels. In schools teachers now use skipping in PE classes or as a form of ‘brain gym’ between lessons to wake children up

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<sup>1</sup> Scottish Public Health Observatory (ScotPHO), September 2007

<sup>2</sup> Recently merged with the Scottish Institute of Sports to create a single national agency for sport in Scotland

and release pent-up energy<sup>3</sup>. Skipping is not just confined to the school playground: athletes also use skipping as training. Matthew Pinsent CBE and quadruple Olympic Gold Medallist Rower admits skipping helps him keep trim for his rowing<sup>4</sup>; boxers such as Joe Calzaghe use skipping as a means of maintaining fitness levels.

As one means of dealing with the issue of obesity, the Scottish Government wished to conduct a short trial of a new exercise concept – the Junior Aeroskip programme – within 1 Active School cluster in Dumfries and Galloway.

This is skipping-based activity and the Junior Aeroskip Speedrope<sup>5</sup> works on any surface, indoors or outdoors. As well as support packs for teachers, there is also a website that can be accessed by children and their parents that provides tips on how to skip and the benefits of skipping. Aeroskip is an activity that is accessible to children of all ages and of both genders. Aeroskip can be done almost anywhere and is portable.

### **1.3 A need for evaluation**

In order to evaluate the effectiveness of the Junior Aeroskip programme in encouraging regular physical activity, the Scottish Government commissioned George Street Research to carry out an evaluation of the Dumfries and Galloway pilot trial. This evaluation will be used to inform local authorities of the effectiveness of this resource in encouraging regular physical activity both at school and elsewhere; and the ease with which it can be fitted into the school curriculum within and outwith formal school hours.

#### **1.3.1 Objectives of the evaluation**

The specific objectives of the study were defined as:

- To investigate how the Aeroskip programme is used by participating schools;
- To investigate the views of Active School Co-ordinators and headteachers on the effectiveness of the Aeroskip programme and its fit with the wider active schools policy;
- To investigate the views of pupils on the Junior Aeroskip programme and skipping ropes (eg use in and out of school, enjoyment, intention to continue using skipping ropes);
- As far as possible, to quantify the frequency of use of the skipping ropes and how they are used by pupils both within and outwith schools in order to assess whether and how much the Junior Aeroskip programme is leading to increased levels of physical activity;
- Follow up with the Active Schools Co-ordinator and / or schools one month after the official trial period finishes in order to assess whether and how the Junior Aeroskip Programme is being used in schools and by pupils.

This report presents the findings of the evaluation conducted by George Street Research.

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<sup>3</sup> <http://www.teachernet.gov.uk/teachers/issue38/primary/features/Skippinglessons/>

<sup>4</sup> [http://news.bbc.co.uk/sportacademy/hi/sa/in\\_the\\_gym/features/newsid\\_2137000/2137102.stm](http://news.bbc.co.uk/sportacademy/hi/sa/in_the_gym/features/newsid_2137000/2137102.stm)

<sup>5</sup> [http://www.aeroskip.com/kids/junior\\_speedrope.html](http://www.aeroskip.com/kids/junior_speedrope.html)

## **CHAPTER TWO: APPROACH**

The approach adopted for this evaluation combined desk, quantitative and qualitative research.

### **2.1 Desk research**

A limited amount of desk research was conducted to gather background information on skipping and the way it is used in schools across the UK. Findings from this element of the evaluation have been incorporated into the body of this report where appropriate.

### **2.2 The pilot schools**

There were 7 schools participating in the Aeroskip trial (6 primary schools and 1 secondary school). Three primary schools opted to give all pupils within P1-P7 year groups, including any children with disabilities who were mainstreamed within the class, the opportunity to participate. Three primary schools offered pupils in certain school years the opportunity to participate in the trial. Pupils at the secondary school were in S1-S4 and involved in an extra curricular gymnastics group.

### **2.3 The quantitative research**

The Aeroskip trial ran from mid February 2008 and finished at Easter 2008. In mid March, an initial phase of self-completion questionnaires was distributed via the local authority to all teachers and pupils in P4 and upwards in each school involved in the pilot. This was to obtain first hand views of teachers and pupils still actively involved in the trial. A total of 228 pupils responded to the questionnaires distributed during the trial period and all questionnaires received by Monday 21 April 2008 were included in analysis. Thirteen teachers responded to the questionnaires distributed during the trial period.<sup>6</sup>

A second phase of self-completion questionnaires was then distributed in mid April once schools had returned from the Easter break and the trial was over. This was to examine whether views of Junior Aeroskip had changed once the trial was complete. A total of 81 pupil questionnaires were returned and all questionnaires received by Friday 16 May were included in analysis. Five teachers responded to the questionnaires distributed post trial.<sup>7</sup>

Table 2.1 provides a profile of pupils returning questionnaires during and post the trial period.

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<sup>6</sup> Assuming that all questionnaires sent to schools were distributed, this represents a response rate of 52% for the during trial pupil survey and 34% for the during trial teacher survey.

<sup>7</sup> Assuming that all questionnaires sent to schools were distributed, this represents a response rate of 18% for the post trial pupil survey and 13% for the post trial teacher survey.

**Table 2.1**  
**Profile of pupils responding to trial and post-trial questionnaires**

	During trial		Post trial	
	No	%	No	%
<b>School Year</b>				
- P3	10	4	-	-
- P4	54	24	16	20
- P5	80	36	15	19
- P6	36	16	16	20
- P7	42	19	27	33
- S1-S4	1	*	7	9
- No response	5	2		
<b>Gender</b>				
- Boy	119	52	38	47
- Girl	106	46	43	53
- No response	3	*		
<b>Total</b>	<b>228</b>	<b>100*</b>	<b>81</b>	<b>100*</b>

(figures do not add to 100% due to rounding)

Copies of the questionnaires distributed are provided in appendix 1.

## 2.4 The qualitative research

Two days of qualitative interviewing were conducted at schools participating in the trial. One day was conducted during the trial period towards the end of March 2008 and the second day conducted post trial towards the end of April 2008. On day 1, face-to-face interviews were conducted at 4 of the 7 schools; on day 2, face-to-face interviews were conducted at 2 other schools. In-depth telephone interviews were also conducted with the 5 schools post trial that were unable to participate in in-depth face-to-face interviews.

Interviews were also conducted with local authority staff at Dumfries and Galloway and with a member of the Junior Aeroskip team.

Copies of the topic guides used for in-depth interviews have been appended.

## CHAPTER THREE: PHYSICAL EXERCISE UNDERTAKEN WITHIN SCHOOLS

### 3.1 Setting the context for skipping

Before examining physical exercise undertaken within the trial schools, it is worth noting that desk research outlined a number of different skipping programmes and providers. Details of some of these have been provided in the following section of the chapter.

Searching through internet information sources to identify skipping programmes revealed a number of them taking place in the UK that might be considered to be of a 'similar' nature to the Junior Aeroskip Programme. These 'national' programmes have been chosen because they all aspire to combating childhood obesity and boosting fitness. However, they are not completely identical in nature.

**Skipping Workshops** - The aim of the company is to encourage children, teaching and non-teaching staff (and parents) to skip in order to improve health, playground behaviour and social skills. Skipping Workshops provide free skipping demonstration services to schools in every LEA in England. All coaches are recognised by the British Rope Skipping Association (BRSA) and the company's coaches regularly attend events organised by the BRSA<sup>8</sup>.

The majority of their work is in primary schools, although Skipping Workshops have been invited to secondary schools, sport centres and football clubs. Skipping Workshops run regular workshops during evenings and holiday periods for a variety of organisations.

In addition to the workshop there is also the **National Skipping Challenge**. The challenge is divided into six categories, each with a minimum qualifying standard. Any child reaching the qualifying standard can, through their school, submit their name to Skipping Workshops and at the end of term a list is published of the best scores in each category. The challenge began in 2002 and over 1,800 children from over 700 different schools throughout England, Wales, Scotland, Northern Ireland & Ireland have taken part.

**Sports Skipping 4 Schools Ltd**<sup>9</sup> - was set up to promote the benefits of skipping to primary schools. All coaches are CRB-registered and are members of the British Rope Skipping Association. Sports Skipping 4 Schools offer a variety of courses including age-specific skipping lessons for all children to schools, courses for all staff who supervise children at break time and Teachers' INSET session where the guides coach teachers how to instruct children to skip. Costs vary according to the size of the school.

**Skip2bfit**<sup>10</sup> - Established in 2002, this national programme comprises a whole day of workouts in schools. The session costs from £300 per school per day and over 250 schools and around 60,000 pupils have been involved in the Skip2bfit workout programme.

**Jump Rope for Heart**<sup>11</sup> - Supported by **Loughborough University**. Jump Rope for Heart is

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<sup>8</sup> <http://www.skipping-workshops.co.uk/AboutUs.aspx>

<sup>9</sup> <http://www.skipping4schools.co.uk/testimonials.html>

<sup>10</sup> <http://www.skip2bfit.com>

<sup>11</sup> <http://www.bhf.org.uk/idoc.ashx?docid=fb3968dc-c3fc-4dc3-8e88-a36ccda5c66c&version=-1>

the **British Heart Foundation's** sponsored skipping challenge which raises money for schools and the charity. In 2007, 2,144 schools throughout the UK registered to take part in the scheme. Teachers are given an exercise routine that is easy to organise plus a comprehensive teacher's pack. Teachers are also able to attend one of 125 free in-service workshops. Once pupils have mastered their skipping skills, a sponsored event is held called the *Jump Off* where skippers are sponsored for the amount of time they skip or for taking part in challenges.

In addition to organised skipping programmes, the desk research also revealed many other 'one off' skipping related initiatives and events have taken place in Scotland and the rest of the UK in recent years. These included National Skipping Day, 14<sup>th</sup> March 2008, involving schools throughout the UK participating in skipping events; and Active Schools Skipping Challenge, involving P4-P7 children across the Western Isles.

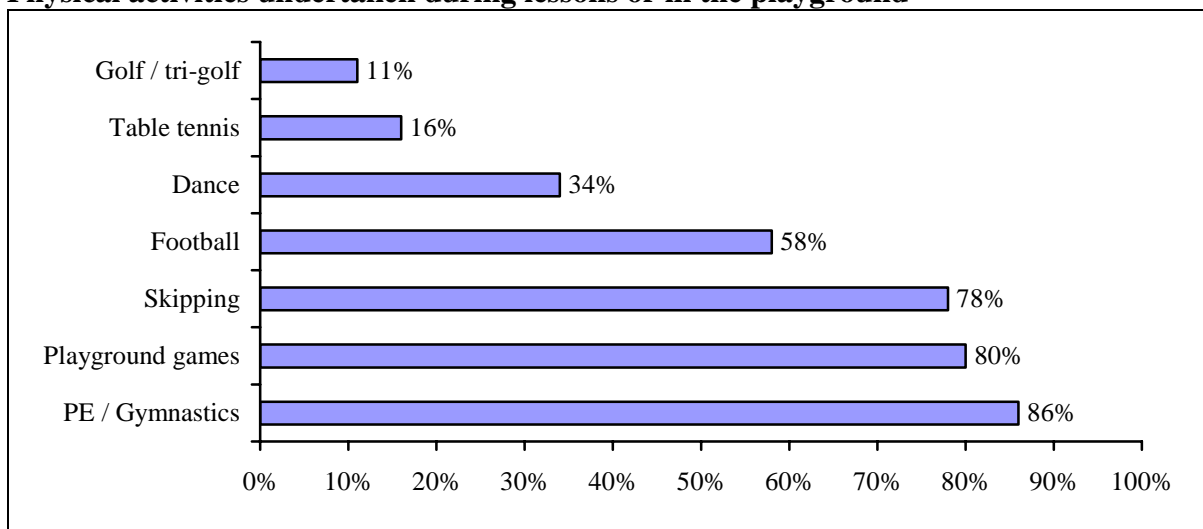
### 3.2 Physical activities already undertaken prior to Junior Aeroskip trial

Prior to asking respondents about the impact of Junior Aeroskip specifically, it was important to understand which types of physical exercise activities were already undertaken, either outside school or at school during lesson time or at breaktimes.

#### *Pupil responses*

The questionnaire issued to pupils during the trial period asked which activities were normally carried out at school most weeks during lessons and/or at playtime in the playground. As can be seen in chart 3.1, the key activities undertaken were PE / gymnastics, playground games and skipping (cited by 86%, 80% and 78% of pupils respectively). Over one in two (58%) referred to football, and smaller proportions of pupils cited other activities such as dance, table tennis or golf / tri-golf.

**Chart 3.1**  
**Physical activities undertaken during lessons or in the playground**



Source: Pupil trial questionnaire Q1

Base : All pupils (228)

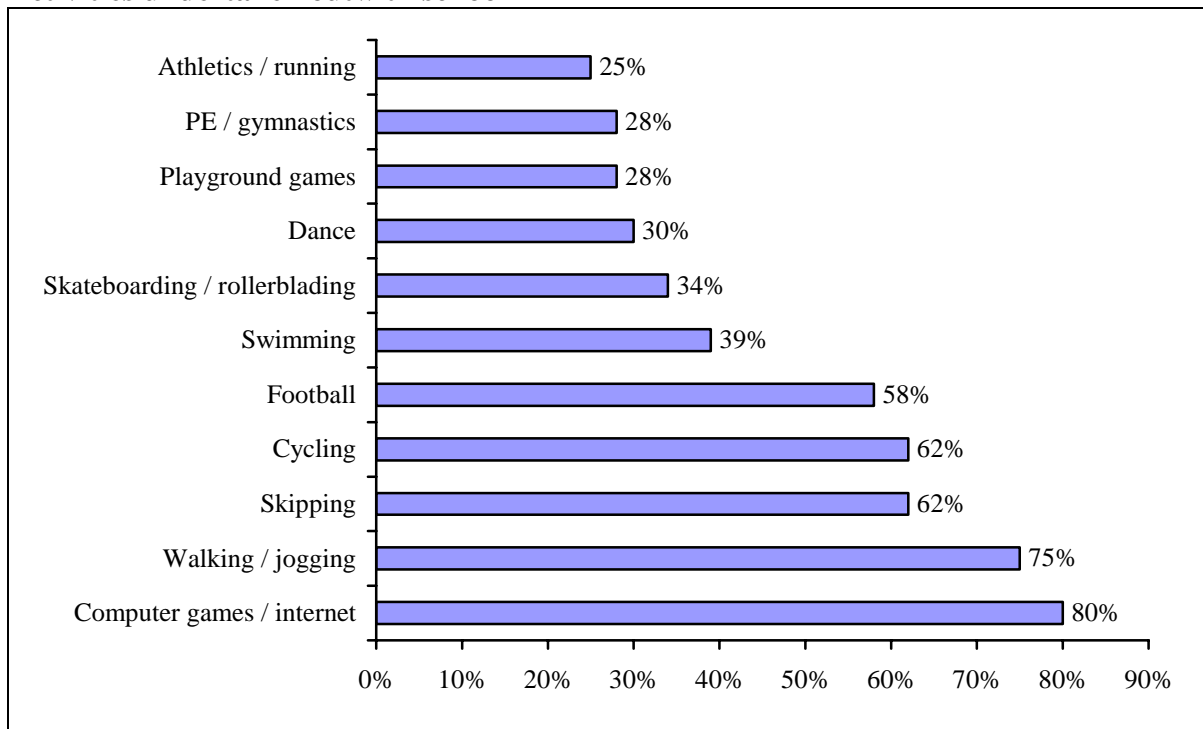
There were also smaller proportions of respondents referring to swimming (7%), cycling (7%) and curling (3%).

