

Stand Out in Class

Supplementary File 3 – Process Evaluation

Interview and Focus Group question guides

Interview topic guide for teachers – control schools interview and intervention schools first interview

Material needed for focus group:

- Activpal monitors
- Actigraph monitors

Introductions

Introduce yourself and state the purpose of the interview.

Recruitment and randomisation

Can you tell me how did you first hear about the SOCS study?

Prompt: Letter sent home from school, spoke to community research administrator in playground

What was your initial reaction to receiving the invitation for you and your class to take part in the SOCS study?

Prompt: What were your reasons for deciding to take part?

What did you think about the way that you were recruited to the SOCS study?

Prompt: Spoke to researcher, conversation with head teacher, what did you like/dislike about this process? How could we improve this?

What do/did you like/dislike about the written information about the study (*look through invitation letter, information sheet, and consent form*)

Prompt: How could we improve these?

What did you think about being randomised to one of the 2 school groups in the study (control/intervention) ?

Prompt: What do you understand randomisation to mean? How did you feel about being in the intervention/control group? Why was that?

Data collection (including outcome assessments)

What was your view of the children wearing the thigh worn device (activpal – outcome assessment) for 7 days?

Prompt: Show teacher the activpal?...What went well? What went less well? How can we make this easier? Did the children's behaviour change while wearing this device?

What was your view of your child wearing the hip worn device (actigraph – secondary outcome assessment) for 7 days?

Prompt: Show teacher the activpal?...What went well? What went less well? How can we make this easier? Did the children's behaviour change while wearing this device?

SOCS-PHASE 1 qualitative work

View of the sit-stand desks (intervention schools only)

What did you think of the standing desks when you first heard about them?

Prompt: What did you like about them? What did you dislike? What have been the benefits so far for the children? How there been any negative consequences as of yet?

What do you think of the intervention manual?

Prompt: Was it useful? Was there anything new in there you did not know before?

What did you think of the intervention training?

Prompt: Was it useful? How could it be improved?

Experience of using the sit-stand desks in the classroom (intervention schools only)

What's your view of the design of the sit-stand desks?

Prompt: Are they what you were expecting? How would you change the design?

What has been your experience so far of the sit-stand desks being part of your classroom?

Prompt: How have you found incorporating them into your classroom? Have you had sufficient training and support? How can we improve this?

Can you tell me what has been a typical week of incorporating the sit-stand desks into your lessons?

Prompt: How have you rotated the children? How have you found rotating the children? How did you go about organising your lessons around the use of sit-stand desks? Has your rotation plan on average gone to plan? – if not what barriers have occurred

Have you used any of the suggested intervention techniques to aid in the rotation of children (standing champion, standing captain, nudging prompts) so far?

Prompt: What has worked well / less well? Have you used any other techniques strategies?

Have you ever encouraged the children to use the sit-stand desks to stand?

Prompt: Why was this? – benefits of reducing sitting time? Help with concentration? Child restlessness

Have you ever had to ask children to sit down while using the sit-stand desks?

Prompt: why was this? – bad behaviour? Obstruction of view to other children?

End interview

Finally, is there anything else you want to tell us about the sit-stand desks or the wider research study?

SOCS-PHASE 1 qualitative work

Stand Out in Class (SOCS) study

Focus group topic guide for children – control schools focus group and intervention schools first focus group

Material needed for focus group:

- Activpal monitors
- Actigraph monitors

Introductions

Introduce yourself and state the purpose of the interview.

Recruitment and randomisation

Can you tell me how did you first hear about the SOCS study?

Prompt: Letter sent home from school, spoke to community research administrator in playground

What did you first think when the hearing about the study?

Prompt: Why did you want to take part?

What did you think about the way that you were asked to take part in the SOCS study?

Prompt: Spoke to researcher, conversation with teacher, what did you like/dislike about this process?

How could we improve this?

What do/did you like/dislike about the written information about the study (*look through invitation letter, information sheet, and consent form*)

Prompt: How could we improve these?

What did you think about being randomised to one of the 2 school groups in the study (control/intervention) ?

Prompt: What do you understand randomisation to mean? How did you feel about being in the intervention/control group? Why was that?

Data collection (including outcome assessments)

What was your view about wearing the thigh worn device (activpal – outcome assessment) for 7 days?

