

# Inclusive Healthy Lifestyle Groups in Schools

## – Project Evaluation Guide –

### ENGLISH

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## 1 Physical Fitness Tests

### 1.1 IPAQ - SF [ International Physical Activity Questionnaire - Short Form]

**WHAT?** Questions to find out about the types of physical activity people do in their daily lives. The questions ask you about the time you spent being physically active in the last 7 days.

**WHO?** This test is for students without ID and caregivers of people with ID

**HOW LONG?** 7 questions

Please answer each question even if you do not consider yourself an active person.

Please think about the activities you do at work, in your home and garden, to get from place to place, and in your leisure time for recreation, exercise or sports.

Think about all the vigorous activities you have done in the last 7 days. Vigorous physical activities are activities that require a lot of physical effort and make you breathe much harder than normal. Think only of physical activities that you did for at least 10 minutes each.

1. During the last 7 days, how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?

\_\_\_\_\_ days per week

No vigorous physical activities  Skip to question 3

2. How much time did you usually spend doing vigorous physical activities on one of those days? On each of these days, how much time did you usually spend doing vigorous physical activity?

\_\_\_\_\_ hours per day

\_\_\_\_\_ minutes per day

Don't know/Not sure

Think about all the moderate activities that you did in the last 7 days. Moderate activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

3. During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.

\_\_\_\_\_ days per week

No moderate physical activities  Skip to question 5

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4. How much time did you usually spend doing moderate physical activities on one of those days?

\_\_\_\_ hours per day

\_\_\_\_ minutes per day

Don't know/Not sure

Think about the time you spent walking in the last 7 days. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, sport, exercise, or leisure.

5. During the last 7 days, on how many days did you walk for at least 10 minutes at a time?

\_\_\_\_ days per week

No walking  Skip to question 7

6. How much time did you usually spend walking on one of those days?

\_\_\_\_ hours per day

\_\_\_\_ minutes per day

Don't know/Not sure

The last question is about the time you spent sitting on weekdays during the last 7 days. Include time spent at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.

7. During the last 7 days, how much time did you spend sitting on a week day?

\_\_\_\_ hours per day

\_\_\_\_ minutes per day

Don't know/Not sure

This is the end of the questionnaire, thank you for participating.

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### 1.2 Anthropometry & Biomechanic outcomes

**WHAT?** In this section the participants anthropometric and biomechanic outcomes will be captured. More information can be found in the subsection of this chapter.

**WHO?** This test is for students with and without ID who participate in your structured IHLGis sessions.

**HOW LONG?** 8 measurements / 20 min per student & 20 min whole group tests

Please insert the information of these tests as accurately as possible in the table below.

Make sure that students are properly warmed up before doing the physical testing and that the environment is safe.

#### 1.2.1 Weight



Please measure the weight of the participant in kilograms with an electronic weight measure.

Individuals are measured with their athletic equipment (t shirt and shorts) but without shoes, in their respective training area.

A [video](#) of the test can be found when clicking on the hyperlink or scanning the QR code.

#### 1.2.2 Height

Please measure the height of the participant in centimeters and enter the number into the data sheet.



A tape measure is attached vertically to the wall, with the starting 0 point at the floor level. Individuals are required to stand next to the tape, without shoes, and keep their head and eyes looking straight forward. The examiner places his/her hand at the top of the participant's head. Then the examiner moves his/her hand horizontally towards the tape measure. The point where the tape measure and the hand is met, represents the final height score.

A [video](#) of the test can be found when clicking on the hyperlink or scanning the QR code.

#### 1.2.3 BMI - Body Mass Index

To calculate the Body Mass Index (BMI) of a participant, please divide the weight (kg) by the height<sup>2</sup> (m x m) and enter the number into the data sheet.

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### 1.2.4 Flexibility: Modified Sit-and-Reach test

**Purpose:** Assess flexibility of the hamstring muscles and the lower back

**Equipment:** Tape Measure, colored floor tape, chalk, pencil/pen, recording sheet.

**Procedure:** Mark a straight line about 60 cm on the ground with tape or chalk, or use a pre-existing line. This is the baseline. Secure the measuring tape perpendicular to the baseline. This is the measuring line. The point where the measuring tape and the base line intersect is considered zero.



Explain the testing procedures while you demonstrate how to perform the reach correctly. The participant practices 2-3 reaches using correct form. The participant removes their shoes. The participant is in a seated position with their heels just behind the baseline with feet about 30 cm apart. The legs should be in a V-shape. Both legs should be fully extended with the knees straight and locked, and feet flexed. The measuring line is between the participant's legs. Instruct the participant to extend their arms forward with palms facing down and overlap the hands one on top of the other. Place the fingertips on the measuring line. The participant keeps their legs straight and feet flexed, and reaches forward as far as possible while sliding their hands along the measuring line. The tester may assist by placing a hand on the straightened legs to indicate proper positioning. The reach should be performed slowly with control and the hands must remain even with one another and shoulders square. No bounces or jerky movements. Instruct the participant to hold the reached position for at least 1 second while the measurement is taken. Record the distance from the baseline, which is the zero point. The distance before the baseline is recorded as a negative number, and beyond the baseline is a positive number. The participant performs three attempts of the test.

**Measuring:** Check the marks on the ruler and record the distance reached by the tip of the fingers.

**Adapt to ability level:**

- If you have wheelchair users in your group adapt the set up for the ruler or use a measurement tape on the wall and record the achievements accordingly.

A [video](#) of the test can be found when clicking on the hyperlink or scanning the QR code.

