

# **Class Moves!**

**An evaluation of the two x one day  
training sessions for teachers in the  
Western Education and Library  
Board Area**

**25 February – Omagh Teachers  
Centre & 26 February – North West  
Teachers Centre**

### **Project aims and approach**

The Health Promotion Agency and the Western Education and Library Board have commissioned the Health and Leisure Studies Research Group from Stranmillis University College, Belfast to undertake an evaluation of the Class Moves! programme. The aims of the evaluation are to:

1. Predict the replicability of the outcomes of the Class Moves! Programme in other Northern Ireland primary schools;
2. Review the nature and content of the Class Moves! programme resources;
3. Review and evaluate the extension of Class Moves! programme to middle, and upper primary school classes;
4. Assess the feasibility of the Class Moves! programme within the classroom setting;
5. Assess the appropriateness of the pilot one day training session;
6. Assess the compatibility of the Class Moves! programme in relation to other school programmes including the school curriculum, Health Promoting School schemes, BHF Active School Pack and the Sports Council's 'Top Tots' programme.

This report is restricted to an evaluation of the two – one day training courses held on 25 February in Omagh Teachers Centre, and 26 February in the North West Teachers Centre (Point 5 above). The two workshops were facilitated by Elise Sijthorf, with support from Silke Bowman, the publishing representative. A quantitative evaluation was undertaken using a questionnaire as the method of data collection.

### **The Class Moves! Programme**

The Class Moves Programme was initiated in the Netherlands between 1988 and 1992 by a physiotherapist Elise Sijthorf. The programme consists of a number of exercises grouped by theme and age to encourage children to engage in different physical activity on a daily basis. The resources include a wall calendar for each age group and a teachers' manual providing additional ideas and information. The simplicity of the programme means that it can be delivered in a classroom with minimal preparation, time and equipment.

### **Class Moves! and Northern Ireland**

The Class Moves! Programme has been successfully introduced to a number of countries and recently has been the subject of pilot schemes in Wales and Scotland.

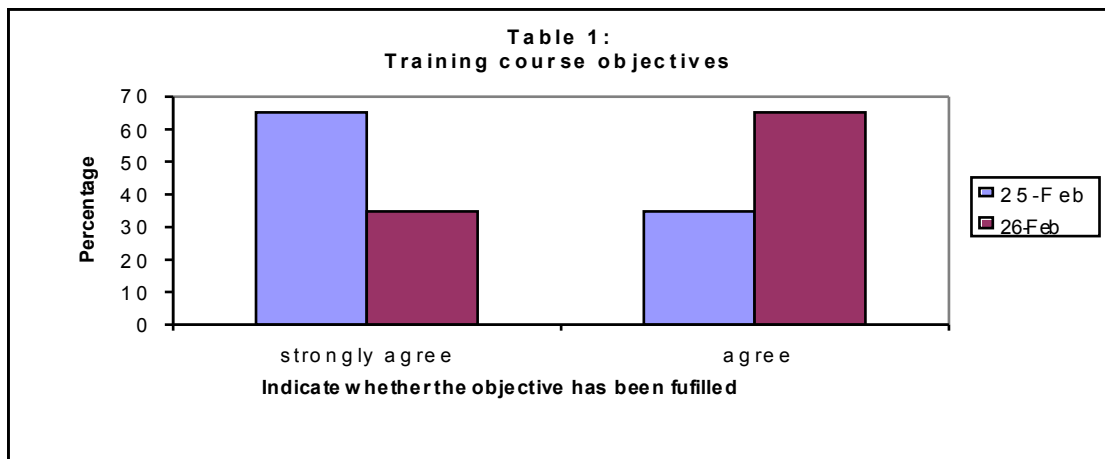
The Health Promotion Agency, in association with the Western Education and Library Board, have established a pilot scheme to evaluate the outcome, and to determine the feasibility of its extension throughout the Board area and elsewhere in Northern Ireland.

## Evaluation findings

Forty-six participants took part in the two training days and completed evaluation forms. Twenty-three teachers attended each training session, with day one on 25 February and day two on 26 February.

### 1. Objectives of the training session

Participants were asked to consider the objective of the training session and to indicate whether the objective had been fulfilled. Fifty percent of respondents (23) indicated strongly agree while a similar number (23) replied agree in answer to the question. However the analysis of the responses for each day indicate a difference with 65.2% indicating strongly agree and 34.8% agree on day 1; while the figures are reversed on day 2. The content of the training sessions were similar on both days except (1) an input by Mervyn Hill on day one, and (2) a change to the structure of day 2 to enable the teachers to spend more time looking at the resources in the afternoon. These changes may have had a slight bearing on the evaluations.



A number of participants took the opportunity to add comments and these are recorded in Appendix 1. Examples of comments relating to this question included the following:

*‘Got a feeling for the programme with very little extra reading to be done in school – a big positive point!’*

*‘I feel that I could make use of the activities after the explanation and participation of the training day;’*

*‘Good, clear, easy to follow programme. Will be good fun to follow in the classroom;’*

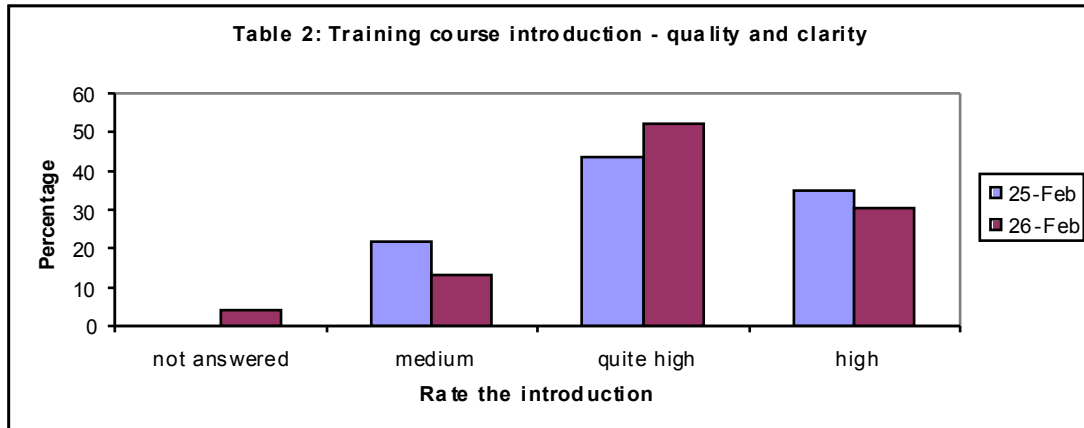
*‘Very enthusiastic presentation by all speakers;’*

