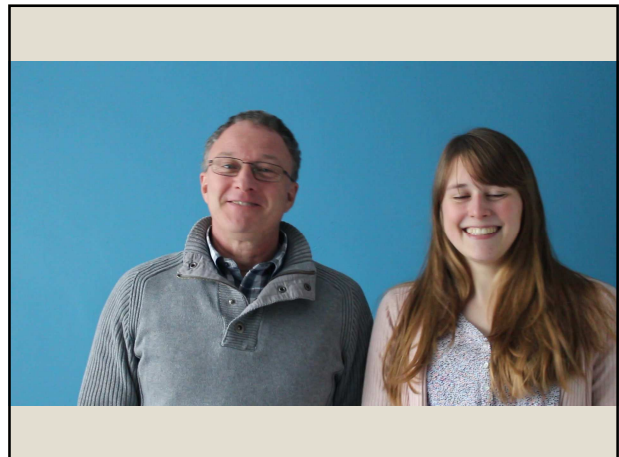


Brain breaks in the classroom An example of implementation in Belgium

Marc CLOES & Stéphanie CLOES
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GoFPEP 2016 - Ankara



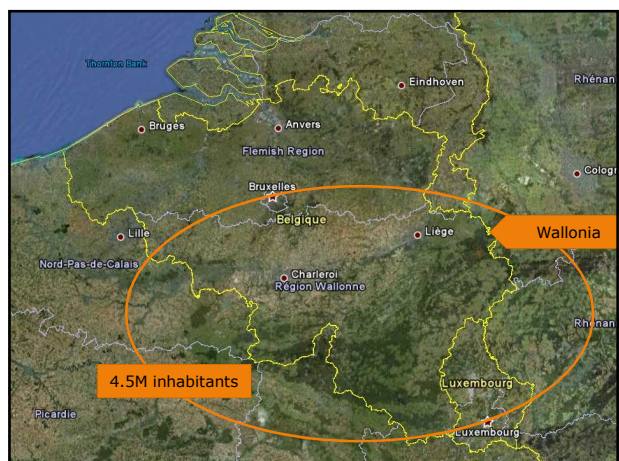
Brain breaks in the classroom An example of implementation in Belgium

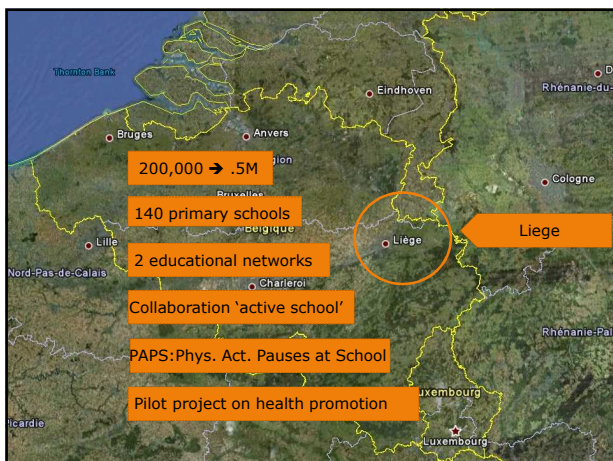
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Purposes of the presentation

- Describe current research findings on brain breaks related to PA in the classroom
- Emphasis new innovation holistic approach
- Propose concrete example put in action

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'L'école bouge pour sa santé' 'School moves for its health'

- City of Liege – 15/16 school year
 - Health department
 - Education department
 - Collaboration with SIGAPS and Obesity unit of the UHC
 - Physical activity and nutrition
 - Action research

