Presentation of a new pedagogical methodology aiming to tackle the inactivity problem among 11/13 years old children – The Belgian implementation

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https://www.oblomovproject.eu/

I do believe in movement! I do, I do!
Introduction

The Oblomov methodology offers a new pedagogical method aiming to support an active and healthy lifestyle in 11-13 years old youths.
Origin of the name

- Oblomov: a well-known Russian novel by Ivan A. Gončarov
- Portray of a nobleman who is unable of undertaking any important action
- Link to the laziness as a risk for the entire lifestyle and the dissemination of the overweight and obesity epidemic

Goals of the projects

- Promoting an active and healthy lifestyle among pre-adolescents (11-13 years-old)
- Developing autonomy, creativity, and cooperation
- Using new technologies
- Involving youths’ entourage (parents, family, school, associations)
- Producing resources for sustainable changes
General principles

Open scenario - Theater

- The Open Scenario is based on an Italian theatrical approach called “canovaccio”
- The scenario of a piece is left open in a way to combine different subjects
- In the Oblomov case, the subjects are physical activity, theatre, health

“The novelty of the educational approach of the “Oblomov methodology” is to let students acting and doing physical activity while narrating; to lead them to know their own body, accepting its limitations and characteristics, while understanding what can help and what can harm it, and to interact with other actors while acting on stage”
High Intensity Interval Training

- Short-to-long bouts of high-intensity exercises interspersed with recovery periods
- Low volume ⇒ time-efficient
- Variety of forms: <10 sec (≥ 100% VO$_2$max) ⇒ 45 sec < T < 3 min (high- but not maximal intensity (≥ 90% VO$_2$max))
- Shorter distances and duration
- Less boring and funnier than Moderate Intensity Training
- Easier planning of team play-game
- Similarity to natural intermittent children’s movements
- Obese kids’ opportunity to compete with others

Eddolls et al. (2017)
Buchheit & Laursen (2013)

Theatre and sport: an interesting connection

SPORT

Emotional
Social
Cognitive
Physical
Cultural

Development

Rules
Space
Respect
Training
Group activity

THEATRE

THEATRE IS USED AS **MOTIVATION** TO DO SPORT

Vitale (2018)
Description of the Oblomov project

- Creation of the methodology
- Adaptation by each team
- Preparation of educators
- Implementation

Meetings in Milano
One out of three scenarios
2h/week 10 weeks Performance

Oblomov: Bouger, Jouer, Créer
2 days 7 PE teachers
Validation/Adaptation of the scenarios
1h/week 10 weeks Pupils’ videos
8 classes 5 PE teachers 4 schools

Elaboration of the project

Milano
✓ Seminars on open scenario
✓ Writing of 3 scenarios
Three scenarios

- **Pirate of the Caribbean**: Let’s move to leave our ship!
- **Harry Potter**: Let’s run to get rid of Voldemort!
- **Peter Pan**: Let’s cross this tricky bridge!

**OPEN SCENARIO**

Vitale (2018)
General principles applied in Liege

- Open scenario
- High Intensity Interval Training
- Health messages
- Video production

- Primary school (5th/6th grades)
- One unit of 10 PE lessons of 60’ (instead of 50’ as usual)

Project overview

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<th>Imaginary world</th>
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<td>Eurosport and the Olympic Games</td>
<td>Survivors</td>
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<td>Recommendations Physical activity</td>
<td>Breathing and effort management</td>
<td>Balance food</td>
<td>Posture, back ergonomics</td>
<td>Sleep</td>
<td>Sedentary, inactivity</td>
<td>General knowledge about sport</td>
<td>Video</td>
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Resources

✓ Eight lesson plans with written/audio material
✓ List of exercises
✓ Questionnaires

The scenarios

7 scenarios based on popular TV programmes:
1. National Geographic
2. Eurosport
3. 24h
4. Survivors
5. Ninja Warrior
6. Fort Boyard
7. The Simpsons
Example of scenario

The teacher places children in the context of the Olympic Games. The children arrive in a huge stadium. The stadium is filled with spectators. We hear trumpets, drums (audio sequence!). The fans scream and chant the names of the children. There is an athletics track with a green area in the center. From a distance, there is a velodrome and, next door, a sports hall. The children understand that they have landed at the Olympic Games. They replace the athletes and must perform the tests. These Olympics are special in that they involve performing well in sports events but also in cognitive tests (quiz).

Open scenario for the exercises

Round trip sprint (MINF) : The queen of athletics par excellence, the 100 meters! It's about running from one cone to another as fast as you can for 20 seconds.
Dramatization (take the role of a journalist commenting): Presentation of the sprinters: "In the lane number 1 ... Jean! etc. "Once the presentations are made, we start the 100-meter run:" On your marks ... Ready ... Go "

Example of scenario

Today, the children arrive in a house that they recognize ... the house of a famous US family : the Simpsons !!! They will have to learn to live together and do the daily tasks of the Simpsons to hope to come out of the episode. Dramatization : « Where are we??? » [...] « Ooooh ! Do you see the house over there ? » [...] « Do you recognize it ?!! It looks like there is a quite big man, yellow, who eats donuts ! »

