

Appendix A

1-5 scale

*1: do not agree at all – 5: completely agree / *1: not at all – 5: completely

Questionnaire I (5 weeks after the teacher started using the PA breaks)

Adoption

1. Do you think it is important to do a daily PA break with your class (1-5)?
2. Do you think it is part of your job to do a daily PA break with your class (1-5)?
3. Are you convinced of the possible effects of a PA break on attention and/or cognition (1-5)?
- 4a. Do your colleagues also participate in this study? (yes/no)
- 4b. Is participation of colleagues in this study a requirement for you to start with the Just Dance breaks (1-5)?

Implementation

5. How many pupils are in your class (group size)?
6. How many boys are in your class?
7. How many girls are in your class?
8. Do you think the Just Dance breaks are suitable for your class (1-5)?
9. Do your pupils like the Just Dance breaks (1-5)?
- 10a. Are there pupils that don't like the Just Dance breaks? (yes/no)
- 10b. Which pupils don't like the Just Dance breaks?
- 10c. Please give some illustration to question 10b.
11. Do you have enough time to implement the Just Dance break in your daily program (1-5)?
12. How much energy does it cost you to get your pupils focused again after the Just Dance break (1-5)?

Questionnaire II (15 weeks after the teacher started using the PA breaks)

Maintenance

1. Do you think it is important to perform a daily PA break with your class (1-5)?
- 2a. Are you convinced of the possible effects of a PA break on attention and/or cognition (1-5)?
- 2b. Do you notice the effect of the Just Dance breaks on your pupils is increased relative to the first few weeks of performing the Just Dance breaks (1-5)?
3. Do your pupils like the Just Dance breaks (1-5)?
4. Do you recommend your colleagues to use the Just Dance breaks (1-5)?