- Design
- Implementation
- Follow up
- Analysis



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Design

- At the beginning

Physical activity

Nutrition

X

X

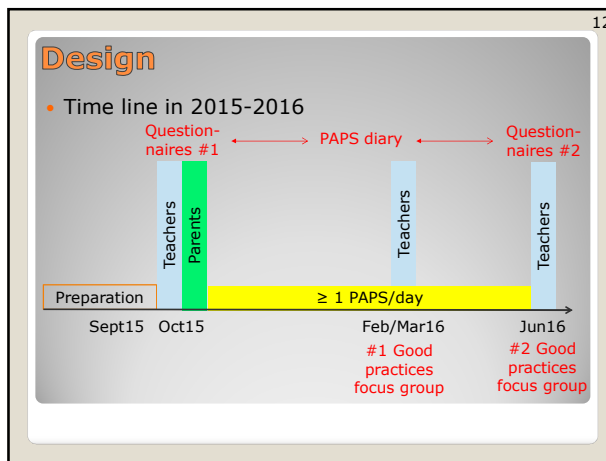
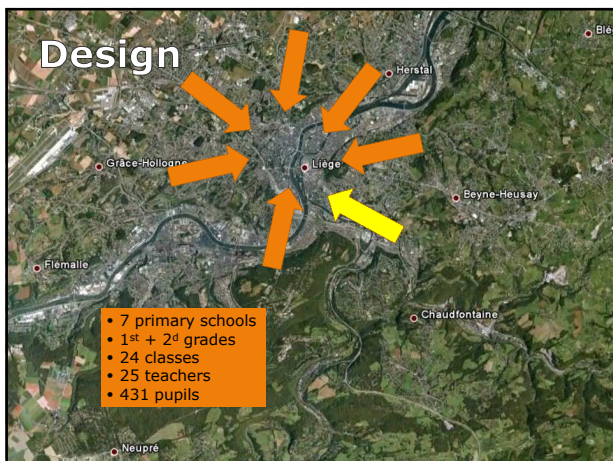
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Design

- Action for physical activity

Pupils	Teachers	Parents
≥ 1 PAPS/day	Seminar Material Equipment Follow up	Conference

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The «PAPS»

An approach aiming to increase school physical activity in elementary education

1. Where does it come from?

1. Where does it come from?

Benefits?

- Increase of daily physical activity time**
Katz et al.(2010), Mahar et al.(2006),Murtagh et al. (2013) Wadsworth et al. (2012), Whitt-Glover et al (2011) Carlson et al. (2015) Reznik (2015)
- Improvement of school performances**
Rasberry et al. (2011) Howie et al. (2015)
- Positive effects on pupils' behaviour in the classroom**
Katz et al.(2010), Mahar et al.(2006), Whitt-Glover et al (2011) Carlson et al. (2015) Ma, Mare, & Gurd (2014)
- Improvement of the pupils' attention**
Howie et al. (2014) Ma, Mare, & Gurd (2015)

1. Where does it come from?

In Wallonia

Not well known

Cloes & Mornard (2014 a, b)

2. Where does it come from?

The PAPS

Physical Activity Pause at School
Cloes & Cloes (2014 a, b)

- ▲ **Definition**
- ▲ **Purposes**
 - To allow pupils to answer to their need of energy expenditure in the classroom
 - To promote physical activity
 - To decrease periods of sedentarity
 - To propose a pause during learning (re-focusing)

2. PAPS, what is it?

Differents kinds of PAPS





- ▲ Videos
- ▲ Games
- ▲ Songs
- ▲ Cool down



2. PAPS, what is it?

PAPS GAMES

- Some movement cards have been gathered and are used in several combinations
- Students can invent their own!

Plus ou moins ?

 3 minutes

 Cycles 3 et 4

 Apprentissages transversaux

SCN 1.4. Situer les nombres entiers (non-entiers) les uns par rapport aux autres

Source

American Heart Association, « In school activity breaks » http://www.heart.org/idc/groups/heart_public/@wcm/@fcd/documents/downloadable/ucm_455767.pdf (2013)

Un élève vient devant la classe, dos au tableau. L'enseignant écrit un nombre de 2 chiffres au tableau derrière l'élève, de manière à ce qu'il ne puisse pas le voir. L'élève doit ensuite deviner le nombre écrit en proposant différentes réponses.

Si le nombre donné par l'élève est trop petit, l'ensemble de la classe fait des petits sauts sur place.

Si le nombre donné par l'élève est trop grand, l'ensemble de la classe fait des squats (s'asseoir dans le vide et se relever).

Lorsque le nombre donné est correct, les élèves de la classe courent sur place et l'élève est remplacé.




© Stéphanie Cloes



2. PAPS, what is it?

PAPS songs

- Such activities were not proposed in the initial resource' package
- Initiative of classroom teachers (who used them for long time)




It's time to sing!