Prompt: Show teacher the activpal?...What went well? What went less well? How can we make this easier? Did the children's behaviour change while wearing this device?

What was your view about wearing the hip worn device (actigraph – secondary outcome assessment) for 7 days?

Prompt: Show teacher the activpal?...What went well? What went less well? How can we make this easier? Did the children's behaviour change while wearing this device?

SOCS-PHASE 1 qualitative work

View of the sit-stand desks (intervention schools only)

What did you think of the standing desks when you first heard about them?

Prompt: What did you like about them? What did you dislike? What have been the benefits so far for the children? How there been any negative consequences as of yet?

Experience of using the sit-stand desks in the classroom (intervention schools only)

Do you like or dislike how the sit-standing desk look like?

Prompt: Are they what you were expecting? How would you change the design?

What has been your experience so far of the sit-stand desks being part of your classroom?

Prompt: How have you found incorporating them into your classroom? Have you had sufficient training and support? How can we improve this?

Are you all part of a group?

Has your group used the desks?

What do you feel like when standing up to work?

What would you change about the sit-stand desks?

Have you ever had to ask children to sit down while using the sit-stand desks?

Prompt: why was this? – bad behaviour? Obstruction of view to other children?

End interview

Finally, is there anything else you want to tell us about the sit-stand desks or the wider research study?

SOCS-PHASE 1 qualitative work

Interview topic guide for parents/carers consenting to the Stand Out in Class (SOCS) study

Material needed for focus group:

- Parents focus group consent form
- Activpal monitors
- Actigraph monitors

Introductions

Introduce yourself and state the purpose of the focus group.

Read through the parents focus group consent form, ask parents to sign if they happy to take part in the focus group.

Talk through Participant Information Sheet for the focus group, provide opportunity for questions about the focus group, re-confirm the parent/carer's consent to take part.

Experience of taking part in the SOCS pilot trial

Recruitment and randomisation

Can you tell me how did you first hear about the SOCS study?

Prompt: Letter sent home from school, spoke to community research administrator in playground

What was your initial reaction to receiving the invitation to take part in the SOCS study?

Prompt: What were your reasons for deciding to take part?

What did you think about the way that you were recruited to the SOCS study?

Prompt: Send a reply slip back, spoke to teacher, spoke to researcher, what did you like/dislike about this process? How could we improve this?

What do/did you like/dislike about the written information about the study (*look through invitation letter, information sheet, consent form and reply slip with parent*)

Prompt: English or Urdu version, How could we improve these?

What did you think about being randomised to one of the 2 school groups in the study (control/intervention) ?

Prompt: What do you understand randomisation to mean? How did you feel about being in the intervention/control group? Why was that?

Data collection (including outcome assessments)

What was your view of your child wearing the thigh worn device (activpal – outcome assessment) for 7 days?

Prompt: Show parents the activpal?...What went well? What went less well? How can we make this easier?

SOCS-PHASE 1 qualitative work

What was your view of your child wearing the hip worn device (actigraph – secondary outcome assessment) for 7 days?

Prompt: Show parents the activpal?...What went well? What went less well? How can we make this easier?

View of the sit-stand desks (intervention group only)

What did you think of the standing desks when you first heard about them?

Prompt: What did you like about them? What did you dislike? What were the benefits to your child?

End interview

Finally, is there anything else you want to tell us about the SOCS Study?

Thank participant and let them know that the school will receive a summary of the findings of the SOCS study in due course, and they will be invited to a seminar at the school presented by researchers.

Teacher Interview Topic Guide

Introduction

- *The purpose of the interview is to talk to you, a year 5 teacher who has participated in the Stand Out in Class intervention and it's evaluation this last school academic year.*
 - *The interview:*
 - *can last as long as you wish, but on average it will last between 30-60 minutes*
 - *will be recorded using a digital recorder*
 - *is not a test - there are no right or wrong answers.*
 - *is completely voluntary and can be stopped by the participant at any time*
 - *You do not have to talk about anything you don't want to*
 - *All answers are entirely confidential and will only be used for the purpose of this study.*
-

