

Obesity in children and adolescents

- Significant reductions in global self-esteem and quality of life
- Particularly affected
 - Physical competence
 - Appearance/Body dissatisfaction
 - Social functioning
- More likely to be victimised by their peers

Griffith et al. (2010)

Hill (2017)

Moradi et al. (2022)



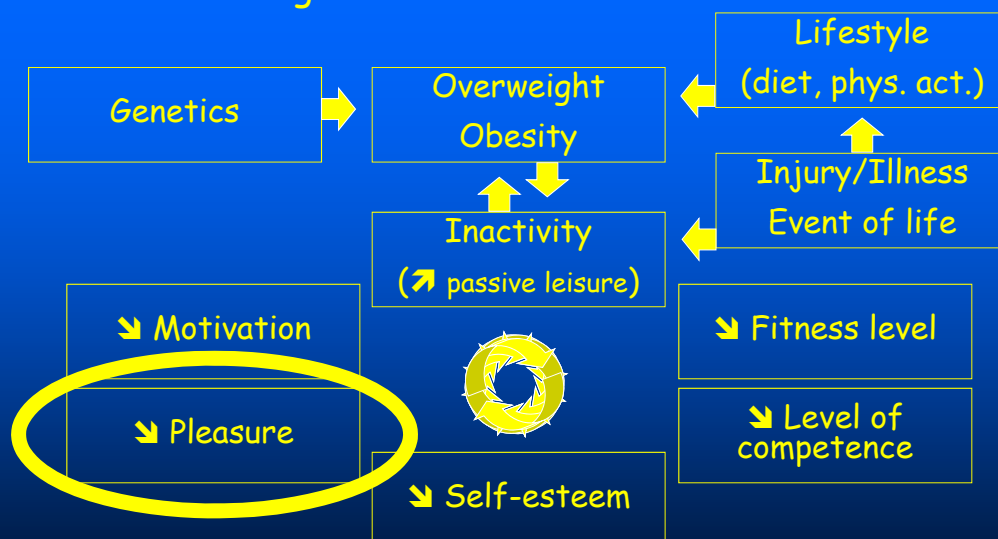
Obesity/Overweight and physical activity/sedentariness

- Physical activity is considered as a way to avoid obesity because low total physical activity → obesity through reduced energy expenditure but ...
- Obesity might be a driver of physical inactivity
- Notion quite different to the expected causal direction
- Relation might be bidirectional

Bauman et al. (2012)

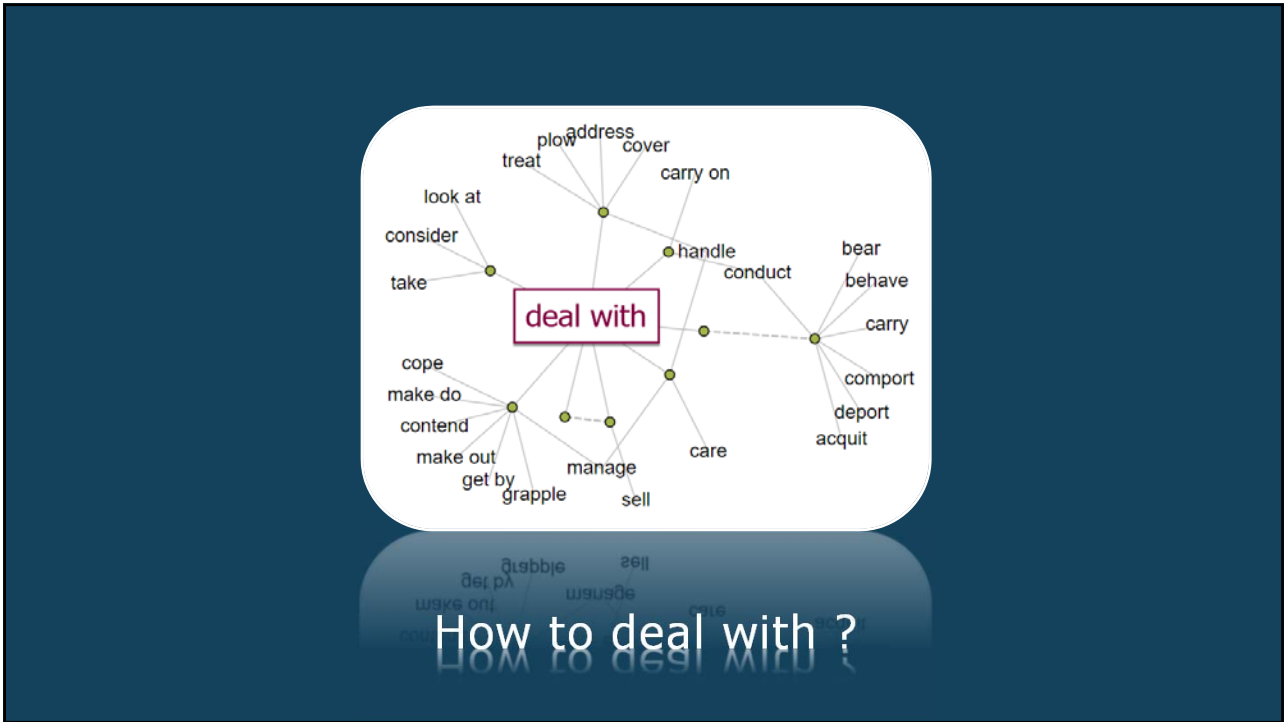


Vicious circle 'overweight-sedentariness'



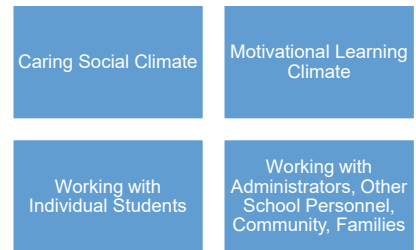
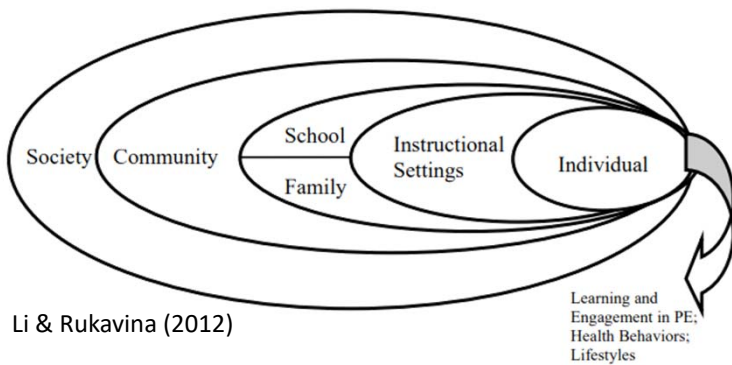
→ Towards a virtuous PA circle