### 2. Introduction to training session

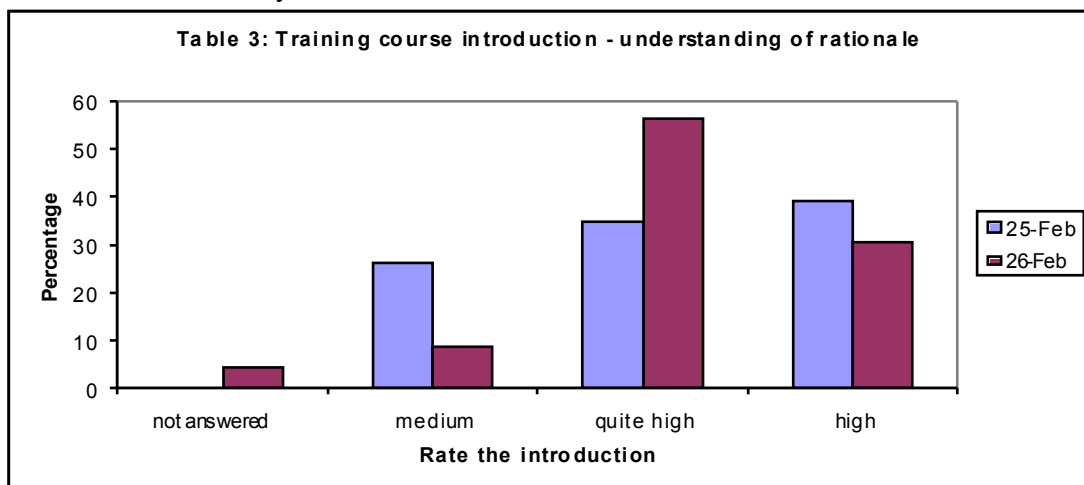
The first part of the training session was to introduce the programme and to present the background and rationale. The teachers were asked to indicate on a scale of 1-5 the quality and clarity of presentation, understanding of

background and rationale, and relevance to school/class. For the purposes of the analysis 5 = high, 4 = quite high, 3 = medium.

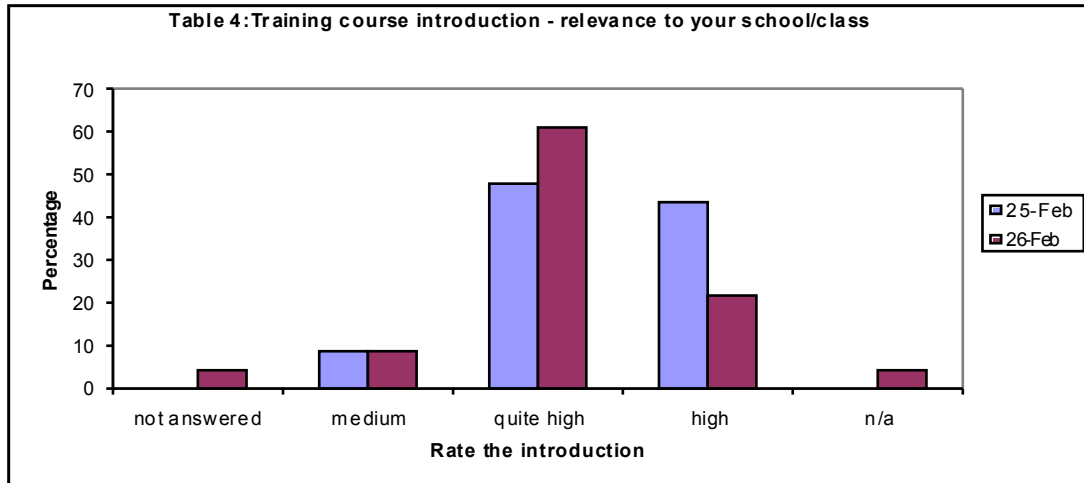
1. Teachers on day 1 rated the clarity of presentation higher for scale point 5 (high) and scale point 3 (medium), while the day 2 participants recorded point 4 higher (quite high).



2. In relation to 'understanding the rationale' a similar pattern occurred but in this case there was a difference among those who rated their understanding as a 4 (quite high) - 56.5% on day 2 as opposed to 34.8% on day 1.



3. 86.9% of participants recorded a scale point four or five (quite high or high) for relevance to school/class – interestingly 43.5% of day one teachers indicated scale point five (high) with 21.7% on day 2; scale point 4 (quite high) was 47.8% on day one and 60.9% on day two.



Participant comments relating to this question included the following:

*‘Very enjoyable and lively presentation. Kept motivated throughout the whole day;’*

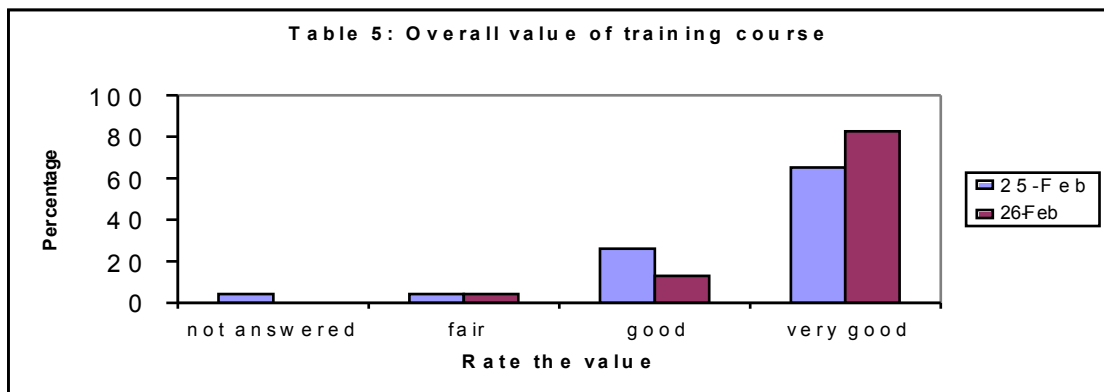
*‘Variety of ideas to stimulate and ‘settle down’ my class;’*

*‘Something like this has been long overdue for year 7’s who start off the year worrying about selection procedure and end up with doubts and concerns about starting secondary school;’*

*‘Enthusiastic, good demonstration etc.’*

### 3. Overall value/quality of the training day

93.5% of respondents rated the overall value of the training day as good or very good. Here again there was a difference between the two days with 82.6% on day 2 as opposed to 65.2% on day 1 recording the day as very good.

