



active class study

Introducing physically active lessons in Spanish secondary schools: The co-creation process within the ACTIVECLASS Study

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Active Class Team



Coordinators



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PhD Students



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PROJECT DESIGN



TIMELINE

2021												2022												2023						
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
PHASE 1												PHASE 2				PHASE 3														
Co-creation of the Intervention												Pilot Study				RCT														
																RCT Planning			Pre	Inter	Post		Foll							
												Academic Year 2021-2022							Academic Year 2022-2023											





PROJECT DESIGN

PARTICIPANTS

TEACHERS

- Secondary **maths** teachers.
- Interested in Physically Active Learning
- Willing to get out of the "Comfort Zone".



STUDENTS

- 12-14 years old students





PROJECT DESIGN

VARIABLES

Physical Activity
and sedentary time



Academic
Indicators



Cognition



Perception
of learning



Fitness



Psychological
Indicators



Motivational
indicators



Qualitative
Analysis





PROJECT DESIGN



THE SPANISH CONTEXT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-9:15	ENGLISH	ENGLISH	SPANISH LANGUAGE	MUSIC	SPANISH LANGUAGE
9:15-10:10	GEOGRAPHY AND HISTORY	BIOLOGY AND GEOLOGY	TUTORING	ENGLISH	BIOLOGY AND GEOLOGY
10:10-11:05	BIOLOGY AND GEOLOGY	SPANISH LANGUAGE	GEOGRAPHY AND HISTORY	SPANISH LANGUAGE	ENGLISH
11:05-11:35	RECESS				
11:35-12:30	SPANISH LANGUAGE	ART EDUCATION	FRENCH	PHYSICAL EDUCATION	GEOGRAPHY AND HISTORY
12:30-13:25	ART EDUCATION	MATH	PHYSICAL EDUCATION	RELIGION	FRENCH
13:25-14:00	MATH	MUSIC	MATH	MATH	MATH





PROJECT DESIGN



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12:30-13:25	ART EDUCATION	MATH	PHYSICAL EDUCATION	RELIGION	FRENCH
13:25-14:00	MATH	MUSIC	MATH	MATH	MATH

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<https://doi.org/10.1080/02640414.2020.1734310>



PHYSICAL ACTIVITY, HEALTH AND EXERCISE



Changes in the school and non-school sedentary time in youth: The UP&DOWN longitudinal study

Alberto Grao-Cruces ^{id}^{a,b}, David Sánchez-Oliva ^{id}^{a,b,c}, Carmen Padilla-Moledo ^{id}^{a,b}, Rocío Izquierdo-Gómez ^{id}^{a,b},
 Verónica Cabanas-Sánchez ^{id}^{d,e} and Jose Castro-Piñero ^{id}^{a,b}

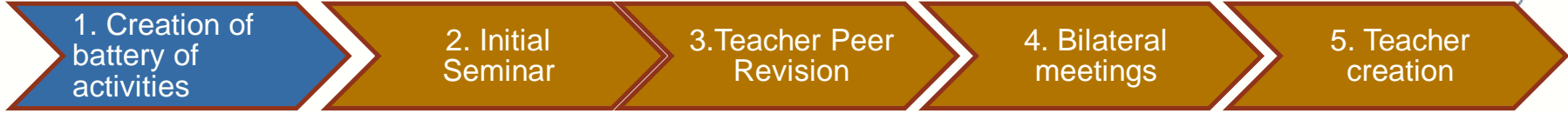


During the school day, 76% (Boys) and 81% (Girls) of time was sedentary





The co-creation process

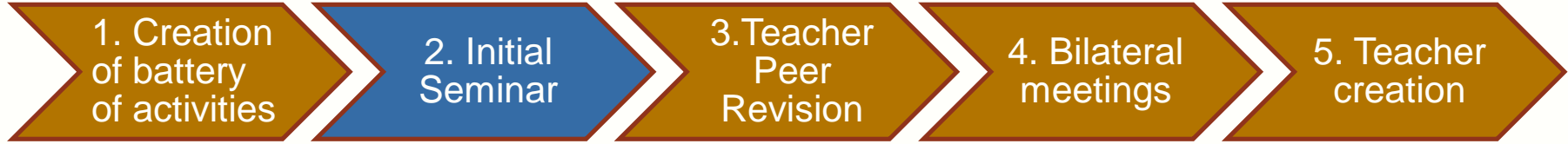


- 96 activities.
- For 1^o and 2^o year of secondary level.
- Grouped across curricula contents.

