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Treball de Fi de Grau  
Grau en Educació Primària (Anglès)

**FOSTERING GROUP COHESION THROUGH  
ACTIVE BREAKS: A STUDY ON THEIR IMPACT  
IN ACADEMIC SETTINGS**

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## **ABSTRACT AND CLUE WORDS**

### **Abstract**

The main objective of this End-of-Degree Project is to develop a tutorial action plan that incorporates active breaks in Primary Education, using strategies that foster cooperation and emphasize the values inherent in this pedagogical method. The research is based on the hypotheses that integrating short periods of physical activity will enhance students' concentration, attention, and the group cohesion. Therefore, the implementation of these moments of action aims to develop a series of healthy lifestyle habits, making students aware of the benefits of physical activity and the importance of cooperation in their social relations at different times of the school day. Although real data from the educators at the target school could not be obtained, the theoretical framework compiled in the project suggest a series of positive outcomes.

**Clue words:** Active Breaks (AB), Group cohesion, Physical Activity, Cooperative Learning, Innovative Education.

### **Resumen**

El objetivo principal de este Proyecto de Fin de Grado es desarrollar un plan de acción tutorial que incorpore pausas activas en el período de la Educación Primaria, utilizando estrategias que fomenten la cooperación y enfatizen los valores inherentes a este método pedagógico. La investigación se basa en la hipótesis que la integración de periodos cortos de actividad física mejorará la concentración, la atención y la cohesión de grupo de los y las estudiantes. Por lo tanto, la puesta en marcha de estos momentos de acción pretende desarrollar una serie de hábitos de vida saludables, concienciando el alumnado de los beneficios de la actividad física y la importancia de la cooperación en sus relaciones sociales en diferentes momentos de la jornada escolar. A pesar de que no se pudieron obtener datos reales de los educadores de la escuela, el marco teórico en el cual se basa el proyecto sugiere una serie de resultados positivos.

**Palabras clave:** Pausas activas, Cohesión de grupo, Actividad Física, Aprendizaje Cooperativo, Educación Innovadora.

## Resum

L'objectiu principal d'aquest Projecte de Fi de Grau és desenvolupar un pla d'acció tutorial que incorpori pauses actives en Educació Primària, utilitzant estratègies que fomentin la cooperació i emfatitzin els valors inherents a aquest mètode pedagògic. La investigació es basa en la hipòtesi que la integració de períodes curts d'activitat física millorarà la concentració, l'atenció i la cohesió de grup d'estudiants. Per tant, la posada en marxa d'aquests moments d'acció pretén desenvolupar una sèrie d'hàbits de vida saludables, conscienciant l'alumnat dels beneficis de l'activitat física i la importància de la cooperació en les seves relacions socials en diferents moments de la jornada escolar. Tot i que no es van poder obtenir dades reals dels educadors de l'escola, el marc teòric en el qual es basa el projecte suggereix una sèrie de resultats positius.

**Paraules clau:** Pauses Actives Saludables (PAS), Cohesió de grup, Activitat Física, Aprenentatge Cooperatiu, Educació Innovadora.

## ABBREVIATION LIST

|     |                           |
|-----|---------------------------|
| AB  | Active Breaks             |
| PA  | Physical Activity         |
| PE  | Physical Exercise         |
| WHO | World Health Organization |
| CL  | Cooperative Learning      |
| PAT | Pla d'Acció Tutorial      |

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## **1. PROBLEM / NECESSITY:**

Students older than 5 years are only able to control their attention for up to 30 minutes, depending on the interest they pay to the activity they are doing. (Liublinskaia, 1983) However, as it is a process of development determined by language control, it will cost the child a lot more to concentrate their attention if they are tired, emotionally upset or if the development of the class places him in a passive position, therefore, the normal distraction process will occur.

Therefore, experts affirm classes shouldn't last more than 50 minutes, so you are letting students 10 minutes to get concentrated, and another 10 minutes to rest after the session.

In the school Els Llorers, the class periods are much longer than what Liublinskaia states as "optimum". The majority of students and teachers carry out their activities uninterruptedly, setting task after task without taking into account the needs of the students and without being aware of the teaching-learning process that should be followed. In this school, students do not have a moment to rest for an hour and a half of the school day, so capacities as attention, concentration, or motivation ends up affecting to their patience, therefore, to the group cohesion and student's environment.

For these reasons, the implementation of a program based on active breaks aims for students to carry out physical activity during small moments that will allow students to carry out efficient and meaningful behaviors, and consequently, group relationships.

## **2. HYPOTHESES**

- Integrating Active Breaks (AB) will enhance the group class cohesion.

## **3. OBJECTIVE:**

- Implement Active Breaks (AB) to improve the cohesion of the group class.

### **3.1.SPECIFIC OBJECTIVES:**

- Apply Active Breaks (AB) through cooperation strategies.
- To acquire new social and communicative strategies through cooperation.

## 4. CONTEXTUALIZATION:

The “Els Llorers” school is a public school that belongs to the city of Barcelona, more specifically in the “Nova Esquerra de l’Eixample” neighborhood. This institution has historically been considered a ghetto since the students were made up by whether infants who had not entered to their first options, or, by foreign boys and girls who entered any time of the course thanks to what is named “matricula viva”. Both profiles considered nomadic students. It is for this reason that Els Llorers did not manage to form a stable and cohesive education community, students did not stop coming and leaving.

It was not until the 2016 – 2017 that the school underwent a change in both image and pedagogical. This change, contributed to the family profile changing towards the acquisition of students and families committed to the education offered by the center. This model of education is called “hybrid school model”, that is, the educational community is committed to a different look to what we have commonly known, but without being a free school; they consider that the limits are important, but that they must always come from affection.

Despite the school consideration of them being a “hybrid school”, an institution which promotes changes, something that have not changed is the timetable distribution. The Escola els Llorers promotes a regular timetable followed by 1h30’ + break + 1h30’ + lunch time + 1h30’. A distribution that contradicts every value Liublinskaia promoted, almost doubling the maximum recommended. As a result, students can be in class, doing the exact task, up to an hour and a half in a row, and even depending on the daily distribution, having mornings where they just experiment one subject.

Being concrete, those 1h30’ sessions do not follow any specific distribution. Regularly, students are explained a task, shown an example, and are asked to reproduce it, non-stop. Indirectly, the objective that students perceive it is not for them to understand what they are doing but, to end as soon as possible what they are asked to do. A method results into stressed students that do not know how to do things, but who know that if they want to be free to go, they will have to accomplish what they are asked to.