6



Inclusion of overweight or obese students in PE

- Social Ecological Constraint Model

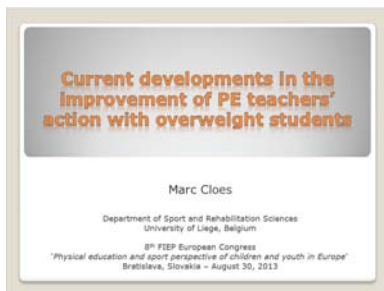


Doolittle & Rukavina (2014)

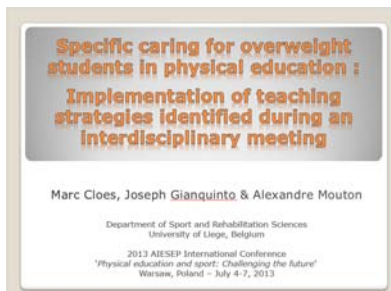
- Need of Differentiated instruction

Inclusion of overweight or obese students in PE

- Towards understanding and implementation of resources



Cloes (2013)



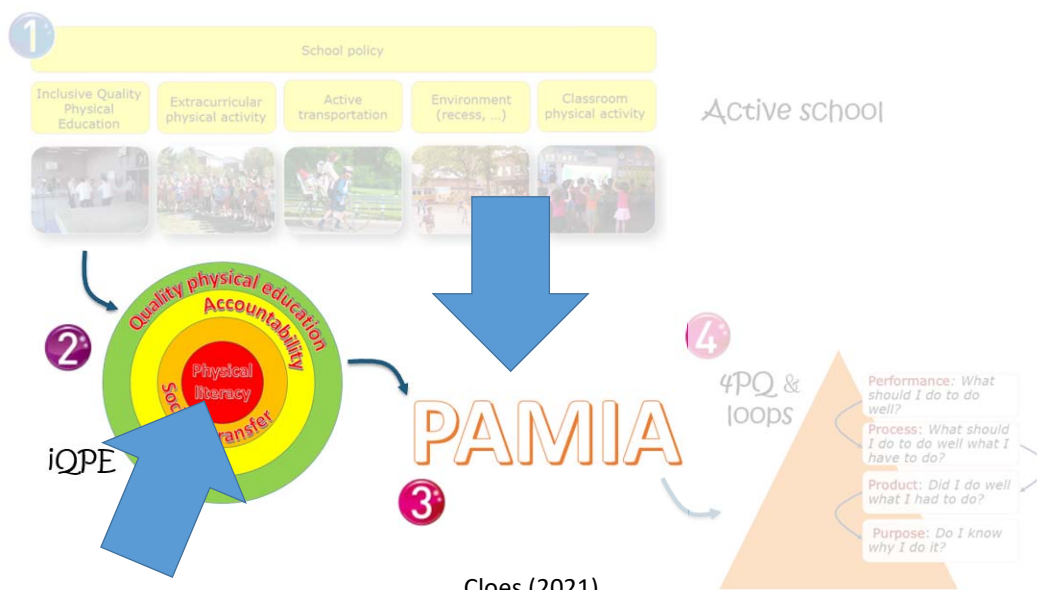
Cloes et al. (2013)



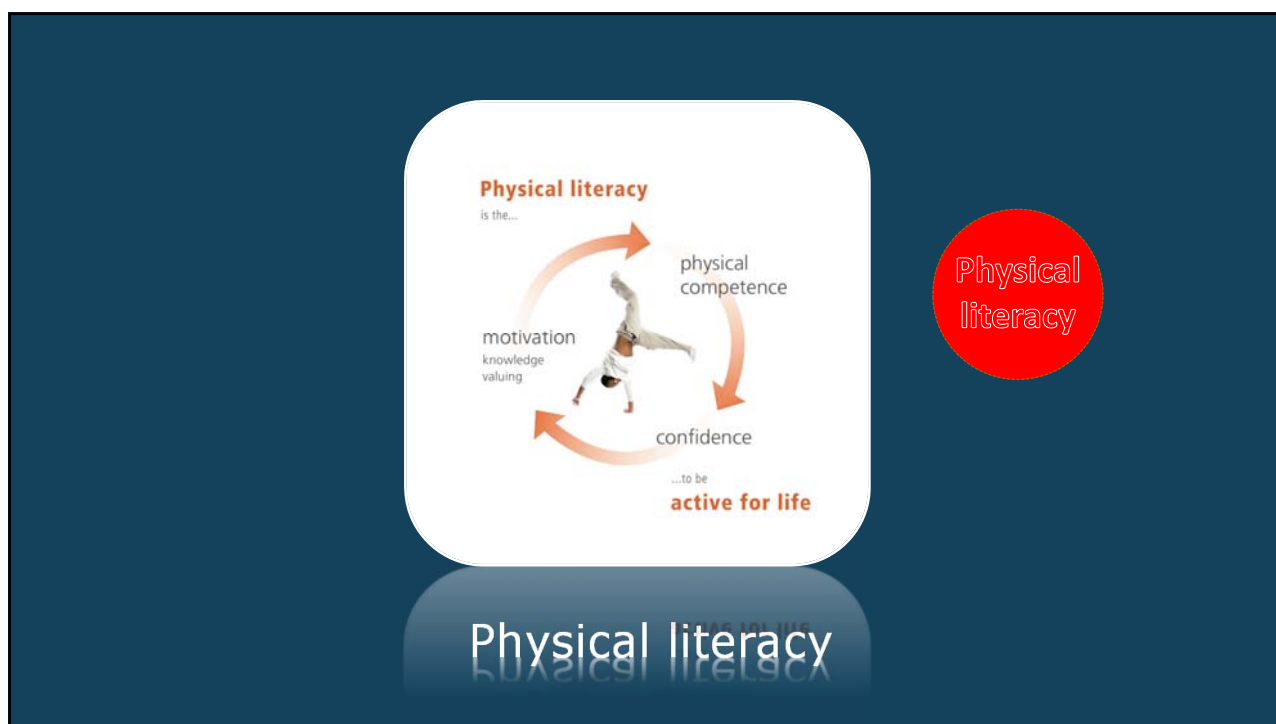
Cloes et al. (2014)

Challenge: avoid stigmatization

Four Levels Model for PE Teachers – 4LMfPET



Cloes (2021)



Physical literacy

- Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life

IPLA (2017)



Physical literacy

- Development of the motor skills (running, throwing, catching, jumping ...) and the fundamental physical qualities (endurance, strength, speed, flexibility) needed by all children
- Acquisition of the fundamental knowledge and development of positive attitude towards PA

