

TRAVEL TO TOKYO

Home Nations
Research and Evaluation





METHODOLOGY

PRE-COVID APPROACH

- 6x face to face case study visits
 - 2x school visits per nation

- 3x workshops
 - 1 parent, 1 teacher, 1 pupil

HOW WE ADAPTED THE APPROACH

- 2x virtual schools in Scotland case studies (interviews with 2-3 teachers and 3-4 parents)
- 2x virtual schools in Wales case studies (interviews with 2-3 teachers and 3-4 parents)
- 8x parent interviews across the Home Nations

- 1x parent virtual focus group (1.5 hours)
- 1x teacher virtual focus group (1.5 hours)
- 1x face to face school visit with pupil workshops and teacher interviews



PERCEPTIONS OF TRAVEL TO TOKYO

Families and schools enjoyed taking part in Travel to Tokyo. The programme was **fun, engaging** and **easy** to participate in.

Schools found the programme to be easy to link to the curriculum and a good way to engage pupils in physical activity and general wellbeing.

During lockdown, schools often found the programme was an effective way to maintain school to parent engagement and encourage pupil participation in activity.

Within the Home Nations, schools stretched the use of the programme beyond physical activity and enjoyed it most when it could be linked to interdisciplinary learning.

Families were often informed of the programme through schools, but seeing the engagement from their child, continued engagement at home.

The competitive nature and prizes probably got me more involved. I made sure all his activities were being logged, and it did encourage me to get active with him. **Parent, Scotland**

Our entire interdisciplinary of Multiculturalism was based on the countries and cities along the route. The kids loved it. **Teacher, Scotland**



MOTIVATIONS FOR PARTICIPATION

Schools and families were motivated to take part for a range of reasons:

Competition

Families were engaged by the competitive nature of logging activity. Children often encouraged their parents to participate in activity so that they could increase the number of people they could log. Similarly, parents encouraged children to go on walks or have a break from screens by enticing them with logging more activity.

Some pupils enjoyed the competition against themselves, seeing how much they could log each week and aiming to improve, whilst others liked comparing to other teams in their school.

Ease and accessibility

The simplicity and accessibility of the activities meant that anyone felt they could be involved in the programme.

Schools liked that it engaged both pupils that were typically active and those that weren't typically active. The focus on teamwork and the range of activities that could be logged helped this feeling of inclusivity.

Parents liked that the resources could be used quickly and easily at home - particularly during lockdown.

Links to the curriculum

There are specific links to the Welsh and Scottish curriculum which encouraged schools to participate.

For example:

- Health and Wellbeing in the Scottish Curriculum supports not only how to be healthy, but also how to evaluate success in sport.
- In Wales, a similar area of focus is covered. The curriculum supports physical wellbeing and the more holistic wellbeing support around decision making or communication.



IN THEIR OWN WORDS

I think it was very easy, we've clearly took responsibility for it for our schools and online setup was great. It was very simple for families to engage.

Teacher, Scotland

This was a chance for the whole family to do an activity together with no cost.

Teacher, Wales

A challenge that can involve everyone: pupils, families, staff. It also created some competition between form classes!

Teacher, Wales

I was grateful of all resources being used and offered throughout lockdown to keep my children motivated and healthy through such a difficult time.

Parent, Scotland

The incentive of winning something encouraged my children to get active as a family.

Parent, Northern Ireland

It made it more fun, and was incentivised because of potential prizes.

Parent, Scotland



BARRIERS TO PARTICIPATION

There were some barriers to participation:

Length of programme

Due to the length of the programme and the shift in delivery models, engagement could reduce.

For example, some schools originally engaged during lockdown. When returning to school post-lockdown, their involvement reduced.

For some families, although parents wanted to continue engagement due to the positive effects they'd witnessed, pupils' interest waned without the sense of teamwork with classmates.

Time

For both parents and families, time was a barrier, though they recognised that Travel to Tokyo was quick and easy to take part in.

Some teachers felt they could do more with it if they had more time. They recognised a lot of the support was available on the website or via emails but they didn't always have time to engage with it.

Families often increased the amount or intensity of activity in their usual routines, but didn't always have time to look at resources or videos for new ideas and inspiration.

Low understanding

Schools' communications about the programme could vary.

As a result, parents weren't always sure if they were doing the right thing, which could prevent some from participating to the fullest extent.

For example, some parents were concerned they were inputting the incorrect data and therefore chose not to log any activity at all.



IN THEIR OWN WORDS

Unfortunately as a primary school teacher there are all the other aspects of the curriculum to teach. It wasn't that you could have done anything, it was that I still needed to complete the rest of my teaching. **Teacher, Scotland**

The school never really followed up much once they'd set the challenge. **Parent, Scotland**

He was the only one that's doing it, but I don't think he got any feedback from the PE teacher. That's why we eventually stopped doing it. **Parent, Scotland**

I had never heard of Travel to Tokyo prior to this activity. There was limited information sent home by the school. **Parent, Scotland**

Didn't know how to differentiate between the kids as I have more than one. Plus, the school did say we could log our activities as parents (even when the kids didn't do that with us) which I didn't do as I did not know if that was correct or not as I usually walk/run/cycle between 8-20 minutes a day and didn't want to look like we were cheating. **Parent, Scotland**



SOME SCHOOLS ADAPTED THE PROGRAMME TO INCLUDE EVEN MORE CONTENT

Some schools broadened the scope of the programme and made adaptations so that it covered more cross-curricular subjects / interdisciplinary learning. Examples include:

- **Food technology:** creating recipes and trying ingredients from the countries visited whilst virtually Travelling to Tokyo.
- **Culture:** schools explored different cultures of each country and taught the topic of multiculturalism.
- **Free play in clubs:** after school clubs or during summer clubs (SHEP Programmes in Wales), schools used Travel to Tokyo resources as free play ideas and inspiration. Setting them out as tasks that pupils could engage in at their leisure.