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### 1.2.5 Muscular Endurance I - Strength: 30 Second Sit-up Test

**Purpose:** The Sit-Up test measures abdominal strength and endurance.

**Equipment:** Flat, clean surface, mat, recording sheet, pen

**Procedure:** Inform the participant that the test measures how strong their abdominal muscles are and that the goal of the test is to do as many curl-ups in 30 seconds as possible without stopping.



Explain the testing procedures while you demonstrate the proper form. The participant practices the position and performs 2-3 repetitions of the skill before you begin. Offer feedback so that the participant understands and is clear on the proper form. The participant starts in a supine position, lying on their back, with knees bent to 90 degrees and feet flat on the ground. The feet should not be held or stabilized. Arms are extended and hands are placed on the front of the thighs. The head is in a neutral position resting on the ground surface. Instruct the participant to move slowly by raising their upper back and head in a controlled movement and slide their hands up until their fingertips contact their knees. Then the participant is instructed to slowly lower back down again to the lying position. The participant's shoulders and shoulder blades should raise up off the ground surface by 5 cm, and one complete sit-up should be performed every 3 seconds.

Ask the participant to perform as many sit-ups as they can in 30 seconds, making sure to raise all the way up and lower all the way down on each repetition. Feet must remain in contact with the ground surface at all times.

**Measuring:** Cue the participant to begin by saying “ready, set, go.” Correct a participant (verbally or using physical guidance) if they do not use the proper technique or if they pause at any point. Encourage participants to breathe as they perform the test, preferably exhaling while curling up to touch the knees. The completion of one full curl-up, up and down, counts as one. Only correctly performed sit ups should be counted. The test stops after 30 seconds. A break in technique means the shoulders are not raised up 5 cm, the head does not return to the ground surface, the heels come off the floor, or the fingertips do not reach the kneecaps.

Enter the amount of sit-ups reached by the participant into the scoring sheet.

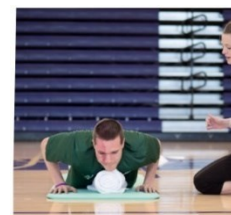
A [video](#) of the test can be found when clicking on the hyperlink or scanning the QR-code. Please note, the video shows a test that is until exhaustion – the test for students of this evaluation captures maximum repetition in 30 seconds.

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### 1.2.6 Muscular Endurance II - Strength: Push ups

**Purpose:** Measurement of upper body muscular strength and endurance.

To perform as many continuous push-ups in 30 seconds as possible using the correct form.



**Equipment:** recording sheet, pen, scoring sheet, mat

**Procedure:** The 30 second maximum Repetition Push-Up Test is performed on a mat, or a soft/grassy surface if a mat is unavailable. To assist participants in understanding the correct push-up form, a small ball or a soft item such as a rolled up towel may be used. These items are optional.



Explain the testing procedures while you demonstrate the proper form. The participant practices the position and performs 2-3 repetitions of the skill. Offer feedback so that the participant understands and is clear on the proper form. Instruct the participant to get into a starting push-up position with hands flat on the ground, arms straight and shoulder width apart. Legs are extended straight back with toes touching the ground and the body is in a straight line. If you have access to a small ball or other soft item like a rolled towel, place under the participant's chest as a tactile cue to indicate to them how far to lower the body down during the push-up. Keeping the back and knees straight, the participant lowers their body down until there is a 90-degree angle at the elbows or until the chest comes into contact with the ball, and then returns back to the starting position with the arms fully extended.

**Measuring:** Ask the participant to perform as many push-ups as they can, making sure to maintain the proper form. Cue the participant to begin by saying “ready, set, go.” Correct a participant (verbally or using physical guidance) if they break the proper form or stop for a rest. Encourage participants to breathe as they perform the test, preferably exhaling while pushing back up to the starting position. The completion of one full push-up, up and down, counts as one. Only correctly performed push-ups should be counted. Stop the test when there is a break in form for two consecutive repetitions. A break in form means when movement such as bending, sagging, or swaying occurs at the elbows, shoulders, trunk, or knees.

Record the total number of correctly performed push-ups that a participant performs in 30 seconds.

A [video](#) on the test can be found when clicking on the hyperlinks or scan the QR-code. Please note that this video shows a maximum repetition push up test, while the evaluation only tests the amount of push ups the students can do in 30 seconds.

**Adapt to ability level:**

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The [Isometric Push-Up Test](#) measures upper body muscular strength and endurance and core stability. This test is an alternative to the 30 second Repetition Push-Up Test and may be used to assess participants who are unable to perform a standard push-up using the correct form, or for those who find an isometric hold preferable.



The [Seated Isometric Push-Up Test](#) is a measure of upper body muscular strength and endurance. This test is an alternative to the Maximal Repetition Push-Up Test and is used to assess participants who use wheelchairs for mobility or those who find it difficult to get into a push-up position.

### 1.2.7 Muscular Power - Strength: Standing Long Jump

**Purpose:** Measure explosive power of the lower body = leg power.

To jump the farthest distance possible from a stationary starting position and landing on two feet.



**Equipment:** recording sheet, measuring tape, colored tape or chalk, pen, scoring sheet

**Procedure:** The ground surface is straight, hard, and non-slip. Mark a start line on the floor or flat outdoor ground surface with colored tape or chalk. From the start line, place and extend the tape measure to 3.65 meters. The start line is the zero mark for the tape measure. Secure the tape measure in place at every meter, if possible.



