

**Transport for London**

**Wimbledon walk  
to school**

**08066**

December 2008

**MAYOR OF LONDON**

**Transport for London**



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## 1. Executive summary

- There is an issue with groups of schoolgirls congregating around certain bus stops around the Centre Court Shopping Centre in Wimbledon before school, causing disturbance to the public and businesses with noisy behaviour
- TfL would like to look at ways Ursuline and Ricard's Lodge School can encourage students either to arrive at school earlier (before 8.15am) or to walk to school, rather than waiting at the bus stops
- A range of initiatives were tested, from free breakfast to before school activities (gospel choir, X Factor workshop, street dance, web cam network) to vouchers for walking to school and walking teams
- Methodology
  - Fieldwork was carried out between Monday 3rd November and Monday 10th November
  - 45 minute paired (or in some cases single) interviews with students from Year 8-12. Total of 25 students interviewed across both schools
  - 45 minute interview with Vice-Principal of Ursuline School and a 45 minute interview with the PCSO from Ricard's Lodge
  - Observation of affected bus stop area (Tuesday 4<sup>th</sup> November)
- Key findings
  - Students are resistant to getting up earlier than they already do (around 6.30am for many students) and drawing them to an organised activity is difficult
  - Students feel they lack 'places to be' before school, or sufficiently attractive places (library or computer centre not appealing)
  - Canteens are not currently seen as attractive places to go. This is partly due to expense of buying food students can get at home for free, and is cutting into their lunch money
  - The places desired should facilitate socialising, and ideally offer 'bonuses' such as music or TV
  - Students are highly price sensitive and highly motivated by 'free' things and branded products. (Brands = tacit implication that 'gift has worth')

- There is some resistance to walking, due to perceptions of exertion and inappropriateness in cold, wet or windy weather
- Walking groups were seen as appealing to a minority of students, and might fade in appeal after a few weeks
- Stamps to reward walking was appealing to some students, although students are not sure how this would be policed. There was high interest in vouchers. The type of voucher is important- cinema vouchers were the most popular. Other popular brands include Topshop, H&M, Primark, JD Sports and River Island
- Free breakfast was seen as appealing to the widest spectrum of students
- Web cams appealed to some, although students saw problems with implementation (number of cameras, who is at the other end, bullying)
- Recommendations
  - Introduce free breakfast, with self service cereals, toast and spreads in canteen
    - Canteen either to have a music channel (such as MTV Base) playing, or episodes of popular shows (X Factor, Holyoaks, Eastenders)
    - A competition for students who attend breakfast every day with a pair of cinema tickets as the prize
  - This could be run in conjunction with one or both of the following
    - Opening classrooms/hall/dance studio so students have an attractive place to be. Having music/sports equipment/games available would assist
    - Receiving an Odeon cinema ticket for every 10 stamps received for walking to school

## 2. Introduction

### 2.1 Background

The need for the project springs from a particular 'social' issue within a quite tightly localised area of Wimbledon. For some time, groups of schoolgirls have tended to congregate near bus stops around the Centre Court Shopping Centre in Wimbledon and, without causing actual malicious harm or damage, they are creating a significant amount of disturbance with often noisy behaviour. This in turn is making both waiting for and boarding buses here a rather more stressful and arduous experience for other members of the travelling public in Wimbledon than would be ideal. In particular, the nearby branch of Gregg's bakers serves as a focus for noisy and disruptive behaviour. The girls mainly attend one of two particular nearby schools – Ursuline and Ricard's Lodge – and, having received complaints from members of the public and (we would imagine) shop owners too, both schools have indicated a willingness to participate in finding potential solutions to this situation. It is noted that since the introduction of free bus passes (as Oyster) to young people in the age group affected (mainly 14-16 year olds) the problem has perceptibly worsened. The key time of day when the situation occurs which this project has been asked to focus on is just before school begins (e.g. between 7.30am and 8.30am).

Currently there are two basic approaches being looked at to help alleviate the disturbance:

- 'physical' led solutions – e.g. Transport for London could look to move the affected bus stops away from their current location so as to make the area in question more pleasant and amenable to passing members of the public
- 'marketing' led solutions – e.g. incentivising pupils from the two schools to congregate (or be) somewhere else at this key time of day and or walk to school rather than gather and so 'concentrate' in numbers around bus stops and buses, so that their numbers are 'thinned' at any one time and the disturbance and confrontation/rivalry factor is lessened

This project has been asked to focus on the latter,

- Specifically, exploring the relative interest levels and appeal of a number of different types of intervention and incentive that could be provided, by the schools, by TfL, by other third parties or a combination thereof

TfL is keen to launch whatever initiatives are ultimately decided upon in January 2009, and as such intend to write to parents of pupils outlining what is being introduced, and asking them to support this and encourage their daughters to participate.

## **2.2 Business objective**

- To identify, scope out and ultimately launch an initiative or initiatives, most likely in conjunction with the schools themselves but possibly with relevant product or service brands as 'partners', to help alleviate congestion of the 'rowdier' elements at these two schools during 'peak' time in the morning

## **2.3 Specific research objectives**

- To understand how girls in these years feel about congregating at the 'trouble-spot' – what they feel they (maybe) get from it, what they dislike about it, etc.
- To identify what it is – socially – that these students 'get' from this informal congregating ('hanging out') that might be replicated elsewhere by potential TfL/School/partnership initiatives – in other words, what could any such initiatives 'steal with glee' in order to be equally appealing
- To explore a range of potential incentives with students
- To determine which if any partner brands might be particularly appealing to students as tangible incentives for 'better behaviour' (including walking to school) or for attending events away from the 'trouble spot'

### 3. Methodology

- Observation of affected bus stop area before school
- A total of 12 x 45 min face-to-face depth interviews with students - the majority being paired friendship depths
  - With students from year 10, year 11, and year 12 (same year level in each pair)
  - A spread of academic ability
  - A mix of 'involvement' levels with the 'disruptive' behaviour
- An interview with the Vice-Principal at Ursuline school and a PCSO from Ricard's Lodge.