There were some differences in terms of gender and the data show a slight bias from girls for skipping (88% compared to 70% boys) and for dance (cited by 40% of girls and 30% of boys). Conversely, there was a male bias towards football, with 80% of boys citing this compared to only 34% of girls.

In order to ascertain any differences in activities undertaken, pupils were also asked to say which things they normally did most weeks when they were not at school. A wide range of activities were cited by pupils, and the key mentions are provided in Chart 3.2.

Computer games / the internet were cited by the highest proportion of pupils (80%), followed by walking / jogging (75%), skipping (62%), cycling (62%) and football (58%). Swimming, skateboarding / rollerskating, dance, playground games, PE / gymnastics and athletics / running were cited by between 39% and 25% of pupils.

**Chart 3.2**  
**Activities undertaken outwith school**



Source: Pupil trial questionnaire Q2

Base : All pupils (228)

Once again, there were some gender differences between boys and girls, with greater proportions of girls referring to PE / gymnastics, dance and skipping; while larger proportions of boys were participating in computer games / the internet and football.

- Computer games / internet = 86% boys compared to 74% girls
- Skipping = 46% boys compared to 81% girls
- Football = 84% boys compared to 29% girls
- PE / gymnastics = 20% boys compared to 36% girls
- Dance = 14% boys compared to 47% girls

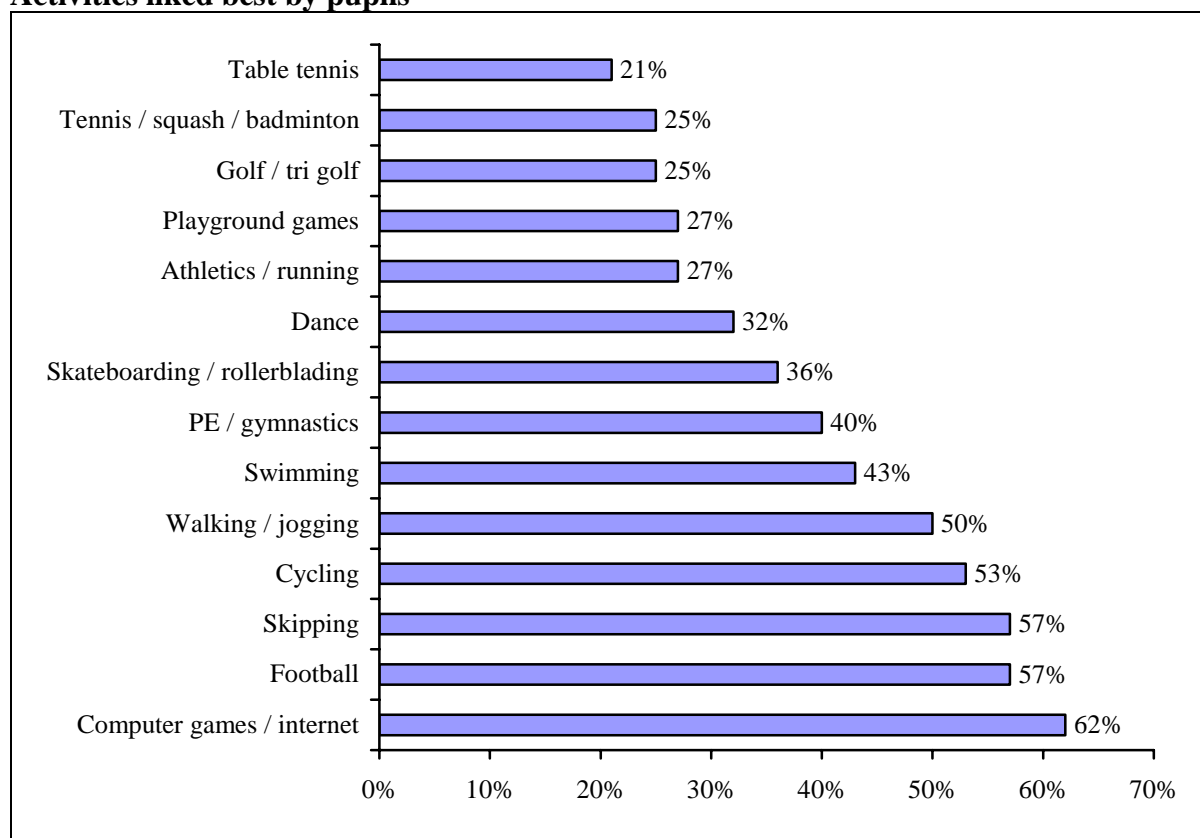
Aside from those activities highlighted in Chart 3.2, a wide range of other types of physical exercise was mentioned. Between 24% and 7% of pupils were taking part in:

- Golf / tri-golf = 24% (35% boys compared to 11% girls);
- Tennis / squash / badminton = 23% (27% boys compared to 19% girls);
- Ice skating = 16% (9% boys compared to 23% girls);
- Table tennis = 14%;
- Curling = 7%.

There were also a number of other types of physical exercise mentioned by 6% or less of pupils responding to this questionnaire.

Pupils were also asked to say which of the activities they liked best and a wide range were cited. As Chart 3.3 shows, computer games / the internet were cited by the greatest proportion of pupils (62%), followed by football (57%), skipping (57%), cycling (53%) and walking / jogging (50%).

**Chart 3.3**  
**Activities liked best by pupils**



Source: Pupil trial questionnaire Q3

Base : All pupils (228)

Again, there were some gender differences, with higher proportions of boys preferring computer games / the internet, football and golf / tri-golf. Higher proportions of girls best liked PE / gymnastics, dance and skipping;

- Computer games / internet = 69% boys compared to 55% girls;

- Football = 81% boys compared to 31% girls;
- Skipping = 41% boys compared to 75% girls;
- PE / gymnastics = 34% boys compared to 47% girls;
- Dance = 15% boys compared to 50% girls;
- Golf / tri-golf = 33% boys compared to 15% girls.

### ***Teacher responses on pupil activities***

Teachers responding to the questionnaire issued during the trial period referred to a wide range of activities being undertaken by pupils within school hours over the school year as part of the curriculum. As shown in Table 3.1, when asked about activities undertaken prior to the Aeroskip trial, highest mentions were for playground games (n=12), PE / gymnastics (n=12), dance (n=9) and football (n=8). Five teachers also referred to skipping and table tennis. The frequency with which each type of activity was undertaken and the length of time spent on each varied.

**Table 3.1**  
**Activities undertaken within curriculum time prior to Aeroskip trial**

Activity	Number of teachers citing	Average length of time exercise undertaken on weekly basis (minutes)
Playground games	12	125
PE / gymnastics	12	90
Dance	9	37
Football	8	90
Skipping	5	40
Table tennis	5	30

Source: Teacher trial questionnaire Q7a, 7b & 7c

Base : All teachers (13)

Of the 5 teachers referring to skipping as being undertaken within the curriculum prior to the Aeroskip trial, only 1 noted a specific average length (40 minutes) for which the exercise was undertaken on a weekly basis. Three other teachers noted that the length of time spent per week on skipping varied or that it was carried out for short blocks of time. Given that only 5 of 13 teachers claimed that skipping was undertaken within curriculum time prior to the Aeroskip trial, it seems likely that a significant proportion of the 78% of pupils who claimed to be undertaking skipping during lessons or in the playground, were likely to be skipping in the playground rather than during lessons. The qualitative findings backed this up with many of the participating teachers noting that skipping ropes were available for pupils to use at break time. In line with this, some pupils commented that they skipped during break time.

Teachers participating in the qualitative work noted that a range of different activities tended to be undertaken over the course of a school year and this was usually in blocks of around 6 weeks. There were a number of reasons for this variety:

- There is a need to fit with curriculum requirements;
- Pupils welcome and want variety in the activities offered to them;
- Some activities are relatively weather-dependent and likely to be undertaken on a seasonal basis. For example, rounders is played during the summer term only;

- The facilities available to schools may serve to dictate what activities can be undertaken. For example, a school that does not have a playing field may find it difficult to offer pupils opportunities to play football; a school with limited internal space may find it difficult to allow all pupils to undertake skipping as part of a gymnastics session.

### 3.3 The use of skipping prior to the Junior Aeroskip trial

The quantitative and qualitative data show that skipping as an activity was undertaken both within and outwith school prior to the Junior Aeroskip trial and a significant proportion of pupils (57%) claimed that skipping was one of the activities they liked best. One teacher noted that her school kept skipping ropes for two reasons; first, so that children could use ropes during breaktimes and second so that skipping ropes could be used in lessons.

*“I think that skipping’s a very good activity for the children to do, but we already do skipping. Certainly 1 or 2 of this particular group are regular skippers. They have skipping ropes in the boxes that they can take outside.”*

The qualitative data show that when skipping ropes were used in school lessons, this tended to be as one activity undertaken during a lesson rather than the sole lesson activity. So, for example, pupils might do 10 minutes of skipping as part of a warm up for a 30 minute gymnastics lesson or to replace golden time.

In summary:

- Desk research shows a wide range of skipping initiatives are available throughout the UK
- A wide range of activities are undertaken within school during lessons, at school during breaktimes and outwith school.
- Skipping is popular with primary school aged children and 62% of children stated that they skipped outside of school prior to the Junior Aeroskip trial.
- Skipping as an activity was being undertaken in schools prior to the Junior Aeroskip trial, albeit that some of this would be during breaktime rather than as a curricular activity.
- There are gender differences in the participation and enjoyment of skipping both within and outside schools; girls are keener on skipping than boys.
- There is a need to offer pupils a variety of different types of physical activity during the school year.
- There are some logistical factors such as available space or access to a playing field that serve to impact on activities that can be undertaken at a school.
- When skipping is offered during lesson time, this tends to be as one element of a lesson rather than the sole element.

## CHAPTER FOUR: THE INTRODUCTION OF JUNIOR AEROSKIP

### 4.1 Initial views on Junior Aeroskip

Across the schools participating in the qualitative work, there was a positive view on any initiatives such as Junior Aeroskip. Given the need to offer variety in physical exercise activities to pupils, teachers were keen to have additional input or suggestions of new ideas that could be utilised in the school. Junior Aeroskip was particularly welcomed as the trial offered free skipping ropes to pupils and teachers. Pupils were generally enthusiastic about initiatives such as this. One school noted,

*“We've had professional footballers who've come in and done things. Gretna football team for example have done stuff with the children. A course in about 6 weeks, working with the children since the beginning of the term .... The children are enthusiastic. They take on new things.”*

Pupils and teachers were generally positive about the introduction of Junior Aeroskip and were keen to try this out at school, although it was generally considered easier to introduce this in a primary school where there is more flexibility in the school timetable and where pupils were more open to the concept of skipping. Teachers noted that most secondary pupils regarded skipping as an activity for younger children at primary school, although a small number were receptive to the concept of skipping when they knew a sporting role model skipped in order to maintain fitness levels.

Aside from the free skipping ropes, teachers were positive about the initiative as they were also given introductory sessions by the Aeroskip team demonstrating how Aeroskip could be utilised (the following chapter examines the support provided to schools in more detail). Primary pupils in particular were keen to try out a new approach to skipping and their enthusiasm increased once the Aeroskip team had visited their school. There was an initial perception among most that skipping offers a limited amount of challenge to pupils. Even those who already skipped did not realise the range of skipping moves and challenges that could be undertaken. One teacher noted that they had not realised the level of skill that could be achieved through skipping.

*“I didn't realise there was so many different skills involved in doing the routines and things, and the actual skill of skipping itself.”*

Two of the schools participating in this pilot opted not to allow pupils to take their skipping ropes home as they wanted to ensure availability during lessons or breaktimes when the Aeroskip ropes might be used.

There was an initial perception from some teachers and pupils that skipping was an activity aimed at girls rather than boys. However, once the Aeroskip motivational team had led the initial session, this perception was dispelled to an extent, albeit that the quantitative data show that there were gender differences in the numbers of boys and girls skipping.

There was recognition from teachers and pupils that the Aeroskip ropes were different from previous skipping ropes that had been used. They are plastic, lighter and the skipping

technique differs slightly. Pupils described the skipping as different in technique – utilising a flick of the wrist, using less arm strength than previously – and easy to use.

## **4.2 The impact of Junior Aeroskip during the trial period**

### **4.2.1 Time spent on skipping and other physical activities – teachers’ perceptions**

- Teachers participating in the quantitative trial interviews noted the average amount of time actually spent using Junior Aeroskip during school hours as part of curricular activities on a weekly basis was 38 minutes. The average length of each session spent was 16 minutes.
- A majority of teachers (9) participating in the quantitative trial interviews noted that the total amount of time spent on physical activity since the introduction of Junior Aeroskip as part of curricular activities every week had increased. The average increased time spent on physical activities (including Junior Aeroskip) was 24 minutes per week.

These two pieces of data potentially suggest a small degree of displacement of other forms of physical activity with the introduction of Junior Aeroskip. However, due to the small sample base, and the rounding of data to produce averages, we would caution against drawing any firm conclusions in this respect. Certainly, when teachers were asked whether the total amount of time spent on physical activity since Junior Aeroskip was introduced as part of curricular activities each week, had increased, decreased or stayed the same, 9 commented that the total amount of time spent had increased and 4 that the amount of time spent on physical activity each week had remained the same.

- Skipping using Aeroskip was not a daily activity for most schools and the number of times on average per week that class pupils participated in Junior Aeroskip was 2.5.
- The frequency and time spent on skipping sessions remained the same for most teachers (10) throughout the trial.
- Eight teachers commented that the introduction of Junior Aeroskip increased the amount of physical activity undertaken by pupils during breaktimes.
- Pupils, when asked how much time they thought they spent skipping using Junior Aeroskip during the trial period, noted the average time spent on Aeroskip was just under one hour (51 minutes), although this varied from less than 15 minutes per week to more than an hour. The location of skipping activity was not specified, so pupils could be referring to skipping using Aeroskip at school during class or at breaktime and / or outwith school.