Explain the testing procedures while you demonstrate the proper technique for the jump. The participant practices 2-3 long jumps. Offer feedback on the practice trial so that the participant understands the protocol and is clear on the proper technique. The participant stands with toes just behind the marked start line with feet hip width apart. Instruct the participant to bend their knees and swing their arms to drive the body forward and jump as far as possible landing solidly on both feet, without falling backwards.

**Measuring:** The tester is positioned to the side of the participant next to the measuring tape. Ask the participant to hold their landing position and mark the nearest contact point, which will be the back of the heel closest to the start line. Mark the point with chalk, string, tape or a pencil. Measure the distance from the starting line to the marked point using the tape measure. Record the distance jumped in centimeters for both attempts. The best of the two attempts is the score.

A [video](#) on the test can be found when clicking on the hyperlinks or scan the QR-code.

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### 1.2.8 Aerobic Capacity - Endurance: 6 min walking test (6MWT)

**Purpose:** Assess endurance level

**Equipment:** Stopwatch, recording sheet, 2 cones, measuring tape, pen

**Procedure:** The 6MWT is performed on a course that is a carefully measured



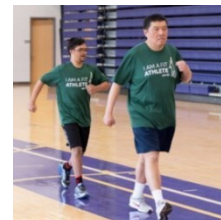
and clearly marked out. The test can be conducted indoors or outdoors; around a track, along a long corridor, or around a gym or field, but the ground surface should be level and the distance of each lap must be measured to ensure accurate scoring. It is recommended to administer the 6MWT on the standard 30-meter flat, straight walking course because it uses less space and is easy to measure and mark out. Mark the starting point with a cone, floor tape, or chalk, and then measure out (15 or) 30 meters from there and mark the second turn around point with another cone or tape. The two cones have created a (30 or) 60-meter walking loop. Inform the participant that the 6MWT measures endurance and that the goal of the test is to walk as many laps as possible in 6 minutes.

**Measuring:** Calculate the total distance walked for each student by multiplying the number of laps by the length of the course (e.g., 30 meters) plus the extra distance for partially completed laps. Record the distance to the nearest meter in the recording sheet.

**Adapt to ability level:**

The preparation and protocol for the 6-Minute Push Test is identical to the 6MWT only the participant is instructed to push their wheelchair for the duration of the test.

A [video](#) on the test can be found when clicking on the hyperlink or scanning the QR-code.



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## 2 Health Literacy tests

### 2.1 The Nutrition and Activity Knowledge Scale (NAKS)

WHAT? Questions to assist the assessment of nutrition and activity knowledge.

WHO? This test is for students with ID.

HOW LONG? 18 multiple choice questions, in pictures. ~ 15 min.

Please A separate question in each page, in a pictorial form (full-coloured pictures).

There is one correct answer on each page, please ask the participants to pick the picture that they think is correct.

*(Illingworth, Moore & McGillivray, 2003)*

#### Instructions for the Assessor:

Step 1: The assessor ensures that the respondent recognizes the pictures.  
For example: Here is a person who reads, a person who runs, a person who eats and a person who sleeps.

Step 2: The assessor addresses the respective questions: What activity requires more energy? Accordingly, the respondent is asked to point at the picture representing his/her response. For each correct response, the respondents get one (1) point. For each wrong response, the respondents get zero (0) points.

Step 3: The respondents is asked which one of the pictures they prefer the most (enjoy).

Step 4: The assessor records the data in the data sheet.

Measuring: The NAKS may be scored as a single assessment, or as separate scores in the respective two subscales: a) Weight and Weight Control (WWC), and b) Nutritional Value of Food (NVF)

Weight and Weight Control (WWC) - Questions: 1, 2, 3, 5, 8, 10, 12, 14, 15, 16

Nutritional Value of Food (NVF) - Questions: 4, 6, 7, 9, 11, 13, 17, 18

Maximum score NAKS: 18 points.

Maximum score WWC: 10 points.

Maximum score NVM: 8 points.

Higher scores indicate elevated knowledge for nutrition and exercise.

Please record the data on the data sheet.

# ADAPTED NUTRITION AND A CTIVITY KNOWLEDGE SCALE



**Adapted from Nutrition and Activity Knowledge Scale (NAKS), Kaye Illingworth, School of Psychology, Deakin University, Melbourne, Australia.**

1 WP. Which activity needs the most energy?



1. Reading



2. Jogging

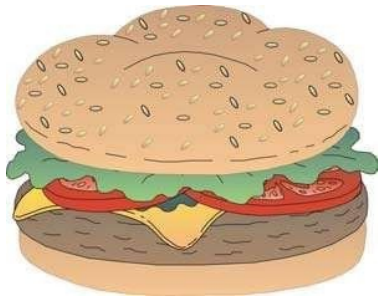


3. Eating

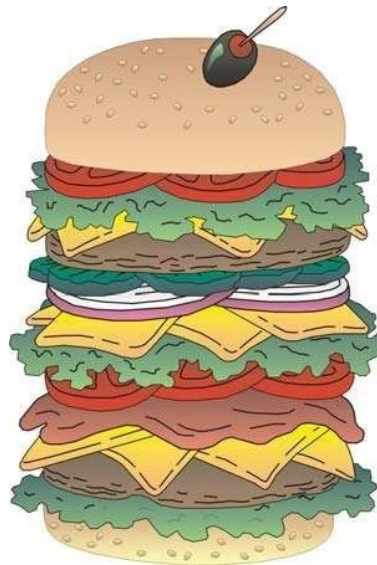


4. Sleeping

2WP. What burger do you think this man might have been eating?



1



2

3WP. If you want to lose weight, you should?



