

Stand Out in Class (SOCS)

Teacher Project Manual

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Bradford Teaching Hospitals 
NHS Foundation Trust





Contact
SOCS

THE CONTENT IN THIS PACK HAS BEEN
DEVELOPED BY THE STAND OUT IN
CLASS (SOCS) RESEARCH TEAM

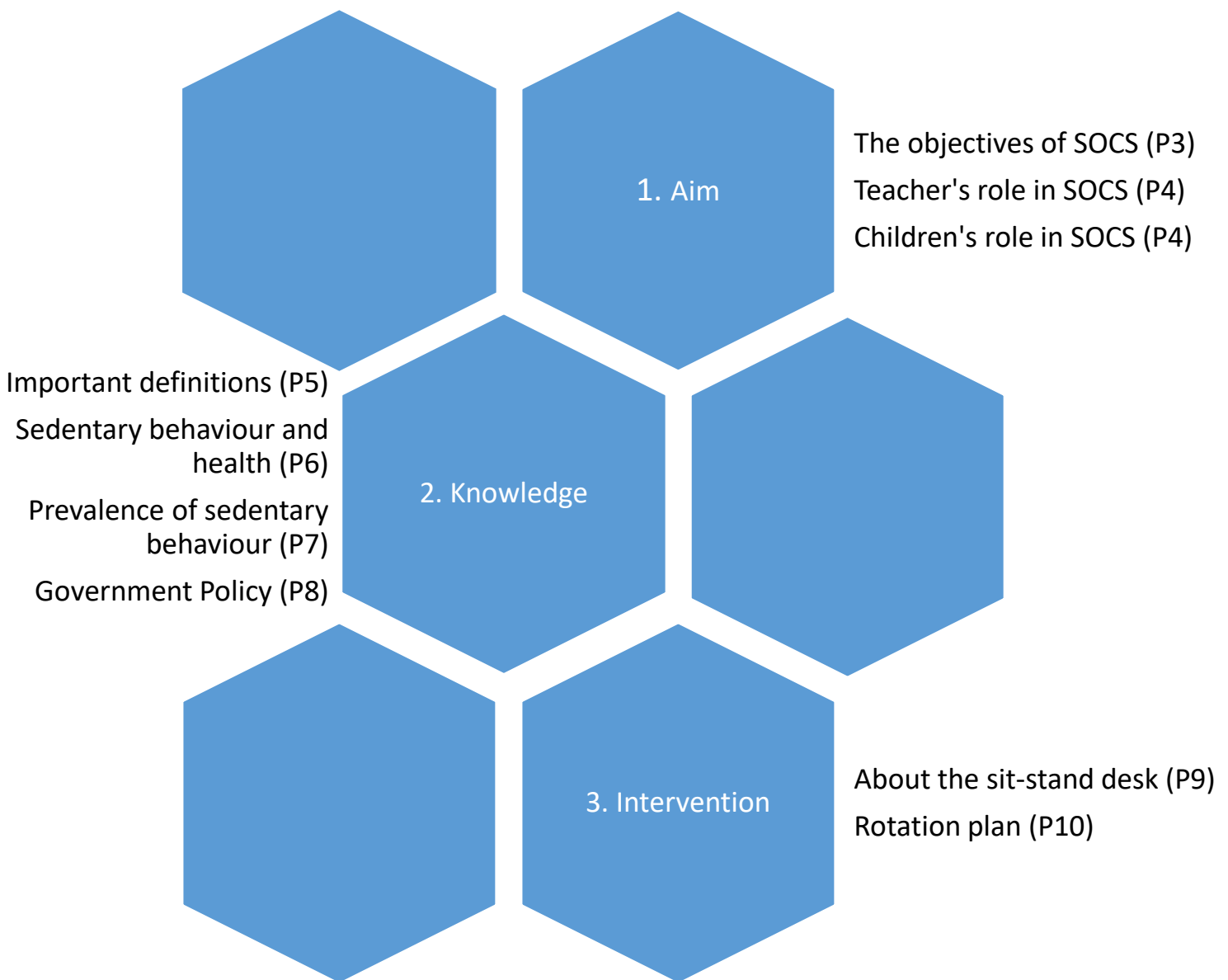
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What are the objectives of SOCS?

The Stand Out in Class project targets the amount of time children are sedentary throughout the school day, by introducing adjustable sit-stand desks in school classrooms.

The project will last until the end of the school year to see if there are any changes in children's sitting and standing behaviour, classroom behaviour, cognitive ability and physical wellbeing. It will also provide valuable information about the feasibility of delivering class-based lessons using the sit-stand desks.

The primary aim of this pilot study is to test the feasibility and effectiveness of using height adjustable desks (sit-stand workstations), on the time children spend sitting on an average school day and also on their general health, well-being and learning.

Emerging international studies have shown that sit-stand desks in school classrooms are effective in increasing children's energy expenditure and standing and movement during the school day, without disruption to children's learning and behaviour. Studies have also shown sit-stand desks in classrooms lead to improvements in children's posture and levels of academic engagement and achievement. Little research however has examined the use of sit-stand desks in UK schools.

What is your
role as a
teacher in
SOCS?

Helping and guiding the children use the sit-stand desks.

We would like to provide you and the children with as much support as we can including educational information, designed materials, planned activities and professional advice. Our aim is to minimise the disruption of your daily teaching. We do need your help to keep up with the rotation plan of the use of the sit-stand desk.

What is the
children's
role in
SOCS?

With our help, the children will learn the importance of sitting less and how to use the sit-stand desks. The intervention is designed to encourage children to engage with the rotation plan and to stand up more.

