

# Implementation Guide for a Flexible Environment

PRIMARY AND SECONDARY SCHOOLS



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# Who should read this guide

The Implementation Guide for a Flexible Environment is intended as a reference for all teachers, stakeholders and school leaders at the primary and secondary school levels, who wish to contribute to the health and well-being of students, through the adoption of a flexible learning environment.

This guide contains theoretical elements from a summary of recent scientific literature on interventions (flexible layout and active breaks) aimed at reducing sedentary behaviour in the classroom in elementary and secondary school. Government publications and other credible sources were also used as references to build the argument.

The practical elements, for their part, are based on a summary of the inventory of interventions demonstrated to be effective (literature review), as well as the results observed and measured objectively within the framework of the review of the regional pilot project of the *MA classe flexible* Program (detailed in the following pages).



# Introduction

The beneficial effects of physical activity and the risks associated with physical inactivity have been recognized for several years. Recent knowledge now allows us to distinguish between physical inactivity and a sedentary lifestyle (see [TABLE 1](#)). A sedentary lifestyle has recently been recognized as a major public health issue since it represents one of the main risk factors for mortality linked to non-communicable diseases (Stamatakis et al., 2019).

First studied in adults, a sedentary lifestyle has been shown to be associated with deterioration in cardiovascular and metabolic health, even for those who meet physical activity guidelines (Biswas A, 2015).

Recently, the World Health Organization (WHO) reported an association between sedentary behaviours and physical and mental health problems in children and adolescents: increased adiposity, impaired cardiometabolic and physical health, lower quality social interaction and reduced sleep duration (WHO, 2020).

**“Sedentariness is now established as a risk factor for health, independently of the practice of physical activity. In Quebec, nearly a third of the population is considered sedentary.”**

- Taken from the article *Un aperçu d'ensemble des revues systématiques quant à l'efficacité des interventions visant les comportements sédentaires*, INSPQ, 2022.<sup>1</sup>

A brand new systematic review, led by the Sedentary Behaviour Research Network (SBRN), has confirmed that excessive time spent in sedentary behaviours can negatively affect the health and well-being of young people (Kuzik, N., da Costa, B.G et al., 2022). In addition, worldwide, it is currently estimated that young people accumulate **8 hours per day of sedentary time** (Bauman AE et al., 2018), the equivalent of 50% of their waking time. Moreover, a recent meta-analysis carried out among children and adolescents in the United States reports that they spend an average of 63% of the time spent at school in sedentary mode (Egan CA. et al., 2019).

<sup>1</sup> Free translation of online document: <https://www.inspq.qc.ca/saine-alimentation-mode-vie-actif/veille-scientifique/juin-2022>. Complete reference: Lam K, Baurecht H, Pahmeier K, Niemann A, Romberg C, Biermann-Stallwitz J, Neusser S, Wasem J, Mugler N, Welker C, Leitzmann M, Jochem C. (2022). **How effective and how expensive are interventions to reduce sedentary behavior?** An umbrella review and meta-analysis (link is external). *Obesity Reviews*. 23(5):e13422.

TABLE 1

## Distinction between sedentary behaviour and physical inactivity<sup>2</sup>

### SEDENTARY BEHAVIOUR

Any awake behaviour that involves very low energy expenditure while sitting, reclined or lying down (e.g. sitting, reading, watching television) (Tremblay et al., 2017)

**Examples for children and adolescents (5 to 17 years old), as well as adults (≥ 18 years old):** Use of electronic devices (television, computer, tablet, mobile phone, video games) while sitting or lying down; reading/writing/drawing while seated; seated homework; sitting in school; sitting in a bus or car.



### PHYSICAL INACTIVITY

Insufficient level of physical activity to meet current physical activity recommendations.

**For children and teens (5-17 years):** unable to achieve 60 minutes of moderate-intensity (rapid heart rate and breathing) to vigorous (deep, rapid breathing) physical activity daily.



At this time, we do not know the required threshold of time or intensity of physical activity to alleviate the effects of sedentary behaviours in young people, while in adults, studies recommend between 60 and 75 minutes of moderate physical activity on a daily basis<sup>3</sup>. What we do know, however, is that for all ages, the most beneficial behaviour is to adopt a physically active and non-sedentary lifestyle since the combination of sedentary and inactive proves to be the most detrimental for physical and mental health (See TABLE 2).

<sup>2</sup> Definitions and examples taken from: <https://www.sedentarybehaviour.org/sbrn-terminology-consensus-project/#consensus-definitions>

<sup>3</sup> "Recent studies show that to reduce or even eliminate the risks associated with prolonged sitting, adults should incorporate a large dose of physical activity into their daily lives (60 to 75 minutes at moderate intensity)" (Ekelund et al., 2019; Ekelund et al., 2016). Unfortunately, a large proportion of Canadian adults (82.5%) do not meet physical activity guidelines (150 minutes of moderate-to-vigorous-intensity physical activity per week or 75 minutes of moderate-intensity physical activity vigorous per week or an equivalent combination of moderate- and vigorous-intensity activity) and are sedentary for most of the day (9.6 hours) (Public Health Agency of Canada, 2018)." Free translation of excerpts taken from *Guide des réunions actives: Notions utiles et conseils pratiques, Mon équilibre UL*, Université Laval 2020.

TABLE 2

## Different combinations of physical activity and sedentary behaviour and the positive or negative effects on health

Sedentary Behaviour	Sedentary & Inactive ( - - )	Sedentary & Active ( - + )
	Inactive & Non-Sedentary ( - + )	Active & Non-Sedentary ( + + )
	Physical Activity	



### Did you know that we can be both active and sedentary?

For example, a student may be enrolled in a sport-étude program and play sports at school 5 times a week, but remain in an uninterrupted sitting position during schoolwork and free time for long hours (e.g. watching videos on a screen). In other words, even if a young person achieves the recommended 60 minutes of physical activity per day, he is not necessarily immune to the risks associated with a sedentary lifestyle.

A simple way to adopt a non-sedentary lifestyle, which is recommended in the workplace for adults, is to regularly interrupt the static and prolonged sitting position by standing up, then stretching, taking a few steps or even better by doing a few minutes of light to moderate physical activity<sup>4</sup>. Is it possible to think about integrating this practice for young people at school?

<sup>4</sup> Proposal inspired by the *Guide des réunions actives: Notions utiles et conseils pratiques*, Mon équilibre UL, Université Laval 2021.

# Why target sedentarity in school settings?

## A FEW GOOD REASONS TO START:

1

Data indicates that children are on average 6 hours a day in school (Rush E, Coppinger T, Obolonkin V, et al., 2012) **and most of their day is spent sedentary** (Kuzik, N., da Costa, B.G et al., 2022).

“The sedentary lifestyle of young people is associated with an increased risk of early health problems as well as a decrease in cognitive performance. Since children spend at least a third of their waking time in class, school appears to be a relevant context for reducing sedentary lifestyle”.

- Taken from the article *Quels sont les effets des bureaux actifs dans les écoles?*, INSPQ, 2022.<sup>5</sup>

2

**School is the ideal place to reach the vast majority of young people** (net school attendance rates worldwide: 89% for children at primary level and 66% for children at secondary level) (UNESCO, 2020).

3

The school is recognized as an **important setting for promoting the health and well-being of children.**



<sup>5</sup> Free translation of the article, accessed on September 15, 2022:

<https://www.inspq.qc.ca/veille-scientifique-saine-alimentation-mode-vie-actif/mars-2022>.

Complete reference: Guirado, T., Chambonnière, C., Chaput, J.-P., Metz, L., Thivel, D. et Duclos, M. (janvier 2021). “Effects of Classroom Active Desks on Children and Adolescents’ Physical Activity, Sedentary Behavior, Academic Achievements and Overall Health: A Systematic Review” (external link), *International Journal of Environmental Research and Public Health*, vol. 18, n° 6, p. 2828.



