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Live Mobile, Eat healthy Catch Quality

Under the Erasmus+ Programme

KA2 STRATEGIC PARTNERSHIP PROJECT

2021-1-EL01-KA210-SCH-000051122

OBESITY – CAUSES AND EFFECTS ON THE SHORT, MEDIUM AND LONG TERM – VIRTUAL EXCHANGE

Intervention Process and Results

Start Date: 12th of September 2022

Date of expiry of the intervention: 17th of October 2022

Total Duration: 1 month 5 days

Participants: 1175 (from Greece – Italy- Turkey)

Intervention Team: Total 610

- 30 teachers aged 26 - 59 (10 from each country).
- 300 students in grades 3, 4, 5, 6 of primary school, aged 9-12 (10 per teacher).
- 280 parents aged 30 - 55 (the number of parents and pupils varies as some of the participating pupils are siblings) .

Of the intervention group 33 (all students) dropped out in the second ten days of intervention:

- 2 due to illness that forced them to follow a specific diet.
- 31 because they forgot to take notes.

Control Group: Total 565

- 292 students of Classes C, D, E, F, Fifth Primary School, aged 9-12 years old.
- 30 teachers aged 25 - 57 (10 from each country).
- 273 parents aged 27 to 52 years old
- 55 people from control group (all students) quit the t of intervention.
- 12 because of an illness that forced them to follow a certain diet.

Aims

- Developing a better understanding of the causes and effects of obesity.
- Improving knowledge of the host education system, culture, traditions, cuisine.
- Decreasing the number of consumers of fast food.
- Raising awareness of participants about the principles of healthy eating.
- Increasing physical activity to a minimum of 1 hour per day.
- To improve communicational skills, interpersonal skills and self-confidence in a European environment.
- Developing the knowledge about the diversity of European sports and culture.
- Producing one brochure for students and parents and one for schools.

Means of Intervention:

- Presentations/speeches
- Audiovisual material
- Game
- Exercise exercises

<https://drive.google.com/drive/u/0/folders/1qmmbmf2np7eyr8ow0jjol7sj3ogxznzvs>

The above were prepared by teachers, nutritionist, psychologist, gymnasts.

Data collection tools :

- Weekly diet and exercise diaries of participating students and teachers (FORM 1. & FORM 2.).
- Observation of eating habits within the school community.

Units of measurement:

- - The piece per ten days for food (in sweets and soft drinks).
- - The litre per decimal day for water.
- - The hour per decade for physical activity
- - The piece per day for food (in sweets and soft drinks). (GRAPH 9. &10.)
- - The litre per decimal day for water. (GRAPH 11.)
- - The hour per decimal day for physical activity (GRAPH 12. &13.)

Data collection process

Step 1: Establishment of a Data Processing Committee consisting of the 3 experts, the project manager and the members.

Step 2: Data collection started before the intervention and stopped at the end of the intervention. Every ten days the diaries of the participants were checked in order to detect any changes e.g. in the eating habits of students and teachers and indirectly parents as well as changes in the time spent on physical activities (FORM 1. & FORM 2.)

Step 3: Participants' diaries were read and each participant's bindings were transferred to a specific dietary and motor list, where available:

- 4 time periods (pre-intervention; first ten days of intervention; second ten days of intervention; third ten days of intervention)

- 3 types of food :

1. Sweets
2. Soft drinks
3. Water

where the number of specific foods consumed by the person during the ten-day period was recorded.

- 2 categories of physical activity

1. Organised physical activities
2. Unorganised physical activity

where the time in hours during which each participant was active was recorded.

Step 4: Finally the ear data were compared by time periods (deciles) to capture any differences.

Step 5: Also from the data of each ten-day period, the daily number of sweet, soft water, and organized and non-motorized activities, which were on average attributed to the individual, was calculated . (GRAPHS 9, 10, 11, 12, 13)

Statistical analysis of data

ANOVA was used for statistical analysis of both dietary and physical data and for correlation between participant groups. Relationships between:

- (a) student intervention group with student control group.
- (b) teacher intervention group and teacher control group.

NUTRITIONAL DATA OF THE INTERVENTION GROUP

Nutrition data before intervention

300 Students in the intervention group consumed:

- 3000 sweets in a ten-day period (1 sweet per day on average per person).
- 3000 soft drinks in a ten-day period (1 soft drink per day on average per person).
- 4,500 litres in a ten-day period (1,5 litres per day on average per person).

30 teachers in the intervention group consumed :

- 180 sweets in a ten-day period (0.6 sweets per day on average per person).
- 200 soft drinks in a ten-day period (0.67 soft drinks per day on average per person).
- 360 litres in a ten-day period (1,2 litres a day on average per person).

Method of intervention for changing eating habits in the first ten days

- Classroom and playground games on healthy eating.
- Information using relevant audiovisual material from the educational platform of the photodendron.
- Creation of healthy breakfast presentation videos by students.

Nutritional binders of the first ten days of intervention

300 students in the intervention group consumed:

- 2700 sweets in a ten-day period (0.9 sweet per day on average per person).
- 2800 soft drinks in one ten-day period (0,93 soft drink per day on average per person).
- 5,100 litres in a ten-day period (1.7 litres a day on average per person).

30 teachers in the intervention group consumed :

- 150 sweets in a ten-day period (0.5 sweets per day on average per person).
- 150 soft drinks in a ten-day period (0.5 drinks per person per day).

Method of intervention of second decade dietary habit change

- Classroom and playground games on healthy eating.
- Information using relevant audiovisual material from the educational platform photodendron.
- Creation of a video presentation of a healthy breakfast by students.

Nutritional binders of the second ten-day intervention

267 students in the intervention group consumed:

- 2200 sweets in a ten-day period (0.82 sweet per day on average per person).
- 2400 soft drinks in one ten-day period (0,90 soft drink per day on average per person).
- 5 100 litres in a ten-day period (1,9 litres per day on average per person).

30 teachers in the intervention group consumed :

- 135 sweets in a ten-day period (0.45 sweets per day on average per person).
- 140 soft drinks in a ten-day period (0,46 soft drinks per day on average per person).
- 480 litres in a ten-day period (1,6 litres a day on average per person).

Method of intervention of third decade dietary habit change

- Classroom and playground games on healthy eating.
- Information using relevant audiovisual material from the educational platform of the photodendron.
- Creation of a video presentation of a healthy breakfast by students.

Nutritional binders of the third intervention decade

267 students in the intervention group consumed:

- 1900 sweets in a ten-day period (0.71 sweet per day on average per person).
- 2100 soft drinks in one ten-day period (0.78 soft drinks per day on average per person).
- 5 200 litres in a ten-day period (1,94 litres per day on average per person).

30 teachers in the intervention group consumed :

- 120 sweets in a ten-day period (0.4 sweets per day on average per person)
- 125 soft drinks in a ten-day period (on average, 0.41 soft drinks per day)
- 550 litres in a ten-day period (1,8 litres per day on average per person).

NUTRITIONAL DATA OF THE CONTROL GROUP

Nutritional data of control group before intervention

292 students in the control group consumed:

- 2930 sweets in a ten-day period (1 sweet per day on average per person).
- 2920 soft drinks in a ten-day period (1 soft drink per day on average per person).
- 4,380 litres in a ten-day period (1,5 litres per day on average per person).

30 teachers in the control group consumed :

- 173 sweets in a ten-day period (0.57 sweets a day on average per person).
- 212 soft drinks in a ten-day period (0.7 soft drinks per day on average per person).

- 356 litres in a ten-day period (1,18 litres a day on average per person).

Nutritional data for the first ten days

292 pupils in the control group consumed:

- 2920 sweets in one ten-day period (1 sweet per day on average per person .)
- 2920 soft drinks in one ten-day period (1 soft drink per day on average per person).
- 4,380 litres in a ten-day period (1.5 litres a day on average per person).

30 teachers in the control group consumed :

- 161 sweets in a ten-day period (0.5 sweets a day on average per person) .
- 143 soft drinks in a ten-day period (0.5 soft drinks per day on average per person).
- 468 litres in a ten-day period (1,5 litres a day on average per person).