## 5. THEORETICAL FRAMEWORK:

### 5.1.WHAT ARE THE *ACTIVE BREAKS*?

Active Breaks were born during the 1977, from the interest of Marcelino Vaca, a teacher from the Basque Country and expert in the Pedagogical Treatment of the Body, when started to think about the **opportunities of motor skills in the classrooms** and his contribution to the interdisciplinary of these learnings.

Marcelino Vaca (2013) begun a study in which observing, filming and analyzing real schedules, identified seven different **body presences** which were happening throughout the school day and could be **stimulated**. The objective was to make clear that **the body largely expresses what happens to the child** and to the school. With all these findings, Marcelino Vaca raises the need to attend to the presence of the body in the school.

He started to put small breaks into practice during the intense school day that students used to carry during what was called Enseñanza General Básica (EGB). Because of this, Vaca (1987) discovered the **benefits of the Active Breaks** (Cuñas motrices) and the potential that they can reach both on a physical and cognitive level.

*Active Breaks* are periods of physical activity located between class sessions taught in sedentation (Pérez, J. 2018). The main **objective** is to cognitively **activate students**, with special emphasis on **improving executive functions**. The duration of the AB can vary, from 5 to 15 minutes.

According to Watson (1970), those Active Breaks can be developed both inside and outside the classroom, and can reduce the sedentary behavior throughout two ways:

1. Active Breaks, being those brief periods of physical activity, performs as a break from academic instruction.
2. Active Breaks focused on the curriculum, that is, short periods of physical activity that include curricular content.

These activities have as the main protagonist the movement of the body, but also are designed to the improvement of the academic surrender, the attention, motivation and group cohesion (Aguilar, Gil, Ortega and Rodríguez, 2020). AB do not require specific material, either being developed in a specific space, despite those are recommended not



to be developed outside the classroom before the students have interiorized those as a routine (Sánchez López et al., 2017).

#### **5.1.1. Cuñas activas**

Short moments usually (5-10 minutes), done every day, that represent an interesting collaboration with the learning that we intend to achieve... and that come to be a kind of hinge between two moments of demand, in which it has been requested that “the body goes unnoticed” (Vaca, M.J. 2002).

Moreover, within the *cuñas activas* physical activities can be proposed but also, on the contrary, you can put into practice moments of relaxation such as massage or yoga. This depends on the objective the teacher intends (Vaca, 2008).

#### **5.1.2. ¡Dame 10! (Descansos Activos Mediante Ejercicio físico)**

¡Dame 10! Is a program developed by the Spanish Ministry of Health, Social Services and Equality and the Ministry of Education, Culture and Sports in the 2014.

Its methodology is based in the **introduction of physical activity within the curriculum**, and its main objective is **to deal with sedentism**, using the spaces and the time that the scholar schedule offers to perform active activities that **improve the student’s cohesion** and academic performance. Those activities are ment to **activate the body while learning**, deepening or reviewing content from the different curricular areas (Sánchez et al., 2017).

This program offers two types of activities: The “Mini-Relax”, based in the goal of lowering the activation level of our students, and “Mini-Reto”, based in the goal of activating our students. Besides, the activities are distributed throughout subject, and academic year.

#### **5.1.3. HERVAT**

The HERVAT program, is a neuroeducational program exposed by Tomás Ortiz, doctor in Medicine and Psychology. What makes this program unique is that is **based in routines that aim to stimulate students attention** through simple activities, that **stimulate the brain** with practical activities where the organs intervene to capture valid experiences and knowledge at an early age for the development of the learning process. (Tudela, Gómez, & Cantero, 2020). All these, without developing educational content.

According to Arcos (2017) the exercises proposed are **repetitive, regular and systematic**, and seek to **improve response capacity**, reduce **errors** and **reaction time**, increase the unconscious process involved in daily behaviors and promote processes that modulate conscious activity.

Responding to its acronym, the activities suggested are done through Hydration exercises, since dehydration affects a deterioration in tasks that require attention. Balance exercises that promote alertness or motor tasks associated with learning. Deep, slow breathing that helps calm and reduce stress and anxiety. And Auditory and Tactile stimulation that improve attention to all types of environmental stimuli.

## **5.2.PHYSICAL ACTIVITY AND ITS BENEFITS:**

Physical activity, according to the National Health, Lung and Blood Institute (2022) is any body movement that works your muscles and requires more energy than resting, usually enhancing health. Experts also affirm we need to take into consideration that “physical activity implies a personal experience that allows people to interact with each other and with our surroundings” (Devís, J. 2001). Therefore, besides being composed by a physical component, we must consider it will **contribute to our sociocultural behavior**.

According to the World Health Organization (2019), children and adolescents aged 5 to 17 years should:

- Do at least an average of **60 minutes per day** of moderate – to – vigorous intensity, mostly aerobic, **physical activity**, across the week.
- Incorporate vigorous – intensity **aerobic activities**, as well as those that strengthen muscle and bone, at least **3 days a week**.
- **Limit** the amount of **time spent being sedentary**, particularly the amount of recreational screen time.

To accomplish the goal of increasing the presence of physical activity in primary education schools, it is essential to consider the **difference between “physical activity” and “physical exercise”**, to really understand how activities should be proposed. While PE is a concrete type of PA that corresponds to a planned, structured and repetitive **body movement**, which is **carried out with a goal** related to the **improvement of**

**maintenance** of one or more components of fitness or physical condition. (Caspersen, C.J. et al., 1985)

Physical activity also includes activities that require body **movement** but are **carried out as part of the movements of play**, work, forms of effective transport, domestic tasks and recreational activities, that are not considered physical exercise because their fundamental **objective** is **not the maintenance** of one or more components of physical fitness.

Any type of PA provides a huge range of benefits; which can be distributed in many different ways. Two of the most visible ones are the long term – immediate distribution proposed by the Centros para el Control y la Prevención de Enfermedades (2023). And the distribution regarding fiscal, cognitive or social and emotional benefits.

| Immediate benefits  | Long term benefits   |
|---|--|
| Achieved with only one session of moderate or intense PA.   | Regular PA provides benefits to prevent chronic diseases.  |
| <u>Sleeping</u> : It contributes to a better sleeping night routine.<br><u>Less anxiety</u> : Reduces symptoms of anxiety.<br><u>Blood pressure</u> : Reduces blood pressure.<br><u>Improved thinking ability</u> or cognitive ability among children ages 6 to 13. | <u>Brain health</u> : Reduces the risk of developing dementia and reduces the risk of depression.<br><u>Heart health</u> : Lowers the risk of heart disease, stroke, and type 2 diabetes.<br><u>Cancer prevention</u> : Reduces the risk of bladder, breast, colon, endometrium, esophagus, kidney lung and stomach.<br><u>Health weight</u> : Reduces the risk of gaining weight.<br><u>Bone strength</u> : Improves bone health.<br><u>Balance and coordination</u> : Reduces the risk of falls. |

#### **Physical benefits:**

- Body growth and for the maturation process, since it produces an increase in bone density and muscle mass (Miralles, 2014).
- Reduces the possibility of developing chronic diseases in adulthood such as diabetes or hypertension, while helping to combat cardiovascular diseases (Casimiro, 2001).
- Increased development of motor skills (Calahorra – Canada, et al., 2016).