Code of the learning activity	M2S
Title of the learning activity	Group and do the exercise!
Type of activity (with movement or throughout movement)	Throughout movement
School subject/s (i.e. maths, languages, social sciences and/or natural sciences)	Maths
Educational stage (i.e. primary or secondary)	Secondary education
Learning content	Decimal numbers and fractions. Operations with fractions.
Place (i.e. indoor in the classroom, indoor out classroom, outdoor)	Indifferent
Material/s (when applicable)	1 piece of paper per student with a different fraction for each one.
Description	<p>The teacher will give each student a card with a written fraction that will be held on the chest with the hands. The students will move freely around the space and at the teacher's signal they will be grouped according to the teacher's instructions (eg, groups of 3 people). Once they have been grouped, each group must make the least common multiple of the denominator of their fractions and prepare them to be able to make the total sum of the fractions of each group.</p> <p>The number of group members will be changed continuously, as well as the addition and subtraction of fractions.</p>
Graphical representation (optional)	



The co-creation process

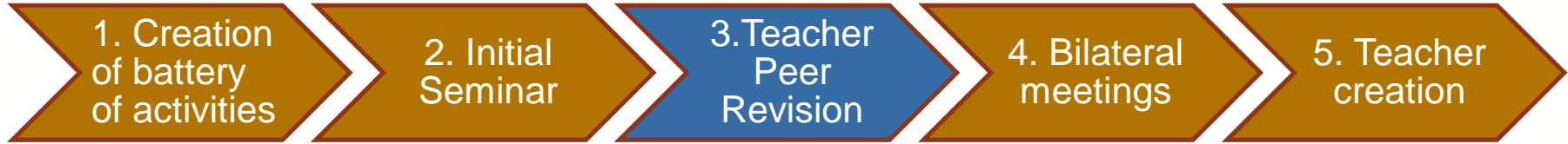


- 16 teachers involved in the Project and attend to the seminar.
- 3 options days.
- 1h 30' duration.
- Goal: Explain the Project and ask for their involvement in the co-creation process.





The co-creation process

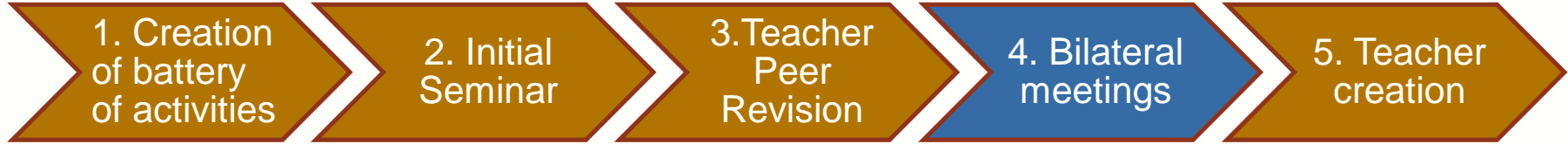


- Teacher Peer Revision.
- Each activity was revised by 2 teachers.
- Each teacher revised 12-13 activities.





The co-creation process

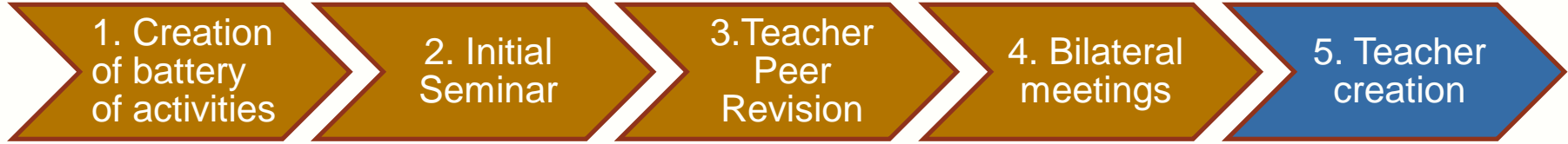


- Bilateral meeting with teachers who revised the same activities.
- Goal: Share the comments of both teachers and made a qualitative revisión.





The co-creation process



- Teacher were encouraged to elaborated new activities by following the same structure as activities created by us.





Lessons Learned

PLACE: INDOOR VS OUTDOOR

- ✓ The majority of teachers preferred outdoor. 2 main reasons:
 - Number of students per class.
 - Problems to move the equipment.
 - Noise to other classrooms.
- ✗ Teachers found a barrier outdoor: Sharing Sport Equipment with PE teachers.





Lessons Learned



PAL DOSE: WHOLE PAL CLASS VS ACTIVITY BREAK

- The majority of teachers preferred an whole class. 2 main reasons:
 - Not necessary to move equipment.
 - They find PAL as a strategy to reinforce contents (not new contents).





Lessons Learned



OTHER BARRIERS

- Time for preparation of PAL classes.
- Degree of learning got in PAL classes.
- Lack of skills for outdoor class control.





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THANK YOU FOR YOUR ATTENTION

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