Nutritional data of the second day

237 students in the control group consumed:

- 2540 sweets in a ten-day period (1 sweet per day on average per person).
- 2500 soft drinks in one ten-day period (1 drink per day on average per person).
- 3550 litres in a ten-day period (1,5 litres per day on average per person).

30 teachers in the control group consumed :

- 149 sweets in a ten-day period (0.5 sweets a day on average per person).
- 135 soft drinks in a ten-day period (0,45 soft drinks per day on average per person).
- 476 litres in a ten-day period (1,6 litres a day on average per person).

Nutritional data for the third decade

237 pupils in the control group consumed:

- 2450 sweets in a ten-day period (1 sweet per day on average per person).
- 2500 soft drinks in one ten-day period (1 soft drink per day on average per person).
- 3550 litres in a ten-day period (1,5 litres per day on average per person).

30 teachers in the control group consumed :

- 146 sweets in a ten-day period (0.48 sweets per day on average per person).
- 131 soft drinks in a ten-day period (0,43 soft drinks per day on average per person).

- 489 litres in a ten-day period (1,63 litres a day on average per person).

KINETIC DATA INTERVENTION GROUP

Kinetic data before intervention

300 students in the intervention group were engaged in motor activities:

- 4,500 hours of unorganized motor activity in a ten-day period (1.5 hours per day on average per person).
- 3,000 hours of organised activity in a ten-day period (1 hour per day on average per person).

30 teachers in the intervention group were active in movement activities:

- 300 hours of non-organised physical activity in a ten-day period (1 hour per day per person on average)
- 150 hours of non-organised activity in a ten-day period (0,5 hour per day per person on average)

Method of intervention for changing mobility habits in the first ten days:

- Cooperation with cyclists' organisations for a cycling activity in town involving the local community
- Participating and exchanging traditional yard games
- Participation to the daily mile initiative
- Walking hiking
- Parents involve their kids to outdoor activities as much as possible

Kinetic data of the first ten days of intervention

300 pupils in the intervention group were engaged in motor activities:

- 6000 hours of unorganized motor activity in one ten-day period (2 hours per day on average per person)
- 3000 hours of non-organised activity in a ten-day period (1 hour per day on average per person)

30 teachers in the intervention group were active in movement activities:

- 450 hours of non-organised physical activity in a ten-day period (1.5 hours per day per person on average)
- 150 hours of non-organised activity in a ten-day period (0,5 hour per day on average per person)

Method of intervention to change second-decade mobility habits:

- Cooperation with cyclists' organisations for a cycling activity in town involving the local community
- Participating and exchanging traditional yard games
- Participation to the daily mile initiative
- Walking hiking
- Parents involve their kids to outdoor activities as much as possible

Kinetic data of the second ten-day intervention

300 pupils in the intervention group were engaged in motor activities:

- 6500 hours of unorganized motor activity in one ten-day period (2.43 hours per day per person on average)
- 3300 hours of non-organised activity in one ten-day period (1,23 hours per day on average per person)

30 teachers in the intervention group were active in movement activities:

- 500 hours of unorganised physical activity in a ten-day period (1,66 hours per day per person on average)
- 180 hours of non-organised activity in a ten-day period (0,6 hour per day on average per person)

Method of intervention to change the mobility habits of the third decade:

- Cooperation with cyclists' organisations for a cycling activity in town involving the local community
- Participating and exchanging traditional yard games
- Participation to the daily mile initiative
- Walking hiking
- Parents involve their kids to outdoor activities as much as possible

Kinetic data of the third decade of intervention

300 students in the intervention group were engaged in physical activities:

- 7200 hours of unorganised physical activity in one ten-day period (2.69 hours per day per person on average)

- 3500 hours of non-organised activity in one ten-day period (1.3 hours per day on average per person)

30 teachers in the intervention group were active in motor activities:

- 530 hours of unorganised kinetic activity

KINETIC DATA CONTROL GROUP

Kinetic data of control group before start

292 students in the intervention group were engaged in motor activities:

- 5840 hours of unorganized motor activity in a ten-day period (2 hours per day on average per person)

- 3000 hours of non-organised activity in a ten-day period (1 hour per day on average per person)

30 teachers in the control group were active in motor activities:

- 293 hours of unorganized motor activity in a ten-day period (1 hour a day on average per person).

- 148 hours of organised activity in a ten-day period (0,5 hour per day per person on average).

Kinetic data of the control group of the first ten days

292 pupils in the intervention group were active in motor activities:

- 5900 hours of unorganized motor activity in a ten-day period (2 hours per day on average per person).

- 3000 hours of organised activity in a ten-day period (1 hour per day on average per person).

30 teachers in the control group were active in motor activities:

- 308 hours of unorganized motor activity in a ten-day period (1 hour per day on average per person) .

- 152 hours of organised activity in a ten-day period (0.5 hour per day per person on average).

Motor data of the second ten-day control group

237 pupils in the intervention group were engaged in motor activities:

- 4800 hours of unorganized motor activity in one ten-day period (2 hours per day per person on average)

- 3000 hours of organised activity in one ten-day period (1 hour per day on average per person).

30 teachers in the control group were active in motor activities:

- 299 hours of unorganized motor activity in a ten-day period (1 hour per day on average per person).

- 159 hours of organised activity in a ten-day period (0,53 hour per day per person on average).

Motor data of the third decade control group

237 pupils in the intervention group were active in motor activities:

- 4800 hours of unorganised physical activity in one ten-day period (2 hours per day on average per person)

- 3000 hours of non-organised activity in one ten-day period (1 hour per day on average per person)

30 teachers in the control group were active in motor activities:

- 295 hours of non-organised physical activity in a ten-day period (1 hour per day per person on average)

- 159 hours of non-organised activity in a ten-day period (0,53 hour per day per person on average).

Results

1) From the results of statistical ANOVA analysis of the dietary data between the student intervention group (TABLE 1.) and the student control group (TABLE 3.), the following can be observed:

- C(Period): the time period does not seem to have a statistically significant effect on the variables measured (p-value = 0.616).

- C(Measurement): the types of foods measured (sweet, soft drinks, water) do not seem to have a statistically significant difference (p-value = 0.950).

- C(Group): Student intervention group versus student control group does not appear to have a significant effect on the measurements (p-value = 0.383).

- C(Period)-C(Group): there is no statistically significant interaction between time periods and groups on measures (p-value = 0.812).

- C(Measurement)-C(Group): there is also no statistically significant interaction between the types of food in the measurement (sweet, soft drinks, water) and the groups (p-value = 0.261).

Overall, the results show that there are no statistically significant differences in the variables studied between the two groups (intervention and control) during the different time periods (pre-intervention; 1st - 2nd - 3rd decade of intervention).

2) From the results of the statistical analysis ANOVA of the nutritional data between the intervention group of teachers (TABLE 2.) and the control group of teachers (TABLE 4.), the following can be observed::

- C(Period): the time period does not seem to have a statistically significant effect on the variables measured (p-value ≈ 0.982).
- C(Measurement): the types of foods measured (sweet, soft drinks, water), seem to have a statistically significant difference (p-value ≈ 0.000179).
- C(Group): the teacher intervention group, versus the teacher control group, does not appear to have a significant effect on the measurements (p-value ≈ 0.997).
- C(Period)-C(Group): there is no statistically significant interaction between time periods and control groups (p-value ≈ 0.995).
- C(Measurement)-C(Group): there is no statistically significant interaction between the types of foods measured (sweets, soft drinks, water) and the group (p-value ≈ 0.917).

Overall, the results show that there are no significant differences in the variables studied between the two groups of teachers (intervention and control), except for the type of measurement (sweet, soft drinks, water), which seems to show significant differences in the data set.

3) From the results of the ANOVA statistical analysis of the motor data of the students in the intervention group (TABLE 5) with those of the students in the control group (TABLE 8), the following can be observed:

- C(Period): the time period does not seem to have a statistically significant effect on the measurements (p-value ≈ 0.635).
- C(Measurement): the type of activity (organized versus unorganized) has a statistically significant difference (p-value ≈ 0.000135).
- C(Group): student intervention group versus student control group does not appear to have a significant effect on the measurements (p-value ≈ 0.207).
- C(Period)-C(Group): there is no statistically significant interaction between the time period and the groups (p-value ≈ 0.163).