The qualitative data help to explain why other activities have not been curtailed with the introduction of the Aeroskip trial. While some teachers utilised Aeroskip ropes as part of an existing lesson (often gymnastics or PE), many also used Aeroskip for short ‘brain gym’ sessions during the school day. Brain gym sessions tended to be utilised either at the start of the day instead of assembly or at different times through the day when pupils needed to refocus their energies or let off some steam.

*“I would either use it as our afternoon activity session, which is a 10 to 15 minute session, but that’s only within the infant class. They get that. Possibly use it as a warm-up in PE, as an activity to warm up in PE .... It would be something that I would build into my fitness block in PE, rather than kind of do as a complete whole year.”*

Some primary teachers noted that pupils had skipped during golden time.

#### **4.2.2 Time spent on skipping and other physical activities – pupils’ perceptions**

The questionnaire issued to pupils during the trial asked whether, since the start of Junior Aeroskip, they had been spending more or less time skipping than previously. Emphasising their interest in any new initiatives, a large majority of pupils (77%) agreed this was the case and only a small proportion (4%) claimed to have spent less time skipping than previously. Just under one in ten (9%) claimed to be spending the same amount of time skipping as previously and 8% did not comment.

There is a slight gender difference in this data, with slightly higher proportions of girls (84%) claiming more time has been spent on skipping than before in comparison to 71% of boys.

It is also important to understand whether the introduction of Junior Aeroskip had a negative impact on the amount of time spent on other sports or exercise activities undertaken. Data gathered during the trial shows that just under half (44%) of pupils claimed to have spent more time on other sports or exercise activities, over a third (37%) claimed to have spent the same amount of time on other sports or exercise activities and only 5% had spent less time (13% were unsure).

Again, there was a slight gender difference, with 40% boys compared to 47% girls saying more time had been spent on other sports and activities than before.

Qualitative data shows that within most schools, Aeroskip had not displaced other physical exercise activities but often replaced other classroom activities. As the following quotation from a teacher notes,

*“We were doing it 3 times a week, first thing in the morning for 10/15 minutes. So it was just more things they were doing in the classroom that it took the place of.”*

However, the same teacher noted that it would be difficult to sustain this amount of skipping through the school year as they would not want to displace other classroom activities on a permanent basis. Where Aeroskip was used in physical exercise activities, such as gymnastics or dance, it tended to be used as one element of these classes, rather than devoting a lesson period entirely to skipping. Some teachers also noted that once pupils had achieved all the skipping moves they had been shown by the Aeroskip team, they became less interested in continuing with skipping.

### 4.3 The impact of Junior Aeroskip after the trial period

#### 4.3.1 Teachers' perceptions

While only 5 teachers responded to the post trial questionnaire, their responses were borne out by the qualitative work conducted post trial with all schools. As such, this provides a good picture of the impact of Junior Aeroskip and its future sustainability.

Only 2 of 5 teachers responding to the post trial questionnaire had continued their class skipping using Junior Aeroskip. They claimed that Junior Aeroskip had increased the amount of physical activity undertaken by pupils during breaktimes since the end of the trial compared with before the trial started. That said, teachers participating in the qualitative work noted other factors such as the better weather were also contributory factors to increased levels of exercise in general.

- Among the 2 teachers continuing with Aeroskip, average sessions in curriculum time lasted up to 15 minutes and were conducted either once or twice a week;
- One teacher claimed the frequency and time spent on skipping sessions within curricular time had increased since the end of the trial period, 1 that it had decreased and 3 that it had remained the same;
- The level of most physical activities that would be undertaken within school hours (i.e. including breaktimes) had remained the same since the end of the trial, although there were increases noted in the amount of skipping undertaken. The data from teachers does not show how much increased time was spent on skipping and whether this was undertaken during class lessons or breaktimes. The qualitative findings from teachers suggest that the increase in time spent on physical activities may be due to a number of factors including better weather and seasonal variation in the types of physical activity undertaken at different points in the school year.

Most teachers participating in the qualitative work were relatively positive about the impact of Junior Aeroskip, although there were questions raised over the sustainability of skipping as an activity longer term. There was a view from 2 teachers that skipping was most likely to be undertaken on a seasonal basis – primarily due to a lack of space internally – although others noted that they would be likely to continue with skipping as part of gymnastics or for brain gym. The ongoing need for variety in the range of physical exercise activities offered to pupils meant that no one form of physical exercise is likely to be undertaken year round. Furthermore, most teachers noted they had used brain gym in place of other activities such as assembly or golden time for the duration of the trial period and that they would be returning to these other activities so as to offer pupils variety through the school day. There was also a view that pupils became bored with skipping once they had mastered all the moves they had been shown by the Aeroskip team. As such, all noted that the amount of skipping undertaken during the trial period was unlikely to continue in the medium to longer term.

### 4.3.2 Pupils' perceptions

In response to the questionnaire issued during the trial period, 88% of pupils claimed they would continue skipping when the Junior Aeroskip trial at their school finished and this was slightly higher among girls (94% compared to 82% boys).

Data from the post trial questionnaires returned by pupils show that 52% had carried on skipping within school and 42% out of school. In terms of gender, higher proportions of girls (70%) continued skipping in school than boys (32%) and slightly higher proportions of girls (47%) continued skipping outwith school than boys (37%).

Of the 5 teachers responding to the post-trial questionnaire, 2 noted they had continued and 3 had not continued to use Junior Aeroskip with pupils once the trial period finished. One teacher participating in the qualitative stage noted that she had intended continuing with Junior Aeroskip but had not had any time available to do so.

Post-trial, pupils were also asked to say, compared to before the Easter holidays, whether they spent more or less time skipping than previously and more or less time on other sports or exercise activities than previously. Almost one in two (47%) claimed to have spent more time on other sports and exercise activities since before the Easter holidays and only 11% spent less time. The qualitative work among teachers suggested that this is a reflection of seasonal changes in physical activities undertaken.

The proportion of pupils claiming to have spent more time on skipping compared to before the Easter holidays was smaller, with just under one in three (31%) claiming this was the case. Just under one in three (27%) either claimed that they had spent less time or no time skipping, with 12% stating that they had spent the same time. Again, there is a gender split here:

- Higher proportions of girls (49%) claimed to have spent more time on skipping compared to before the Easter holidays than boys (11%);
- 24% of boys and 2% of girls claimed they had spent the same amount of time skipping compared to before the Easter holidays;
- In relation to other sports, 58% of boys and 37% of girls claimed more time had been spent compared to before Easter.

Pupils were also asked to say whether they had skipped during the Easter holidays using Junior Aeroskip ropes and the data show that:

- 23% of pupils claimed to have skipped at least once a day and a further 17% claimed to have skipped a few times each week using Junior Aeroskip ropes;
- 36% claimed never to have skipped during the Easter holidays using Junior Aeroskip ropes;
- The average time spent skipping during the Easter holidays using Junior Aeroskip ropes was 2.5 times per week, although there were some gender differences with girls at level of almost 3 times per week (2.91) and boys only just over twice a week (2.08).

Data was also collected from pupils in relation to how much time was spent per week skipping both in school and outwith school using Aeroskip since going back to school after the Easter holidays. This broadly indicated that the average amount of time spent skipping in

and outwith school had declined compared with during the trial period. The data does not show how much time was spent on skipping prior to the Aeroskip trial. This picture of a decrease in time spent skipping post trial compared with during the trial is consistent with the quantitative and qualitative information collected from teachers.

In summary:

- Teachers and pupils alike were positive about the concept of Junior Aeroskip, although initial perceptions were that skipping presented limited challenges and some individuals had a perception that skipping was an activity aimed primarily at girls.
- On the introduction of the Junior Aeroskip trial, a large majority of pupils spent more time skipping than previously both in school time (curriculum time and breaktime) and out of school.
- The time spent on Junior Aeroskip does not appear to have had too much of a negative impact on other physical exercise activities undertaken at school, although it was often used to replace other classroom activities.
- Where Aeroskip was used in classroom activities such as gymnastics or dance, it tended to be used as one element of these classes.
- While it was assumed that skipping would be likely to continue in one form or another after the trial period, there were some queries from teachers as to the medium and long term sustainability of Junior Aeroskip and the length of time for which it can continue to challenge pupils.
- Since the end of the Aeroskip trial, it is estimated that the amount of time spent skipping by pupils in and out of school has decreased compared to during the trial and only 2 of the teachers in different primary schools had continued to use Aeroskip in their school..

## CHAPTER FIVE: SUPPORT MATERIALS

As part of the Junior Aeroskip trial, teachers and pupils had access to a range of materials designed to be informative and supportive. It is important to understand the ways in which these were utilised and their effectiveness.

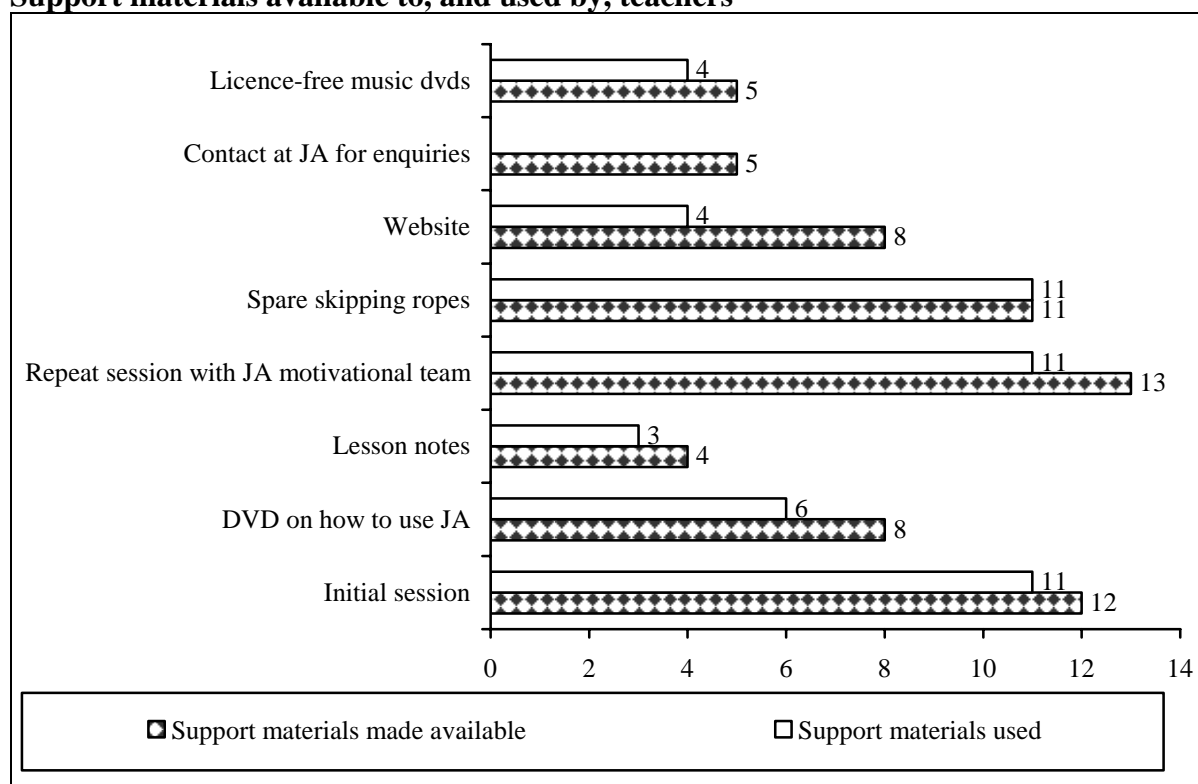
The support materials available to teachers were:

- An Aeroskip motivational team which visited each school at the start of the trial in order to run sessions for teachers and pupils on how to use the skipping ropes and to demonstrate the range of different skipping moves that are available;
- A repeat session led by the Junior Aeroskip motivational team 2 – 3 weeks into the pilot;
- Lesson notes;
- DVD showing how to use Aeroskip;
- Website;
- Contact at Aeroskip for enquiries;
- Licence free music DVDs;
- Spare skipping ropes.

As can be seen in Chart 5.1, not all teachers were aware of the availability of all support materials. The repeat session led by the motivational team was the only support material of which all 13 teachers were aware, although 12 were aware of the initial session run by the Junior Aeroskip motivational team and 11 aware of the availability of spare skipping ropes. One teacher participating in the qualitative work noted that she would have liked the capacity to contact someone with a query on the introduction of Junior Aeroskip and had not been aware that this was available.

Most teachers (11) responding to the trial questionnaire had used the repeat session led by the Junior Aeroskip motivational team 2-3 weeks into the pilot and the same number had attended the initial session led by the team and made use of the spare skipping ropes (11). Only 6 had used the DVD outlining how to use Junior Aeroskip, 4 had used the website and the licence-free music DVD and only 3 the lesson notes.

**Chart 5.1**  
**Support materials available to, and used by, teachers**



Source: Teacher trial questionnaire Q5a & Q5b  
 Base : All teachers (13)

The qualitative data help to understand why some support materials were used less frequently than others. Most teachers did not feel the need to access lesson notes or the DVD outlining how to use Junior Aeroskip, although not all were aware of lesson notes being available. Most claimed not to have had time to access the website, although one or two had encouraged pupils to access it.