Motor competence
Physical fitness
Knowledge

Self-esteem
Self-confidence

Motivation
Pleasure

Participation



13

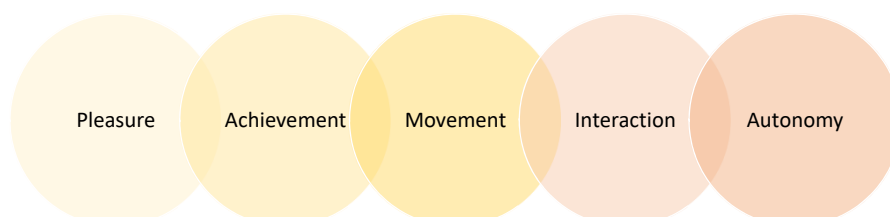
PAMIA

2017, *Retos*, 31, 245-251

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Preparing physically educated citizens in physical education. Expectations and practices Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas

Marc Cloes
University of Liege (Belgium)



14

Tackling physical inequalities and increasing pupils' motivation in PE: An overview of the Belgian implementation of the Oblomov method

Marc Cloes, Nicolas Franck, Maurine Remacle, Luca Sapta & Alexandre Mouton

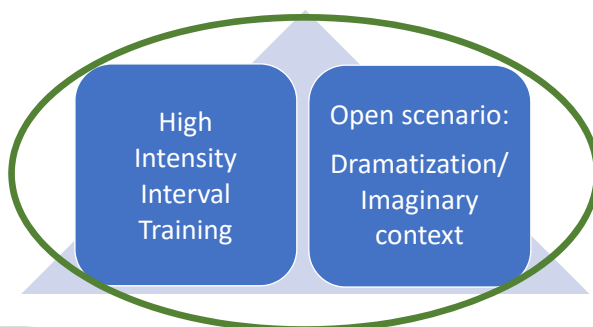
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ECSS 2022 – Sport Science in the Heart of Arts
Social inequalities in sports, physical activity and health
interdisciplinary and cross-cultural perspectives
Sevilla – Aug.30-Sep.02



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oblomov
obesity and low motility victims



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Oblomov: An original approach aiming to motivate youth to move, using two concepts

1. HIIT = at least as efficient as moderate intensity endurance training (MIT) and... *Eddolls et al. (2017)*



1. Time-efficient
2. Shorter distances and duration
3. Obese/sedentary kids can participate with others
4. Natural children's movements are mostly intermittent
5. Less boring and funnier

Vitale (2018); Bailey et al. (1995); Milanovic et al. (2015)

2. Dramatization: imaginary context of the exercises/lessons = motivation to be physically active... *Pasetti (2018)*

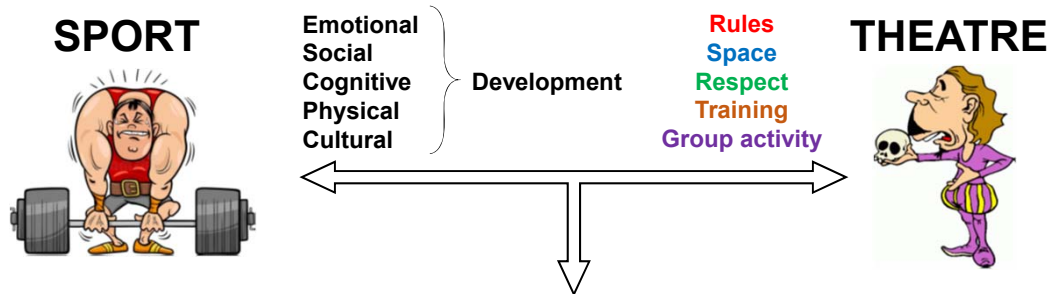


1. Complete transformation of an ordinary lesson by the imaginary context
2. Imagination = fun and engagement factor
3. Distracts from the strenuousness of the effort
4. Makes possible to repeat exercises without realising it

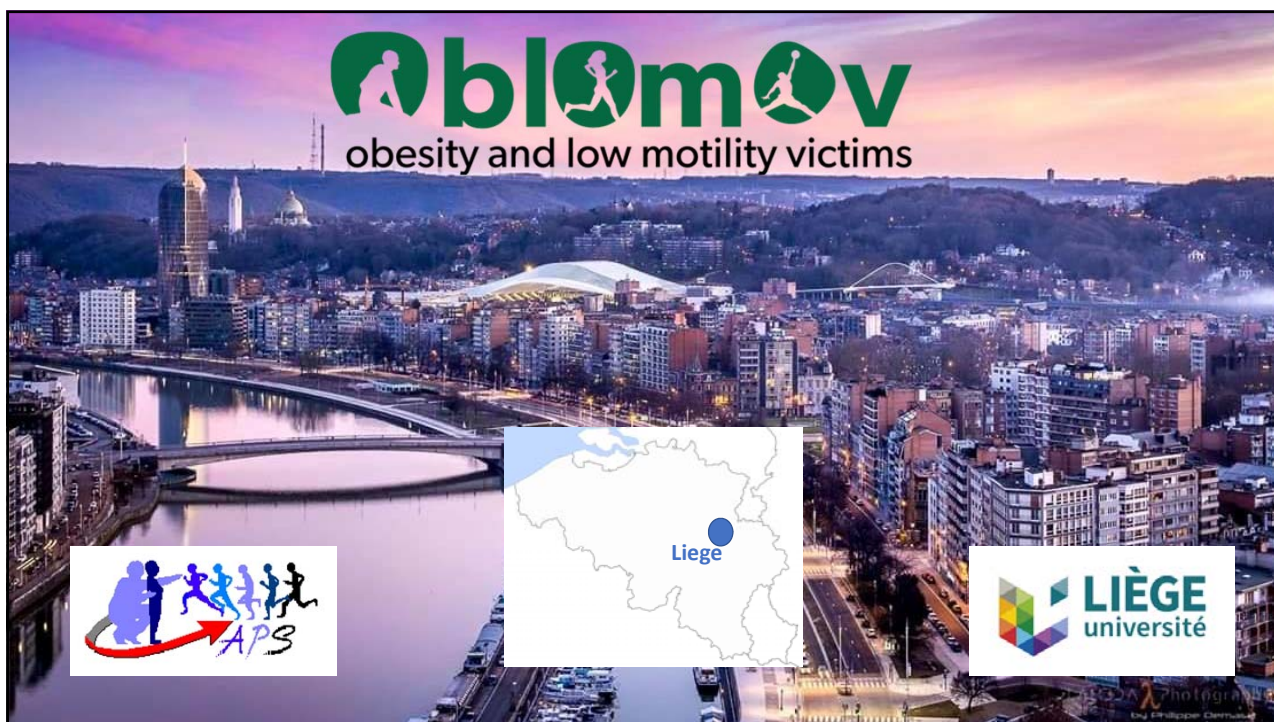
Rayna & Brougère (2010); De Sousa Morgado & Jidovtseff (2017); Terré (2015); Bellotti et al., 2021)