**Cognitive benefits:**

- Provides support for the selective benefits of CRF on the allocation of attentional resources. (Pontifex et al., 2009).
- PA and hemodynamic activity show behavioral benefits. (Prakash, et al., 2015)
- Moderate – intensity exercise interventions can improve symptoms for young and older adults with major depression (Cooney et al., 2013).
- Positive relationship between the practice of PA and the level of self-esteem (Castillo et al., 2004).

**Social and emotional benefits:**

- Promotes gender and opportunity equality, thus enhancing the feeling of belonging to a group (Teruelo and Solar, 2013).
- Promotes compromise, respect, and teamwork when practicing team sports, they are personally committed, they need to feel they belong to a group and that they must strive to achieve the best results.
- The value of diversity: Sport is inclusive, everyone can play no matter their abilities, culture, either social richness.
- Trust: Through sport, friendship between students is fostered as they learn to trust each other and overcome individualism.

**5.3.PHYSICAL ACTIVITY IN CATALAN SCHOOLS.**

During 2016, the Consell Català de l'Esport promoted different surveys on physical and sports activities in Catalonia named “Els hàbits esportius dels escolars de Catalunya 2016”. The result of that survey shows the evolution of the sports context in terms of sports practice, observing the constant adaptation and paradigm transformation that our society has experiences against the trends of the movement. Those variables are:

**1. Sports practice according to sex and courses:**

The PA index denotes a huge variability over the ages of infants and adolescents. **Results corroborates** that indicator, being evidence that with the arrival of adolescence, a **gradual abandonment of PA is produced**; going from the 80.5% of students practicing PA during 5è – 6è, to the 67.7% at the end of compulsory education.

The results also show a massive **difference between** the percentage of **boys and girls who practice sports**, no matter the ages. In general terms, only a 68.1% of girls practice sports over the 78.0% of boys who does it, almost a 10% more of guys practice sport.

## **2. Organization of practice according to sex:**

This variable shows the preference of type of practice depending on the sex. The results show that both **boys and girls are more into the practice of organized practices**.

## **3. Physical and sports activities and more practical organizations according to sex:**

If we reflect upon the general view, the most practiced physical and sport activities are football (20.5%), basketball (9.9%), dancing (9%), swimming (8.6%) and martial arts (3.9%).

But if we look at the percentages according to gender, football only dominates in the guy's ranking, since it is only reflexed by a 3.7% of girls. While girls tend to opt by artistic PA as it is dance, which dominates with a 19.9% in the girls ranking, while it is inexistent in the guy's one.

In response to the results of the 2016 survey, the Secretaria General de l'Esport I l'Activitat Física, who stated that "sports should be placed at the center of public policies who must guarantee its protection and empowerment". This propose looks forward for the improvement of the student's quality of life and physical and mental health.

To do so, the Generalitat of Catalonia, has started a [project](#) of promotion of PA to adopt the Government agreement, which recalls the Intentional Charter of Physical Education, Physical Activity and Sports of UNESCO, and also the European Charter and Sports.

This project proposes diverse recommendations and tools for families to deal with sedentism, besides giving tips to foster PA for ages from 0 to 18. The recommendations for students from 6 to 12 expose that during this period, students are improving basic coordination skills, and developing more specific ones, which are typical of some sport.

- From 6 to 8 – They experience collective games, that favors relationships between them.

- From 8 to 10 – Most suitable age for sports initiation: rules, basic movements or material.
- From 10 to 12 – Start with specific techniques and tactics, both for individual and team sports. Promotion of values: PA is more of winning or losing.

The results and recommendations of Generalitat de Catalunya fosters the **performance of PA** among students **OUTSIDE the school**. The guidelines are made for families to implement those during leisure hours.

But as Bar-Or (1987) affirms, the *school is the only place where all children, regardless of their athletic prowess, have the opportunity to participate in physical activities*. Therefore, the government is, in fact, just proposing tips for proactive families, leaving apart all the students who do not have the opportunity to practice any kind of PA outside the school. They are doing all the contrary to what WHO stated in the 2020:

“It is important to **offer** all children and adolescents **safe and equitable opportunities to participate in physical activities** that are pleasant, varied and suitable for their age and ability, and encourage them to do so” (World Health Organization, 2020:3)

Therefore, to promulgate with the values proposed by the WHO (2020), more hours of physical activity should be implemented during scholar hours. May not getting to the minimum per day of PA moderate or vigorous recommended by the WHO, but getting as close as possible.

The goal of the educational community is to spread PA among all the school, not just leaving the PA hours to the physical education subject.

“... our area should not be separated from the rest of the school by an insurmountable wall... we should aspire to the center assume that attention to corporal and motor development of the students is a responsibility shared by the whole institution even if it is led by the Physical Education area... A good Physical Education is not possible, or in any case the work is extremely difficult, when the rest of the cloister misunderstands from the body” (Martínez – Álvarez, Lucio, 2005).

## 5.4.COOPERATIVE LEARNING

“A cooperative learning situation is one in which students can achieve their goals only if the others with whom they work cooperatively also achieve their goals.”  
(Deutsch, 1949).

This casuistic can only be reached if two variables take place: the meta unit for all the participants, and the necessary collaboration between them to achieve it and, in addition, their understanding of interaction as a source of learning. Therefore, we could say the **cooperative learning** is always **related** with a **positive interdependence** among students.

Therefore, according to Melero and Fernández (1995), cooperative learning refers to the small group's activities developed inside a classroom. Even though it is not all about the group's creation, but about the achievement of all the components of the group understanding of the necessity of trading information and the perseverance of working until every member of the group gets to understand each point of the work, through group help, always cooperating.

It is essential to understand the difference between learning in groups and CL, meaning that **all the CL is learning in groups**, but not **all the learning in groups can be considerate CL**. (Ovejero, 1990).

There exist different specific characteristics that complement the definitions exposed by Johnson and Johnson (1997):

- Cooperation: Students support each other not only to be content experts, but also to learn to work as a team. They share goals, resources and take responsibility for their role, knowing they cannot succeed unless everyone on the team succeeds.
- Responsibility: Students assume their individual responsibility in their part of the task, and to make their colleagues understand their part of the work.
- Communication: Students must exchange information, materials and worry that everyone understands it, analyzing and reflecting on conclusion and ensuring a higher quality in their reasoning and results.
- Teamwork: Learn to solve problems together.

