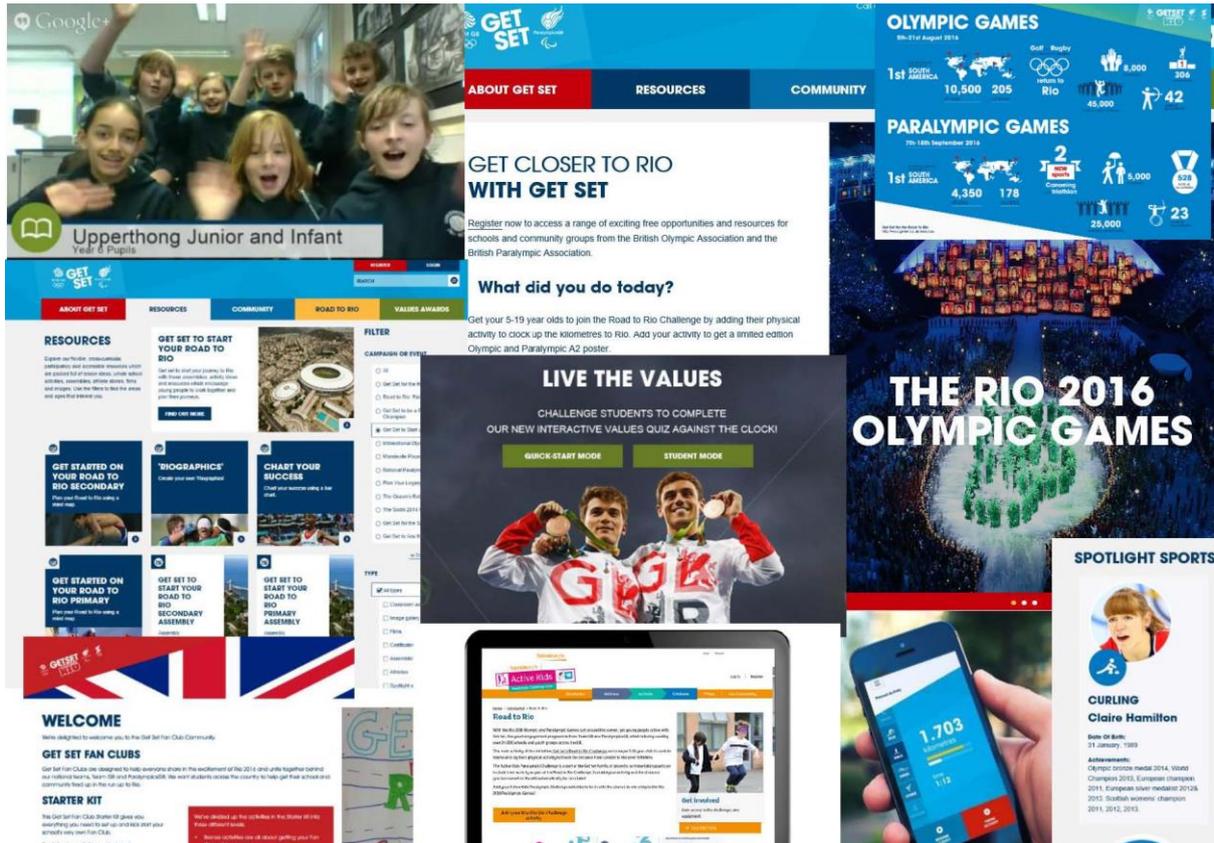


Get Set's Road to Rio Final report – January 2017





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Introduction and objectives

Get Set's Road to Rio was a series of linked, inspirational and educational opportunities for young people, which used the Rio 2016 Olympic and Paralympic Games as a hook.

The programme aimed to combine cutting edge digital technology with the inspiration of the Rio 2016 Olympic and Paralympic Games and Values to:

- inspire young people to participate in sport and physical activity
- inspire social change by using role models and inspirational stories to raise the aspirations of young people
- help young people to develop positive values-led leadership skills
- challenge the perceptions of disabled people by creating and celebrating disabled role models, including Paralympians.

Through web enhancements, the unique assets of Team GB and ParalympicsGB and an integrated communications and marketing strategy, we aimed to create engaging content which inspired change among young people aged 5-19 in educational and youth settings across the UK.

This report has been compiled for Spirit of 2012 and other stakeholders and outlines the activity undertaken over the three years of the programme, its reach and impact, challenges faced and successes achieved. A final budget submission is supplied separately.



Timeline



Delivery

The programme comprised a number of elements, each underpinned by the communications and marketing strategy to raise the profile of the programme, and the monitoring and evaluation strategy to measure progress against our outcomes.

1. Launch event

In January 2015, local schools joined British Olympic Association Chairman Lord Coe, BPA Vice-Chair Annamarie Phelps, Olympian Max Whitlock, Paralympian Olivia Breen and many other special guests at the London Aquatics Centre at the Queen Elizabeth Olympic Park to celebrate the launch of the Road to Rio.





2. Website developments



At the start of the programme, the Get Set platform www.getset.co.uk was in need of redevelopment and not ready to meet the demands of schools. The website was entirely redesigned and rebuilt in HTML5 to be fully responsive, enabling it to be used flexibly on devices from smartphones to interactive whiteboards.

The digital enhancements through Get Set's Road to Rio have enabled us to:

- offer a broader range of engaging and interactive digital content which leverages the BOA and BPA's assets – in particular athletes – to inspire change among young people as cost-effectively as possible
- create opportunities for young people to come together to celebrate and engage during the build-up to and following the Rio 2016 Olympic and Paralympic Games, using them as a catalyst to generate sustainable and transformative outcomes for young people
- share the wealth of existing best practice through the Community section, using it as an inspiration to broaden engagement and strengthen impact
- more effectively signpost and promote sector-wide initiatives and opportunities for young people and enhance the opportunities for extended partnerships.

In 2016 we achieved the AbilityNet accreditation for the Get Set website. This is a high level of accessibility rating (AA) and the site was subjected to automated testing and remote testing by users using assisted technologies. We have added the 'trustmark' to the website and highlighted this to users.





Since January 2016, over 30% of website use has been on tablet and mobile devices, rising from only 9% before the website redevelopment.



Activity has been undertaken throughout the course of the programme to keep the website content fresh and dynamic. The homepage has been refreshed over time to reflect the current focus and countdown milestones.





3. Website usage

Since website launch (November 2014) there have been:

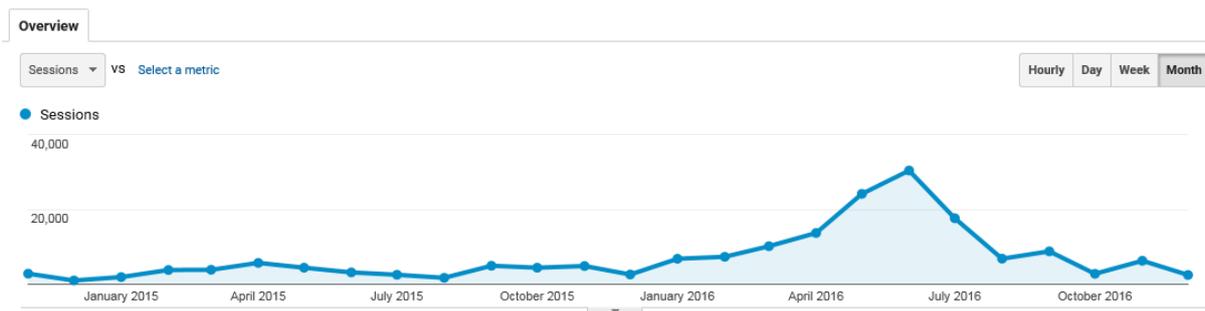
- 110,518 unique users
- 85% increase in unique users (against a target of 40%)
- 1.3 million page views
- 7202 student accounts

Since March 2016 there have been over 8900 new teacher registrations, with over 44,000 contacts registered in total on the Get Set database.

The most popular pages of the site have been:

1. Road to Rio Challenge – activity logging
2. Road to Rio Challenge – landing page
3. Resources – landing page
4. Resources – ‘Get Set for the Road to Rio’ campaign page
5. Road to Rio Challenge – teams page
6. Values Awards – landing page
7. About Get Set
8. Road to Rio Challenge – My Road to Rio page
9. Community – landing page
10. Road to Rio Challenge – leaderboard

As would be expected, website usage rose in the build-up to the Rio 2016 Games.



The digital nature of the programme allows the content to be used in a flexible and more accessible manner by teachers and young people, at a time and place that suits them.



4. Road to Rio Challenge

Teams of young people were challenged to travel the equivalent distance from London to Rio (over 9298km) by converting their physical activity into kilometres.

The Road to Rio Challenge was accessible through the website and also through custom-built Android and Apple mobile apps. Type of activity, time and effort level could be entered and the distance automatically calculated. Alternatively, the mobile app incorporated GPS technology to allow actual distance to be recorded. A data layer lay beneath everything to ensure a smooth user experience. Technology has encouraged more young people to participate in physical activity, and to have fun while doing so. Open badges have been used as a reward tool as teams progressed to Rio.



“Everyone involved feels like they have played a small part in the journey. Children are trying to do more both at school and outside of school in order to achieve their goal. We want pupils to be aware that they can succeed by trying new things, improving and working together. They’re meeting the same values as a successful athlete, which can be very inspirational and confidence boosting. I think our pupils are more aware of their actions and are more willing to give things a try.”

Ally Sheldon, PE co-ordinator working across 14 schools



Activity since launch (captured via mobile and web app):

- Active Road to Rio teams – 1985
- Establishments recording activity – 1130
- Establishments downloading starter pack – 1236
- Road to Rio student accounts – 7201
- Activities recorded > 1,000,000
- Over 300 teams reached Rio
- Over 100 million km travelled
- Over 1500 different types of physical activity recorded
- App downloads > 2500

Schools have embraced the challenge and often undertaken the challenge as a whole school activity. They have been exceptionally creative in the types of physical activity used to cover their distance – these range from leapfrogging, space hopping, scooting, cheerleading, Zumba, paintballing, welly walks, walking and jumping in puddles and being zombies!

A leaderboard was created to allow teams to view their progress against other schools and to add an element of competition. A hall of fame was added to celebrate the achievements of those teams that had completed the distance to Rio. At this point they unlocked special athlete 'well done' video messages, a completion badge and certificate.



Functionality within the app allowed teams to submit 'activity stories' and narrative to support their logged activity. News stories posted on the website were also pushed through to app users.

A popular 'starter pack' was created to allow teams to download a set of resources to kick off their activity with an assembly, tips and record sheets to create excitement around the challenge.

The challenge is an excellent example of effectively using technology to engage young people and increase participation in physical activity.



5. Values Awards

The Values Awards were launched to recognise and reward young people aged 7-19 for demonstrating an understanding and commitment to the Olympic and Paralympic Values. Students work through a series of online and offline challenges which help them to develop and demonstrate the relevant understanding and skills to live the Values in their everyday lives, and to motivate others to do the same through activities involving volunteering, physical activity and research into the Values and the Rio 2016 Games. Comprehensive support is provided for teachers, who are responsible for approving the young people's work.

The Values Awards are split into awards for three different abilities / age groups: Stars, Champions and Ambassadors. As with the Road to Rio Challenge, open badges reward their progress. The user experience has been refined over time.



A new interactive quiz module was developed in 2016 to act as a method of introducing the values to young people and measuring their understanding. The quiz is available in classroom mode, allowing it to be undertaken by a group, or in multi-player mode, allowing young people to play against each other and against the clock.





Activity to date:

- 1065 teacher accounts created
- 2373 student accounts created
- 511 module completions to date, with over 500 more part-completed

The Values Awards have been a great opportunity to join up with and cross promote other Get Set initiatives such as Get Set to Make a Change and Get Set for Community Action which have volunteering elements. The YST and Sports Leaders UK were official partners.

6. Google Hangouts

A series of ten Google Hangouts has allowed schools a unique opportunity to connect with athletes and other role models through on-air broadcasts, often timed to link with key countdown milestones. Young people have been inspired through discussion topics which have ranged from character and resilience to nutrition and sports science. High-profile guests have included Team GB athlete Perri Shakes-Drayton, Minister of State of Children and Families, Edward Timpson MP, Paracanoeist Emma Wiggs and His Excellency Alex Ellis, British Ambassador to Brazil. The final hangout in December 2016 was in partnership with The Daily Mile who have been a strong supporter of the programme. This focused on the Value of equality with guests Para cyclist Sophie Thornhill and pilot Helen Scott.



Activity to date:

- Over 3000 views of the recorded Google Hangouts
- 41 schools have participated in the Google Hangouts, reaching from Essex to Gwent, Dorset to Falkirk.

7. Resources and film

New resources have been created throughout the course of the programme to give schools opportunities to get involved in Get Set's Road to Rio across the curriculum and to connect to the excitement of Rio. Teachers register to access the resources. Learning about the Olympic and Paralympic Values is consistently the top reason for teachers to interact with the programme. The Resources section includes:

- flexible and cross-curricular resources
- assemblies, lesson ideas, activity sheets, infographic, films and image bank
- filter function by campaign, age, format or subject area.