- C(Measurement)-C(Group): no statistically significant interaction between type of activity and groups (p-value \approx 0.358).

Overall, the results show that the differences in physical activity hours between intervention and control group students are not statistically significant, except for the type of activity, where there are significant differences in the data set.

4) From the results of the ANOVA statistical analysis of the physical activity data of the teachers in the intervention group (TABLE 6.) and the teachers in the control group (TABLE 7.), the following can be observed:

- C(Period): the time period does not seem to have a statistically significant effect on the measurements (p-value \approx 0.203).

- C(Measurement): the type of activity (organized versus unorganized) has a statistically significant difference (p-value \approx 0.000069).

- C(Group): the group of teachers in the intervention group versus the control group teachers appears to have a significant effect on the measurements (p-value \approx 0.011).

- C(Period)/C(Group): there is no statistically significant interaction between time periods and groups (p-value \approx 0.268).

- C(Measurement)/C(Group): there is a statistically significant interaction between activity type and groups (p-value \approx 0.022).

Overall, the results show significant differences in physical activity hours between teachers in the intervention group and teachers in the control group, especially in terms of the type of activity and the group itself.

CONCLUSION

Although there were no significant statistical differences between the groups of participants (intervention and control), neither in the measurements of nutritional nor in the measurements of the mobility data, however, the insignificant statistical improvements of the intervention group, both in terms of nutrition and movement, remain important for the educational community, but also for society in general. They show that there is a great possibility that, with perhaps a more dynamic intervention and by devoting more time to such activities, students, parents and teachers could integrate healthy eating and movement into their daily lives even more decisively, eventually reaching the point where a healthy lifestyle becomes a culture rather than a necessity.

The minimal improvement in the control group of students (nutrition, physical activity) may be due to the students' interaction within and outside the school environment, the imitation of role models and behaviours and, in general, to stimuli, messages and images that they may have received indirectly from the participation of their peers in the programme.

The difference between organised and unorganised physical activities can be attributed to the fact that unorganised physical activities are carried out without any financial reward, as well as opportunistically, i.e. without the participant having to perform them at specific times and days, drastically changing his or her schedule.

Throughout the intervention, through the activities delivered, cooperation, empathy, teamwork, acceptance of all, tightening of family relationships, self-confidence and acceptance of our image as well as self-care and self-love were fostered.

We believe that the respective parents of the students who participated in the activities as an intervention group, although they themselves did not keep a weekly diary, so that there is data, showed positive differentiation and were positively affected themselves, as alone the children cannot move to the movement activities where they participate, nor can they pay the fee required for participation in organized movement activities, nor can they also curate their own nutrition. Therefore, their parents also share in the improvement shown by the students in the intervention group.

The school community opened its doors and warmly welcomed specialists and people in general who could contribute so that the actions and messages concerning body and health care could have as final recipients the participants and a wider community in the most effective, pleasant and pedagogically beneficial way.

RESTRICTIONS

A disadvantage of the present study was the failure to categorise participants according to their gender and age and country of origin. The non-keeping of diaries by parents. The short intervention period and the lack of results relating to the period after the end of the intervention to determine whether these minimal improvements were consolidated or temporary.

DATA TABLES

TABLE OF NUTRITIONAL DATA OF PUPILS IN THE INTERVENTION GROUP

TIME PERIOD	STUDENTS	NUMBER OF PASTRIES PER TEN DAYS	NUMBER OF REFRESHMENTS PER TEN DAYS	LITRE OF WATER PER TEN DAYS
BEFORE INTERVENTION	300	3000	3000	4.500
1 ST TEN DAYS	300	2700	2800	5100
2 ND TEN DAYS	267	2200	2400	5100
3 RD TEN DAYS	267	1900	2100	5200

TABLE 1.

TABLE OF NUTRITIONAL DATA OF INTERVENTION GROUP TEACHERS

TIME PERIOD	TEACHERS	NUMBER OF PASTRIES PER TEN DAYS	NUMBER OF REFRESHMENTS PER TEN DAYS	LITRE OF WATER PER TEN DAYS
BEFORE INTERVENTION	30	180	200	360
1 ST TEN DAYS	30	150	150	450
2 ND TEN DAYS	30	135	140	480
3 RD TEN DAYS	30	120	125	550

TABLE 2.

TABLE OF NUTRITIONAL DATA OF PUPILS IN THE CONTROL GROUP

TIME PERIOD	STUDENTS	NUMBER OF PASTRIES PER TEN DAYS	NUMBER OF REFRESHMENTS PER TEN DAYS	LITRE OF WATER PER TEN DAYS
BEFORE INTERVENTION	292	2930	2920	4,380
1ST TEN DAYS	292	2920	2920	4,380
2ND TEN DAYS	237	2540	2500	3550
3RD TEN DAYS	237	2450	2500	3550

TABLE 3.

TABLE OF NUTRITIONAL DATA OF TEACHERS IN THE CONTROL GROUP

TIME PERIOD	TEACHERS	NUMBER OF PASTRIES PER TEN DAYS	NUMBER OF REFRESHMENTS PER TEN DAYS	LITRE OF WATER PER TEN DAYS
BEFORE INTERVENTION	30	173	212	356
1ST TEN DAYS	30	161	143	468
2ND TEN DAYS	30	149	135	476
3RD TEN DAYS	30	146	131	489

TABLE 4.

TABLE OF MOBILITY DATA OF PUPILS IN THE INTERVENTION GROUP

TIME PERIOD	STUDENTS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	300	4500	3000
1ST TEN DAYS	300	6000	3000
2ND TEN DAYS	267	6500	3300
3RD TEN DAYS	267	7200	3500

TABLE 5.

TABLE OF MOBILITY DATA OF TEACHERS IN THE INTERVENTION GROUP

TIME PERIOD	TEACHERS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	30	300	150
1ST TEN DAYS	30	450	150
2ND TEN DAYS	30	500	180
3RD TEN DAYS	30	530	190

TABLE 6.

TABLE OF MOBILITY DATA OF TEACHERS IN THE CONTROL GROUP

TIME PERIOD	TEACHERS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	30	293	148
1ST TEN DAYS	30	308	152
2ND TEN DAYS	30	299	159
3RD TEN DAYS	30	295	159

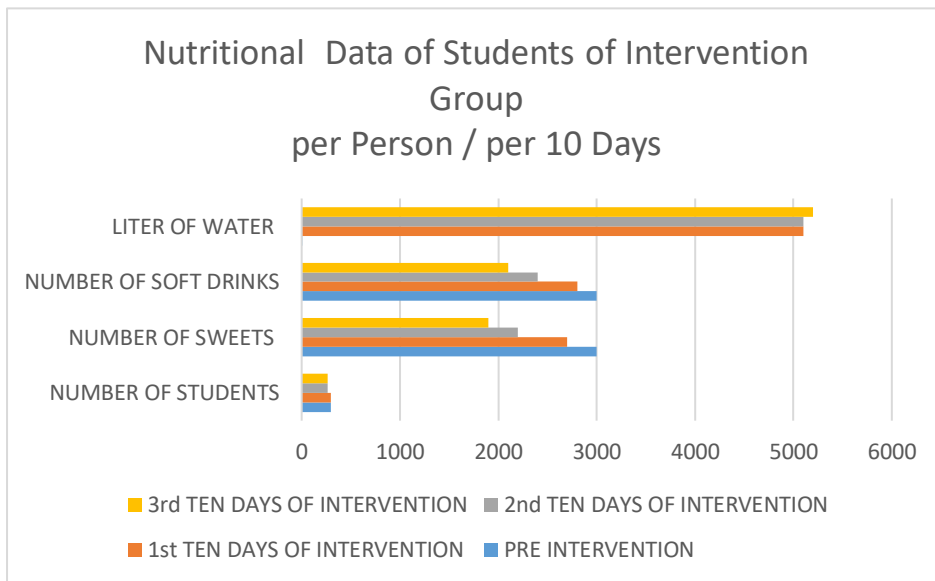
TABLE 7.