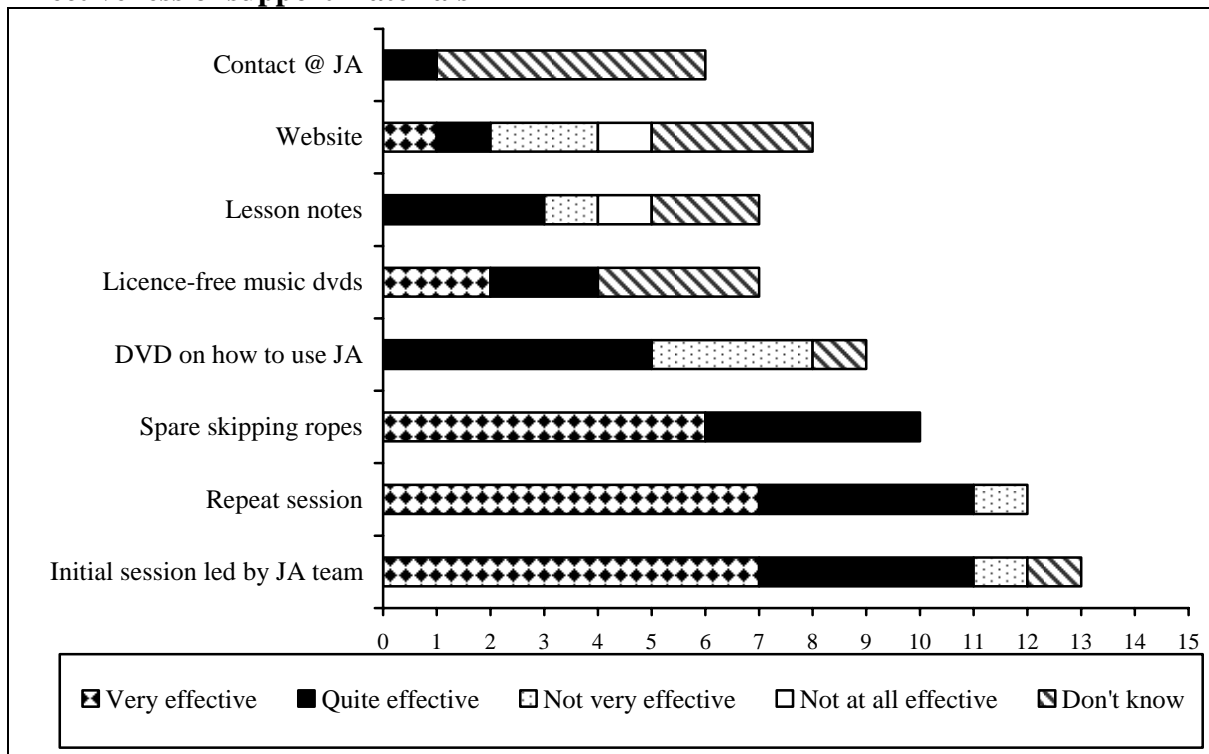
Qualitative views on the Junior Aeroskip motivational team were generally positive, although schools queried the need to have such a large team of Aeroskip staff visiting. Most of the school staff were unsure what to expect on the day of the visit, although this may be partly due to the speed of introducing the trial to the Dumfries area. Primary pupils – and particularly those in younger primary years – had liked Skip, the kangaroo, who was part of the motivational team.

Most schools would have liked more warning about what to expect and what would be needed from the school for the day of the introductory session and some felt unprepared because of this lack of prior information. Not all teachers were happy or able to skip, although there was at least one teacher at each school who took over the role of managing Aeroskip internally at the school. After the initial motivational session, 2 teachers not realising a copy of the music DVD was available, spent time creating their own DVD that could be used in class.

The trial questionnaire asked teachers to rate each of the support materials in terms of their effectiveness in helping to introduce Junior Aeroskip into the school and views were

generally positive from those who had utilised each, although 3 teachers (out of 13) rated the DVD on how to use Junior Aeroskip as “not very effective”.

**Chart 5.2**  
**Effectiveness of support materials**



Source: Teacher trial questionnaire Q6  
Base : All teachers (13)

Pupil use of the Junior Aeroskip website was relatively low, with only 27% claiming to have used the website since the start of the trial. A higher proportion of girls (32%) had accessed the website than had boys (22%). The qualitative data show that while the pupils generally thought it was a good idea to have a Junior Aeroskip website, most pupils had not accessed this, although many pupils stated an intention to do so.

Only 7% of pupils had joined the Aeroskip Kids Club (3% boys compared to 11% girls). That said, 47% claimed they would join the Kids Club, although a similar proportion (46%) claimed they would not be likely to join the Kids Club. Higher proportions of girls (57%) claimed this was the case than boys (37%).

Teachers were also asked to indicate their level of agreement with a series of statements, some of which related to the provision of support by Junior Aeroskip. As Table 5.1 demonstrates, most of those answering this question felt that the support provided by Junior Aeroskip was necessary to get the programme up and running. This report previously noted a lack of use of the Junior Aeroskip website on the part of pupils and this table also shows that most teachers did not encourage pupils to access the Junior Aeroskip website, although this may be due to a lack of internet access at school or time to access the internet.

**Table 5.1**  
**Level of agreement that ....**

	<b>Agree Strong No</b>	<b>Tend to agree No</b>	<b>Tend to disagree No</b>	<b>Disagree strongly No</b>	<b>Don't Know No</b>
The support provided by Junior Aeroskip has been necessary to get the programme up and running	3	5	2	-	1
We have encouraged our pupils to access the Junior Aeroskip website	1	2	6	4	2

Source: Teacher trial questionnaire Q13

Base : All teachers (13)

The qualitative data show that support from the Aeroskip team was considered to be an important element in the trial and some teachers asked whether, if they were to continue with Aeroskip, there would be continued support. Some teachers felt that a termly visit from the Aeroskip team would be needed to keep teachers and pupils motivated to continue with skipping and noted the need for continual introduction of new skipping moves that would challenge pupils.

There were some queries as to whether this would be viable, both from the viewpoint of Aeroskip and the schools. Given that the Aeroskip team had visited each school free of charge for the trial, most schools had not given any consideration to having to pay for future visits if they were required. However, all the schools noted that there were no available internal budgets to cover the cost of purchasing additional skipping ropes or visits from the Aeroskip team and that external funding would be required, either from the local authority or the Scottish Government. Given that skipping itself is not a curricular activity, it was not expected that external funding would be made available.

In summary:

- Support materials were considered to be an important element of the Aeroskip trial, although not all teachers were aware of all support materials. Furthermore, not all teachers used each of the support materials of which they were aware. Teachers generally regarded support materials used as effective. Few teachers and pupils had accessed the Aeroskip website.
- There were some comments that if Aeroskip were to be introduced in another area, more information should be provided prior to the introductory visits from the motivational team.
- Some teachers noted that if they were to continue with Aeroskip, they would expect Aeroskip to visit once a term. This would serve to re-motivate pupils and teachers and to introduce new skipping techniques. However, there were no available budgets within the schools to purchase more skipping ropes or to cover the cost of additional visits from the Aeroskip team.

## CHAPTER SIX: ATTITUDES TOWARDS JUNIOR AEROSKIP

Having ascertained the ways in which Junior Aeroskip has been utilised in schools and the support materials that have been used, it is important to understand attitudes towards Junior Aeroskip and how these have developed.

### 6.1 Teacher attitudes

Teachers' views in terms of the effectiveness of Junior Aeroskip in encouraging regular physical activity at school were largely positive:

- When asked to say during the trial period whether Junior Aeroskip was effective in encouraging regular physical activity at school, using a scale where 1 denoted “extremely ineffective” and 10 denoted “extremely effective”, the average score was just over 7; although this figure then decreased to 6.4 after the trial period.
- Almost one in two teachers (7) considered Junior Aeroskip to be more effective than other physical exercise in leading to increased levels of physical activity (6 considered it to be the same as other physical exercise activity). There was a decline in the proportion of teachers considering Aeroskip to be more effective than other physical exercise in leading to increased levels of physical activity post trial. Four of the 5 teachers responding considered skipping to be the same as other forms of exercise in leading to increased levels of physical activity and only 1 teacher considered skipping to be more effective.
- During the trial when asked their level of agreement that Junior Aeroskip has brought about higher levels of physical exercise at our school, all teachers answering agreed this was the case. Post trial, 2 teachers agreed and 2 disagreed that this was the case. Qualitative research findings suggest that there was a marked degree of enthusiasm from pupils with the introduction of the initiative and that this waned once the trial was over. Additionally, not all schools continued with Aeroskip once the trial was over and this is likely to have served to depress ongoing enthusiasm.
- During the trial, most teachers (9) agreed that Junior Aeroskip encouraged regular physical activity **outwith** school (3 teachers replied “don’t know” to this statement). Post trial, 3 of the 5 teachers agreed that Junior Aeroskip encouraged regular activity outwith school (2 responded “don’t know” to this statement).

### 6.2 Pupil attitudes

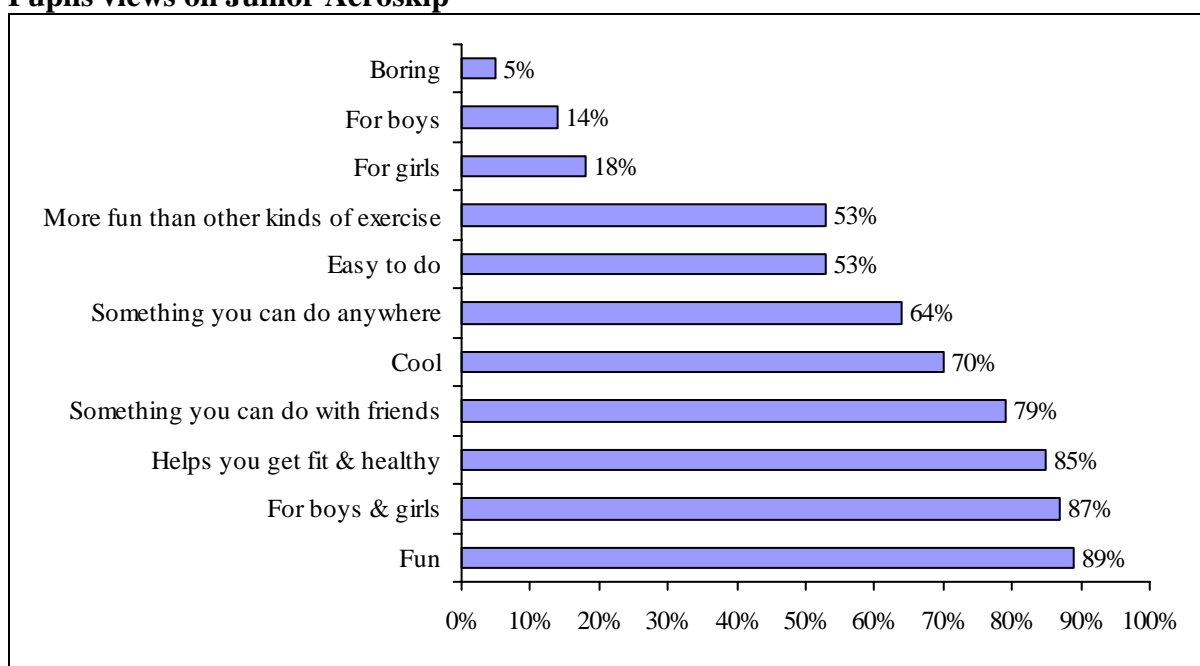
All pupils participating in the trial were asked to say which of a list of words they would use to describe Junior Aeroskip to their friends. Chart 6.1 shows that the healthy benefits of skipping as an activity were recognised by pupils and that, contrary to expectations, skipping was considered to be an activity for girls and boys. A majority (50%+) of pupils considered Junior Aeroskip to be:

- Fun (89%);
- For boys and girls (87%);

- Helps you get fit & healthy (85%);
- Something to do with friends (79%);
- Cool (70%);
- Something that can be done anywhere (64%);
- Easy to do (53%);
- More fun than other kinds of exercise (53%).

Only a minority considered Junior Aeroskip to be for girls (18%), for boys (14%) or boring (5%). While it is encouraging that 87% of pupils considered Junior Aeroskip to be for boys and girls, the quantitative findings suggest that there were still some gender differences with higher proportions of girls than boys participating in skipping activities.

**Chart 6.1**  
**Pupils views on Junior Aeroskip**

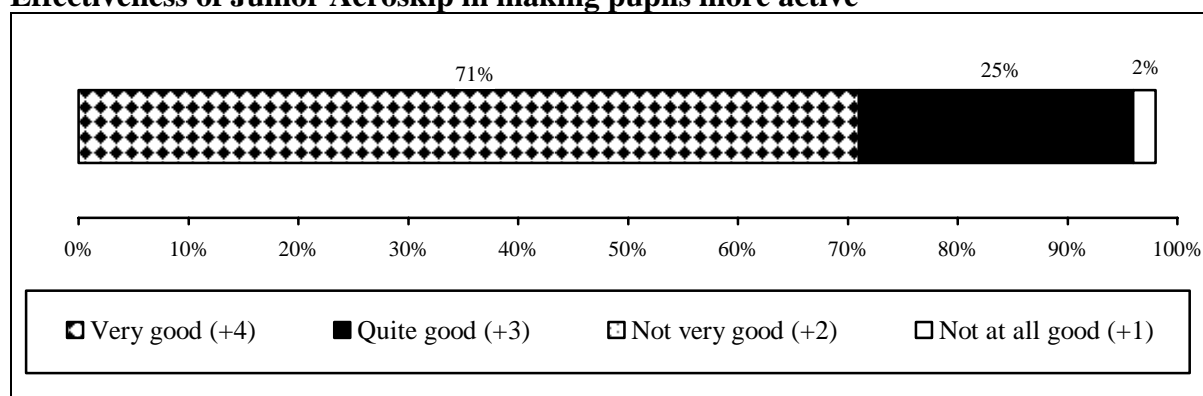


Source: Pupil trial questionnaire Q9  
Base : All pupils (228)

Across the data, views were more positive from girls and there were some gender differences: 47% of boys compared to 58% of girls considered Junior Aeroskip easy to do; 44% of boys compared to 62% of girls considered this to be more fun than other kinds of exercise; 71% of boys compared to 88% of girls considered this to be something that can be done with friends.

The health benefits of Junior Aeroskip were also acknowledged by pupils when asked how good they felt Junior Aeroskip was in making them more active at school, at home or when out with friends. As can be seen in Chart 6.2, almost all pupils (96%) considered Junior Aeroskip was either very (71%) or quite (25%) good at making them more active.

**Chart 6.2**  
**Effectiveness of Junior Aeroskip in making pupils more active**



Source: Pupil trial questionnaire Q13

Base : All pupils (228)

### 6.3 Fit with curriculum for excellence

The recent report produced by HMIE – “*Physical Education: A portrait of current practice in Scottish schools and pre-school centres*” noted that,

*“Physical education teachers are increasingly recognising the potential of CfE to improve learners’ achievement. Physical education has many strengths to build on. High quality physical education can encourage young people to develop knowledge, understanding and skills across a range of physical education, sport and health – enhancing experiences. More than that, it can develop in them the desire and commitment to continue to enjoy, improve and achieve in line with their own personal capacities throughout their lifetime.”*

During the qualitative discussions, teachers were asked to say to what extent physical education in general, and skipping specifically, contributed to the four CfE capacities (successful learners, effective contributors, confident individuals and responsible citizens). In general, teachers were positive about the way in which skipping could contribute to the 4 capacities, although this had not been a primary consideration when their school joined the trial.

One teacher noted that skipping needs to be viewed alongside other activities in the school including health and well-being, healthy eating at home and so on.

*“I think it’s not sitting in isolation. It has to be supported by a health programme, healthy eating at home, parental awareness and so on. All that has to come into play as well if you’re going to create these adults of the future that are going to be healthy and active and not obese etc etc.”*

One unexpected impact of Junior Aeroskip was that many primary pupils with poor co-ordination showed marked improvements in their skipping ability within a short space of time and this improvement also transferred to some other school activities. The confidence levels of some less able pupils increased in that they were better than some other more able pupils and were in a position to help teach others how to skip. One teacher noted that pupils had taught her some of the skipping moves, again increasing confidence in the pupil’s own

ability. This was not felt to apply to secondary pupils who, by the time they reach secondary school, will have developed their co-ordination skills as fully as they are able.