Resource highlights include:

'Get Set for the Road to Rio'

- Assembly PowerPoint for primary and secondary introducing the Challenge
- Lesson plans (linking to PE, Science, Maths, Geography, ICT, PSHE)
- Activity sheets
- Poster and infographic

'Road to Rio Fan Club Starter Kit'

- A range of creative resources to guide students through setting up their own fan club
- Bronze, silver and gold levels
- Includes event guidance, bunting template, challenges, news and social media ideas

'Band Together Design Challenge'

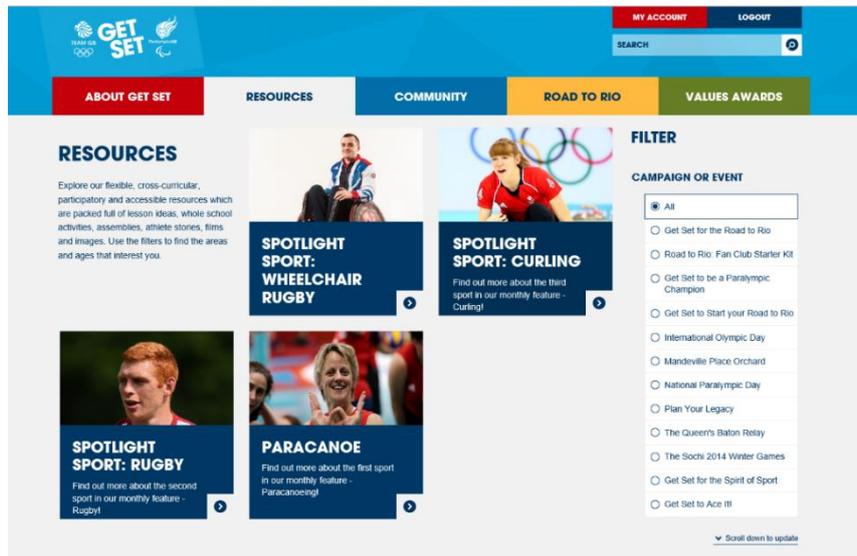
- Students research, design and make their own wristbands to express support for Team GB and ParalympicsGB
- Lesson ideas, fact file, activity sheets

Teacher planning charts were provided to suggest how resources and other opportunities could be used in combination in the build-up to Rio.





In addition, the Spotlight sports feature was created to introduce young people to sports they might not have come across or had a chance to try before. These were linked to special reward badges for the Road to Rio Challenge.



Short films were created to:

- show schools in action for the Road to Rio Challenge to inspire others to get involved
- demonstrate the values in action in schools to bring them to life
- celebrate athlete visits to schools and the way students had been inspired.



These were very effective assets which were also used through social media channels.



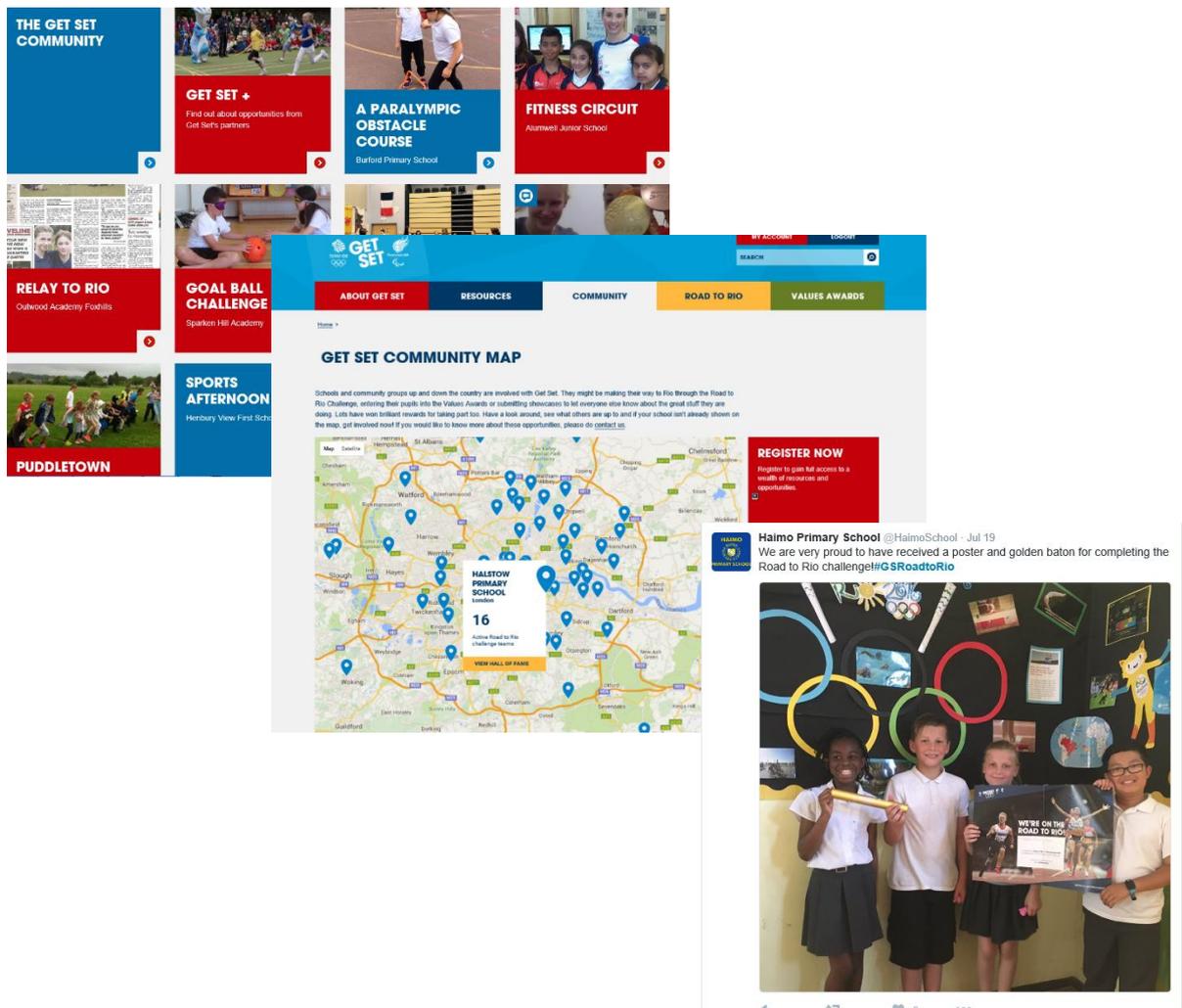
8. Community and showcases

Sharing experiences and best practice across the Get Set community is a key part of Get Set's Road to Rio and a substantial collection of 'showcases' and activity stories have been gathered from schools and other organisations.

- Library of user-generated showcases now at over 500.
- Amplified by school activity on social media #GSRoadtoRio.
- Over 1200 pins on the Community map which highlights schools taking part in different elements of the Road to Rio and encourages schools to see what other local schools are up to.

Regularly updated news stories have been used to flag new opportunities and partnerships.

A substantial amount of time has been dedicated to supporting users with over 1500 enquiries having been responded to via email, contact us form and a phone helpline.

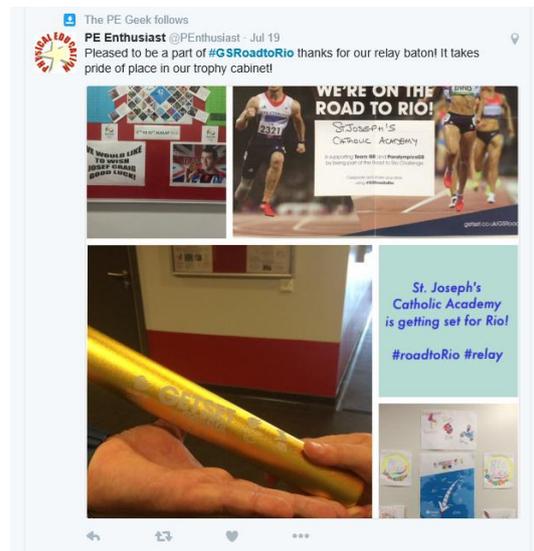




Reward and recognition

Rewarding and celebrating participation and achievement has been a key part of the success of Get Set's Road to Rio. This has included:

- 'We're on the Road to Rio' posters for schools taking part in the challenge
- Road to Rio Challenge branded relay batons for schools taking part in the challenge over the summer
- Team GB and ParalympicsGB signed kit and merchandise for schools submitting showcases and taking part in Google Hangouts
- special VIP tickets to the athlete parades in London and Manchester for Get Set schools
- athlete school visits as research incentives and for two top schools taking part in the Values Awards.



"Hi Get Set Team! Just a massive thank you for the goodies that were sent to Kitty and Leslie [pupils who had taken part in a Hangout]. They got them yesterday at school. Your timing was amazing as Kitty is struggling so much at the minute and it has given her the most amazing confidence boost that she desperately needed. "

Teacher from Newport Junior School, Aldershot

“At the parade for the UK’s successful Olympians and Paralympians in Manchester 2016, we were lucky enough to have VIP tickets for the area at the end of the parade.

Despite the pouring rain we were there, armed with autograph books as well as umbrellas. The athletes were amazingly friendly and those that we met were happy to sign.

The atmosphere was so happy and everyone was waving Union flags and singing along to Kaiser Chiefs and Rebecca Ferguson. It was ace!”

Pupil from Bollin primary school, Altrincham





Communications and marketing

1. Improving the user journey

The user journey through marketing communications through to the website and driving conversions into the intended action – whether it be registration, using the Road to Rio Challenge or Values Awards – has been constantly interrogated and the website has evolved to make this as effective as possible.

The refresh of the homepage and key landing pages led to vastly reduced bounce rates and average engagement time on the site rising from 2 minutes to 7 minutes.

A lot of the success of the programme has been down to engaging and signing up new teacher users and there have been over 8900 new teacher registrations since March 2016.

2. Segmented audiences and tailored messaging

Investment has been made into new school contact data to allow new teachers to be recruited to the programme to expand overall reach. This has focussed on members of Senior Management Teams and PE co-ordinators and has been a very worthwhile investment.

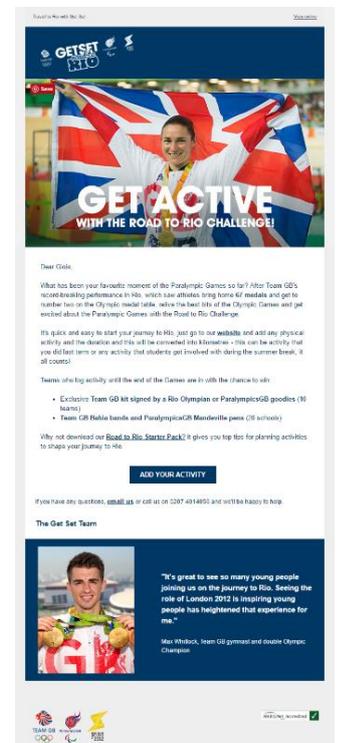
An increasingly sophisticated approach has been taken to email campaigns – audiences have been segmented and tailored messaging used for each contact type, as well as those who were already taking part in the Road to Rio Challenge. The email template and content was refined and messaging focused on one single call to action. For the first phase of the programme this was largely the Road to Rio Challenge, and then later the Values Awards.

- Unique open rate increased from **8%** to **38%**.
- Click-to-open rate increased from **4%** to **18%**.

3. Social reach

Monthly social media plans have been created and shared through the Spirit of 2012, BOA and BPA's media channels.

- #GSRoadtoRio has reached over 71 million accounts and was mentioned over 1500 times.
- #GSValuesAwards has reached over 84 million accounts and was mentioned over 800 times.
- The first Get Set Thunderclap social media campaign went live in April 2016 and was hosted by @Spiritof2012. It reached 899,478 people with 1958 sessions on the day.





4. Building awareness and nurturing the Get Set community

On International Olympic Day in June 2016, the Telegraph Festival of Education experienced a Get Set takeover as athletes, students and senior teachers took to the stage to discuss how the initiative has changed their lives since the end of the London 2012 Games. Hundreds of educators and students were put through their paces on the grounds of Wellington College to take part in the Road to Rio Challenge and travel the distance to Rio.

Get Set's Road to Rio also undertook workshops as part of the Association for PE Conference in July 2016 and attended an LLDC teachers' event at the Olympic Park. These were a great way to interact face-to-face with a key audience.



A direct mail poster promoting the Road to Rio Challenge was sent out in 2015, including a quick guide to use the app and a visual map to track teams' journey to Rio. This was sent out to primary PE coordinators and secondary Heads of PE in all UK schools.

Additional profile-raising and awareness of the programme has also been driven through relationships with the Community Sport Network, PE Scholar, Association for PE, Innovate My School, Guardian Teacher Network, TES and the Department for Education.

5. Supporting the Values Awards

Specific messaging has been developed and contacts built to promote the Values Awards. We have produced messaging to target teachers via EdComs Teachers email and social channels (1700+ contacts). Get Set Action social channels have been activated (1,600+ contacts). We have reached out to key organisations including the PSHE Association and #iwill.





