

How classroom teachers do take the 'Physical Activity Pauses at School' (PAPS)? A project implemented in Wallonia

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Introduction

Active Healthy Kids Global Alliance:
38 countries, assignation of letter grades to different indicators
<https://www.activehealthykids.org>



HOME THE GLOBAL MATRIX NEWS MEDIA ABOUT US CONTACT MEMBER AREA



GET THE GRADES EXPLORE THE INTERACTIVE MAP DOWNLOAD THE RESOURCES VIEW PHOTOS FROM THE LAUNCH GET INVOLVED

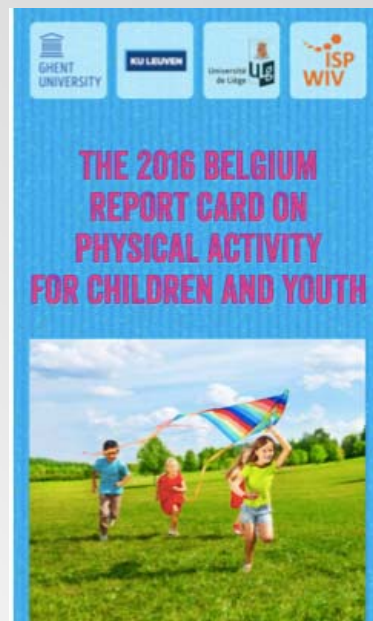
THE GLOBAL MATRIX 2.0 ON PHYSICAL ACTIVITY FOR CHILDREN AND YOUTH

Active Healthy Kids Belgium 2016 Report Card on Physical Activity for Children and Youth

J. SEGHERS, A.I. WIJZES,

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RESULTS

- 9 core indicators.
- 2 additional indicators (i.e. dietary behaviors and weight status).
- Poor grades for overall physical activity, sedentary behaviors, and weight status.
- Moderately positive scores for specific physical activity behaviors.
- Moderately positive scores for influences on physical activity (behaviors).
- 3 incomplete grades due to a lack of representative data for Belgium (i.e. dietary behaviors, family and peers, and community and the built environment).

Indicator	Grade
Overall Physical Activity	F+
Organized Sport Participation	C-
Active Play	C+
Active Transportation	C-
Sedentary Behaviors	D-
Family and Peers	INC
School	B-
Community and the Built Environment	INC
Government Strategies and Investments	C+
Dietary Behaviors	INC
Weight Status	D

The grade for each indicator is based on the percentage of children and youth meeting a defined benchmark: A is 81% to 100%; B is 61% to 80%; C is 41% to 60%; D is 21% to 40%; F is 0% to 20%; INC is incomplete data (Active Healthy Kids Canada)

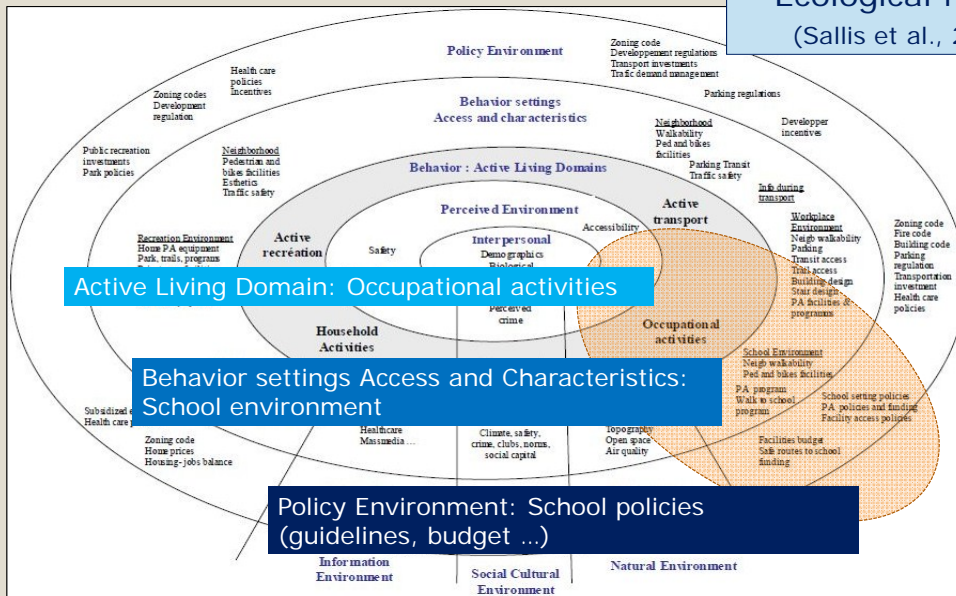
<http://journals.humankinetics.com/doi/pdf/10.1123/jpah.2016-0306>