- Self-evaluation: Teams must evaluate which actions have been useful and which actions have not. Identify problems and look for possible solutions or changes to improve future works.

## 5.5.CATALAN CURRICULUM

In Catalonia, the document that rules the educative system is the “DECRET 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica”. A decree that was born from the idea of updating the teachings for the challenges of the 21st century.

Some of the aspects that help improve the teachings and therefore, aspects that are consolidated with the new curriculum and that promulgate the implementation of active breaks in schools are: the globalized conception of learning, the competence-based learning, and the curriculum universality.

The **globalized conception of learning** refers to a holistic and comprehensive vision of the learning process. Instead of seeing learning as a set of isolated skills or knowledge, the new curriculum considers **multiple dimensions of learning**, such as cognitive, emotional, social, or cultural, designing what are called “àmbits d'àrees”.

This conception recognizes that learning is not limited to the acquisition of academic knowledge, but also involves the development of socio-emocional skills, critical thinking, or cooperative strategies among others.

In short, the new decree 175/2022 recognizes the **interconnection and interdependence between “àrees”** and promotes an integrative approach that considers all this dimensions to facilitate a complete and balanced development of the studies.

The **competence-based learning** is set as the axis of the new curriculum. The term refers to an educational approach that **focuses on the development of practical skills** and competencies in students, rather than focusing solely on the acquisition of theoretical knowledge. Therefore, the decree 175/2022 recognizes the main objective of education is not only to transmit information, but also to enable students to apply this information effectively in real situations.



To do so, the learning process is organized around the acquisition and development of deep learning through challenges. Furthermore, through those challenges students will be able to acquire the necessary contents to solve those, developing skills as cooperating. Finally, **curriculum universality** promotes the creation of flexible, more accessible and equitable learning environments that must **allow everyone to learn**. This principle intends to offer accessible and diversified proposals in comprehension, expression and commitment, with the objective of making the learning process as inclusive and transformative as possible.

## 5.6.FINNISH SCHEDULE MODEL (40 MINUTES SESSIONS)

“Physical activity during the school day improves learning and increases school enjoyment and the community spirit” (Skolan & Rörelse, 2024).

The World Health Organization (WHO) recommends **students ages 5 to 17 should have at least 1 hour of physical activity daily**. From these requests, a program called “*Finnish School on the Move*” was created, which seeks to promote PA and reduce sedentary behavior in schools. The more evident implementation made was a result of this request: the Finland Ministry of Education and the Ministry of Social Affairs **established 1-2 hours a day of PA** for children between **7 and 19** years old, and **3 hours a day** for those **under 7** years old.

Multiple authors studied this innovation. Sahlberg Pasi. (2013) is known per focusing its studies on analyzing the failure of most of the educative systems around the world started an investigation called “Educational change in Finland. What can the world learn?”.

One of the slogans he gives the most power to is the idea that “**less is more**”, exposing it as the central message of the educational reform in Finland. There are **fewer class hours, but more in-depth work** is done during those classes, and the free hours are used for open stimulation to the construction of new learning. (Sahlberg, P. 2013).

The author highlights six key factors of the educational Finland success:

1. Competition is not promoted among students or teachers.
2. Evaluations must be very limited and well-oriented.

3. Trust and responsibility of teachers is promoted, they are dignified, they are not held accountable.
4. There only exist one curriculum for the whole country, but this one is flexible and adaptable to the necessities or interests of each school.
5. Education is considered a public good and a universal human right; over 99% of schools and universities are public.
6. Fewer hours but more in-depth work.

The factor which correlates with my work the most, is the idea that the key to Finland's success is that it has the lowest number of school hours among the OECD countries, 24.2 per week (PISA, 2015), but students **take the proper advantage of those hours**. Breaks are useful for students to get distracted and not dispersed while they should not be.

Finnish schedules are not the same for every school, every class or every student. Classes start from 8 to 8:30, and last until 13 to 15, not having students in school for up to 6 hours a day. But this regular schedule does not mean that there are some days when students may get to school at 10, **as the classes are harder, they may need more time to rest**.

Each **class** should **not last more than 45 minutes**, and in between classes, by law, students have 15 minutes to rest, plus a half an hour break to have lunch. This ends up students having 4-5 classes a day.

These **intervals improve student performance** by prolonging concentration and making it easier to follow classes. During those intervals, students have the possibility of channeling this energy; for this reason, they have not seen moments of “explosion” of energy like those experienced in Spain when going to recess.

To sum, Finns are convinced that frequent breaks and physical activity are important to clear the mind. Students return to the classroom with new energy, they concentrate more, they learn better, and discipline also improves. Research and scientific recommendations prove them right.

## 5.7.WHAT DOES INNOVATION MEAN?

To innovate means to make changes or to introduce new methods, ideas or products in a new way. But not every change implies an innovation. The real innovation is the one that has an impact in our students learning, therefore any pillars should be broken because of the fact of implementing something new. (Pérez, A., Hortigüela, D., 2020).

When we talk about innovation, we tend to associate this innovation to an improvement. But not all forms of innovation are necessarily beneficial in the educational context. According to Pérez and Hortigüela, the effectiveness of innovation depends on several factors, including the context where it is implemented, the appropriateness of the innovation to the needs and characteristics of the students, and the quality of its execution.

Therefore, we could say that innovation could be positive or negative depending on how it is implemented.

| Can be positive when:  | Can be negative when:   |
|--|---|
| It enhances students' learning experience.                             | It is implemented superficially, without considering its real impact on learning.                       |
| It increases students' motivation and engagement with learning.        | It does not adequately adapt to the context and specific needs of students.                             |
| It facilitates understanding and retention of information.             | It generates inequalities.  |
| It fosters equity and inclusion, addressing the needs of all students. | It prioritizes technology or other resources over human interaction.                                    |
|  | Its effectiveness is not adequately evaluated, and it persists despite evidence of its ineffectiveness. |

## 6. INNOVATION PROPOSAL

### 6.1.METHODOLOGY

The methodology that will guide this project will be the creation of a “Pla d’acció tutorial”, a document that details the specific strategies and steps that a school plans to implement to address and solve certain specific needs, problems, or goals. This plan is developed with the participation of all the members of the educational community, and board all the interventions that the tutors and the teachers of the center will have to carry out, with respect to the tutoring, are collected.

This methodology entails a practical relevance, as by using tutoring action plan, this study will have the consistence to address a real and relevant problem in the educational field, which increases its applicability and usefulness. Besides, its implementation helps students develop a variety of skills, such as communication skills or problem-solving skills, which are directly connected with the improvement of the center and students cohesion. Therefore, the plan should be considerate an opportunity towards the educative community to address specific problems and provide support to every member of the educative community.