There was also a comment from one respondent that skipping had a positive benefit in terms of numeracy in that pupils were being asked to count in rhythm when they were skipping.

One school had used skipping as part of their Sport Relief Day activities and was giving consideration to other ways in which this could be used in the school both for curricular and non-curricular activities.

In summary:

- A majority of pupils was positive in their views of Aeroskip and the healthy benefits it offers.
- Teachers were also largely positive about Junior Aeroskip and its effectiveness in encouraging regular physical activity at school, although post trial views were less positive.
- While its fit with the 4 capacities of Curriculum for Excellence was not a primary consideration of teaching staff, Junior Aeroskip was seen to fit with CfE.

## CHAPTER SEVEN: STRENGTHS, WEAKNESSES AND BARRIERS FOR JUNIOR AEROSKIP

While views on the Junior Aeroskip trial were largely positive, the issue of its longer term sustainability was raised by many teachers involved in the trial. This chapter focuses initially on strengths and weaknesses of Junior Aeroskip and examines barriers to uptake. The following chapter then provides conclusions and recommendations.

### 7.1 Strengths of Junior Aeroskip

The qualitative data show a key strength for Junior Aeroskip was the ease with which pupils across a range of ages and abilities could join in and skip. Across the schools participating in the pilot, pupils from P1 through to P7 were involved and one school had also included a nursery class. In their motivational sessions, the Junior Aeroskip team introduced a number of different moves to pupils, and these pupils could then work at their own speed and level of competence in developing these skills further.

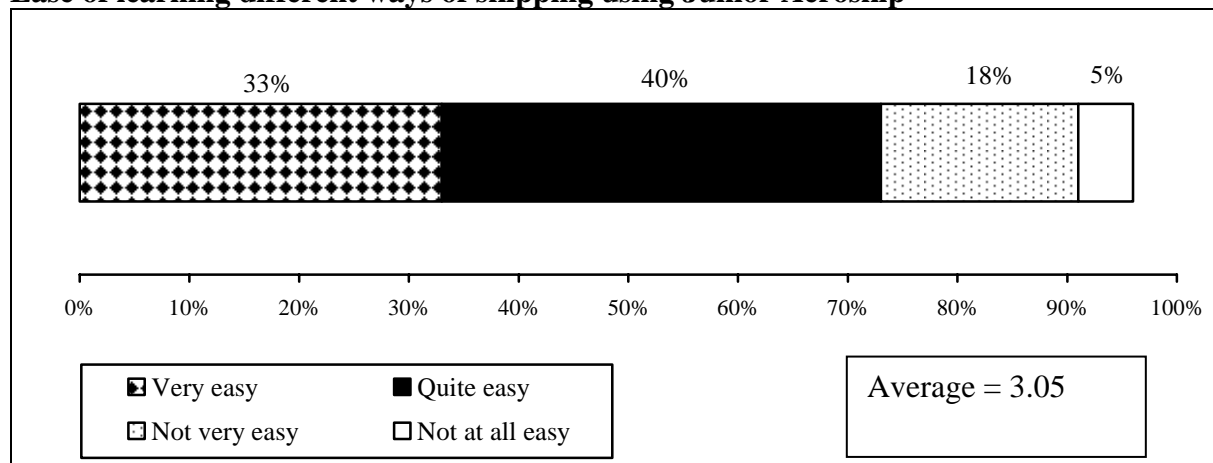
Pupils and teachers participating in the qualitative work noted that skipping was easy to do, was non-competitive and that any age of pupil could skip. Importantly, at primary level some teachers noted that skipping had brought about improvements in co-ordination, although this was not perceived to be a strength at a secondary level. In the words of one teacher,

*“We have used Aeroskip in whole school exercise sessions. The pupils and staff have all taken part in these sessions and really enjoyed them. Our nursery children have also used aeroskips. The nursery teacher has stated that these young children show increased co-ordination and motivation.”*

When asked in the trial questionnaire how easy they thought it was to learn the different ways of skipping using Junior Aeroskip (including single foot bounces and double foot bounces) a majority of pupils claimed it was either very (33%) or quite (40%) easy (see chart 7.1).

**Chart 7.1**

**Ease of learning different ways of skipping using Junior Aeroskip**



Source: Pupil trial questionnaire Q8

Base : All pupils (228)

Teachers participating in the qualitative research also noted that some children who displayed poor skills at many sports were able to skip and one or two were able to show other pupils how to skip. Thus, they felt that for some pupils Junior Aeroskip helped to bring about increased levels of confidence.

One teacher noted that doing Aeroskip first thing in the morning benefited pupils in that it helped to raise their heart rates and that it encouraged higher fitness levels.

*“And it’s just trying to get their heart rates going first thing in the morning. So it’s actually worked in quite well because we were doing that anyway, just to start them off on their day ... The strength is definitely the fitness that it encourages in them, and their coordination is like – within the skipping – it’s been super. There’s been a big improvement. I think even just from a personal aspect, they’re feeling themselves that they’re improving. I mean on a daily basis when we go out, you can see somebody else that’s got it.”*

A logistical strength for Junior Aeroskip is that it can be used almost anywhere. Provided schools have internal areas such as gym halls where pupils can skip, it is a sport in which pupils can participate all-year round.

Whether or not skipping was an activity more likely to appeal to girls rather than boys was an issue discussed by many respondents. Some pupils participating in the qualitative research noted their initial view that skipping was an activity aimed at girls, although attitudes then changed once they started skipping. Some boys were aware that boxers and other sports personalities use skipping as a means of maintaining fitness levels and in some instances, this helped to encourage them to take up skipping. The Aeroskip motivational team were also good in encouraging all pupils to participate and raising levels of interest in skipping.

Teachers’ responses to the trial questionnaire also noted some strengths of Junior Aeroskip. All teachers responding to a number of statements agreed to some extent that:

- Junior Aeroskip fits well within the curriculum with other planned physical exercise (2 respondents agreed strongly; 10 tended to agree);
- Junior Aeroskip can easily be used indoors or outdoors (6 respondents agreed strongly; 6 tended to agree);
- Junior Aeroskip is accessible to pupils of all ages (4 respondents agreed strongly; 6 tended to agree);

While support materials from the Aeroskip team were considered important for the success of the trial, fewer teachers responded to statements in relation to the website but this is likely to reflect lack of usage of the website (used by 4 teachers). There were lower levels of agreement that:

- The website provides useful information for pupils to encourage skipping as a form of physical activity (1 respondent agreed strongly, 4 tended to agree; 1 tended to disagree and 6 responded “don’t know”);
- The website provides useful information for teachers to encourage skipping as a form of physical activity (1 respondent agreed strongly, 2 tended to agree; 1 tended to disagree and 8 responded “don’t know”).

## 7.2 Weaknesses of Junior Aeroskip

While the true cost of introducing Aeroskip had not been considered by respondents, one or two teachers had assumed that Aeroskip would involve relatively low levels of cost to purchase the necessary equipment. It was also assumed by teachers that additional costs for equipment would be kept to a minimum as the Aeroskip skipping ropes were robust and would not need replacing on a regular basis. However, there were some queries raised as to how much it would cost for additional visits from the Aeroskip team to re-motivate pupils and teach them new skipping moves. All schools participating in the qualitative post trial evaluation noted that their school did not have available budget to spend on equipment such as this, particularly as skipping was not a curricular activity.

One weakness noted by most teachers and which applied to all physical activities was the need to be able to continue to motivate pupils and keep their interest by introducing new and different activities. For skipping specifically, this included a need to introduce new techniques and moves to pupils. Teachers noted that primary pupils easily became bored with repetitive activity and (aside from breaktime usage of skipping ropes), skipping had been used either for a short period of time as a form of brain gym or as one element of a PE / gymnastics lesson.

One or two pupils noted that Aeroskip was primarily an activity undertaken by an individual, rather than a group activity, although some pupils at a primary school attempted to tie Aeroskip ropes together to create a group skipping activity where two pupils turned the rope and others jumped into the centre to skip. There were one or two requests for a much longer rope that could be used for group skipping.

While skipping in theory is a physical activity in which pupils can participate all year round, some schools noted that this was an activity that would be seasonal in nature and offered in the spring and summer term. This was primarily because school premises could not accommodate large numbers of children skipping indoors. Indeed, one of the primary schools had only introduced the Junior Aeroskip pilot to one pupil year (P5) because of a lack of internal space. At another school, teachers only had very limited access to a hall if the weather were too bad to allow for physical exercise activities outside. One headteacher noted that skipping would be likely to be a summer term activity only because of an assumption that the weather would be good enough to allow pupils to skip outside.

*“It's practicalities. On a Thursday, we have a PE specialist. It's gymnastics at the moment. Now you set the hall up for gymnastics. You haven't got space for rope. Now we're lucky we've got 2 halls. So she does a warm up – skipping rope – for 10 minutes, and then moves into the other hall that's set up for gymnastics.”*

It was assumed by primary and endorsed by secondary staff that skipping was harder to introduce as an activity in secondary schools and this was for a number of reasons. Secondary pupils were less enthusiastic about skipping as an activity than their primary counterparts. In the secondary school, Junior Aeroskip was taken up by an out-of-school gymnastics group, rather than being included in other curricular activities. While teachers noted the positive benefits of skipping as a form of activity, they also commented that the secondary curriculum is less flexible than in primary schools; for example, secondary schools do not have ‘brain gym’ sessions for pupils. While pupils at secondary schools had less

interest in skipping as a sport, there was recognition from some boys that boxers, who need to be very fit, participate in skipping to maintain fitness levels. Given other curricular activities, skipping was not perceived to be a priority for secondary pupils.

### 7.3 Barriers to use of Junior Aeroskip

Four key issues were identified in terms of barriers to continued or future use of Junior Aeroskip.

First, skipping itself was not a curricular activity. While there is currently a great deal of debate on the need to ensure 2 hours of physical exercise each week in schools, skipping was not perceived as an activity that would be undertaken in isolation. Based on the qualitative data, it is likely that skipping will be utilised by primary schools as a useful element within dance classes or gymnastics / PE sessions or for brain gym sessions through the day, rather than a distinct session in its own right. Within secondary schools, there was much more enthusiasm from pupils for other more mainstream sports such as football or hockey. A teacher from a primary school noted,

*“I can see them doing it at playtimes, at lunchtimes, as warm ups perhaps. And we're moving into the kind of athletic season where we kind of have .. We might do skipping races and things like that, so it kind of lends itself to this time of year when we can get outside ....But, as I say, as being part of the curriculum, there has to be a negotiation on that, because you've still got your athletics to do. You've still got your gymnastics to do. So you're trying to promote it outwith school, and I can see that's where probably it's going to happen more – is outwith school.”*

Second, schools participating in this study noted they were unlikely to have funding available to purchase Aeroskip skipping ropes. Indeed, a positive factor of this trial was that each school was given a supply of free skipping ropes for pupils and teachers and this was a contributory factor in encouraging participation. At present, all teachers noted they have very little by way of budgets available to purchase materials. In order to fund this sort of purchase, schools are often reliant on additional sources of income such as money raised by PTA events. Given that skipping is not a curricular activity, teachers noted that funding for Aeroskip ropes would not be a priority in any of the pilot schools.

Third, many teachers noted that pupil enthusiasm for different activities can be limited and that in order to maintain levels of interest, there is a need to be able to continually build new skills. During qualitative interviews, one or two pupils noted that they had become bored with the moves they had been taught and were eager to learn more. Ongoing pupil motivation and Aeroskip sustainability is likely to be an issue in all schools.

*“I think it would be good [for the team to come back out] or even just one person to come out. I mean the whole team wouldn't need to come out, but one person could come out and just give them [pupils] a bit of a gee up to see how they're getting on, and maybe teach them something else that they can go away and practice.”*

Fourth, there was an initial perception from some teachers and pupils that skipping is an activity aimed primarily at girls. It was after the motivational sessions led by the Aeroskip team that pupils began to regard skipping as an activity that can be undertaken by boys and girls. One teacher noted her initial hesitation over introducing Junior Aeroskip to boys in her class.

*“I couldn’t see some of our boys .... We’re in quite a disadvantaged area and we’ve got a few tough nuts and I thought that we may have problems getting them to skip. But with the initial session, when she came and showed them different things to do, they were all really excited about it. I thought ‘ I could see them kicking off here’ but it’s actually been really nice that some children who don’t achieve in the class are really good at it.”*

Finally, it is worth noting that none of the teachers who participated in post trial qualitative work had any subsequent contact with the Aeroskip team when the trial finished. Only one thought it at all possible that they might contact Aeroskip in the future to obtain additional skipping ropes, although this teacher then noted it was unlikely that money would be available via the school to purchase more skipping ropes.

In summary:

- A number of key strengths were identified including:
  - Pupils of all ages can participate in skipping
  - Skipping is relatively easy to do, non-competitive and appeals to all primary pupils
  - Skipping can bring about improvements in co-ordination and increase confidence levels
  - Skipping brings about health benefits
  - Skipping is an activity that can be undertaken anywhere and requires little by way of resources other than skipping ropes
  
- A number of key weaknesses were identified including:
  - Skipping is not perceived as a group activity
  - Although in theory this is an all-year round activity, some schools noted that in practice this would be a seasonal activity.
  - A lack of interest from secondary pupils and less flexibility in the curriculum to introduce new activities.
  
- Five key barriers were identified:
  - Skipping is not a curricular activity
  - Aside from breaktimes, skipping is only likely to be utilised as one element of other class based physical exercise activity (e.g. gymnastics or dance) or for short brain gym sessions.
  - Lack of funding to purchase new materials or to cover the cost of additional visits from the Aeroskip team.
  - The sustainability of skipping activity and capacity to continually introduce new skipping techniques to pupils.
  - A perception that skipping is an activity aimed primarily at girls rather than boys.

## **CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 Conclusions**

While the Aeroskip trial introduced a different way of skipping to pupils, skipping as an activity was being undertaken by pupils in all the pilot schools prior to the trial starting. Twelve of the teachers participating in the trial questionnaire agreed that pupils at their school had enjoyed Junior Aeroskip and this was confirmed by pupils themselves during the qualitative work. While there was a great deal of enthusiasm from primary pupils during the trial, teachers noted that this waned over time and that pupils were generally very enthusiastic about any new initiative introduced in their school. Because pupils like variety in the range of physical exercise offered to them, the likelihood is that they will become bored with any activity that is carried out over a long period of time.