Retour au calme « Le ballon »

1 minute
Cycles 2, 3 et 4

Demander aux élèves d'imaginer qu'ils ont un énorme ballon de baudruche à l'intérieur de leur ventre. Ce ballon se gonfle et se dégonfle au fil de leur respiration. Leur demander successivement :

- de gonfler le ballon au maximum d'un grand coup, puis de le dégonfler rapidement ;
- de gonfler le ballon un tout petit peu (courte inspiration), et de le vider complètement de son air jusqu'à ce qu'il soit tout vide (longue expiration) ;
- de gonfler le ballon doucement avec le nez, et de le vider par la bouche (puis faire le contraire).



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What's going on?

'School moves for its health'


- Conferences for the parents (after school hours)
 - Low participation even if attendance was higher than for similar events
 - Positive interest
 - Surprise about the PA recommendations



What's going on?

'School moves for its health'

- Seminar with the teachers
 - Motivation of the principals
 - Positive reaction towards the project of the teachers
 - Satisfaction and curiosity about the provided material
 - Support of two classroom teachers who already knew the PAPS
 - Relative concern about the additional work load and effect on the pupils



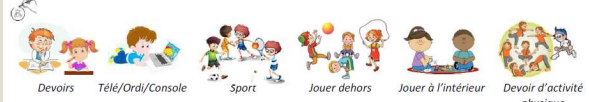
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What's going on?

'School moves for its health'

- Pre-intervention questionnaires
 - Some difficulties to fulfil in 1st grade for instrument fulfilled at school
 - Very high rate for the instrument fulfilled at home (WE)
 - Some negative reactions for general questions focusing on the family status???
 - Coding processed; treatment in progress

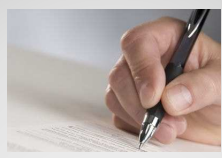
① Quelles activités as-tu effectué hier en rentrant de l'école (tu peux entourer plusieurs dessins)?



What's going on?

'School moves for its health'

- PAPS diary = real implementation of the activities
 - Classroom teachers should do a very short report for each PAPS proposed (+/- 1 minute)



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Semaine 2

	Heure de début	Durée	Type de PAPS			
Lund 26/10	11 h00	5 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	jacques et l
	...h...min	...	<input type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	...
Mardi 27/10	11 h10	5 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	la bouillotte
	13 h50	10 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input checked="" type="checkbox"/> Autre	chant avec goshulle
Mercredi 28/10	...h...min	...	<input type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	...
	...h...min	...	<input type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	...
Jeudi 29/10	10 h	5 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	la bouillotte
	14 h20	5 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	comme si
Vendredi 30/10	9 h35	10 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	elle va à l'école
	11 h30	5 min	<input checked="" type="checkbox"/> Jeu	<input type="checkbox"/> Vidéo	<input type="checkbox"/> Autre	l'élève au final
Remarques/commentaires/corrections...						
23/10: les activités prévues étaient déjà arrivées						

What's going on?
'School moves for its health'

- Examples – Traditional Brain breaks



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What's going on?
'School moves for its health'


- Examples – Traditional Brain breaks



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What's going on?
'School moves for its health'


- Examples – Just dance



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What's going on?
'School moves for its health'

- Examples – Song



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What's going on?
'School moves for its health'

- Examples – Game

Propose what you want ...



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What's going on?

'School moves for its health'

- PAPS diary = real implementation of the activities

Focus group	
20 teachers	
-13 completed the diary	← 12 to 17 weeks 15 to 150 PAPS
-2 did not fulfilled	
-5 stopped	

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What's going on?

'School moves for its health'

- Follow up after the focus group

Full data after 5 months	
24 Classes	
-14 completed the diary	← Mean ≥ 4 /week 6/24 \pm 2/day
-1 stopped for sick leave	
-6 stopped after 1 month	

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What's going on?

'School moves for its health'

- Analysis of good practices
 - Meetings with 3 groups of teachers (writing 3 cards)
 - Total of 20 teachers
 - 54 proposals out of 60 possible
- Analysis of the problems encountered
 - In progress (most could be solved)
 - Need of a closer follow up

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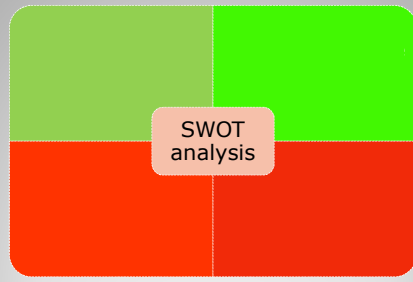
Conclusion

- Ambitious project
 - Holistic approach
 - Action research => adjustments needed



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Conclusion



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Tecsekkürler !

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Références