Theatre and sport: An interesting connection

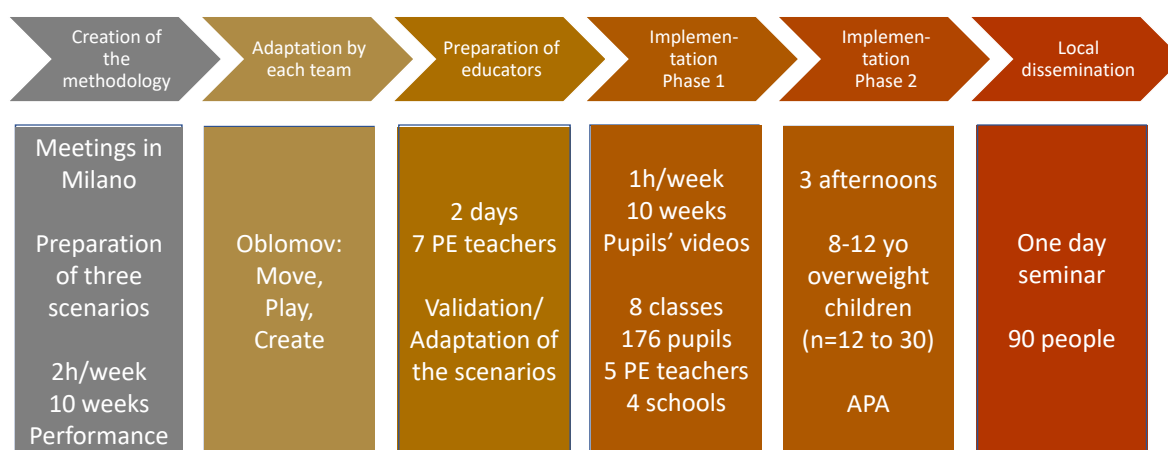
Vitale (2018)



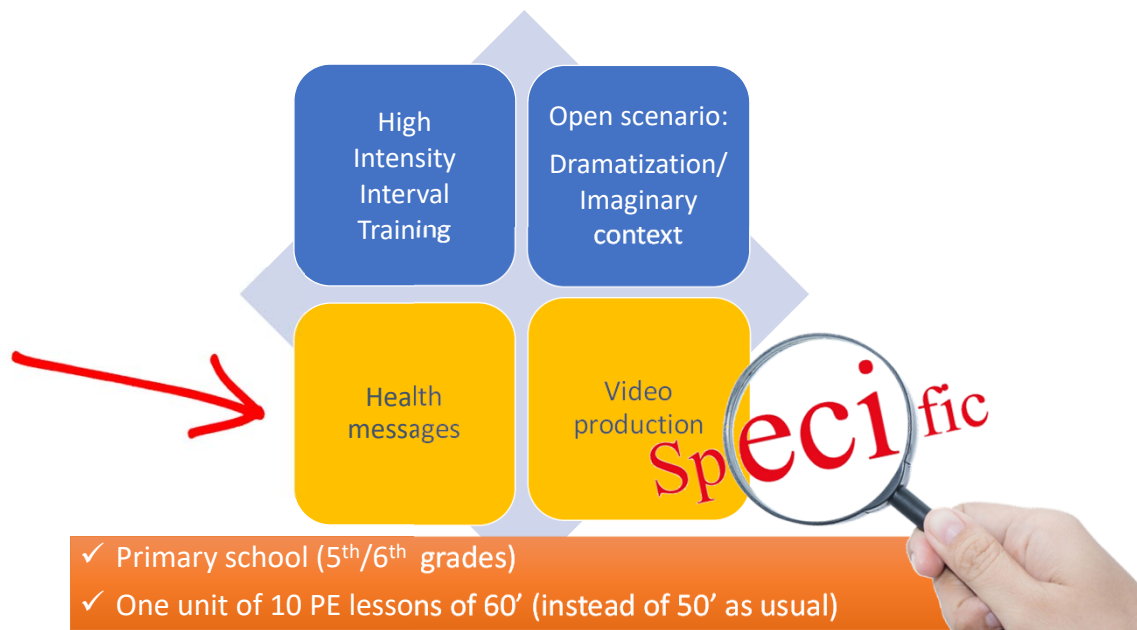
Theatre is used as **MOTIVATION** to do exercise without realizing it



Description of the Belgian Oblomov project

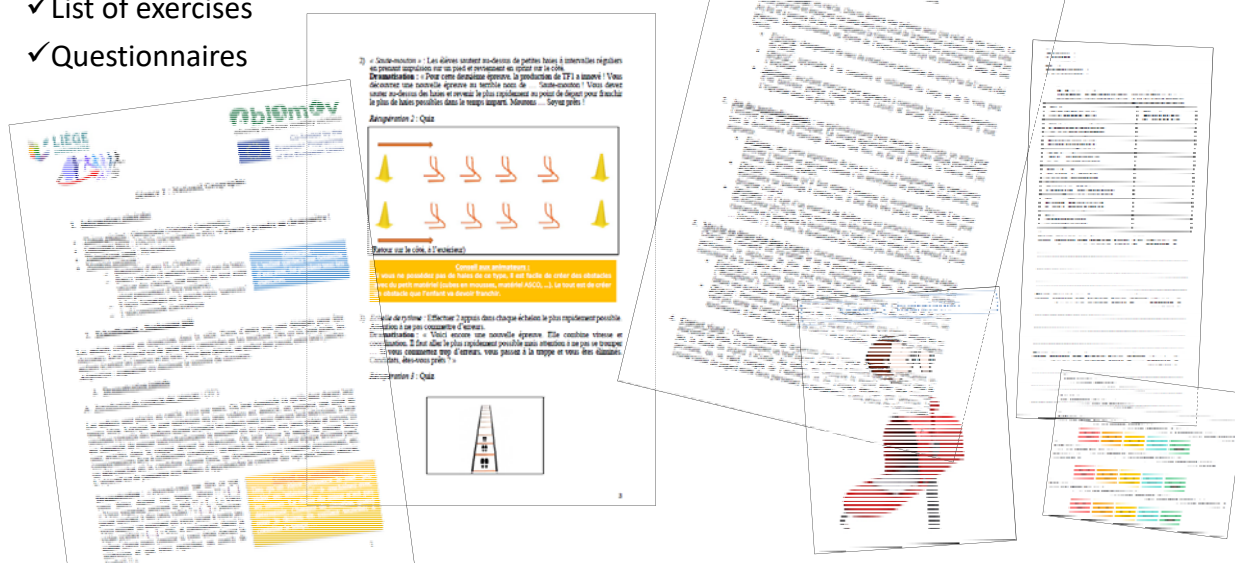


General principles applied in Liege – Phase 1 (school)