Depth no.	School	School year	Date
1 (single)	Ursuline	Year 10	Mon Nov 3rd
2 (single)	Ursuline	Year 11	Mon Nov 3rd
3 (single)	Ursuline	Year 11	Mon Nov 3rd
4	Ursuline	Year 11	Mon Nov 3rd
5	Ursuline	Year 12	Mon Nov 3rd
6	Ursuline	Year 12	Mon 10th Nov
7 (single)	Ursuline	Year 11	Mon 10th Nov
8 (single)	Ursuline	Year 10	Mon 10th Nov
9	Ursuline	Year 10	Mon 10th Nov
T1	Ursuline	Vice-principal	Mon Nov 3rd

Depth no.	School	School year	Date
7	Ricard's Lodge	Year 8	Tue Nov 4th
8	Ricard's Lodge	Year 8	Tue Nov 4th
9	Ricard's Lodge	Year 9	Tue Nov 4th
10	Ricard's Lodge	Year 9	Tue Nov 4th
11	Ricard's Lodge	Year 10	Tue Nov 4th
12	Ricard's Lodge	Year 10	Tue Nov 4th
T2	Ricard's Lodge	PCSO	Tue Nov 4 <sup>th</sup>

## 4. The issue- behaviour and perceptions

### 4.1 Observation

The bus stops in Wimbledon centre were observed. Students waited for friends to arrive at the bus stop and then would board the bus to school together. Most friendship groups tended to be within schools. The main issue observed was overcrowding of bus stops and adjacent areas between 7.55am and 8.20am. Members of the public would need to walk in single file along this section of pavement. The students were very loud, especially as they greeted new arrivals, when they tended to shout or scream with excitement. The level of noise tended to increase when any male students walked past. Students appeared oblivious to the impact of their presence on members of the public, as they were absorbed in socialising. No one was observed being deliberately rude to a member of the public. The atmosphere was light-hearted, with no teasing or verbal harassment. No obvious swearing, pushing, shouting or physical violence was observed.

### 4.2 Teacher interviews

#### 4.2.1 Both schools

Both schools believed that while their own students were a significant part of the problem, several other schools were also involved. Both acknowledged the interaction of the male and female students at Wimbledon as a motivating factor in students loitering in the town centre.

#### 4.2.2 Ricard's Lodge

Ricard's Lodge school has one PCSO who patrols the Wimbledon centre area most mornings during the affected time period. He speaks with students to encourage good behaviour, and tries to ensure students get to school on time.

Ricard's Lodge school believe the problem is primarily of overcrowding bus stops at key times (7.45-8.15am). This is believed to be caused by students using the bus stops as a place to socialise. Year 9 and 10 were believed to be the group with the largest proportion of students actively involved. This obstructs access on footpaths and prevents easy boarding of buses to members of the public, causing inconvenience and making journeys less pleasant. Noise was believed to be an ongoing issue. Foul language and shop-lifting (e.g. from Greggs) were sometimes a problem. It was mentioned that more students appear to be walking to school than in 2007. It was also noted that the bus takes the same amount of time to get to school as walking.

*'The town centre...is a melting pot for a number of schools, not only from this borough...you have a lot of girls with boyfriends in other schools...you get a mix of schools interacting together...they use it as social time'* (Ricard's Lodge, PCSO)

*'The main problem is the overcrowding, I mean they are teenagers, with the greatest will in the world, they are going to be noisy...those that do complain tend to be because of the noise...on buses, it is foul language, in public areas it does upset some people, it disturbs other businesses, but it is generally noise and congestion rather than bad behaviour...yes we've got the shoplifting that goes on'* (Ricards Lodge, PCSO)

The problem seems to be more severe at Ursuline school. As well as overcrowding, noise and foul language there were frequent mentions of quite rough pushing and shoving, shouting, and fights breaking out (sometimes between students, sometimes between members of the public, although it was primarily male students involved in these fights). The vice principal expressed concern that the bus stops were physically dangerous areas, both for students and members of the public. Ursuline school has a number of PCSO's who are at the bus stops most mornings.

*'Large groupings of young people, it's actually quite dangerous for some members of the public, our school and other schools out there, you've got maybe 200, 300 young*

*people, obviously then you get police intervention and escalation of the situation'*  
(Ursuline, Vice-principal)

*'We've seen footage of a woman with a buggy getting knocked over...when you've got a group of 100 they move in a mass, it's dangerous to them and other people...., they have opened up the back of the bus to stop the engine...rowdy behaviour, we get complaints from members of the public who have been pushed out of the bus queue'*  
(Ursuline, Vice-principal)

### **4.3 Student perspective**

Students described a range of involvement at Wimbledon bus stops in the morning. This ranged from one student who went out of her way to avoid the area, to students who claim they pass through as quickly as they can (i.e. get onto the first possible bus) to students who wait to meet up with friends (often for quite some time) before continuing the journey to school together. Only one student was prepared to admit that she would often be one of the people doing the 'shoving' to get on the bus.

Many Ricard's Lodge students did not experience catching a bus as a problem or an issue. Some students mentioned that when it was raining they would need to wait longer for a bus. Other students (probably those travelling in the peak of peak times) would sometimes find it frustrating to have to wait for up to 10-15 minutes before they were able to get on a bus. Many students felt it was unfair that members of the public were given priority to board (or felt they should have priority to board), even if they (students) had been waiting at the bus stop for longer.

*'There's a few older people that are a bit rude and always push in front of us to get on the bus...they're in their 60's or something...even though people have been waiting there longer there's one lady that always stands there and the bus doesn't stop at her because they know she always tries to push in front of everybody thinking she can get on first because she's older than the rest of us'* (Ricard's Lodge, Year 8)

In contrast, many Ursuline students experienced catching a bus as a problem. Some students were regularly pushed or shoved as they waited or tried to board buses. Some students felt uncomfortable being by themselves in such a large crowd. Others had experienced verbal taunts or teasing (both students from their school and other schools). Many students found the situation unpleasantly crowded and the wait time to board a bus was overly long. It was felt the PCSO's were unnecessarily interfering, and often did not let enough students onto a bus at one time (i.e. there was still plenty of room available)

*'Sometimes, I don't know really because I don't really go through Wimbledon any more I just find a different way to avoid it, there is a lot of trouble there sometimes...because I don't want to be involved in it and once there was a fight there between some boys and they were like throwing bottles and stuff so I just try to avoid it...because I get annoyed when people just keep saying ... and like saying hello, hello, hello and yes that is why I just try to avoid it. I just want to keep myself out of trouble now...I find it a bit irritating after a while, people keep saying hello to you, I know it's polite but it just gets on my nerves when people keep saying my name and people keep shouting my name as well, I don't know what would happen'* (Ursuline, Year 10)

*'Sometimes its straightaway, sometimes it takes ages, so probably in the space of 15 minutes....Because there are so many students at the bus stop and then some of the bus drivers don't stop because they don't want children on so they just drive past or some might have space but they don't want to fill it up so they just drive past the bus stop, so you have to wait for ages....Crowded, there is a lot of police officers there...Packed, everyone wants to get on first...Yes pushing...the old ones always push as well, they say members of the public first even if like we get there first, we are like members of the public, just because we are students....Because we are from a different country they are against us as well, its like we have the same right to be here as you, we have Oysters that we use...Its just like because you try to stand where the*

*buses are actually going to stop, where you think the bus will stop and then people just try and, they still like push and shove a bit but it's not as intense as when the bus actually reaches the bus stop'*

**(Interviewer)** *'Is there anything good about being at the bus stop in the mornings?'*

**(Student)** *'You can speak to your friends....if you are on your own its lonely...And other schools hate us as well because we are uniformed so we are Ursulines....they don't say it directly at you but you hear them oh look Ursuline girls or things like that'*  
(Ursuline, Year 11)

Students' perceptions of the benefits of waiting at the bus stop varied. Many students actively dislike walking, and will go out of their way to avoid it. Some students view the bus stops as a social time to catch up with friends, and have informal or formal arrangements to meet there every morning. For some students, this is primarily with students at the same school; for others it is a range of schools. The more 'involved' students tend to have an attitude that their mission is to be at school for as short a time as possible. These students would aim to arrive at 8.25am-8.30am.