TABLE OF MOBILITY DATA OF PUPILS IN THE CONTROL GROUP

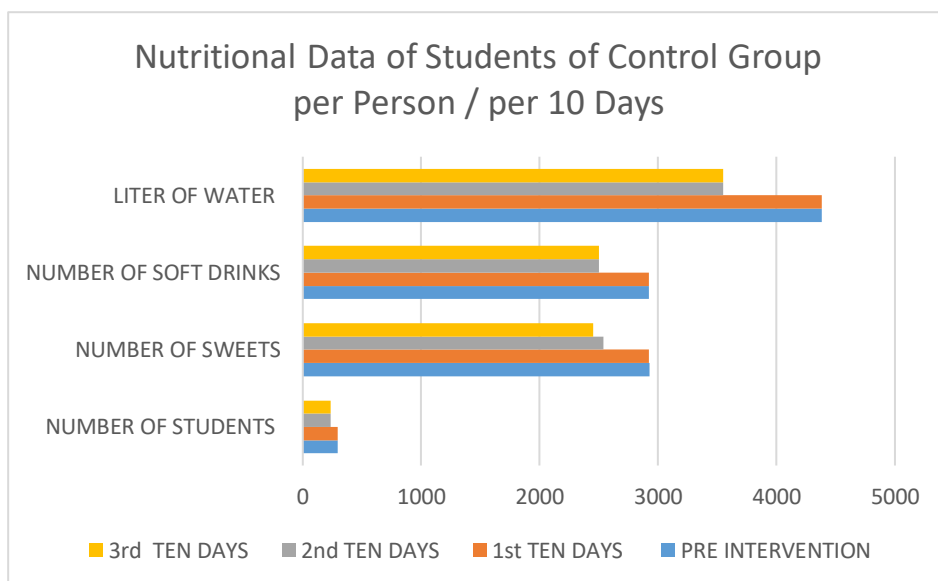
TIME PERIOD	STUDENTS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	292	5840	3000
1ST TEN DAYS	292	5900	3000
2ND TEN DAYS	237	4800	3300
3RD TEN DAYS	237	4800	3000

TABLE 8.