## The concern for health in the school environment.

### In the past...

As a reminder, in the early 2000s, the ministère de l'Éducation, du Loisir et du Sport (MELS) wanted to contribute to the Plan d'action gouvernemental de promotion des saines habitudes de vie et de prévention des problèmes reliés au poids 2006-2012, *Investir pour l'avenir* with the publication of the Framework Policy on Healthy Eating and Active Living (Going the Healthy Route at School, 2007). It is therefore recognized that the acquisition of healthy lifestyle habits is favorable to educational success and to the full personal and social development of the young person: "[...] The document acknowledges that **the regular practice of physical activities promotes concentration**, a factor related to academic success. Also, since school is a place of training and transmission of values, the health of young people and their lifestyles must be a real concern for the education network." Minsitère de l'Éducation, du Loisir et du Sport (MELS, 2007).

### And the present...

"Schools can play a critical role in improving student health and well-being by managing school-related sedentary behaviour and screen use. To understand and address this challenge, the Sedentary Behaviour Research Network released the world's first evidence-based recommendations focused specifically on school-related sedentary behaviour."

- Taken from the website Reducing Sedentary Behaviour, PHE Canada, 2022<sup>6</sup>

4

"Regular physical activity, increasing PE (physical education) and active classrooms not only protect schoolchildren's health but also improve their academic achievement" (WHO Europe 2021).



<sup>6</sup> Web page <https://phecanada.ca/activate/sedentary-behaviour> accessed September 15, 2022.

# 5

**“Motivating and enabling school students to get enough exercise with healthy physical activities is an important, fundamental duty of schools** in the scope of the sustainable prevention of MSDs (musculoskeletal diseases). It is also important that they perform seated work as rarely as possible.” - Excerpt from *Better Schools by Promoting Musculoskeletal Health*, in the report made by the European Agency for Safety and Health at Work<sup>7</sup>

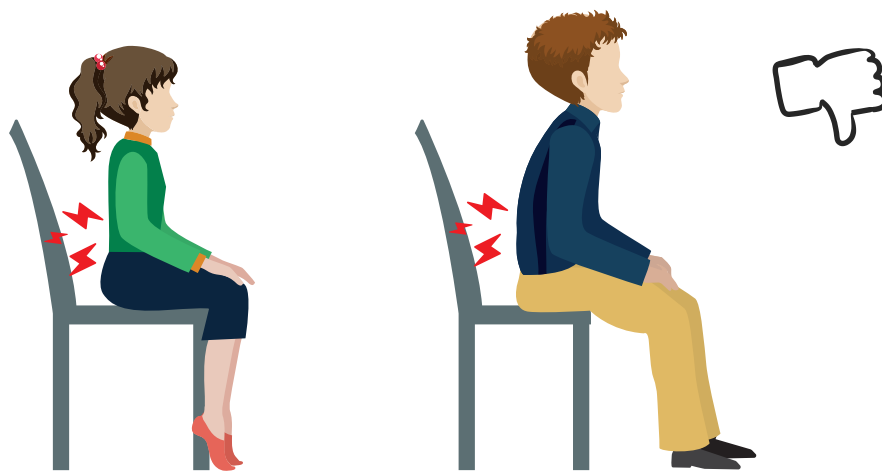
## Musculoskeletal disorders (MSDs)<sup>8</sup>...

### A problem in children and adolescents?

“A more recent German study concluded that musculoskeletal problems such as back pain are extremely common. Every sixth child is given such a diagnosis at least once a year. This makes MSDs the eighth most common type of disease in childhood and adolescence (Greiner, Bartram & Witte 2019, 24).”

### A problem in teachers?

“Some surveys and scientific studies report an even higher percentage of teachers suffering from MSDs. Taylor cites a percentage of up to 95 percent; 85 percent of younger teachers experience skeletal and muscular pain once per week, but only 8 percent report this to their employers (Taylor 2020b). In particular, the following are cited as causes for MSDs in teachers: unfavorable working posture (such as sitting too long), lack of exercise, a working environment that is detrimental to health, especially due to insufficient ergonomic equipment, unfavourable lighting conditions, poor air quality and noise (Taylor 2020b).”



<sup>7</sup> Better Schools by Promoting Musculoskeletal Health A strategic approach for promoting exercise and preventing MSDs in schools Report, European Agency for Safety and Health at Work (EU-OSHA), 2022.

<sup>8</sup> Idem.

Various interventions were introduced in the school environment, in addition to periods of physical education and health courses, in order to increase the level of physical activity of young people outside class hours or in class (extracurricular sports activities, development or rearrangement and animation of schoolyards, active breaks, etc.). Even today, the Government of Quebec continues to encourage the practice of physical and sporting activity in schools using the following incentives: Measure 15023 – À l'école, on bouge!<sup>9</sup> (physical activities in school) at primary level, Measure 15028 - Extracurricular activities in secondary school<sup>10</sup> and Measure 50530 – Schoolyard Improvements<sup>11</sup>.

**"In Quebec, with the advent of the Lab-school in recent years, several suggestions have emerged in order to review the learning settings. One of the recommendations proposed in the document *Penser l'école de demain* is to "create innovative, interior and external learning spaces, which favour movement".**

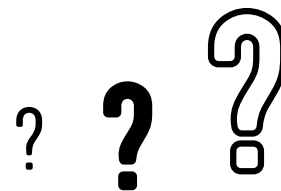
- Free translation of the online article *Quels sont les effets des bureaux actifs dans les écoles?*, INSPQ, 2022.

**"For young students, an amalgam of interventions on the built environment (e.g. active work offices) and the social environment (e.g. parents and teachers) is the most favorable approach for the decrease in sedentary behaviour."**

- Free translation of the online article *Un aperçu d'ensemble des revues systématiques quant à l'efficacité des interventions visant les comportements sédentaires*, INSPQ, 2022.

Since the school is an essential environment for healthy lifestyles, how can we help schools promote the adoption of a physically active and non-sedentary lifestyle among students?

**Could the implementation of flexible classrooms be part of the equation?**



<sup>9</sup> "This measure is consistent with the Framework Policy on Healthy Eating and Active Living, the Policy on Physical Activity, Sport and Recreation, the Policy on Educational Success and the Politique gouvernementale de prévention en santé. It is intended to support preschool and elementary school educational institutions, so that all their students are physically active for at least 60 minutes of every school day, including the physical education and health courses listed in the course schedule." Taken from the online document: [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/loisir-sport/Doc\\_info\\_mesure\\_15023\\_22.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/loisir-sport/Doc_info_mesure_15023_22.pdf)

<sup>10</sup> "The measure aims to support secondary education establishments so that they offer a diversified programming of extracurricular activities to all of their students, promoting regular physical activities, pleasure, satisfaction, accomplishment and the development of the feeling of belonging to school, with the aim of promoting participation, and creating a stimulating living environment conducive to school perseverance and educational success." Free translation of the online document: [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/loisir-sport/Doc\\_info\\_mesure\\_15028\\_2022.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/loisir-sport/Doc_info_mesure_15028_2022.pdf)

<sup>11</sup> The purpose of this measure is to provide financial support to educational organizations within the framework of schoolyard improvement projects in order to stimulate and make the practice of physical activity among young people safer and contribute to the development of an inclusive lifestyle, in particular to develop social skills. Free translation of the online document, accessed August 2022: [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/ress\\_financieres/rb/21-090-03\\_RB-CS-21-24-INV-21\\_v2.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/ress_financieres/rb/21-090-03_RB-CS-21-24-INV-21_v2.pdf)

# MA classe flexible: A potential solution against sedentary lifestyle and physical inactivity?

The above question was at the heart of the pilot project. The on-site assessment aimed to find an answer by contributing to the development of knowledge on flexible layouts: its possible influences on sedentary behaviour, on the musculoskeletal disorders or discomfort of learners, as well as on educational practices.

