



SWDTP data analysis Webinar Series
Analysing visual maps: what teenagers do during break and lunch times

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01

Background

Background

- Break and Lunch times have been getting progressively shorter. Shortened breaktimes has consequences of having less time to relax, eat and being outside [1][2][3][4][5]
- Previous research looking at break and lunch times used survey data, but there are no studies that engage directly with students through observation and dialogue. [6][7]
- There are no policy and legislation on mandatory breaks for students and how long breaks should be [2]

Why teenagers?


Teenagers are often misunderstood, and their voices are not heard when it comes to decisions about schooling (curriculum, school spaces, playground) [8][9]

This study aimed to:

- Understand what teenagers do in schools during break times
- Explore the places and spaces they go
- Explore how policies and school structures affect their choices



Research Questions

- 1. What do teenagers do during break and lunch times at schools?**
 - 2. In which spaces and places do these experiences take place?**
 - 3. How do school policies and facilities impact their experiences at break times?**
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The background is a light cream color with various art supplies scattered around. In the top left, there's a purple-handled paintbrush with a tan bristle head. In the top right, a purple-handled fountain pen with a gold nib is shown. In the middle right, a purple pencil is oriented horizontally. In the bottom left, a gold-handled paintbrush with a tan bristle head is shown. In the bottom right, a purple highlighter with a teal cap is shown. There are also some abstract shapes: a large teal triangle in the upper center, a purple circle in the top right, a purple circle in the bottom left, and a purple shape in the bottom right. A white curved arrow points from the bottom left towards the center.

02

Methodology

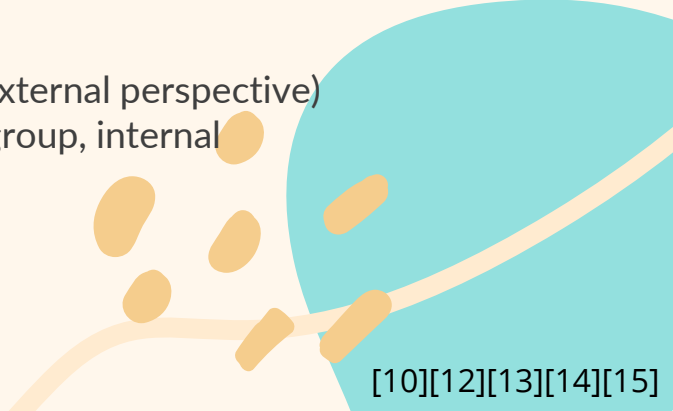
Data collection methods



1. Map-making

- Participatory and creative
- An activity to understand where and what teenagers do during break and lunch
- Informing where I would go do observations
- A map of the school: annotate with markers, coloured post its notes and stickers.

2. Observations

- Non-participant (sitting afar, external perspective)
 - Participant (a member of the group, internal perspective)
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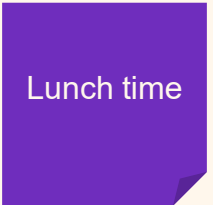


Map-making process

All map-making sessions were 30 minutes, the Year 8 one was 1 hour

Task 1

Where are you during break and lunch?
What are you doing there?



Task 2

Place the sticker of where your favourite and least favourite place are. Write down reasons with post it notes.



What is your favourite place?



What is your least favourite place?



Task 3

Draw a cross of where you are not allowed to go



Sample size



	Male	Female	Total
Year 7	3	2	5
Year 8	9	8	17
Year 9	3	3	6
Year 10	3	3	6
Year 12	3	4	7
Total	21	20	41

* Year 8 whole class, split into two groups (8 and 9)





03

Findings

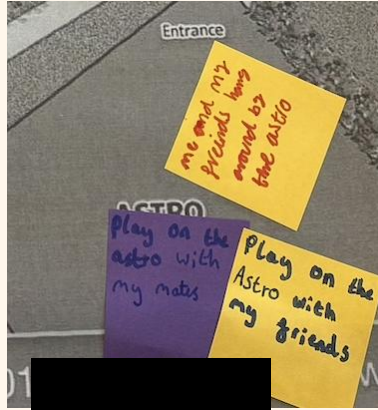
Content analysis

- Content analysis is a tool that is used to determine the presence of certain words, concepts or themes within qualitative data. It allows researchers to quantify and analyse the meanings, presence and relationships between certain words, concepts or themes [17]
- This study conducted a content analysis where the main goal was to examine the occurrence of selected terms in the data, by quantifying and counting [18]

Steps of content analysis [19][20]

1. Decide on the level of analysis (words, phrase, sentence, or themes).
2. Decide on how many concepts to code for, whether it is for a fixed set of categories or allowing for flexibility.
3. Decide whether to code for existence or frequency; when coding for existence the researcher encounters a concept, they will count it as one, even if it appeared again.
4. Decide on how to distinguish among concepts; whether to code exactly as they appear in the data and how much interpretation was allowed whether words that imply a concept or words that explicitly state the concept. Once these steps have been decided, coding can begin.