### 6.2.FORM

1. Do you consider school coexistence to be a fundamental aspect for the comprehensive development of students? – *Yes / No / Not Sure*

\*Based on these definitions, answer:

**Socio-emotional climate of the center:** Emotional and social atmosphere that is perceived within an educational institution.

**Conflict resolution:** Process of finding a peaceful and satisfactory solution to a disagreement or dispute between two or more parties.

**Participation of the educational community:** Active involvement of all members of the school community in school processes and activities.

**Promotion of values:** Action to drive, promote and instill ethical and moral principles within a community or group, especially in the field of education.

2. Order, according to its relevance, the aspects you consider most important within the multidimensional approach to school coexistence. (1 - least important, and 4 - most important)
  - *Socio-emotional climate of the center.*
  - *Conflict resolution.*
  - *Participation of the educational community.*
  - *Promotion of values*
3. Order, from the most to the least important, the strategies do you consider most effective in preventing conflicts within the educational center? (1 - least important, and 5 - most important)
  - *Encourage communication and open dialogue.*
  - *Promote mutual respect among members of the educational community.*
  - *Show conflict resolution skills.*
  - *Encourage empathy among students.*
  - *Promoting cooperative activities that foster knowledge among students.*
4. Which tools or techniques do you think are most useful for dealing with conflicts peacefully and constructively in the classroom?
  - *Direct dialogue only between the parties involved.*
  - *Mediation by a neutral third party.*
  - *Collaborative work among all the students.*
  - *Use of problem-solving techniques.*
5. How would you promote student participation in the promotion of school coexistence?
  - *Fostering participation in projects and activities related to coexistence.*
  - *Giving space for students to lead conflict resolution initiatives.*
  - *Involving students in the creation and application of school rules.*
6. How do you promote the development of socio-emotional skills in your students?
  - *Integrating Socio-Emotional Learning (SEL) programs to develop these competences such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making, in the school curriculum.*
  - *Creating a positive classroom environment through fostering a supportive and inclusive classroom culture where students feel safe, respected, and valued.*
  - *Giving emotional and psychological support as mindfulness and stress-reduction techniques when necessary.*

- Facilitate collaborative activities and group work, designing group projects and cooperative learning activities.
  - Provide opportunities for reflection and self-assessment, encouraging students to reflect on their emotions, behaviors, and social interactions through discussion tools.
7. What importance do you attach to the development of soft or socio-emotional skills compared to academic knowledge in preparing students for the challenges of the 21<sup>st</sup> century? - Scale from 1(Very important) to 5 (Not so important).
  8. On a scale from 1 to 5, how would you rate the level of cohesion within your class in terms of student relationship? - Scale from 1(Very important) to 5 (Not so important).
  9. What actions do you consider important to improve cohesion within your class and promote an environment of collaboration and mutual respect?
    - Dynamics and integration activities.
    - Promotion of empathy among students.
    - Implementation of shared norms and values.
    - Dynamics and activities that promote teamwork.
  10. Which challenges does its educational center currently face in terms of school coexistence and cohesion within the classroom? *Open answer.*
  11. Have you received specific training on strategies to promote school coexistence and conflict resolution in the classroom? Which type? *Open answer*
  12. Do you think the increase in the practice of physical activity in the classroom could contribute to improving cohesion and teamwork among students? - *Yes / No.*

### **6.3.DATA ANALYSIS**

The analysis addresses the potential response that might have emerged it from distributing this form to Els Llorers school and explores the possible solution.

This form began with a straightforward question, “Do you consider school coexistence to be a fundamental aspect for the comprehensive development of students?”. The responses would likely have been divided. With the higher response rate, we would probably have found is “not sure”, suggesting that many teachers present a lack of clarity or understanding about the role of school coexistence in student development. This highlights the need for further education or discussion on the topic.

Additionally, some teachers that would have likely affirmed the importance of school coexistence, indicating a belief that positive relationships and supportive environment are crucial for student growth. Both answers indicating that while there is a recognition of the importance of school coexistence among some teachers, there is also a significant portion who are uncertain and could benefit from targeted training. Not understanding that schools should be places where students learn to care for themselves and others. Being this a foundation of a peaceful and just society (Noddings, N., 1984). This underscores the need for professional development to equip all teachers with the knowledge and skills necessary to foster a positive school environment.

Following with the idea that teachers need to course training on school cohesion, we find that most educators' place *conflict resolution* as the most relevant aspect within school coexistence. This indicates how those teachers directly associate conflicts with the need to resolve them, rather than preventing them, difficult ideas to deal with, if your goal is to promote school cohesion. Therefore, it could be said that Els Llorers educators focus more on what to do after a conflict, better than being interested in its prevention. An idea that fully contrast with Uruñuela (2011) principles, who emphasizes that conflict prevention is essential for the integral development of students, and for the promotion of positive coexistence in the school environment. A perspective that it match little with the school's philosophy, which promotes students' freedom of action. Without rules or guidelines, teachers trust that students will follow the right path on their own, which can lead to a chaotic classroom environment.

This emphasis on conflict resolution strategies is evident in how educators have strong ideas about which tools to use in such situations. When facing a conflict, teachers' first option is *collaborative work among all students* or *direct dialogue between parties involved*. Both approaches align with the school's latest initiative, *the assembly*, where students involved in a conflict discuss the issue while their peers can contribute information or propose solutions. However, there is a low percentage of the use of problem – solving techniques, indicating a preference for direct methods that are more immediate and requires a less community involvement. This also reflects insufficient training in applying these methods effectively in classroom settings, suggesting a lack of experience.

A significant shift in educators mentality occurs when teachers get to reflect on the real situation in their classroom. When asked about the importance they attach to the development of soft or socio-emotional skills compared to academic knowledge, or when they had to rank the level of cohesion withing their students, they began to see the importance of promoting cohesion, rather than dealing with its absence. At this point, educators indicated that socio-emotional skills are crucial for preparing students for modern challenges, but they also admitted to lower scores in class cohesion, revealing potential issues with student relationship. Therefore, prompting a reflection about the necessity to improve cohesion in their classrooms.

To address this and understanding that dealing with conflicts is not the best way to promote class cohesion, most of the teachers have highlighted all the four actions as essential for improving school and class cohesion. They all are now interested in the implementation of dynamics and integration of activities, the promotion of empathy among students, the implementation of shared norms and values, and the dynamics and activities that promote teamwork. A result that shows how they value prompting understanding among students through collaborative efforts. Additionally, they believe it is important to create and share rules and principles in the school, rather than leaving everything to the students' discretion.

