



The Effect of Brain Breaks on Attention

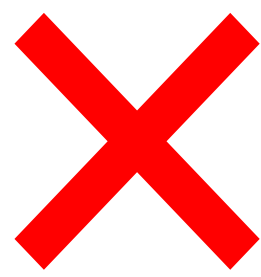


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BACKGROUND & CONTEXT

- Focus on positive education.
- Our moral purpose: to foster positive relationships so that all learners can flourish and feel a strong sense of belonging.

Research focus

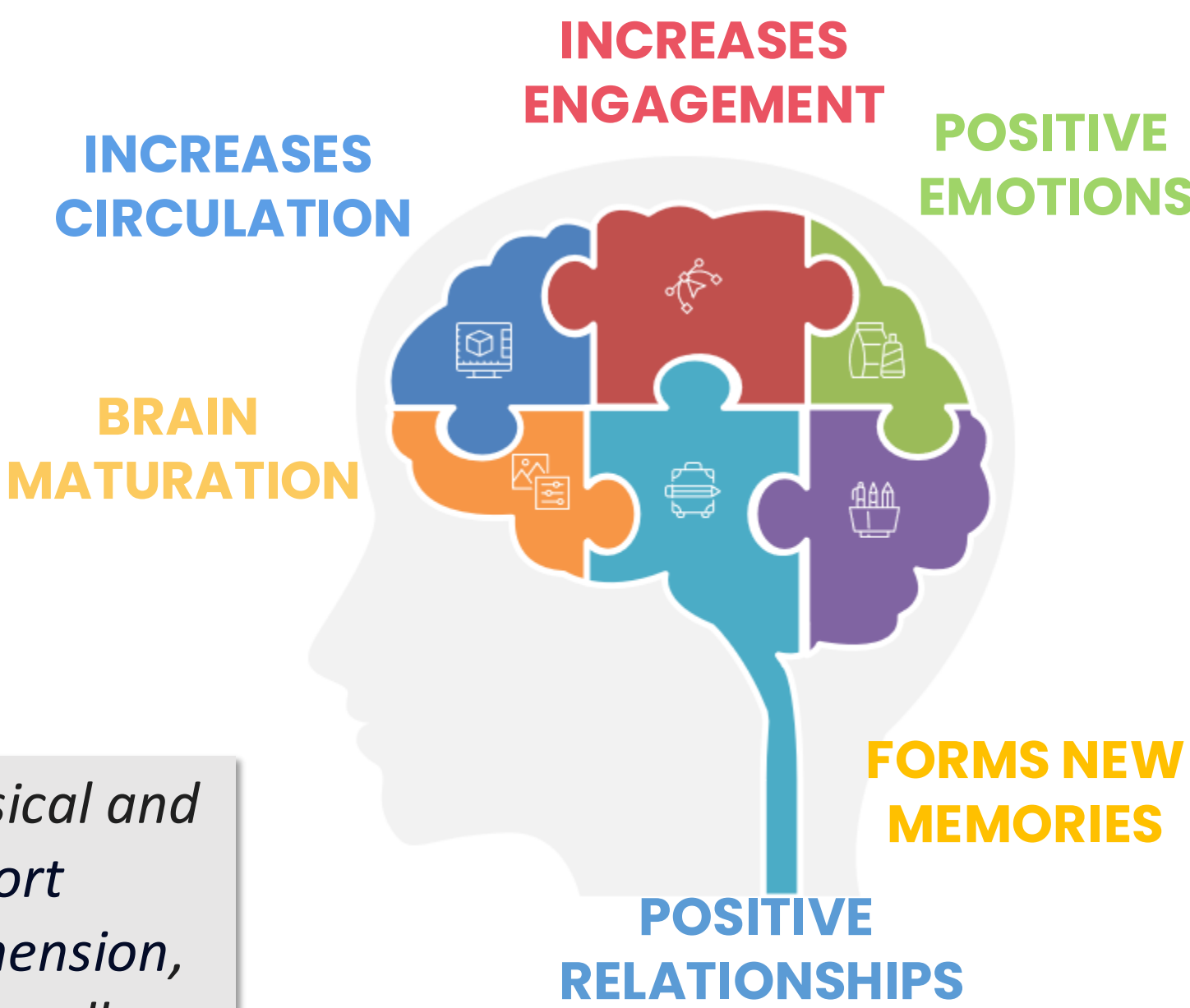


How do we improve student engagement?

How can we use positive education in practical ways in our classrooms?