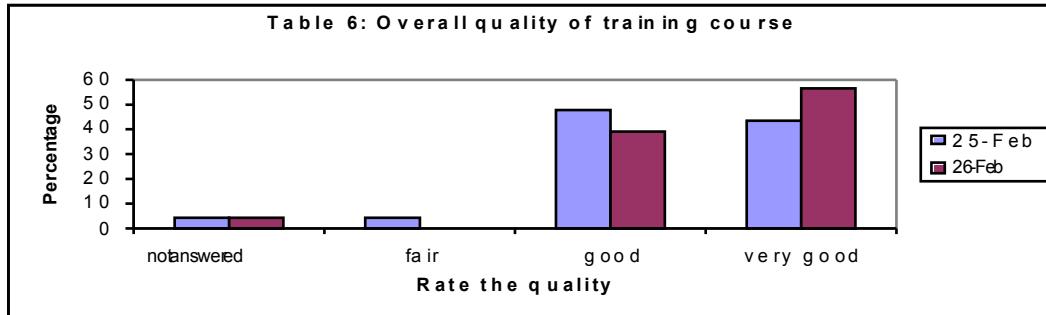


Participant comments included the following:

*‘Maybe more than 1 day would be useful;’*

*‘A second day to get familiar with the project would have been beneficial;’*

Similar figures were recorded in relation to the overall quality of the day – 93.5% reporting either very good or good. No significant difference between the two days was found using the Chi Square test.



#### 4. Morning and afternoon workshops – Quality of presentation

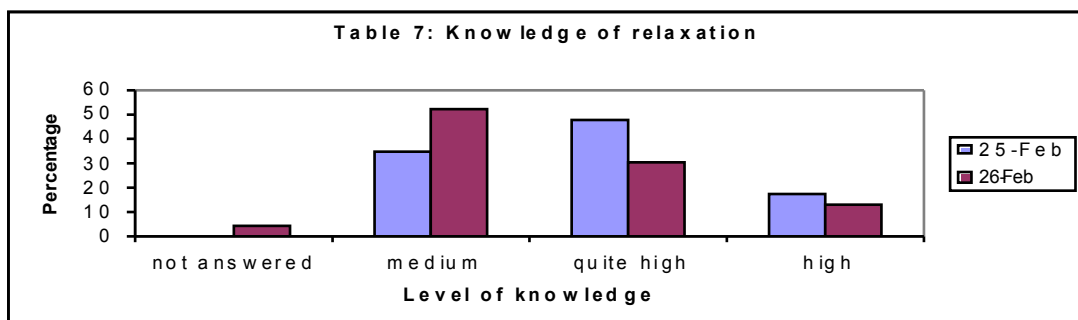
Two workshops were held to present the resource materials and to train the teachers to deliver the programme.

The overwhelming view of the participants was that the presentation was of a high quality with 95.6% rating the statement as strongly agree or agree.

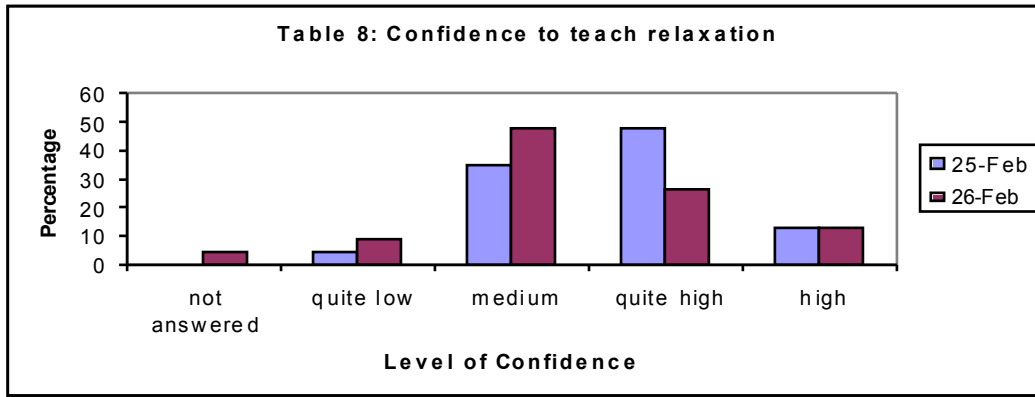
#### 5. Level of skills and knowledge

It was important to ask some specific questions in relation to the training which would impact on whether the programme would be used in schools. For the purposes of the analysis 5 = high. 4 = quite high, 3 = medium, 2 = quite low.

1. On a scale of 1-5, in relation to knowledge of relaxation, the responses ranged from 3-5 (medium/quite high/high). Overall 43.5% of respondents rated their knowledge as 3, 39.1%% as a 4, 15.2%% as a 5.



2. On a scale of 1-5, in relation to confidence to teach relaxation, the responses ranged from 2-5 (quite low/medium/quite high/high). Overall 6.5% of respondents rated their knowledge as 2, 41.3% as a 3, 37% as a 4 and 13% as a 5.

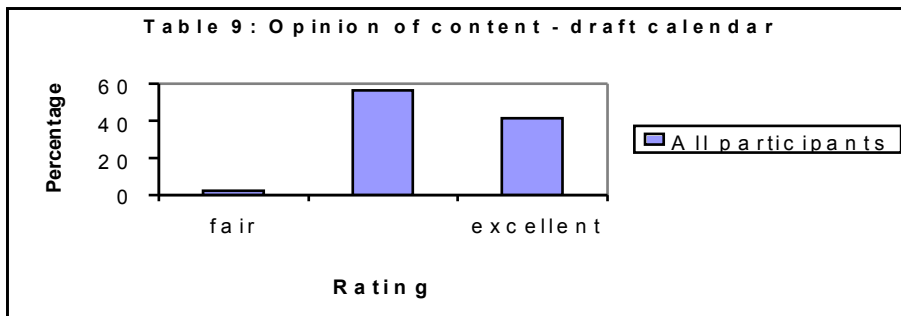


3. Respondents were asked whether they had learnt any skills that would be of benefit in the classroom and all but one person 97.8% confirmed that they had.
4. The workshops provided an opportunity to have a hands on experience with the resources and all respondents (100%) responded that it was appropriate and helpful.