Open scenario for the exercises

Crunches : The children have to put the laundry in the laundry basket in front of them. To do so, they will have to perform abdominals. Dramatization : « Wow! you've seen all that laundry ? » [...] « Which room do you think we are in? Bart's, no? What do you think ? » [...] « We came to rest and we must put away, pffff » [...] « Well, let's put this laundry in the bin in front of us ! Go, go, go !! »
The High Intensity Intervals

**Progression:**
- Séances 1 et 2: 20” exercise – 90” recovery (1:4)
- Séances 3 et 4: 30” exercise – 90” recovery (1:3)
- Séances 5 et 6: 40” exercise – 90” recovery
- Séance 7: 45” exercise – 90” recovery (1:2)

**Variety of the exercises**
1. Muscle strengthening with small equipment
2. Muscle strengthening without equipment
3. Cardio-respiratory endurance exercises
4. Round-trip runs
5. Plyometric and jumps
6. Games of opposition

**Types of efforts:**
- Upper body (arms)
- Abdominals, back muscles
- Lower body (legs)

**Health education activities**

**Quiz on back ergonomics (10 questions)**

At the sport hall, when I have to carry a bench with a friend...
A. I lean forward to grab it and straight up to lift it.
B. I raise it without thinking.
C. I bend my legs to grab him and hold them to lift him.

**Use of bottles of water**
- Show the amount of water to be ingested daily using bottles
- Does it differ by sex?
- Does it differ when playing sports or physical activity?
- What consequences if you do not drink enough? Can we drink too much water?
- Show how much soda should be ingested daily
- Pyramid of hydration

**Brainstorming by groups on sleep and sharing of ideas**
1. Why is it so important to sleep well?
2. Name 3 good habits to sleep well
3. Name 3 bad habits that prevent you from sleeping well
4. How many hours would it be ideal to sleep per night?

**True / False about recommendations and definition of physical activity**
1. Define the concept “physical activity”
   - Distinction physical activity-sport, 5 dimensions of physical activity
2. True or false:
   - I must be active at least 1 hour every day, even on weekends. T-F
   - 10 minutes of physical activity is not enough to have positive effects on health. T-F
Health education activities

Post it: At the beginning of the lessons (2nd to 8th), the pupils are invited to write good practices of using health messages that they learned since the beginning of the Oblomov unit ... What? Self-confidence to implement?

9th and 10th lessons

Groups of 4-5 pupils
Creation of a scenario
A short story
5 minutes, 3 exercises
Video prepared by the teacher
Resources

- 9th and 10th lessons plans with written material
- Instruction booklet

PE teachers training: Two days
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### Video tapes: Open scenario

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### Video tapes: Sequences’ creation

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Pupils’ scenarios: A example of short story – *Le tour du monde*
Pupils’ scenarios: An integrated scenario - *The robbers’ run away*

PE teachers’ audio diaries
"Students less liked the questionnaires during the periods of recovery"

"With dramatization, timing is hard to respect"

"I did less dramatization because I'm not easy with that"

"The kids were less interested in The Simpson"

"It was very dynamic. The kids invented shouts of teams"

"The lesson was very well. The children remembered the different health topics"

"Questionnaires « sports quiz » were adopted to children"

"There is progress in hydration. Children have understood its importance"
## Audio diaries

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"I kept the context but I added a racket and a badminton shuttlecock"

"I created 2 teams. I did exercises closer to the TV show"

"I changed the open scenario. I created the context «Karate Kid» because I felt better"

## SWOT analysis

### STRENGTHS

- Name of the project
- School principals’ interest and satisfaction
- Support for the schools’ organization
- Pupils’ behaviour and interest in some schools
- PE teachers’ interest in some schools
- Overall interest about health topics
- Gamelike approach appreciated by the pupils
- Selection of the scenarios focusing on TV series
- Enthusiasm of the pupils for the final sequences conceptions
- Quality of the final video sequences
SWOT analysis

**Weaknesses**

- Drop out of 2 PE teachers out of 7 after the seminar (sport oriented)
- Repetition of many conditioning exercises
- Parents’ attitude concerning respect of children’s image
- Lack of motor engaged time (???)
- Short duration of the project for concrete effects on lifestyle
- Decrease of some PE teachers’ motivation for open scenario
- Modification of the planning due to field reality
- Lack of permanent support of the PE teachers
- Lack of imagination of some PE teachers (need of more preparation)
- Scenarios considered as for young children by 6th graders

**Opportunities**

- Long term follow up on lifestyle
- Collecting and sharing of good practices
- Enrichment of the scenarios
- Development of a video data bank
- Interest of additional principals/PE teachers
- Proposals of improvement by PE teachers
- Availability of human resources for the follow up
- Additional preparation for PE teachers on open scenarios
- Use of the approach with younger pupils
- Transfer of the scenarios in other classes by the PE teachers
- New scenarios for adolescents
- Collaboration between PE teachers and classroom teachers
SWOT analysis

Threats

- Resistance to change of some PE teachers
- Lack of financial support for sustainability
- Time requested for the video preparation
- Lack of effectiveness pointed out by the data

Conclusions
Preferably educated citizens in physical education. Expectations and practices
Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas
Marc Cloes
University of Liége (Belgium)
References


Illustrations

- https://almabooks.com/product/oblomov/
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