While views of teachers and pupils were positive about participation in the Junior Aeroskip trial, it was enjoyable and there was recognition of its health benefits, enthusiasm for this appears to have waned since the end of the trial period. While 9 of the 13 teachers participating in the trial questionnaire agreeing they would recommend this to other schools in their area, although only 2 of the 5 completing the post trial questionnaire agreed this was the case.

Prior to introduction of the Junior Aeroskip trial, skipping was an activity undertaken in schools and it is likely that skipping in some shape or form will continue in primary schools either at breaktimes or as classroom activity. However, skipping is not a curricular activity and, other than at breaktimes, this is likely to be utilised as a form of brain gym or as one element of classroom activity rather than an activity in isolation. This was confirmed by teachers completing post trial questionnaires, where 4 of 5 agreed that Junior Aeroskip fits well within the curriculum with other planned physical exercise (1 disagreed). For skipping to continue in primary schools, there will also be a need for ongoing motivational sessions providing new skipping moves and routines to maintain ongoing pupil interest. Teachers also noted that they were happy for skipping to displace other classroom activities for the trial period, but that they would not want this to continue to do so.

While schools were positive about Aeroskip, there was a need for ongoing visits from the Aeroskip team to re-motivate pupils and teach them new skipping moves. However, no school participating in the trial had available budgets to purchase either skipping ropes or to cover the costs of visits from the Aeroskip team. This lack of funding alone could serve to inhibit future use of Aeroskip within schools. As it is unlikely that individual schools would have any available budget, they would look to the local authority or the Scottish Government for budgetary support.

There is a much greater level of enthusiasm for skipping from pupils in primary than secondary schools.

### **8.2 Recommendations**

Given the lack of available budgets within schools, we believe that to create take-up of Junior Aeroskip, it will be necessary for Aeroskip to initially approach local authorities rather than

individual schools. If local authorities can provide budgets to purchase the necessary equipment and encouragement to use Aeroskip, primary schools appear to offer more potential for adoption of Junior Aeroskip than secondary schools. However, interest in Aeroskip did wane through the trial and it would be difficult to sustain levels of interest in continuing with Aeroskip on a year round basis.

Longer term, if Aeroskip is to continue in Scottish schools, there needs to be an ongoing series of school visits in order to motivate and update teachers and pupils alike. Once pupils have met the challenge of learning new steps, they need to be taught more new steps in order to maintain their interest in, and enthusiasm for, skipping.

The report notes an initial perception from many that skipping is an activity aimed more at girls than boys, although once motivational sessions had been conducted, this perception was substantially weakened. There will be a need to communicate to potential users that skipping is not gender specific and the best way to overcome this is from motivational sessions run by Aeroskip staff.

In promoting this to local authorities, there are a number of key messages that need to be communicated:

- That Aeroskip is enjoyable, fun and non-competitive;
- That Aeroskip appeals to a wide range of pupils and is an all year round activity;
- That Aeroskip offers health benefits;
- That Aeroskip fits well with other curricular activities in 'short bursts', as used in this trial.

One suggestion for an additional product that could be offered to potential users was a longer skipping rope so that skipping can be undertaken as more of a group activity.

Based on the evidence collected, it is the view of the researchers that long term interest and participating in skipping using Aeroskip is unlikely to be sustained. This is largely because of two key factors. First, cost implications and a lack of available budgets. Second, skipping is not a curricular activity and as such will not be treated as a priority.

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QUESTIONNAIRES AND TOPIC GUIDES – PRE STAGE

**QUESTIONNAIRE FOR PUPILS  
JUNIOR AEROSKIP**

**We would like to ask you some questions about Junior Aeroskip.**

**Your teachers and your parents have said it is okay for you to answer these questions. You can ask your teacher for help if you need to.**

**You do not have to put your name on the questionnaire and no one will know what you answer. When you have finished the questionnaire, please put it in the envelope and hand it back to your teacher to post to us.**

**If you like, you can complete it on the internet –**

**[www.surveys-online.org/JuniorAeroskip](http://www.surveys-online.org/JuniorAeroskip)**

**Thanks!**

School ID:

**School Name:- .....**

**All you have to do is put ticks in boxes. It is not a test! We really want to know what you think.**

**Thanks a lot**

**Q1** Which of the things on this list do you normally do at school most weeks during lessons or at playtime in the playground? *Tick as many boxes as you like*

- Curling (either at local ice rink or at new age kurling played indoors)  <sub>1</sub>
- Cycling  <sub>2</sub>
- Dance  <sub>3</sub>
- Football  <sub>4</sub>
- Golf / tri-golf  <sub>5</sub>
- Playground games  <sub>6</sub>
- PE / Gymnastics  <sub>7</sub>
- Skipping  <sub>8</sub>
- Swimming  <sub>9</sub>
- Table Tennis  <sub>10</sub>

**Q2** And which of the things on this list do you normally do most weeks when you are not at school? *Tick as many boxes as you like*

- Athletics  <sub>1</sub>
- Curling (either at local ice rink or at new age kurling played indoors)  <sub>2</sub>
- Cycling  <sub>3</sub>
- Dance  <sub>4</sub>
- Football  <sub>5</sub>
- Golf / tri-golf  <sub>6</sub>
- Playground games  <sub>7</sub>
- Playing computer games and/or using the internet  <sub>8</sub>
- PE / Gymnastics  <sub>9</sub>
- Skateboarding / rollerblading  <sub>10</sub>
- Skipping  <sub>11</sub>
- Swimming  <sub>12</sub>
- Table Tennis  <sub>13</sub>
- Tennis  <sub>14</sub>
- Walking  <sub>15</sub>
- Other (please write in) .....  <sub>16</sub>

Q3 And which of these do you like best? *Tick as many boxes as you like*

- |   |                          |    |
|---|--------------------------|----|
| Athletics   | <input type="checkbox"/> | 1  |
| Curling (either at local ice rink or at new age kurling played indoors) | <input type="checkbox"/> | 2  |
| Cycling   | <input type="checkbox"/> | 3  |
| Dance   | <input type="checkbox"/> | 4  |
| Football  | <input type="checkbox"/> | 5  |
| Golf / tri-golf   | <input type="checkbox"/> | 6  |
| Playground games  | <input type="checkbox"/> | 7  |
| Playing computer games and/or using the internet                        | <input type="checkbox"/> | 8  |
| PE / Gymnastics   | <input type="checkbox"/> | 9  |
| Skateboarding / rollerblading   | <input type="checkbox"/> | 10 |
| Skipping  | <input type="checkbox"/> | 11 |
| Swimming  | <input type="checkbox"/> | 12 |
| Table Tennis  | <input type="checkbox"/> | 13 |
| Tennis  | <input type="checkbox"/> | 14 |
| Walking   | <input type="checkbox"/> | 15 |
| Other (please write in) .....   | <input type="checkbox"/> | 16 |

Q4 Since the start of Junior Aeroskip, have you been spending more or less time skipping than you did before? *Please tick only one box*

- More time 1 Less time 2 The same 3  
I'm not sure 4

Q5 And have you spent more or less time on other sports or exercise activities since the start of Junior Aeroskip? *Please tick only one box*

- More time 1 Less time 2 The same 3  
I'm not sure 4

Q6 **THIS QUESTION IS ONLY FOR PUPILS IN P6, P7, S1, S2, S3 OR S4**  
Altogether, how much time do you think you spend skipping using Junior Aeroskip every week at the moment? *Please tick only one box*

- Up to 15 minutes 1 16-30 minutes 2 31-60 minutes 3  
More than 1 hour 4 Not sure 5

**Q7 THIS QUESTION IS ONLY FOR PUPILS IN P4 OR P5**

Have you used the Junior Aeroskip website since the start of Junior Aeroskip?

Yes <sub>1</sub> No <sub>2</sub>

**THE REST OF THE QUESTIONS ARE FOR ALL PUPILS**

**Q8** How easy did you think it was to learn the different ways of skipping using Junior Aeroskip? *This includes single foot bounces and double foot bounces.*

Very easy <sub>1</sub> Quite easy <sub>2</sub> Not very easy <sub>3</sub>  
Not at all easy <sub>4</sub> I'm not sure <sub>5</sub>

**Q9** Which of the words on this list would you use to describe Junior Aeroskip to your friends? *Please tick as many boxes as you like*

- Fun <sub>1</sub>
- Easy to do <sub>2</sub>
- Boring <sub>3</sub>
- More fun than other kinds of exercise <sub>4</sub>
- For girls <sub>5</sub>
- Helps you get fit and healthy <sub>6</sub>
- Something you can do anywhere <sub>7</sub>
- For boys <sub>8</sub>
- Cool <sub>9</sub>
- Something you can do with friends <sub>10</sub>
- For boys and girls <sub>11</sub>

**Q10** Have you joined the Aeroskip Kids Club?

Yes <sub>1</sub> No <sub>2</sub>

**Q11** Do you think you will join the Aeroskip Kids Club?

Yes <sub>1</sub> No <sub>2</sub>

**Q12** Do you think you will keep doing skipping when the Junior Aeroskip at your school finishes?

Yes <sub>1</sub> No <sub>2</sub>

Q13 We are interested in how good you think Junior Aeroskip is in making you more active at school, at home or when you are out with your friends. *Please tick a box below to show how good you think this is in making you more active*

Very good <sub>1</sub>      Quite good <sub>2</sub>  
Not very good <sub>3</sub>      Not at all good <sub>4</sub>

Q14 If you have anything else you want to say about Junior Aeroskip, please write it here.

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Q15 What school year are you in? *Please tick one box only.*

P4 <sub>1</sub>      P5 <sub>2</sub>      P6 <sub>3</sub>      P7 <sub>4</sub>  
S1-S4 <sub>5</sub>

Q16 Are you a ...

Boy <sub>1</sub>  
Girl <sub>2</sub>

**THANK-YOU VERY MUCH FOR TAKING PART  
PLEASE NOW PUT YOUR QUESTIONNAIRE INTO THE ENVELOPE  
AND PASS IT BACK TO YOUR TEACHER**

## Junior Aeroskip Evaluation for the Scottish Government

The Scottish Government is currently trialling a new physical exercise programme in Dumfries and Galloway called Junior Aeroskip. This involves children in 6 primary schools including yours, and Maxwelltown High School, participating in a specific type of exercise programme based around skipping activities and games.

As one element of this trial, the Scottish Government has commissioned George Street Research to carry out an evaluation of Junior Aeroskip.

This survey is designed to gather the views of all teaching staff involved in the trial.

You may have already received communication informing you of this survey from your Active Schools Co-ordinator and asking for your participation. **It is important that as many members of staff in schools who are involved in the trial complete the questionnaire as possible.**

A separate questionnaire is also being distributed to pupils in P4-P7 and S1-S4 asking them to provide their views on Junior Aeroskip.

I would like to assure you that George Street Research operates in accordance with the strict Code of Conduct of the Market Research Society. This ensures confidentiality and preserves the anonymity of individuals and organisations participating in research. **Any information that you provide in this questionnaire will be treated in the strictest confidence. George Street Research will be analysing the data on an aggregate basis only and no comments will ever be attributed to you or your school.**

We recognise that demands on your time are heavy, but we would appreciate it if you could find the time to complete the questionnaire. **This questionnaire should take no more than 10-15 minutes to complete. Your views are very important and are much appreciated.**

### Completing the Questionnaire

Please complete all sections and give **your own, personal response, based on your own current experience** of Junior Aeroskip. To do this, you can either:

- **complete the questionnaire online.** Please go to [www.surveys-online.org/staffAeroskip](http://www.surveys-online.org/staffAeroskip) This is a secure site operated by George Street Research.
- **complete the questionnaire on paper** and return to George Street Research by **28 March 2008** using the reply-paid envelope provided. (Alternatively, you can use the following FREEPOST address: George Street Research Ltd, FREEPOST EH1946, EDINBURGH, EH1 0BR.)

### What happens next?

Once all of the questionnaires have been received and analysed, a report of the findings will be made available to the Scottish Government and will be published on the physical education pages of the LTS website. The link to the LTS website is <http://www.ltscotland.org.uk> and you will be informed of the report publication by your contact at Dumfries and Galloway.

If you have any queries about the survey, please do not hesitate to contact Sue Granville at George Street Research, on 0131 478 7505.

**Thank you in advance for your participation**

## Section A - About You and Your School

This first section asks for brief classification details to assist with the analysis and interpretation of the survey findings. Your anonymity will be protected at all times.

Q1 Are you a .... ?

Classroom  
Teacher

 <sub>1</sub>

Class  
Assistant

 <sub>2</sub>

PE  
Specialist

 <sub>3</sub>

Learning Support  
Teacher

 <sub>4</sub>

Head  
Teacher

 <sub>5</sub>

Other

 <sub>6</sub>

(please state)

.....

Q2 If you **are not a class teacher**, what pupil years have been trialling Junior Aeroskip in your school? Please tick all that apply

P1

 <sub>1</sub>

P2

 <sub>2</sub>

P3

 <sub>3</sub>

P4

 <sub>4</sub>

P5

 <sub>5</sub>

P6

 <sub>6</sub>

P7

 <sub>7</sub>

S1-S4

 <sub>8</sub>

Q3 If you **are a class teacher**, what year group do you teach?

P1

 <sub>1</sub>

P2

 <sub>2</sub>

P3

 <sub>3</sub>

P4

 <sub>4</sub>

P5

 <sub>5</sub>

P6

 <sub>6</sub>

P7

 <sub>7</sub>

S1-S4

 <sub>8</sub>

Q4 What is your school?

Hollywood Primary School

 <sub>1</sub>

Cargenbridge Primary School

 <sub>2</sub>

Lochside Primary School

 <sub>3</sub>

Troqueer Primary School

 <sub>4</sub>

Lincluden Primary School

 <sub>5</sub>

St Ninians Primary School

 <sub>6</sub>

Maxwelltown High School

 <sub>7</sub>

## Section B – Views on Support Materials

Q5a Please tick the relevant box(es) in Column A below to indicate which Junior Aeroskip support materials were made available to you as part of this trial.

