# SCHOOL CONTACT EXIT INTERVIEW GUIDE

## Timings

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions</th>
<th>Timings</th>
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</table>
| Introduction                           | Explain purpose of the interview  
  - Discuss elements of the intervention that worked well  
  - Potential improvements  
  - Factors that might affect how we take the Active7 project from here and run it on a larger scale. | 2-3 mins |
|                                        | Explain audio recording and data storage procedures  
  *Before we get started, I’d like to tell you that I will be recording the conversation to help us remember what we discussed. You can ask for the recording to be stopped at any time. The recording will be written up and we will remove any identifying information (names, place names, school names etc). At this point the audio files will be deleted; so none of the information that is written down and recorded can be connected to you in any way.* |         |
|                                        | Answer any questions  
  Complete consent form  
  Commence audio recording |         |
| Background/ice-breaker questions       | • What is your role within the school?  
  • How did you come to be involved in Active7?  
  • What was the incentive for you to participate?  
  • How involved have you been? (E.g. what did your role as the contact involve etc.)? | 2 mins  |
| Communication                          | Communication with dance instructor  
  • What involvements with the dance instructor(s) did you have?  
  • How did you find working with the dance instructor throughout the programme?  
  • How could communication with the dance instructor have been improved?  
  PROMPTS:  
  • Resolving any issues / problems which arose in relation |         |
to the dance project (e.g. arranging the dance sessions)

**Communication with study team**
- How did you find working with study manager and the other Active7 team throughout the programme?
- How could working with the study team be improved?

**PROMPTS:**
- Resolving any issues / problems which arose in relation to the research or dance sessions (e.g. arranging data collection visits)

<table>
<thead>
<tr>
<th>Logistical issues</th>
<th>General</th>
<th>~10 mins</th>
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<tbody>
<tr>
<td></td>
<td>Logistically, how did you find Active7 ran in your school?</td>
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<td></td>
<td>Were there any issues or problems? If yes, what type of issues or problems arose?</td>
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<td></td>
<td>Are these problems common to other extra-curricular activities?</td>
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<td></td>
<td>Potential improvements which could have resolved these problems?</td>
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<td></td>
<td>Were there any behavioural issues related to Active7?</td>
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<td></td>
<td>What did you think of the level of attendance at the dance sessions?</td>
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**PROMPTS**
- Expected/unexpected?
- Do you have any feel for what factors may have contributed towards the level of attendance?
- Was attendance affected by other events/activities such as school camp, other clubs, sports day etc.?
- How could attendance have been increased?
- What did you think about the length of the sessions (1 hour and a quarter)?
- What did you think about the number of sessions per week (2 per week)?
- Were there any problems with room bookings?
### Questions for school contact in school where two instructors were used

- How did you feel about having a new instructor?
- How did the process of handing the sessions over to X work?
- Could this process be improved?
- Do you think having more than one instructor deliver the project could work if the project was rolled out?
- Looking back is there anything the Active7 team could have done to help hand the sessions over between the instructors?

### Data collection

- What were your experiences of the data collection process? (Arranging and the actual process of collecting data from the girls)
- How could the process of data collection be improved?

### Impact

- What impact do you think the dance programme had on the girls taking part? (E.g. physical, dance-specific, socially?)
  - Did they seem excited by it?
  - Was there a difference in their behaviour/confidence during the project?

### Sustainability

What information/support could we provide to maintain or increase dance participation now the dance sessions have finished?

### Roll out of programme

**Introduction**

At the end of the project we may consider running Active7 on a larger scale, for example in more schools around the country. The difference between Active7 now and the rolled out project

<table>
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<th>Activity</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Questions for school contact in school where two instructors were used</td>
<td>~2 mins</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Impact</td>
<td>~2 mins</td>
</tr>
<tr>
<td>Sustainability</td>
<td>1-2 mins</td>
</tr>
<tr>
<td>Roll out of programme</td>
<td>~10 mins</td>
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is that there would not be any research components, for example we would not need to do data collection and it would be run by a not-for-profit company not researchers.

General

- Do you think running this project on a larger scale would work? Yes/no ask for reasons…
- Would there be any school barriers/ facilitators for a larger roll out?

Extending the programme length:
The current programme was aimed at Year 7 girls and was limited to 40 sessions.

- What changes would be needed to keep the girls interested beyond the 40 sessions – perhaps when the girls move into year 8?
- What strategies do you use to motivate girls to continue attending optional after-school activities?

Open enrolment

In the study we had to limit who could participate to the 33 girls who provided consent and data when we first visited schools (Sept/Oct 2013).

- If the programme was run outside of a research context would instructors be allowed to add new pupils into their sessions if they drop out?
- If so, how would this work? (e.g. reserve list?)
- Would you allow girls to join at any time or only at set landmarks, such as the start of a term?
- Does this happen in other extra-curricular activities in your school?

Logistics

- If Active7 wasn’t part of a research project, how would the girls be recruited?

PROMPT

- By the school only or would the taster session be useful?
- How would you usually recruit to extracurricular
<table>
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<tr>
<th>Cost</th>
<th>In other after-school activities you have in your schools, who pays for the instructors time? School, council, arts charity or the parents? If the parents what was the cost per child per session?</th>
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<tbody>
<tr>
<td></td>
<td>If there was no focus on measuring PA, would this make a difference to recruitment of girls?</td>
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<td></td>
<td>Would your school be willing to offer Active7 again?</td>
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<td></td>
<td>Is your school planning to continue offering after-school dance next term? If not, why not?</td>
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<td></td>
<td>Who would be the best person to approach in school about a larger project?</td>
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<td></td>
<td>Which year group would you recommend we target with this larger project?</td>
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<td>Is a dance project for other years needed for Active7 to feed into?</td>
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<td>Would the involvement with the school contact be less or more in a larger project?</td>
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<tr>
<th>Closing</th>
<th>Thank participant</th>
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<tbody>
<tr>
<td></td>
<td>Thank you so much for taking the time to speak to me and for your help co-ordinating Active7 so far.</td>
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**Provide opportunity for participant to add any additional information**

- That’s all the questions I have for you today.
- Is there anything else you’d like to tell me about the things we talked about today?

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<thead>
<tr>
<th>Provide opportunity for participant to ask questions</th>
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<tbody>
<tr>
<td></td>
<td>Do you have any questions for me?</td>
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