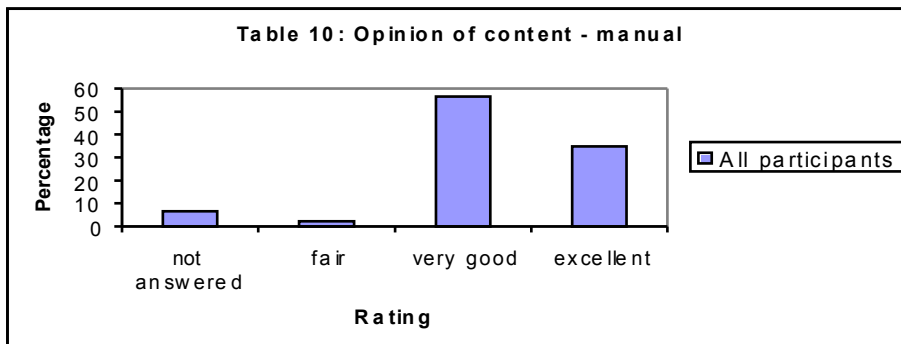
**6. Programme resources**

Although the programme resources were in draft form the participants were asked to rate the content and quality of the resources. There was no significant difference between the two days using the Chi Square test.

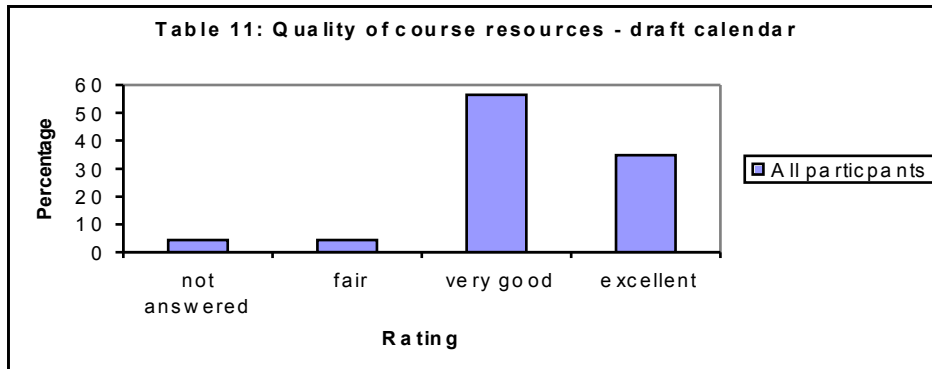
97.8% of all participants rated the content of the draft calendar as excellent or good;



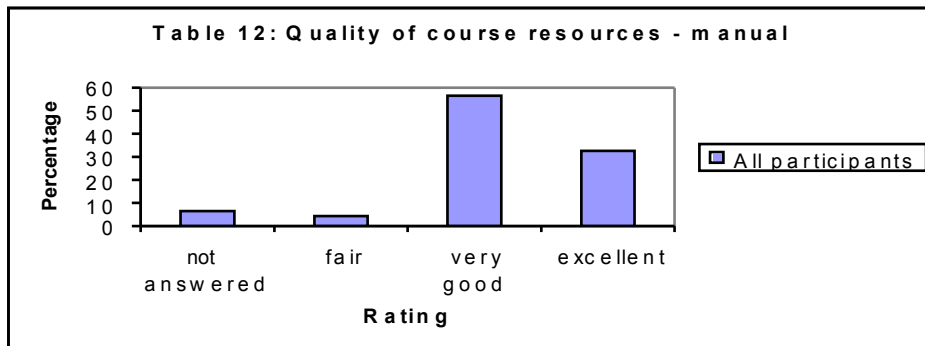
91.3% of all participants rated the content of the manual as excellent or good;



91.3% of all participants rated the presentation of the draft calendar as excellent or good;



89.1% of all participants rated the presentation of the manual as excellent or good.

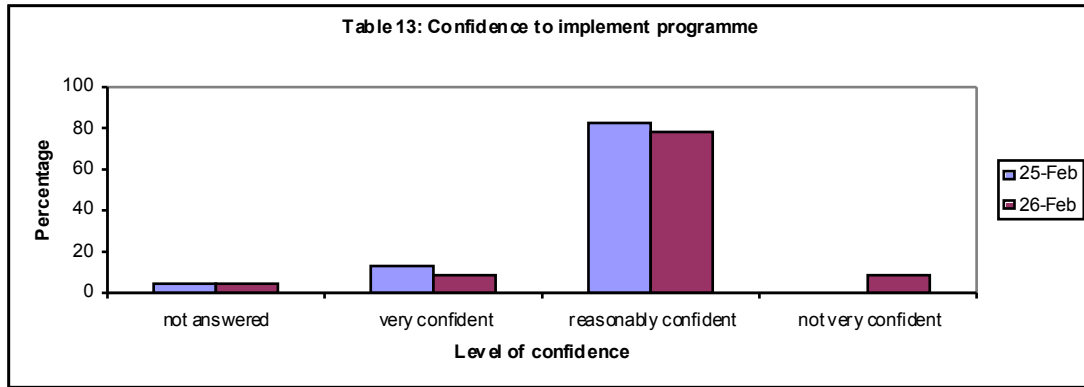


Participant comments relating to this question included the following:

- ‘Not overloaded with activities to cover in one month – a pleasant change!’*
- ‘Both are well laid out and the activities are varied and well explained;’*
- ‘Perhaps a video showing some of the ideas from the programme in a class with children taking part would help;’*
- ‘A very enthusiastic course organiser who managed to get everyone moving;’*

**7. Level of confidence to implement the programme**

The success of the training day will be the introduction of the Class Moves! programme to the classroom. 80.45% of participants indicated their level of confidence to implement the programme as reasonably confident and 10.8% very confident.



**8. School class**

The final question on the questionnaire was to identify which class the teachers would use the Class Moves! Programme. The majority of teachers indicated that they will use the programme with either P1 (17.4%), P1-2 (15.2%), or P4 (13%) although there is a spread over each school year group and a number of composite groups.