2. Sleep



1. Cook

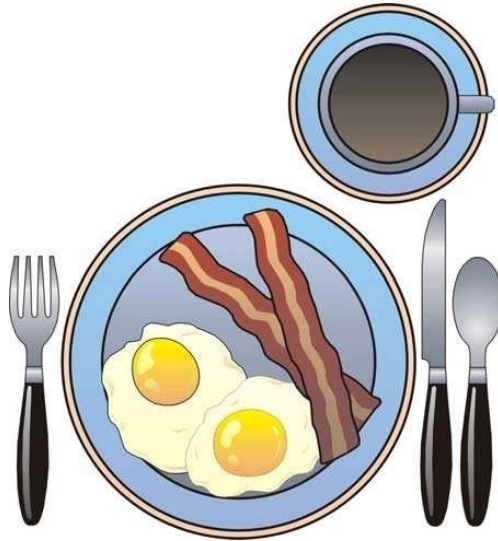


3. Walk



4. Read

4NP. Which is the healthiest breakfast?



1. Coffee, 2 eggs and 2 strips of bacon.

---



2. Pancakes with butter and syrup, a glass of milk.

---



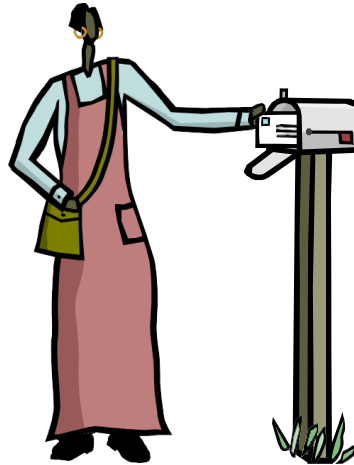
3. Cereal with milk and a glass of orange juice.

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5WP. Which person do you think might lose the most weight?



1. Running



2. Mailing a letter



4. Walking



3. Speed Walking

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6NP. This woman is going on a long walk with her dog.

What breakfast should she eat?



1. Tea



Toast with Butter



2. Pancakes with butter and syrup



2%Milk



3. Cereal with milk and orange juice



Coffee



2 eggs

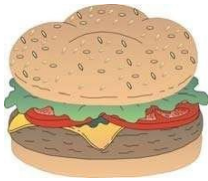


Toast with butter

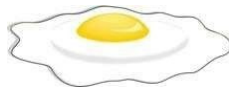
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7NP: Which foods are the best to keep your heart healthy?

1



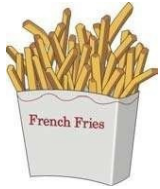
Hamburger



Egg



Milk and cheese



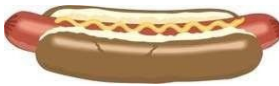
French fries



Ice Cream



Popcorn



Hot dog



Taco

2



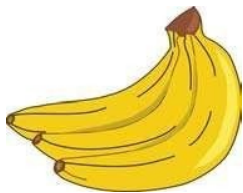
Apple



Pears



Tomato



Bananas



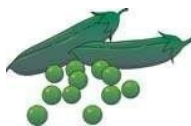
Fish



Strawberries



Carrot



Peas

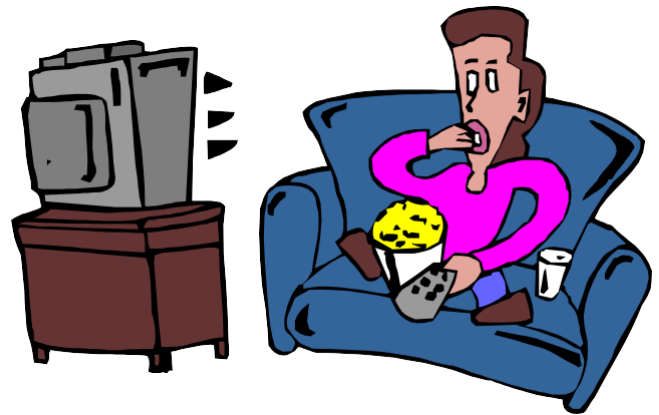


Onions

8WP. If you want to lose weight you should?



2. Exercise



1. Watch TV



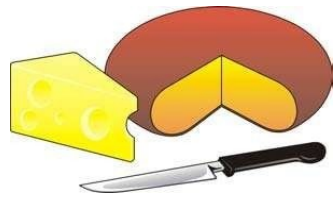
4. Talk on the phone



3. Eat

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9NP. Which food should you not have too often?