Introductory questions

- a. How many years have you worked as a primary school teacher?
How many of those years have been with year five?
Have you ever been involved in a trial or research before?
 - b. What has been your overall impression the Stand Out in Class intervention?
 - c. What was your view of the sit-stand desks when first arrived in school?
Did they meet your expectations?
 - d. Has your view of the sit-stand desks changed after being in your classroom for nearly 5 months?
 - e. If your view, what did the children think of the sit-stand desks when first arrived in school?
Has this changed over the last five months?
 - f. Have the children engaged with the 'rotating of groups' aspect of the intervention?
Did they understand why a rotating system occurred?
Have the children's level of engagement changed over the last five months?
 - g. In your opinion have the children stood up more when using the sit-stand desks?
Has this changed over the last five months?
-

A. Knowledge

1. What do you think of the evidence which supports children to stand up more during the school day?
2. Do you think it is important or unimportant to address the amount of time children are sitting during school time?
3. Do you think replacing the amount of time children are sitting in class, with standing time, is beneficial or not beneficial to children's:
 - Physical Health
 - Emotional Health

SOCS-PHASE 2 qualitative work

- Conduct and behaviour
 - Academic performance
4. Do you recall the strategies which we (research team) suggested for you to follow in order to rotate the children equally?
- **Forming groups** – how did you go about forming rotating groups? Were these the same groups throughout the intervention? How often did you rotate the groups? How did you find rotating the groups? Were there any difficulty in rotating groups? Could you feasibly rotate groups twice everyday?
 - **Captain/Champion** – did you award a captain/champion?... if so how often?... If not why?... if yes when and how? Is it worthwhile keeping this as part of the project?
 - **Nudge sticker** – Did you use these ? If not why? If yes when and how? Is it worthwhile keeping this as part of the project?
 - **Reminding of Social contract** – Did you remind the children of this? Is it worthwhile keeping this as part of the project?
 - **Keeping a record** – Did you manage to keep a record of which of the children (groups) were using the desks on what days?
-

B. Skill

5. How did you rotate the children to use the sit-stand desks?
- Any new technique used other than the ones outlined in the training manual?
6. Can you describe a typical situation in class when you would rotate the children?
- Once a week, once a day?
7. Can you describe a typical situation in class when you would not rotate the children?
8. How easy or difficult is it to rotate different groups of children to be equally exposed to the use of the sit stand desks?
9. What the most important skills a teacher would need to be able to rotate children?
-

C. Social/Professional Role

10. Traditionally primary school classrooms only include standard sit down desks, and the mass majority of primary school teachers would undergo teacher training with classrooms with only sit down desks.... **from this perspective, how have you found having 6 sit-standing adjustable desks replacing some traditional desks?**
11. Have there been any challenges in having the sit-stand desks in your classroom, in comparison to traditional all sitting down desks?
12. What do your colleagues think regarding some of your pupils having the opportunity to stand up during class?
-

SOCS-PHASE 2 qualitative work

D. Beliefs and capabilities

13. How confident do you feel in your ability to rotate children in your class equally?
 - a. “...” prompt children to stand more?
 - b. “...” use of the behaviour change techniques
 14. What problems have you encountered when trying to rotate children to be exposed to the sit-stand desks?
 15. What would help you rotate children?
-

E. Beliefs and consequences

16. What do you think are the consequences of rotating all children to use the sit-stand desks fairly and equally? i.e. what do you think are the benefits of rotating children to use the sit-stand desks? And is there any negative consequence that can occur as a result of rotating children regularly to use the sit-stand desks?
 17. Do you think benefits outweigh the negative consequences?
-

F. Motivation and goals

18. How important do you think it is to rotate the children to use the sit-stand desks equally?
 19. Are there any incentives for rotating the children to use the sit-stand desks equally?
-

G. Memory, attention and decision process

20. Do you consider the rotation of children when planning lessons?
 21. Do you consider that some children maybe standing-up when planning lessons?
 22. How easy or difficult is it to remember to rotate children to use the sit-stand desks?
 23. Are there situations where it is difficult to rotate the children?
 24. Did you ever prompt the children to stand up while using the sit-stand desks? *Did the children stand? Did they stand for long? Any situation where it is difficult to prompt children to stand?*
-

H. Environmental context and resources

25. Are there competing tasks or time constraints that influence your decision to rotate the children to use the sit-stand desks?
-

SOCS-PHASE 2 qualitative work

I. Social influences

26. Do the children influence in any way your decision to rotate them to use the sit-stand desks?

 27. Does your teacher assistant(s), student teachers, any other member of staff influence your decision to rotate children to use the sit-stand desks?
-

J. Emotion

28. Does rotating the children ever evoke an emotional response in you?
 - E.g. Do you feel worried, concerned or stressed about children moving around the classroom?
 - Do these worries, concerns or stresses affect your decision to rotate the children?