Table 14: Class you expect to use programme with

	Frequency	Percentage	Valid Percentage	Cumulative percentage
not answered	2	4.3	4.3	4.3
P1	8	17.4	17.4	21.7
P2	3	6.5	6.5	28.3
P3	4	8.7	8.7	37.0
P4	6	13.0	13.0	50.0
P7	1	2.2	2.2	52.2
P1-P4	4	8.7	8.7	60.9
P2-P3	3	6.5	6.5	67.4
P1-P2	7	15.2	15.2	82.6
P3-P4	3	6.5	6.5	89.1
P1, P2, P3	2	4.3	4.3	93.5
P2, P3, P4	1	2.2	2.2	95.7
n/a	1	2.2	2.2	97.8
whole school	1	2.2	2.2	100.0
Total	46	100.0	100.0	

**9. Conclusion**

1. Overall the evaluation indicates a high satisfaction rating for the content and quality of the training courses and programme resources.
2. There are some differences between the two days with day one scoring lower on questions 1,2, and 3. The differences were not found to be significant using the Chi Square test.

3. Participants indicated scale points 3+4 (medium and quite high) in relation to their knowledge and confidence to teach relaxation. The WELB should consider additional training support to assist teachers in this aspect of the programme.
4. The comments from the teachers refer to the high quality of presentation by the facilitator. The WELB and HPA should consider how this can be maintained for future courses if it is not possible to retain the services of Elise Sijthorf.

**Appendix 1 :**

**Class Moves! Evaluation**

**Q1 – comments**

- There was a good balance between theory and practical work (1)  
The enthusiasm of the presenter was contagious (2)  
Light hearted and practical – excellent (3)  
Very well run. Exciting. Lots of good ideas and challenges (4)  
Materials are well structured and music is appropriate (8)  
Got a feeling for the programme with very little extra reading to be done in school – a big positive point! (9)  
Clearer understanding of the package (10)  
Yes I am interested in trying this out with my class. Elise was enthusiastic and made me enthusiastic (14)  
This is a ‘fun’ way to encourage concentration, movement, rhythm (19)  
A very positive day. Elise was very enthusiastic (21)  
Presenter’s enthusiasm infectious. Ideas for breaking up the day with activity –excellent. Materials good. Lends itself to thematic approach in classroom (22)  
I feel that I could make use of the activities after the explanation and participation of the training day (23)  
I think that all of us were enthused and excited by the material and prospect of using it to create a warm relaxed atmosphere for our pupils to learn and grow as people (25)  
Looking forward to trying it! (26)  
The introduction gave a good insight into the programme. Workshop useful to go through the material (27)  
Yes and in a lively manner (28)  
Clear and easy to understand (29)  
Principles seem sound, activities seem fun (33)  
Good, Clear, easy to follow programme. Will be good fun to follow in the classroom (34)  
Very enthusiastic presentation by all speakers (37)  
Some activities done in groups which will be remembered in class (43)

**Q2 – comments**

- I think this will be an enjoyable project (1)  
Very enjoyable and lively presentation. Kept motivated throughout the whole day (3)  
Very relevant to my own ideas and attitude to relaxation and movement (4)  
Lots of ideas for each year group (6)  
Relevant to my class as I am P! and we were using calendar 1 (14)  
Variety of ideas to stimulate and ‘settle down’ my class (17)  
I feel that this programme would be very useful throughout the primary school!  
Something like this has been long overdue for year 7’s who start off the year worrying about selection procedure and end up with doubts and concerns about starting secondary school (19)

It comes across as a good idea to put this programme into practice to help our children (23)

As an ordinary teacher I will be aiming to promote this philosophy through the health promoting school award – and more generally to teachers/parents (25)

The programme would be appropriate in the P1 room (27)

Certainly will use it and avail of opportunity to turn one of those 'bad' moments in a school into a more appealing one (28)

Enthusiastic, good demonstration etc. (29)

Calendar 1 more for P1 – I teach P3 but activities could be modified (30)

Looking forward to using it with P1-P2 (31)

Well presented and at first glance easy to follow thus far (33)

Will become clearer when we all receive the relevant programme for our classes (34)

Many ideas/activities appear simple and fun. May come more easily to infant teachers and teachers of KS2 will need more confidence building. Can immediately see benefits for particular children (37)

Very appropriate for KS1. Perhaps more difficult with P6/7 class – owing to time (39)

### **Q3 – comments**

Maybe more than 1 day would be useful (14)

A second day to get familiar with the project would have been beneficial (21)

### **Q 8 – comments**

More 'hands on' needed (12)

### **Q9 – comments**

Great ideas! (4)

It would be nice to have year group materials to bring home (6)

Very well laid out. Calendar format – great idea – limited preparation needed by teacher – which is great for workload (9)

Especially suitable for each year group (13)

Very useful to have calendar on wall without having to look up manual all the time. Also good to have manual if you want to look it up (14)

We didn't really use the manual very much. We were given very clear guidance as to how we should use the calendars (15)

Not overloaded with activities to cover in one month – a pleasant change! (17)

Need more time to read through manual. Very relevant to ongoing work in primary schools (19)

It was ideal for P1 teacher. Would like to have had more time to cover the year 3 calendars (20)

Both are well laid out and the activities are varied and well explained (23)

Can see a wealth of possibilities for calendar use: manual needs time to absorb (25)

Content great and made better by how it was delivered (28)

Lovely ideas. Looking forward to seeing the older age groups calendars in more detail rather than P1 (29)

Very useful, easy to follow activities (30)

Very use able (31)

Easy to follow (33)

Can't wait to get the appropriate materials and I hope we get the CD too (34)  
Appear to be easily usable in classroom (37)  
Would like photocopies of calendar for senior class to compare and see progression (40)  
Calendars looked colourful and interesting – tape sounded good, some lovely tunes (33)  
Resources seem excellent – very useful (46)

**Q10 – comments**

Perhaps a video showing some of the ideas from the programme in a class with children taking part would help (6)  
Presenter very enthusiastic – which made course very enjoyable (9)  
An excellently presented course – good to have participated – a most enjoyable day (27)  
Great – Delivered in excellent and enthusiastic manner (28)  
Hard to read in small print but a valuable resource none the less (29)  
A very enjoyable day – humorous and entertaining (30)  
Presented with enthusiasm (33)  
Excellent presentation – practical demonstrations and personal participation at many of the exercises and songs (37)  
Bright, vibrant, teacher friendly resources (42)  
A very enthusiastic course organiser who managed to get everyone moving (43)  
Afternoon workshop very good for understanding the content of the book (46)