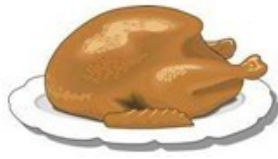


Cheese



Milk

1



Chicken

Egg



Fish



Pork Chop

2



Candy bar



Chocolate chip cookies



Chocolate cake



French fries

3



Apple



Mushrooms



Corn

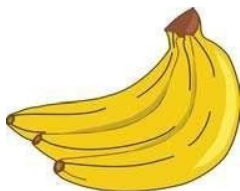


Asparagus



Grapes

4



Bananas



Broccoli



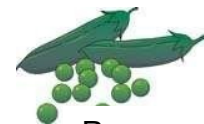
Carrot



Pears



Strawberries



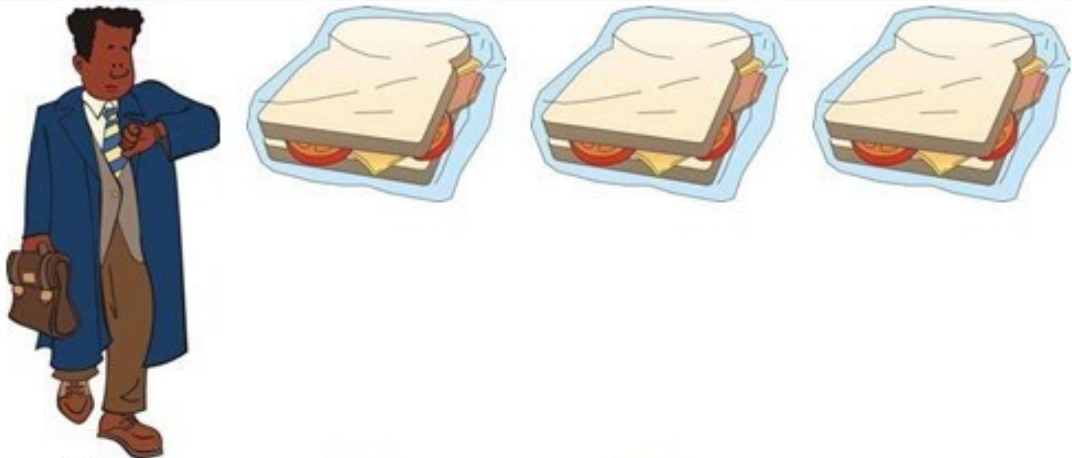
Peas

10WP. Which man will put on the most weight?

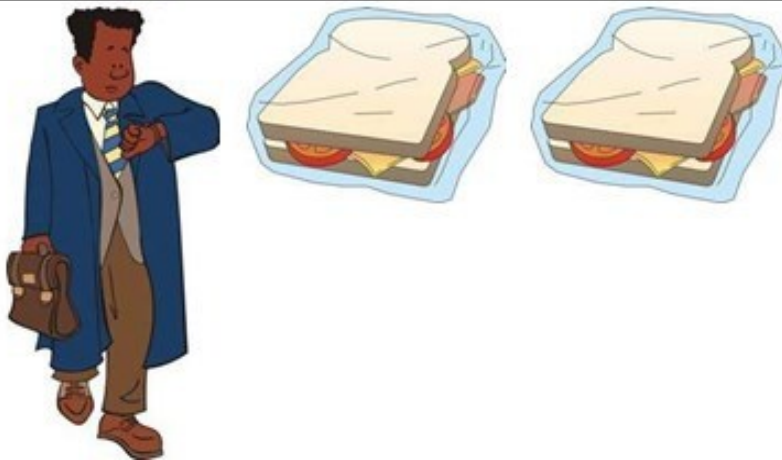
1.



2.



3.

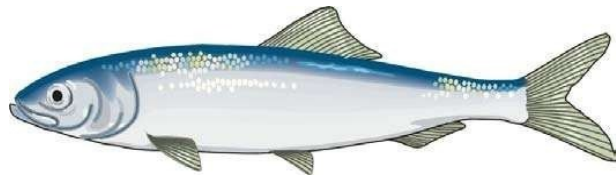


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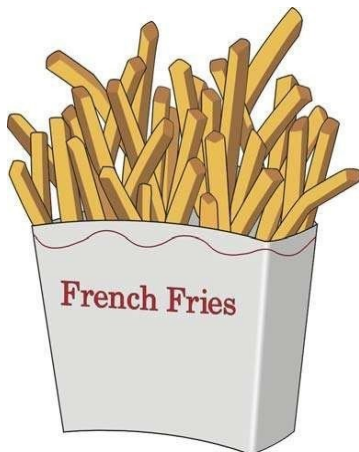
11NP. Which one of these foods has the most protein?



2. Apple



1. Fish



4. French Fries

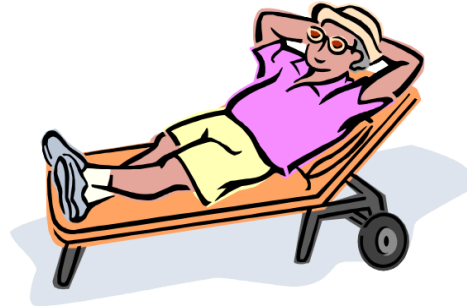


3. Apple juice

12WP. If you want to lose weight you should?