 29. Do your childrens emotions or behaviour affect your decision to rotate the groups to use the sit-stand desks?
-

K. Behavioural regulation

30. What do you think is needed to ensure that you consistently rotate the children on a regularly basis (twice a day)?
-

L. Nature of behaviour

31. How often do you see the children sitting while using the sit-stand desks?

 32. What can be done to support children not to sit while using the sit-stand desks?
-

Other questions?

33. Have there been any **positive aspects** for yourself, as a teacher, for participating in the Stand Out in Class Trial?

34. Have there been **negative aspects** for yourself, as a teacher, for taking part in the Stand Out in Class Trial?

35. Do you think there have been any **positive aspects** for the children, participating in the Stand Out in Class Trial?

36. Do you think there have been any **negative aspects** for the children, participating in the Stand Out in Class Trial?

37. What would you change if the intervention was going to be implemented into other schools?

Children Focus Group Topic Guide

Introduction

- *The purpose of focus group is to talk to you all about taking part in the Stand Out in Class intervention which you have all been part of this school year.*
 - *The focus group:*
 - *can last as long as you wish, but on average it will last between 30-60 minutes*
 - *will be recorded using a digital recorder*
 - *is not a test - there are no right or wrong answers.*
 - *is completely voluntary and can be stopped by the participant at any time*
 - *You do not have to talk about anything you don't want to*
 - *All answers are entirely confidential and will only be used for the purpose of this study.*
-

Introductory questions

- a. Ice breaker... e.g. what is your favourite food?
 - b. What have you thought about taking part in the Stand Out in Class Science experiment?
 - c. What was your view of the sit-stand desks when they first arrived in school?
 - d. Has your view of the sit-stand desks changed after being in your classroom for nearly 5 months?
 - e. Do you think you have up more when using the sit-stand desks?
Has this changed over the last five months?
-

A. Knowledge

1. Do you think it is important or not important to stand up more?
2. Do you think it is important or not important to sit day for long periods of time?
3. Do you think swapping the amount of time you sit in class with standing time will be good for your health or bad for your health?
 - Physical Health - feeling stronger
 - Emotional Health – feeling better amount yourself
 - Conduct and behaviour – not being told off by the teacher as much
 - Academic performance – doing better with school work
4. Do you remember the things we suggested for your class to do to help you all use the desks equally?
 - **Forming groups** – how were the groups formed? Were these always the same groups throughout? When were the groups rotated?
 - **Captain/Champion** – was there a captain/champion?... if so how often?
 - **Nudge sticker** – Did your teacher ever use these ?

SOCS-PHASE 2 qualitative work

- **Reminding of Social contract** – Did you remember signing this?
 - **Keeping a record** – Did you or your teacher keep a record of which groups used the sit-stand desks?
-

B. Skill

5. When you were using the sit-stand desks did you feel like you could still do your work while standing up?
 6. Would you stand up to work during certain lessons? Which lessons?
 7. Would you sit down to work while at the sit-stand desks during certain lessons? Which lessons?
-

C. Social/Professional Role

8. What do other children in other classes think about you guys standing up to work?
 9. What does your family think about you guys standing up to work?
-

D. Beliefs and capabilities

10. How confident are in standing up to do your work while using the sit-stand desks?
 11. What problems have you found when using the sit-stand desks?
 12. What problems have you found when standing up to work while using the sit-stand desks?
 13. What would help you children to stand up more while using the sit-stand desks?
-

E. Beliefs and consequences

14. What do you think are the good things which happen when you stand up to do your work?
 15. What do you think are the bad things which happen when you stand up to do your work?
 16. Do you think good things out weigh the bad things?
-

