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FLV Oral Presenter**



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Assoc. Prof. Dr. Bijen Filiz is currently working at the Faculty of Sport Sciences, Afyon Kocatepe University. Her major research interest is on physical education and teacher education, instructional, curriculum and hidden programs on physical education, measurement and evaluation in physical education, and sports sociology. She has applied the Teaching Personal and Social Responsibility model with middle and high school students in Turkey. She has academic studies on this model. She is a member of the Young People's Leisure Network and join various camp and World Leisure Congress in project scope. She is a new member of the FLV program. She attended the 1st World Conference of Future Leader/Volunteer-2019 in South Africa for the first time as an FLV member.

The Effects of Brain Breaks® Physical Activity Videos on Focus, Task Tracking and Academic Achievement in Turkey

The aim of the study is to examine the effect of Brain Breaks® physical activity videos on focus, task tracking, and academic achievement. The study group consists of 30 students who studying in the 4th-grade of a private school. The study was designed as a quasi-experimental design. Focus and task tracking evaluation form prepared by the researchers and HopSports Brain Breaks® videos will be used as data collection tools. The study will be carried out for 8 weeks, once a week, during the designated class hours and with the video levels. Application; It will be in the form of assigning tasks to students in the first 15 minutes of a lesson, then doing physical activity by watching high and medium or low-motion videos for 10 minutes, and then assigning tasks to students for 15 minutes. During these periods, students' fulfilling the task and focus times will be followed before and after physical activity. It will also be checked whether physical activity has an effect on focusing and maintaining the task. The application is divided into two periods as the morning and the middle of the day. In addition, videos are classified as high and medium or low-motion. Therefore, it will be determined how physical activity is more effective in focusing on and fulfilling the task with high and medium or low-motion videos in the morning or in the middle of the day. In addition, in the last week of the program, students will first take a 15-minute short exam from an academic course (Mathematics, Life Science, English, etc. to be prepared by the course teacher in accordance with the curriculum), followed by a 10-minute high-action Brain Breaks® Physical activity will be done with physical activity videos, and the same exam will be given again immediately after. As pre-test and post-test, it will be examined whether there is an effect of physical activity on course achievement. As data analysis, mean and standard deviation for descriptive statistics; Dependent t-test (Wilcoxon Signed Rank test) to measure the difference between 15-minute video applications and academic achievement for 8 weeks; Independent t-test (Mann-Whitney U) to measure the difference between morning and midday sessions and high, medium or

low-motion videos; ANCOVA analysis will be done to measure the effect of the posttest according to gender.