The pilot project was developed as part of one of the [TIR-SHV de la Capitale-Nationale's projects](#). Thanks to a strong mobilization of several partners and financial support of the TIR-SHV de la Capitale-Nationale over the course of three years (2020, 2021 and 2022), as well as the MÉQ and the MSSS, a team was formed to review the implementation of an already existing program: [MA classe flexible](#). in primary and secondary schools from the Quebec and Chaudière-Appalaches area.



## **MA classe flexible Program:**

In response to the school community's request and drawing inspiration from the "flexible seating" movement (created in the United States mainly in primary schools), professionals from the physically active lifestyle area (kinesiologists, primary and secondary school teachers and P.E. teachers) of the Réseau du sport étudiant du Québec - Québec et Chaudière-Appalaches (RSEQ-QCA) have developed in collaboration with educational advisers and an ergonomist the *MA classe flexible* Program (Letters M and A meaning Movement and Apprentissage (learning)).

The program relies on a training and support approach, combining several actions related to the modification of the physical layout of the classrooms, the use of a variety of educational practices and ergonomic work postures, while aiming at the decrease in sedentary time of students. In the five years since its launch, more than 200 teachers from primary and secondary schools have been trained and accompanied by the Hourra! Team.

It should be noted that the *MA classe flexible* Program is, to our knowledge, the only program that brings together elements from recent publications for school communities: *International School-Related Sedentary Behaviour Recommendations*<sup>12</sup> made by the Sedentary Behaviour Research Network (SBRN, 2022), *Better Schools by Promoting Musculoskeletal Health*, of the report drawn up by the European Agency for Safety and Health at Work (EU-OSHA, 2022) and *L'aménagement flexible des classes au Québec: une étude descriptive* (Bluteau J., et al., 2022).

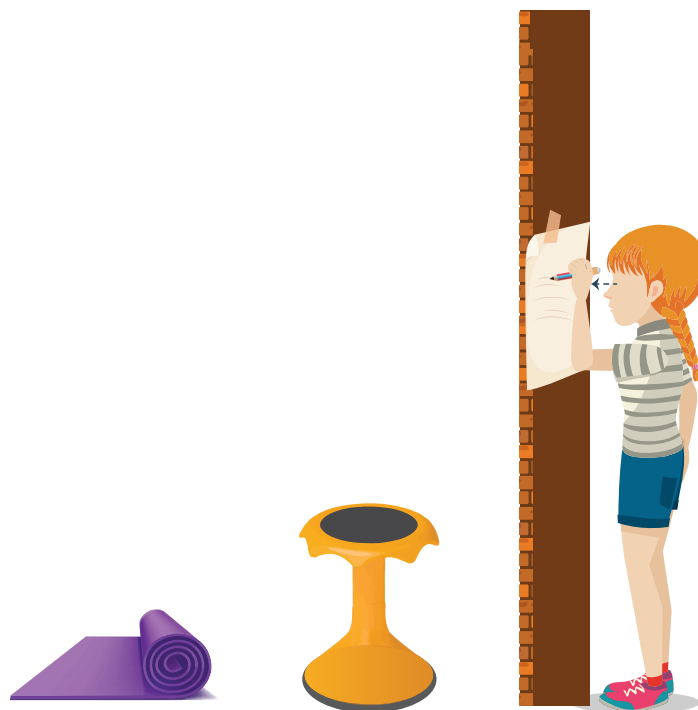
<sup>12</sup> Taken from: <https://www.sedentarybehaviour.org/school-related-sedentary-behaviour-recommendations/>

The observations made by the review team made it possible to conclude that, overall, the primary and secondary levels students in flexible classrooms would move and change positions more often (on the ground, traditional seats, dynamic seats and standing work area) than those of students in traditional classrooms, who work most of the time sitting at their respective desks. **As for the accelerometry measures, they demonstrated that during school hours (including recess and lunchtime) the time spent in moderate physical activity (MPA) and the number of steps in students from flexible classrooms were much higher than those in traditional classrooms.** These latest measures also tell us that the layout is not the only influential factor. Teaching practices\*, the teachers' goals, the use of unconventional spaces such as hallways or the school yard and the addition of active breaks are other examples which, in flexible classrooms, increase physical activity and/or reduce students' seated time. It should be noted that some of these elements listed could very well be applied in a more traditional classroom.

*\*For the needs of the project review and for comparative purposes, in particular between the two types of classrooms (flexible and traditional), teachers were asked to integrate teaching practices in French (reading and dictation) and in mathematics (mathematical jogging) during the first visit and more broadly in writing and resolution of mathematical problems during the second visit. The only difference between the 2 types of classrooms: the flexible classrooms had to use each of the items delivered beforehand at least once (2 oscillating benches, a yoga carpet and an erasable whiteboard in the form of a giant Post-it).*

### What is accelerometry?

"Accelerometry makes it possible to assess the physical activity of subjects from the mechanical measurements of movements. Indeed, the movements of the torso and the limbs will induce accelerations that can be measured through sensors. [...] The accelerations or decelerations registered provide a description of the frequency, time and intensity of the physical activity produced by body movement." - Free translation taken from *Quantification de l'activité physique par l'accélérométrie, Revue d'Épidémiologie et de Santé Publique*<sup>13</sup>



<sup>13</sup> Quantification de l'activité physique par l'accélérométrie, Revue d'Épidémiologie et de Santé Publique, Volume 67, Issue 2, April 2019, Pages 126-134. Revue d'Épidémiologie et de Santé Publique. Article accessed online September 23, 2022: <https://www.sciencedirect.com/science/article/abs/pii/S0398762018314858>.

Thus, the assessment results of the pilot project combined with recent scientific data suggest that the implementation of flexible classrooms is a promising avenue to reduce the sedentary behaviour of students and to integrate more movement into their daily lives.

The next sections will allow us to know how to go from theory to best practices, in order to make the learning environment more flexible.

The findings drawn from the article *Quels sont les effets des bureaux actifs dans les écoles ?*, INSPQ, 2022, support data on the use of "active" offices to stimulate the student movement in a classroom setting:

- "Vertical desks and cycle desks would allow a decrease in sedentary behaviour in a school context and an increase in daily energy expenditure;
- "Active" desks could have positive effects on cognitive performance, among other things, on reaction time and attention span;
- No study reports deleterious effects on cognitive or academic capacities."

The data drawn from a recent **exploratory type review**<sup>14</sup> state that:

- All studies whose interventions have led to partial or complete modifications of the classrooms to make flexible arrangements have measured a decrease in sedentary behaviour (e.g.: sedentary behaviour in itself or decrease in seated time).
- Some studies have also measured an increase in standing time and an increase in the practice of moderate to vigorous physical activity (MVPA).

"Furthermore, the flexible layout of classrooms, particularly with regard to furniture, **would help promote dynamic postures** in addition to being a promising intervention to reduce sedentary time."

- Free translation taken from *Aménager des écoles favorables à la santé et au bien-être*, INSPQ, 2021.<sup>15</sup>

<sup>14</sup> *Impact of ergonomic flexible learning spaces in school on sedentary behaviors and learning in youth: A scoping review* [revue en cours de rédaction, sous réserve de modification]

<sup>15</sup> Document consulté le 15 septembre 2022 : <https://www.inspq.qc.ca/sites/default/files/publications/2794-amenager-ecoles-favorables-sante-bien-etre.pdf>

# What is a flexible learning environment?

Flexible layout refers to a modification of the physical space of the classroom, as well as a modification of teaching practices, in order to harmonize the learning environment to the needs of today's learners (Delzer, 2016; LAQUERRE, G. 2018, Katharina E. Kariippanon et al., 2021; J.Bluteau, 2022). Wanting to stand out from the more traditional classroom model (mainly lecture course and desks in rows or work islands facing the teacher), the flexible layout offers different options of work or listening postures (seated, standing, lying down ) (J. Bluteau, 2022), which allows teachers to adopt flexible, differentiated and more student-centered educational practices (J. Bluteau, 2022). In addition, this makes it possible to offer students the opportunity to vary their postures regularly, while trying to offer the most ergonomic stations possible.