Partnerships

A number of strong partnerships have been built which have raised the profile of Get Set's Road to Rio and which will live on beyond the end of the programme. These have included:

- BBC – Road to Rio was promoted through Get Inspired and a new partnership recently created with their new science programme, Terrific Scientific.
- Channel 4 Superhumans – special Paralympic Games posters were available from Get Set, as well as information about Paralympic Games coverage.
- 'I am Team GB' – Get Set supported the National Lottery initiative which invited the nation to get up and get active with thousands of free events taking place across the UK.
- The Daily Mile – their aim to improve physical, emotional and social health and wellbeing of all children, regardless of age or personal circumstances chimes perfectly with Get Set's Road to Rio and they have been a keen supporter of the programme, promoting it through their network and taking part in the equality-themed Google Hangout.

Amplifying the investment

The redevelopment of the Get Set platform through Get Set's Road to Rio has enabled it to be used to host a number of smaller extension programmes, including:

- UKAD 'Get Set for the Spirit of Sport'
- Tennis Foundation 'Get Set to Ace it' project in development
- BPA 'Get Set to be a Paralympic Champion'

It has also allowed the generation of extension programmes by enabling cost effective communication with the core Get Set database to build new communities such as Get Set to Eat Fresh. This programme will run until at least 2020. Funding has enabled over £3 million of additional investment from other partners.

The Road to Rio app technology has attracted major partners and created new opportunities:

- Sainsbury's Active Kids used the Road to Rio mechanism as a key component of their major inclusive sport promotion for 2016 – Active Kids Paralympic Challenge - and this used a single sign-on method which opened up new opportunities.
- Deloitte engaged in Olympic and Paralympic activations through 'Get Set to Make it Count' which made use of the Road to Rio app.



Monitoring and evaluation



500 completed modules

Over 2300 student accounts

Over 1000 teacher accounts

COMMUNITY

500 showcases

41 schools participating in Google Hangouts

Over 3000 views of Google Hangouts

WEBSITE USAGE

Over **1 million** page views in 2016

Over **44,000 REGISTERED** teachers and leaders

85% increase in **website users**



REACH AND IMPACT

87% of teachers agree that young people have improved their **team-working skills**

82% of young people report **increased participation in physical activity**

88% of young people feel that the programme has **raised their aspirations**

91% of teachers have seen a positive change in **motivation levels** of young people



An average of **254** pupils per school have **taken part in Get Set's Road to Rio**

83% of young people agree that there has been a positive change in **perceptions of disabled people**

A minimum of **1,045,284** young people have been **reached** since September 2015



Monitoring and evaluation strategy

Outcomes have been measured through a comprehensive monitoring and evaluation strategy. A summary of research activity over the three years is given below. At each milestone, input has been gathered from teachers and students to ensure that their needs are met and opportunities to engage are maximised.

Year 1

- A teacher and student survey was undertaken to act as a baseline survey and to feed into plans for Year 2.
- Online surveys were conducted with teachers from six schools and students from four schools to understand attitudes towards the Road to Rio app and its contents.
- Two focus groups were conducted to understand how teachers would use the Road to Rio app and website and what support they needed when taking part in the programme. Responses to the concept were very positive.
- A teacher focus group took place to gain teacher feedback during the design stage of Get Set's Road to Rio Values Awards, to test and refine the concept, activity ideas and terminology.
- A later session took place to demo built sections of the Values Awards in development.

Year 2

- Case study visits took place at a primary school in North London and a secondary school in Luton to get to know our Get Set community better, hear in-depth about these schools' experience of Get Set's Road to Rio and be able to share this to inspire others. Please see case study summaries later in this report.
- Two online focus groups took place with teachers (one primary, one secondary) to discuss their activity to date, the resources used and developments for the programme for the following year. Some key findings:
 - Teachers and pupils were overwhelmingly positive about their involvement with Get Set's Road to Rio to date. It had been used within schools not only to increase participation in sport, but also to work alongside existing school structures to promote the Olympic and Paralympic Values among pupils.
 - Teachers especially liked that the programme encompassed a wide range of topics and themes and mentioned that the broader cultural themes of Road to Rio were appealing.
 - Teachers liked all the suggested Road to Rio ideas (new resources, films, Spotlight sports), but suggested some refinements to make them simpler to implement.
 - Teachers gave their view on the most effective incentives – athlete visits or messages and free kit came out top.
 - Teachers confirmed that their preferred method of communication from the programme was by email.

“Our pupils have loved taking part. Many recognise there is an Olympic/Paralympic sport for everyone so we do not accept them saying ‘I don’t like sport’.”

Secondary teacher

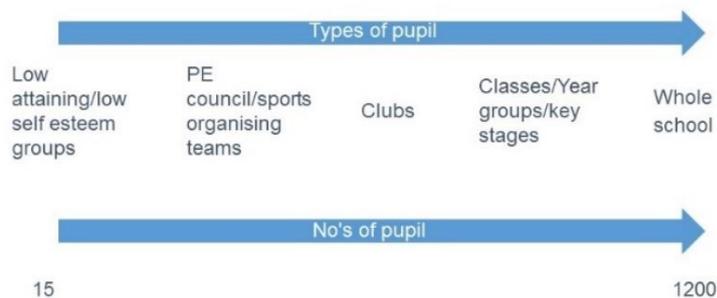
“If you are looking for a way to unite your staff, school and wider community in the work that you do through a set of values that everyone can identify with then using the Road to Rio app, website and resources is the best way to support you and the children’s learning through to the Olympics in 2016”

Primary teacher

- In-school focus groups with pupils took place to investigate their involvement to date and its impact, and to try out new ideas such as the Values Awards quiz module.
- Two further online focus groups with teachers were held to understand usage, impact and barriers of the programme and test out ideas for Year 3. These barriers were interrogated and ways to break them down explored.

Who is taking part?

Teachers are getting a variety of pupils to take part in Get Set’s Road to Rio



"Pupils love it...they can relate each subject they do to sporting examples and recognise the importance of physical activity more. They love being active and challenging each other too!"

Primary teacher

"Road to Rio has inspired everyone to do more and they've given the teachers ideas of what to do and if we didn't have that I don't think the school would be like it is now."

Primary pupil

"Road to Rio has motivated me to do more sports and join more clubs. You meet people and get used to meeting different people and talking to them."

Secondary pupil

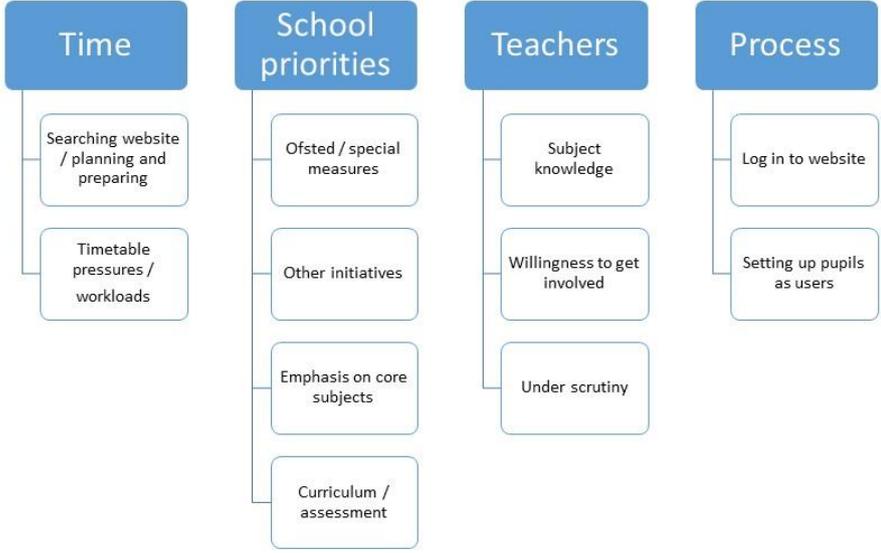
"I think differently about Paralympians because I used to think they're either in a wheelchair or they've got a disability that they can't do something. Seeing that they can do the things that we do, but they just have to try extra hard to push themselves to be the best."

Secondary pupil

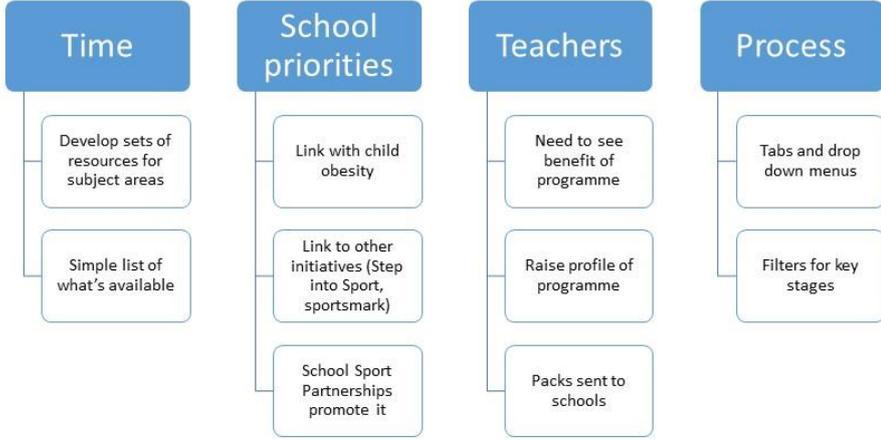
"The Paralympic resources definitely helped with pupils' perceptions of disability as many are just oblivious to it and how it impacts our community."

Secondary teacher

Potential barriers to participation



How to remediate barriers





Bowes Primary School: Case Study

School Context

Bowes Primary School is situated in Enfield, North London and is part of the Bowes Learning Alliance, a collection of schools in the local area that focus on inclusion and meeting the needs of every child. The school has approximately 500 pupils from reception through to year 6 from a broad mix of socio-economic backgrounds and ability. The school has a number of SEN pupils, with an inclusion resource base for autistic children.

The school became aware of **Get Set's Road to Rio** via the Head of PE who took part in research earlier in the year. The Road to Rio Challenge has been introduced across the whole school with every pupil in every class having made a contribution to the **2391km travelled so far**. A year 4 class are taking part in the **Values Awards** and have been working towards their Values Stars Award.

Get Set's Road to Rio activities

The Road to Rio Challenge was introduced to the pupils in June 2015 as the theme for their 'Be Active Week', a regular event in the school calendar where all pupils across the school participate in physical activities in classes. Two whole days within the week were dedicated to the Challenge, with all activities logged as part of their journey to Rio. Pupils were able to vote to choose which activities they wanted to do, and when they had completed their activities measured and collected all the distances covered. Pupils of all ages and abilities contributed in some way to the total kilometres covered, with activities varying between different groups depending on what they were able to participate in. The sessions were run with the assistance of year 6 school councillors, who took on the responsibility of setting up activities, such as egg and spoon and sack races, and looking after the other pupils participating.

As well as 'Be Active Week', pupils have been entering distances from a range of activities to travel the distance to Rio. The school's athletics club, run by the Head of PE, has kept track of their activities and added their distance to the website. This also included the events they participated in at the district sports competition held towards the end of term. Other pupils simply took a walk round the local park and worked out the distance they had covered doing this. A group of non-swimmers from year 6 went to the local swimming pool and added their distances there, learning to swim and gaining their 25 metre badges as they did so.



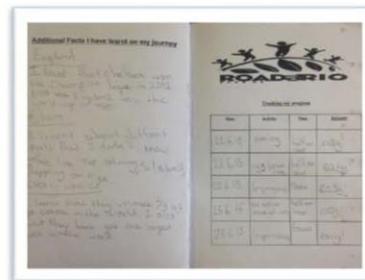
Pupils Road to Rio passports

I found [the website] really easy. I like [the fact that] if it's not a distance, you can add a time and intensity.
Teacher

So far, all activities and distances have been entered onto the Get Set website by the lead teacher, as technical issues with the school's tablets have prevented pupils from being able to do this themselves. Excluding this issue, the teacher has found the app really easy to use, and likes the functionality of being able to enter the time and intensity of an activity. This has been particularly useful with the types of activities that were run during the 'Be Active Week', which would not ordinarily appear in a list of possible sports.



In order to keep track of the activities the school has introduced their own activity passports. Within these, pupils can log the time and intensity of their activities. These have made it easier for the teacher to keep track of what pupils have been doing in their journey towards Rio.



The Road to Rio passport activity logs

Impact of Get Set's Road to Rio

Both the **Road to Rio Challenge** activities and the **Values Awards** have had a positive impact on those involved at Bowes Primary School. One

There was a real focus on not the distance that they'd actually travelled themselves but, 'Actually this is all of us together and it doesn't matter whether you've walked 5 metres or you've swum 50 metres'.
Teacher

key outcome has been the **increased participation in sport** among pupils, one of the main motivations behind becoming part of the Road to Rio programme. Pupils from all year groups took part in at least one activity over the school's 'Be Active Week', which incorporated the Paralympic Values of *equality* and *determination*, with pupils of all abilities able to participate as equals, whether that be a keen sportsperson or an autistic pupil. This in turn has increased confidence levels of pupils in their ability to take part in sports and activities that they wouldn't otherwise have been involved in.

Taking part in Get Set's Road to Rio helped promote the Olympic Values of *friendship* and *respect* within the 'Be Active Week'. Rather than being competitive, pupils embraced the team aspect of Get Set's Road to Rio, and were more interested in the cumulative effort of everyone and the teamwork involved in reaching their goal.