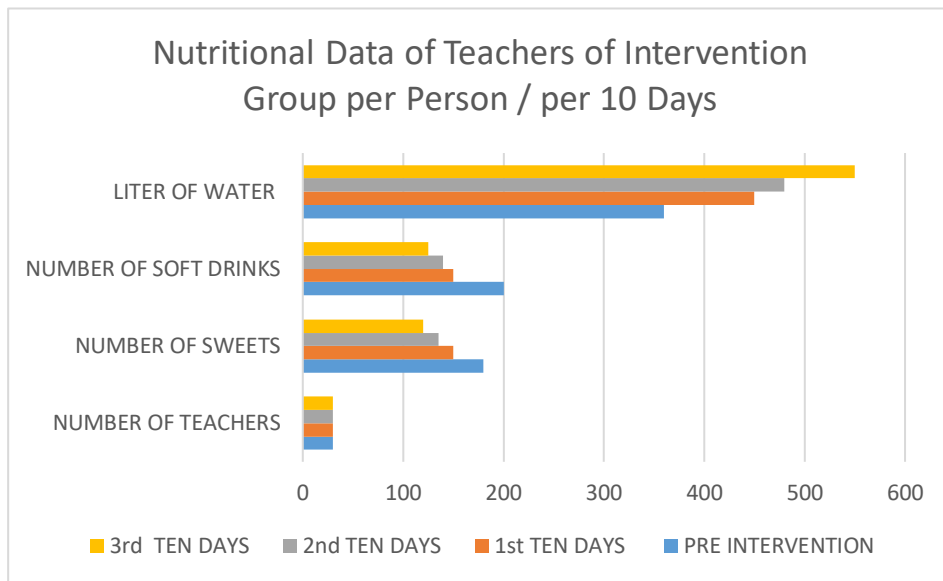
DATA GRAPHS



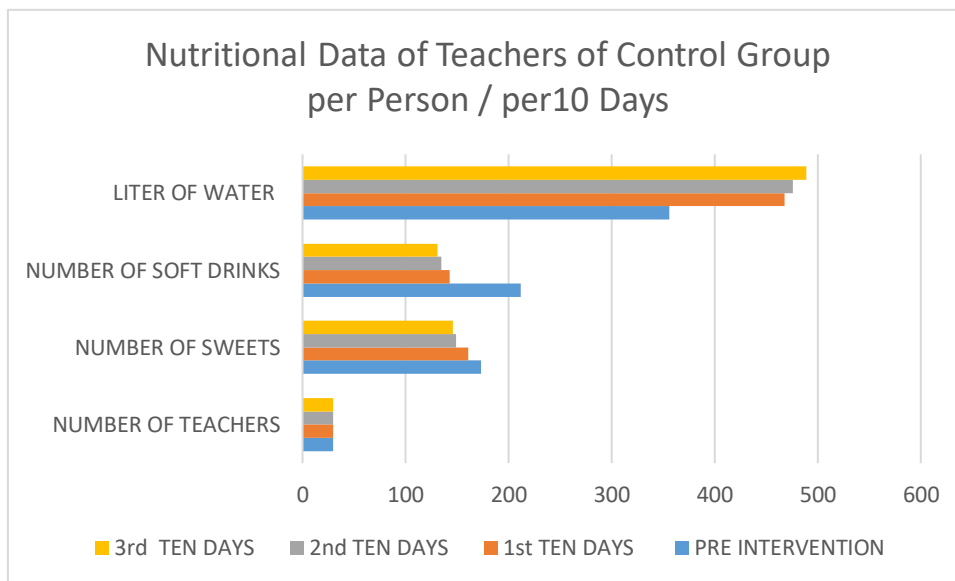
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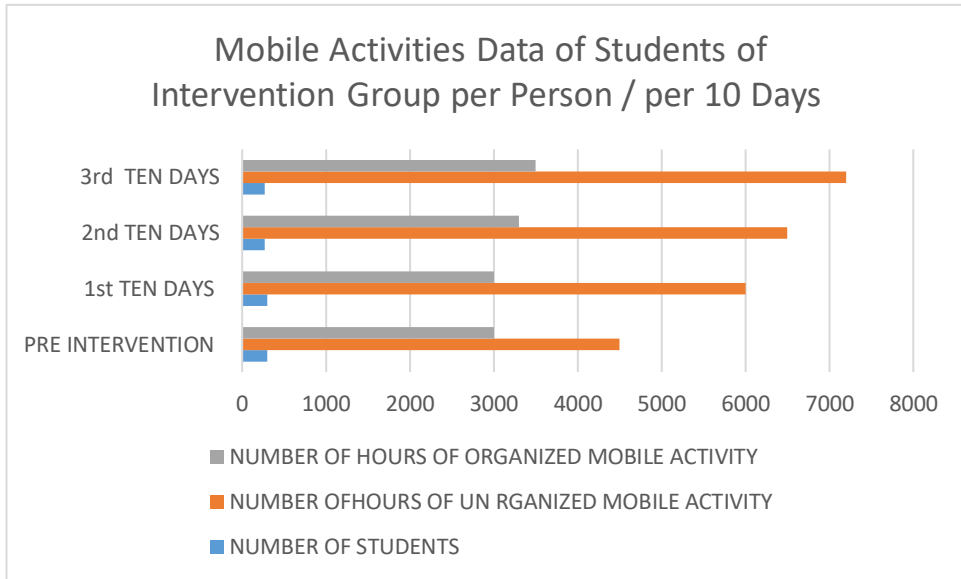
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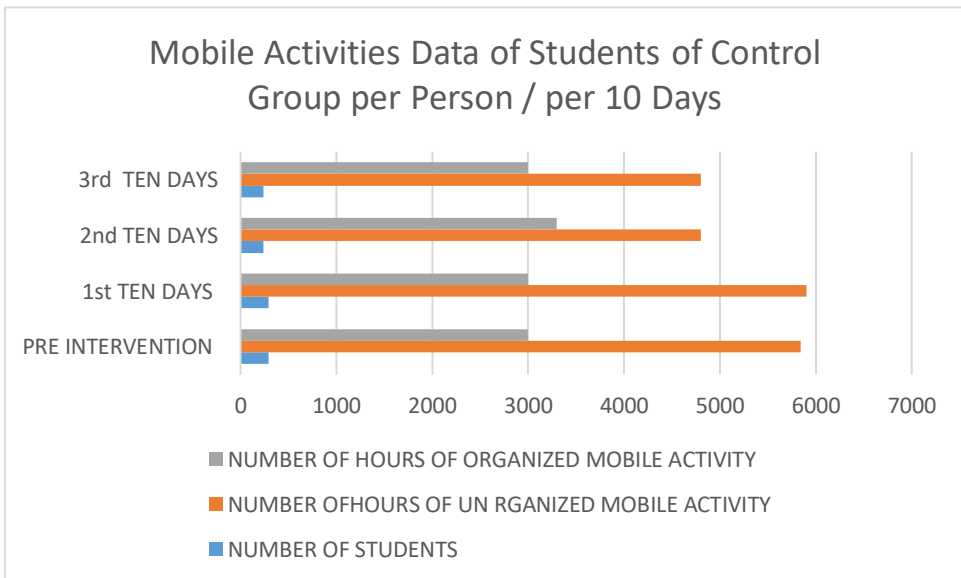
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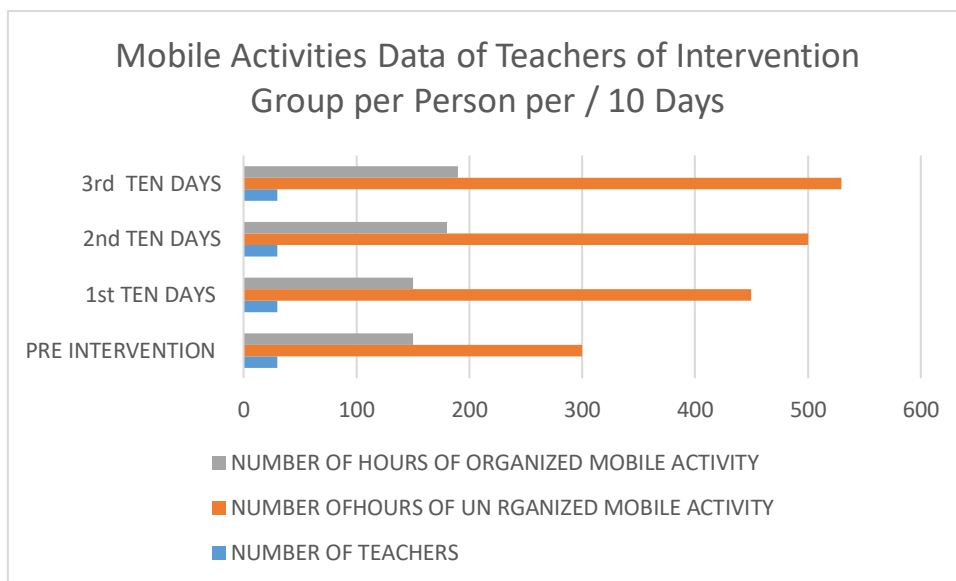
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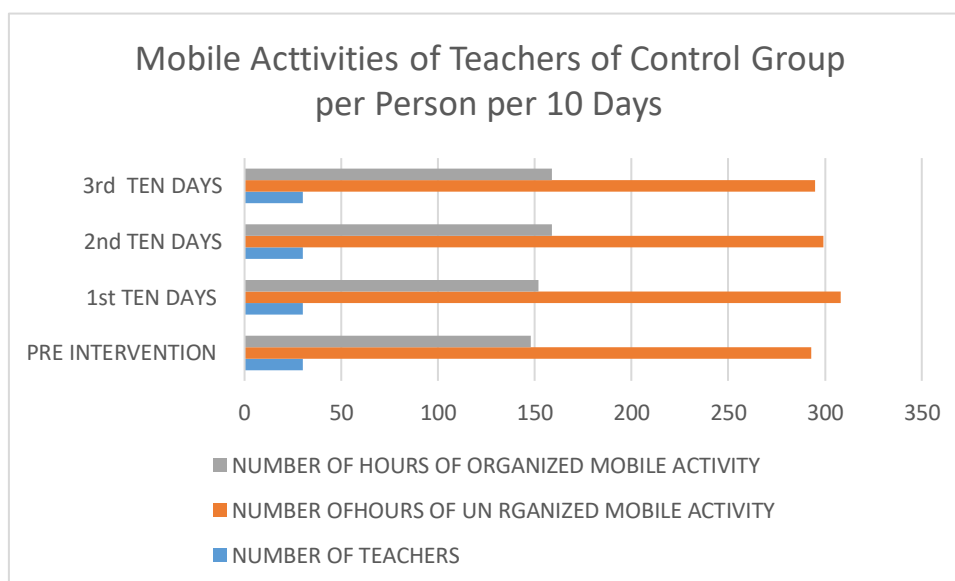
GRAPH 5.



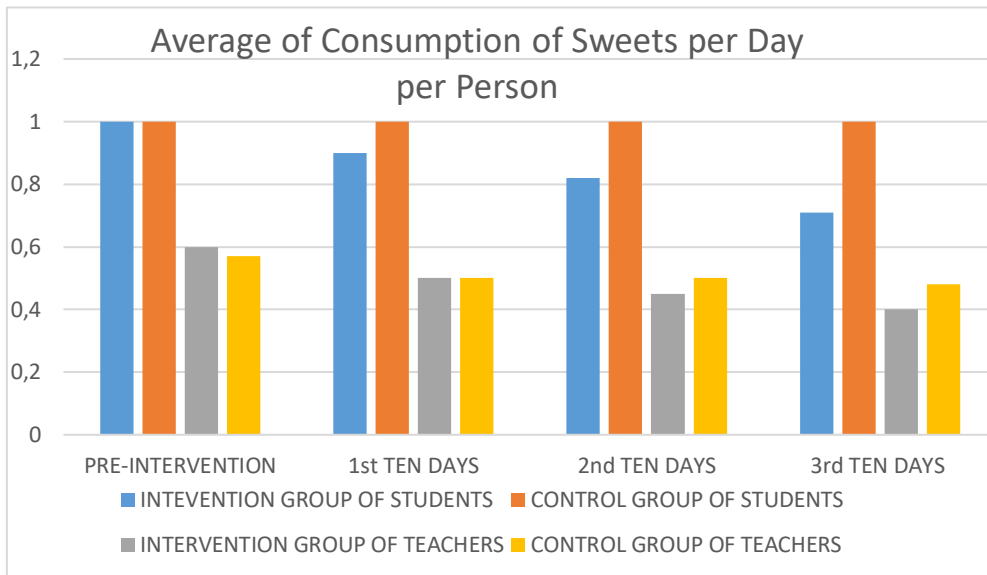
GRAPH 6.