**"Flexible pedagogy is to teach using a differentiated pedagogy, focused on the needs of students, and to use the flexibility of the environment to adapt pedagogy. There are configurations and workspaces allowing movement, and more posture options (seated, standing, lying down) than students, what is called "seatings".**

Free translation - J. Bluteau, 2022

**"The organization of time and space must be flexible: it is the joint responsibility of the teacher and the student."**

- Citation de Carl Rogers (1969), *Freedom to Learn for the 80's*, cité par Denis Simard (2017) professeur en sciences éducation à l'Université Laval dans *Le goût d'apprendre. Une valeur à partager*. - Free translation taken from L'ABC de Schola 2021

**Remember: there is not only one formula to create a flexible learning environment adapted to both students and teachers!** It is a combination of various means that will result in a dynamic and motivating environment so that students are engaged actively, as much as physically in their learning. All classroom models can be flexible when we change the layout as needed (even by keeping a desk per student), that we vary the teaching devices and that we favor the integration of various movement opportunities.

*\*\*\*The ideas shared in this document are mainly developed for classroom usage, but could also be used elsewhere in school and expanded to all learning areas including those around school (e.g. in hallways, at the gymnasium or the auditorium, in the schoolyard or other outdoor spaces nearby).\*\*\**

"To meet this objective of creating an optimal learning environment favorable to the well-being of students, the flexible classroom is based on five foundations: the choice (1), the movement (2), the comfort (3), life in community (4) and cooperation (5) (Havig, 2017; Lacquerre, 2018; Limpert, 2017)"

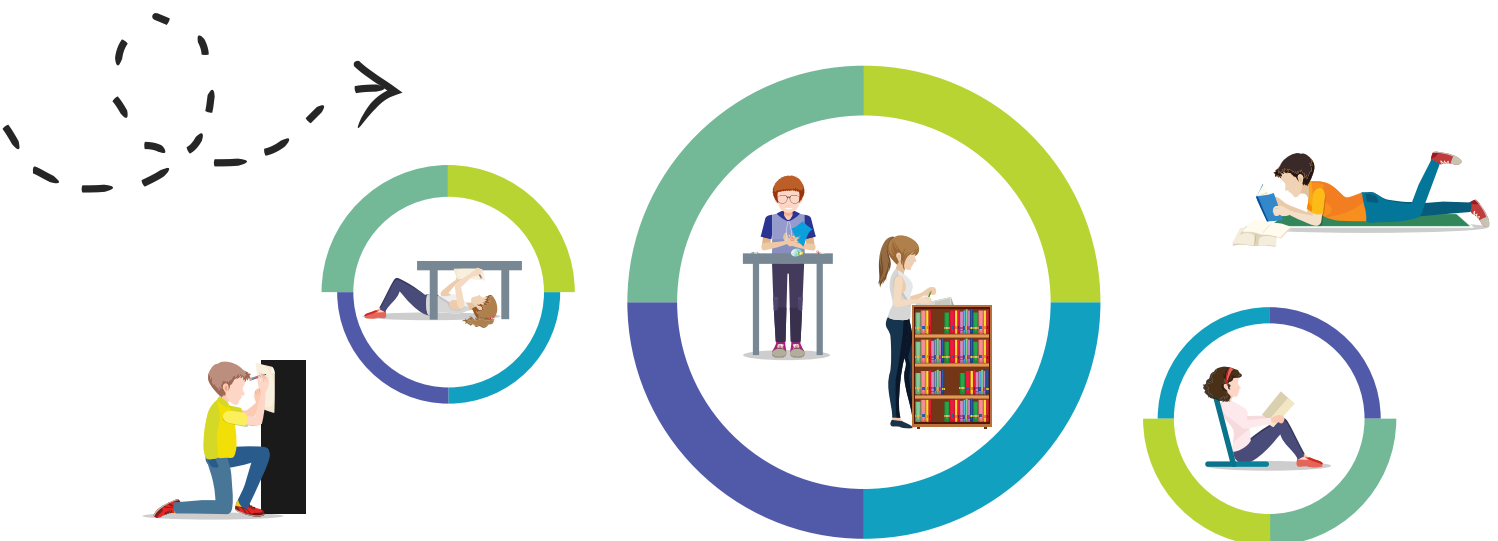
- Free translation taken from *L'aménagement flexible des classes au Québec: une étude descriptive*. J. Bluteau, et al., 2022.

There are indeed several ways to design a flexible classroom...

**Definition of a flexible class for descriptive study purposes** (*L'aménagement flexible des classes au Québec*) by **Jonathan Bluteau** (free translation):

"A flexible layout includes removing the desks and chairs organized in rows in a traditional classroom setting, in order to leave more space on the floor, different work surfaces and different types of seats that students can choose freely. Students can be: lying on the ground or on a carpet; Sitting on the floor, on a cushion or on a Bean Bag; Sitting on chairs with different shapes, on a stool or on a Swiss ball; Standing in front of a high table; alone or in teams, etc. The layout has at least three different seating types as well as movable and modular bookshelves. Students' school supplies are stored in accessible individual boxes or cubicles. There are group and individual work areas, reading and rest areas, entertainment or creativity areas."

\* Please note that "out of the 475 answers received on this questionnaire, 26% (n = 124) said that their class did not correspond to the definition. [...] This result could indicate that the proposed definition did not correspond precisely to what teachers consider as a flexible classroom."





# TO CONSIDER BEFORE implementing flexible classrooms

This section presents some tips for school administrations and teachers to support their reflections and to guide its planning:

## FOR SCHOOL ADMINISTRATION:

- Share convincing data related to the importance of being active and non-sedentary to the entire school team
- Include the decrease in sedentary behaviour and/or the increase in physical activity in the school's educational project
- Make the long-term health of students a priority
- Support and guide staff in their practice change
- Favor a participatory approach rather than imposing change (several options exist)
- Inform teachers of the available budget
- Inform teachers of available resources (material resources and support from educational advisers)
- Keep in mind the concepts of ergonomics cited later in this document during furniture replacement or purchase
- Validate the need for training and support (see [Professional Services Needs section](#))

### Some challenges on flexible classroom implementation

"Although the answers we received are unanimous on the benefits of teaching in a flexible classroom layout setting, some mention challenges they had to overcome. First, the functioning of this type of classroom differs from the traditional classroom, an adaptation period is therefore necessary, both for teachers and for students. The availability of suitable equipment is also an obstacle. Teachers recommend providing training and are requesting their school management's support." - Free translation taken from *L'aménagement flexible des classes au Québec: une étude descriptive*.  
J. Bluteau

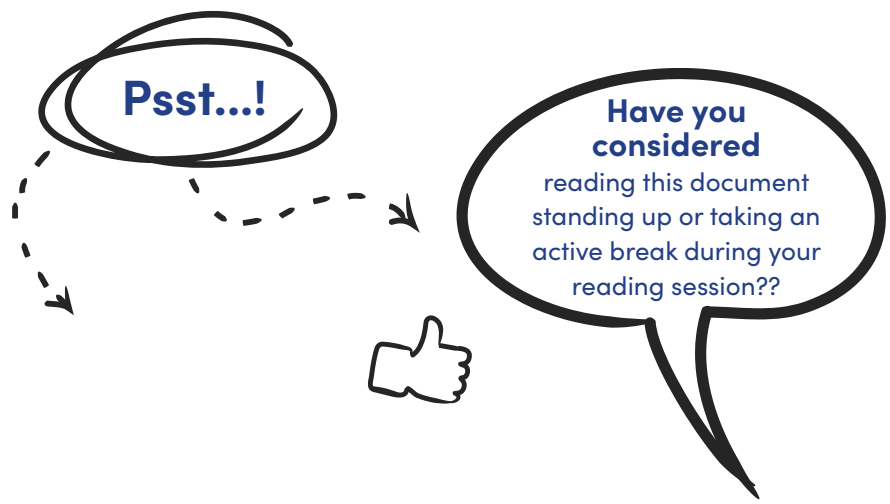
## FOR TEACHERS:

- Inform the school administration and parents of the reasons that motivate you to set up a flexible classroom (Share convincing data)
- Target the objectives of your environment change (need to change / adapt to the clientele / need to move / decrease sedentary behaviour, favor autonomy, etc.)
- Validate the available budget, if applicable
- Consult colleagues and/or material resources to make a list of equipment to add, remove or change
- Make a plan of the changes to be made in the classroom so that the transition is made gradually (e.g. start by adding standing work only)
- Think about the ways to maximize the available space (e.g. remove posters to have more wall space during standing work or place the desks in work islands, use the boards, walls, windows and the bookshelves as workspaces)
- Involve students in the reflection, implementation and assessment of the project
- Find other colleagues with whom to share ideas and plan activities (networking and sharing of experience)
- Find out of the resources available for support or guidance (see section [to go further](#))

"In Quebec, there are no official statistics about the establishment of flexible classrooms or innovative layouts, but this number can be estimated at more than 2000 on the territory (in all CSS and private schools from Quebec, primary and secondary). In addition, their implementation typically stems from personal initiatives made by the teachers themselves, with the agreement of their school management."

- Free translation taken from *L'aménagement flexible des classes au Québec: une étude descriptive*. J. Bluteau





## LET'S GET STARTED




The following section offers a variety of actions allowing the implementation of a flexible classroom. Even if the three are all interrelated, the actions are presented separately in three segments, the physical space layout, the different teaching practices and finally, ergonomics.




### 1. SETTING UP A FLEXIBLE LAYOUT:

BY OFFERING A VARIETY OF SEATS AND WORK AREAS. *\*Make sure you have more available places than students.*

In light of the review of the pilot project *MA classe flexible*, data gathered through observation highlighted that a greater variety of types of seats and work surfaces were used in flexible classrooms, especially at the primary level. Even if they are identified as traditional classrooms, they do not always have only chairs and desks. TABLE 3 contains a list of furniture and equipment found in the participating classes and can serve as a starting point if you want to experiment with different equipment.

**TABLE 3**  
**Different types of seats and work surfaces**  
**observed during the pilot project**

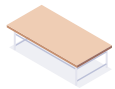
Types of seats and work surfaces	Primary level		Secondary level	
	Traditional classrooms	Flexible classrooms	Traditional classrooms	Flexible classrooms
<b>On the ground</b>	Yoga mats	<ul style="list-style-type: none"> <li>• Yoga Mats</li> <li>• Cushions</li> <li>• Foam mats</li> <li>• Ray Lax chairs</li> </ul>  <ul style="list-style-type: none"> <li>• Surf chairs</li> </ul> 	Yoga mats	Yoga mats
<b>Traditional seats and work surfaces</b>	<ul style="list-style-type: none"> <li>• Chairs</li> <li>• Desks</li> <li>• Rectangular tables</li> <li>• Stools</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs</li> <li>• Desks</li> <li>• Rectangular tables</li> <li>• Stools</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs</li> <li>• Desks</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs</li> <li>• Desks</li> </ul>
<b>Dynamic seating</b>	<ul style="list-style-type: none"> <li>• Bike desk</li> <li>• Oscillating benches</li> </ul> 	<ul style="list-style-type: none"> <li>• Bike desk</li> <li>• Oscillating benches</li> <li>• Swiss balls</li> <li>• Benches or chairs with wheels</li> <li>• Rocking chairs</li> <li>• Rocking shells</li> <li>• Inflatable discs</li> </ul>	Bike desk	Oscillating benches

	Primary level		Secondary level	
Types of seats and work surfaces	Traditional classrooms	Flexible classrooms	Traditional classrooms	Flexible classrooms
<b>Standing Work Surfaces</b>	<ul style="list-style-type: none"> <li>• High tables</li> <li>• High desks</li> </ul>	<ul style="list-style-type: none"> <li>• High tables</li> <li>• Shelves on the wall</li> <li>• Adjustable sit-stand tables</li> <li>• Windowsill*</li> <li>• Windows*</li> <li>• Whiteboard glued to a cupboard</li> <li>• Whiteboard*</li> <li>• IWB/IBB*</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Shelves on the wall</li> <li>• Small whiteboards fixed to the wall</li> </ul> 
<b>Other types of furniture</b>	<ul style="list-style-type: none"> <li>• Couch</li> <li>• Reading tent</li> <li>• Kidney table</li> </ul> 	<ul style="list-style-type: none"> <li>• <i>Bean bag</i></li> </ul>  <ul style="list-style-type: none"> <li>• Deckchairs (beach)</li> <li>• Adirondack chairs</li> <li>• Kidney tables</li> <li>• Benches made of milk crates</li> <li>• Shelves on the wall</li> <li>• Trapezoid tables</li> <li>• High chairs</li> <li>• Coffee tables</li> <li>• Bookcases with communal storage</li> <li>• Round tables</li> <li>• Reading tent</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tent</li> <li>• Chairs and coffee tables</li> </ul>	N/A

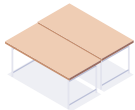
\*These surfaces are also or often present in traditional classrooms and/or secondary level classrooms, but are not used by students for standing work.

**In what proportion do we find flexible furniture and equipment** (according to 475 teachers in flexible classrooms)? - Information taken from *L'aménagement flexible des classes au Québec: une étude descriptive*. J. Bluteau, et al., 2022.:

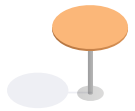
### FURNITURE



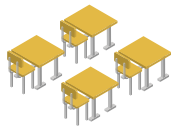
**76%**  
low tables



**75%**  
work islands



**69%**  
high bistro-style tables



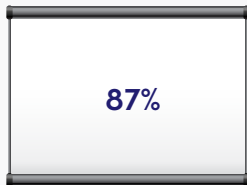
**37%**  
of teachers use dedicated desks for each student, in addition to so-called flexible work surfaces

### TECHNOLOGIES

**87%** → of teachers have an interactive whiteboard in their classroom

**55%** → use laptops in class

**30%** → have a desktop computer



### DIFFERENT AREAS

(whose function is not for work)