During the two Get Set's Road to Rio days, the year 6 sports councillors increasingly took on **more responsibility** for the running of the activities and looking after the younger pupils. By the second day the teachers did not have to look after any aspect of the activities as the sports councillors became more confident in running them on their own. They enjoyed the interaction with the younger pupils within the school, building friendships in the process.



Posters promoting the Olympic and Paralympic Values

The **Values Awards** has helped raise awareness of all the Olympic and Paralympic Values among pupils. Pupils designed posters promoting the Values leading up to the 'Be Active Week' and these were displayed around the school for other pupils to read. There has been a particular focus on *equality*, linking to the school's motto of 'Be Included'. Use of the website and resources has had an impact, with pupils being exposed to images of disabled athletes competing in sports. These helped the teacher deliver the message that everyone is unique and that they should celebrate those differences.

I think they've [pupils] changed their perception of disabled athletes... It was quite interesting to raise that discussion with them and say, 'Actually we're not all the same.'
Teacher

Involvement in Get Set's Road to Rio has also had an impact upon the teacher organising the schools participation so far. They now intend to focus on activities everyone wants to participate in, rather than pupils who are really into their sport.



Future plans for Get Set's Road to Rio

Bowes Primary School plans to continue their involvement with Get Set's Road to Rio into the next school term, building on all the positive experiences they have had so far with the **Road to Rio Challenge** and the **Values Awards**. Currently there are plans to put on an activity every half term or term, leading up to their 'Be Active Week' next year which will again be based around Get Set's Road to Rio. Pupils have expressed interest in a number of new activities that they would like to participate in as part of the programme, such as tennis and basketball. The **Values Awards** will also be continued next year, expanding to two classes in years 5 and 6.

There has also been a push to introduce Get Set's Road to Rio into other schools within the Bowes Learning Alliance. The lead teacher at Bowes Primary is in regular contact with colleagues in the Alliance and has been telling them to get involved, how much the pupils enjoy being part of it and of all the benefits it can provide.

From not having known much about it, we have dipped in and taken bits and not done all the things. I think it will just continue to build on that over the next year or so.

Teacher



Lealands High School: Case Study

School Context

Lealands High School is a mixed secondary school for ages 11 through to 16, located in Sundon Park, Luton. It has approximately 1,000 pupils from varying ethnic backgrounds, with less than 50% of the current student population classing themselves as white British and around 45 different first languages spoken. The school has links to international schools in India and Tanzania, with regular teacher visits throughout the year between them.

The school has been involved with Get Set since the lead up to the London 2012 Olympic and Paralympic Games and has continued with elements of the Road to Rio programme, including the **Road to Rio challenge**. They were one of their first schools to take up the challenge and have also taken part in a **Google Hangout** where they, along with Davenant Foundation School in Essex, asked questions to track and field athlete Perri Shakes-Drayton and Minister of State for Children and Families, Edward Timpson MP.

Get Set's Road to Rio activities – Road to Rio Challenge

The **Road to Rio challenge** was introduced to last year's year 7 pupils during the spring and summer term of 2015. The programme lead was their maths teacher, who incorporated the challenge into Maths lessons for two classes, linking the numeracy element of the distances recorded and the amount remaining as a kick off to lessons. The teacher liked the idea of the challenge and saw it as a new and innovative initiative that would go down well with his pupils.

I just thought the challenge was a really interesting activity. It's quite easy to do with a small group of kids. I sold it to them and they were hooked on it.
Teacher

All activities that went towards making it to Rio were done by pupils on their own accord. No additional events were held at school to promote the challenge and so pupils took it upon themselves to keep up their activities. Some of the sportier pupils started to log the activities they were already doing, including members of the football team and a competitive swimmer who was training for an

The Challenge made me, rather than go home and sit on my Xbox, go and do more activity and add it on to the app once I was done.
Year 8 pupil

hour and a half before school every morning. There were also pupils who took it upon themselves to take up more sports and get more active. One in particular took up archery, taking a course and later joining a club where they have gone on to win medals in competitions.

As well as taking up new sports, pupils also tried to be more active generally, choosing to walk and cycle to places instead of being driven in the car. Having the challenge of getting to Rio acted as the extra motivation.

Activities were logged using the Road to Rio mobile app wherever possible, otherwise using the website. Like the activities themselves, pupils had the responsibility of logging their own distances. Back in class, the teacher would review what had been uploaded and discuss whether it was legitimate. There was one occasion where an activity was removed from their total as after discussing together they felt it couldn't have been an accurate entry.

I would monitor what they were doing. One lad was putting a ridiculous amount of mileage. Collectively, we decided to take his activity off.
Teacher

One of the biggest motivations behind the groups involved was to monitor their progress against other schools on the leaderboard. They enjoyed the competitive element that this provided them, allowing them to assess themselves against other schools trying to make it to Rio first. If they weren't



top, there was more incentive to get out and log more activities. Although leading for periods of time, they ended up being beaten as the first to get to Rio.

Get Set's Road to Rio activities – Google Hangout

Having been noted as an active Get Set school in December 2015, Lealands were approached to take part in a **Google Hangout**, which was aimed at exploring *character* and *resilience* through sport. A group of year 7 pupils were selected to participate, based on their interest in sport as well as how confident their teachers thought they would be when placed in front of a live camera.



Pupils participating in the Google Hangout

In preparation for the hangout, pupils devised their own set of questions that they wanted to ask and sent these to Get Set for approval.

The students wanted to represent the school, and they wanted to give the best possible image as they saw it.
Teacher

All the pupils were excited to speak to Perri Shakes-Drayton and Edward Timpson MP, and made sure they practised their lines beforehand and set up their classroom to look as professional as possible. They also tried to perfect the art of talking at the camera rather than watching themselves in the screen. Their first concern was making sure they showed Lealands High School in the best possible light to all those in the Get Set community, and wider afield, who would see them.

Impact of Get Set's Road to Rio

Both the **Road to Rio challenge** and the **Google Hangout** have had positive impacts on all those pupils who took part at Lealands High School. From the challenge, there was a marked increase in overall physical activity from those who took part. The aim of reaching Rio helped promote the Paralympic Value of *inspiration*, with pupils *inspired* to be more active outside school because of their involvement in the programme. This was either through choosing to walk and cycle more rather than

In my case, you learned about other sports you might take up.
Year 8 pupil

It gave me a motivation to want to be active... it made me feel like, if I'm not doing it, then I'm letting down the team.

relying on a car, playing more sports or doing more activities. There were also instances of non-sporty pupils taking up completely new sports and going on to excel in them and continue to participate after the challenge was completed. This showed a level of *courage* had been bought out in them, to try something new which was out of their comfort zone, another Paralympic Value.

The competitive element of the challenge led pupils to show a *determination* to succeed. Being one of the first schools to enter the challenge, the goal of the pupils was to be the first school to reach Rio of all those taking part. This also helped to enable teamwork within the group, and promote *friendship* to grow, which is one of the Olympic Values. Pupils felt by not being active, or not doing as much activity as others, they were letting down their peers. This also offered some involved to grow into more of a leadership role within the group, encouraging others in the team to contribute, and offering to take part in activities together.

So if your teammate is hardly ever putting things up, then you can say 'Oh, do you want to come with me, or do it together?' then that's even better because you make more friends and it's teamwork as well.
Year 8 pupil



By reviewing what activities they had logged as a team, the pupils were shown to promote the Olympic Value of *respect*. If it was deemed that any distances were not accurate and too many kilometres had been logged for any activity then those distances were removed. This showed a respect not only for their competitors but for the challenge as a whole.

I have a passion for sport, and to find they did too was good. I got a much better relationship with them as a result of that.
Teacher

For the teacher overseeing the challenge, one of their biggest takeouts was the change in relationship between them and their pupils taking part. By participating in the challenge, the teacher and pupils got to know each other on a more informal level, and through the medium of sport found a new level of *respect* for each other.

Participating in the **Google Hangout** helped promote the Olympic Value of *excellence* and the Paralympic Value of *determination*. Because they were being filmed, pupils wanted to make sure that their school was shown in as positive light as possible. Everything they could possibly do to make their appearance on the Hangout appear professional they did, from their own personal appearance, to banners in the background.



Perri Shakes-Drayton in the Google Hangout

They were talking about perseverance and that we should never give up. I've learned you can do anything in your life, if you just try.
Year 7 pupil

The topics of the Hangout, *character* and *resilience*, were also picked up on by the pupils. They came away *inspired* by what Edward Timpson MP, and especially, Perri Shakes-Drayton had said about their journeys and what they have had to do to achieve success. The belief that anything in life is possible as long as you work for it, and that you can't just wait for things, you need to make things happen for yourself and be *determined* to succeed, was prevalent among the pupils.

Future plans for Get Set's Road to Rio

Lealands High School plan to continue with Get Set programmes going forward. Having already achieved their goal of reaching Rio, there is a possibility of starting the challenge back up again for the countdown to Rio in the summer term, with some of the pupils who were already part of the programme and with new pupils introduced to the challenge from within the school.

The teacher will also continue to look out for wider Get Set initiatives and will continue to be an active part of the Get Set community. They really appreciate the opportunities that have come to Lealands previously, as part of Get Set, and will look to continue with these as long as possible. The Olympic and Paralympic Values are very closely linked to those of the school itself and so they often tie in with what the school is looking to promote.

I know if I stay involved [with Get Set] then other opportunities will come along for the school.
Teacher



Year 3

- As in Year 1, a teacher and pupil survey was undertaken to monitor track usage and behaviour, profile Get Set's Road to Rio website usage, understand how resources were being used and how they could be improved and to measure impact and progress towards the key outcomes. The length of the surveys was shortened to encourage a higher response rate than in Year 1.
- The theory of change M&E framework underpinned the research strategy with its focus on wellbeing and perceptions of disability and these questions were incorporated into the survey.

From the survey, we can see that 61% of teacher respondents were from primary schools and 32% from secondary schools, with 7% from other types of establishment. Of teachers, 93% were from England. Of pupil respondents, 53% were boys and 47% girls. Nearly half of teacher respondents felt that the programme had helped more disengaged pupils. When asked which groups of pupils took part, by far the highest response was the whole school, and when asked what type of pupil (for example, those with special needs, sporty pupils or disabled pupils) almost 80% said 'all pupils'.

Outcomes

Key outcomes are shown in the infographic earlier in this report and detailed slides are shown in the Appendix.

A summary of results against target outcomes is below.

Target outcome	Results – Teachers	Results – Pupils
70% of teachers / young people agree or strongly agree that there has been a positive change in the young people's perceptions of their leadership, communication and team-working skills	Leadership – 70% Communication – 76% Team-working - 87%	Leadership – 64% Team-working - 83%
60% of teachers / young people agree or strongly agree that the programme has contributed to increased participation in physical activity by the young people	Impacted participation – 71%	Impacted participation – 82%
70% of teachers / young people agree or strongly agree that there has been a positive change in perceptions of motivation and aspiration levels of the young people involved	Motivation – 91% Aspirations – 82%	Motivation – 84% Aspirations – 88%
70% of teachers / young people agree or strongly agree that there has been a positive change in the young people's perceptions of disabled people	Positive change in perception of disabled people - 59%	Positive change in perception of disabled people - 83%



Road to Rio Challenge

Measure	Target	Outcome
Active Road to Rio Challenge teams	-	1985
Unique establishments with an active Road to Rio Challenge team	3000	1130
Unique establishments downloading the Road to Rio Challenge starter pack	-	1236
Number of Road to Rio student accounts	-	7201

The number of individual establishments taking part in the challenge was lower than we had hoped, but the engagement from and level of activity logged by the participating schools was higher than we had anticipated, as is demonstrated by figures earlier in this report. In many cases this became a truly whole school activity. From research with these schools, we can see the considerable impact on the young people involved, both in terms of the increase in physical activity and their own levels of confidence. We know that teachers felt more comfortable using the website rather than mobile app and this is a channel we promoted through marketing material.

Values Awards

Measure	Target	Outcome
Number of Values Awards teacher accounts	-	1065
Number of Values Awards student accounts	-	2373
Number of Values Awards student module completions	2000	511
Number of Values Awards student modules in progress	-	500+

The concept of the Values Awards has certainly resonated with teachers and students, as can be seen by the number of accounts created. This element of the programme became our key call to action later than the Road to Rio Challenge and certainly has longevity beyond the end of Get Set's Road to Rio. While we are not yet at our target number of module completions, there are a good number of modules underway by students which we need to convert into completions. We have undertaken some user experience improvements to aid this process.

Google Hangouts

Measure	Target	Outcome
Schools participating in a Google Hangout	90	41
Schools downloading a Google Hangout	1000	3000+ views

Based on the number of Hangout views and given the number of registered teachers at each of our registered schools, we estimate that this equates to over 1000 schools. The number of schools participating is below target because of the model we used to deliver the Hangouts. It was intended that a higher number of schools would directly join each Hangout to ask their questions but, due to technical challenges, only two schools for each Hangout was realistic.



We changed to a model where schools submitted their questions and these were asked by our host on their behalf, with a 'shout out' to the school. This allowed us to increase our reach and allow more schools to benefit from this opportunity.

Community

Measure	Target	Outcome
Showcases uploaded to the Get Set site	500	500+
Number of pins on the Community map	-	1200+

We have exceeded the target of showcases uploaded to the site – stories of activity from schools to share with the Get Set community – and if social activity using the programme hashtags was included this would be considerably surpassed. These showcases give a snapshot of the excitement and opportunities generated by the programme across the country.