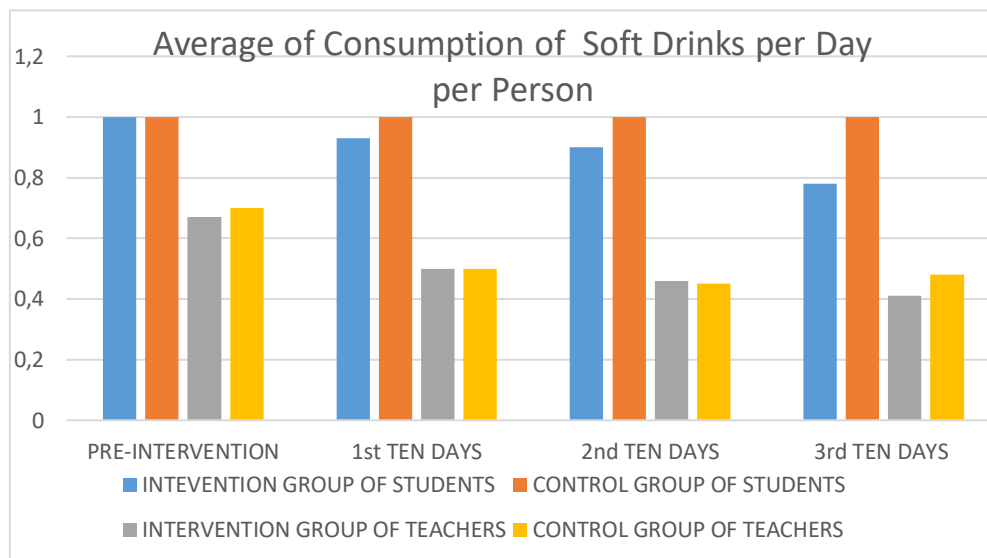
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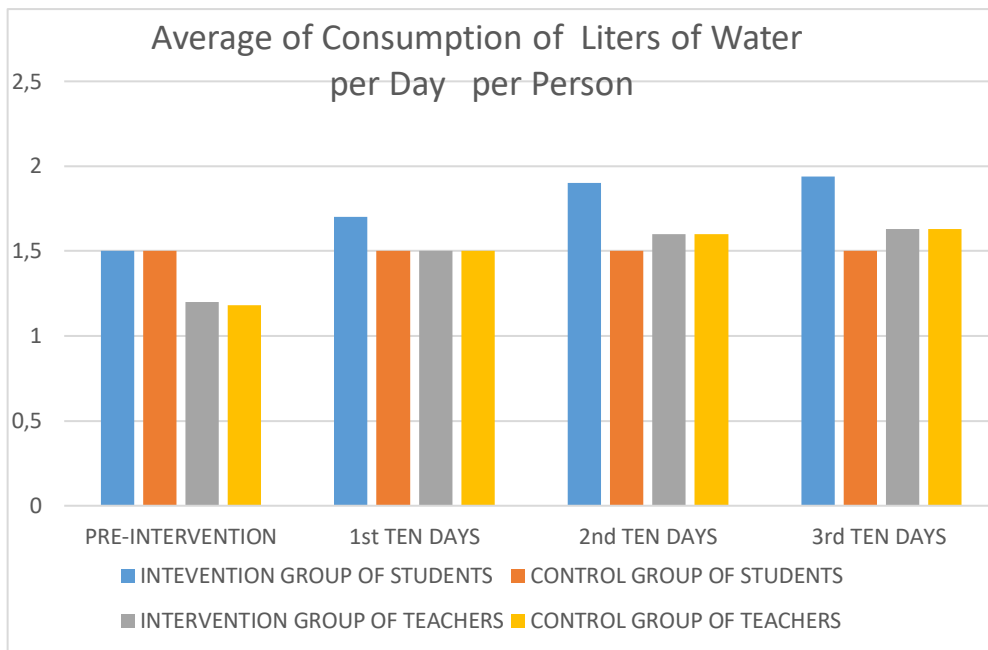
GRAPH 8.



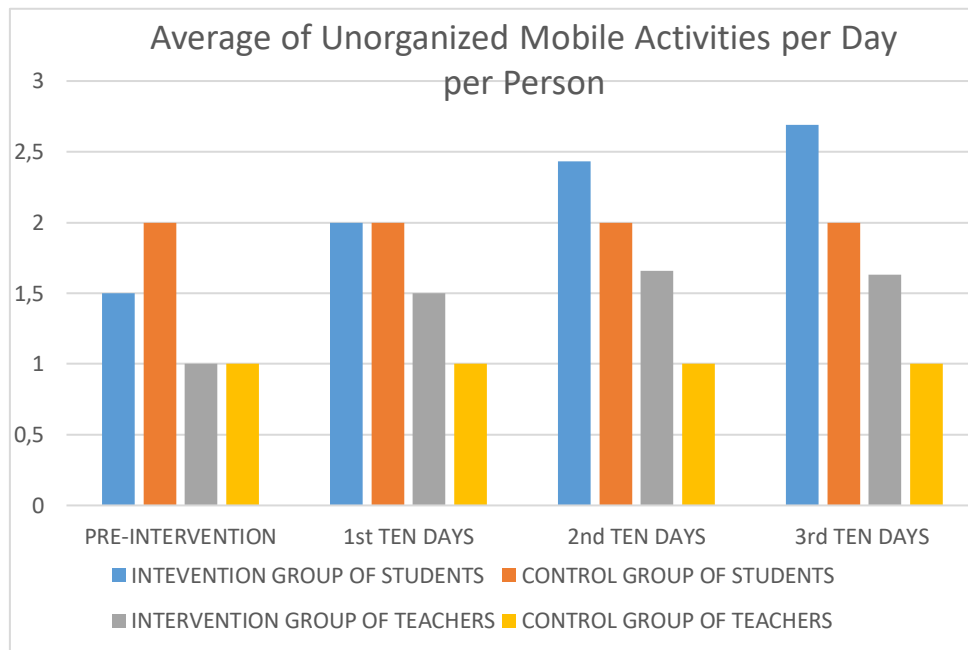
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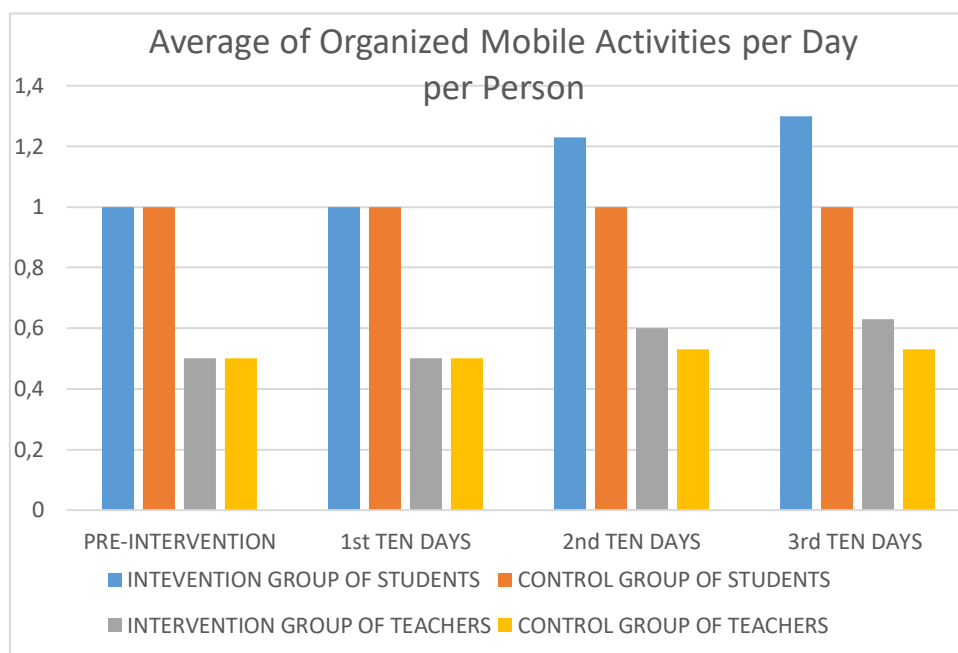
GRAPH 10.



GRAPH 11.












GRAPH 12.



GRAPH 13.

DATA COLLECTION FORMS

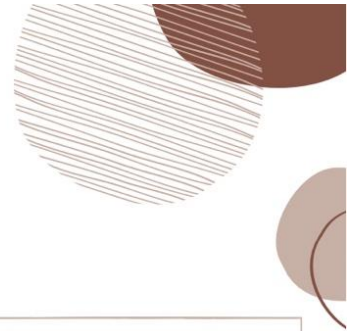
 **WEEKLY MEAL PLANNER** 
STUDENTS - RENA'S STUDENTS

<p>Monday </p>	<p>Tuesday </p>
<p>Wednesday </p>	<p>Thursday </p>
<p>Friday </p>	<p>Saturday</p>
<p>Sunday </p>	<p>Goals: </p>

FORM 1.



workout routine



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



SUNDAY



FORM 2.