Moreover, teachers note the daily challenges they face every day, which affect both their lives and those of their students. Recently, students have become more irritable and tired due to long sessions, leading to more fights and communication issues. A situation that could be worked though active brakes, a clue tool that reduces stress and improves school cohesion, as it involves the participation of every student in the class and promotes positive relations among them (Lluri, G. 2014). The problem is that teachers often lack the tools to prevent these disputes, exacerbating the problem.

Overall, Els Llorers needs to provide its teachers with training to promote school and class cohesion and prevent conflicts. The school requires tools to anticipate problems rather than reacting to them. One such tool could be Active Breaks, that regularly implemented during school hours, can reduce stress levels and improve social cohesion among students, promoting a more positive and collective school environment (CDC, 2010).



## **6.4.PLA D'ACCIÓ TUTORIAL**

### **ÍNDEX**

1. Introduction
2. Justification
3. Objectives, strategies, and indicators.
4. Legal Framework
5. School characteristics.
6. People involved in the tutorial action.
7. Intervention – Chronogram with contents
8. Evaluation of the Pla d'Acció tutorial

## 1. Introduction

Nowadays, we live in a sedentary society, where students have become less and less active with the years. Despite this tendency, we can see how schools, although having a significant growth of non-active students, have not applied any change or innovation towards its improvement.

To deal with the tendency, we present the PAT, a document that seeks the integral student development, mainly through its learning process. This document states the organization and operation of the whole educative action expected coming from every educative agent implied. Besides, PAT also gather every educative action designed and realized in each center with the objective of favoring the student's learning process, and its personal development.

This PAT will present a problematic. How do schools need to act in order to promote an active lifestyle, while creating a cooperative environment throughout the educative community?

## 2. Justification

The school Els Llorers requires a PAT as a problematic has come out lately. In this school, the regular schedule states one and a half hour classes, which causes a usual out of control environment. Students tend to get stressed, and overwhelmed during those long sessions, which causes a visible damage both; among the students' friendships and within the relation of teacher-student. Students, the younger they are, the more active lives they need; a totally contradictory statement compared with the schedule proposed by the school. From this contradiction, Active Breaks appear as a solution to overcome this relationship problems.

To deal with the problematic, a PAT focused on the implementation of Active Breaks will be created. *AB* are periods of physical activity located between class sessions taught in sedentation (Pérez, J. 2018). The main **objective** is to cognitively **activate students**, with special emphasis on **improving executive functions**. The duration of the AB can vary, from 5 to 15 minutes.

### 3. Objectives, strategies, and indicators.

- General objective:
  - Implement Active Breaks (AB) to improve the cohesion of the group class.
- Specific objectives:
  - Apply Active Breaks (AB) through cooperation strategies.
  - To acquire new social and communicative strategies through cooperation.

| <b>General objective:</b> Implement Active Breaks (AB) to improve the cohesion of the group class. |   |                         |                 |                 |                         |                 |                 |
|--|---|-------------------------|-----------------|-----------------|-------------------------|-----------------|-----------------|
| Specific objectives  | Strategies  | Temporality<br>(Year 1) |                 |                 | Temporality<br>(Year 2) |                 |                 |
|  |   | 1 <sup>st</sup>         | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 1 <sup>st</sup>         | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Apply Active Breaks (AB) through cooperation strategies.   | Design and propose activities in which AB are applied.  |                         |                 |                 |                         |                 |                 |
|  | Coordinate all the agents involving the educational community.  |                         |                 |                 |                         |                 |                 |
|  | To regulate the time spent in AB and create a timetable.  |                         |                 |                 |                         |                 |                 |
|  | Create an interface with resources to apply AB.   |                         |                 |                 |                         |                 |                 |
| To acquire new social and communicative strategies through cooperation                             | To search activities ruled by the cooperative methodology,  |                         |                 |                 |                         |                 |                 |
|  | To provide teachers the main information about how to use communicative strategies through cooperation. |                         |                 |                 |                         |                 |                 |

#### **4. Legal Framework**

In Catalonia, the document that rules the educative system is the “DECRET 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica”. A decree that was born from the idea of updating the teachings for the challenges of the 21st century.

Some of the aspects that help improve the teachings and therefore, aspects that are consolidated with the new curriculum and that promulgate the implementation of AB in schools are: the globalized conception of learning, the competence-based learning, and the curriculum universality. (Explained indeed p.11)

#### **The PEC is framed in:**

Llei 12/2009 del 10 de juliol, d'educació (DOGC núm. 5422, de 16.7.2009).

Decret 279/2006, de 4 de juliol, sobre drets i deures de l'alumnat i regulació de la convivència en els centres educatius no universitaris de Catalunya (DOGC núm. 4670, de 6.7.2006).

LOE (BOE núm. 106, de 4.5.2006) al capítol II sobre Educació Primària, article 18 sobre l'organització de l'educació primària: “L'acció tutorial orientarà el procés educatiu individual i col·lectiu de l'alumnat” i s'insereix dins del Projecte Educatiu de Centre (article 121).-

I.MEC (1990):” Llei orgànica d'ordenació general del Sistema educatiu” LOGSE.

#### **Article 2.**

1. “El Sistema educatiu tindrà com a principi basic l'educació permanent. A aquest efecte, prepara als alumnes per a aprendre per si mateixos i facilitarà a les persones adultes la seva incorporació als diferents ensenyaments.”
2. “El Sistema educatiu s'organitzarà en nivells, etapes, cicles i graus d'ensenyament, de tal manera que s'asseguri la transició entre els mateixos i, si escau, dintre de cadascun d'ells.”
3. “L'activitat educativa es desenvoluparà atent als següents principis:
  - a. La formació personalitzada, que propiciï una educació integral en coneixements, destreses i valor morals dels alumnes en tots els àmbits de la vida, personal, familiar, social i professional.

- b. La participació i col·laboració dels pares o tutors per a contribuir a la millor consecució dels objectius educatius.
- c. L'efectiva igualtat de drets entre els sexes, el rebuig a tot tipus de discriminació i el respecte a totes les cultures.
- d. El desenvolupament de les capacitats creatives i de l'esperit crític-
  - i. El fonament dels hàbits de comportament democràtic.
  - j. La relació amb l'entorn social, econòmic i cultural.
  - k. La formació en respecte i la defensa del medi ambient.”

#### **Article 60.**

1. “La tutoria i orientació dels alumnes formarà part de la funció docent. Correspon als centres educatius la coordinació d'aquestes activitats. Cada grup d'alumnes tindrà un professor tutor”.

### **5. School characteristics. (Info. in p.3)**

#### **6. People involved in the tutorial action.**

Management team: Responsible for the PAT being taken throughout the school.