Website usage

Measure	Target	Outcome
Increase in unique website users	40%	85%

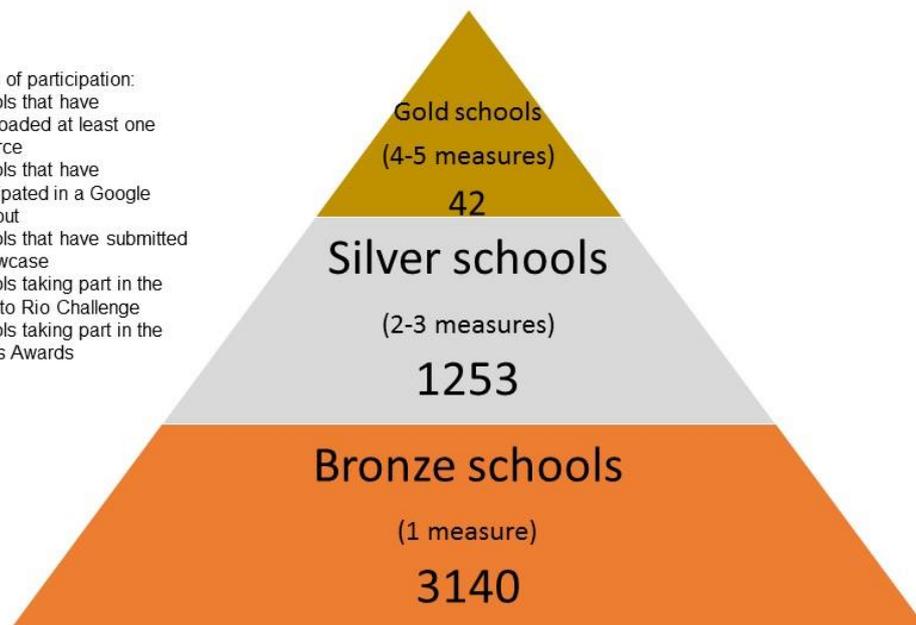
The target increase in users has been more than doubled, demonstrating the effectiveness of the offer and marketing communications and messaging.

Get Set's Road to Rio Tiered participation data



Measures of participation:

1. Schools that have downloaded at least one resource
2. Schools that have participated in a Google Hangout
3. Schools that have submitted a showcase
4. Schools taking part in the Road to Rio Challenge
5. Schools taking part in the Values Awards

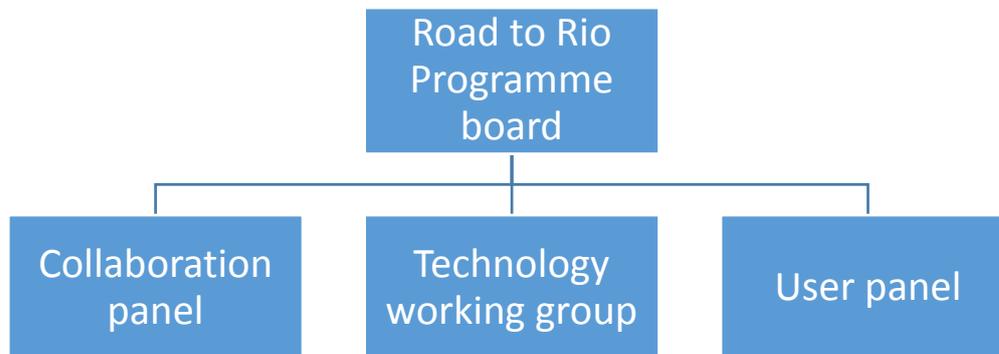


Data run January 2017



Governance structure

The Road to Rio programme was governed by four working groups as set out in the diagram below:



- The delivery of the Get Set programme was managed through the Programme board which comprised representatives from the British Olympic Association, the British Paralympic Association and EdComs (the agency contracted to deliver Get Set youth engagement and education initiatives for the BOA and BPA). This met every quarter to assess project progress and reported to the BOA and BPA Boards.
- A Collaboration panel consisted of a broad range of partners and stakeholders and has contributed to the programme's success. This has enabled the sharing of valuable knowledge and expertise and has flagged new opportunities to be signposted through Get Set, as well as opportunities for partners to drive engagement with Get Set through their channels. The panel has included colleagues from Spirit of 2012, YST, Sport England, Sports Leaders UK, Join In, Sporting Memories Trust, LLDC, UKAD, athlete representatives and others.
- The Technology working group was formed to feed into the Collaboration panel and inform the Programme board's decisions. It has helped to ensure that the digital elements of the programme were innovative, accessible and met the agreed objective.
- The User panel of teachers and students shaped the development and delivery of the programme and informed the Programme board's decisions by testing and providing feedback on the content and digital developments at key stages and by championing the programme.

Support and constructive input from contacts at Spirit of 2012 has been much valued throughout the course of the programme.



Challenges and lessons learned

There were a number of challenges faced during the course of the programme which we have highlighted in quarterly reports. Ten are outlined below. Learnings from each are feeding into all elements of Get Set and wider programmes.

1. We know through research that **time constraints** when finding resources, planning lessons or considering new opportunities for schools were the top barrier to usage for teachers who are busy and overloaded with numerous initiatives and pressures. With such a lot of content and opportunities available through Get Set, it could seem overwhelming so we had to make the offer immediately appealing and easy to access through:
 - simplifying the user journey on the website, for example by bringing the Road to Rio Challenge activity logging function to the homepage
 - packaging up resources in an easy-to-use way, for example Road to Rio starter pack or teacher planning charts showing how resources could be used in combination over time
 - using a single call to action in marketing communications.
2. The educational landscape and **pressures on schools** change quickly and are outside our control (new curriculum, scrapping of levels, more rigorous testing, the threat of being converted to an academy) – core subjects are the priority. In marketing communications we focused on flagging how the programme supports the things that are most important for school management teams, for example Ofsted requirements and British Values, numeracy and literacy requirements, health and wellbeing.
3. It is always challenging to get schools to **report back on their activity** and there is substantially more activity going on than we immediately see. A lot of encouragement and regular prompts were given to schools and special incentives offered to ask schools to share their stories.
4. Learning about the **Olympic and Paralympic Values** is the top reason why people used Get Set's Road to Rio and they continue to inspire schools.
5. The use of the BOA and BPA's **unique assets** – and particularly athletes themselves – is what sets Get Set apart from other programmes. The prospect of meeting or hearing from athletes is always at the top of lists of most effective incentives to encourage participation. Being able to promote a named athlete rather than a generic athlete visit has a much greater impact. Access to athletes post-Games has been much more straightforward, due to their training demands, and has allowed us to access very high-profile athletes.
6. As would be expected, **activity increased as the Rio 2016 Games drew closer**, with activity at its peak during May-July 2016. Regular usage of the Get Set website increased since 2015 with teachers more likely to visit weekly or monthly. Term dates posed a challenge with the Olympic Games taking place during the summer break and the Paralympic Games immediately at the start of the autumn term.



7. The use of **digital technology** brought engagement and increased participation in physical activity. Activities such as the Road to Rio Challenge are a perfect way to harness technology to capture and use data, to promote challenge and competition and to involve young people - sporty or not - in a more engaging way. The fact that they could contribute to their team's total in their own time and log the data themselves gave them ownership of the experience and encouraged activity outside the school gates as well as within school time.
8. There have been **technical challenges**, for example setting up Google Hangouts with school firewalls. Some teachers needed a lot of support and were more comfortable logging activity via the website rather than mobile app. Input from users fed into user experience improvements and a helpline was set up to enable any issues to be more quickly resolved with users.
9. Encouraging teachers to complete **research surveys** is challenging. Adjusting the research survey length (focusing only on key questions rather than 'nice to haves') and recruiting a number of schools in advance to undertake the survey with their students led to an much improved response rate in Year 3.
10. The existing Get Set registrants were not as active as we had anticipated and more **recent registrants have been the most active**. Investing in new data (for example, Senior Management Team and PE co-ordinator contacts) to reach fresh audiences and grow the database has been fundamental in increasing engagement.



Conclusion and looking ahead

Through Get Set's Road to Rio, the Get Set programme has been enhanced, particularly through the use of cutting edge digital technology, to create a compelling series of activities and opportunities to enable young people across the UK to benefit from values-based educational experiences. The programme successfully used the Olympic and Paralympic assets, including the Olympic and Paralympic brands, milestones and athletes, to help young people to feel inspired by and engaged with this global sporting event.

The Get Set community has been expanded considerably through the programme. School and youth groups across the country feel strongly that the programme has supported their ethos and whole school engagement has been the most popular method to implement it.

Young people's life skills including teamwork, leadership and confidence have exceeded our targets and their motivation levels and desire to achieve more have been significantly raised through their participation. These outcomes are lasting and transformative.

There is no doubt that using Get Set's Road to Rio has encouraged uptake of a wider range of sports and activities, and more young people taking part in sport in general. There was a significant uplift in 2016 compared to the previous two years.

Crucially, young people feel that there has been a positive change in their perceptions of disabled people, and feel this more strongly than is reported by their teachers. They have been inspired to rethink what is possible with hard work and determination.

Elements of the Road to Rio programme will endure and key assets which have been created – resources and Google Hangouts, for example – will remain available on the Get Set website for schools and youth groups to access. The Values Awards is a key element which has longevity and which will remain live on the site and continue to be developed and promoted to schools.

The redevelopment of the Get Set website has already considerably amplified the investment and impact on young people through allowing smaller programmes to be hosted as part of the site and through bolstering the core database and allowing extension programmes to be established cost effectively. Other programmes have also directly incorporated use of the Road to Rio app, again extending its reach to new audiences.

Learnings from the programme – particularly through hearing directly from teachers through research - have already been implemented across other Get Set programmes, for example in marketing messaging, website user experience and resource development approaches.



Appendix Get Set's Road to Rio Evaluation

August 2016



Leadership, communication and team-working skills

Outcome 3 - **70%** of teachers / young people agree or strongly agree that there has been a positive change in the young people's perceptions of their leadership, communication and team-working skills



70%
76%
87%

Leadership
Communication
Team-working



64%
-
83%

In line with pupils, teachers also saw great impacts from the programme for their pupils in motivation, self-confidence and teamwork



Get Set's impact on pupils

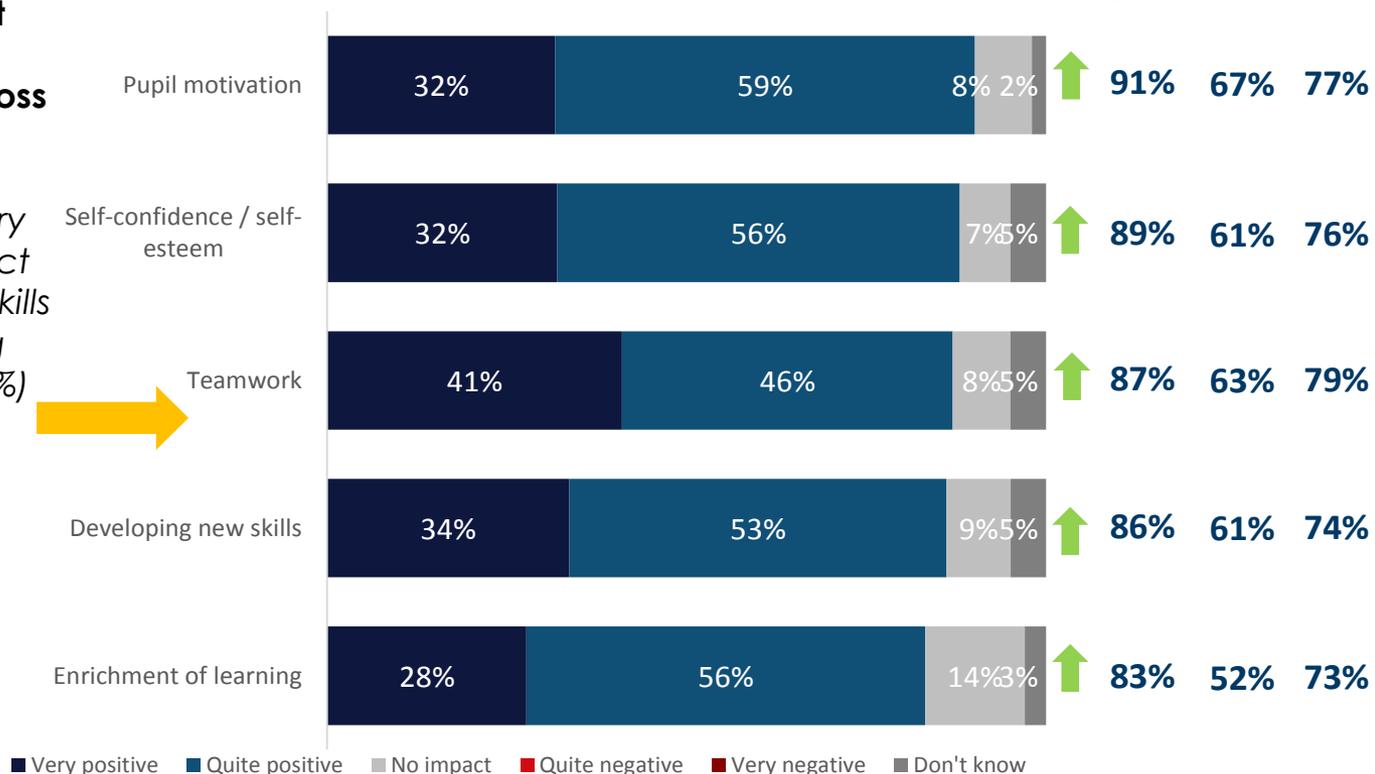
There have been significant increases in the impact of Road to Rio since 2015 across all measures