Many students were travelling from quite far away, and might have to get up as early as 5.30am. Students may have had up to 3 changes of transport mode before they catch the bus from Wimbledon. Some students would meet up with friends who lived close by for their whole journey in, thus arriving at the bus stop with one or more friends. The longer the commute (pre arriving at Wimbledon bus stop), the greater effort was generally made to find a friend to travel with to ease the boredom.

The key challenge is to reduce the number of students waiting at Wimbledon centre bus stops between 7.50am and 8.15am. This can either be done by encouraging more students to walk to school instead of taking the bus, or by encouraging some students to arrive at school earlier, so as to spread out the students more over the peak period;

or by a combination of the two. Most students use this journey time as a way to socialise with their peer group from their own school, so potential initiatives need to encourage this socialising to occur. This seems to encompass the majority of students. Many of the initiatives are likely to meet this need. However, the students who primarily use this time to socialise with students from other schools (particularly boys) are likely to be more resistant to changing their behaviour, as it is difficult for either type of initiative to meet this need. These students seem more likely to be involved in problem behaviour. Of course, the students who are currently experiencing catching the bus as a problem, are likely to be an 'easy target' for initiatives.

## 5. Touchpoints in their lives

### 5.1 Overview: What makes them tick

- Students are wanting some adult privileges and to take part in adult activities, but often lack the venue or means to do so. For example (paraphrasing):
  - “I want to socialise with boys and/or I want to drink alcohol. However, I’m not allowed in bars or clubs.” Some peer groups have students whose parents allow house parties. This is a popular Friday and Saturday night activity for many students. However, other peer groups may not have this available, or are too heavily supervised for this to be an attractive option. This group of students mainly meet in parks, or sometimes on the street.
  - “I want to buy my own clothes to show off my sense of style, but I still want to fit in with my friends. However I don’t have enough money.” Some students are reliant on shopping with their parents so they will pay for their clothes. Or students may compromise and buy cheaper clothes than they want so they can go shopping with their friends.
- Impending vs. current responsibility
  - Year 11 and Year 12 students feel that their school performance is important, as it will impact on their future education and/or work aspirations. Some Year 11 and 12 students may cut down on extra-curricular activities to focus more on their studies and/or career path. Some activities previously undertaken may be seen as babyish e.g. sports.
  - Year 8, 9 and 10 students are aware that Year 11 and 12 are more academically taxing, which may limit their socialising time. Some students feel that in Year 8, 9 and 10 they should maximise their non academic activities.
- Influence of male students
  - By Year 12, students are more likely to either have boyfriends, or to socialise in mixed gender groups at the weekend. This, in combination with a greater focus on schoolwork, means that loitering at bus stops to mingle with male students is seen as less appealing and more immature.

- Social world is the most important part of their life, and belonging to a peer group where they are accepted is vital (especially up to Year 11)
  - Wearing and using the same brands reinforces a group identity e.g. shopping together for favourite clothes brands
  - Students socialise in a number of mediums, often simultaneously
  - A large amount of time is given to social activities
  - Social activities may 'bleed' into other time
    - Students spending 3-4 hours on MSN Messenger per night was not uncommon (often interspersed with other activities such as homework, TV (especially music TV), texting or calling, and social networking internet sites such as Bebo or Facebook)
  - Keeping up with trends and topics of conversation is important and may drive media consumption (e.g. reading magazines to keep up with celebrity gossip, and watching TV shows so as to be able to contribute to peer group discussions)

(How they keep in touch) *Instant messaging on MSN, on the phone or sometimes at school plan to meet up in the weekend...some people text more, I tend to phone more, I like MSN because I can talk to everyone, I can talk to more than one person at the same time'* (Ursuline, Year 10)

(Use of internet and social networking sites) *A lot, if I come in from about 5 o'clock, it depends if I go out or not, 5 til 10 at home on the computer'* (Ursuline, Year 11)

- Desires generally outstrip means
  - Extremely price sensitive
  - Brands convey status and belonging to peer group (most students shop in similar shops, and have a similar sense of style to others in peer group)
  - As relatively novice consumers they are less discerning about brands than adults, and tend to love virtually all brands

- Brands which are rejected tend to be ones they associate with childhood, and already have experience of using (e.g. Claire's Accessories)
- Their ability to do things may also be limited
- E.g. May be dependant on family member to download music for them, may need to use parent's credit card for shopping online

## 5.2 Breakfast

Many students eat breakfast at home. Some had breakfast prepared by parents, but most made it themselves. Most students were able to choose freely from a reasonable set of options. For most students breakfast consists of either toast or cereal, which is driven by the importance of speed. Most students were able to choose between toast with a range of spreads (butter, jam, marmalade, peanut butter, chocolate spread) and a few different types of cereal (perhaps 3 types). Cereals eaten include Weetabix, Frosties, Chocolate Rice Crispies, Coco Pops, Crunchy Nut, All Bran, Ready Brek, Cheerios, Golden Nuggets). Weetabix and chocolate based cereals were the most common. Most said that their parents would be likely to buy them a new type of cereal if they requested it. Most students were fairly happy with their breakfast and would have the same thing every morning. Only a couple of students were forced to eat breakfast at home. However a sizeable minority of students were foregoing breakfast in exchange for an extra 10-15 minutes in bed. Some of these students would buy food on the way to school (examples include crisps, chocolate bars, muffins, and chicken pasties/sausage rolls from Greggs), while some would not eat until lunch time, or in one case, after school.

*'I eat at home and sometimes I have cereal or just toast, it depends what time it is, if I am running late I just have toast, it's quicker and if I am ok then I have cereal...I sometimes have Weetabix or Frosties or chocolate Rice Crispies and on toast I just have a chocolate spread, marmalade or a mixture or just margarine on toast'* (Ursuline, Year 10)

The schools' canteens were not perceived as popular places to go before school. There was some perception that younger students (Year 8's) might hang out there before school. Apparently the popularity of the canteen (especially for breakfast) declined when the menu became healthier (Ursuline). The food was thought to be less desirable and more expensive, with some favourite options missing (such as chocolate bars, sweets and crisps). This included several students who had heard about, rather than tried the new menu. Canteen food is perceived as boring, with the students believing the same items are served everyday. Students are relatively discerning about quality of food, particularly cooked food. The quality of canteen food was felt to be mixed. Students would be interested in a themed offering, with a variety of food offered each day. Self service (aka Chinese buffet) is highly desirable, as students get to control what they eat and how much. Spending money on breakfast food did not appeal to students, as for most this would mean having less to spend on lunch. Students can get free breakfast at home, so spending money at the canteen is a low priority.