Year 7: what and where are you at break and lunch?



Break	Location	Reason
	E	Talking with friends
		With friends doing nothing
		Lining up for food
	A	Me and my friends hang around by the astro
		Play on the Astro with my friends

Lunch	Location	Reason
	B	lining up for food
		Walking around with my friends, getting sad
		At lunch I go to the canteen to get food
	F	Walking / some kind of chase idk
	A	Playing on the astro with my mates

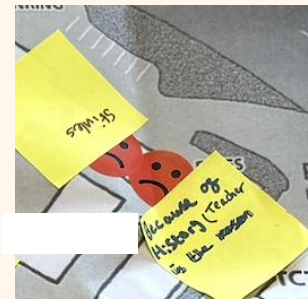
	Eating/food
	Friends
	Games /activities
	Going home
	Lessons
	The space

Year 7: Favourite and least favourite places



	Place	Reason
	Town center	I can go home
	[x] Gate (2)	Get to go home Gate because I get to go home
	[x] main gate	I get to walk home and scream at kids
	Outside drama studio	Because no one can see you

	Eating/food
	Friends
	Games /activities
	Going home
	Lessons
	The space



	Place	Reason
	I	Library because we have to be quiet and no food
	F	Because of History (teacher main reason) It stinks
	Classroom	Year office, because I most likely get in trouble