Interventions are needed

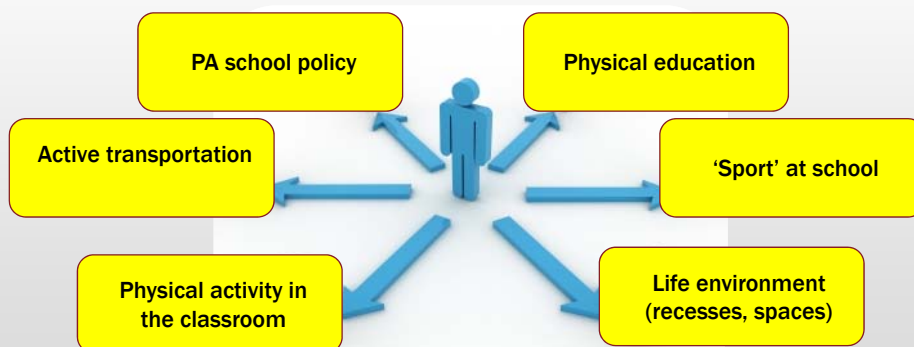
The school is a pillar of the society

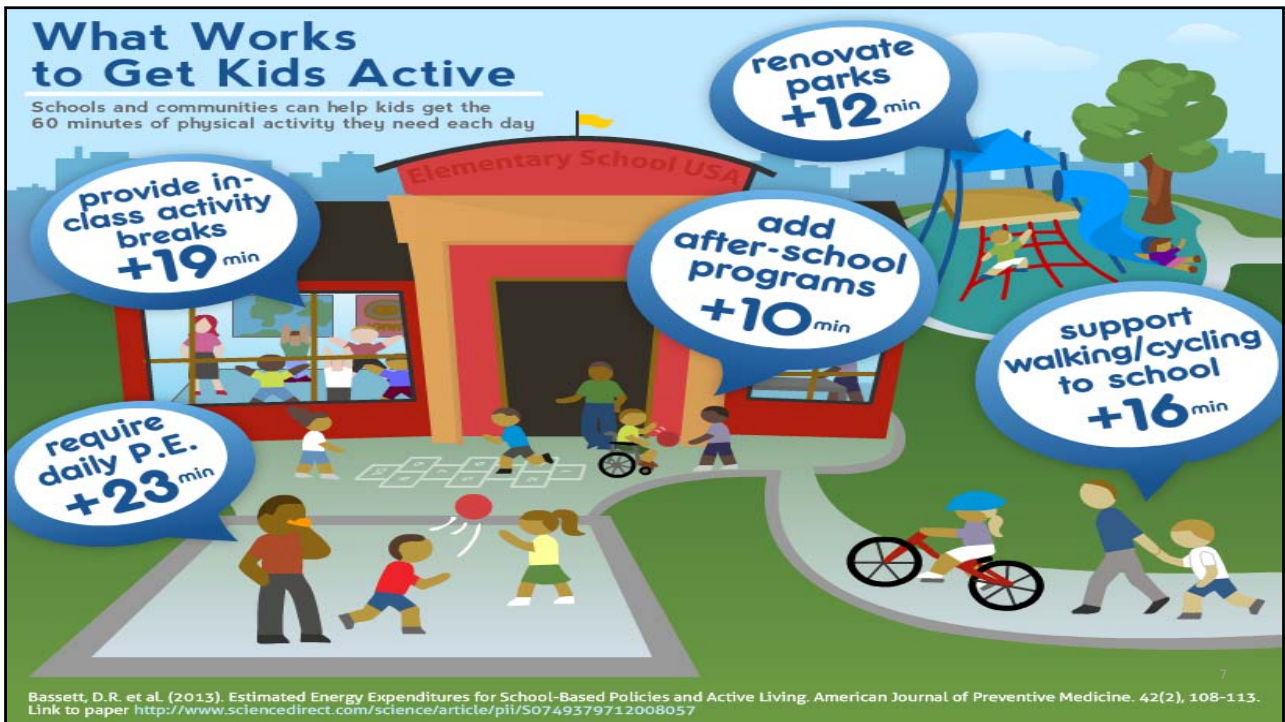
Ecological model
(Sallis et al., 2006)