**70%** → of teachers have a reading area

**47%** → a rest area

**32%** → a play area

### TYPES OF SEATS AND MATERIALS USED



**80%**  
cushions



**76%**  
stools



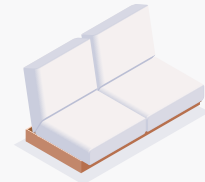
**72%**  
carpets



**61%**  
oscillating stools



**53%**  
swiss balls



**39%**  
sofas



**35%**  
rocking chairs



**27%**  
stationary bikes



**8%**  
walking exercisers



**4%**  
hammocks

## BY VARYING THE TYPES OF LAYOUT AND CONFIGURATION.

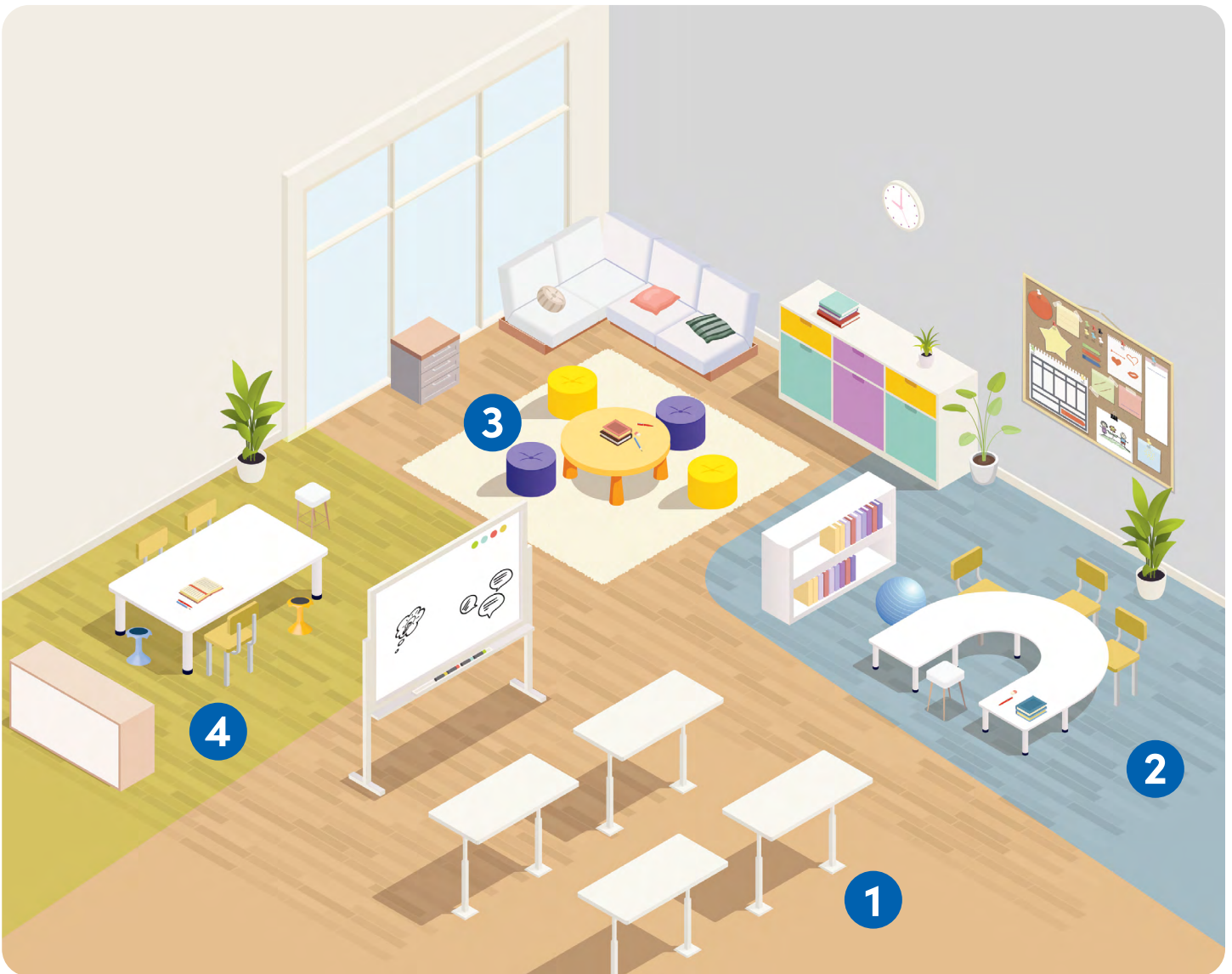
- Rethink the positioning in the class differently. Here is a site that can inspire you: [OrganizedClassroom.com](https://www.organizedclassroom.com)
- Use the walls to write (self-adhesive white-board surface, use of green boards, addition of magnetic clips to hold the sheet to the wall, etc.)
- Think about the educational potential of each existing space / furniture (large storage cupboard which also becomes a writing surface, use of the hallways as an extension of the classroom, bookcase whose top becomes a work station for teamwork, etc.)

**“The physical environment must be thoughtful and designed to promote the achievement of educational objectives (Carignan, 2018; Wannarka and Ruhl, 2008). It must therefore be mobile, flexible and scalable according to educational requirements and needs. (MEES, 2019)”**  
- Free translation from  
*L'aménagement flexible des classes au Québec: une étude descriptive.*  
J. Bluteau, et al., 2022.

**“The classroom is arranged in spaces adapted to the educational objectives and the types of behaviour expected: reading area, concentration area, collaboration area, evaluation area, etc., and is based on the precept that architecture, layout and pedagogy should be designed to meet the developmental needs of students and create an optimal learning environment (Hébert et Dugas, 2019).”**  
- Free translation from  
*L'aménagement flexible des classes au Québec: une étude descriptive.*  
J. Bluteau, et al., 2022.

## BY SEPARATING THE CLASS INTO AREAS/ STATIONS.

- Think about gathering moments (group communications), individual work (quiet work / zone of concentration and evaluation) or in teams (collaboration zone) when creating the classroom plan.
- Creation of one or more varied reading corners (quiet work / reading area) (under a table, in the hallway, on a couch, on the floor, etc.)
- Rotate stations so that students move around and use them.



*\*The image is for illustrative purposes only.*

- 1** → Standing collaborative work or assembly area
- 2** → Area for sub-groups of need
- 3** → Reading area or quiet area
- 4** → Area for exchange and collaboration



The following table (TABLE 4) demonstrates the differences noted during observations related to the layout usage by primary and secondary level teachers. Among other things, we note the greater use of gathering spaces, cooperation spaces and spaces outside the classroom for the flexible classes of the 2 levels.

**TABLE 4**  
**Use of layout/areas in Traditional Classrooms and Flexible Classrooms**

Elements of the physical environment observed	Primary level		Secondary level	
	Traditional Classrooms	Flexible Classrooms	Traditional Classrooms	Flexible Classrooms
There is a gathering space for group communications (ex: mats, cushions, etc.)	40% (2/5)	<b>100%</b> <b>(5/5)</b>	0% (0/2)	50% (1/2)
There are one or more spaces for cooperative work / teamwork (tables, couch, etc.)	80% (4/5)	<b>100%</b> <b>(5/5)</b>	0% (0/2)	<b>100%</b> <b>(2/2)</b>
There are one or more spaces for quiet work (individual, isolated or set back, reading corner, etc.)	60% (3/5)	40% (2/5)	0% (0/2)	50% (1/2)
The teacher uses spaces other than the classroom (hallway, gymnasium, schoolyard, etc.)	40% (2/5)	<b>100%</b> <b>(5/5)</b>	0% (0/2)	<b>100%</b> <b>(2/2)</b>

**BY ADJUSTING THE LAYOUT FOLLOWING THE SURVEY** with the preference of the students as well as their feelings about their comfort and their level of performance at each of the stations. Sample surveys are shared in the [Practical Tools](#) section.



## 2. USE FLEXIBLE, ACTIVE AND VARIED TEACHING PRACTICES:

As an inspiration, here are some examples seen in the flexible classes observed:

1. use of varied and differentiated pedagogical practices with student-centered projects
2. possibility of making choices, in particular the places or postures of work / listening (promote autonomy as much as possible)
3. presence of stations to make sub-groups if necessary
4. use of active pedagogy (concrete examples that make people want to get involved)
5. use of educational and active games (see [TABLE 5](#)).

**“The environment must be rich and stimulating for the student and raise questions for him”**

- Citation de Carl Rogers (1969), *Freedom to Learn for the 80's*, cité par Denis Simard (2017) professeur en sciences éducation à l'Université Laval dans *Le goût d'apprendre. Une valeur à partager*. - Free translation from L'ABC de Schola 2021.