F. Motivation and goals

17. How important do you think it is to stand up while using the sit-stand desks?

SOCS-PHASE 2 qualitative work

18. Are there any incentives or presents which would encourage you to stand up while using the sit stand desks?
-

G. Memory, attention and decision process

19. Do you think about standing up to work when using the sit-stand desks?
20. How easy or difficult is it to remember to stand up when using the sit-stand desks?
21. Are there situations where it is difficult to stand up to work when using the sit-stand desks?
22. Did your teacher or anyone else ever ask you to stand up while using the sit-stand desks? *Did the children stand? Did they stand for long? Any situation where it is difficult to prompt children to stand?*
-

H. Environmental context and resources

23. Is there anything which stops you standing up when using the sit-stand desks?
- a. Other children sitting
 - b. View of the board
 - c. Not allowed to stand?
-

I. Social influences

24. Do other children in your affect whether you choose to stand when using the sit-stand desks?
25. Does your teacher, or teacher assistant(s) affect whether you choose to stand when using the sit-stand desks?
-

J. Emotion

26. Does standing up to work ever make you feel emotional (tired, sad, angry, worried about not getting work done?)
27. Do these feeling affect whether you stand up when using the sit-stand desks?
-

K. Behavioural regulation

28. What do you think is needed to make sure you stand up each time you use the sit-stand desks?
-

L. Nature of behaviour

29. How often would you say you stand when using the sit-stand desks?
30. How often would you say you sit when using the sit-stand desks?
-

SOCS-PHASE 2 qualitative work

Other questions?

31. Have there been any **positive things** about for taking part in the Stand Out in Class science study?
32. Have there been **negative things** about taking part in the Stand Out in Class science study?
33. What would you change about the study if it was going to into other schools?

Head teacher/ Senior member of staff Interview Topic Guide

Introduction

- *The purpose of the interview is to talk to you, a year 5 teacher who has participated in the Stand Out in Class intervention and it's evaluation this last school academic year.*
 - *The interview:*
 - *can last as long as you wish, but on average it will last between 10-15 minutes*
 - *will be recorded using a digital recorder*
 - *is not a test - there are no right or wrong answers.*
 - *is completely voluntary and can be stopped by the participant at any time*
 - *You do not have to talk about anything you don't want to*
 - *All answers are entirely confidential and will only be used for the purpose of this study.*
-

- a. What has been your overall impression the Stand Out in Class intervention?
- b. What was your view of the sit-stand desks when first arrived in school?
Did they meet your expectations?
- c. Has your view of the sit-stand desks changed after being in your classroom for nearly 5 months?
- d. Have there been any positive or negative economical consequences for your school having the Stand Out in Class intervention implemented this year with year 5's?
- e. Have there been any positive or negative organisational consequences for your school having the Stand Out in Class intervention implemented this year with year 5's?
- f. Have there been any positive or negative political consequences for your school having the Stand Out in Class intervention implemented this year with year 5's?
- g. Do think having the intervention taking place in school has affected the classes school work or behaviour?
- h. Do you think having the intervention taking place in school has affected your participating Year 5 teachers work load?
- i. What factors at political, economical, organisational and work group levels affected the implementation?

Intervention school classroom observations

One whole day spent in school classroom will entail:

- Researcher(s) will undertake a Portable Ergonomic Observation (PEO), which entails observing children for three 10 minutes observations (30 minutes).
- Number of children using the sit-stand desks to stand and/or sit every 10 minutes record before starting a new participant using the PEO.
- Document the rotation plan for that day.
- Document the rotation group which have used the desks every lesson for that day.
- Document the use of nudging prompts.
- Document if a standing champion has been currently awarded.
- Document if a standing leader has been currently allocated.
- Document the number of times teacher asks children to stand when using the desks.
- Free-text: Any other information regarding safety, obstruction, space and researcher personal reflections

Data Form

Date:

School:

Teacher:

Class:

Researcher:

No. of children present?

No. of children absent?

Observation of the use of sit-stand desks and whether teacher has encouraged children to stand, every ten minutes. Has this been completed (Appendix 1)? (circle) Yes / No

No. of children the PEO has been completed for (Appendix 2)?

Today's rotation plan? (groups using sit-stand desks and when)

Document rotation group using sit-stand desks during each lesson and have any nudges been used?