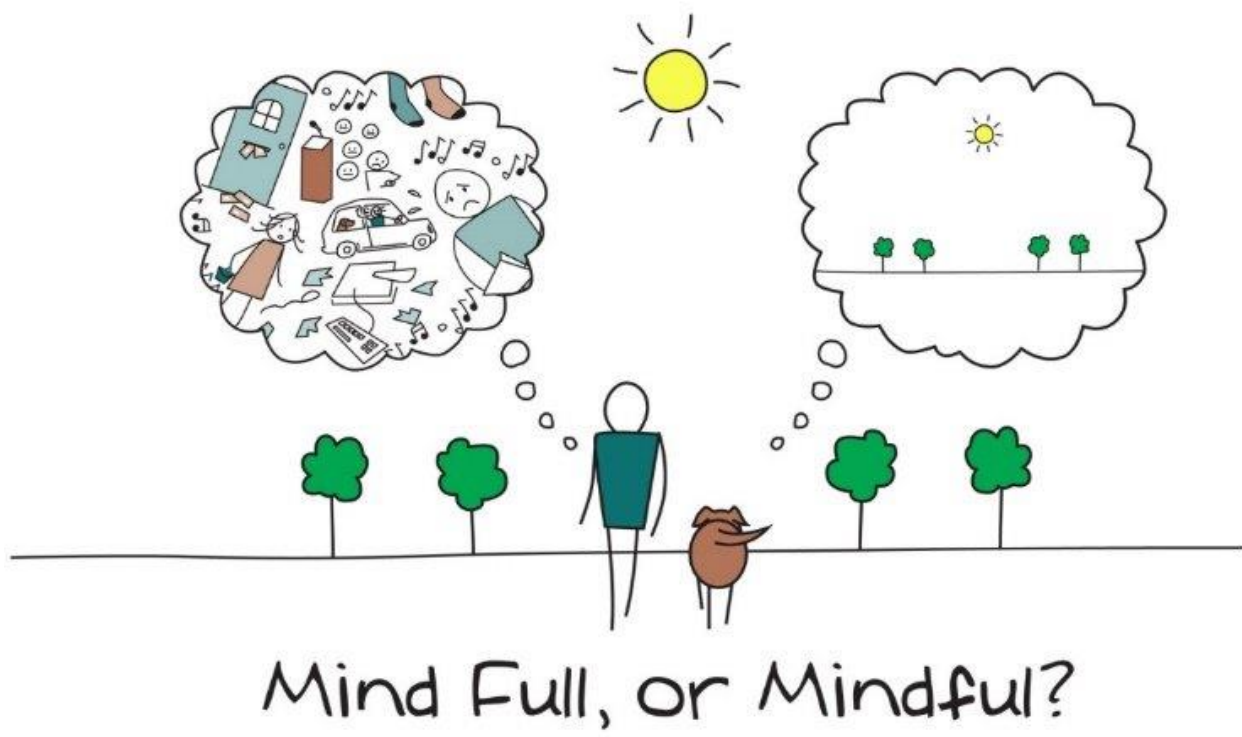
How do we improve sustained attention with brain breaks?



“Classroom-based short physical and mindfulness breaks could support attention and reading comprehension, which are known to support overall academic success.”
(Müller et al., 2021)

RESEARCH QUESTION

What is the effect of Brain Breaks (BB) on the sustained attention of students during a 10-minute task following the break, as measured by observable behaviour?



METHODS

WHO	
	5 classroom teachers, across faculties
	227 Students
	10 classes from Years 7 - 12

WHAT & HOW	
1 Classroom Observations	2 Pre- & Post Surveys
10 min. observation during 1 lesson, every week for 6 weeks	5 Likert Scale
Alternating BB roster	Recorded student perception of and attitude towards BB
Recorded off-task behaviours	

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UQ Labs CSHS Data Entry Form

Teacher: [Dropdown] Class: [Dropdown]

Brain Break: [Dropdown]

Observed Off-Task Behaviour

Calling Out	Disruptive Action
Moving about/out of seat	Off-task talking/behaviours

Close Form

CLASSROOM PROFILING

Disruptive Behaviour	Student Behaviours
	Calling out - other
	Calling out - teacher
	Disruptive action
	Making noises
	Moving about/getting out of seat
	Off-task talking/behaviours
	Talking while the teacher is talking

Observation	Date and Time Stamp	Brain Break
Calling Out	18/07/2024 12:42	Active
Calling Out	18/07/2024 12:42	Active
Disruptive Action	18/07/2024 12:42	Active
Calling Out	18/07/2024 12:43	Active
Off-task talking/behaviours	18/07/2024 12:43	Active
Calling Out	18/07/2024 12:44	Active
Off-task talking/behaviours	18/07/2024 12:44	Active

Brain Breaks

This survey is to gauge your views about the effectiveness of brain breaks as a student. breaks in your classes.

