

## Example Observation schedule classroom work (drawing on Spradley<sup>182</sup>)

School 4 2<sup>nd</sup> yr6 class

Date: 12/03/12

Duration of observation: 1.00 – 2.00

<p><b>ACTORS</b></p> <p>No. of pupils – 27 No. of male pupils – 12 No. of female pupils – 15 Year groups – year 6 class 2 No. of staff present – 1 Were programme deliverers male or female? - Female</p> <p>Any significant characteristics of the people? She was a supply teacher</p>	
<p><b>SPACE, OBJECTS AND SETTINGS</b></p> <p>What is the ambience of the room? Physical condition of classroom</p> <ul style="list-style-type: none"><li>- Rundown or modern?</li><li>- lighting and temperature?</li><li>- distractions and acoustics?</li><li>- available space?</li></ul>	<p>The yr 6 class was fairly small and dark. It was in an old building. The computer room was very small with little room to move around. They were just enough computers for the class as there were two pupils per computer. It wasn't a very light room as there was only a small window. Children had small stools to sit on.</p>

<p>Resources and equipment?</p> <p>Does layout facilitate interactive learning? (draw)</p>	
<p>ACTIVITIES AND INTERACTIONS</p> <p>Things to consider:</p> <p>What subjects were the activities integrated with?</p> <p>Was any homework taken home?</p> <p>Barriers or facilitators to delivering the activities (i.e. environment, knowledge, infrastructure, time)?</p> <p>QUALITY OF DELIVERY</p> <p>Teacher's overall effectiveness</p> <ul style="list-style-type: none"> <li>- demeanour?</li> <li>- time keeping?</li> </ul> <p>Adherence to programme manual</p> <ul style="list-style-type: none"> <li>- Teacher's understanding of the aims of the programme?</li> </ul> <p>Use of interactive methods</p>	<p>Activities in the morning mostly involved class discussion and brainstorming in groups. This was mostly integrated with literacy and maths. The afternoon session involved computer skills and art and design work on the computer.</p> <p>The teacher seemed to complete all the tasks as she intended as the children were quick learners and understood their tasks easily. She had a warming teaching style but also managed to maintain control of the class.</p> <p>During this first class the teacher seemed to adhere to the suggestions in the programme manual, which first steps were to establish pupil's knowledge of alcohol. She followed the manual's suggestion to use brainstorming group activities. <i>The details of the lesson are not available as, despite my best efforts, I was not informed about the morning session.</i> In the afternoon she did fact files and other activities to be shown in the fun-evening, as suggested in the manual.</p> <p>I was invited to observe their computer work but not the morning session where the majority of the group work and class discussion took place so there is a lack of insight to answer these questions. The pupils were very well behaved and attentive and worked well in their pairs.</p>

activities?

- Group work?
- Class discussion?
- Communication

skills?

#### PUPIL ENGAGEMENT

Pupil engagement

- Attentive?
- Enjoying?

Were the pupils interacting in the session?

Were they actively participating in the session?

Did the activities appear to develop communication skills amongst pupils?

Did boys and girls level of engagement differ?

Participation? Behaviour?

How do the children appear to comprehend the complex message of alcohol use?

## First observation at School 4 (second yr. 6) - 12/03/12

1.00

This year 6 class is in a different room to the previous year 6 class at School 4. A supply teacher will be delivering KAT to this class. The teacher was a middle-aged female. She seemed friendly towards me when I entered the class. The class was fairly small and dark. It was in an old building. The seats were arranged to seat 6 or 7 per table.

The teacher asked the children to sit on the floor in front of her so she could explain the task. She told the children that they would be working in the IT room today. They would be using a special computer programme (Wordie.net) that brings out the key words in a text. They were to look up articles about alcohol and put them into this programme. This would then bring up the key words in an artistic format, where the words were provided in a bundle at different angles and in different fonts. She said this would highlight the key issues often brought up in discussions about alcohol. She told them they could add their own colours and fonts and print it out for display at the fun-evening. They seemed excited about this. She asked them to do the work 'sensibly' as they were going to show it to their parents at the fun-evening. She said the next task would be to use internet sites about alcohol to create a fact file about alcohol issues in either word or power point. Again she told them to make this colourful and tidy as it may be displayed at the fun-evening.