**(Interviewer)** *So what do you think of the breakfast that's available in the canteen?*

**(Student)** *'I'm not normally there early enough to get breakfast or I have it at home so I don't really want to get it there because its like, when my friend has it it doesn't look right...well with the cheese on toast it just looks a bit weird...yes really dry and if it's not dry you can see all the oil over it and its really horrible'* (Ricard's Lodge, Year 8)

On weekends, a parent is likely to cook breakfast for the entire family. This is generally a more elaborate, longer and calorific affair. Full English cooked breakfasts were the most common. However, most students would not want to have a full English breakfast on weekdays (due to time required to eat, but also the heaviness). Pancakes, waffles, cheese on toast and bacon sandwiches were also mentioned.

Some students found it difficult to understand the concept of an 'ideal' breakfast. This is because many students were happy with what they ate, and had ritualised it to an extent they no longer thought about alternative options. However, on further probing, students' ideal breakfast was often pastry-based; croissants, Danishes, and pain au chocolat. This may be because this is not an option for at home breakfasts either on weekdays or weekends. Hot chocolates (with marshmallows), pancakes, waffles, filled bagels (egg, bacon, sausage or cream cheese), and bacon sandwiches were also mentioned. In general, students were not concerned about healthy eating, and no students appeared to be trying to diet or limit their calories. Indeed, unhealthy food was often preferred. A minority of students appeared to prefer the taste of healthy food, and rejected greasy options such as McDonalds.

The implications of the above are that offering students a reasonable selection of toast, spreads and cereal is likely to please the vast majority of students. Offering interesting options such as bagels, porridge or bakery items would draw more students in. There is obviously a balance between providing healthy and desirable food to students.

### **5.3 TV**

All students watched TV, although the amount viewed varied greatly. All students who watched a significant amount of TV could differentiate between TV which was discussed socially, and which was not. We theorise that some of the TV used as social currency may be watched regardless of whether the student particularly enjoys it, as the alternative is feeling left out while this is discussed by friends. The discussed TV had great consistency across year levels, students and schools. The extent to which TV was a topic of conversation with peers differed. The most discussed programmes were X Factor, Hollyoaks and Eastenders. X Factor was seen as exciting, with new developments every week. Hollyoaks was seen as dramatic, and the issues were seen as relevant. Eastenders was seen as a staple show, reliable, but sometimes slow moving. Other shows mentioned by several students included Desperate Housewives,

Making the Band, The OC, Next Top Model, and Britannia High. The peripheral shows varied more between ages, and peer group.

Music television was frequently 'watched' by students, often in the background while using the computer. Popular channels include Base, Kiss, and Fizz.

TV appears to have been largely overtaken by online social networking as the primary source of entertainment. For most students, not taking part in social networking sites in evenings is not an option, as they would be isolated from their peer group, and miss out on important news and opportunities to connect with each other in an environment relatively unrestricted by adults.

#### **5.4 Magazines and books**

Most students read some magazines. The most popular ones were OK, Young Voices, and Heat. For some, the purpose of reading magazines is to keep up with celebrity gossip. This is part of students' social currency and a common topic of conversation with friends. Staying in the loop is a motivator for reading magazines, so they can take part in peer group conversations. Magazines mentioned by a few students included Now, Word Up, free newspapers, and TV Guide.

Only a minority of the students regularly read books, with some seeing this as a 'geeky' thing to do. Students who did read regularly had quite diverse tastes, although a number of students were interested in autobiographies. Most students were interested in the lives of famous people, which is conveyed via magazines, so autobiographies seem a logical extension of this interest. It may also be that some girls are searching for role models, or guidance on ways to live their lives to achieve their dreams and goals.

## 5.5 Extra-curricular activities

The more students enjoy school in general, the more open they are to participating in extra curricular activities run by teachers. Students who don't want to be at school longer than necessary find all extra-curricular activities irrelevant, regardless of what they are.

**(Interviewer)** *'How come you don't do any of the sports or any of the things that the school offers?'*

**(Student)** *'Probably because none of my friends do it and I don't like being alone...I think there's just too much for me to do, I don't really like team sports'* (Ricard's Lodge, Year 8)

In general, the better behaved students tended to participate in a wider range of structured extra-curricular activities, whether these were school based or community based, ranging from extra academic classes, to trampolining to being a ball girl to football. Students with a specialised interest or talent were more likely to feel non school clubs offered greater expertise. Most students enjoyed clothes shopping, going to the cinema, eating with friends (Nandos and Chinese buffet were most popular, along with McDonalds, KFC, BK and Subway), meeting friends in parks, house parties, family time and generally hanging out with friends at each others houses or in public spaces. Again, the more well behaved students tended to take part in more socially structured activities such as going shopping, youth clubs, to restaurants or the cinema, whereas the more rebellious students were more likely to be going to house parties, and generally hanging out in public spaces such as parks or streets. Only one student mentioned working part time. Students generally did not appear stressed or time poor.

*(In the weekend) Street dance, you just like go out, to the parks, go shopping, sometimes just go to the shops with no money and just dress up and take pictures,*

*talking on the phone sometimes and annoying my little brother...plaiting people's hair, and singing and stuff' (Ursuline, Year 10)*

*'Going out, just hanging around really, just like standing around talking really, going shopping, sometimes I go to Centre Court and parks, Wimbledon Common, sometimes we have parties in the evenings' (Ricard's Lodge, Year 10)*

## **5.6 Ambitions**

As would be expected, older students had much more specific ideas about future educational paths and careers. Year 11 students generally know what subjects they need to get into a particular job or course. Year 12 students were generally doing the subjects that would lead them into their chosen pathway. Year 8 and 9 students often only had vague ideas about career direction. There was more of a mix with Year 10 students.

Working in the media, in fashion, theatre, beauty or photography were popular aspirations, although careers mentioned ranged from midwife, dance instructor, engineer, business, social worker, teacher, law, advertising, sport to animals. Students generally seemed to have an awareness of their own interests and talents. Year 12's and Year 11's seemed to have fairly high commitment to achieving their education and career goals. Some Year 11's and 12's also talked about the importance of doing extra-curricular courses where you get a certificate as this can be included in your Record of Achievement and may improve your chances of being accepted into your preferred college, or into a job. There was some interest from older students in having skills based courses in schools, which would serve them in their career, as well as in life in general. This ranged from motivational skills to communication skills to problem solving skills. These students were interested in building up a CV for the future.