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



Health education activities


Séance 5: Ninja Warrior
Quiz sur l'ergonomie du dos

1. Chaque jour, quand je vais à l'école et quand je rentre de l'école, je mets dans mon cartable ...

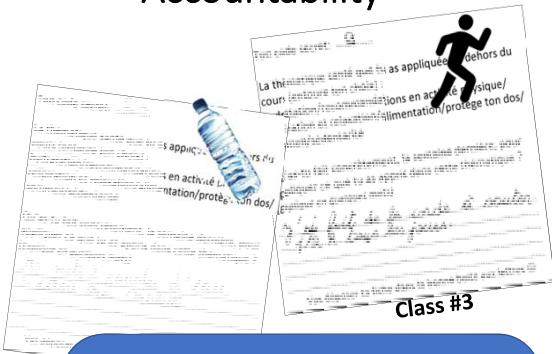
A. ... tous mes livres et cahiers, je ne laisse jamais rien à l'école ni à la maison. Je préfère avoir tout avec moi pour ne rien oublier.

B. ... je ne reprends que certains cahiers et livres et laisse les autres à l'école/à la maison. Cela dépend des jours.


C. ... je ne reprends que les cahiers dont j'ai besoin pour réaliser mes devoirs / suivre les cours. J'essaie toujours de faire attention à ne pas trop charger mon cartable.



Accountability



Class #3







5° Ninja Warrior – Ergonomie du dos


Ce que tu as fait :

Avec qui ?

Où ?

Je me sens capable de garder cette habitude pour longtemps (entoure une case) :

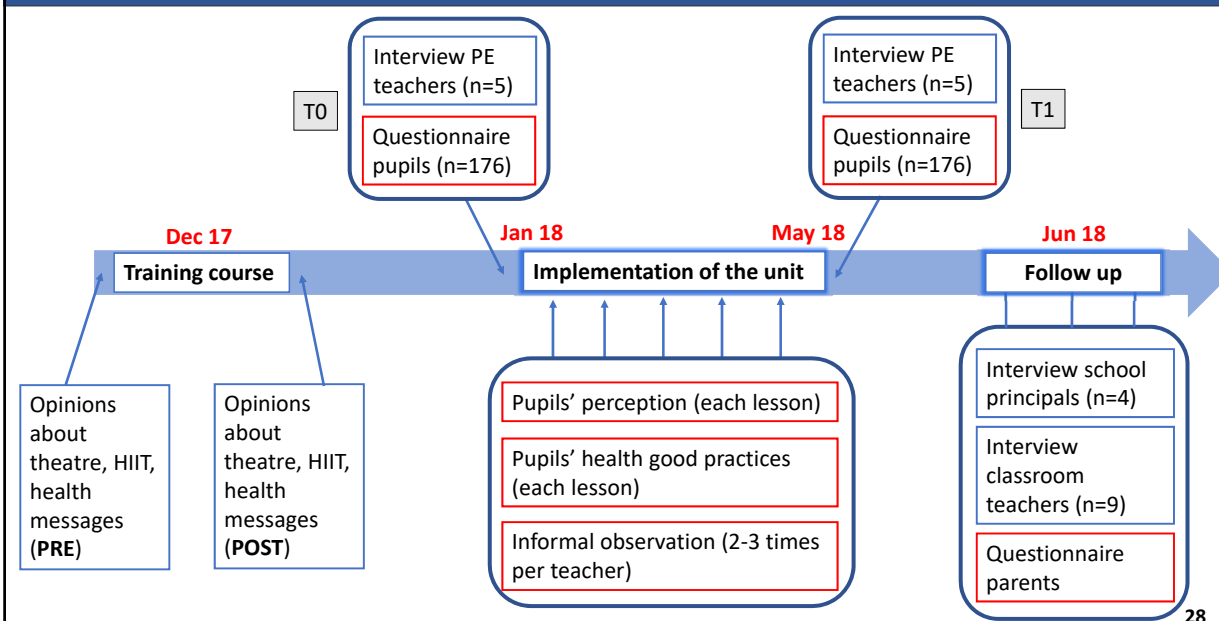


Post-it:
At the beginning of the lessons (2^d to 8th), the pupils are invited to write good practices of using health messages that they learned since the beginning of the Oblomov unit ...
What? Self-confidence to implement?

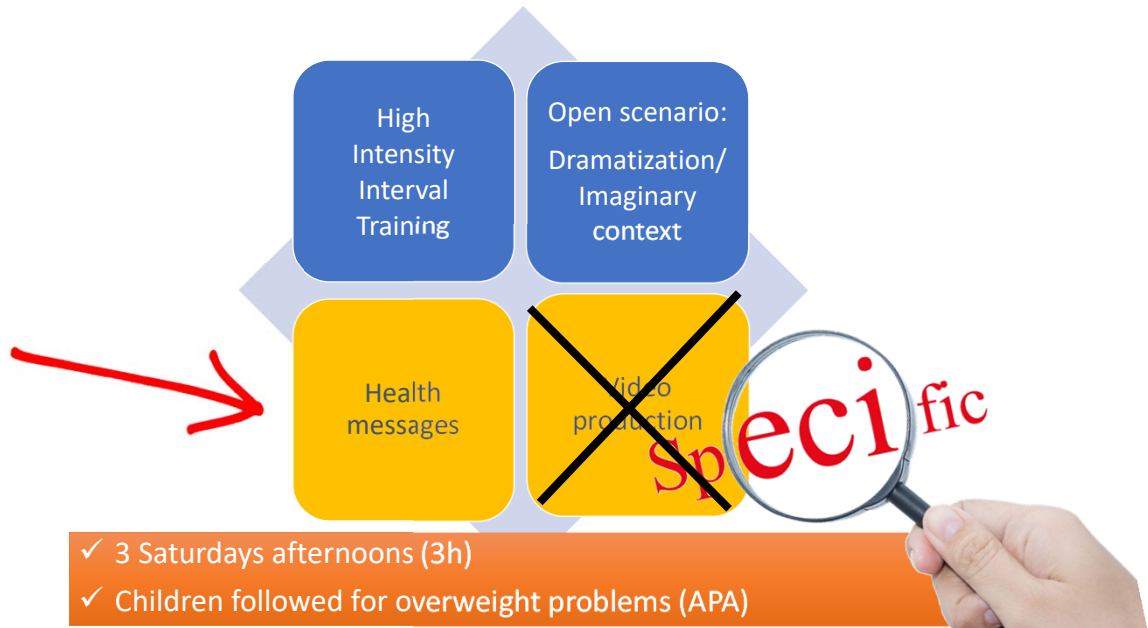
Project overview in Liege – Phase 1 (school)