**Q12 – comments**

When it comes on stream. Introduce an element of it pinched from P1! (29)  
Will need principals' permission to implement (33)  
Will need principals' permission to implement, although I would be very keen (34)  
Looking forward to implementing such a programme in my classroom (42)

**Q13 – comments**

Help relaxation, encourage re-energisation (8)  
Working in health promotion/health education in WELB schools – will promote with great enthusiasm (25)

**Additional comments**

More ideas on relaxation and concentration skills (10)  
Can I have calendars 1+2 so that I could run the programme on a 3year cycle as I have a composite class? (11)  
Could we have two calendars as we have two P2 classes (16)  
I will need a calendar for reception/P1 and Primary ½, with CDs and manuals. More details about the Pilot please (26)  
Thank you An enjoyable and worthwhile day! (23)  
Inter personal and intra personal development – the baseline in of our work in HE/HP (25)  
Good idea to get children moving. Some of these ideas we would already do in singing and action rhymes etc. but not as much thought behind it !! (29)

An enjoyable course – presented in a fun way – feel distressed already – will be of great benefit in class. Well thought out (36)

Material was presented very enthusiastically and the day was inspiring and enjoyable. I look forward to being involved in the pilot scheme (38)

Thank you for a relaxing day away from school! (39)

SMT are very interested and may wish to have whole staff training (INSET) (40)

**NB The numbers relate to questionnaire number – questionnaires 1- 23 Omagh; 24 – 46 North West.**

Appendix 2:

**Class Moves! Evaluation**

**Frequency Tables**

1. All participants;
2. Day 1 participants;
3. Day 2 participants;
4. Cross Tab Tables & Chi-Square Tests.

**1. Frequency tables – All participants**

**date of course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 February	23	50.0	50.0	50.0
	26 February	23	50.0	50.0	100.0
	Total	46	100.0	100.0	

**training course objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	23	50.0	50.0	50.0
	agree	23	50.0	50.0	100.0
	Total	46	100.0	100.0	

**training course introduction - quality and clarity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	2.2	2.2	2.2
	medium	8	17.4	17.4	19.6
	quite high	22	47.8	47.8	67.4
	high	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

**training course introduction - understanding of rationale**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	2.2	2.2	2.2
	medium	8	17.4	17.4	19.6
	quite high	21	45.7	45.7	65.2
	high	16	34.8	34.8	100.0
	Total	46	100.0	100.0	

**training course introduction - relevance to your school/class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	2.2	2.2	2.2
	medium	4	8.7	8.7	10.9
	quite high	25	54.3	54.3	65.2
	high	15	32.6	32.6	97.8
	n/a	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

## Class Moves! Training Course Evaluation

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### overall value of training course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	2.2	2.2	2.2
fair	2	4.3	4.3	6.5
good	9	19.6	19.6	26.1
very good	34	73.9	73.9	100.0
Total	46	100.0	100.0	

### overall quality of training course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	2	4.3	4.3	4.3
fair	1	2.2	2.2	6.5
good	20	43.5	43.5	50.0
very good	23	50.0	50.0	100.0
Total	46	100.0	100.0	

### workshop presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	2.2	2.2	2.2
strongly agree	14	30.4	30.4	32.6
agree	30	65.2	65.2	97.8
unsure	1	2.2	2.2	100.0
Total	46	100.0	100.0	

### knowledge of relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	2.2	2.2	2.2
medium	20	43.5	43.5	45.7
quite high	18	39.1	39.1	84.8
high	7	15.2	15.2	100.0
Total	46	100.0	100.0	

### confidence to teach relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	2.2	2.2	2.2
quite low	3	6.5	6.5	8.7
medium	19	41.3	41.3	50.0
quite high	17	37.0	37.0	87.0
high	6	13.0	13.0	100.0
Total	46	100.0	100.0	

## Class Moves! Training Course Evaluation

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### did you learn skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	97.8	97.8	97.8
	n/a	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

### was "hands on" experience appropriate and helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	46	100.0	100.0	100.0

### opinion of content - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	1	2.2	2.2	2.2
	very good	26	56.5	56.5	58.7
	excellent	19	41.3	41.3	100.0
	Total	46	100.0	100.0	

### opinion of content - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	3	6.5	6.5	6.5
	fair	1	2.2	2.2	8.7
	very good	26	56.5	56.5	65.2
	excellent	16	34.8	34.8	100.0
	Total	46	100.0	100.0	

### quality of course resources - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	2	4.3	4.3	4.3
	fair	2	4.3	4.3	8.7
	very good	26	56.5	56.5	65.2
	excellent	16	34.8	34.8	100.0
	Total	46	100.0	100.0	

### quality of presentation of course resources - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	3	6.5	6.5	6.5
	fair	2	4.3	4.3	10.9
	very good	26	56.5	56.5	67.4
	excellent	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

## Class Moves! Training Course Evaluation

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### confidence to implement programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	2	4.3	4.3	4.3
very confident	5	10.9	10.9	15.2
reasonably confident	37	80.4	80.4	95.7
not very confident	2	4.3	4.3	100.0
Total	46	100.0	100.0	

### do you expect to use programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	4	8.7	8.7	8.7
yes	41	89.1	89.1	97.8
n/a	1	2.2	2.2	100.0
Total	46	100.0	100.0	

### class you expect to use programme with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	2	4.3	4.3	4.3
p1	8	17.4	17.4	21.7
p2	3	6.5	6.5	28.3
p3	4	8.7	8.7	37.0
p4	6	13.0	13.0	50.0
p7	1	2.2	2.2	52.2
p1-p4	4	8.7	8.7	60.9
p2-p3	3	6.5	6.5	67.4
p1-p2	7	15.2	15.2	82.6
p3-p4	3	6.5	6.5	89.1
p1, p2, p3	2	4.3	4.3	93.5
p2, p3, p4	1	2.2	2.2	95.7
n/a	1	2.2	2.2	97.8
whole school	1	2.2	2.2	100.0
Total	46	100.0	100.0	

**2. Day 1 Participants**

**date of course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 February	23	100.0	100.0	100.0

**training course objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	15	65.2	65.2	65.2
	agree	8	34.8	34.8	100.0
	Total	23	100.0	100.0	