1.10

The children were taken over to the computer room, which was in another building. The room was pretty small and lacked any open space. The children worked in pairs for the tasks. They were very excited and talking quite loud. The teacher told them to use their 'working voice' and they began to speak quieter amongst their pairs.

1.30

While the children were getting on with their tasks I asked the teacher what she had planned for KAT this week. She said that she planned to work intensively on it this week and that they had done three sessions on it this morning. *I had phoned up the school last week and this morning to ask when they would be delivering KAT and each time I was told 1.00 until 2.00*

*today by the secretary who had asked the teacher. I was a little disappointed that they had done so much this morning without providing me with the opportunity to observe.* She told me that the class had started off this morning with a general overview of alcohol spending about 10 minutes in class discussion to assess what they already knew. The children then worked in groups to brainstorm ideas about alcohol and its effects on the body. The teacher then said that she had brought a bag of empty bottles into the class and asked children to arrange bottles into alcoholic and non-alcoholic order and in alcoholic strength. She said after break they had maths and after they had done some set maths work on the interactive whiteboards she incorporated some alcohol topics into maths tasks. She asked children to rate their favourite soft drinks and to rate alcoholic drinks in order of strength. They then had to work out the percentages of votes and make graphs of the results.

1.20

The teacher was constantly going around the room checking everyone was getting on with their work and providing assistance when necessary. Most children had finished their 'wordies' and were starting to work on their fact files. Most children choose to do this in power point so they could use more colours and fonts.

1.50

The children worked on this until 1.50 when they had break. The teacher said they will not be continuing with KAT after lunch as they had games. She said that they will be working on alcohol and the body tomorrow from 11.00 so we agreed that I would come and observe that.

## Observation schedule – fun-evening

School:

Date:

Duration of observation:

<p>ACTORS</p> <p>Number of people present –</p> <p>No. of pupils –</p> <p>    No. of male pupils –</p> <p>    No. of female pupils</p> <p>No. of parents/family members –</p> <p>    No. of males –</p> <p>    No. females –</p> <p>Staff present -</p> <p>Programme deliverers?</p> <p>Any significant characteristics of the people?</p>	
<p>SPACE, OBJECTS AND SETTINGS</p> <p>What is the ambience of the room?</p> <p>Physical condition of classroom</p> <ul style="list-style-type: none"><li>- Rundown or modern?</li><li>- lighting and temperature?</li><li>- distractions and</li></ul>	

<p>acoustics?</p> <ul style="list-style-type: none"> <li>- available space?</li> </ul> <p>Resources and equipment?</p> <p>Does layout facilitate interactive activities/opportunities? (draw)</p>	
<p><b>ACTIVITIES AND INTERACTIONS</b></p> <p>Things to consider:</p> <p><i>Quality of delivery</i></p> <p>Teacher's overall effectiveness</p> <ul style="list-style-type: none"> <li>- Demeanour?</li> <li>- Time keeping?</li> <li>- Effort to involve families?</li> </ul> <p><i>Adherence to programme aims</i></p> <p>Is the evening delivered in a non-lecturing way?</p> <ul style="list-style-type: none"> <li>- Non-judgemental?</li> </ul> <p>Use of interactive methods and activities?</p> <p>Activities to encourage families to work together?</p>	

- Opportunities for family discussion?
- Developing family communication skills?
- Awareness of family values

Do all children have an active role within the fun-evening?

- Was there something for each child to present to their parents at the evening? (e.g. presentations)
- Was there opportunity for children to show parents their work on display/knowledge acquired? (e.g. posters, quizzes)

Were families given a goody bag? Were they encouraged to watch the DVD? And read the information leaflets?

Barriers or facilitators to delivering the activities (i.e. environment, knowledge, infrastructure, time, resources)?

- What subjects were the activities integrated with?

PUPIL AND PARENT



## ENGAGEMENT

- Attentive?
- Enjoying?
- Bored?
- Anxious?
- Are all families involved?

Are the families clear about the activities they have to do?

Were they actively participating in the fun-evening?

- Interacting with each other?
- Communicating about alcohol issues brought up in the activities?

How do the children appear to comprehend the complex message of alcohol use?

How do parents appear to react to this?

Did boys and girls/mothers and fathers level of engagement differ?

Participation? Behaviour?

## Interview with head teacher

How did you decide to become involved in KAT?

What do you think is the main purpose of KAT?

What were your experiences of having the KAT programme delivered in your school?

Have you read the programme manual?

What did you think of it?