6 dimensions of PA at school

Snyers et al. (2014)





U.S.A

China

Canada

Turkey

...

Brain break, Movement Break,
Activity break, Energizers...

Bizzy-Break!

ABC FOR FITNESS

Energizers

Brain Breaks.

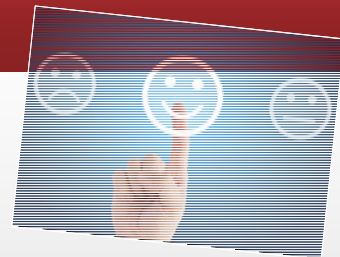
SPARKOGG

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Physical activity breaks

Main effects

- ❑ **Daily PA rate: positive effect**
Whitt-Glover et al. (2011), Wadsworth et al. (2012), Carlson et al. (2015)
- ❑ **Fitness level: mixed effect**
Tumynaité et al. (2014) – No effect
Katz et al. (2010) – Positive effect
- ❑ **'On-task'/'Off-task' behaviors: positive effect**
Mahar et al. (2006), Whitt-Glover et al. (2011), Ma et al. (2014), Webster et al. (2015)
- ❑ **Selective attention: positive effect**
Ma et al. (2015)
- ❑ **Academic success: mixed effect**
Katz et al. (2010), Howie et al. (2015) – No effect
Maeda & Randall (2003) – Positive effect
- ❑ **Group interactions: positive effect**
Paquette (2016)



Current experiences

International to national

- ❑ Dissemination of the concept worldwide
- ❑ Positive reaction of a growing number of classroom teachers
- ❑ Resistance of others
 - Time
 - Resources
 - Knowledge

« ...if the participants don't like the treatment they may avoid it, or run away, or complain loudly. And thus, society will be less likely to use our technology no matter how potentially effective and efficient it might be »

Howie, Newman-Norlund & Pate (2014, p. 681)

Current experiences

International to national



Cloes & Mornard (2014)



Cloes & Cloes (2016)

Our aims

KIDS NEED TO BE ACTIVE

Aims of the study

- 1) What is the real implementation of the PAPS throughout the school year?
- 2) What factors distinguish continuing teachers from those who stop?
- 3) What are the barriers and levers to the daily implementation of the PAPS?

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Methods

WHAT WE DID

Physical activity breaks

→ PAPS

- ▶ PAPS = **P**hysical **A**ctivity **P**auses at **S**chool
- ▶ Characteristics
 - Implementation according to the pupils' behavior
 - Routine



Cloes & Cloes (2014)



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Physical activity breaks

SOME EXAMPLES



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Methods

- ☛ 2015-2016 school year
- ☛ 'School moves for its health' (City of Liege)
- ☛ 24 classes/teachers (1st/2d grades - 7 primary schools)
- ☛ Data collecting : focus group, diary and questionnaires
- ☛ Mixed approach : quantitative/qualitative research