TABLE 5  
**Examples of educational and active games observed  
as part of the pilot project**

Mathematics	Dictations/writing	Reading	Other ideas
<b>Active mathematical jogging:</b> add stationary movements (each student in their place) between the numbers to stretch.	Display the dictation answer key in the hallway so that students move to look it up.	Adopt a posture of your choice (on the ground, different seats, standing) to read.	Use another room for a new concept or teamwork (e.g. art room).
<b>Correction circle:</b> the students each correct the sheet of a neighbor and at the signal, they go to a new copy for a 2 <sup>nd</sup> validation, then a 3 <sup>rd</sup> ...	<b>Wall dictionary:</b> display common words on sheets installed in different places in the classroom so that students can validate themselves during writing periods.	Read while walking.	<b>Movement according to the nature of the words:</b> each category has its own movement (ex: verb = running on the spot, noun = we change places...). The word is named, we spell it as a group and then we move.
<b>Estimating with objects we can find in nature:</b> collecting pine cones and estimating the number, then work as a group to count.	<b>Use of different postures:</b> for dictation, students drawn at random are invited to try new stations (on the cupboard, on the floor, on the sofa, on the bicycle).	Reading outside, lying on the grass.	

### Activities observed in secondary level classrooms

- Cross-color on the school football field (Spanish)
- Seek and find in Spanish in the classroom or outside
- Teamwork in the stands of the football field
- Guess who? Boardgame full size
- Standing teamwork with removable giant Post-it notes or other writing surfaces on the wall
- Collaborative work in islets (on the ground, in the hallway)
- Opportunity to seek information from resource people in the school (outside the classroom) for a writing project

Pedagogical practices should be supported by the physical layout, as demonstrated in [TABLE 6](#) (and [TABLE 7](#) in the *Discover other practical tools* section)

**TABLE 6**  
**Stages of Explicit Teaching<sup>16</sup>**

	<b>Steps</b>	<b>Impact on classroom layout</b>
<b>1. Modelling</b>	The teacher strives to make explicit any implicit reasoning during her presentations and demonstrations by teaching the what, why, how, when and where to do.	→ The students must be able to see the teacher, so they need to be facing her
<b>2. Guided practice (feedback)</b>	The teacher checks what the students have understood from their presentation or demonstration by giving them tasks to carry out, as a team, similar to those carried out during the modelling.	→ Students can work 2 by 2 or in teams, the teacher must be able to move easily between the teams
<b>3. Autonomous practice</b>	The student reinvests on their own what they has understood from modeling and applied as a team, during guided practice, in a few problems or questions.	→ The student works alone

And since there is no single flexible classroom model, here are some other ideas for implementing flexible strategies that do not require any special layout:

- Addition of active breaks with or without relevance to the school subjects (time for active breaks deemed effective according to the scientific literature: between 5 and 15 minutes)
- Give permission to students to stand up to listen or to work if they feel the need
- Let students choose their posture during a group discussion
- Standing snack time
- Gathering of students around high tables, bookcases or counters for a team project
- Walk outside before a task that requires more concentration in class or before an essay to find inspiration
- Time limit for sedentary homework (no more than ten minutes per day), by grade level, e.g. no more than 10 minutes per day in Grade 1, or maximum 60 minutes per day in Grade 6 (Taken from SBRN 2022 )
- Ensure screen time at school is meaningful, mentally or physically active and serves a specific educational purpose (Taken from SBRN 2022)

<sup>16</sup> Taken from *l'ABC de la rénovation scolaire au Québec*, Schola, 2021. Tableau 21, source: Adapté Gauthier et Tardif, 2010. p. 115.

"[...] schools are responsible for offering each student an educational environment suited to their interests, aptitudes and needs by differentiating teaching methods and offering greater diversification of educational pathways."

- Free translation from *Politique de la réussite éducative - Le plaisir d'apprendre, la chance de réussir*, 2017.<sup>17</sup>

### 3. ENSURE THE USE OF ERGONOMIC WORKING AND LISTENING POSTURES:

How to ensure that the flexible classroom will be as ergonomic as possible for the comfort and physical health of the students? Some practical tips can be found here:

- adjust the existing furniture as best as possible a few times a year as the students grow
- diversify seat heights and workstations to allow for different postures
- prioritize adjustable furniture when possible

#### Manufacturing standards!!!

"Even though there is a considerable amount of research that has made it possible to measure the height of Canadian, and even Quebec, children aged 6 to 12 (Patton and McPherson, 2013), there do not seem to be any Canadian, let alone Quebec, standards to design school furniture adapted to the dimensions of the latter. Not only do the BIFMA (Business and Institutional Furniture Manufacturer's Association) standards related to the design of school furniture only deal with standards for the safety and durability of objects, but they are only applied when ordering for government offices and not for schools."

- Free translation from *L'ABC de la rénovation scolaire au Québec*, Schola, 2021.

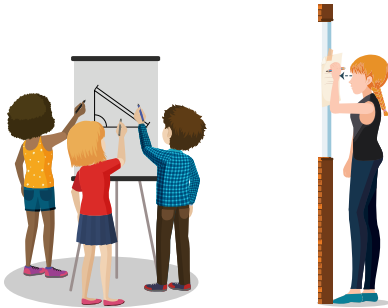


<sup>17</sup> Document accessed online, September 12, 2022: [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/politiques\\_orientations/politique\\_reussite\\_educative\\_10juillet\\_F\\_1.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/politique_reussite_educative_10juillet_F_1.pdf).

- vary the working and listening postures at each period
- take an active break every 30 minutes for ages 5-12 and every 60 minutes for ages 12-17 (Taken from SBRN 2022)
- work more often on the ground and standing (on a wall or a table) because the height is then adaptable for everyone
- consider a good distribution of time for the different postures  
→ **50%** in dynamic sitting;



- **30%** standing (raised desk, high table, wall, blackboard, etc.);

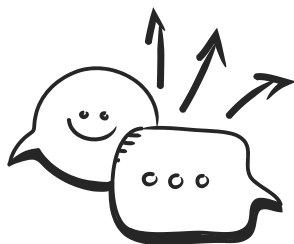


- **20%** traveling (including using teaching methods involving movement, active learning, active breaks)<sup>20</sup>



According to Dr Dieter Breithecker<sup>18</sup>: students aged 6 to 10 cannot sit still for more than 5 minutes on average, and those aged 11 to 15 for no more than 15 minutes on average. As for students aged 15 to 20, they cannot remain seated, in a static position, for more than 25 minutes on average!<sup>19</sup>

- make frequent reminders of good postures (see pictograms in the **To Go Further** section)



<sup>18</sup> Head of the Institute for Posture and Exercise Development in Germany, and member of “Ergonomics for Children and Educational Environment”, a technical committee of the International Ergonomics Association.

<sup>19</sup> Dieter BREITHECKER, “Bodies in Motion, Brains in Motion. Movement makes kids better students.” VS Vereinigte Spezialmöbelfabriken 2015, 23 p. Document disponible en ligne : [https://www.aquestdesign.ca/docs/45-066-02\\_V01\\_EN\\_Bodies\\_in\\_Motion-120602.pdf](https://www.aquestdesign.ca/docs/45-066-02_V01_EN_Bodies_in_Motion-120602.pdf).

<sup>20</sup> Dieter BREITHECKER, *op. cit.*

In practical health promotion and prevention of MSDs in schools, this means taking care of the following, among other things:

- Supporting teachers in anchoring health-related content in the individual school subjects.
- Ensuring there is relaxation time and physical activity.
- Providing ergonomic workplaces for students and teachers.

“Anyone who suffers from musculoskeletal pain in their childhood or youth is at an increased risk of having these issues as an adult as well. [...] For the prevention of MSDs, it is therefore of fundamental importance to start early, to raise awareness for the topic amongst young people in their early school education and to give them the tools to actively counteract these disorders..”