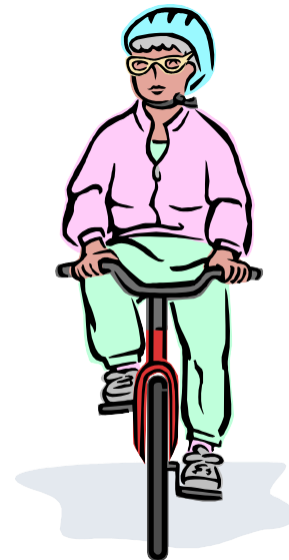
1. Read



2. Relax

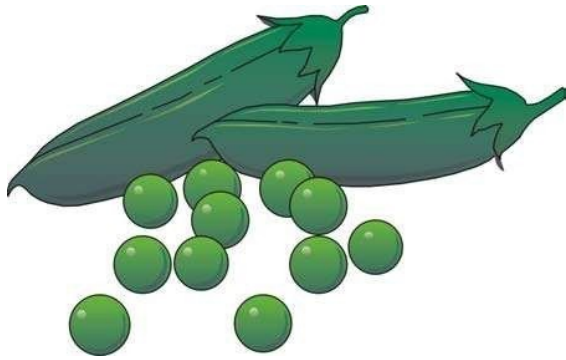


3. Eat Ice-Cream

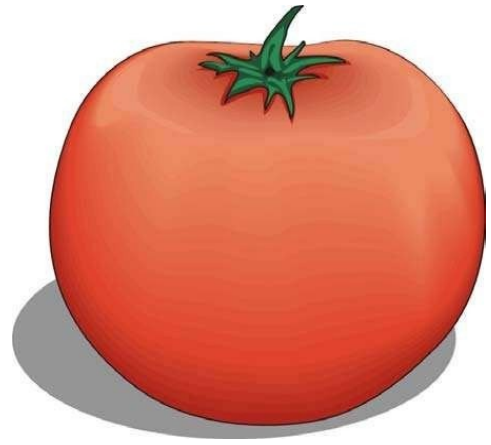


4. Ride bike

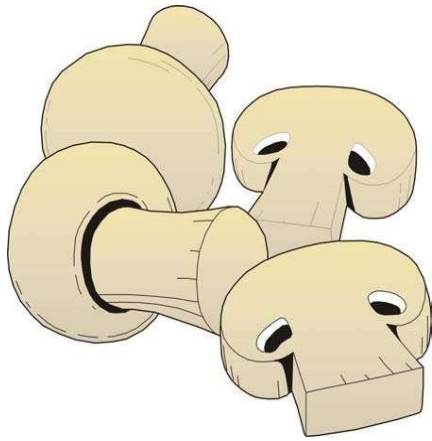
13NP. Which food has the most fat?



1. Peas



2. Tomato



3. Mushrooms



4. Baked potato with butter

14WP. Which activity would help you lose the most weight?



1. Relaxing



2. Hiking



3. Watering plants



4. Eating

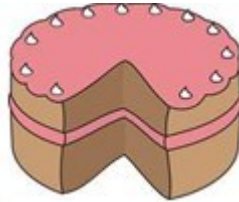
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15WP. Which group of foods has the most sugar?

1



Apple pie



Cake



Candy bar



Ice Cream



Doughnut

2



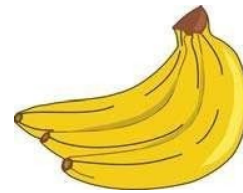
Orange



Corn

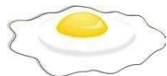


Asparagus



Bananas

3



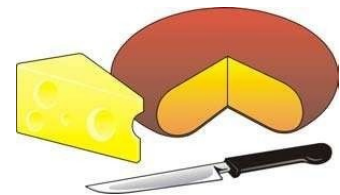
Egg



Fish



Chicken



Cheese

4



French fries



Hot dog



Taco

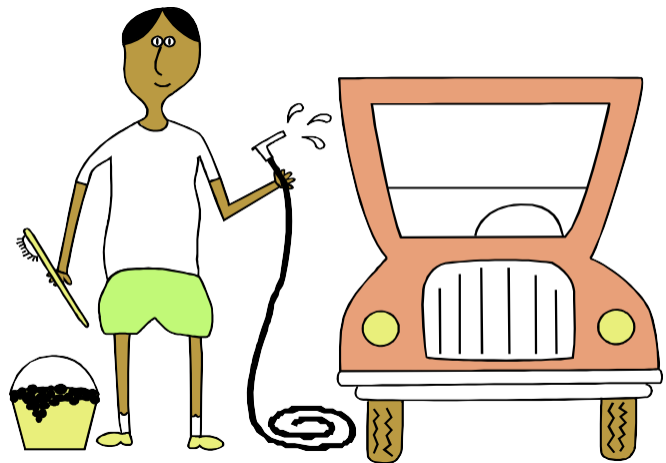


Popcorn

16WP. Which activity needs the most energy?



2. Playing ball



1. Washing car



3. Reading

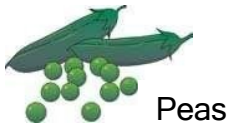


4. Sleeping

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17NP. Which group of foods would cause you to put on the most weight?

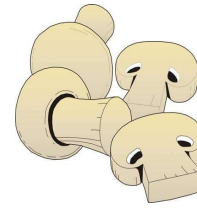
1



Peas



Tomato



Mushrooms



Carrot



Broccoli



Corn



Onions

2



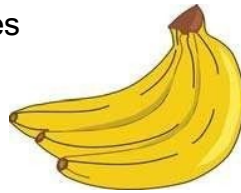
Pears



Strawberries



Orange



Bananas



Grapes



Apple

3



Chocolate Chip Cookies



Ice cream



French fries



Doughnut



Chocolate pudding

4



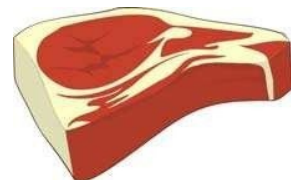
Egg



Fish



Chicken



Pork chop

18NP. This man is going for a long walk.

Which breakfast should he eat?



1



Pancakes with butter and syrup and hot tea.

2



Orange, cereal with milk, orange juice, two eggs, two pieces of bacon and coffee

3



Coffee and toast with butter

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### 2.2 Mediterranean Diet Quality Index for children and adolescents: KIDMED 2.0

**WHAT?** Test to check student's dietary habits and if they are in line with a healthy Mediterranean diet pattern.

**WHO?** This test is for participants without ID and parents/caregivers to answer together with the participants with ID

**HOW LONG?** 16 questions / 5 min per participant

Please record the answers in the data scoring sheet.

(López-Gajardo, Leo, Sánchez-Miguel, López-Gajardo, Soulas, & Tapia-Serrano, 2022)

- 16 questions: 12 denote positive connotations and 4 negative aspects.
- Each item is assigned a score, and the total score is used to categorize the child's or adolescent's diet quality in 3 levels:
  - 0-3 score refers to poor quality diet.
  - 4-7 score suggest for improvement in adherence to the Mediterranean diet.
  - Score of 8 and above refers to good adherence to the Mediterranean diet.
- Each 'yes' answer in positive questions gives +1 point and participants get -1 point from negative questions.
- Highest score: 12;
- For the final score, sum up the points from the answers.