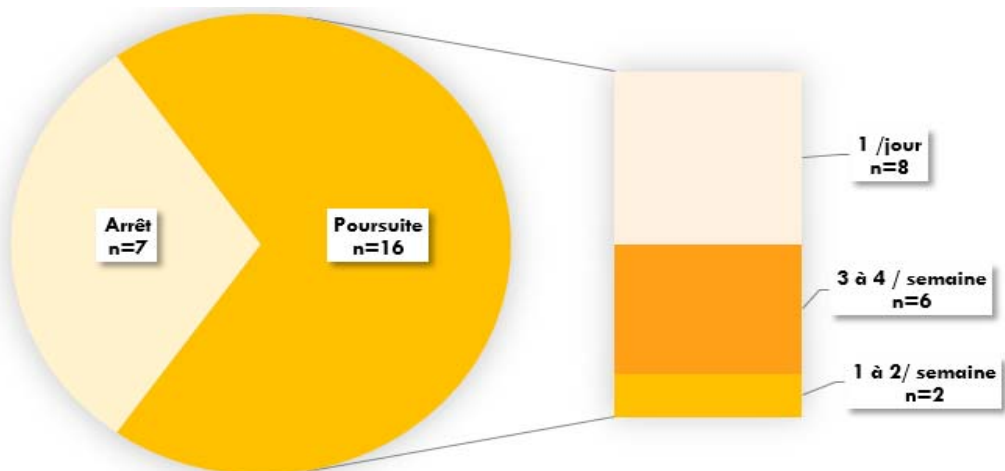
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Results

WHAT DO THE DATA SAY

Résultats

1) How do classroom teachers implement PAPS along the school year ?



Descriptive statistics

1
0

Results

1) How do classroom teachers implement PAPS along the school year ?

➔ Identification of 4 profiles

Disengaged (n=7)	<ul style="list-style-type: none"> • Stop • Non respect of the 'routine' • No video PAPS tested
Prudent (n=2)	<ul style="list-style-type: none"> • Continue irregularly
Involved (n=7)	<ul style="list-style-type: none"> • Regular implementation
Innovators (n=7)	<ul style="list-style-type: none"> • Invention of new teaching material • Bigger number of PAPS • Appropriate implementation • Use of video PAPS

Qualitative analysis

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Results

2) What variables do differ between teachers who continue and those who stop?

Variables that differ according to the profiles	Factors that do not differ according to the profiles
<ul style="list-style-type: none"> • <i>Initial interest</i> • <i>Initial understanding</i> • <i>Use of video PAPS</i> • <i>Teaching experience</i> • <i>School</i> • <i>Interest towards PAPS in colleagues</i> • <i>Doing PAPS with the pupils</i> • <i>Self-confidence about the implementation of the PAPS</i> 	<ul style="list-style-type: none"> • <i>Support of the principal</i> • <i>Number of pupils</i> • <i>Perception of the trouble making level of the class</i> • <i>Kind of class</i> • <i>Perception of ones' computer skills</i>

Inferential statistics:

- Correlations (number of PAPS* factors)
- ANOVA (difference between groups*factors)

Résultats

3) What are the barriers and levers to the daily implementation of the PAPS?

	Levers	Barriers/limits
Recurring items	<ul style="list-style-type: none"> Pleasure/pupils' interest Positive effect on classroom management Answer to a need of the pupils Support to pupils' attention Positive effect for group atmosphere Personal interest of the teacher 	<ul style="list-style-type: none"> Lack of time Concurrence with other activity Discipline problems Lack of computer equipment
Punctual items	<ul style="list-style-type: none"> Quick/easy to implement activity Wellness/health Simple equipment Overall view of the pupils Creativity 	<ul style="list-style-type: none"> Space Some pupils do not participate Noise

Mixed method:
- Qualitative analysis
- Quantitative analysis

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Résultats

3) What are the barriers and levers to the daily implementation of the PAPS?