Significantly more secondary teachers saw greater impact on pupils developing new skills (93% vs 81%) and improving self confidence (98% vs. 83%)



Total positive

2016 2015 2014



↑ ↓ Significance tested at 95%. 2015 vs 2016

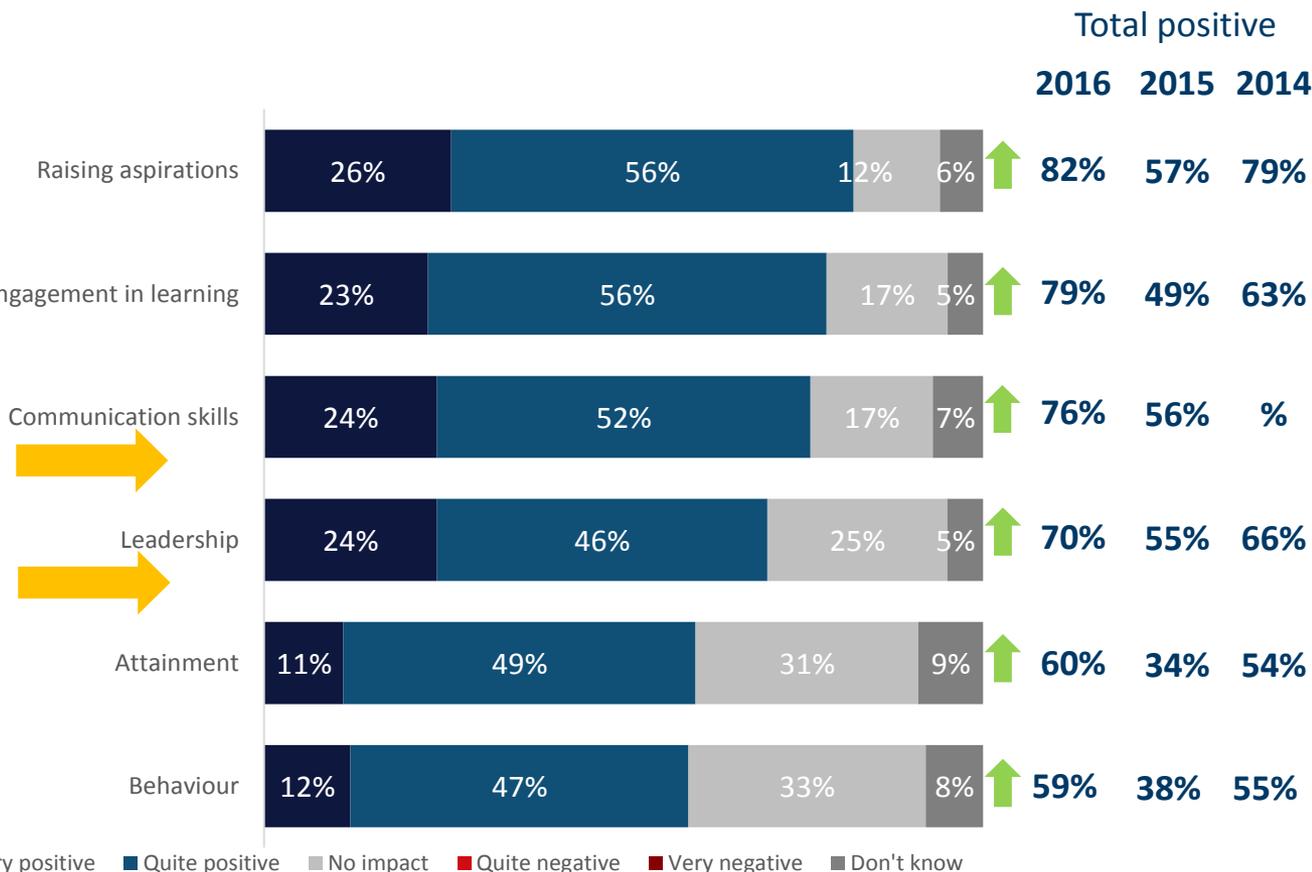
Get Set's Road to Rio has also had a positive impact on raising pupils' aspirations



Get Set's impact on pupils (cont.)

There have been significant increases in the impact of Road to Rio since 2015 in raising aspirations, enjoyment of learning, communication skills, attainment and behaviour

Significantly more secondary teachers saw greater impact on communication skills (87% vs 68%) and leadership (84% vs. 63%)



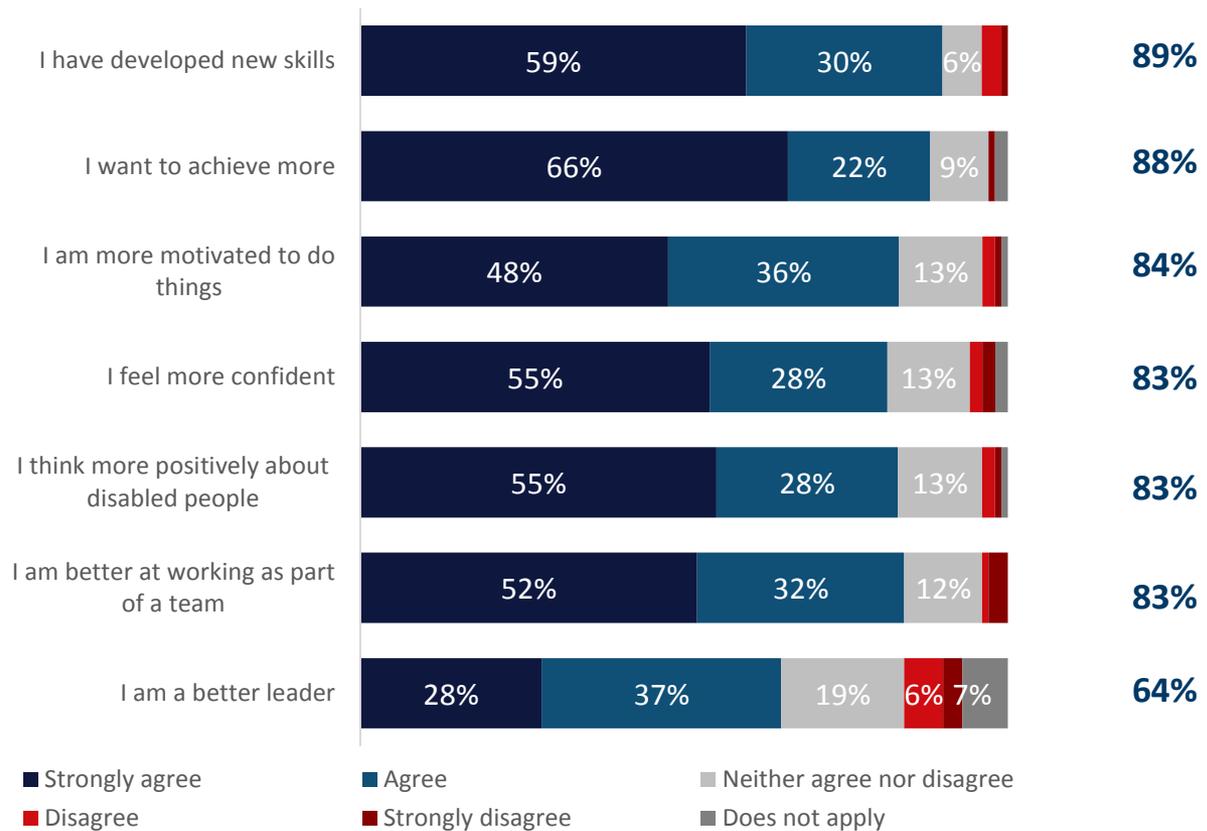
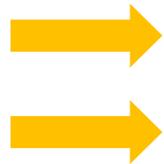


Get Set's Road to Rio has had a positive impact across pupils' attitudes and behaviours, in particular developing new skills and increasing their desire to achieve more



Agreement with statements about using Get Set's Road to Rio programme in the last year

Total agreement



P9 How much do you agree with these statements because of using the Get Set programme in the last year? Base: Total sample; (247)

Participation in physical activity

Outcome 4 - 60% of teachers / young people agree or strongly agree that the programme has contributed to increased participation in physical activity by the young people



71%

Impacted participation



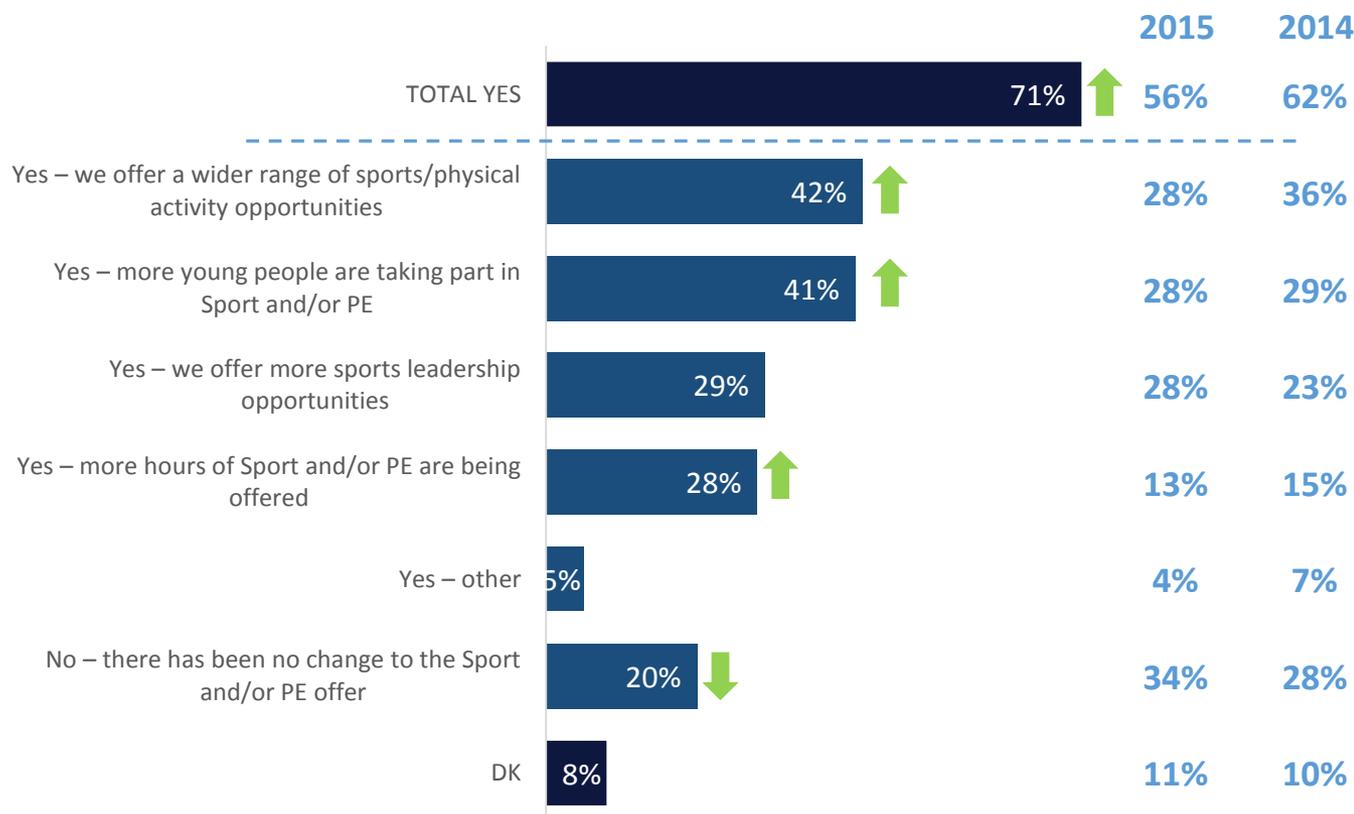
82%

Using Get Set's Road to Rio has encouraged uptake of a wider range of sports and activities, and more young people taking part in sport in general, as a result of Get Set's Road to Rio



Impact of Get Set on PE/sport in school

Significantly more schools offer a wider range of sports (42% vs. 28%), more young people take part in sport (41% vs 28%) and more hours of Sport and PE are offered (28% vs 13%) as a result of Get Set's Road to Rio this academic year