Time	Lesson no.	Topic	Rotation Group	Nudge cards used

Is there a current standing champion?(yes/no, boy/girl, SA/WB)

Does the group(s) currently have a standing leader? (yes/no, boy/girl, SA/WB)

Notes and personal reflections throughout the day:

Any other information regarding safety, obstruction, space

Protocol: Stand Out in Class - portable ergonomic observation (PEO) based on Bendon et al (2013) <http://dx.doi.org/10.4236/health.2013.58A3008>

Adapted postural analysis forms (Appendix 2) were used to assess the various postures displayed by children as they completed their class work. In Bendon et al (2013) the children were only observed during a set assignment and were not observed through lesson time, i.e. while the teacher was talking/teaching and also during lesson group work. For the current study observations will occur during teacher and lesson time. A document of whether group work or teaching occurring will be documented. Another amendment is the addition of documenting whether children use their arms/elbows to support their body weight.

- Using Bendon et al's (2013) developed postural observation technique, childrens postures will be observed during lesson time.
- A researcher will record childrens posture while children are using the sit-stand desks.
- Researcher(s) will first position themselves to look at the sagittal plane of the target child. The researcher will start a stopwatch and use the Postural Observation Sheet (**Appendix 2**) to identify the posture that most closely resembled the position of the child.
- The postural observation will be noted after each minute, for 10 minutes; leading to 5 observations for each child (2 observations per sheet). **Postures will only be observed and documented at the start of each minute.**
- The process will then be repeated for the next child using a sit-stand desk.
- As there are six sit-stand desks in a classroom, the 10 minute observations will be conducted for the six children individually, and then will be repeated again throughout the day. If teacher changes the group of children throughout the day then the observations will begin with the new group of children.
 - This is different from Brendon et al (2013) who conducted 3 10 minute observations on individual children. Due to the potential dynamic use of the sit-stand desks. This may not be possible in the current study.
- Data will also be recorded with respect to if the child's neck is in flexion or extension and whether or not they are resting their elbows/forearms on the workstation, or putting all of their weight on their arms and elbows when resting on elbows/forearms. It will also be noted in the "Comments" section if there are any noticeable contact stresses from the furniture, and whether the childs arms and legs are crossed, and whether any unscripted postures not intended for the workstation.
 - Unscripted postures, are any postures assumed by participants, which would not be considered appropriate for the design of the sit-stand desks. Common unscripted postures will include leaning back on the stools on two legs, sitting on own legs while sitting in stool, sitting sideways, etc.
- If a child is absent from their workstation at the beginning of a minute in their observation session, the researcher will mark an "X" and it will be treated as a missing data point for analysis. Similarly, if the student moved during a minute of data collection, the researcher will note it in the "Comments" section of the Data Collection sheet.
- Other things to document in the "Comments" section will be whether the teacher is teaching/talking to the whole class, children are working in a group.
- Other information collected for each observation will be teacher name, time, lesson, childs sex.

Stand Out in Class - Portable Ergonomic Observation (PEO) based on Bendon et al (2013)

Date: _____ Desk type (circle): Traditional/sit-stand

Teacher: _____

Time: _____ Researcher: _____


















Lesson (subject): _____

Childs sex: _____ School: _____

Child no: _____

Postural Observation Sheet

Observation no: _____

Chair: Sitting on Edge	0°-20°  1	20°-45°  2	>45°  3		
Chair: Sitting using backrest	 4	 5	 6	Leaning Desk  7	
Stool: Sitting	0°-20°  8	20°-45°  9	>45°  10		
	 11	 12	 13		
Standing at Desk	 14	 15			
	 16	 17			

Coded Letter	Coded Letter
Neck Flexion >20 degrees	F
Neck Extension >20 degrees	E
Resting on Elbows/Forearm	R
Contact Stresses	C
Arms Crossed	A
Legs Crossed	L
Unscripted Posture	U
Weight of trunk supported on arms/elbow	W

Comments (any interruptions? state unscripted posture? Teacher teaching? Children group work)

Participants' quotes regarding positives and negatives about the trial, and suggested changes for a future trial

Table 1. Teachers' and children's' views on the positives and negatives of the trial and suggestions for changes in a future trial, with example quotes.

