



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

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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.



Figure 1: Logo of the “CAPBES”.



Figure 2: Logo of “Viasano”.

Purposes

- This study aimed to analyse the perceptions of classroom teachers’ about the PAPS’ impact on pupils’ motor engagement during the pauses as well as on some cognitive variables (attention, concentration, and focus on the task).
- The specific purpose of this presentation is to **illustrate PAPS-video ideas to offer in class.**

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.

- 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.

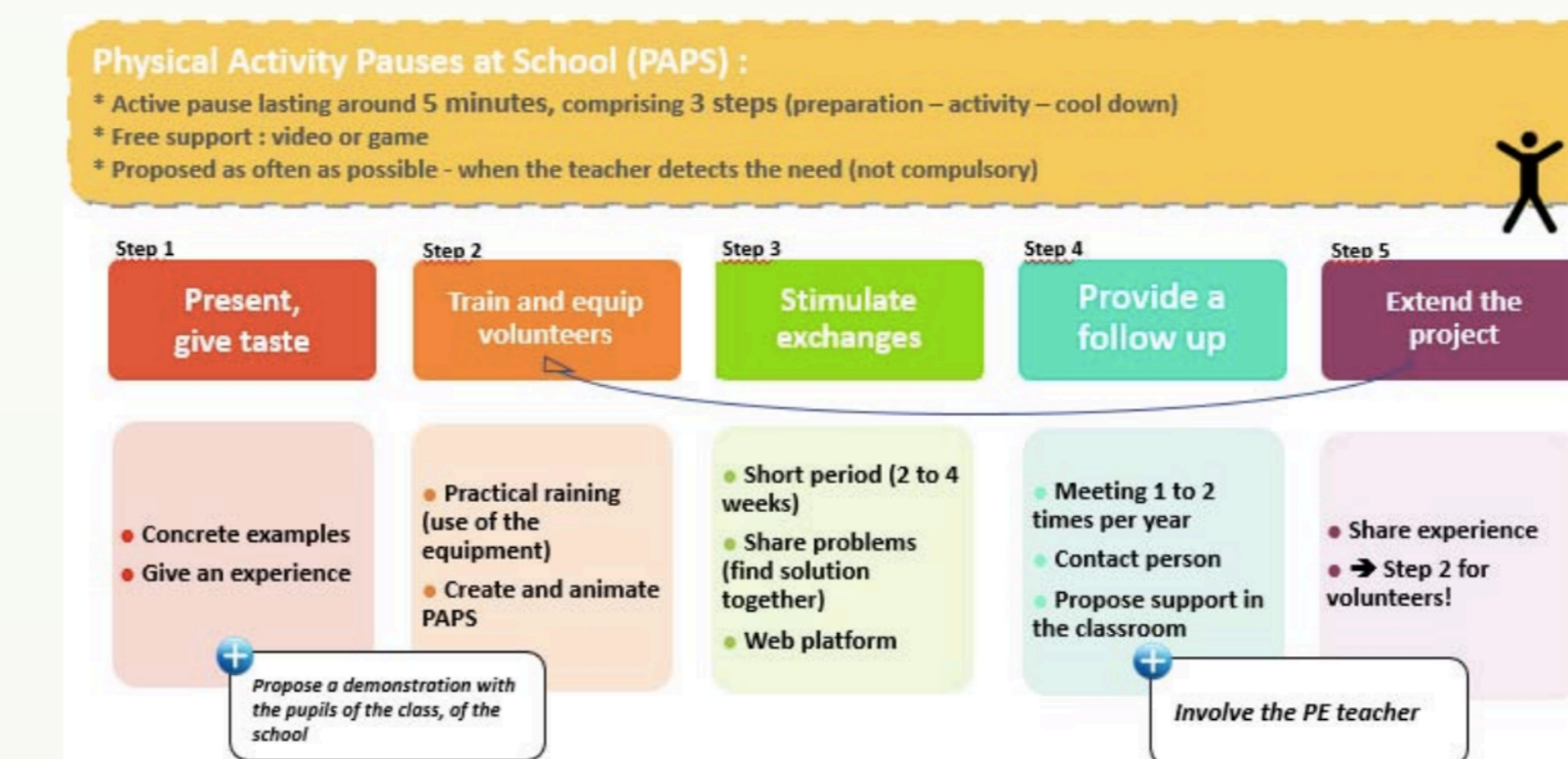


Figure 3: A model to implement PAPS in schools (Cloes & Cloes, 2018).