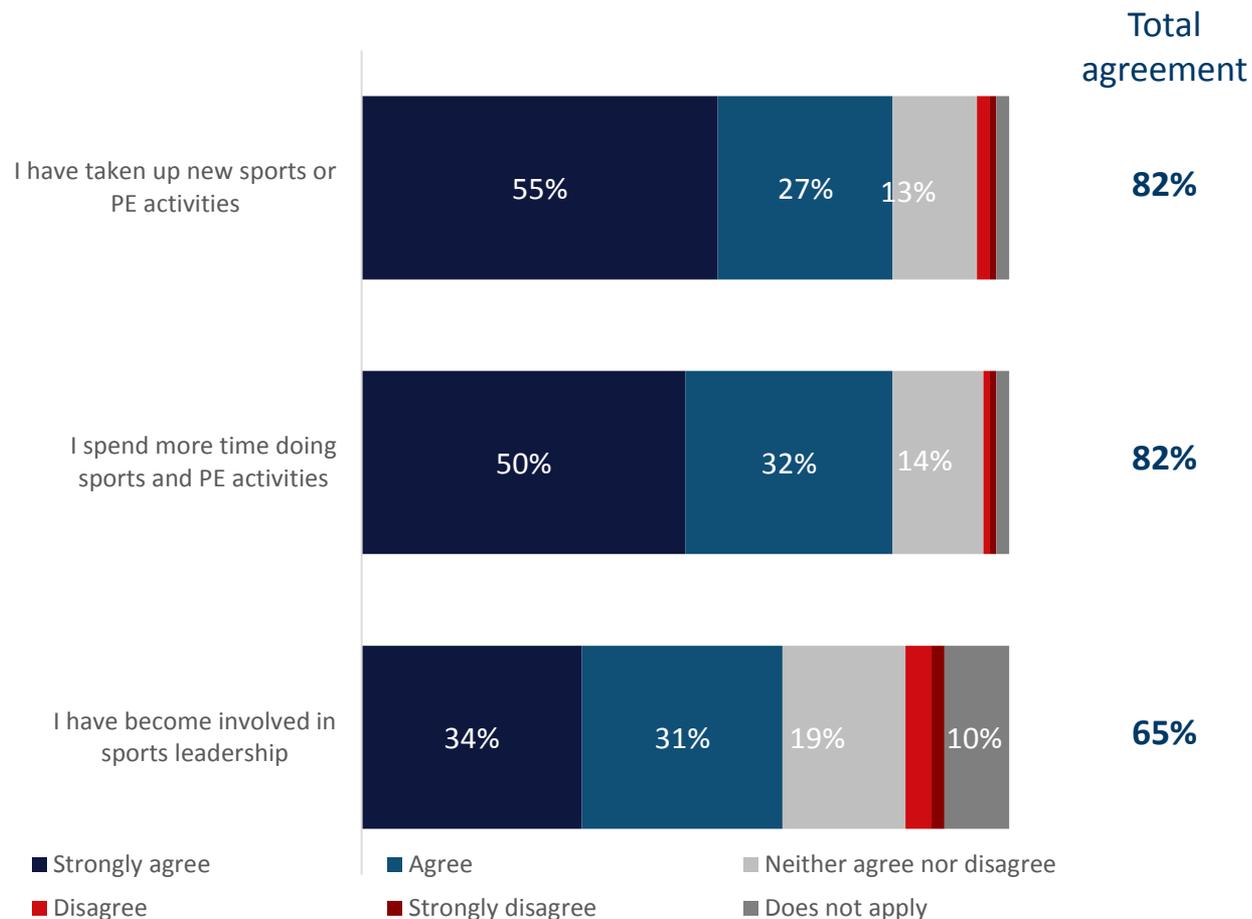
T14 Has working with Get Set's Road to Rio programme affected Sport and/or PE in your school in any of the following ways since the summer term of 2015? Base: Participants in Road to Rio; (133)

Significance tested at 95%. 2015 vs 2016

Pupils agreed that as a result of Get Set's Road to Rio they have taken up new sports and generally spend more time doing these activities



Agreement with statements about the Get Set programme



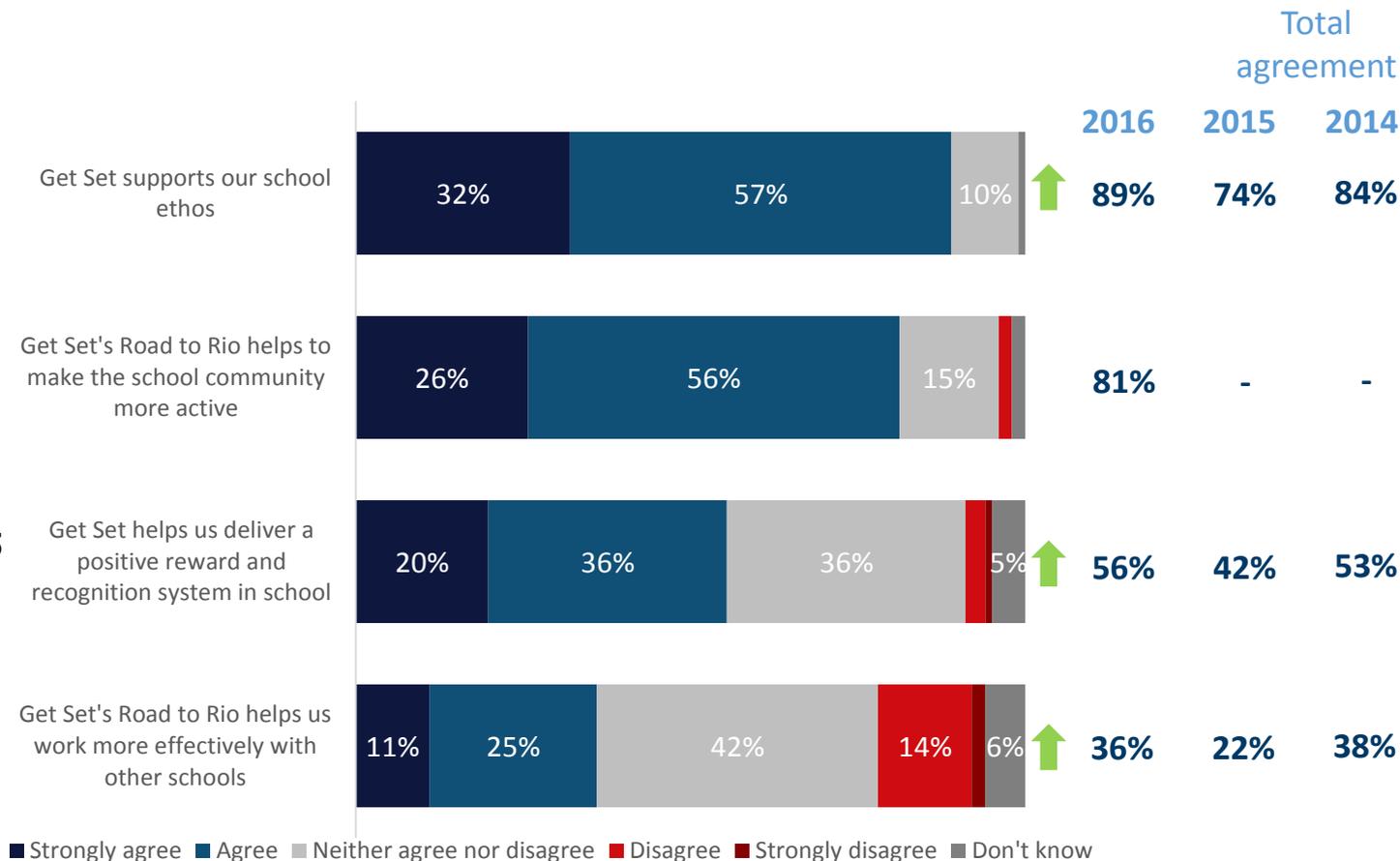
Get Set has been positive for schools, supporting their existing school ethos and making school communities more active



Agreement with statements about the Get Set programme

There has been greater acknowledgment this year that Get Set supports the ethos of schools (89% vs. 74%), provides help delivering positive rewards and recognition systems (56% vs. 32%) and impacts on schools working more closely (36% vs. 22%) since 2015

More secondary teachers have seen Get Set's Road to Rio help them work effectively with other schools (49% vs 29%)



Motivation and aspiration levels

Outcome 5 - 70% of teachers / young people agree or strongly agree that there has been a positive change in perceptions of motivation and aspiration levels of the young people involved



91%
82%

Motivation
Raising aspirations



84%
88%

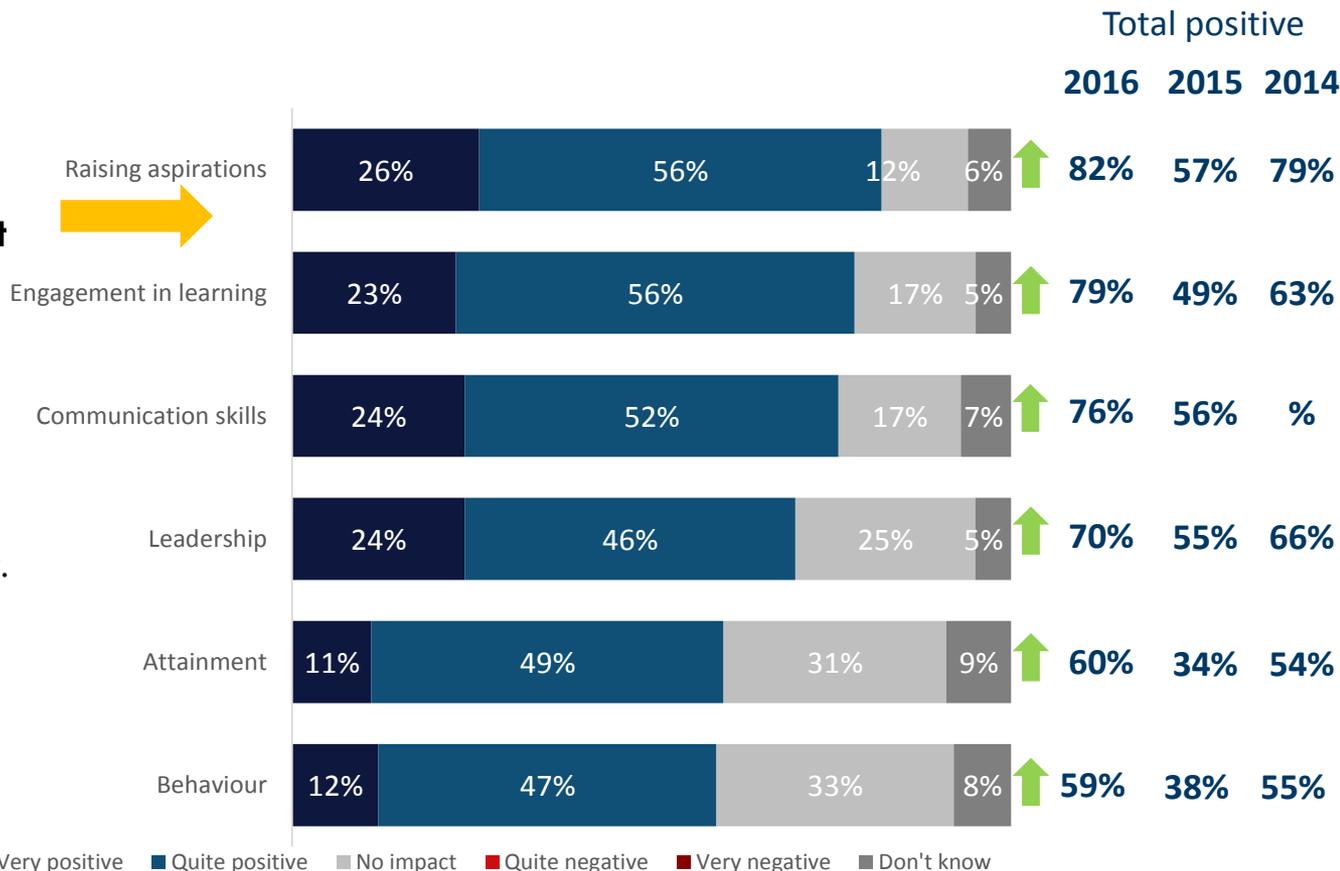
Get Set's Road to Rio has also had a positive impact on raising pupils' aspirations



Get Set's impact on pupils (cont.)