Group - issues	Theme	Quotes I0 = Intervention schools, C0 = Control schools, T = teacher, C = child
Teacher – Positives	Sit-Stand Desks – suitability	I02-T - <i>The desk heights were fine for sort of children in 5 and 6, we got the stools, and the stools they're nice, like they're comfy, they're good all suitable.</i>
	Study well organised	I02-T: <i>In terms of the way the study's run, it's been run well, it's well-organised, you've always emailed, you've let us know when we've needed to be in and we've booked rooms out, so things like that, it's good, it's nice to get like yourself when you needed other people in, you've already brought them in and you've had them organised, you knew what you wanted and for me it's just a case of when you needed the laptops we just got them out, when you needed a room it's just, it's easy to get those out</i>
	Children trying something new and grateful	I01-T: They (children) get to try something new, they do feel that they are part of an experiment and our kids are so grateful and so thankful
	Increase promotion of team work in children	I01-T: For the children, yeah, being able to concentrate more, feeling like they're part of, more of a team, actually they're, it's like you're the team that are on the stand up desks today, you're working together as a group. Working with different children, not just sat with your kids that are at the same level as you.
	Increase in concentration and health in children	I01-T: <i>Definitely an increase with concentration, health</i>
	Increases in critical thinking skills in children	I03-T: <i>I've enjoyed it, the children have enjoyed it. I think it's interesting, it raises questions to themselves about what's going on and why we are doing it and I think it's made them more conscious of the issues that we are exploring with it if that's makes sense.</i>
	Children part of, and learning about a science experiment	I04-T: <i>I think it's been really successful, I think the kids have enjoyed not only using the desks but also being part of the experiment and seeing how that works, I think it's really helped with the science as well and their understanding of that.</i>
	Teacher being part of research	I04-T: <i>I think it's been good to see for me because I'm not from like a science, tech background, it's been good to see the process that things go through in order to carry out research.</i>
	Increase teacher's awareness for how	I04-T: <i>I just think it makes you think a little bit more about the children in your class and how they actually work and consider the space of the classroom.</i>

	the classroom works	
	Good for children to meet and be exposed to scientists, particularly female scientists	<i>104-T: I kind of mentioned it before when I said it's been good for them to like meet you guys and see that scientists aren't just people in white coats I think and it's something that's achievable for them, it's quite a positive role model, especially for the girls because we've had like more women...and I think that's good because it's women scientists and that's not something that I really push for because the boys think that, you know, it should just be men, so that's been good....You know they see women teachers a lot, I think it's been good for them to have you there as well as a young person....You know, that's doing a different job to teachers because I feel like they only see what their parents do and they only see what we do and that's the only sort of ideas of careers I suppose that they've got so it's kind of giving them a little bit more of a perspective of what other people can do.</i>
Children – positives	Fun	103-C: Same as what [name of child] said. And it's, like, fun to see, like, different things, like the monitors, because I haven't seen them before, and I didn't even know what we could do with them or that they existed for children.
	Having the sit-stand desks	103-C: I like the standing desks. 104-C: I like the standing desks, where you can adjust them. 102-C: The desk. 103-C: The desk.
	Becoming more active outside of the classroom	101-C: The positive things is like, it's helped, because I didn't really, I went outside a lot but I didn't go as much as I do now, so it helps me want to go outside more, want to walk about more. And also, it's made me... I've forgotten; 102-C: But I think it's actually made me want to go outside and explore more, that's because my new hobby, because of it, because most times I just sit at home on my phone or watch TV, that's what I do; 102-C: I think, now, I've been running around more outside and it's made me better at most of the sports that I do; 104-C: I think, now, I've been running around more outside and it's made me better at most of the sports that I do.
	Increasing energy levels throughout the day	101-C: <i>I think it's really good, because it helps you more standing up, and what it also helped, because people on Monday are really tired and they don't get on with their work as they used to, but when you're on the stand-up desks, you're much more enthusiastic than them. So that's when Miss makes you do some exercises [active breaks], but the stand-up desk people, surprisingly, they are the best because they're so enthusiastic on standing up more.</i>
	Wearing the monitors and games	103-C: <i>I liked halving the thing on my leg. I've forgotten what it was called. I liked going on the computers and doing all the games;</i> 101-C: <i>The best thing is when, is having the monitors and playing the game, the monitors because we're only young so we don't have many responsibilities, so it's given us a responsibility, and the games because they're fun, but our VIP is no fun;</i> 102-C: <i>Computer games.</i> 102-C: <i>Playing the computer.</i> 102-C: <i>Playing the computer games.</i> 103-C: <i>I think the belt one is pretty</i>