## **5.7 Brands**

There was a high level of consistency between the brands students liked the most

**Clothes:** The most popular brands were H&M, Primark, Top Shop, New Look, JD Sports and River Island. Other brands such as Miss Selfridge, Office, Dorothy Perkins, Jane Norman, Footlocker, La Senza, TK Maxx and Urban Outfitters were also mentioned. Price was important, as was the speed of turnover of the range (i.e. will have new stock every weekend). Clothes brands were the top of mind for brands, as most students spend a considerable amount of time shopping for clothes.

*'Well everyone likes Primark, and yes everyone goes to JD Sports if they are getting trainers and stuff and H&M for coats so we basically do shop at the same shops'*  
(Ursuline, Year 10)

**Food and drink:** Nandos was by far the most popular restaurant for students, and there was a sense that everyone loved it. Chinese buffet was a very popular choice. This is partly driven by price, however the key driver is likely to be the ability to select exactly what you want to eat and how much, which is something students don't often get at home. A breakfast initiative should aim to mimic the Chinese buffet's degree of choice and control over what is eaten. Dishing up your own food gives you more control than telling someone else what you would like to eat, and how much. McDonalds, BK, KFC, Greggs and Subway were also in their repertoire of food options. Chinese buffet is perceived as a more adult type of restaurant, in comparison with McDonalds, BK or KFC, which students are likely to have been visiting since they were young children. Brands such as Pret and Starbucks, were approved of but not in their repertoire (most students found them too expensive and did not drink coffee). Supermarket brands were popular for buying snack food due to low prices. M&S was approved of but not in their repertoire, presumably because of higher prices.

**Jewellery/Accessories:** Most students would buy jewellery or accessories from the same shops as they buy their clothes (e.g. H&M) rather than specific shops. Although a few students liked Claire's Accessories, it was generally seen as lower quality brand

aimed at Year 7 and 8 students. A few students shopped at Accessorise. Many students bought make-up at Superdrug, which appealed due to a wide range and low prices. Make up is one way the students appeared to be demonstrating they were growing up. It also allows students to both express a personal sense of style and fitting into their peer group.

**Music/Entertainment:** Most students were either not buying CD's, or only buying every few months. Most students would access music via the Internet, either legally or illegally. iTunes was mentioned frequently. Some students downloaded their own music, while many had family members or friends get their music on their behalf. While cinema brands were not mentioned spontaneously, they had high prompted appeal (especially Odeon).

*'I don't buy CD's much because sometimes it's like if I just want the one song, there is no point getting an album'* (Ursuline, Year 10)

## 6. Proposed initiatives

### 6.1 Current situation and needs

Students at both schools felt there were very limited options if they arrived at school early, e.g. 8am. Students felt that arriving at school early should be avoided due to lack of places to be. Students primarily want a warm space where they can sit and talk with their friends. Some teachers open their form rooms early and let students in. This was seen as an appealing option. Some students would wait outside classrooms or in corridors until form rooms were opened. The library or learning centre did not appeal, as these are perceived as quiet, non-social areas. The canteens were not seen as somewhere to go unless they needed to buy food, and students were generally not interested in doing this.

*It's boring, you can't do anything because its not just our tutor it's quite a few of them, they don't let you in so you're just sitting outside waiting for them to open the door ...and it's really busy in the hallways people are just waiting outside the classes waiting to go in but the teachers won't let them ...but they always put their legs out so you have to try and climb over them when there's loads of people walking about...and then if you trip over them by accident then they're always shouting at you and saying watch out of the way (Ricard's Lodge, Year 8)*

- *'There is the canteen or you can go to the hall over there or just go to your form room, but most times when I come to school early I just go straight to my form room...not all the form rooms are open, so you have to like sit outside or just wait' (Ursuline, Year 10)*

## 6.2 Spontaneous requests and ideas

- Opening up more classrooms in the morning
- Having a designated 'common room' classroom for each form
- Having a room with couches, or more comfortable seating options which facilitate group discussions
- Having TV or music on in the canteen
- Having board games/cards/other games (e.g. Twister) available
  - This could be in combination with other options. Although we didn't test this, card games tend to facilitate group bonding and belonging and are suitable for a shorter time slot
- Opening the hall or dance room
  - For generally hanging out in
  - With music on so students could 'freestyle' dance if they wanted, or perhaps practice a routine for an end of term performance/talent quest
  - With sport equipment available so girls can play impromptu games (netballs, basketballs, tennis balls). Possibility of organising some kind of competition?
- Having outdoor sheltered area to sit under
- Allowing the use of social networking sites up to 8.30am in the morning on school computers

Overall, spontaneous ideas were relevant, accessible for a wide range of students, and many seemed feasible. Whether these options would draw a wide range of students in is debatable, but they would at least offer options and make arriving at school early a less negative experience.

Having a TV or music on in the canteen seemed particularly feasible, as the canteen is already staffed in the mornings and has a large capacity. On discussion, students felt that having channel or programme set was fine, and a music channel such as MTV Base would be suitable, as it provided a range of different styles of music which would

suit most tastes without causing arguments. Other options might include pre-recorded episodes of a particular programme. One idea is that perhaps students could vote for what they wanted to watch each week, to encourage engagement and feelings of control. For example, perhaps they would have Fizz one week, then re-runs of Holyoaks the next. This could be combined with offering some board games or cards.

## **6.3 Reaction to proposed initiatives**

### **6.3.1 Free breakfast**

This had high appeal to students, primarily because the magic 'free' word. Students felt that this would attract a wide range of students. Even those who did not personally feel like they would want to eat breakfast at school believed their friends would like it. Breakfast facilitates social interaction between students, increasing the initiative's likelihood of success. Students who eat breakfast at home could eat it at school instead, which would mean they would not necessarily need to get up any earlier than normal. This is an important advantage as getting up is difficult for many students. It also encourages students who don't arrive at 8am to still arrive early, as they can join friends in the canteen at any time before 8.30am (even if there is last orders for breakfast at 8.15am or similar). This is in contrast to classes (street dance or gospel choir), where students presumably could not join in partway through.

*'That's good...yes loads of people would do that...because the food is quite expensive, they've upped the price...yes little cartons of orange juice that big that are 65p or 70p and then cartons like that of orange Sunpride that are £1 something...yes so I think if that happened then loads of people would come in early'* (Ricard's Lodge, Year 8)

*'Everyone would try that one ... free....because then you can leave earlier and get free breakfast, actually you can get free breakfast at home and then you would be in school on time as well so that one would be quite good...it's free and our school does not*

*really offer a lot of free stuff when it comes to food and it's quite expensive in the canteen so and it's like a reward if you are at school early'* (Ursuline, Year 10)

Ideally, breakfast should be self service, with cereals, toast and spreads available. Students like the idea of having fruit cordial or juice in jugs on tables so they can help themselves. Self service could extend to hot chocolate, tea and water. Having a different item available each day would be desirable, e.g. bagels, porridge. Or breakfast could be themed, e.g. French, Italian, Asian, traditional British, and another surprise offered on different days each week. The appeal of free breakfast could be optimised by having music playing, TV playing, or games available.