Illustrations in videos

- PAPS created by students:

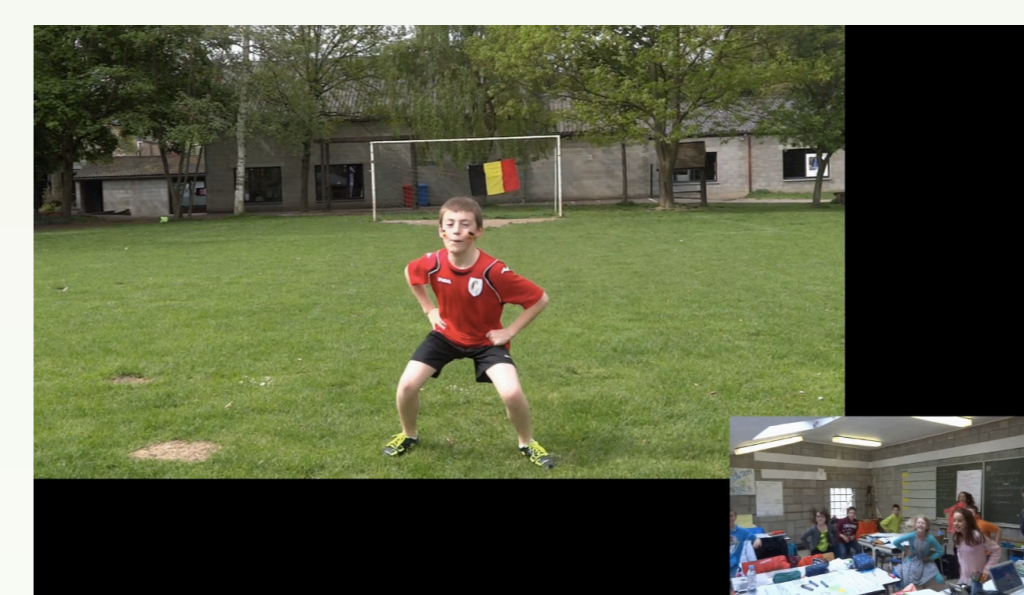


Figure 4: PAPS-video created by students (example 1).



Figure 5: PAPS-video created by students (example 2).

- Existing animations / PAPS:

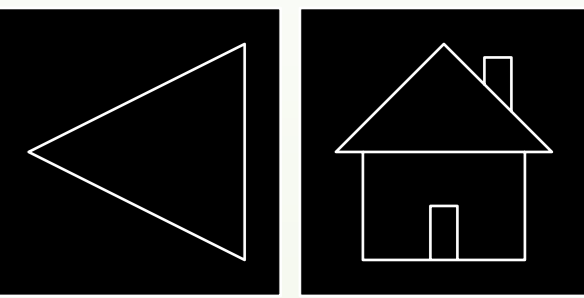


Figure 6: Example of an existing PAPS-video.

References

- Cloes, M., & Cloes, S. (2018). How classroom teachers do take the ‘Physical Activity Pauses at School’(PAPS)? A project implemented in Wallonia. In *Changes in Childhood and Adolescence: Current Challenges for Physical Education. Keynotes, Invited Symposia and Selected Contributions of the 12th FIEP European Congress* (pp. 342-357). Logos Verlag.
- Ma, J. K., Le Mare, L., & Gurd, B. J. (2015). Four minutes of in-class high-intensity interval activity improves selective attention in 9-to 11-year olds. *Applied physio-logy, nutrition, and metabolism*, 40(3), 238–244.
- Wijtzes, A.I., Verloigne, M., Mouton, A., Cloes, M., De Ridder, K.A.A., Cardon, G., & Seghers, J. (2016). Results from the 2016 Active Healthy Kids Belgium Report Card on Physical Activity for Children and Youth. *Journal of Physical Activity and Health*, 13(Suppl 2), S95 -S103. doi: 10.1123/jpah.2016-0306. Available on Internet: <http://journals.humankinetics.com/doi/pdf/10.1123/jpah.2016-0306>

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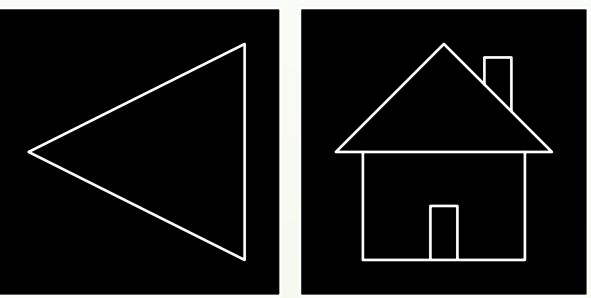


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Figure 1: Logo of the Consortium “Physical Activity, Well-Being and Health”.

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Figure 2: Logo of “Viasano”.