- 1 = strongly disagree
2 = disagree
3 = neutral/unsure/moderate
4 = agree
5 = strongly agree

ANALYSIS & RESULTS

What the Students Say

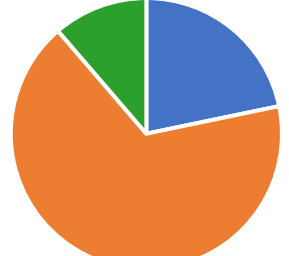
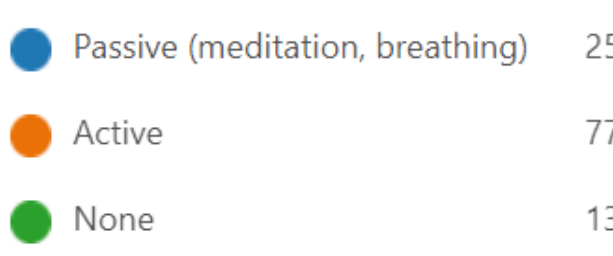
"Brain breaks make learning more enjoyable" ★★★★★☆

"Brain breaks boost my mood and reduce stress" ★★★★★☆

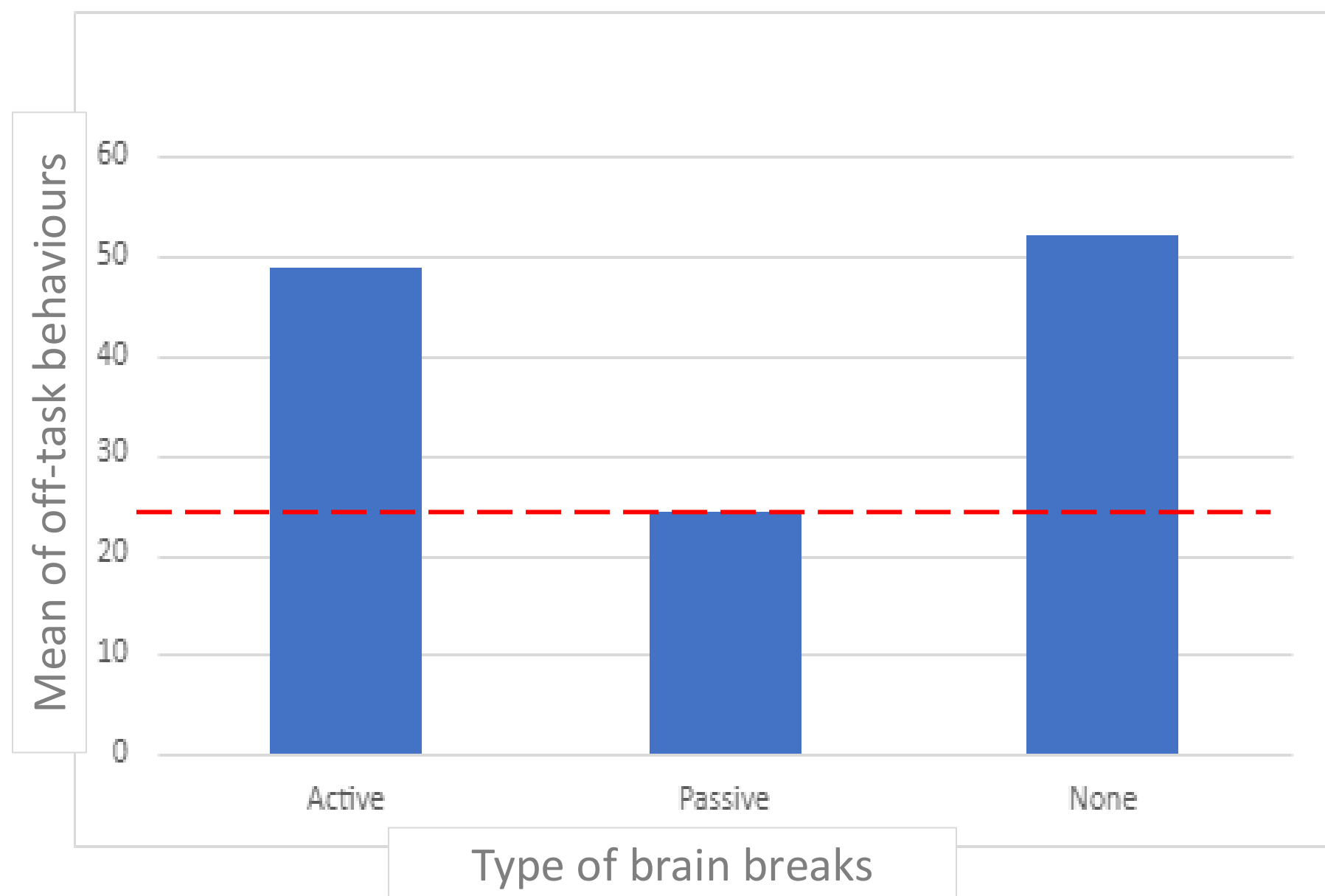
"Overall, I think brain breaks help me learn" ★★★★★☆

"I enjoy attending classes when my teacher uses regular brain breaks" ★★★★★☆

"Which brain breaks do you prefer?"



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Pairwise Comparisons (Durbin-Conover)			
		Statistic	p
Active_Total	- None_Total	0.340	0.738
Active_Total	- Passive_Total	4.756	<.001
None_Total	- Passive_Total	4.416	<.001

[3]

Descriptives		
	Mean	Median
Active_Total	48.8	27.00
None_Total	52.1	28.00
Passive_Total	24.2	9.50

Passive brain breaks **halve** off-task behaviours compared to Active brain breaks and No brain breaks.

CONCLUSIONS AND IMPLICATIONS

Low-cost, high-impact strategy means...