Co-funded by the
Erasmus+ Programme
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Live Mobile, Eat healthy Catch Quality

Under the Erasmus+ Programme

KA2 STRATEGIC PARTNERSHIP PROJECT

2021-1-EL01-KA210-SCH-000051122

LACK OF PHYSICAL EXERCISE AND OBESITY - CURRENT TRENDS IN EUROPE

Start Date: October 2022

End date of intervention: December 2022

Total duration : 3 months

Participants : 932 (Greece - Türkiye - Italy)

Intervention group: total 610

- 30 teachers aged 26 - 59 (10 from each country).
- 300 students in grades 3, 4, 5, 6 of primary school, ages 9-12 (10 per teacher).
- 280 parents aged 30 - 55 (the number of parents and pupils varies as some of the participating pupils are siblings).

48 people (all students) dropped out from the first month of intervention:

- 10 due to illness that forced them to follow a specific routine
- 20 because they stopped wanting to participate
- 5 changed schools
- 13 did not complete a questionnaire

Control group: total 322

- 292 students of Classes C, D, E, F, Fifth Primary School, aged 9-12 years old.
- 30 teachers aged 25 - 57 (10 from each country).
- 57 people from control group (all students) quit after the first month of intervention
- 14 because of an illness that forced them to follow a certain diet
- 43 due to lack of taking notes

Goals

- Developing a better understanding of the causes and effects of obesity
- Improving knowledge of the host education system, culture, traditions, cuisine
- Decreasing the number of consumers of fast food
- Raising awareness of participants about the principles of healthy eating

- Increasing physical activity to a minimum of 1 hour per day
- To improve communicational skills, interpersonal skills and self-confidence in a European environment
- Developing the knowledge about the diversity of European sports and culture

- Producing one brochure for students and parents and one for schools

Intervention method of changing motor habits of the first, second and third month of intervention

- games in the classroom and in the yard on the theme of movement and health
- information using relevant audiovisual material from the photometer educational platform

Means of intervention

- By specialists (teachers, nutritionist, psychologist, psychologist, trainer):
 - Presentations / talks
 - Audiovisual material
 - Game
 - Exercises
- <https://drive.google.com/drive/u/0/folders/1qmmbmf2np7eyr8ow0jjol7sj3ogxnzvs>

Data collection instruments

- Visit to the canteen , classification of food in a food pyramid
- Questionnaires

Data collection process

- Establishment of a data processing committee consisting of the 3 disputants, the project manager and the members.
- Questionnaires were administered to participants prior to the start of the intervention , which they were asked to complete anonymously, with 5 preference ratings (strongly agree; strongly agree; agree; neither agree nor disagree; disagree; strongly disagree; and the following questions:

1. I allocate more than 2 hours a day for physical activity and sport.
2. I spend more than 1 hour a day on physical activity and sport.
3. When I exercise I feel great.
4. I feel good about my body image.
5. I do physical activities with my parents/children.

(Questionnaire 1.)

- The panel collected the data and recorded the results in a specially prepared list, numbered 1.2.3.4.5 (number 1. corresponded to question 1, number 2 to question 2, etc. and a), b), c), d), e), for each answer to the question, a) = strongly agree b)= agree; c)= neither agree nor disagree d)= disagree e) = strongly

disagree. Then the number of a) answers , b), c) etc. given to question 1 were counted in order to derive numerical results, how many participants strongly agree, how many agree, how many neither agree nor disagree, how many disagree and how many strongly disagree. The same procedure was followed for each question and for each group of participants separately.

- Each month the same procedure was followed to identify any changes in the preferences of students and teachers and indirectly parents as the questionnaires also involved parents (question 4)
- Finally, these data were compared by time periods to capture any differences. The results of the 2 groups, intervention and control, were also compared to capture any differences. For parents, due to the lack of a control group, results were only compared by time periods to find the effects of the intervention at the 3 time points (pre-intervention, 1st month of intervention, 2nd month of intervention, 3rd month of intervention).

So:

- Printed food pyramid forms were given to participants and they were asked to place 10 different foods in the correct position on the pyramid. Each time the number of incorrect answers was recorded individually for each student. Each intervention period (pre-intervention - 1st month - 2nd month - 3rd month) followed the same procedure but with different foods. The above procedure was carried out in the cafeteria area. (Healthy Pyramid)
- The purpose of the above feedback and evaluation procedures was to determine any improvements in the students who participated in the intervention compared to those who did not.
- The research did not focus on or investigate any differences between the pupils in the participating countries but on the impact of the programmes on these age groups in the context of a school community open to the community in action.

QUESTIONNAIRE PROCESSING DATA AND RESULTS

physical activity

Based on the statistical analysis of the data of physical activity for the intervention and control group - Student's, observed the following trends in the percentages of responses across four periods: Pre Intervention, 1st Month of Intervention, 2nd Month of Intervention, and 3rd Month of Intervention:

1st statement - Students of Intervention Group: "I set aside 2 hours a day for physical activity and sport."

I Strongly Agree:

Pre Intervention: 36.67%

1st Month: 50.33%

2nd Month: 57.14%

3rd Month: 66.67%

- **I Agree:**

Pre Intervention: 0%

1st Month: 0%

2nd Month: 3.97%

3rd Month: 1.98%

- **I Neither Agree Nor Disagree:**

Pre Intervention: 6.67%

1st Month: 5.00%

2nd Month: 1.98%

3rd Month: 1.98%

- **I Disagree:**

Remained at 0% across all periods.

- **I Strongly Disagree:**

Pre Intervention: 56.67%

1st Month: 44.67%

2nd Month: 36.90%

3rd Month: 29.37%

These results indicate a significant positive shift in the students' attitudes towards physical activity throughout the intervention period. There's a noticeable increase in the percentage of students who "Strongly Agree" with the statement over time, coupled with a corresponding decrease in the percentage of students who "Strongly Disagree". This suggests that the intervention was effective in improving students' attitudes towards physical activity. (Table 1. & Graph 1.)

1st statement - Students of Control Group: "I set aside 2 hours a day for physical activity and sport."

I Strongly Agree:

Pre Intervention: 52.05%

1st Month: 53.77%

2nd Month: 57.87%

3rd Month: 58.72%

- **I Agree:**

Pre Intervention: 6.16%

1st Month: 4.79%

2nd Month: 6.81%

3rd Month: 5.96%

- **I Neither Agree Nor Disagree:**

Pre Intervention: 10.96%

1st Month: 11.30%

2nd Month: 6.38%

3rd Month: 7.66%

- **I Disagree:**

Remained at 0% across all periods.

- **I Strongly Disagree:**

Pre Intervention: 30.82%

1st Month: 30.14%

2nd Month: 28.94%

3rd Month: 27.66%

These results indicate a slight increase in positive attitudes towards physical activity within the control group across the study period, as evidenced by the increasing percentages of "I Strongly Agree" responses and the decreasing percentages of "I Strongly Disagree" responses. The changes are gradual and consistent, suggesting a natural shift in attitudes over time rather than a direct effect of the intervention, given this is the control group. (Table 2. Graph 2)

Comparison of Results between the Intervention Group and the Control Group for the 1st Statement

The comparison of the results from the statistical analysis of the data of the intervention group of students and the control group of students for the 1st statement "I set aside 2 hours a day for physical activity and sport", reveals significant differences in the change of students' attitudes and beliefs between the two groups.

For the **Intervention Group:**

- The percentage of students who "Strongly Agree" with this statement increased significantly, from 36.67% (pre-intervention) to 66.67% in the 3rd month of the intervention.
- The percentage decreases of students who "Strongly Disagree" were also significant, from 56.67% (pre-intervention) to 29.37% in the 3rd month of intervention.

For the **Control Group:**

- The percentage of students who "Strongly Agree" also increased, but more modestly, from 52.05% (pre-intervention) to 58.72% in the 3rd month of intervention.
- The decrease in students who "Strongly Disagree" was less % % % in the 3rd month of intervention.