**Date:**

**School/Agency:**

**Student initials:**

**Age:**

Answer the following questions with YES or NO:

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1. I eat two or more servings of fruit a day.

YES NO

---

2. I eat one or more servings of vegetables and/or raw or cooked vegetables per day.

YES NO

---

3. I eat one portion at lunch and another at dinner of legumes, meat (chicken, turkey or rabbit, or other lean meats), fish and/or eggs a day.

YES NO

---

4. More than half of the food I eat is of plant origin (fruits, vegetables, legumes, nuts, potatoes, whole grains).

YES NO

---

5. When I eat lean meat, eggs and/or fish, they are usually fresh and minimally processed.

YES NO

---

6. I eat precooked food or fast-food such as pizzas and hamburgers one or more times a week.

YES NO

---

7. I eat three or more servings of legumes (chickpeas, white beans, lentils, peas) a week.

YES NO

---

8. At home, food is usually cooked in the oven, grilled (a frying pan with little oil) or boiled (not using a fryer).

YES NO

---

9. When I eat cereals (pasta, rice, quinoa, couscous), I always eat whole grains.

YES NO

---

10. I eat a serving of natural or roasted nuts without salt at least 3 times a week.

YES NO

---

11. At home, virgin olive oil (dark green) is used instead of sunflower oil (yellow).

YES NO

---

12. I drink commercial soft drinks, juices and/or shakes one or more times during the week.

YES NO

---

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13. When I eat a portion of dairy products, they are always natural (milk, yogurt without sugar, fresh cheese) or minimally processed.  
YES NO

---

14. When I have breakfast, I eat pastries, cookies, juices, smoothies or processed products.  
YES NO

---

15. When I eat breakfast, I eat unprocessed or minimally processed foods (fruit, nuts, eggs, or whole wheat bread).  
YES NO

---

16. I eat industrial pastries (sweets, cookies, snacks, or chocolate) and sweets (crisps, worms, candies, or jellies) several times a week.  
YES NO

---

### 2.3 Weekly Fitness Tracking: Fit 5

WHAT? A tool to track weekly physical activity, nutrition and hydration behaviour

WHO? This tracking tool is for all participants.

HOW LONG? This is meant to be used like a diary, from the beginning of the implementation of the project until the end of the IHLGiS sessions. On a weekly/daily basis.

Please record the answers in the data scoring sheet.

(López-Gajardo, Leo, Sánchez-Miguel, López-Gajardo, Soulas, & Tapia-Serrano, 2022)

## Weekly Exercise, Nutrition and Hydration Tracking

Athlete Name: \_\_\_\_\_

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>Exercise</b> Check box if you exercised today!  Write in the number of minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes	Minutes
<b>Nutrition</b> How many total fruits and vegetables?	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○
<b>Water</b> How many bottles (16oz) of water did you drink?	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○
Fill in the star if you reached your Fit 5 goal this week:							
Exercise ★		Nutrition ★		Water ★			



Fit 5 is a Special Olympics Resource package, consisting of a guide, cards and videos. It is based on the three simple goals of exercising 5 days per week, eating 5 total fruits and vegetables per day and drinking 5 big glasses of water per day. We recommend that mentors, youth leaders and Health Messengers familiarize themselves with the Fit5 materials and its usage. These existing tools are very useful to incorporate into any IHLGiS session, for example as a warm-up part during a Unified Sports training.

<https://resources.specialolympics.org/health/fitness/fit-5-page>

*Recommendation: If your IHLGiS uses the Fit 5 guide as core resource for the physical activity and education sessions, individuals can track their progress via the “Weekly Exercise, Nutrition and Hydration tracking” tool and the group’s overall outcomes can be documented via the “Optional – Fit 5 tracking tool”. Both resources are located in the “IHLGiS – toolkit”.*

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### 3 Psychosocial Aspect of Project

#### 3.1 SHE Rapid Assessment Tool: HEPS (Health Promoting Schools)

**WHAT?** To assess your school's current policies and practices related to health promotion to determine your school community's needs and priorities.

The SHE rapid assessment tool consists of a series of questions related to the whole-school approach. Answering the questions can help you identify what your school already does well, what areas need improvement and what you want to focus on in your health promoting school.

**WHO?** For schools that participate in the IHLGiS project. Questions are to be filled out by teachers, school administrators or the principle.

**HOW LONG?** 37 Questions.

Best would be at least 2 times – pre and post the intervention; or at the beginning of the partnership and at a later point when IHLGiS interventions had happened. You can compare your answers from the first assessment to those of the second to assess your school's progress, and it can help you make further adjustments to your health promoting school.

Please record the answers in the data scoring sheet.