### **6.3.2 Incentives**

Some students are highly resistant to walking, and whether either of these incentives schemes would shift this is dubious. Students found it difficult to articulate their reasons for not liking walking, other than not enjoying it, being lazy and it being not suitable in poor (cold, wet, windy) weather. It is probably likely that it is more popular to catch the bus, and not as 'cool' to walk to school. We hypothesise that the bus journey contains more or better opportunities for social interaction than walking, where you are only easily able to chat to one other person if you mainly only have space to walk two across, as opposed to being packed into a crowded bus where many people can be easily spoken to. The appeal of incentives is driven by the frequency, size and brand of reward. If the benefit from the reward is not judged to be sufficient, little behaviour change is likely.

Student A: *'If I'm running late then me and my friend sometimes walk because the bus might take forever and we don't trust the bus, but I don't really want to walk to school, it's a bit too cold in some places...it's quite far...quite long.'*

Student B: *'I do it sometimes it's not that long'*

Student A: *'In the morning it is, you're walking up hill'* (Ricard's Lodge, Year 8)

## **Stamp card**

Students understood and were happy with the idea of getting cards, and collecting stamps to receive an incentive. They would prefer an incentive to be in voucher format so they could choose what they wanted, rather than receiving a particular item or choosing from a collection of items. This idea does not particularly facilitate social interaction between students, which means it is contingent on the quality of the incentive to drive behaviour change.

When vouchers were initially mentioned, some students assumed they would be book vouchers, as these appear to be commonly given, with the idea they are used for books or other educational materials. The idea that the voucher would be from a shop they wanted to visit, rather than book vouchers, was received very positively. Many students had unrealistically high expectations of what reward they would receive for collecting 10 stamps, e.g. 2 cinema tickets or a £10 voucher. It is important the incentive chosen is a desirable brand to drive appeal. For example Claire's Accessories would not be sufficiently motivating for most students. The most popular choice was tickets to Odeon cinema. Cinema tickets are particularly motivating because students get something entirely for free, rather than needing to put some of their own money in. Vouchers for clothing stores such as H&M, Primark or Topshop would also be very popular, as most students were regularly shopping there. However, not necessarily being able to pay for a single item with your voucher made this slightly less desirable. Students would be interested in food vouchers as they could be used easily for outlets already visited and they would not necessarily need to add extra money to 'top up' the voucher. However, both schools indicated they would be unlikely to be able to endorse food brands, as they are focussed on preventing students in uniform from eating on the streets.

There are challenges with how an incentive scheme would be enforced, as students who walk to school from other directions than just the town centre

should also be rewarded. It was important for students that systems are fair. For example, students who are walking to receive stamps are likely to feel aggrieved that other students who bus or are dropped off are managing to 'cheat the system' and receive stamps.

### **Walking group**

The success of a walking group appears to largely depend on the popularity of the walking captains. Some students felt this initiative would just encourage students who already walk to walk together. Other students felt the scheme might work for a few weeks and then students would lose interest. It is our suspicion that being rewarded once a year or once a term **is** insufficient to reinforce a daily behaviour, especially with teenagers. Students felt the reward would need to be large, e.g. an iPod, to justify the effort of walking daily. Some students believed this initiative was not particularly fair as you could walk a lot, but be let down by your team, and not receive any reward for your efforts. Some students thought this initiative would be fun, and could imagine their peer group taking part.

*'I don't think anyone would really get a group, I think it would only be a few people'* (Ricard's Lodge, Year 8)

*'Yes, I think it's better to do it individually because if someone in your group doesn't do it then at least individually you are responsible for yourself and get a guaranteed prize'* (Ursuline, Year 11)

There was some concern from Ricard's Lodge that having large groups of girls waiting in the town centre and then walking together (potentially dozens at a time) could cause more problems than it solves. The school is aware that the girls who do walk to school cause congestion on the footpath to members of the

public, who may find it difficult to go around them. This could be worsened by students walking in year groups.

### **6.3.3 Things to do**

Overall, these initiatives were felt to appeal to a minority of students. It was noted there would be a limit to how many people could feasibly take part at once. The activities were often seen as insufficiently motivating for students to get out of bed earlier. Activities would need to be free for students to consider taking part. This is likely to be a barrier for the schools, unless TfL is able to provide funding.

*'Wouldn't want to do that, it's too early...most people wake about 6 o'clock just to get to school on time, so I doubt people would do that'* (Ursuline, Year 11)

#### **Gospel choir**

Some students noted that their schools already had gospel choirs. This idea was believed to only appeal to the small minority of talented singers. It was queried whether these students would attend extra morning sessions of an activity which is available at more popular times of day. For most students, the 'gospel' element was not seen as particularly appealing. While a couple of students were very enthusiastic about this idea, the majority felt it was an 'uncool' activity to participate in.

*'A couple of people would because we already have a gospel choir, but I am not sure if they would want to do it early in the morning though'* (Ricard's Lodge, Year 10)

### **X Factor workshop**

Again, a sizable proportion of students felt they wouldn't want to take part because they were not good singers. Some students thought it might be interesting to watch, although this might discourage participation! Expectations of what would be provided were (unrealistically?) high, and might be difficult to deliver in a half hour time slot. However, there was excitement at the idea of an end of year competition and students would be interested in watching this.

*'I wouldn't really take part because I can't sing...people who like to show off a bit, people who can sing'* (Ricard's Lodge, Year 10)

### **Step – up style street dance**

Dance is already offered by the schools at different times. Ricard's Lodge is already offering a dance class before school on Monday mornings. Uptake has been slow so far, but the class was only in its second or third week when we visited. More students felt able to dance than sing, so this activity has broader appeal than the singing options. However students weren't sure if they would be sufficiently motivated to attend the class before school. The class was seen as having a limit of about 30 students, in order to fit into the dance studio. Step up was viewed as a popular and 'cool' movie, so linking the street dance to this was seen as appropriate.

*'Maybe if your friends are doing it...it would be good like with loads of people'* (Ricard's Lodge, Year 10)

### **Web cam linked to other schools**

The web cam initiative generated a mixed response. Some students didn't believe the school would have sufficient computers/webcams/space to make

this work. Some students didn't find it appealing because they could talk to people from other schools in person in Wimbledon instead. Some students felt it would be misused, and could be used for cyber bullying. Some students thought fights could start over who was allowed to use equipment and for how long. Students acknowledged this would only work if there was an interesting mix of people to talk to from the 'other end' (ideally including boys). Many students had webcams on their home computers and were familiar with the technology.

