

# BOUND FOR BEIJING

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Research and Evaluation

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#Bound4Beijing

# METHODOLOGY

We spoke to both teachers and families to better understand how they engaged with Bound for Beijing.

## Schools

- 1x face-to-face school case study
- 1x virtual school case study
- From each we conducted **45 minute interviews** with teachers and **30 minute focus groups** with pupils who had taken part in the programme.
- Both schools were from Scotland.

## Families

- 1x virtual text-based focus group
- We recruited **5 parents**
- These parents were from Scotland and Northern Ireland
- The focus group lasted for **90 minutes**.





# TEACHERS WANTED TO TAKE PART IN BOUND FOR BEIJING TO CONTINUE THE IMPACT IT HAD ON FAMILIES

Many teachers that were engaged in the programme wanted to take part in Bound for Beijing because they'd seen such **high levels of enjoyment** and interest from pupils during Travel to Tokyo.

They wanted to help pupils sustain a **lifelong interest in physical activity**, and saw how a programme like Bound for Beijing could help them achieve this goal.

Teachers recognised how the activity ideas included in Bound for Beijing could **support families to get active**, even when the weather didn't allow them to be active outside. Teachers were motivated to make use of these in the classroom and communicate it to parents and families.

It was, 'Guess what I've done.' Or, 'Look how well we're doing.' 'Guess how many miles I've clocked up.' And just wanting to sustain that engagement, to try and foster a lifelong interest in physical activity.  
**Teacher**

If they couldn't get outside, if it was a really rainy day, they would be scrunching up paper balls and throwing them into the waste paper basket. Finding activities they could do in the classroom when they couldn't get out, which was great.  
**Teacher**





# FAMILIES ARE MOTIVATED BY INCREASED QUALITY TIME AS A FAMILY

When asked to rank motivating factors of taking part in Bound for Beijing, many pupils rated **being active with friends and family** as a top aspect, and put winning prizes as one of their least favourite aspects. Other things they rated highly were active challenges, athlete visits, and doing activity at school. Bound for Beijing offered new, fun activities for friends and families to take part in together, which pupils really enjoyed.

Parents echoed this by saying the **programme has helped their families do more activity together** and think more about new ways that they can keep active together.

However, some pupils think that prizes would be motivating to continue engaging and believe prizes that have a lot of **variety and are more personalised to the school's needs** could be useful. For example smaller prizes to acknowledge when they reach a midway point of the final goal, or personalised equipment which the school needs.

Similarly, teachers thought that for schools with a higher level of deprivation, prizes may play a more important role.

I don't really do stuff for prizes, I do it for the fun of it.

**Pupil**

From what I know, there is only one prize, they don't have any in the middle. Maybe if you looked at a certain checkpoint, you'd get a smaller prize and [later] a bigger prize. **Pupil**







# THE ACTIVITIES WERE ENGAGING AND INCLUSIVE FOR PUPILS AND PARENTS ALIKE

The activities themselves were really **simple to take part in**, as they didn't have any time or location restraints.

Parents enjoyed taking part in the activities, as they **provided a lot of variety and they were very inclusive**, especially for families who may not have been able to afford taking part in sport clubs. This is an aspect of the programme they would like to see continue.

Teachers found that the resources gave them **creative ways to stay active in the colder months**, also acting as a catalyst for pupils' creativity in coming up with activity ideas. What's more, they found the resources were easy to use for both disabled and non-disabled pupils.

I know not all families have a lot of money to spare for sports clubs but the options to add playing in the playpark and walking etc are great, meaning anyone could participate.

**Parent**





# THE ACTIVITIES HELPED FAMILIES AND PUPILS ENJOY PHYSICAL ACTIVITY

Teachers said the programme helped make **physical activity very exciting for pupils**, making them think outside the box in terms of the activity they could do with the equipment available. The activities pupils took part in helped them see the **value in being active and energetic**, by showing them how good it could make them feel. The result of this was pupils taking ownership of their PE lessons and looking for activities they found more appealing.

Teachers also saw pupils being more active, especially outside of school. It helped **increase their uptake in after school clubs**. Parents echoed this by saying the programme helped them to think about what activities they could add to their week.

Just seeing that they could do different things with equipment and that even the most boring of things can be made very exciting.

**Teacher**

Sometimes when you do fitness, you feel good, because rather than just sitting and not doing much, it feels nice sometimes to get on your feet and move.


**Pupil**

The kids that were engaged with physical activity who maybe weren't so active before, were making a choice to compete, they wanted to show me as much as anybody else how much they were doing.

**Teacher**



# CASE STUDY: INSPIRING ENJOYMENT, FRIENDSHIP AND TEAMWORK




The school Mr Summers works for as a PE teacher were so excited about Travel to Tokyo, that he was intent on continuing with it in some form. He took part in Bound for Beijing to create a **lifelong interest in physical activities** amongst pupils at the school.

Mr Summers set up a **group of pupils who would lead on the programme** and log all activities. All pupils enjoyed the programme, but for this group especially, their ability to lead and take ownership was exciting.