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La perception diffère selon les profils

Mixed method:
- Qualitative analysis
- Quantitative analysis

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Discussion

WHAT DOES IT MEANS

Discussion

- ☁ Teachers stopped quickly or continued = no weariness
(≠ Cloes & Mornard, 2014)
- ☁ More Innovators than in other studies
(Marsollier, 2002)

Discussion

12 factors determining teachers' involvement in PAPS

Factors	Barriers	Facilitating
1 Initial motivation	Pressure of the principal	Interest, request of information
2 Appropriate implementation	Lack of cool down	Respect of the routine
3 Observed effect on behavior	Increase of off-task behaviors	Positive effect on pupils attention
4 Computer equipment	Lack of projection equipment	Availability of the equipment
5 Computer skill	Reluctance towards ICT	Mastery of the ICT equipment
6 School/class projects	Concurrent projects	Links with the school project
7 Colleagues' attitude	Indifferent colleagues	Supporting colleagues
8 Frequency of implementation	Obligation of daily implementation	Implementation on need
9 Pupils' interest	Lack of interest of some pupils	Pupils' request
10 Classroom space	Restricted space	Spacious classroom
11 Administrative aspects	Diary fulfilment	No document to fulfil
12 Individual support	Teachers left to their own	Support of the teachers

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Discussion

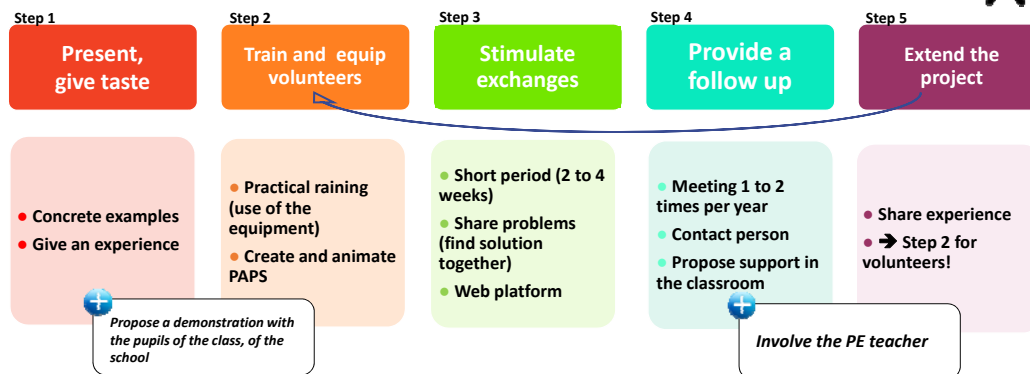
A model in order to implement a PAPS' project

Physical Activity Pauses at School (PAPS) :

* Active pause lasting around 5 minutes, comprising 3 steps (preparation activity – cool down)

* Free support : video or game

* Proposed as often as possible - when the teacher detects the need



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Conclusion

WHAT YOU NEED TO REMEMBER

Conclusion

- 1) Facing our innovation, the teachers adopted 4 attitudes
- 2) The traditional version was preferred to the modern one
- 3) The main barriers are lack of time, lack of ICT skills and pupils discipline
- 4) The perceived positive effects are pupils' pleasure, positive effect on attention and on class atmosphere

A third of the subjects continue to propose the PAPS after one year and half !