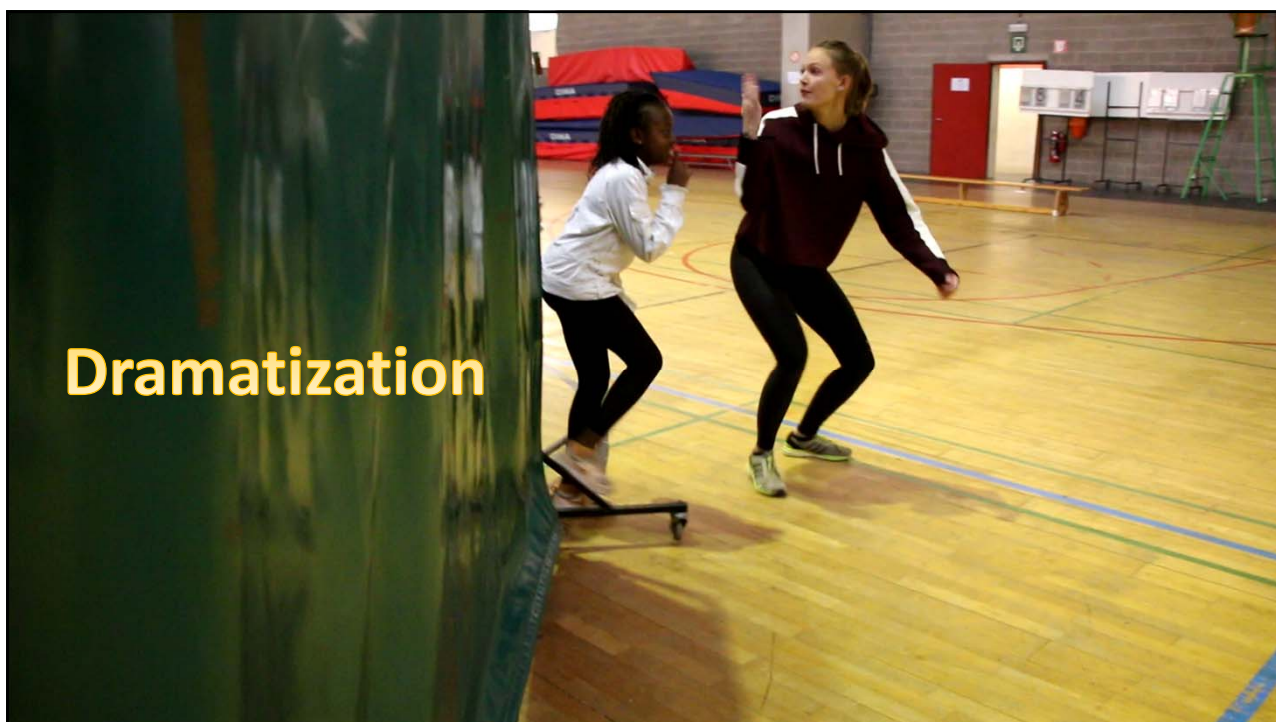
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Imaginary world :	National Geographic	Eurosport and the Olympic Games	24	Survivors	Ninja Warrior	Fort Boyard	The Simpsons	Preferred lesson	Video	Video
HIIT Protocol :	10 x 20s Rest = 90s (Ratio 1:4)	10 x 20s Rest = 90s (Ratio 1:4)	10 x 30s Rest = 90s (Ratio 1:3)	10x30s Rest = 90s (Ratio 1:3)	10x40s Rest = 90s (Ratio 1:2)	10x40s Rest = 90s (Ratio 1:2)	10 x 45s Rest = 90s (Ratio 1 :2)	10 x 45s Rest = 90s (Ratio 1 :2)	Video	Video
Health topic :	Hydration	Recommendations Physical activity	Breathing and effort management	Balance food	Posture, back ergonomics	Sleep	Sedentari-ness, inactivity	General knowledge about sport	Video	Video

Methodology – Design



General principles applied in Liege – Phase 2 (grassroots sports – APA)





Organisation – Phase 2 (grassroots sports – APA)

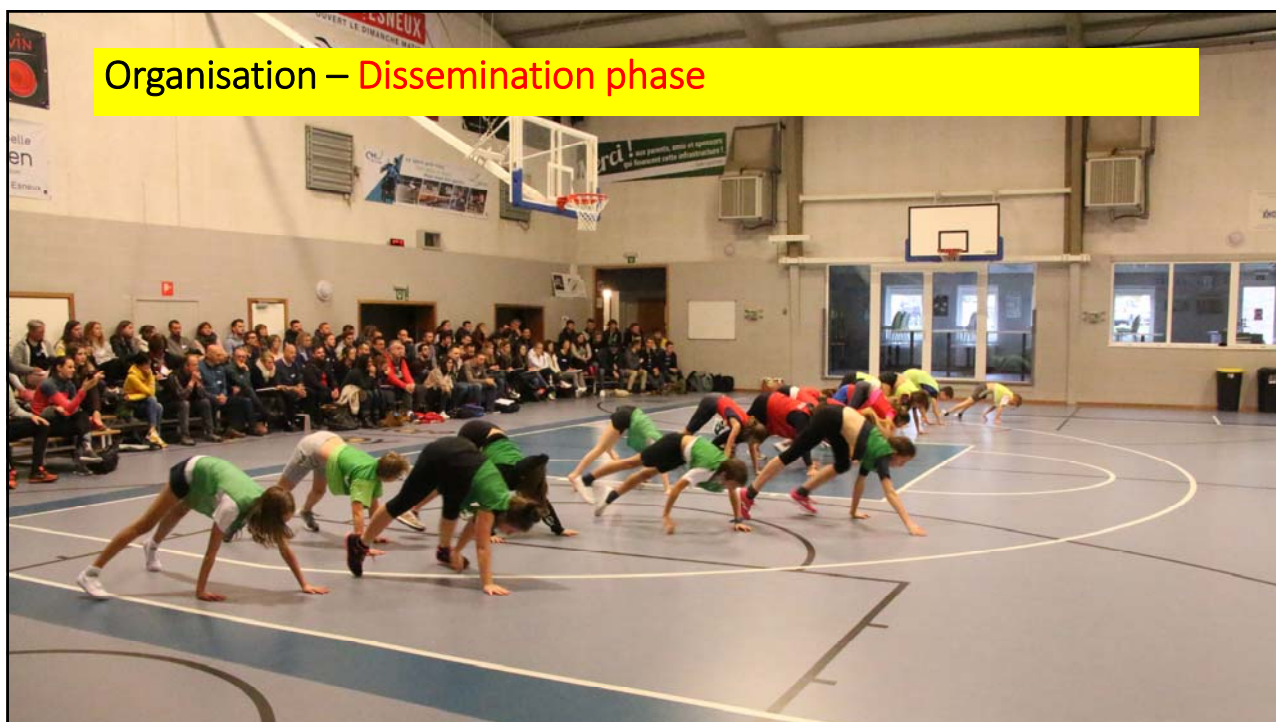
- 4 PE students (ULiege)
 - 2 girls + 2 boys
 - Experience of 2 to 3 years in ‘expression’
 - Field practice
- Preparation with the ‘Oblomov trainers’ + dance teacher SIGAPS
 - One session at the university
 - One session with children
- Partnership with 2 hospital departments following overweight youths (CHU-Liège + CHR-Citadelle)
 - Invitation of all patients during medical consultations
 - Parents’ support
 - Recall by sms 2 days before each activity