		<i>good. Because even at night, when it just, I sleep mostly on this side, and I can just adjust it a little bit, to go into the middle, and then I can sleep easier.</i>
	Felt unique as being chosen out of different schools	I03-C: <i>It was fun, and it's very fascinating. Because, like, we've been chosen out of, like, loads of schools, and we've been, we've got the only class, too.</i> I04-C: <i>I really enjoyed it because we also managed to get picked out of eight teams, or schools.</i>
Teacher – negatives	A desk broke	I02-T: <i>The only thing that that one desk broke and that was, it took a couple of weeks for the replacement to come, but that's what happens when things break, they don't always, they don't always get fixed straightaway, but it wasn't that we couldn't use the desk so I mean that, it wasn't a massive issue but other than that.</i>
	The strengths and difficulties questionnaire	I02-T: <i>just the only other negative would be the questionnaires that take a while to fill in. It's time-consuming, that's all it is and for a teacher who already has sort of sixty books to mark with this time of year we're looking at reports to write, like you name it, we've got a massive list of things to do.</i>
	Engage parents more	I01-T: <i>Um, I don't know how we would do it because we've tried, but parents understanding it a bit better.</i>
	None	I03-T: <i>I don't know, I'm not sure because it's worked really.</i> I04-T: <i>It has worked really well, it has helped that straight away you guys made it clear that yes here is how you like things to be done but I as a teacher can changes things to best suit the needs of the children.</i>
Children – negatives	Rapid Visual Information Processing (RVIP)	I04-C: <i>Oh yeah, when we were doing [laughs] when we were doing the games, when you've done the RVIP, when you've just turned off the computer and you start looking around, when I got off I started looking at [friends name], and I said, "Have you ever realised you have numbers on your head".;</i> I04-C: <i>He started looking at me like, "You've got numbers on your head, too", and me, [friends names] , we all started saying, "You've got numbers on your head" we did not like this.</i> I02-C: <i>Don't like RVIP.. (this was agreed with all children in focus groups I01-C and I02-C... boring and difficult)</i>
	Desk design	I03-C: <i>You know where you put your pencil, sometimes they fall down [?? 28.04] takes like a long time and everybody's moved their table...;</i> I03-C: <i>Yeah, like we said last time. I think it should be, like, because it's grey...Red and yellow!...it should be, like, another colour instead of grey, like, to lighten it up.</i> I02-C: <i>I think the standing desk needs a bit more colour onto it.</i>
	activPAL monitors	I03-C: <i>I think that there could have been, like, a different way of, like, with the things on your legs. I liked the waist one, but on the leg it was, like, tiring, and after you'd peel it off, it would hurt your leg and stuff. When you peeled it off.</i>
Teachers – suggestions for change	Have a full class of sit-stand desks	I01-C: <i>If you could have, if you could have a full class set that would be, that would be a nice advantage to have because then you wouldn't have to worry about the rotation and you'd have, everybody would have their own spot, their own places to go to.</i>

	Get rid of rid of the compartments on the sit-stand desks	I03-C: <i>The only thing was that, the compartments on the bottom, some of them started putting their feet on those, instead of actually standing up</i>
Children – changes for the future	Change / do not include RVIP	I02-C: <i>Change RVIP [laughs] I'd definitely change our RVIP.</i>
	Compartments on desks	I01-C: <i>I'd change the things on the stand-up desk, I wouldn't put them on because they hurt your legs</i>
	Height of sit stand desks	I01-C: <i>I would probably make the stand-up desk go a bit lower because some people in the next Year 5 class might be shorter than I am, and either you have to move the standing up desk up, because where it is its perfect. Now, some people might be shorter and they might need to have it lower.</i>
	How the Activpal was worn	I04-C: <i>The thing on your leg, I would make the sticker a bit softer. Like, put, like, a nice padding on, around it, but a little sticky bit that you could stick on. I02-C:</i> <i>And at least, like, on the leg, I'd, like, change it to put it, like, a different place, like on your arm or something. So, like, on your leg, it doesn't, like, distract you for, like, stuff.</i>