This meant that more pupils got involved and increased engagement with the programme.

Travel to Tokyo was a great help for us and our SHEP programme. The SHEP programme is about healthy eating and wellbeing during the summer holidays. It's for some of our more vulnerable pupils and their wellbeing.
Teacher, Wales

We were covering an IDL topic about multiculturalism, so the Travel to Tokyo allowed us to look at many different aspects of learning.
Teacher, Scotland



LINKS TO THE OLYMPIC AND PARALYMPIC GAMES INSPIRE PUPILS AND MAKES THE PROGRAMME ACCESSIBLE TO ALL

Many teachers and parents welcomed the opportunity to teach the students about the Olympic and Paralympic Games.

It helped pupils to learn about new and different sports. This helped those typically less active to see lots of different sport and physical activity that might be of interest to them.

The athletes involved inspired pupils by providing role models, and highlighting the sense of achievement that sport and physical activity can provide.

For some, this was the first time they'd heard of, or learnt about the Paralympics Games and pupils were often inspired by the motivation and determination of the athletes involved.

A lot of our children had not heard of the Paralympic Games, some did not even realise that people with disabilities could take part (please note I have P1's). **Teacher, Scotland**

Our year 7 pupils were working on a project called Our World. They learned about the Olympic and Paralympic Games before trying different activities and learning about different countries. **Teacher, Northern Ireland**



MORE REPRESENTATION OF THE HOME NATIONS ACROSS THE PROGRAMME COULD BOOST ENGAGEMENT

Whilst the programme feels inclusive, families and schools would benefit from increased Home Nations representation and communications. Often schools or families assume they can't access the same levels of the programme as those in other locations.

Teachers and parents reflected that representation of the Home Nations makes pupils feel 'special' or targeted and as a result increases pupil engagement.

Some of the challenges we found were:

- Some schools assumed prizes wouldn't be available for them because of location (i.e. in Northern Ireland or in rural Scotland).
- Some schools didn't think English athletes were engaging for pupils. Athletes from local areas / nations would help boost engagement of the programme and provide role models which feel relevant to them
- Some schools didn't receive starter packs, again assuming it wasn't accessible to the Home Nations.

We didn't have the starter pack. Didn't even know there was one until last week. It was that little thing, that would have been great to be able to hand out and things. **Teacher, Wales**

It would be great if we could get some videos, maybe some local athletes, they don't have to be from Cardiff, but Welsh athletes, giving them a little bit of a push. **Teacher, Wales**

I think it would have been good for prizes to be more achievable in each area of the country to continue the motivation for pupils. **Teacher, Scotland**



CASE STUDY: SCOTLAND

A school in Scotland took part in Travel to Tokyo throughout the lockdown period and beyond.

The school is one of the most deprived in Scotland and they lack equipment and space to be able to engage pupils in a range of activities.

Travel to Tokyo helped vulnerable pupils that were coming into school during lockdown, to take part in physical activity and enjoy themselves whilst doing so.

Daniel* liked to set goals for himself at home and then logged the activity at school. He enjoyed running up and down stairs and setting himself goals to reach each day. Working against himself was motivating as it set short-term goals and made activity feel like a game. It was also an easy way to be active during lockdown.

His parents didn't have access to data and technology throughout lockdown, so Travel to Tokyo was a useful way for teachers to hear about home life during lockdown from the pupils in school.

I think I liked competing against myself rather than other people. I came to school and told Mr Wilkinson how many times I ran up and down the stairs and I tried to do more every day.

Pupil

The pupils really liked logging the activity and the sense of competition that the programme had. **Teacher**

I really believe in the gamification of sport and activity, it helps pupils get involved that might not otherwise. So Travel to Tokyo is a brilliant way to do that - we'll definitely be taking part in other programmes in the future. **Teacher**

*Names changed for anonymity

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RECOMMENDATIONS:

- **Continue with and consider expanding the logging activity functionality.** This encourages engagement from a range of pupils and provides short-term goals for pupils to work towards. It also encourages whole family engagement by including adults and children in the logging function.
- **Consider specific communications which call out the opportunities for Home Nation** participation, prizes and opportunities.
- **Consider how best to engage a time-poor audience.** There's potential for schools and parents to engage in the programme in a more efficient way. Champion schools or networks, more communication toolkits and / or pop-ups on the website could support this.
- **Consider the creation of interdisciplinary learning resources** for Scotland and Wales- i.e. multiculturalism, food technology etc.
- **Potential for expansion of future programmes in Home Nations.** Given the strong curriculum links, there is an opportunity to broaden the programme and engage more schools or pupils by logging different things.
- **Continue with and increase Paralympic representation.** Schools felt they benefited from the Paralympic Games detail and information. The focus can typically be on the Olympic Games, but showing Paralympic athletes helped the programme feel inclusive and would inspire and motivate pupils.