Project overview in Liege – Phase 2 (grassroots sports – APA)

Lessons plan	Lesson 1		Lesson 2		Lesson 3	
	1 st part n=10	2 nd part n=12	1 st part n=30	2 nd part n=21	1 st part n=21	2 nd part n=13
Open scenario	National Geographic	Ninja Warrior	24h chrono	Eurosport and the Olympic Games	Survivors	Fort Boyard
HIIT Protocol	10 x 20s Rest = 90s (Ratio 1:4)	10x40s Rest = 90s (Ratio 1:2)	10 x 30s Rest = 90s (Ratio 1:3)	10 x 20s Rest = 90s (Ratio 1:4)	10x30s Rest = 90s (Ratio 1:3)	10x40s Rest = 90s (Ratio 1:2)
Health topic	Hydration	Posture, back ergonomics	Breathing and effort management	Recommendations physical activity	Balance food	Sleep

Organisation – Dissemination phase

- >90 people
 - School principals
 - PE teachers
 - PE inspectors/counselors
 - PE students
- One day (November 13, 2019)
 - Seminar
 - Demonstration of a lesson
 - Interactive feedback and questionnaires





Main findings – Opinions of the teachers (school phase)

Remacle et al. (2019 a,b)

1. Tools

- Questionnaires before and after the seminar
- Interviews before and after the Oblomov unit
- Verbal diaries

2. Strengths

- Open scenario → student motivation and involvement
- Health messages → much appreciated; interest in providing health messages in PE class
- Video creation → valued by all participants- (allows to see pupils in another way)

3. Aspects to be improved

- The length of the cycle (10 lessons is too long)
- The character sometimes too imaginary / too far from the reality of open scenarios
- Difficulty to correct the execution of the task (HIIT) and to manage the timing

4. Other comments

- There is a need to improve teacher training focusing on dramatization

38

Main findings – Analysis focused on the children (school phase)

Franck et al. (2019 a,b)

1. Tools

- Questionnaires before and after the Oblomov unit
- Perceptions after the lessons
- Health good practices

2. Strengths

- Self-reported PA and health knowledge → improvements among pupils (especially for girls in PA)
- Pupils' pleasure and perceived motor engagement during the lessons
- Quality and number of health good practices proposed by the pupils
- Quality and originality of pupil's video productions

3. Aspects to be improved

- Parents engagement in the project and transfer to concrete lifestyle modifications
- Perceived levels of learning during the lessons
- Need for adaptation or enrichment of some scenarios

39

Main findings – Grassroots phase

Remacle et al. (2021)

1. Tools

- Questionnaires before and after the sessions (children)
- Interviews before and after the sessions (physical educators, organizers)
- Observation of the sessions (placheck, informal evaluation)

2. About the children

- Pleasure perception and perceived motor engagement during the lessons close to the maximum
- Learning perception lower than the two other items but still positive

3. About the staff

- Strengthening training → students were better prepared because they received better practical training
- Equipment → to increase the "open scenario" impact → use audios, costumes, posters ...
- PE students' opinions → positive feedback from children; effectiveness of the open scenario

40

Main findings – Dissemination phase

1. Tools

- Questionnaires before and after the symposium
- Pyramidal brainstorming after the Oblomov lesson demonstration
- Reflective synthesis + follow up

2. About the HIIT

- Short and intense exercise → avoid weariness
- Difficulty to correct the execution of the exercise and manage the timing

3. About the dramatization

- Open scenarios are interesting and increase student motivation
- Increase resources → costumes, specific material to open scenario

4. About the health messages

- Practical information that can be used in everyday life
- Lack of a collective synthesis at the end of the lesson

5. Other comments

- Videos illustrating how the Oblomov approach are already available

41



SWOT analysis



- Name of the project
- School principals' interest and satisfaction
- Support for the schools and hospital stakeholders
- Children's behaviour and interest
- PE teachers' interest
- Overall interest about health topics
- Gamelike approach appreciated by the pupils
- Selection of the scenarios focusing on TV series
- Enthusiasm of the pupils for videos (school phase)
- Quality of the videos produced by the pupils (school phase)
- Availability of the booklets
- Adapted use of the approach by the practitioners
- Integration into PE teacher education

SWOT analysis



- Lack of diversity of the conditioning exercises
- Lack of motor engaged time (???)
- Short duration of the project for concrete effects on lifestyle
- Decrease of some PE teachers' motivation for open scenario (school)
- Lack of imagination of some PE teachers/students
- Scenarios considered as for young children by 6th graders
- Length of the unit focusing on a single aspect
- Difficulty to manage the timing of the lesson and children's skills

SWOT analysis

O

OPPORTUNITIES

- Long term follow up on lifestyle
- Collecting and sharing of good practices
- Enrichment of the scenarios
- Development of a video data bank
- Additional preparation for PE teachers to use open scenarios
- Proposing tools for creation of new scenarios
- Use of the approach with other public (adaptation)
- Proposing shorter units or using Oblomov during short bouts of lessons
- Promote use of health messages and video production by children

SWOT analysis

T

THREATS

- Lack of support for sustainability
- Time requested for the video preparation
- Lack of interest of the parents about the health messages
- Boredom when overuse

What are Project Deliverables ?

Deliverable = Something Produced or Provided as a result of a process.

Input

- Information
- Documents
- Plan
- Equipment
- Money
- Software

Process

Output

- Consultation
- Project Plan
- Tool
- App
- Software
- Test Results
- Contract

Project

- Project Life Cycle
- Product Life Cycle

Project Management Deliverables

- Project Plan
- ...

Product Deliverables

- Hardware
- Software
- App
- Contract
- Assessment Results

Due Dates (Milestones).
 ... outcome.
 ... online software tool.

Simplify!

Videos produced by the pupils

Oblomov : bouger, jouer, créer !