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1. Orientation	Current (in place)			Priority		
	1=not	2= partially	3= fully	1=low	2= medium	3= high
1.1 Our school has an overview of the current situation regarding students' health (including physical, mental and social health) and well-being.	1	2	3	1	2	3
1.2 Our school has an overview of the current situation regarding teaching/non-teaching staffs' health (including physical, mental and social health) and well-being.	1	2	3	1	2	3
1.3 Our school can estimate the current health behaviours (eating and physical activity, sexual activity, drinking, smoking, drugs and hygiene) of our students with regard to age, background and gender.	1	2	3	1	2	3
1.4 Our school has undertaken an assessment of the needs and wishes of students, teaching and non-teaching staff concerning health and well-being (e.g. survey, wish boxes).	1	2	3	1	2	3
1.5 It is known to the whole school community who is responsible for health topics in the school including mental health promotion.	1	2	3	1	2	3

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2. Healthy school policy	Current (in place)			Priority		
	1=not 2= partially 3= fully			1=low 2= medium 3= high		
2.1 Our school has a written policy on health and well-being of students and teaching/non-teaching staff, including promoting health and well-being and preventing and dealing with health related problems.	1	2	3	1	2	3
2.2 Health and well-being are linked to the educational goals of our school.	1	2	3	1	2	3
2.3 Health and well-being are part of the curriculum of our school.	1	2	3	1	2	3
2.4 Our schools' approach to health and well-being reflects the views, wishes and needs of the whole school community (students, teaching/non-teaching staff and parents).	1	2	3	1	2	3
2.5 Students, teaching/non-teaching staff and parents are encouraged to participate in the planning and implementation of health related activities in the school.	1	2	3	1	2	3
3. School physical environment	Current (in place)			Priority		
	1=not 2= partially 3= fully			1=low 2= medium 3= high		
3.1 School facilities such as the playground, classrooms, toilets, canteen and corridors are student-friendly, safe, clean and promote hygiene (enough hand soap and paper towels in the toilets) for all students.	1	2	3	1	2	3

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3.2 School facilities such as the playground, classrooms, toilets, canteen and corridors are appropriate with regard to age, gender and for students with special needs.	1	2	3	1	2	3
3.3 Students and staff have access to school facilities for physical activity outside school hours.	1	2	3	1	2	3
3.4 All the physical activity facilities and the canteen of our school meet common safety and hygiene standards.	1	2	3	1	2	3
3.5 The route to our school is safe and designed to encourage students to engage in physical activity (e.g. cycling or walking).	1	2	3	1	2	3
3.6 All of the buildings in our school are kept at a comfortable temperature, are well-lit and ventilated.	1	2	3	1	2	3
3.7 The school canteen, the school shop and vending machines offer food and drinks that are healthy and affordable and meet national food standards.	1	2	3	1	2	3
<b>4. School social environment</b>	<b>Current (in place)</b> 1=not 2= partially 3= fully			<b>Priority</b> 1=low 2= medium 3= high		
4.1 Our school facilities such as canteen, playground, classrooms and corridors are designed in a pleasant and sociable way.	1	2	3	1	2	3
4.2 Our school offers regular shared activities such as project weeks, festivals, competitions and breakfast clubs that are at least in part designed to promote health and well-being.	1	2	3	1	2	3

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4.3 Health education and health promoting activities including opportunities for practicing and developing life skills are included in after- school programmes.	1	2	3	1	2	3
4.4 At school a trusted person is always available for all students who have the need to talk with someone privately when they want to share concerns or thoughts.	1	2	3	1	2	3
4.5 At school there is always a friendly and jovial atmosphere where all students and teaching/non-teaching staff feel comfortable and respected.	1	2	3	1	2	3
4.6 School health professionals (school nurse, social worker or psychologist) are involved in individual and whole school health promotion and work together with the school management to integrate health topics into the school curriculum and policy.	1	2	3	1	2	3
4.7 A support system (services and accommodations) is in place at our school for students with special learning, developmental and physical needs.	1	2	3	1	2	3
4.8 Our school has a system for identifying and referring students with special needs to outside professionals if the student's needs are beyond the scope of the school's expertise.	1	2	3	1	2	3

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5. Health Skills	Current (in place)			Priority		
	1=not 2= partially 3= fully			1=low 2= medium 3= high		
5.1 Our school implements programmes that are focused on individual skills and knowledge of health topics including mental health promotion.	1	2	3	1	2	3
5.2 Our school has clear rules that promote healthy behaviour.	1	2	3	1	2	3
5.3 Activity breaks are regularly included in the school lessons and the school breaks.	1	2	3	1	2	3
6. Community links	Current (in place)			Priority		
	1=not 2= partially 3= fully			1=low 2= medium 3= high		
6.1 Parents of students in our school are active participants in the school community.	1	2	3	1	2	3
6.2 Our school has established a connection with local partners such as sport and youth clubs, community or regional health agencies, counselling services, health insurance companies, restaurants, local shops, etc.	1	2	3	1	2	3
6.3 Our school arranges regular visits to local partners/stakeholders to encourage our students in healthy eating, physical activity, to promote their emotional or social health and development, etc.	1	2	3	1	2	3

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7. Healthy school staff	Current (in place)			Priority		
	1=not	2= partially	3= fully	1=low	2= medium	3= high
7.1 Our school offers regular teacher training and capacity building related to promoting health and well-being of the school community.	1	2	3	1	2	3
7.2 There are sufficient resources available to provide the school staff with up to date materials on health topics including mental health promotion.	1	2	3	1	2	3
7.3 Our school promotes a balance between work and private life, a reasonable workload and provides an open environment to discuss work problems and stress.	1	2	3	1	2	3
7.4 New school staff at our school receive mentoring and training to assist them in their professional development.	1	2	3	1	2	3
7.5 The school has a protocol for dealing with recurring staff absenteeism and in helping returning school staff to reintegrate and adjust after a period of sick leave.	1	2	3	1	2	3
7.6 Our school supports school staff in achieving and maintaining a healthy lifestyle, e.g., by creating a healthy enhancing environment.	1	2	3	1	2	3

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### 3.2 Structured Interviews

These will be done by the Kapodistrian University of Athens with elected individuals.