The pupils at Mr Summers' school were keen to try harder for Bound for Beijing compared to Travel to Tokyo, and achieve higher totals. Even though this aspect was important for them, they put more **value on the friendship and teamwork** aspect of the programme and taking part in activities with their friends and families. Bound for Beijing also allowed them to see what it means to be active in a different light, and enabled them to **explore what they liked** in terms of physical activity. They did this during PE lessons where Mr Summers gave them freedom to choose the main activities in the lesson.

The other teachers in the school saw **pupils acting more well-behaved** after the programme ran in the school, and many of them thought the increase in physical activity levels was a key factor.



They put a lot more value of the friendship, the time, the teamwork, the camaraderie of it.  
**Mr Summers**

We've seen kids engaging in more physical activity outside school rather than going onto a piece of technology, which we'd seen become a common occurrence. And the teachers who really engaged with the programme itself had noticed a difference in behaviour for the kids, and we put it down to more physical activity rather than the reliance on technology.  
**Mr Summers**

I think it's not necessarily about the prize, it's more about the taking part. Which is why we ranked doing activities with friends and school and family more highly. I think it's fun doing it with someone else, rather than being on your own, and seeing how many times it might take them to try and achieve it.  
**Pupil**

# SCHOOLS WOULD LIKE MORE SUPPORT TO OVERCOME THEIR LACK OF TIME

## Schools

- **Time** is the most significant barrier to engagement with any programme for schools. It's important that programmes make it as easy as possible to engage. For example, logging activity was difficult for teachers who usually input data for a whole class of 20-30 pupils at a time, as the website only allows for up to 5 in one go.
- **Communicating with families** - in the short period of time that the Winter Olympic and Paralympic Games were on, schools struggled to engage parents in the programme.

### To overcome lack of time, teachers recommended the following:

- Have aspects of the programme which encourage a student-led approach. This could also increase the enjoyment for the pupils who are taking a lead in the programme.
- Have a user-friendly app on the phone. This would save time for teachers as well as making it simple for pupils to input data.
- Increase the amount of pupils you can input at one time to more than 5, so that it's quick for teachers to input whole class data.

### To overcome low parent communication, teachers recommended the following:

- Have a delegate or a contact that is in touch with schools and helps the school and families engage with the programme. Something as simple as a short assembly would motivate staff and students, as well as motivating students to feed back their experience of the assembly to their families.







# FAMILIES HAD SEVERAL BARRIERS TO FULLY ENGAGING WITH THE PROGRAMME

School engagement

Logging activity

Time



# FAMILIES COULD INCREASE THEIR ENGAGEMENT BY RECEIVING MORE COMMUNICATIONS ABOUT WHAT IS ON OFFER

## Families

- **School engagement:** Most parents we spoke to had taken part in the programme after seeing adverts on Facebook, with their schools not having been as involved with the programme. We know from Travel to Tokyo that a triangular approach is needed to maintain motivation, ensuring engagement from schools, parents and pupils to maintain behaviour.

### To overcome lower engagement levels parents recommend direct communications with families:

- As some parents hadn't engaged with the programme through their schools, they weren't aware of all that was on offer. They were sent emails and nudges to log their activity from the programme. However, it would be useful to have communications with parents to make them more aware of the resources and activities available. These communications could include things like daily suggestions for activities. Parents also suggested that it would be useful to include local community groups in the programme.



# FAMILIES NEED A CHILD-FRIENDLY APP TO HELP OVERCOME THEIR LACK OF TIME

## Families

- **Logging activity:** It wasn't always easy to remember or find time to log activities for families, and they rely on reminders to remember to do so. Pupils enjoyed logging activities, but weren't always able to do so as they didn't have their own device.
- **Time:** Parents didn't have time to engage with the website, activities and the resources as much as they would have liked. This was exacerbated by the changes made in families' behaviours and schedules after the lifting of COVID restrictions.

### To help families log activities more often and easily, parents suggested a mobile application:

- Providing an application with daily reminders to log activities, that is also linked to step-tracker apps or fitbits is felt to be beneficial. Other methods which would help to log activity efficiently could be sticker boards for pupils to log activity on a daily basis and enable 'bulk' logging for families.

### To support families with their lack of time, parents suggest making the website or mobile app as child-friendly as possible:

- This would allow children to lead on things like logging activities to save parent's time. It is also important to show that Bound for Beijing is easy and not too time-consuming to take part in, for example setting easy and achievable goals such as walking for 15 mins together.





## RECOMMENDATIONS

- **Continue to create active challenges.** Parents and pupils enjoyed active challenges, and would like to continue seeing them in the format of games and daily challenges. It is worth communicating the benefits of these activities to parents, as well as outlining that they aren't time-consuming. These would support parents in engaging with the programme more effectively.
- **Give pupils more lead on the programme.** This is especially useful for logging activity. This would save teachers time, as well as helping time-poor parents who forget to log activities.
- **Continue to provide communications with parents.** Parents need more communications from the programme. These could be communications focusing on making parents more aware of what is on offer in the programme in terms of the resources and activities, as well as continuing nudging them to log their activities. It would also be useful to have clear signposting for aspects which support schools to communicate to parents such as the teacher toolkits, to provide teachers with further information and guidance on how to embed the programme with families.
- **Simplify the logging activity process.** Enhance the logging activity function to enable teachers to log activity in bulk. Alternatively, create a user-friendly app to enable logging activities more quickly and easily.