"LE TOUR DU MONDE"
réalisé par les élèves de 6èmes de Montfort

Oblomov : bouger, jouer, créer !

"LES BANDITS A NEW YORK"
réalisé par les élèves de 6èmes de Verlaine

Oblomov : bouger, jouer, créer !

"LES JEUX VIDEO"
réalisé par les élèves de 6èmes de Saint-Michel Esneux

9 booklets for physical educators



<https://www.oblomovproject.eu/fr/ecole/>

49

Some videos from practitioners



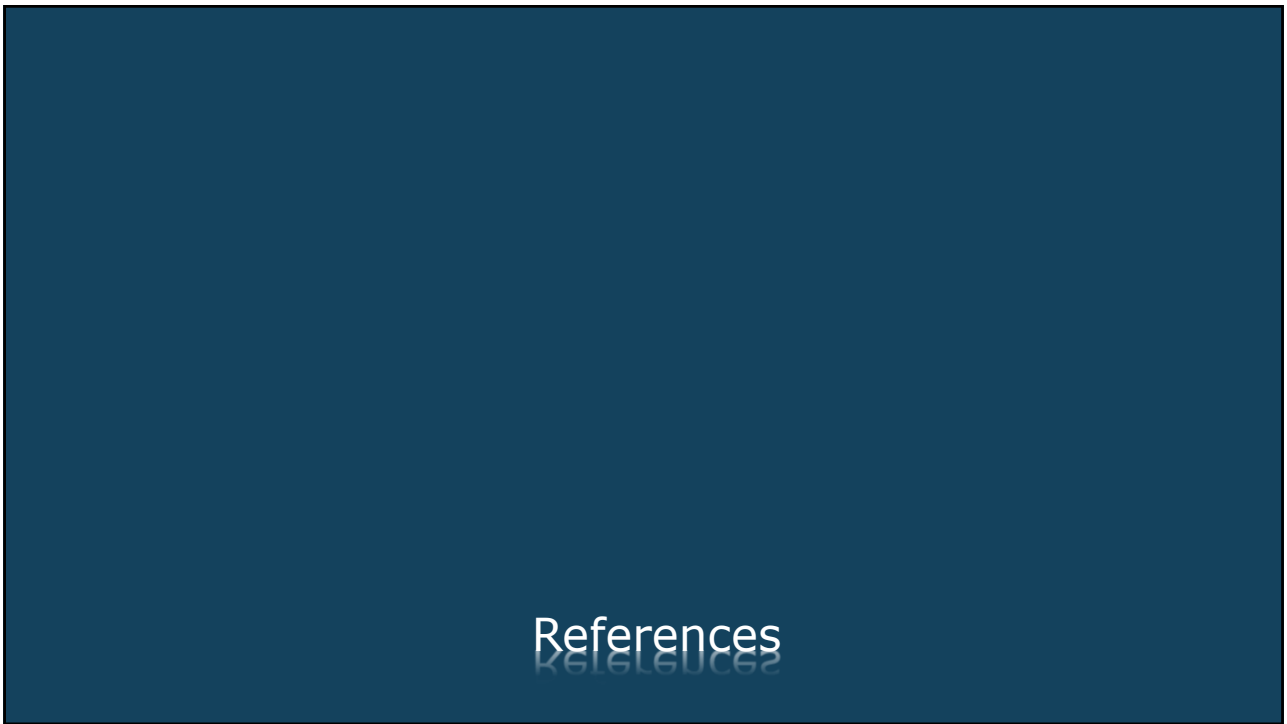
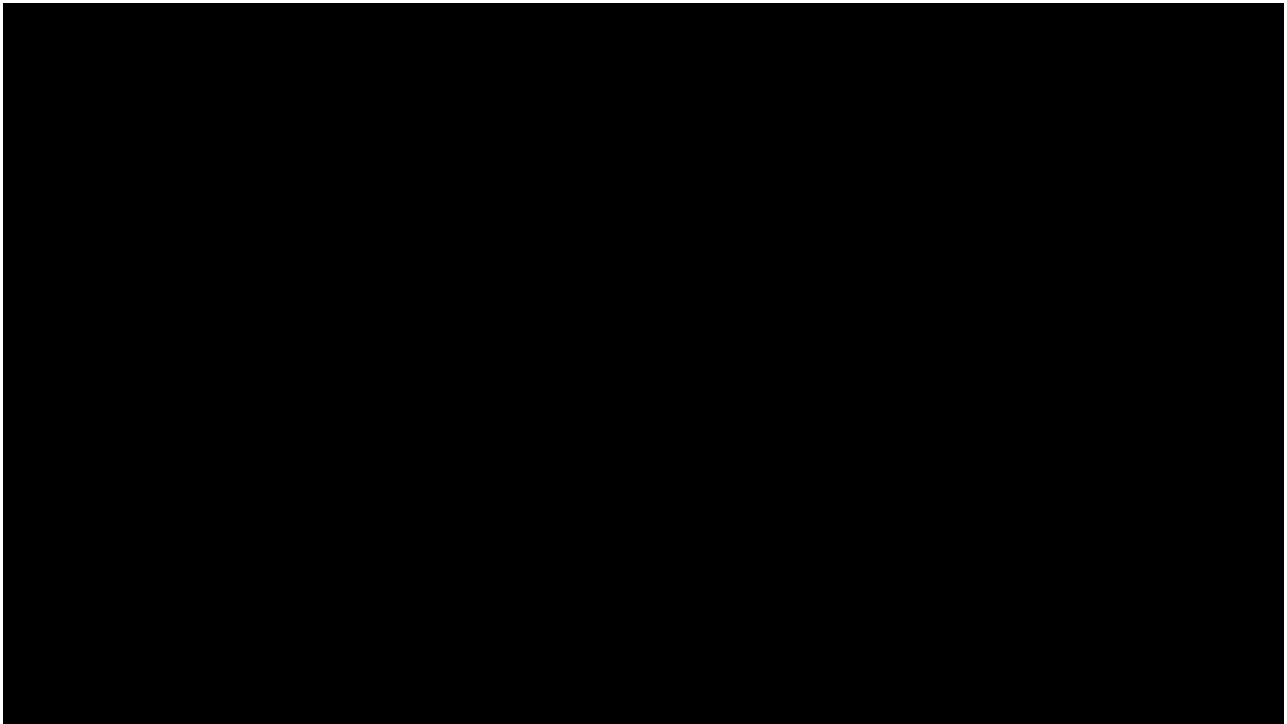
50



**Take
home message*

Four key messages for researchers

- Importance of the identification of good practices that emphasize the meaning of the teaching
- Need of validation of the original teaching designs by communities of practitioners
- Need of resources enabling to share interesting projects
- Translation in multiple languages to increase the available references



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57

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59

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60