*Better Schools by Promoting Musculoskeletal Health A strategic approach for promoting exercise and preventing MSDs in schools Report, EU-OSHA, 2022.*

## CONCLUSION

In summary, the school environment seems to be the most appropriate place to facilitate the integration of healthy lifestyle habits into the daily lives of young people. Thus, the results of recent studies and research consulted, in addition to the observations and measures of the pilot project, show that flexible classrooms can really help make students more active and less sedentary in class. Please note that flexibility can be applied in several ways and even beyond the walls of the classroom. **Teachers can therefore implement flexible classrooms thanks to various actions related to an adapted physical layout of the class and a diversification of teaching practices, in particular promoting physically active lessons.** Management can support teachers in their approach, among other things, by facilitating access to varied and ergonomic materials (as much as possible), training and support. With approximately 2,000 flexible classrooms identified across Quebec and the latest conclusive or promising data on the subject, it is our responsibility to continue to pay great attention to this topic in order to improve the response to the needs of students and their well-being.

## TO GO FURTHER...

In order to give you as much information as possible to create or improve your flexible learning environment, here are several other relevant resources:

### DISCOVER OTHER PRACTICAL TOOLS

#### Flexible layout:

- [Directory of Lab School suppliers](#)
- [Schola Web Platform](#)
- [MA classe flexible tools](#) - Survey of primary and secondary stations
- Use **Table 7** to choose a layout, according to pedagogical practices

TABLE 7  
**Educational activity and its impact on the equipment and organization of the space<sup>21</sup>**

Educational activity	Impact on the classroom layout
<b>Lecture:</b> learning by transmitting information or by writing	→ Classic classroom setup
	→ Projection or interactive whiteboard
<b>Constructive criticism:</b> learning through criticism and building on it	→ Group discussion on a production
	→ Projection or interactive whiteboard
	→ O or U configuration
<b>Simulation:</b> learning through a simulation of a sometimes complex reality	→ Computer work alone or in a team of two
	→ Option to project on the board from a workstation
<b>Demonstration:</b> learning by demonstrating	→ Work in a team of two
	→ Support from the teacher

<sup>21</sup> Taken from L'ABC de la rénovation scolaire au Québec, Schola 2021. Tableau 20: La variété des activités pédagogiques des années 1970 à aujourd'hui, source : Adapté de Ceci et Courdin, 2015. p. 114.



Educational activity	Impact on the classroom layout
<b>Role-playing:</b> learning by playing a role	<ul style="list-style-type: none"> <li>→ Classic configuration: actors on the board</li> <li>→ U-shaped configuration: actors in the middle</li> <li>→ Large space that can be used as a stage</li> </ul>
<b>Practical work (experimentation):</b> learning by doing	<ul style="list-style-type: none"> <li>→ Object manipulation spaces</li> <li>→ Scientific equipment</li> </ul>
<b>The project:</b> learning by achieving	<ul style="list-style-type: none"> <li>→ Spaces for practical work and manipulation of objects</li> </ul>
<b>Case study:</b> learning from a particular case and generalizing	<ul style="list-style-type: none"> <li>→ Classic or group configuration</li> <li>→ Research material (library or internet access)</li> </ul>
<b>Problem-based learning:</b> seeking information and solutions	<ul style="list-style-type: none"> <li>→ Configuration allowing teamwork of 2, 4 or 6</li> <li>→ Writing surfaces on the walls for each group</li> <li>→ Collective presentation area with screen and projector</li> </ul>
<b>Lecture (or peer learning):</b> learning by teaching	<ul style="list-style-type: none"> <li>→ U-shaped configuration</li> <li>→ Projection or interactive whiteboard</li> </ul>
<b>Competition:</b> learning by competing or through a challenge	<ul style="list-style-type: none"> <li>→ Open space allowing a staging</li> <li>→ Screen and projector</li> </ul>
<b>Debate (facilitating a discussion group):</b> learning by discussing	<ul style="list-style-type: none"> <li>→ O or U configuration</li> <li>→ Comfortable furniture promoting an open attitude</li> <li>→ Writing surfaces for taking notes</li> </ul>

### Teaching practices and active games (Links in French):

- Hourra.ca ([4 jeux pédagogiques actifs](#) - [Pictogramme pour penser à travailler debout](#) - [Ose la pause](#))
- Sharing group [Facebook MA classe flexible](#)
- [Enseigner dehors](#) (Fondation Monique-Fitz-Back)
- At secondary level: [Padlet sur la différenciation pédagogique et la pédagogie active de la CP Nancy Harvey](#) (CSS de la Capitale)
- Continuous learning platform: 100 Degrés: [Réussir vos jeux actifs en classe](#) et [Pédagogie par le jeu](#)
- [Games and active breaks on the website L'école bouge](#) (Mouvement Olympiques Suisse)

### Ergonomics:

- [Pictograms of good postures](#)
- [Kit Planet Knowledge](#) by an occupational therapist

### PROFESSIONAL SERVICES NEEDS?

- Contact the educational advisers of your CSS
- Contact the [MA classe flexible](#) project team (online training and support available)
- [Follow the training: cadre 21 pédagogie on flexible layout](#)

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# Useful tools

## WORKSTATION APPRECIATION CHART<sup>21</sup>

How I feel about the workstations

WORKSTATION			
	WHY		
WORKSTATION			
	WHY		
WORKSTATION			
	WHY		
WORKSTATION			
	WHY		
WORKSTATION			
	WHY		

<sup>21</sup> Adaptation from the document How to Manage Flexible Seating tiré du site Internet Teachers Pay Teachers (<https://www.teacherspayteachers.com/Product/How-to-Manage-Flexible-Seating-Freebie-2745559>).



## SELF-ASSESSMENT OF MY FLEXIBLE CLASS AND WORKSTATIONS

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
STANDING WORKSTATION ON THE WALL	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> ⚪	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
STANDING WORKSTATION AT THE HIGH TABLE	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> ⚪	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
SEATED WORKSTATION (BISTRO BENCH) AT THE HIGH TABLE	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> ⚪	

## SELF-ASSESSMENT OF MY FLEXIBLE CLASS AND WORKSTATIONS

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>SITTING OR KNEELING WORKSTA- TION AT THE COFFEE TABLE</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>SITTING WORKSTA- TION ON THE COUCH</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>SITTING WORKSTA- TION AT A DESK ON A TRADITION- AL CHAIR</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

## SELF-ASSESSMENT OF MY FLEXIBLE CLASS AND WORKSTATIONS

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>SITTING WORKSTATION AT A DESK ON A COMPUTER CHAIR</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>SITTING WORK- STATION ON THE GROUND (RAY-LAX)</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
<b>LYING WORK- STATION ON THE GROUND</b>	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> ☹️	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> —	

	TRIAL 1: ALLOWED ME TO...	TRIAL 2: ALLOWED ME TO...	I CAN CONCLUDE THAT THIS WORKSTATION...	COMMENTS
	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> Get to work quickly	<input type="checkbox"/> 😍	
	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> Stay focused on the task	<input type="checkbox"/> 😊	
	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> Respect the requested deadline	<input type="checkbox"/> 😞	
	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> Collaborate with respect	<input type="checkbox"/> 🚫	
	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A		

## SELF-ASSESSMENT OF MY FLEXIBLE CLASS AND WORKSTATIONS

	IN GENERAL, IN MY FLEXIBLE CLASS...	PROPOSED SOLUTIONS, IF APPLICABLE
AMBIENT NOISE	<input type="checkbox"/> Helps me concentrate	
	<input type="checkbox"/> Bothers me	
	<input type="checkbox"/> Don't change anything for me	

	EN GÉNÉRAL, DANS MA CLASSE FLEXIBLE...	PROPOSED SOLUTIONS, IF APPLICABLE
MOVEMENT AT WORKSTA- TIONS	<input type="checkbox"/> Helps me concentrate	
	<input type="checkbox"/> Bothers me	
	<input type="checkbox"/> Don't change anything for me	

	EN GÉNÉRAL, DANS MA CLASSE FLEXIBLE...	PROPOSED SOLUTIONS, IF APPLICABLE
TRANSITIONS (CHANGE OF WORKSTA- TION)	<input type="checkbox"/> Helps me concentrate	
	<input type="checkbox"/> Bothers me	
	<input type="checkbox"/> Don't change anything for me	