*'Don't really have friends in other schools, well I do have some but they probably wouldn't have that...no they wouldn't have it either, they wouldn't go on it even if they did have it...and there's not really enough time and then if you had it then everybody would be on it at first and then it would kind of drift off and nobody would go on it'* (Ricard's Lodge, Year 8)

*'Some people might have that bullying over the internet and people might take advantage of it'* (Ursuline, Year 10)

#### **6.3.4 Free travel from Wimbledon to Raynes Park**

Ursuline students who did not catch a train found this idea irrelevant. Students who would prefer to avoid the crowds of Wimbledon (a small minority of students) found this idea appealing. Students believe if they went to Raynes Park they would be likely to have to walk to school by themselves. Few students are prepared to walk to or arrive at school by themselves. We hypothesise that this is because it makes them look like 'loners', and deprives them of an opportunity for socialising with their peers. If enough students start going to Raynes Park, this could become a place to meet and for students to socialise on their way to school, which might thin numbers at Wimbledon. If this option is considered, it would need sufficient promotion and/or an incentive of some kind to encourage a sizeable number of students to take it up upon launch. If

students have a lonely or boring experience walking from Raynes Park once, they are not necessarily likely to do it again.

## 7. Conclusions and Recommendations

### 7.1 Context

- Schools have limited funds and teacher resource for these initiatives. Initiatives which require extra staff and spending money on equipment are likely to require support from TfL or a sponsor
- Initiatives need to target the 'mid' grouping of girls who are at bus stops, but not initiating trouble
- To improve the situation, a reasonably high number of students need to either arrive at school earlier, or to walk in rather than waiting for the bus
- Many students already get up quite early (around 6.45am) and need a very compelling reason to get up earlier than their normal time
- Some students are highly resistant to walking
- Students use the bus stop time as social time to connect with friends, and feel included in peer groups
- Students are price sensitive, but love brands
- Students crave independence and choice
- Before school, students desire a comfortable environment which facilitates socialising

Winter is a good time to introduce a new initiative, as the bus stop becomes a less appealing place to hang out as the temperature drops

### 7.2 Success factors

Initiatives need to

- Be suitable for a wide range of students (inclusive)
- Reward students regularly for desired behaviour
- Encourage social interaction
- Be suitable for a large number of students
- Involve minimal staffing time and financial outlay for schools

- Provide a destination for students to go to

### **7.3 Recommended initiatives (in order of preference)**

- Free breakfast in canteen
  - Maximise control by offering self service. This allows students to feel independent, and to choose exactly what they eat and how much
  - Maximise drive to go everyday by serving something different each day of the week
  - Perhaps encouraging students to attend 5 days a week by putting them into the draw each week to win a prize e.g. cinema ticket
  - Installing/ using TV with music channels
    - Possibly voting for other programmes to watch, e.g. series 1 of.....
  - Providing cards/games for students to use
- Opening another space up in the morning (gym, dance hall, 'common room')
  - Providing music and/or TV and/or sporting equipment for students to use
- Walk to school voucher
  - Collect 10 stamps, get one cinema ticket
  - Ensure that stamps are fairly collected, and not offered to students using the bus, or getting dropped off

## 8 Appendices

### 8.1 CONFIDENTIALITY

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Research conducted by Synovate

## 8.2 Discussion Guide

### WIMBLEDON SCHOOLS

Discussion Guide (Version 3) as at Wed 29/10/08

Time: 45-50 mins

#### 1. INTRODUCTION (5 mins)

***Objective: To ensure respondents understand the interview process and are comfortable with how the interview will be conducted***

- Introduce name, from Synovate, what we do
- Purpose of research: We are speaking to students at this school to understand a bit about certain aspects of life at this school, travelling to and from it, and what could be done to look at a particular issue that has been identified, to understand what would be of real interest to you
- No right or wrong answers, the importance of honesty
- Turn off mobile phones, time allowed for discussion = 45-50 mins
- Explain audio-recording and transcription of the discussion, confidentiality and use of data for research purposes
- Name, age, home situation (who live with – parents, brothers and sisters, step-family etc.), something you do for fun
- What Year are you in?
- What's your favourite subject?
- If I asked your friend here to tell me why you're a good friend to have, what would she say
  - 'swap ends'

- And what's their most annoying habit? (just a bit of fun to get them relaxed and chatty – drop if you suspect it may backfire)

## 2. SETTING THE SCENE – SEEING EVENTS FROM THEIR POINT OF VIEW (5 mins)

***Objective: To provide some context for what we then go on to discuss; can keep this quite brief as we will learn a good deal about what tends to happen from the Observation piece, and need to maximize our time 'budget' for the following sections***

- Do you travel to school by bus, on foot?
- In the mornings, where are the main bus stops and places en route where people tend to gather?
- How long do you tend to be there for?
- What happens there in the morning?
  - Describe the scene for me: what's going on? What would I be seeing?
    - Who's around? (If not arisen spontaneously: is it just people from your school? No? What would you say about what the girls and boys from the other schools are like?)
  - Who are you with, usually?
  - What are people doing?
  - Who else apart from school people are around?
    - What are they doing?
- What's good about hanging out there – why?
  - Do you and your friends go there every morning?
- What's not so good? Why's that?

- Deprivation technique:
  - Suppose the school magically moved (or the buses stopped running there)
    - What would you miss if you didn't need (or get) to stop there en route to and from school anymore? Why?

What else could you do instead (i.e. to achieve the same thing/benefit/feeling)?

### 3. EXPLORING 'TOUCHPOINTS' IN THEIR LIVES – WHAT MAKES THE GIRLS TICK? (10 mins)

***Objective: To drive out spontaneous allegiances to particular experiences, aspirations and brand affinities for the girls. This is an important section for generating some 'bespoke' stimulus [esp. brands], to be captured in the form of cards, for use later in the interview to help build/finesse suggested offers/initiatives***

- I want to hear from you a little about your lives and what it's like to be you
- What do you do for breakfast (or early morning snack), usually?
  - What do you eat?
  - Where?
  - Why do you have that? (listen for how much choice [range] and autonomy [control] they have on their breakfasts or early morning snacks)
- Do you have the same thing every day or does it differ?
  - Weekday to weekday?
  - Weekday vs. weekend?
- What's your favourite breakfast or snack? Why?
- What do you like to watch on TV?

- Why? (Listen out for any audience participation/aspirational shows or properties like X Factor, Britain's Got Talent, Big Brother etc.)
- Do your friends watch them too?
- Do you talk about them amongst yourselves? What do you talk about? What is it you find interesting about those shows?
- How do you talk about them (spontaneous first, listen for: txt messaging, MSM, social networking sites e.g. Facebook/Bebo/MySpace)?
- How do you and your friends like to keep in touch?
  - Have you got Internet at home? What do you mostly use it for?
  
- What do you and your friends like to do in your spare time (e.g. days off school, weekends, school holidays)?
  
- What are your favourite shops?
  - Why – what's appeals to you about these ones?
  - Listen/gently probe to ascertain: is it about standing out or fitting in?
- Which are the best high street brands, for example, for
  - Clothes
  - Entertainment
  - Jewellery
  - Food/drink
- Do you ever shop online? Where? Why? What's good about shopping online?
  