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Implications

1) Need to share such experiment in order to disseminate

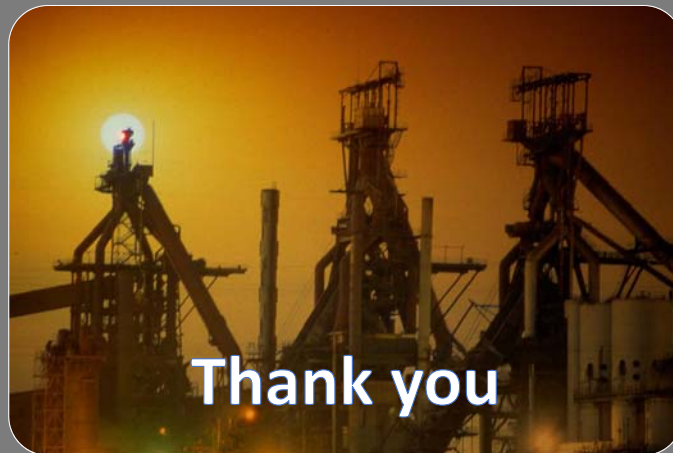
2) Find and encourage partnerships

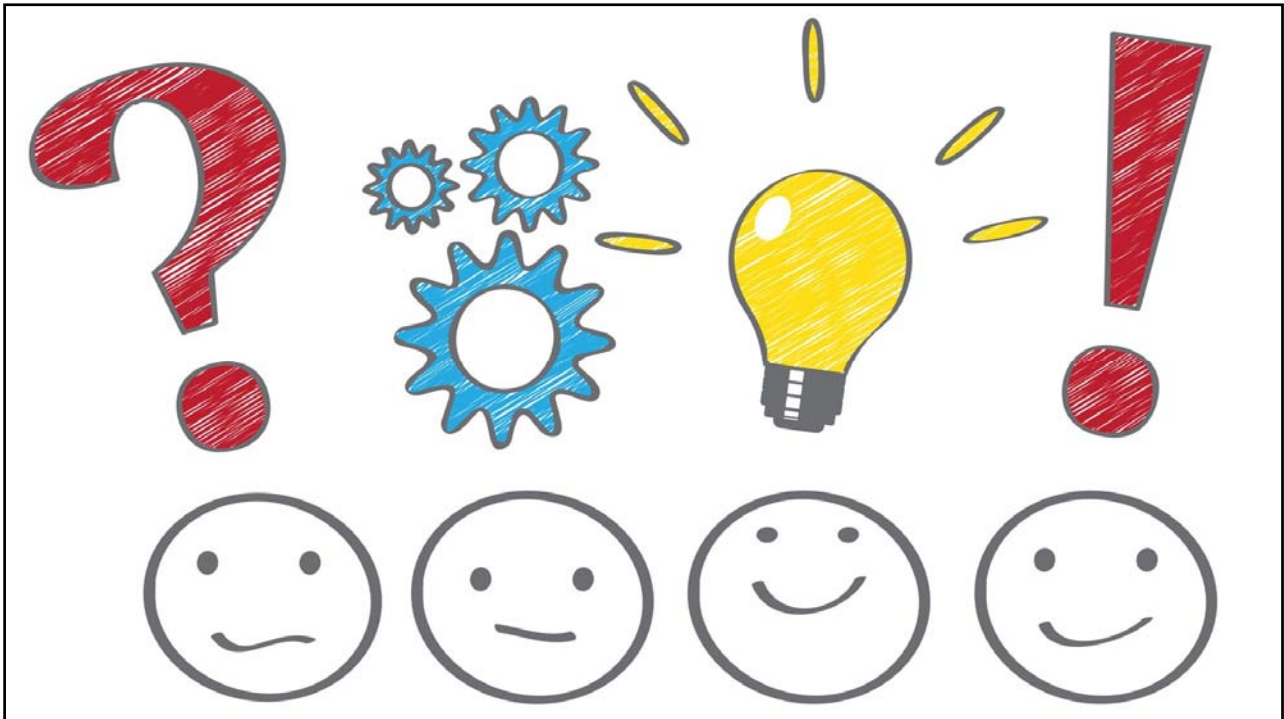
Go for a great adventure !



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<http://hdl.handle.net/2268/214117>





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READ MORE FOR KNOWLEDGE

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Pictures & illustrations

- ❑ Slide 9 - <http://www.ecole-du-positif.com/formations-a-la-carte/psychologie-positive>
- ❑ Slide 32 - <http://picssr.com/photos/traing33k/favorites/page7>

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