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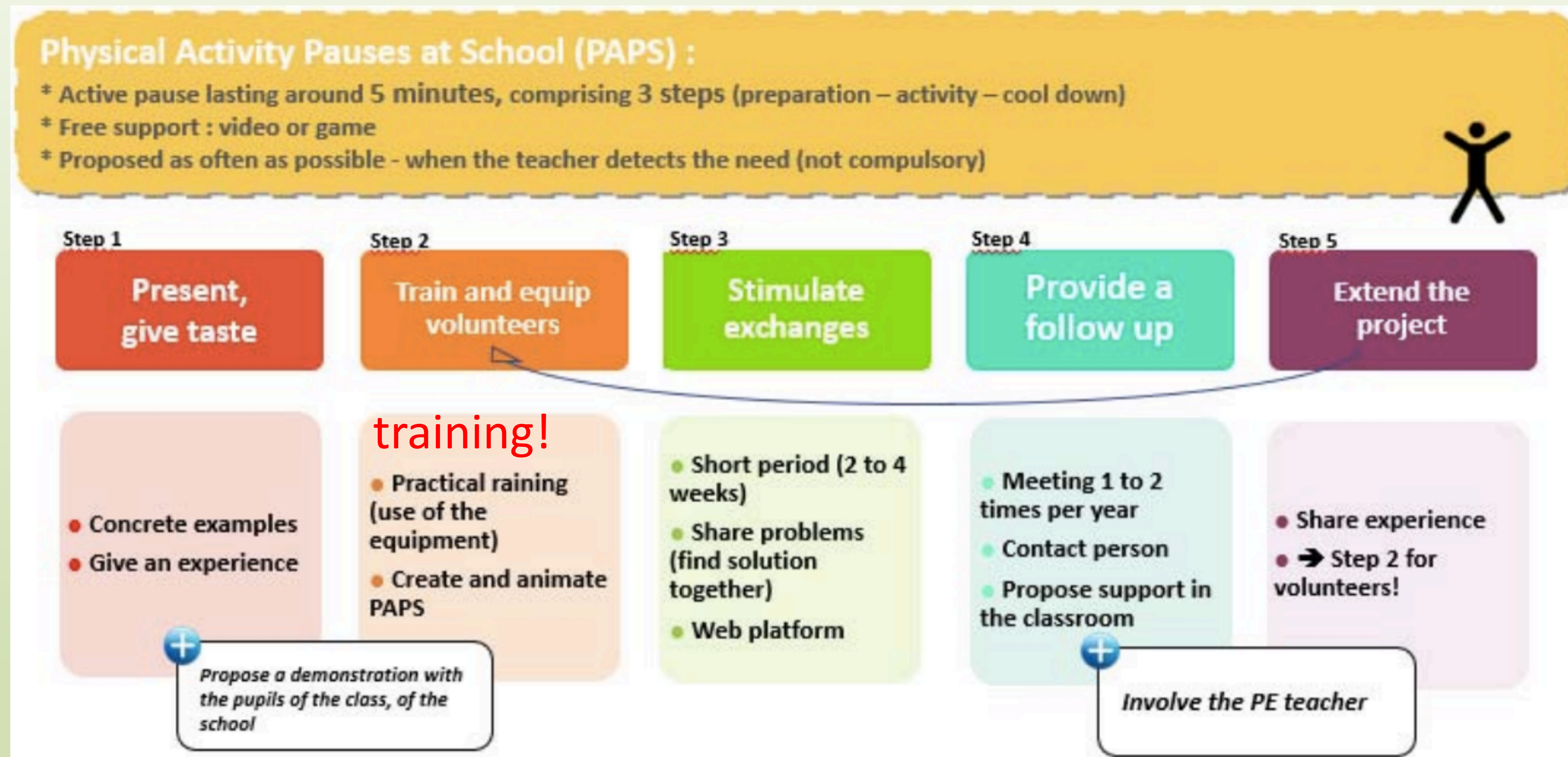
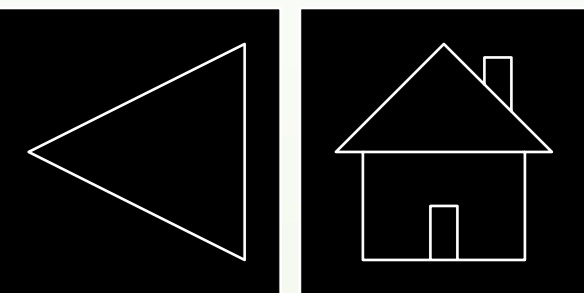


Figure 3: A model to implement PAPS in schools (Cloes & Cloes, 2018).