2.1 Important definitions

What is physical activity?

Physical activity is defined as ‘*bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above resting levels*’. Physical activity can therefore be in many forms. For example, during PE, play at break times or in free time, sports, active transport or domestic chores.

What is physical inactivity?

Physical inactivity is a term used to identify people who **do not** meet national physical activity guidelines. The UK government recommends that children are moderate-to-vigorously active (i.e. a brisk walk which increases breathing rate and body temperature slightly) for at least **60 minutes** every day. Children would be classified as inactive if they **do less** than 60 minutes of moderate-to-vigorous physical activity each day.

What is sedentary behaviour?

Sedentary Behaviours, not the same as physical inactivity, are a “distinct class of behaviours characterised by low energy expenditure that occur whilst sitting or lying down during waking hours” and can include:

- Television (TV) viewing
- Computer use
- Internet use
- Electronic game use
- Reading
- School class work

The time that children spend in these sedentary behaviours is often termed ‘sedentary time’ or ‘sitting time’.

2.2 What does the research evidence say about...

Link between
Sedentary
behaviour
and health

Most evidence exploring the health impact of sedentary behaviours has focused on television viewing. However, other sedentary behaviours are beginning to be identified as independent factors that may impact children's immediate health. In addition, studies conducted over 5- 6 years suggest that adolescent and adult health may be related to the time spent in sedentary behaviour during childhood.

Negative effects
of sedentary
behaviour on
children's health

Sedentary behaviour in children has demonstrated an increased risk of:

- *weight gain*
- *poor oral health* (mainly caused by snacking on sugary/fatty food while watching TV)
- *reduced physical activity*
- *increased calorie intake* (mainly caused by snacking while watching TV)
- *poorer diet quality*

Negative health
effects of
sedentary
behaviour into
adulthood

Furthermore, adults who were sedentary as children may have an increased risk of:

- obesity
- elevated cholesterol
- high blood sugar levels, increasing risk of diabetes
- poor fitness
- increased chance of smoking.

2.3. What do the numbers say ...

Our children are at risk!

Estimates suggest that up to **one in four children in the UK**, the US and Australia are **currently overweight or obese**. In the UK, evidence suggests that primary school-aged children are typically **sedentary for 8 hours per day**, with children spending >65% of waking hours in sedentary behaviour. Over the last two decades, time spent with computer use and electronic games use has substantially increased. In the previous pilot study by the SOCS Research Team, it was found that **Year 5 children in Bradford spent >10hrs/day sitting on School days and >11hrs/day sitting on Weekend days**.

The proportion of time spent sitting across all days and during and after school on school days are all high values. Very few of the studied children achieved daily physical activity recommendations on school days and no child did on weekends. There were no significant differences observed between boys and girls and between White and South Asian children in any sitting behaviour outcome. Therefore, the development of strategies to reduce time spent sedentary is critical for the present and future health of children.

2.4. What do the government say...

UK physical activity guidelines for children aged 5-18 years

The UK Government Obesity Plan says...

Remember!

1

All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

2

Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week

3

All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods

On school days (weekdays) school children should take part in a minimum of 30 minutes of moderate-to-vigorous physical activity during school hours. With the other minimum of 30 minutes taking place out of school and being the responsibility of parents and families.

Replacing sitting time with standing does not necessarily mean children will meet the national physical activity guidelines. However, this would encourage children to break-up and reduce their sitting time, and help children be aware of the amount of time they spend sitting.

3. Plan the intervention...

3.1 All you need to know about the sit-stand desks....

The classroom will be provided with six height-adjustable sit-stand desks. These can easily be adjusted so that children can stand or sit while completing their work. Appropriate postures that should be adopted when children are using the desks are shown below...



3.2. Introduction to rotating sit- stand desks use....

It is important to follow a structured rotation plan

Because there are only six sit-stand desks in the classroom, a structured rotation plan is included in this section.

Forming groups

Group the children: children might already be grouped based on their ability or other rules. It is important to consider the existing grouping system when grouping the children for the SOCS project.

Rotation

Sections of the school day, where children are in the classroom are called UP1, UP2, UP3 etc. Groups are expected to use the desks on the same number of sections over the course of 5 weeks. And should only do one 'UP' section per cycle. This will be explained more in the teacher training.

Captain and Champion

Children should name their group. Each group then has one member as their captain. The teacher will decide who will be captain, and the captain should change on a regular basis. Captains ensure the rotation plan is followed. One child should be awarded as 'Standing Champion' every week - based upon good behaviour and using the desks to stand regularly. The champion will open the weekly SOCS mail (Appendix 1) and has the responsibility to remind the class to rotate according to the standing plan (Poster 1)

Educating
and
Reminding

A prompt with educational and persuasive messages will be stuck on the sit-stand desks each week. The teacher or children (Captain and/or Champion) could do this. The teacher can encourage and remind the class the importance of breaking up their sitting time and encourage them to stand up. However, if children using the sit-stand desks interrupt the rest of the class, the teacher can remind them about the contract (poster 2) that they signed during the children's workshop¹.

Keep a
record

Teacher (and the children) will receive a log to record the rotation plan and the time the children are exposed to the sit-stand desks (Appendix 2&3).

Last but
not the
least

We are here for you!

There may be some problem or a situation that occurs which causes stress for the teacher during the time of the intervention. We (the researchers) will contact you every fortnight to have a quick and informal conversation about the use of the sit-stand desks. Please feel free to contact us (see Page 2 for contact details) if you need us to help/change the rotation plan anytime.

Thank you so much for taking part and supporting the SOCS project!