Introduction

As it has been underlined in the “2016 Active Healthy Kids Belgium Report Card on Physical Activity for Children and Youth”, only 7% of children aged 6 to 9 and 2% of young people aged 10 to 17 meet the international recommendations of the World Health Organization of practicing at least 60 minutes of moderate to high physical activity (PA) daily (Wijtzes et al., 2016).

Several authors recommend inserting 4 to 6 minutes of physical activity breaks, once or twice a day, into the usual activities of the class (Ma et al., 2015).

In the French speaking part of Belgium, Cloes & Cloes (2018) adapted that approach and proposed a specific version called “PAPS” (Physical Activity Pauses at School).

In this context, this project was chosen by the Consortium “Physical Activities, Wellbeing and Health” – involved in the implementation of a major reform of the educational system – and Viasano, a non-profit organization promoting physical activity in Belgian cities/communities – to assess its relevance to the current reform of physical education in FWB.

Purposes

- They generally underlined the constraint of class space as the main barrier.
- Subjects underlined that their pupils were motivated by the PAPS.
- They considered also that pupils’ on-task behaviour improved after these pauses.

Conclusion

- The relevance of this project has now been demonstrated several times.
- The main obstacle is the lack of adherence of members of an educational community.
- In this regard, the model proposed in 2018 by Cloes & Cloes deserves to be known.

Methods

- Two groups of classroom teachers (n=20) attended a half-day seminar designed to prepare them to propose PAPS to their pupils (primary school level).
- Pre- and post-training questionnaires and roadbooks were fulfilled by the subjects.
- Reports of informal lessons’ observation, and qualitative observation of videotapes provided data on the teaching process.

Results

- 11 out of the 20 teachers finally implemented the PAPS.
- Most of those who did not participate, explained that they did not have a multimedia system in their classroom. This is surprising as using PA videos was only one of the approaches proposed during the seminar.
- Those subjects who implemented the PAPS until the end of the school year (4 months intervention period) expressed their satisfaction, even if when they were not sure to implement the PAPS at the beginning.

Illustartions in videos

- PAPS created by students:
Example of setting up “Physical Activity Pauses at School” (PAPS) in the Wallonia-Brussels Federation (Belgium)

Jérémy Bonni, Stéphanie Cloes & Marc Cloes
University of Liege (S/GAPS) - Belgium

Figure 1: Logo of the Consortium "Physical Activity, Well-Being and Health".
Example of setting up “Physical Activity Pauses at School” (PAPS) in the Wallonia-Brussels Federation (Belgium)

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Figure 2: Logo of “Viasano“.
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Figure 3: A model to implement PAPS in schools (Cloes & Cloes, 2018).