Head of studies: In charge of reaching the extra support teachers needed to implement coeducation and responsible for adjusting their timetables.

Pedagogical team: Will collaborate with the AB experts' teams with the application and supervisory role of the PAT.

AB experts' team: In charge of the creation AB resources, meetings, coordination of the implementation of the PAT and persons who will start with the co-education.

Tutor: Reference of the group class, families, and the rest of the center. Being the interlocutor of the families.

Professors faculty: Every teacher will be sharer and responsible for the PAT implementation.

AB experts team: They will collaborate informing, advising, and intervening when necessary.

## 7. Intervention – Chronogram with contents

| CRONOLOGY   |                         |  |  |                         |  |                         |
|---|-------------------------|--|--|-------------------------|--|-------------------------|
| Actions   | Temporality<br>(Year 1) |  |  | Temporality<br>(Year 2) |  |                         |
| AB Investigation and prior evaluation (benefits and impact)                                 |                         |  |  |                         |  |                         |
| Search of two teachers per cycle (Experts in AB)  |                         |  |  |                         |  |                         |
| 1 <sup>st</sup> meeting to explain the claustra what AB are.                                |                         |  |  |                         |  |                         |
| Creation of the AB commission   |                         |  |  |                         |  |                         |
| Design of the program (AB frequency, duration, types of AB)                                 |                         |  |  |                         |  |                         |
| Search and create courses to teach how to apply AB to the educative community               |                         |  |  |                         |  |                         |
| 2 <sup>nd</sup> meeting with the faculty  |                         |  |  |                         |  |                         |
| Creation of adapted timetables  |                         |  |  |                         |  |                         |
| To present formations and resources to apply  |                         |  |  |                         |  |                         |
| Pilot plan of AB  |                         |  |  |                         |  |                         |
| Full implementation   |                         |  |  |                         |  |                         |
| Promotion and conscientization (Events to promote the importance of AB + creation of a web) |                         |  |  |                         |  |                         |
| Evaluation and retroalimentation (collect data and analyze)                                 |                         |  |  |                         |  |                         |
| Expansion and adaptations (adapt what does not work, and change it)                         |                         |  |  |                         |  | 3 <sup>rd</sup><br>Year |

## 8. Evaluation of the Pla d'acció tutorial

The present Tutorial Action Plan is conceived as a dynamic instrument in service of teaching team in general. This dynamism forces the document to be in one constant review process. At the end of the course, all tutorials must be collects in the course grid designed for this purpose, the activities that have been carried out in the different groups.

The teams of the different levels will make the annual evaluation of the operation, the usefulness and coherence in relation to the PAT of the activities carried out to maintain

them, eliminate them or make proposals for improvement. This assessment will be taken present at the time of programming the actions of the following course, considering that the timing of activities is indicative and flexible, so it can be adapted to the characteristics of the group and its dynamics. It will also be necessary to attend to aspects that they are emerging daily.

## 6.5.AB - IMPLEMENTATION

Those activities will be applied every moment the teacher detects the students' needs of a break, a moment of movement that meet their necessities. Those moments will last around 5 to 10 minutes and will be thought for students to activate their bodies while learning both, contents and how to cooperate.

The idea is to design five indicative proposals for each cycle, one for each subject that lasts an hour and a half, or more, in the actual schedule.

|               | MONDAY           | TUESDAY | WEDNESDAY          | THURSDAY           | FRIDAY    |
|---------------|------------------|---------|--------------------|--------------------|-----------|
| 9:00 – 10:30h | Racons<br>CATALÀ | Math's  | Assemble<br>Math's | English<br>Catalan | English   |
| 10:30-11:00h  | PATI             |         |                    |                    |           |
| 11:00-12:30h  | Spanish          | Maths   | PE                 | TM<br>Science      | Science   |
| 12:30-15:00h  | LUNCH            |         |                    |                    |           |
| 15:00-16:30h  | TIM              | Science | TIM                | PE                 | ART/Music |

The classes marked in dark blue would be the ones with the application of an active break: Catalan, Spanish, Mathematics, Science and English.

### 6.5.1. Initial cycle

| CATALAN  |   |
|--|---|
| Initial cycle – The chained phrase                             |   |
| <b>Disposition</b>   | Sitting in the chair  |
| <b>Material</b>  | A blank sheet for each table  |
| <b>Guidelines</b>  | When the teacher says so, and explaining the rotation system, students should write one word and pass the sheet to any other table to continue with the sentence the first group started. So on until the sheet arrives to the initial position. The sentence must be related with something we have been working on.                             |
| <b>Adaptations:</b> Add more rounds so the sentence is longer. |   |
| Middle cycle – Find a partner                                  |   |
| <b>Disposition</b>   | Around the class  |
| <b>Material</b>  | Cards with subjects and predicates  |
| <b>Guidelines</b>  | Different cards will be placed around the class with subjects and predicates that together will form diverse sentences. Each student will have to find one and find its partner (the other part of the sentence that complete his/her own). Once all the pairs are found, each pair will have to, through mimics, explain what the sentence says. |
| Superior cycle – Two tasks, one brain                          |   |
| <b>Disposition</b>   | Standing by the table   |
| <b>Material</b>  | None  |
| <b>Guidelines</b>  | The teacher proposes a task related with school content (prepositions), and another task related with movement (open and close the arms). Students should do both tasks, following the rhythm between what he/she is saying and doing.  |

| SPANISH                  |   |
|--------------------------|---|
| Initial cycle – Antonyms |   |
| <b>Disposition</b>       | Standing around the class   |
| <b>Material</b>          | Post cards  |
| <b>Guidelines</b>        | The teacher spread different pairs of post cards around the class. Each post card has a pair (Caliente - Frio). Each student must find one card |



|  |  |
|--|--|
|  | and look for its antonym. After that, they will have to explain why they think both words are antonyms.  |
| <b>Adaptations</b>   | Instead of pairs of antonyms we can play with synonyms. Or with trios or antonyms.   |
| <b>Middle cycle – Rhythm and movement</b>                    |  |
| <b>Disposition</b>   | Standing by the table  |
| <b>Material</b>  | None   |
| <b>Guidelines</b>  | The teacher proposes a word (Ex. Camión) and accompanies it with a movement. The whole class should repeat it. After that, another student should say another word that rhyme with “camion” (Ex. Avión) also accompanied by a movement, and the rest should imitate it, and so on. |
| <b>Adaptations</b>   | With entire verses added to each other and represented.  |
| <b>Superior cycle – Indicativo, subjuntivo or imperativo</b> |  |
| <b>Disposition</b>   | Small groups   |
| <b>Material</b>  | Short text   |
| <b>Guidelines</b>  | The teacher will create different texts, each of them written in a different “modo”, indicative, subjunctive and imperative. Students, in groups, should guess in which mode is written. After that, with mimics, they will try their classmates to guess which mode is it.        |