There have been significant increases in the impact of Road to Rio since 2015 in raising aspirations, enjoyment of learning, communication skills, attainment and behaviour

Significantly more secondary teachers saw greater impact on communication skills (87% vs 68%) and leadership (84% vs. 63%)



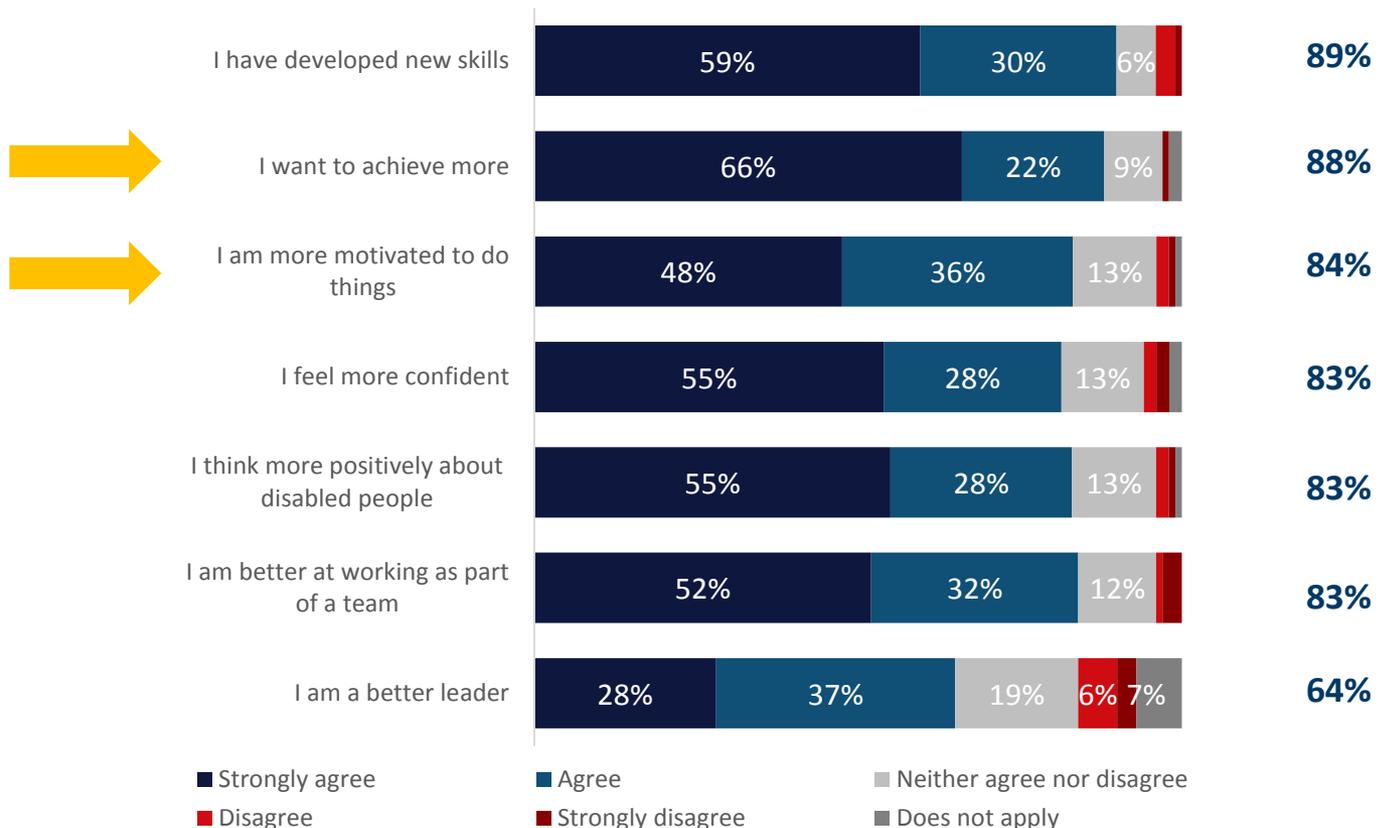


Get Set's Road to Rio has had a positive impact across pupils' attitudes and behaviours, in particular developing new skills and increasing their desire to achieve more



Agreement with statements about using Get Set's Road to Rio programme in the last year

Total agreement



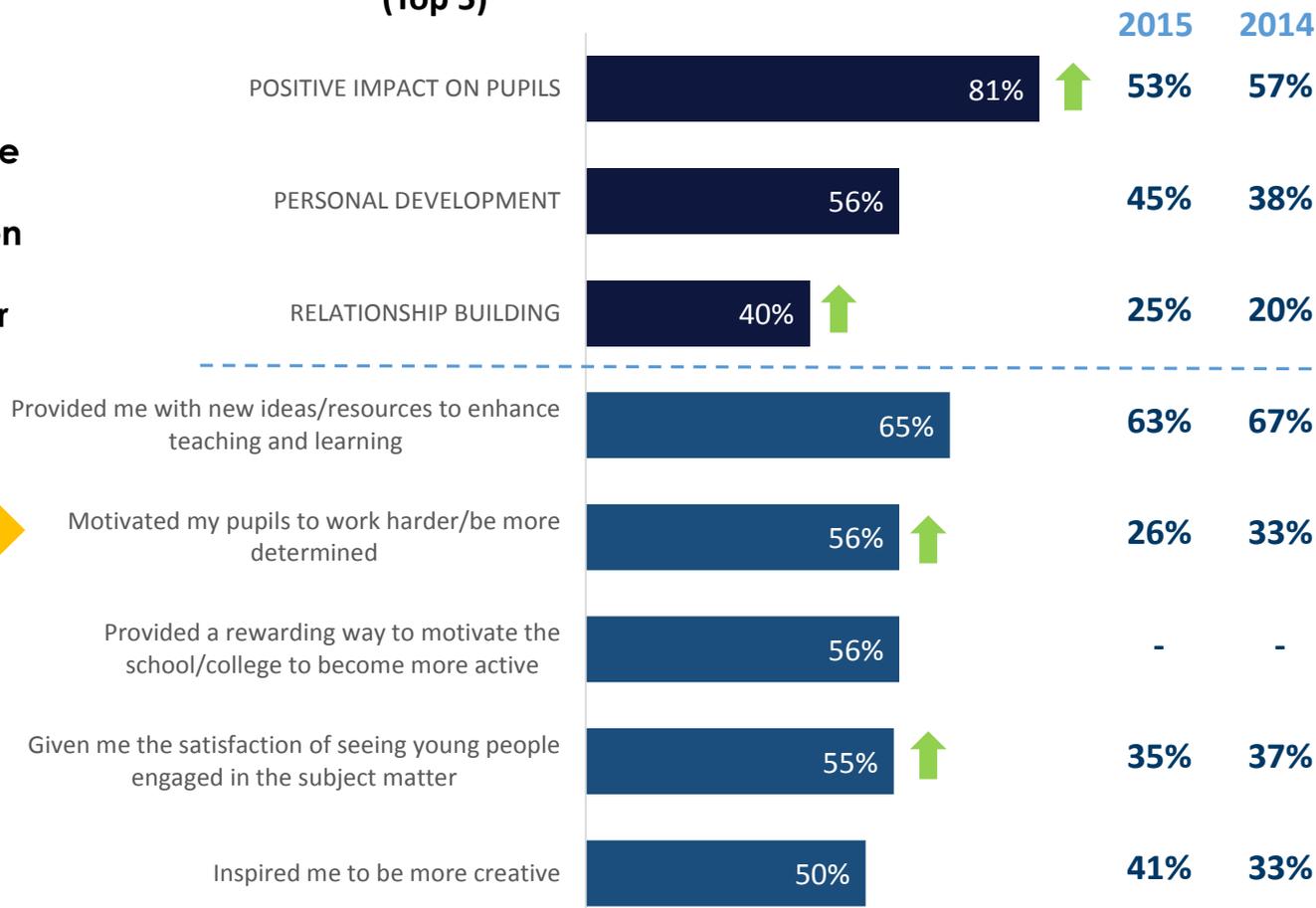
P9 How much do you agree with these statements because of using the Get Set programme in the last year? Base: Total sample; (247)

The Road to Rio programme continues to provide teachers with new ideas and resources to enhance their pupils' learning



Benefits of being involved with Get Set personally (Top 5)

Significantly more teachers saw the programme motivate their pupils to work harder (56% vs. 26%) and were given greater satisfaction from seeing pupils engage in their subjects (55% vs. 35%)



Significance tested at 95%. 2015 vs 2016

Perceptions of disabled people

Outcome 7 - 70% of teachers / young people agree or strongly agree that there has been a positive change in the young people's perceptions of disabled people



59%



83%

Positive change in perception of disabled people

At least 6 in 10 teachers believe Get Set's Road to Rio has positively impacted upon teacher-pupil relationships, motivating harder-to-reach pupils



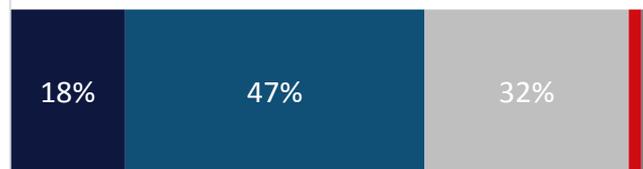
Agreement with statements about using Get Set's Road to Rio programme since last summer

Significantly more teachers believe the programme helps motivate harder-to-reach pupils than in 2015 (61% vs. 45%)

Get Set's Road to Rio has helped strengthen the teacher-pupil relationship significantly more with secondary teachers (82% vs. 58%)



Get Set's Road to Rio helps to strengthen the teacher-pupil relationship



Total agreement
2016 2015 2014

65% 51% 54%

Get Set's Road to Rio helps to motivate 'harder to reach' pupils



61% 45% 56%

There has been a positive change in pupils' attitudes towards disabled people



59% 61% 65%

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Don't know

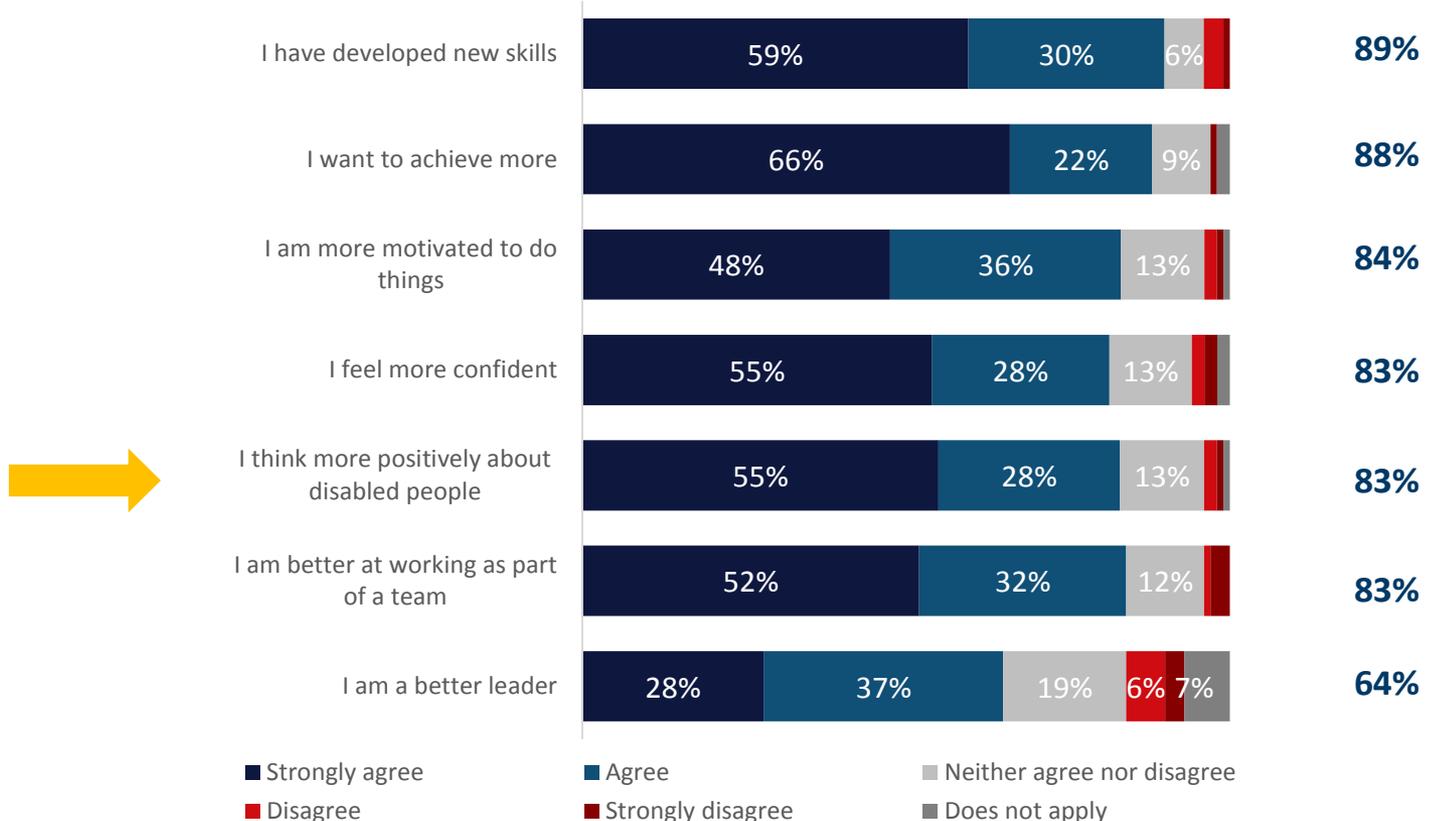


Get Set's Road to Rio has had a positive impact across pupils' attitudes and behaviours, in particular developing new skills and increasing their desire to achieve more



Agreement with statements about using Get Set's Road to Rio programme in the last year

Total agreement



P9 How much do you agree with these statements because of using the Get Set programme in the last year? Base: Total sample; (247)

Usage – key points

- The Road to Rio programme continues to provide teachers with **new ideas and resources** to enhance their pupils' learning
- Finding **whole school activities and ideas** as well as to take part in the Road to Rio challenge are the main reasons why teachers use the Get Set website
- Resources and activities are most often used in **PE and Sports lessons**, as well as in cross-curricular and whole-school activities
- Teachers are most likely to engage the **whole school** with Get Set activities, and even more so since 2015
- Learning about the Olympic and Paralympic **Values**, and taking part in the Road to Rio challenge are the most common activities for pupils on the website
- Further benefits of the programme include helping more **disengaged pupils** to participate