Q5b And which of these support materials have you used during the trial period? **Please tick the relevant box(es) below in Column B**

	Column A Q5a	Column B Q5b
Initial session led by Junior Aeroskip motivational team	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
DVD outlining how to use Junior Aeroskip	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
Lesson notes	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
Repeat session led by Junior Aeroskip motivational team 2-3 weeks into the pilot	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
Website	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>
Contact at Junior Aeroskip for any enquiries	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>6</sub>
Licence free music dvds	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>7</sub>
Spare skipping ropes	<input type="checkbox"/> <sub>8</sub>	<input type="checkbox"/> <sub>8</sub>

Q6 And how effective do you think each of these types of support were in helping you to introduce Junior Aeroskip into your school? **Please tick one box below for each type of support offered to you**

	Very effective	Quite effective	Not very effective	Not at all effective	Don't know
a. Initial session led by Junior Aeroskip motivational team	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b. DVD outlining how to use Junior Aeroskip	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c. Lesson notes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d. Repeat session led by Junior Aeroskip motivational team 2-3 weeks into the pilot	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e. Website	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f. Contact at Junior Aeroskip for any enquiries	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g. Licence free music dvds	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h. Spare skipping ropes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

### Section C - Exercise undertaken at school

Q7a Prior to the Aeroskip trial, which of the following types of exercise were undertaken by pupils **within** school hours as part of the curriculum? **Please tick all that apply in Column A.**

Q7b How frequently was this type of exercise undertaken? **Please tick one box for each type of exercise in Column B**

Q7c How long (minutes) was each type of exercise undertaken on a weekly basis? **Please write in Column C in minutes**

	Column A	Column B					Column C
	Exercise undertaken in school	Daily	2-4 times a week	Weekly	Fort nightly	Monthly	Write in average length of time exercise undertaken for each
Curling (either at local ice rink or at new age kurling played indoors)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Cycling	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Dance	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Football	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Golf / Tri-golf	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Playground games	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
PE / Gymnastics	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Skipping	<input type="checkbox"/> <sub>8</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Swimming	<input type="checkbox"/> <sub>9</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	..... minutes
Table Tennis	<input type="checkbox"/> <sub>10</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	.....minutes
Other (please state)	<input type="checkbox"/> <sub>11</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	.....minutes
.....	<input type="checkbox"/> <sub>11</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	.....minutes

Q8a Since Junior Aeroskip has been introduced in your school, would you say the total amount of time spent on physical activity as part of curricular activities each week has increased, decreased or stayed the same? **Please tick only one box below**

Increased <sub>1</sub>                      Decreased <sub>2</sub>                      Stayed the same <sub>3</sub>  
**GO TO Q8b**    **GO TO Q8c**    **GO TO Q9**

Q8b If you answered increased to Q8a, how much **more** time would you say has been spent on physical activity as part of curricular activities since Junior Aeroskip has been introduced in your school? **Please tick only one box below**

Up to 15 minutes <sub>1</sub>      16-30 minutes <sub>2</sub>                      31-60 minutes <sub>3</sub>  
 More than 1 hour <sub>4</sub>      Not sure <sub>5</sub>

Q8c If you answered decreased to Q8a, how much **less** time would you say has been spent on physical activity as part of curricular activities since Junior Aeroskip has been introduced in your school? **Please tick only one box below**

Up to 15 minutes <sub>1</sub>    16-30 minutes <sub>2</sub>    31-60 minutes <sub>3</sub>  
More than 1 hour <sub>4</sub>    Not sure <sub>5</sub>

Q9a And during the trial period, how much time would you say is now spent using Aeroskip during school hours as part of curricular activities on a weekly basis?

None <sub>1</sub> GO TO Q9e    Up to 15 minutes <sub>2</sub>    16-30 minutes <sub>3</sub>  
31-60 minutes <sub>4</sub>    More than 1 hour <sub>5</sub>    Not sure <sub>6</sub>

Q9b When your class uses Junior Aeroskip sessions within school, how long are the average sessions?

Up to 15 minutes <sub>1</sub>    16-30 minutes <sub>2</sub>    31-60 minutes <sub>3</sub>  
More than 1 hour <sub>4</sub>    Not sure <sub>5</sub>

Q9c And how many times per week, on average, have your class pupils participated in Junior Aeroskip?

Once a week <sub>1</sub>    Twice a week <sub>2</sub>    Three times a week <sub>3</sub>  
More than 3 times a week <sub>4</sub>    Not sure <sub>5</sub>

Q9d Has frequency and time spent on skipping sessions increased, decreased or stayed the same since the first few weeks of the trial?

Increased <sub>1</sub>    Decreased <sub>2</sub>    Stayed the same <sub>3</sub>    Not sure <sub>4</sub>

Q9e Do you think that the introduction of Junior Aeroskip has increased the amount of physical activity by pupils during breaktimes?

Yes <sub>1</sub>    No <sub>2</sub>    Not sure <sub>3</sub>

Q10 Since the introduction of Junior Aeroskip, have you seen an increase or decrease in any other physical activities that would usually be undertaken? **Please tick the relevant box for each activity below**

	Increase	Decrease	Remain the same
Curling (either at local ice rink or at new age kurling played indoors)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Cycling	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Dance	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Football	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Golf / Tri-golf	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Playground games	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
PE / Gymnastics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Skipping	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Swimming	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Table Tennis	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Other (please state)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
.....			

**Section D – Views on Junior Aeroskip**

Q11a We are interested in rating the overall effectiveness of Junior Aeroskip in encouraging regular physical activity at school. How effective on a scale of 1-10 do you think this has been in encouraging physical exercise where 1 is extremely ineffective and 10 is extremely effective? **Please circle only one number below**

Extremely ineffective					extremely effective				
1	2	3	4	5	6	7	8	9	10

Q11b And do you think this is more effective, less effective or similar to other physical exercise activity in leading to increased levels of physical activity? **Please tick the appropriate box below**

More effective <sub>1</sub>      Less effective <sub>2</sub>      Same <sub>3</sub>

Q12 How likely are you to carry on using Junior Aeroskip once the trial period is over?

Very likely <sub>1</sub>      Quite likely <sub>2</sub>      Not very likely <sub>3</sub>      Not at all likely <sub>4</sub>

Q13 We would like to know how much you agree with each of the following statements regarding Junior Aeroskip.  
Please tick only one box against each statement below to indicate your views

	Agree Strongly	Tend to agree	Tend to disagree	Disagree strongly	Don't know
a. Junior Aeroskip has brought about higher levels of physical exercise at our school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b. Junior Aeroskip encourages regular physical activity <b>outwith</b> school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c. Junior Aeroskip fits well within the curriculum with other planned physical exercise	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d. Junior Aeroskip can easily be used indoors or outside	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e. Junior Aeroskip is accessible to pupils of all ages	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f. Pupils at our school have enjoyed Junior Aeroskip	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g. The support provided by Junior Aeroskip has been necessary to get the programme up and running	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
h. We have encouraged our pupils to access the Junior Aeroskip website	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
i. The website provides useful information <u>for pupils</u> to encourage skipping as a form of physical activity	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
j. I would recommend this to other schools in our area	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
k. The website provides useful information <u>for teachers</u> to encourage skipping as a form of physical activity	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

Q14 If you have any additional comments/ improvements you would like to make or suggest about Junior Aeroskip, please write these in the space provided below.

We would be grateful if you could return the questionnaire by 28 March 2008. If you would prefer to complete a hard copy of the questionnaire, please use the reply-paid envelope provided. Alternatively, you can use the FREEPOST address: George Street Research Limited, FREEPOST EH1946, 24 Broughton Street, Edinburgh, EH1 0BR

**Thank you very much for taking part**

## **Junior Aeroskip – Pupils** **Topic Guide**

*The following question areas have been developed to provide a framework for discussion. All relevant topic areas should be discussed and covered at some stage during the group session, but should be addressed in such a way that facilitates a relaxed and natural flow of conversation.*

### ***Introduction to the research***

Thank pupils for participating in survey. Reassure them that all views will be confidential and anonymous. Findings will be reported in aggregate form only. Explain that we are interested in the views of all who have been involved in the trial period.

### ***Background information***

- School year, how often do pupils do physical exercise at school / in the playground / at home / with their friends etc; level of enjoyment of physical exercise

### ***Initial views on Junior Aeroskip***

- When / how did respondents first hear about Junior Aeroskip
- (if applicable) Initial views of Junior Aeroskip prior to trial period; did pupils think this would be something they would enjoy / want to take part in / etc
- Views on skipping as a form of exercise (in isolation and in comparison to other forms of exercise)
- Perceived benefits of Junior Aeroskip prior to start of trial and whether trial has lived up to expectations

### ***Usage of Junior Aeroskip***

- How has Junior Aeroskip been used – within and outwith school
- Benefits and weaknesses of Junior Aeroskip; any barriers to usage and how these can be overcome
- Comparison of skipping as activity compared to other sporting activities – better / worse and why; is Junior Aeroskip used in isolation / alongside other curricular activities / playground activities / home activities etc
- How has Junior Aeroskip been used in the school in comparison to other (usual) forms of exercise; have pupils been skipping more at breaktimes
- Extent to which Junior Aeroskip has led to increased levels of physical activity

### ***Support from Junior Aeroskip***

- How do the Junior Aeroskip skipping ropes compare to other skipping ropes (better / worse etc) and why
- Have any pupils joined the Aeroskip Club (SCREENSHOTS TO BE SHOWN HERE); did they like / dislike this and why
- Views on the website – likes / dislikes etc

### ***Attitudes towards Junior Aeroskip***

- What types / ages of pupil are most / least interested in this and why
- Extent to which role models might influence skipping as a form of exercise (eg Joe Calzaghe)

### ***The Future***

- Likelihood of continued use of Junior Aeroskip in short, medium and long term
- How would pupils encourage others to take up Junior Aeroskip? What messages need to be disseminated to other pupils and how should they be disseminated?

### ***Any other comments***

## **Junior Aeroskip – Teachers / Local Authority Staff** **Topic Guide**

*The following question areas have been developed to provide a framework for discussion. All relevant topic areas should be discussed and covered at some stage during the group session, but should be addressed in such a way that facilitates a relaxed and natural flow of conversation.*

### ***Introduction to the research***

Thank respondents for participating in survey. Reassure respondents that all views will be confidential and anonymous. Findings will be reported in aggregate form only. Explain that we are interested in the views of all who have been involved in the trial period. As well as providing their own views, can teachers talk about pupil perceptions of Junior Aeroskip?

### ***Background information***

- respondent role / job title, responsibilities within school / local authority in relation to physical exercise; length of time in current role

### ***Initial views on Junior Aeroskip***

- When / how did respondents first hear about Junior Aeroskip
- Initial views of Junior Aeroskip prior to trial period in terms of fit with other curricular activity, ease of introduction into school, ease of use for pupils / teachers;
- Views on skipping as a form of exercise (in isolation and in comparison to other forms of exercise)
- Perceived benefits of Junior Aeroskip prior to start of trial and whether trial has lived up to expectations

### ***Usage of Junior Aeroskip***

- How has Junior Aeroskip been used – within and outwith school
- Benefits and weaknesses of Junior Aeroskip; any barriers to usage and how these can be overcome
- Comparison of skipping as activity compared to other sporting activities – better / worse and why; is Junior Aeroskip used in isolation / alongside other curricular activities/ has it displaced other curriculum activities – which ones?
- How has Junior Aeroskip been used in the school in comparison to other (usual) forms of curricular exercise; have pupils been skipping more at breaktimes
- What are perceptions of pupil reactions to Junior Aeroskip
- Extent to which Junior Aeroskip has led to increased levels of physical activity over and above previous levels– if increased, is this likely to be sustained?
- Assessment of the effectiveness of Junior Aeroskip and its fit with the active schools policy

### ***Support from Aeroskip***

- Whether Junior Aeroskip website / support materials have been utilised and what for; how useful have these been
- Views on the induction provided by the Aeroskip motivational team, DVD, lesson notes, support offered by Aeroskip etc

### ***Attitudes towards Junior Aeroskip***

- What types / ages of pupil are most / least interested in this and why? Any age/gender/ethnicity differences in relation to use?
- Have teachers encouraged children to skip outwith curricular activities / access the website etc?

- How motivated have pupils been to participate in Junior Aeroskip – in school? Out of school? What has their level of interest been in accessing the website / undertaking different forms of skipping (eg single / double bounce etc)? Has any of this changed over time?
- Extent to which role models might influence skipping as a form of exercise (eg Joe Calzaghe)
- Extent to which Junior Aeroskip programme will meet the need to help tackle obesity
- To what extent does physical education in general and skipping specifically contribute to the four CfE capacities

### ***The Future***

- Likelihood of continued use of Junior Aeroskip within school in short, medium and long term; how does this fit with other curricular activities / non curricular activities? Awareness of skipping being undertaken in other community activities
- Would respondents encourage others to take up Junior Aeroskip? If yes, how? What messages need to be disseminated to other teachers and schools and how should they be disseminated?

### ***Any other comments***

**QUESTIONNAIRES AND TOPIC GUIDES – POST STAGE**  
**QUESTIONNAIRE FOR PUPILS**  
**JUNIOR AEROSKIP**

**We would like to ask you some questions about how you have used Junior Aeroskip since you came back to school after the Easter holidays.**

**Your teachers have said it is okay for you to answer these questions. You can ask your teacher for help if you need to.**

**You do not have to put your name on the questionnaire and no one will know what you answer. When you have finished the questionnaire, please put it in the envelope and hand it back to your teacher to post to us.**

**Thanks!**

School ID: 1
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**School Name:-** .....

**All you have to do is put ticks in boxes. It is not a test! We really want to know what you think.**

**Thanks a lot**

Q1 Have you carried on skipping in school (including playtime) since the Aeroskip team visited your school before the Easter holidays?

Yes <sub>1</sub> No <sub>2</sub>

Q2 Have you carried on skipping out of school since the Aeroskip team visited your school before the Easter holidays?

Yes <sub>1</sub> No <sub>2</sub>

Q3 Compared to before the Easter holidays, do you now spend more or less time skipping than you did before? *Please tick only one box*

More time <sub>1</sub> Less time <sub>2</sub> The same <sub>3</sub>  
No time <sub>4</sub> I'm not sure <sub>5</sub>

Q4 Compared to before the Easter holidays, do you now spend more or less time on other sports or exercise activities? *Please tick only one box*

More time <sub>1</sub> Less time <sub>2</sub> The same <sub>3</sub>  
I'm not sure <sub>4</sub>

Q5 Since going back to school after the Easter holidays, how much time do you think you spend per week skipping outside school using Aeroskip? *Please tick only one box*

Up to 15 minutes <sub>1</sub> 16-30 minutes <sub>2</sub> 31-60 minutes <sub>3</sub>  
More than 1 hour <sub>4</sub> Not sure <sub>5</sub>

Q6 Since going back to school after the Easter holidays, how much time do you think you spend per week skipping in school using Aeroskip? *Please tick only one box*

Up to 15 minutes <sub>1</sub> 16-30 minutes <sub>2</sub> 31-60 minutes <sub>3</sub>  
More than 1 hour <sub>4</sub> Not sure <sub>5</sub>

Q7 During the Easter holidays, how often did you skip using the Junior Aeroskip ropes? *Please tick only one box*

At least once each day <sub>1</sub> A few times each week <sub>2</sub> Once each week <sub>3</sub>

Less than once each week \_4

Never \_5

Q8 If you have anything else you want to say about Junior Aeroskip, please write it here.