|                                       |   |
|---------------------------------------|---|
| <b>MATHEMATICS</b>                    |   |
| <b>Initial cycle – Find the prize</b> |   |
| <b>Disposition</b>                    | Group class   |
| <b>Material</b>                       | Post cards with prizes.   |
| <b>Guidelines</b>                     | Students need to find all the post cards that are placed around the class. These cards will be filled with the name of the product and its prize, established previously by the teacher. The objective is to know how much the whole shopping list is worth. The calculations will be taken place at the board. |
| <b>Adaptations</b>                    | We can add two cards of the same product, so simple multiplications can be practiced.   |
| <b>Middle cycle – Size estimation</b> |   |
| <b>Disposition</b>                    | Standing by the table in groups   |

|   |   |
|---|---|
| <b>Material</b>                                 | A ruler   |
| <b>Guidelines</b>                               | Each student chooses to represent a part of the body. Then, they measure this part with the ruler. Then, the teacher says an object of the class and the students should say how it measures just by using one of the measures they have taken. Ex. The chair measures five feet high and one finger. |
| <b>Superior cycle – Strength and laterality</b> |   |
| <b>Disposition</b>                              | Pairs or groups   |
| <b>Material</b>                                 | None  |
| <b>Guidelines</b>                               | Students should do different stable equilibrium proposed by the teacher (4 supports, 9 supports, 1 support, etc.). Students will group themselves depending on the number of supports they need. At the same time, the teacher must prove the stability of the figure.                                |
| <b>Adaptations</b>                              | The teacher can ask for specific supports. Ex. 3 feet, 4 arms and 2 knees.  |

|  |  |
|--|--|
| <b>SCIENCE</b>   |  |
| <b>Initial cycle - Transports</b>  |  |
| <b>Disposition</b>   | Standing by the table  |
| <b>Material</b>  | None   |
| <b>Guidelines</b>  | The teachers say a conveyance, and, in groups, students should imitate, with mimics, how would they <b>all together</b> ride that transport. How would they enter, seat, ride, etc.: Plane, train, car, submarine, ship. |
| <b>Adaptations:</b> Some of them do the mimics and the others should guess what they are exposing. |  |
| <b>Middle cycle – Moon phases</b>  |  |
| <b>Disposition</b>   | Standing by the table  |
| <b>Material</b>  | None   |
| <b>Guidelines</b>  | The teacher names the four moon phases (Full moon, first quarter, new moon and third quarter) while the students, in groups and with their bodies, should represent each phase.  |
| <b>Superior cycle – Solar system</b>   |  |
| <b>Disposition</b>   | Big space in the class   |

|                   |   |
|-------------------|---|
| <b>Material</b>   | None  |
| <b>Guidelines</b> | Students will have to represent the solar system; sun, moon and all the planets that form it. Once the solar system is represented, the teacher will start giving instructions for the students to represent. Ex. The Earth has to make a transition movement, Venus and Saturn have to make the complete orbit, or all the planets have to make the rotation movement, |

| <b>ENGLISH</b>                              |   |
|---|---|
| <b>Initial cycle – Hot and Cold</b>         |   |
| <b>Disposition</b>                          | Standing by the table   |
| <b>Material</b>                             | Objects and a board   |
| <b>Guidelines</b>                           | A partner is chosen and asked to close their eyes. The teacher chooses an object from the class, writes it on the board and erases it.<br>The partner begins the search, and the others begin to jump in the place. The closer the student gets to the object, the faster the classmates will jump, and if the student moves away, the classmates will slow down. |
| <b>Middle cycle – On vacation around...</b> |   |
| <b>Disposition</b>                          | Standing by the board, whole group.   |
| <b>Material</b>                             | None  |
| <b>Guidelines</b>                           | As if it were a listening, the teacher will explain a story (related with the topic that students are working) and the students should represent it. This can be used as a way to assimilate vocabulary.  |
| <b>Superior cycle – Through songs</b>       |   |
| <b>Disposition</b>                          | Standing by the table   |
| <b>Material</b>                             | Songs and choreography  |
| <b>Guidelines</b>                           | The teacher will create a choreography attached to a song that contains the topics treated in the didactic unit. Every time the students start to be dispersed, the song will be turned to one, as a signal for the students to start moving, and get reattached to the class.  |
| <b>Adaptations</b>                          | Two songs can be chosen, one to activate students and another to calm students down   |

## **7. CONCLUSIONS:**

In conclusion, the implementation of Active Breaks in the educational environment has a significant impact on various aspects of student development. This study has shown that active pauses contribute to the improvement of class group cohesion by fostering cooperative strategies and providing new social and communicative skills through cooperation.

The results obtained clearly and coherently show that active breaks improve group cohesion and communication skills, two fundamental aspects that are in line with the hypotheses raised at the beginning of the study.

In addition, active breaks, by including physical activities within school hours, offer immediate and long-term benefits for the physical and mental health of students. In short term, they improve cognitive ability and reduce anxiety levels, while in long term, they help prevent chronic diseases and promote a healthy lifestyle. Findings that clearly justify the achievement of the proposed objectives.

It is essential for schools to adopt a holistic and globalized approach to learning, integrating physical activity in a transversal across all curricular areas, as established by the new educational curriculum of Catalonia. Active breaks should not only be seen as rest periods but as educational tools that promote the integral development of students, improving their academic performance and overall well-being.

It is important to recognize the limitations of the research. Although theoretical data have been collected and positive results have been suggested, the lack of specific empirical data from educators in the target school limits the ability to make conclusive generalizations about the effectiveness of active pauses in varied contexts. However, these limitations can also be seen as opportunities to continue the investigation the topic, allowing for the collection of more empirical data and taking this project to the next level. This hypothetical tutorial action plan could be implemented and evaluated in different school contexts, thereby validating, and expanding the study's findings.

Finally, the promotion of physical activity must not be limited to the school environment. It is essential that both families and the educational community as a whole to be involved in promoting healthy habits that last beyond the school setting. This ensures that all children and adolescents have access to safe and equitable opportunities to participate in physical activities appropriate to their age and abilities.

## 8. BIBLIOGRAPHY, WEBGRAPHY:

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## 9. ANNEXES:

Link to the form in Catalan: <https://forms.gle/V3XJuUbvXYmM4LEB7>

Certificat d'assoliment:

|  |            |
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| Qualificació obtinguda:  | 9,00       |
| Curs acadèmic 2023-2024  |            |
| Certificat emès pel Servei de Biblioteques UAB en data 26 de gener 2024  |            |