- What do you like to read? (Spontaneous – any 'cool' fiction franchises emerge?)
- What about magazines?
  - Which are your favourites?

- And looking to the longer term future...
  - What do you want to do when you leave school?
  - What do you want to be (career)?
  - What do you need to do/obtain to become that?

Listen for any skills/training needs/experience requirements

#### 4. CURRENT EXPERIENCE AND FUTURE HOPES (20 mins)

***Objective: To explore different types of initiative and incentive for before and after school as an alternative to hanging out by the affected area.***

***To use key 'touch points' and things the girls enjoy/aspire to/identify with to help understand the right 'positioning' and 'sponsors' – small 's' (staff presence, endorsement etc.) and bigger 's' (brands and/or their values) – and tone for communicating any initiatives or schemes.***

- (Listen out here for 'too cool for school' re. how 'official' and school-endorsed any initiative should appear to be)
- What kinds of activities and after-school clubs do they have at this school?
  - Capture list
- Do you ever attend any? Which ones? Why - what do you get from it (listen out for and probe if necessary – is it skill learning? Companionship? Peer pressure to be there? Parent pressure to be there? etc.)
  - if not - what are the reasons for you not going to any?
- Of the ones they attend:
  - When does it happen?
  - What's good about it?
  - Who's there (other pupils, staff presence?)
  - How do you feel about that? (i.e. is friends being there a pre-requisite for a successful, confidence-winning after-school activity?)
  - If any teachers are there – how do you feel about that?
    - If bad, why?
    - If good, why? (listen out for whether it's down to particular staff members/teachers or the 'principle' of authority figure being there)
- Is there any school activity or club they don't offer that you think would be really good?

- What would it be?
  - What would you do there?
  - Why would it be good?
  - Who would go (apart from you)?
  - What would you say to a friend who asked you whether (and why) it would be worth them going?
- 
- EMPOWER THE RESPONDENTS – MAKE THEM IN CHARGE OF CREATING A POTENTIAL SOLUTION
  - You know we talked earlier about what happens en route to school in the mornings at the moment?
    - Remind them of what they didn't like so much
  - ...a number of different parties – TfL, the school, potentially a number of companies are thinking of offering before-and-after school activities as an alternative to everyone waiting by the bus stop on the way to school
    - And they'd really like to get your ideas on what that should be (what it should be about, what it should get you doing, who should be running it etc.)
  - Invite them to suggest ideas for initiatives/clubs/places to 'be' (e.g. a common room/coffee lounge/smoothies bar etc.)
    - CAPTURE THESE ON SEPARATE INDEX CARDS
    - THEN introduce six of TfL ready-made ideas on cards (NOTE TO TfL & MODERATOR – these six are those where the pupils come in for something 'there and then' – food or an activity)
      - Free breakfasts/snacks (up to the value of £1) if you arrive at school before 8am
      - Travel to Raynes Park for free (Ursuline School only)
      - A web-cam network that lets you talk to your friends in other schools in the morning before school starts
      - 'X Factor' style vocal and performance workshops from 8-8.30am (with an end of term performance)

- Gospel choir workshops from 8-8.30am (with an end of term performance)
  - 'Step-up' style street-dance classes (with an end of term performance and dance-off)
- Of all the ideas (TfL's and their own generate ideas), invite them to pick 3 or 4 that sound 'the most interesting to you' – including at least one involving FOOD AND DRINK, and for each, ask
  - What's good about this?
  - Who would it appeal to most?
    - Why?
    - Who not (if anyone)
    - Anyone who shouldn't be there (types of people, not specific people)
  - Probe what they'd like to get out of it
    - e.g. of 'singing club' test out the spectrum
    - Should it be 'Gospel Choir'?
    - Or should it be X Factor Workshop?
  - How often do you think you'd go? Why that frequency?
  - What might get you to go along (say) 5 times a week?
    - Might there be anything stopping you from going 5 times a week? What might they be?
- For the 'food and drink' idea(s), ask
  - What kind of food would you like it to offer? Why?
  - Is there anything they shouldn't serve? Why?
  - How 'healthy' should it be? Why? What would that look like? (e.g. if they offered fresh fruit salads and porridge with their choice of topping etc.)
- **Incentives** (collection scheme or competition model) – say: another idea is that *if you walk to school* a certain number of times a week you might get something – a bit like collecting loyalty stamps at coffee shops

- What do you think of that as an idea?
- What should it be - what would you like to 'get'?
- GET SPONTANEOUS SUGGESTIONS, THEN INTRODUCE A COUPLE OF READY-MADE TfL IDEAS ON CARDS, e.g.
  - Loyalty card scheme where if you walk and arrive before 8.15am you get a stamp for a card. For every 10 stamps, you can claim a free gift from Claire's Accessories (probe brand and whether there are any alternative brands they might prefer and why; also see if they ask whether the free gift is 'prescribed' i.e. is a set product or from a selected range of set products, or is a 'free choice' of theirs, etc.)
  - A competition where walking captains, one from each year group in this school, encourage others in their year to walk to school from the town centre. The captain who recruits the highest number of people in their year to walk wins a Claire's Accessories giveaway for themselves and the pupils on their team (probe brand; also probe how they would feel if the competition was open to year groups at 'other schools' such as Ursuline/Ricard's Lodge (as appropriate))
- Of all the incentive ideas or 'reward' schemes (their own suggestions and the TfL ones), invite them to select 2 or 3 'that interest you most' and ask
  - Which stores/brands would you like to get stuff from?
    - Use: BRAND CARDS GENERATED IN SECTION 3
    - Use: BRAND LOGO BOARD (A3) – WITH LOTS OF RETAIL/CLOTHING AND JEWELLERY/MEDIA AND ENTERTAINMENT BRAND LOGOS ON
  - Why those?
  - Which would be the top 3, in order of preference?
- Is giving people something to encourage them to do these things (i.e. walk to school) necessary?
- Is it a good idea? Why/why not?

## 5. SUMMARY (5 mins)

**Objective: To wrap up and allow for them to express their ideal offer**

- I want each of you take a CARD/SHEET and working alone, I want you to write down your favourite idea if you were in charge *of creating a plan to get people coming into school a bit earlier in the mornings and/or walking to school* – write down
  - What's the activity
  - Who it's for
  - How you would 'market it' i.e. what you'd tell people they'd get from coming along
  - Who should 'sponsor' it (school, TfL, brands) and why they'd be best to make it credible
  - Whether it is a 'collection' scheme or an activity
    - And if so, what for
- Now read out your ideas! (rotate between the two friends)
- Do you have any further comments?
- Is there anything you have already mentioned you would like to emphasize?
- 

**THANKS AND CLOSE**

### 8.3 Brand card (shown during interviews)