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Q9 What school year are you in? *Please tick one box only.*

P4 \_1

P5 \_2

P6 \_3

P7 \_4

S1-S4 \_5

Q10 Are you a ...

Boy \_1

Girl \_2

**THANK-YOU VERY MUCH FOR TAKING PART  
PLEASE NOW PUT YOUR QUESTIONNAIRE INTO THE  
ENVELOPE AND PASS IT BACK TO YOUR TEACHER**

## Junior Aeroskip Evaluation for the Scottish Government

The Scottish Government recently trialled a new physical exercise programme in Dumfries and Galloway called Junior Aeroskip. This involved children in 6 primary schools including yours, and Maxwelltown High School, participating in a specific type of exercise programme based around skipping activities and games.

As one element of this trial, the Scottish Government commissioned George Street Research to carry out an evaluation of Junior Aeroskip. **This follow-up survey to the one you may have completed in March is an important part of the evaluation as it assesses how schools and pupils are using Junior Aeroskip now that the official trial period has finished.**

This survey is designed to gather the views of all teaching staff involved in the trial. You may have already received communication informing you of this survey from your Active Schools Co-ordinator and asking for your participation. **It is important that as many members of staff in schools who are involved in the trial complete the questionnaire as possible.**

A separate questionnaire is also being distributed to pupils in P4-P7 and S1-S4 asking them to provide their views on Junior Aeroskip.

I would like to assure you that George Street Research operates in accordance with the strict Code of Conduct of the Market Research Society. This ensures confidentiality and preserves the anonymity of individuals and organisations participating in research. **Any information that you provide in this questionnaire will be treated in the strictest confidence. George Street Research will be analysing the data on an aggregate basis only and no comments will ever be attributed to you or your school.**

We recognise that demands on your time are heavy, but we would appreciate it if you could find the time to complete the questionnaire. **This questionnaire should take no more than 10 minutes to complete. Your views are very important and are much appreciated.**

### Completing the Questionnaire

Please complete all sections and give **your own, personal response, based on your own experience** of Junior Aeroskip. To do this, you can **complete the questionnaire on paper** and return to George Street Research by **5 May 2008** using the reply-paid envelope provided. (Alternatively, you can use the following FREEPOST address: George Street Research Ltd, FREEPOST EH1946, EDINBURGH, EH1 0BR.)

### What happens next?

Once all of the questionnaires have been received and analysed, a report of the findings will be made available to the Scottish Government and will be published on the physical education pages of the LTS website. The link to the LTS website is <http://www.ltscotland.org.uk> and you will be informed of the report publication by your contact at Dumfries and Galloway.

If you have any queries about the survey, please do not hesitate to contact Sue Granville at George Street Research, on 0131 478 7505.

**Thank you in advance for your participation**

## Section A - About You and Your School

This first section asks for brief classification details to assist with the analysis and interpretation of the survey findings. Your anonymity will be protected at all times.

Q1 Are you a .... ?

Classroom Teacher	Class Assistant	PE Specialist	Learning Support Teacher	Head Teacher	Other
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub> (please state) .....

Q2 If you **are not a class teacher**, what pupil years trialled Junior Aeroskip in your school? Please tick all that apply

P1	P2	P3	P4	P5	P6	P7	S1-S4
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>8</sub>

Q3 If you **are a class teacher**, what year group do you teach?

P1	P2	P3	P4	P5	P6	P7	S1-S4
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>8</sub>

Q4 What is your school?

Hollywood Primary School	<input type="checkbox"/> <sub>1</sub>
Cargenbridge Primary School	<input type="checkbox"/> <sub>2</sub>
Lochside Primary School	<input type="checkbox"/> <sub>3</sub>
Troqueer Primary School	<input type="checkbox"/> <sub>4</sub>
Lincluden Primary School	<input type="checkbox"/> <sub>5</sub>
St Ninians Primary School	<input type="checkbox"/> <sub>6</sub>
Maxwelltown High School	<input type="checkbox"/> <sub>7</sub>

## Section B - Exercise undertaken at school

Q5 How long on average do pupils spend each week during school hours on any form of physical exercise?

Up to 30 minutes	<input type="checkbox"/> <sub>1</sub>	31-60 minutes	<input type="checkbox"/> <sub>2</sub>	1-2 hours	<input type="checkbox"/> <sub>3</sub>
More than 2 hours	<input type="checkbox"/> <sub>4</sub>	Not sure	<input type="checkbox"/> <sub>5</sub>		

Q6 Have you continued to use Junior Aeroskip with your pupils now that the trial period has finished (the official trial period finished at the end of last term)?

Yes \_1

No \_2 **GO TO Q7d**

Q7a And since the trial period has ended, how much time would you say has been spent using Aeroskip during school hours as part of curricular activities on a weekly basis?

None \_1 **GO TO Q7e**

Up to 15 minutes \_2

16-30 minutes \_3

31-60 minutes \_4

More than 1 hour \_5

Not sure \_6

Q7b If your class still uses Junior Aeroskip sessions within school, how long are the average sessions?

Up to 15 minutes \_1

16-30 minutes \_2

31-60 minutes \_3

More than 1 hour \_4

Not sure \_5

Q7c If your class still uses Junior Aeroskip, how many times per week, on average, have your class pupils participated in this?

Once a week \_1

Twice a week \_2

Three times a week \_3

More than 3 times a week \_4

Not sure \_5

Q7d Has frequency and time spent on skipping sessions within curricular time increased, decreased or stayed the same since the end of the trial?

Increased \_1

Decreased \_2

Stayed the same \_3

Not sure \_4

Q7e Do you think that Junior Aeroskip has increased the amount of physical activity undertaken by pupils during breaktimes since the end of the trial compared with before the trial started?

Yes \_1

No \_2

Not sure \_3

Q8a Which of the following types of exercise are undertaken by pupils **within** school hours as part of the curriculum? **Please tick all that apply in Column A.**

Q8b Since the end of the Junior Aeroskip trial, have you seen an increase or decrease in any other physical activities that would usually be undertaken? **Please tick the relevant box for each activity below in Column B**

	Column A	Column B		
		Increase	Decrease	Remain the same
Curling (either at local ice rink or at new age kurling played indoors)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Cycling	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Dance	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Football	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Golf / Tri-golf	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Playground games	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
PE / Gymnastics	<input type="checkbox"/> <sub>7</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Skipping	<input type="checkbox"/> <sub>8</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Swimming	<input type="checkbox"/> <sub>9</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Table Tennis	<input type="checkbox"/> <sub>10</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Other (please state) .....		<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Section C – Views on Junior Aeroskip**

Q9 We are interested in rating the overall effectiveness of Junior Aeroskip in encouraging regular physical activity at school. How effective on a scale of 1-10 do you think Junior Aeroskip is in encouraging physical exercise, where 1 is extremely ineffective and 10 is extremely effective? **Please circle only one number below**

Extremely ineffective					extremely effective				
1	2	3	4	5	6	7	8	9	10

Q10 And do you think this is more effective, less effective or similar to other physical exercise activity in leading to increased levels of physical activity? **Please tick the appropriate box below**

More effective <sub>1</sub>      Less effective <sub>2</sub>      Same <sub>3</sub>

Q11 We would like to know how much you agree with each of the following statements regarding Junior Aeroskip.  
**Please tick only one box against each statement below to indicate your views**

	Agree Strongly	Tend to agree	Tend to disagree	Disagree strongly	Don't know
l. Junior Aeroskip has brought about higher levels of physical exercise at our school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
m. Junior Aeroskip encourages regular physical activity <b>outwith</b> school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
n. Junior Aeroskip fits well within the curriculum with other planned physical exercise	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
o. I would recommend this to other schools in our area	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

Q12 If you have any additional comments/ improvements you would like to make or suggest about Junior Aeroskip, please write these in the space provided below.

We would be grateful if you could return the questionnaire by Monday 5 May 2008. If you would prefer to complete a hard copy of the questionnaire, please use the reply-paid envelope provided. Alternatively, you can use the FREEPOST address: George Street Research Limited, FREEPOST EH1946, 24 Broughton Street, Edinburgh, EH1 0BR

**Thank you very much for taking part**

## Junior Aeroskip – Pupils – Post Trial

### Topic Guide

*The following question areas have been developed to provide a framework for discussion. All relevant topic areas should be discussed and covered at some stage during the group session, but should be addressed in such a way that facilitates a relaxed and natural flow of conversation.*

#### **Introduction to the research**

Thank pupils for participating in survey. Reassure them that all views will be confidential and anonymous. Findings will be reported in aggregate form only. Explain that we are interested in the views of all who have been involved in the trial period.

Cover topic areas as relevant depending on whether respondent participated during the trial or not.

#### **Background information**

- School year, how often do pupils do physical exercise at school / in the playground / at home / with their friends etc; level of enjoyment of physical exercise

#### **Initial views on Junior Aeroskip**

- When / how did respondents first hear about Junior Aeroskip
- (if applicable) Initial views of Junior Aeroskip prior to trial period; did pupils think this would be something they would enjoy / want to take part in / etc?
- Views on skipping as a form of exercise (in isolation and in comparison to other forms of exercise)
- Perceived benefits of Junior Aeroskip prior to start of trial and whether trial has lived up to expectations

#### **Usage of Junior Aeroskip**

- How has Junior Aeroskip been used – within and outwith school?
- Benefits and weaknesses of Junior Aeroskip; any barriers to usage and how these can be overcome
- Comparison of skipping as activity compared to other sporting activities – better / worse and why; is Junior Aeroskip used in isolation / alongside other curricular activities / playground activities / home activities etc
- How has Junior Aeroskip been used in the school in comparison to other (usual) forms of exercise; have pupils been skipping more at breaktimes?
- Extent to which Junior Aeroskip has led to increased levels of physical activity

#### **Post trial**

- Has Junior Aeroskip continued to be used since end of trial?
- why / why not?
- If yes, is this in class time or breaktime; how often compared to before the Easter holidays (in class and breaktime)?
- Was Aeroskip used during the Easter holidays and why /why not; how often?
- In what ways, if any, did Junior Aeroskip live up to expectations?
- Would Junior Aeroskip be recommended to other schools / local authorities and why / why not?
- What key messages would pupils offer to pupils in other schools to encourage them to use Junior Aeroskip?

#### **Support from Junior Aeroskip**

- How do the Junior Aeroskip skipping ropes compare to other skipping ropes (better / worse etc) and why?

- Have any pupils joined the Aeroskip Club (SCREENSHOTS TO BE SHOWN HERE); did they like / dislike this and why?
- Views on the website – likes / dislikes etc

***Attitudes towards Junior Aeroskip***

- What types / ages of pupil are most / least interested in this and why?
- Extent to which role models might influence skipping as a form of exercise (eg Joe Calzaghe)

***The Future***

- Likelihood of continued use of Junior Aeroskip in short, medium and long term
- How would pupils encourage others to take up Junior Aeroskip? What messages need to be disseminated to other pupils and how should they be disseminated?

***Any other comments***

## Junior Aeroskip – Teachers / Local Authority Staff – Post Trial Topic Guide

*The following question areas have been developed to provide a framework for discussion. All relevant topic areas should be discussed and covered at some stage during the group session, but should be addressed in such a way that facilitates a relaxed and natural flow of conversation.*

### **Introduction to the research**

Thank respondents for participating in survey. Reassure respondents that all views will be confidential and anonymous. Findings will be reported in aggregate form only. Explain that we are interested in the views of all who have been involved in the Junior Aeroskip trial. As well as providing their own views, can teachers talk about pupil perceptions of Junior Aeroskip?

Cover topic areas as relevant depending on whether respondent participated during the trial or not.

### **Background information**

- respondent role / job title, responsibilities within school / local authority in relation to physical exercise; length of time in current role

### **Initial views on Junior Aeroskip**

- When / how did respondents first hear about Junior Aeroskip
- Initial views of Junior Aeroskip prior to trial period in terms of fit with other curricular activity, ease of introduction into school, ease of use for pupils / teachers;
- Views on skipping as a form of exercise (in isolation and in comparison to other forms of exercise)
- Perceived benefits of Junior Aeroskip prior to start of trial

### **Usage of Junior Aeroskip**

- How was Junior Aeroskip used – within and outwith school
- Benefits and weaknesses of Junior Aeroskip; any barriers to usage and how these can be overcome
- Comparison of skipping as activity compared to other sporting activities – better / worse and why; was Junior Aeroskip used in isolation / alongside other curricular activities/ did it displace other curriculum activities – which ones?
- How has Junior Aeroskip been used in the school in comparison to other (usual) forms of curricular exercise; have pupils been skipping more at breaktimes
- What are perceptions of pupil reactions to Junior Aeroskip
- Extent to which Junior Aeroskip led to increased levels of physical activity over and above previous levels (curriculum and break time)– if increased, is this likely to be sustained?
- Assessment of the effectiveness of Junior Aeroskip and its fit with the active schools policy

### **Post trial**

- *Has Junior Aeroskip continued to be used since end of trial*
- why / why not?
- If yes, is this use in curriculum time or break time?
- If yes, how often used compared to trial period (in both locations if relevant)?
- In what ways, if any, did Junior Aeroskip live up to expectations
- Would Junior Aeroskip be recommended to other schools / local authorities and why / why not
- What key messages are needed to encourage use within other schools
- Has / will be Junior Aeroskip team been contracted by the school to conduct further work and why / why not

### **Support from Aeroskip**

- Whether Junior Aeroskip website / support materials have been utilised and what for; how useful have these been

- Views on the induction provided by the Aeroskip motivational team, DVD, lesson notes, support offered by Aeroskip etc

### ***Attitudes towards Junior Aeroskip***

- What types / ages of pupil were most / least interested in this and why? Any age/gender/ethnicity differences in relation to use?
- Were pupils positive about Junior Aeroskip because it was “new” / “different”; has interest continued?
- Have teachers encouraged children to skip outwith curricular activities / access the website etc?
- How motivated have pupils been to participate in Junior Aeroskip – in school? Out of school? What has their level of interest been in accessing the website / undertaking different forms of skipping (eg single / double bounce etc)? Has any of this changed over time?
- Extent to which role models might influence skipping as a form of exercise (eg Joe Calzaghe)
- Extent to which Junior Aeroskip programme will meet the need to help tackle obesity?
- To what extent does physical education in general and skipping specifically contribute to the four CfE capacities

### ***The Future***

- Likelihood of continued use of Junior Aeroskip within school in medium and long term; how does this fit with other curricular activities / non curricular activities? Awareness of skipping being undertaken in other community activities
- What is needed to sustain ongoing usage of Junior Aeroskip – probing on support from LA / SG / Junior Aeroskip team

### ***Any other comments***