



School of Health and Social Development  
Deakin University  
221 Burwood Highway  
Burwood VIC 3125

Dear teachers,

We would like to invite you to take part in our new research project that aims to assess if cognitively challenging classroom-based active breaks could help children to reduce sitting time, while improving cognitive performance and classroom behaviour.

Children engage in prolonged periods of sitting time, which exposes them to a number of health-related risks. Previous research has shown that reducing and breaking up sitting during class time in school benefits children's health. However, the impact of this strategy on children's focus and cognition is unclear.

We wish to test in both typically developing and non-typically developing children whether interrupting classroom seated learning with a cognitively stimulating sensorimotor physical activity task produces i) favourable outcomes on children's time on task, and executive function (specifically cognitive flexibility, attention and inhibitory control) and ii) a reduction in sitting time.

Thus, we here invite you to participate in our pilot study, which will be conducted in Term 1 (2018). For this study you will be asked:

1. To implement two daily short classroom-based active breaks, as proposed by the research team, for six weeks. Children's sitting time, cognitive performance and on-task behaviour will be measured during this period.
2. To take part in an audio-recorded focus group, after the 6-week program, aimed at providing the research group with your feedbacks on the conducted activities.

All audio-recorded conversations will be transcribed and data will not be identifiable. All information will remain completely confidential and will be used for research purposes only. We will write up the results for research publications, but at no time children's, teachers' or schools' names be identified. Your participation in the studies will be voluntary. Withdrawal would be possible at any stage of the research project.

The research project is supported by the Department of Education and Training of Victoria and could possibly lead to the introduction of a new evidence-based strategy which might have the potential to improve children's health and cognitive performance. At the end of the studies we will provide you with a summary of the findings.

We hope that you want to join our initiative by signing your consent form and returning it to the in the 'Deakin University' box at your school office.



## PLAIN LANGUAGE STATEMENT AND CONSENT FORM

To: Teachers

**Consent Form**

**Date:** 13/02/2018

**Full Project Title:** Classroom-based active breaks for typically and non-typically developing children's cognitive enhancement

**Reference number:** 2016-382

1. I have read, and I understand the attached Plain Language Statement letter.
2. I give my permission to participate in this project according to the conditions in the Plain Language Statement letter.
3. I have been given a copy of Plain Language Statement and Consent Form to keep.
4. The researcher has agreed not to reveal the participants' identities and personal details or any details of the school if information about this project is published or presented in any public form.

Name of person giving consent (printed) \_\_\_\_\_

Email \_\_\_\_\_ Phone/Mobile \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Please return this form to your school office:**

For any enquires please contact Dr Lisa Barnett or Mr Emiliano Mazzoli:

Email: [lisa.barnett@deakin.edu.au](mailto:lisa.barnett@deakin.edu.au) Ph: 03 92446177 FAX 03 92446261

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**CONSENT FORM**  
**\*\* YOUR COPY TO KEEP \*\***



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