**training course introduction - quality and clarity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium	5	21.7	21.7	21.7
	quite high	10	43.5	43.5	65.2
	high	8	34.8	34.8	100.0
	Total	23	100.0	100.0	

**training course introduction - understanding of rationale**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium	6	26.1	26.1	26.1
	quite high	8	34.8	34.8	60.9
	high	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

**training course introduction - relevance to your school/class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium	2	8.7	8.7	8.7
	quite high	11	47.8	47.8	56.5
	high	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

**overall value of training course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	fair	1	4.3	4.3	8.7
	good	6	26.1	26.1	34.8
	very good	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

## Class Moves! Training Course Evaluation

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### overall quality of training course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
fair	1	4.3	4.3	8.7
good	11	47.8	47.8	56.5
very good	10	43.5	43.5	100.0
Total	23	100.0	100.0	

### workshop presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	8	34.8	34.8	34.8
agree	15	65.2	65.2	100.0
Total	23	100.0	100.0	

### knowledge of relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid medium	8	34.8	34.8	34.8
quite high	11	47.8	47.8	82.6
high	4	17.4	17.4	100.0
Total	23	100.0	100.0	

### confidence to teach relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid quite low	1	4.3	4.3	4.3
medium	8	34.8	34.8	39.1
quite high	11	47.8	47.8	87.0
high	3	13.0	13.0	100.0
Total	23	100.0	100.0	

### did you learn skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	23	100.0	100.0	100.0

### was "hands on" experience appropriate and helpful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	23	100.0	100.0	100.0

## Class Moves! Training Course Evaluation

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### opinion of content - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very good	13	56.5	56.5	56.5
	excellent	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

### opinion of content - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	very good	15	65.2	65.2	69.6
	excellent	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

### quality of course resources - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	fair	1	4.3	4.3	8.7
	very good	12	52.2	52.2	60.9
	excellent	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

### quality of presentation of course resources - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	fair	1	4.3	4.3	8.7
	very good	13	56.5	56.5	65.2
	excellent	8	34.8	34.8	100.0
	Total	23	100.0	100.0	

### confidence to implement programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	very confident	3	13.0	13.0	17.4
	reasonably confident	19	82.6	82.6	100.0
	Total	23	100.0	100.0	

### do you expect to use programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	2	8.7	8.7	8.7
	yes	21	91.3	91.3	100.0
	Total	23	100.0	100.0	

## Class Moves! Training Course Evaluation

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class you expect to use programme with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
p1	2	8.7	8.7	13.0
p2	2	8.7	8.7	21.7
p3	2	8.7	8.7	30.4
p4	2	8.7	8.7	39.1
p7	1	4.3	4.3	43.5
p1-p4	4	17.4	17.4	60.9
p2-p3	2	8.7	8.7	69.6
p1-p2	5	21.7	21.7	91.3
p3-p4	2	8.7	8.7	100.0
Total	23	100.0	100.0	

### 3. Day 2 Participants

**date of course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 February	23	100.0	100.0	100.0

**training course objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	34.8	34.8	34.8
	agree	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

**training course introduction - quality and clarity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	medium	3	13.0	13.0	17.4
	quite high	12	52.2	52.2	69.6
	high	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

**training course introduction - understanding of rationale**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	medium	2	8.7	8.7	13.0
	quite high	13	56.5	56.5	69.6
	high	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

**training course introduction - relevance to your school/class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	medium	2	8.7	8.7	13.0
	quite high	14	60.9	60.9	73.9
	high	5	21.7	21.7	95.7
	n/a	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

**overall value of training course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	1	4.3	4.3	4.3
	good	3	13.0	13.0	17.4
	very good	19	82.6	82.6	100.0
	Total	23	100.0	100.0	

## Class Moves! Training Course Evaluation

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### overall quality of training course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
good	9	39.1	39.1	43.5
very good	13	56.5	56.5	100.0
Total	23	100.0	100.0	

### workshop presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
strongly agree	6	26.1	26.1	30.4
agree	15	65.2	65.2	95.7
unsure	1	4.3	4.3	100.0
Total	23	100.0	100.0	

### knowledge of relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
medium	12	52.2	52.2	56.5
quite high	7	30.4	30.4	87.0
high	3	13.0	13.0	100.0
Total	23	100.0	100.0	

### confidence to teach relaxation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
quite low	2	8.7	8.7	13.0
medium	11	47.8	47.8	60.9
quite high	6	26.1	26.1	87.0
high	3	13.0	13.0	100.0
Total	23	100.0	100.0	

### did you learn skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	22	95.7	95.7	95.7
n/a	1	4.3	4.3	100.0
Total	23	100.0	100.0	

### was "hands on" experience appropriate and helpful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	23	100.0	100.0	100.0

## Class Moves! Training Course Evaluation

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### opinion of content - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	1	4.3	4.3	4.3
	very good	13	56.5	56.5	60.9
	excellent	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

### opinion of content - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	2	8.7	8.7	8.7
	fair	1	4.3	4.3	13.0
	very good	11	47.8	47.8	60.9
	excellent	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

### quality of course resources - draft calendar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	fair	1	4.3	4.3	8.7
	very good	14	60.9	60.9	69.6
	excellent	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

### quality of presentation of course resources - manual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	2	8.7	8.7	8.7
	fair	1	4.3	4.3	13.0
	very good	13	56.5	56.5	69.6
	excellent	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

### confidence to implement programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not answered	1	4.3	4.3	4.3
	very confident	2	8.7	8.7	13.0
	reasonably confident	18	78.3	78.3	91.3
	not very confident	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

## Class Moves! Training Course Evaluation

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### do you expect to use programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	2	8.7	8.7	8.7
yes	20	87.0	87.0	95.7
n/a	1	4.3	4.3	100.0
Total	23	100.0	100.0	

### class you expect to use programme with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not answered	1	4.3	4.3	4.3
p1	6	26.1	26.1	30.4
p2	1	4.3	4.3	34.8
p3	2	8.7	8.7	43.5
p4	4	17.4	17.4	60.9
p2-p3	1	4.3	4.3	65.2
p1-p2	2	8.7	8.7	73.9
p3-p4	1	4.3	4.3	78.3
p1, p2, p3	2	8.7	8.7	87.0
p2, p3, p4	1	4.3	4.3	91.3
n/a	1	4.3	4.3	95.7
whole school	1	4.3	4.3	100.0
Total	23	100.0	100.0	

**4. Cross Tab Tables & Chi-Square Tests**

**overall quality of training course \* date of course Crosstabulation**

Count

		date of course		Total
		25 February	26 February	
overall quality of training course	not answered	1	1	2
	fair	1		1
	good	11	9	20
	very good	10	13	23
Total		23	23	46

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.591 <sup>a</sup>	3	.661
Likelihood Ratio	1.979	3	.577
Linear-by-Linear Association	.303	1	.582
N of Valid Cases	46		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

**opinion of content - draft calendar \* date of course Crosstabulation**

Count

		date of course		Total
		25 February	26 February	
opinion of content - draft calendar	fair		1	1
	very good	13	13	26
	excellent	10	9	19
Total		23	23	46

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.053 <sup>a</sup>	2	.591
Likelihood Ratio	1.439	2	.487
Linear-by-Linear Association	.302	1	.583
N of Valid Cases	46		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .50.