All years Break

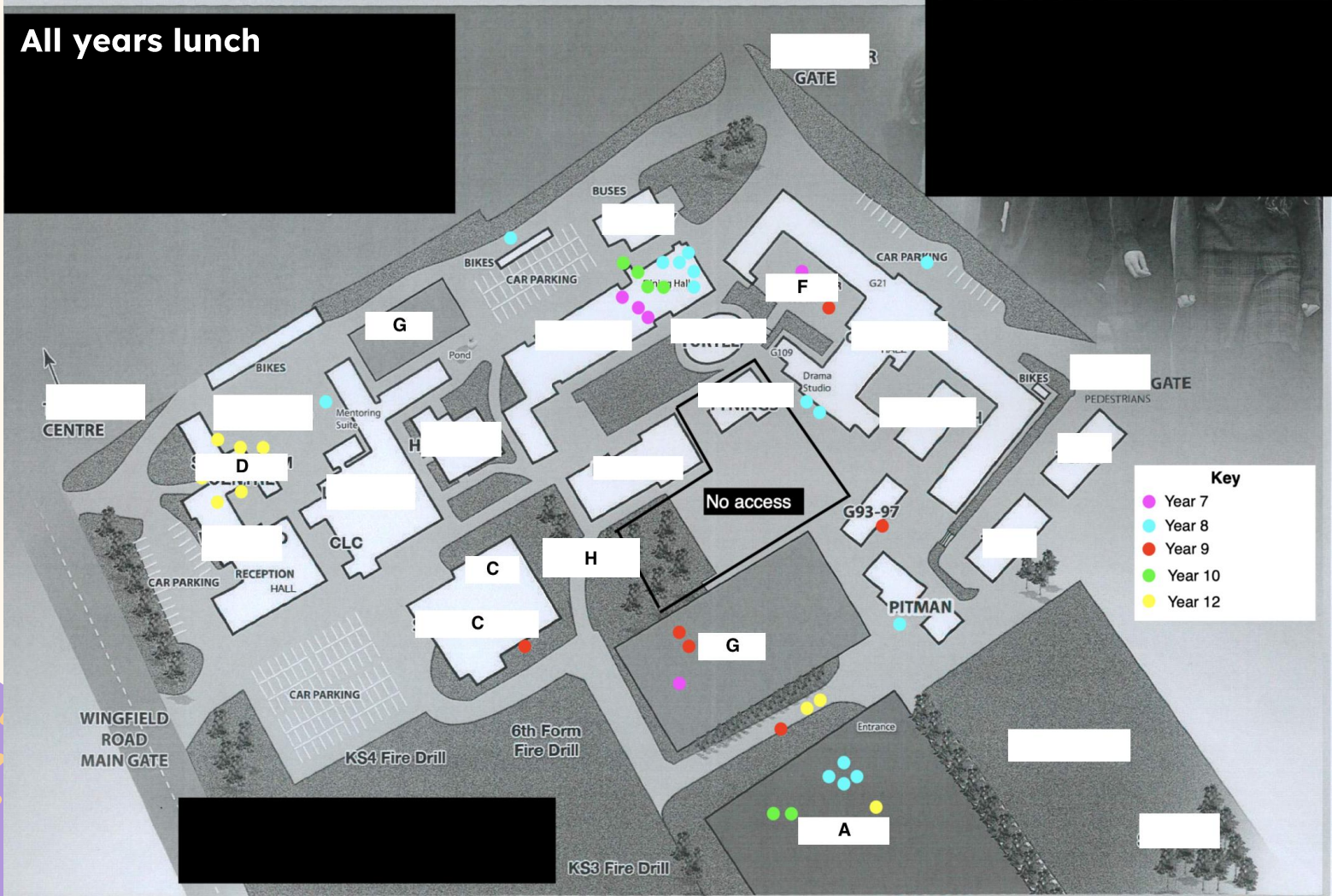


Key

- Year 7 (Pink dot)
- Year 8 (Light Blue dot)
- Year 9 (Red dot)
- Year 10 (Green dot)
- Year 12 (Yellow dot)



All years lunch



Findings: where are you at break?



	Year 7	Year 8	Year 9	Year 10	Year 12	Total
A	2	4		2	1	10
B		5		4		9
C		2	4			6
D					6	6
E	3	2				5
F		3	1			4
G		3				3
H		3				3
Outside Classrooms		2				2

Findings: where are you at lunch?



	Year 7	Year 8	Year 9	Year 10	Year 12	Total
A	3	5		4		11
B		4		2	1	7
D					6	6
G	1		3		2	5
Outside classrooms		3	1			4
Forbidden		3				3
F	1		1			2

Analysing reasons



Location A	Quotes	
Year 7	Playing on the astro with my friends	Me and my friends hanging out at the astro
Year 8	Playing football (3)	I am playing football with my gang
Year 9		Talk to my mates
Year 10	Eating and football (2)	

Location C	Quotes	
Year 8	/	/
Year 9	Eating, sitting in sports hall. Hanging out with friends	Eating, talking, walking around
	Eating, laughing, playing	Eating and talking
Year 12	Football	

Findings: What are you doing during break and lunch times?



Break

	Year 7	Year 8	Year 9	Year 10	Year 12	Total
Being with friends	2	10	5	3	6	26 (63%)
Eating / food	1	5	5	6	2	19 (46%)
Football	2	3	/	2	1	8 (19%)

Lunch

	Year 7	Year 8	Year 9	Year 10	Year 12	Total
Being with friends	2	5	5	4	7	23 (56%)
Eating / food	2	1	1	6	3	13 (31%)
Football	/	1	/	2	1	4 (9%)

Reflections: map-making with teenagers

What worked

Successfully obtained data to understand where and what teenagers do during break times

Pre-determined map

- There was no pressure on them to draw as the map was already there
- Engaged with the task and were excited to participate

Freedom and choice

- They enjoyed the post-it notes, they would stick it at one place and then decide not to
- They were eager to stick it on, wanted to show me where their least favourite place was and expressed their thoughts

Challenges

Peer influence



Surface level data

- No time for further discussions and explanations (why or how)
- When I asked, “why are you there?” they usually respond with ‘I don’t know’ or silence

Missing data

- There is data missing due to participants misunderstanding or do not want to participate

Conclusion

- Map-making is a creative tool that can be used to understand the experiences of teenagers in a school setting
- A pre-determined map was used and allowed students to be engaged
- Small post it notes and stickers gave participants freedom and choice

Analysis:

- Content analysis allowed me to turn visual data into numerical data
- Using tables and colour coding made keeping each post it note easier, when analysing I could look at all year groups together and the reasons they had
- I did this analysis first before commencing my observations, so it gave me a better understanding of what students do and which spaces they occupy
- Having a different type of data that supports my observational data





Thank you!

Any questions?

Connect on linkedin!



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