Is there anything you'd like to change about the programme manual?

Is there anything you think should stay the same?

What approach did you take to running KAT at your school?

- external facilitators

How did you integrate KAT into the school curriculum?

What did you think of the fun-evening?

- What did you think of the fun-evening activities?

How did you think the children responded to KAT?

How do you think the parents responded to the evening?

What were the facilitators which helped the running of KAT at your school?

Were there any difficulties/barriers to running KAT at your school?

How would you say KAT has compared with other health-based interventions you have run at your school?

Would you want to become involved in KAT again in the future?

What would you do differently if you could do it again?

What do you think about children being taught about alcohol misuse in school?

- How useful do you think KAT is as an alcohol misuse prevention programme for young people?
- Did you think the school was a suitable setting for KAT?
- Do you think that that KAT was a suitable programme for year 5 & 6 primary school children?
- Do you think this programme should be run in other schools?

What was the most important issue discussed?

Is there anything else that we haven't talked about that you think is important?

## **Interview with classroom teacher – main trial**

How did you decide to become involved in KAT?

What do you think is the main purpose of KAT?

What do you think about children being taught about alcohol misuse in school? Yr5/6 age group?

### **EXPERIENCES OF DELIVERY – IMPLEMENTATION AND ADHERENCE**

What were your experiences of delivering the classroom component of KAT?

- Confidence? Understanding for programme aims?

To what extent did you use the manual?

How useful do you think it is as a guide? (I.e. For explaining the programme aims? activity suggestions? curriculum link suggestions? resources?)

Were there any activities in the manual that you found harder/easier to stick to than others? And why?

What were the main reasons for doing activities other than those suggested in the manual?

Did you integrate KAT into the school curriculum? How? (i.e. what subjects? times?)

Where there any barriers/facilitators to integrating KAT? (i.e. time of year?)

How did you feel about having an education consultant to provide training and support for delivering KAT? How sufficient was this training?

If homework given –what was the reason for given homework or classroom work to the children to take home? How important was it for you to give them homework and why?

### **INTERACTIVE ACTIVITIES**

Can you tell me a bit about the group activities you gave your class?

- How did you encourage class/group discussion?

- Did you adapt them from the programme manual? If so, how? Why?
- What were the underlying aims of these activities?
- What did you think the children learnt from the activities? (i.e. about alcohol? Communication skills?)

How much time did you spend preparing for the class activities?

Did you have enough time to complete the activities with your class? Enough resources? If not, why?

## CHILDREN'S ENGAGEMENT – less focus here

How did you think the children responded to the activities they were given in class?

What did you think about the suitability of the activities for your class?

- Their ability level?
- Behaviour?

Did the activities appear to develop communication skills amongst pupils?

Did boys and girls level of engagement differ? Participation? Behaviour?

## **FUN-EVENING**

### EXPERIENCES OF DELIVERY – IMPLEMENTATION AND ADHERENCE

What did you think of the fun-evening?

Did it go as expected?

What did you think of the programme manual's suggestions for the fun-evening?

- To be interactive/non-lecturing?
- To encourage families to work together?
- Pupil presentations?
- The quiz/treasure hunt?
- Agree or disagree activity?
- Smoothe bike?

Reasons for adhering or not adhering to suggestions?

What would you change, do differently? Keep same?

What activities do you think encouraged the most conversation amongst families?

## PARTICIPANT ENGAGEMENT

How did you think the children responded to the evening?

- The activities?
- showing their class work?
- smoothies bike?
- What did you think the children learnt from the evening?

How do you think the parents responded to the evening?

- What do you think they thought of the activities?
- Seeing what the children had been doing in class?
- Their children's knowledge of alcohol issues?
- The smoothies bike?

What did you think the parents learnt from the evening?

How has KAT compared with other interventions you have run at your school which try to engage parents?

## ACCEPTABILITY (don't spend too much time on this)

What do you think about children being taught about alcohol misuse in school?

How useful do you think KAT is as an alcohol misuse prevention programme for young people?

Did you think the school was a suitable setting for KAT?

- Do you think that KAT was a suitable programme for year 5 & 6 primary school children?
- Do you think this programme should be run in other schools?

## FINAL QUESTIONS

Would you want to deliver the classroom component of KAT again in the future?

What would you do differently if you could do it again?

What has been the most important issue that we have talked about?

Is there anything else that we haven't talked about?