**opinion of content - manual \* date of course Crosstabulation**

Count

		date of course		Total
		25 February	26 February	
opinion of content - manual	not answered	1	2	3
	fair		1	1
	very good	15	11	26
	excellent	7	9	16
Total		23	23	46

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.199 <sup>a</sup>	3	.532
Likelihood Ratio	2.595	3	.458
Linear-by-Linear Association	.170	1	.680
N of Valid Cases	46		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

**quality of course resources - draft calendar \* date of course Crosstabulation**

Count

		date of course		Total
		25 February	26 February	
quality of course resources - draft calendar	not answered	1	1	2
	fair	1	1	2
	very good	12	14	26
	excellent	9	7	16
Total		23	23	46

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.404 <sup>a</sup>	3	.939
Likelihood Ratio	.405	3	.939
Linear-by-Linear Association	.058	1	.810
N of Valid Cases	46		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.400 <sup>a</sup>	3	.940
Likelihood Ratio	.407	3	.939
Linear-by-Linear Association	.383	1	.536
N of Valid Cases	46		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.

**overall value of training course \* date of course Crosstabulation**

Count

		date of course		Total
		25 February	26 February	
overall value of training course	not answered	1		1
	fair	1	1	2
	good	6	3	9
	very good	15	19	34
Total		23	23	46

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.471 <sup>a</sup>	3	.481
Likelihood Ratio	2.877	3	.411
Linear-by-Linear Association	1.791	1	.181
N of Valid Cases	46		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .50.

## The Class Moves! Programme

### Training Session Evaluation 25/26 February 2002

*Participants are asked to complete the evaluation to assist the Health Promotion Agency and the Western Education and Library Board in the implementation and development of this programme.*

**Date of training:** (Please tick appropriate box)

25 February  26 February

#### **One-day training session:**

1. The objective of the one day training session was 'to encourage teachers to engage with, and become familiar with, the principles, methods and materials behind the Class Moves! Programme'; Indicate whether the objective has been fulfilled; (Provide one answer only)

Strongly agree	Agree	Unsure	Disagree	Strongly disagree

Comments

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2. Rate the **Introduction** to the one day training session; (Indicate by selecting an appropriate point on the scale)

	<b>Low</b>		<b>High</b>		
Quality and clarity of presentation	1	2	3	4	5
Understanding of background and rationale to programme	1	2	3	4	5
Relevance to your school/class	1	2	3	4	5

Comments

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3. **Rate the overall value to you of the one day training session;** (Please tick the appropriate box - Scoring: 1 = Poor; 2 = Fair; 3 = Good; 4 = V. Good)

4. **Rate the overall quality of the one day training session;** (Select the most appropriate box - Scoring: 1 = Poor; 2 = Fair; 3 = Good; 4 = V. Good)

$\mathcal{E}_1$     $\mathcal{E}_2$     $\mathcal{E}_3$     $\mathcal{E}_4$

**Morning and afternoon workshops**

5. The workshop presentation was of high quality; (Provide one answer only)

Strongly agree	Agree	Unsure	Disagree	Strongly disagree

6. As a result of the workshop, please indicate your level of skills and knowledge; (Indicate by selecting an appropriate point on the scale)

	<b>Low</b>			<b>High</b>	
My knowledge of relaxation	1	2	3	4	5
My confidence to teach relaxation	1	2	3	4	5

7. Did you feel you learned skills that will benefit you in the class room?

Yes	No

8. Was the 'hands on' experience appropriate and helpful?

Yes	No

9. What was your opinion of the **content** of the training course resources? (Indicate by selecting an appropriate point on the scale)

	<b>Excellent</b>		<b>Fair</b>		<b>Poor</b>
Draft calendar	5	4	3	2	1
Manual	5	4	3	2	1

Comments

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10. What was your opinion of the **quality of presentation** of the training course resources? (Indicate by selecting an appropriate point on the scale)

	<b>Excellent</b>		<b>Fair</b>		<b>Poor</b>
Draft calendar	5	4	3	2	1
Manual	5	4	3	2	1

Comments

## Class Moves! Training Course Evaluation

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11. Rate your level of confidence to implement the The Class Moves! Programme; (Provide one answer only)

Very confident	Reasonably confident	Not very confident	Not at all confident	No opinion

12. I expect to use the programme with my class; (Indicate class i.e. P1, P2 etc.)

Yes	No	Class

13. If no, indicate reason(s);

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### Additional comments

*If you have additional comments regarding the training session or the implementation of The Class Moves! Programme please indicate below. Your comments and opinions are very important. **Please hand in the evaluation form before you leave the session.***

## **The Class Moves! Programme**

The Class Moves! Programme is being introduced to Northern Ireland by the Western Education and Library Board and the Health Promotion Agency. The programme evaluation will take place over a period of twelve months to:

1. Predict the replicability of the outcomes of the Class Moves! Programme in other Northern Ireland primary schools;
2. Review the nature and content of the Class Moves! Resources;
3. Review and evaluate the extension of Class Moves! to middle, and upper primary school classes;
4. Assess the feasibility of the Class Moves! Programme within the classroom setting;
5. Assess the appropriateness of the pilot one day training session;
6. Assess the compatibility of the Class Moves! Programme in relation to other school programmes including the school curriculum, Healthy Promoting School schemes, BHF Active School Pack and the Sports Council's 'Top Tots' programme.

The project research and evaluation will be undertaken by Stranmillis University College Health and Leisure Studies Department.