Comparative Results:

- The Intervention Group showed more significant improvement in attitudes towards physical activity compared to the Control Group. This suggests that the intervention had a positive impact on changing students' beliefs and attitudes towards physical activity.

2nd statement - Students of Intervention Group: "I set aside 1 hour a day tax physical activity and sports."

-I agree from:

Pre Intervention: 60.0%

1st Month: 69.67%

2nd Month: 88.89%

3rd Month: 92.46%

-agree:

Pre intervention: 24.33%

1st Month: 14.67%

2nd Month: 1.59%

3rd Month: 0.79%

-I agree: I disagree:

Pre Intervention: 0.0%

1st Month: 6.67%

2nd Month: 3.17%

month 3:1.98%

-I disagree:

Pre intervention: 15.67%

1st Month: 9.0%

2nd Month: 6.35%

3rd Month: 4.76%

-I disagree A: A:

Stayed at 0% in all periods.

These results show a significant positive change in student attitudes towards the 2nd statement, with an impressive increase in responses "I Agree Entirely" as the period progressed. The decrease in the categories "I Agree" and "Dissent" also suggests a growing consensus and positive attitude towards the proposed statement. (Table 3. & Graph 3.)

2nd statement - Students of Control Group: 'I allocate 1 hour a day for physical activity and sport'.

- I totally agree:

Pre-intervention: 78.08%

1st Month: 78.42%

2nd Month: 92.77%

3rd Month: 94.04%

- **I agree:**

Pre-intervention: 6.16%

1st Month: 7.19%

2nd Month: 5.11%

3rd Month: 3.83%

- **Neither agree nor disagree:**

Pre-intervention: 10.62%

1st Month: 8.90%

2nd Month: 0.85%

3rd Month: 1.70%

- **I disagree:**

Pre-intervention: 5.14%

1st Month: 5.48%

2nd Month: 1.28%

3rd Month: 0.43%

- **I strongly disagree:**

It remained at 0% in all periods.

These results show a significant positive change in the control group students' views towards the 2ⁿ statement, with a marked increase in "Strongly Agree" responses as the study period progressed. This suggests a steady improvement in students' perceptions and attitudes toward the statement, even without the intervention. The positive change, however, remains at lower levels than that of the intervention group (Table 4. & Graph 4.)

Comparison of Results between the Intervention Group and the Control Group for the 2nd Statement

The comparison of the results from the statistical analysis of the 2nd statement data, for the intervention group and the control group, reveals interesting differences and similarities in the change of students' attitudes and opinions towards physical activity.

For the Intervention Team

- There was a significant increase in "Strongly Agree" responses from 60% to 92.46%.
- The "Agree" category decreased from 24.33% to 0.79%.
- The "Disagree" category also fell from 15.67% to 4.76%.

For the Audit Team:

- It also had an increase in "Strongly Agree" responses, from 78.08% to 94.04%.
- The "Agree" category decreased slightly from 6.16% to 3.83%.
- The "Disagree" category decreased from 5.14% to 0.43%.

Comparative Results:

- Both groups showed a significant increase in "Strongly Agree" responses, however, the intervention group had a more pronounced initial improvement over the course of the intervention.
- The decrease in "Agree" and "Disagree" responses was also more significant in the intervention group, indicating a more consistent convergence towards positive views of physical activity compared to the control group.

3rd statement - Students of Intervention Group: "When I play sports I feel great."

- **I totally agree:**

Pre-intervention: 43.33%

1st Month: 58.33%

2nd Month: 65.48%

3rd Month: 71.43%

- **I agree:**

Pre-intervention: 33.00%

1st Month: 27.00%

2nd Month: 23.41%

3rd Month: 23.41%

- **Neither agree nor disagree:**

Pre-intervention: 0%

1st Month: 4.67%

2nd Month: 3.17%

3rd Month: 0.0%

- **I disagree:**

Pre-intervention: 23.67%

1st Month: 10.00%

2nd Month: 7.94%

3rd Month: 5.16%

- **I strongly disagree:**

It remained at 0% in all periods.

There is a consistent increase in the agreement rate from pre-intervention to month 3 in the "Strongly Agree" category. This suggests that the intervention had a positive effect on students' perceptions of the relationship between sport and happiness. The decrease in the percentage of agreement in the "Agree" category indicates that a proportion of students occasionally questioned the statement after the intervention. The maintenance of consistent agreement in the 'Neither Agree Nor Disagree' category indicates that the intervention did not significantly affect students in this aspect. The continued decrease in the disagreement rate suggests that students had fewer doubts about the statement as time went on and the intervention progressed. These observations suggest that the intervention had a positive effect on students' perceptions of the relationship between sport and happiness in the intervention group. (Table 5. & Graph 5.)

3rd statement - Students of Control Group: "When I play sports I feel great."

- **I totally agree:**

Pre-intervention: 57.88%

1st Month: 57.88%

2nd Month: 67.66%

3rd Month: 68.94%

- **I agree:**

Pre-intervention: 25.00%

1st Month: 26.37%

2nd Month: 23.40%

3rd Month: 22.13%

- **Neither agree nor disagree:**

Pre-intervention: 10.96%

1st Month: 9.93%

2nd Month: 7.66%

3rd Month: 8.94%

- **I disagree:**

Pre-intervention: 6.16%

1st Month: 5.82%

2nd Month: 0.85%

3rd Month: 0.00%

- **I strongly disagree:**

It remained at 0% for the first three periods and was 0.43% in the second month.

The increase in agreement rate from pre-intervention to month 3 suggests that students in this group tended to feel great when playing sports and that this trend was reinforced over time. The consistent agreement in the "Agree" agreement rate indicates that a significant proportion of students maintained a positive tendency to react positively to the statement over the course of the study. The slight decrease in the "Neither Agree Nor Disagree" percentage indicates that fewer students maintained an ambivalent attitude toward the statement. The decrease in the disagree rate and maintenance at low levels indicates that fewer students strongly disagreed with the statement as time went on. Overall, the results indicate a positive

trend in the control group students' perception of the relationship between sport and happiness. (Table 6. & Graph 6.)

Comparison of Results between the Intervention Group and the Control Group for the 3rd Statement

Comparison of the results from the statistical analysis of the 3rd statement data for the intervention group and the control group reveals the following findings:

Intervention Team :

- Increase in the percentage of "Strongly Agree" responses from 43.33% to 71.43%.
- A decrease in the percentage of "Agree" responses from 33.00% to 23.41%.
- Disappearance of "Neither Agree nor Disagree" responses
- A decrease in "Disagree" responses from 23.67% to 5.16%.
- "Disagree" responses remained 0% throughout

Control Group :

- Increase in the percentage of "Strongly Agree" responses from 57.88% to 68.94%.
- A decrease in the percentage of "Agree" responses from 25.00% to 22.13%.
- A decrease in the percentage of "Neither Agree nor Disagree" responses from 10.96% to 8.94%.
- "Disagree" responses disappeared in the 3rd month.

Comparative Analysis:

- If we look at the "Strongly Agree" values, we see that the intervention group shows overall lower rates of agreement at the beginning of the intervention compared to the control group. However, over the course of the intervention, the agreement rates gradually increase and reach higher levels compared to the control group.
- On the other hand, in terms of "Agree" rates, we observe that the control group has higher agreement rates compared to the intervention group at pre-intervention and month 1. However, during the intervention, the agreement rates of the control group remain relatively stable while the intervention group shows a significant decrease.
- Overall, these comparisons suggest that the intervention had a positive effect on the intervention group, particularly in terms of absolute agreement. The control group shows stability in its rates over the course of the study.

4th statement - Students of Intervention Group: 'I feel good about my body image'.

- **I totally agree:**
Pre-intervention: 31.67%

1st Month: 45.00%

2nd Month: 53.17%

3rd Month: 61.51%

- **I agree:**

It remained at 0% for the first two periods and increased to 3.97% in month 2 and 8.73% in month 3.

- **Neither agree nor disagree:**

Pre-intervention: 33.33%

1st Month: 41.00%

2nd Month: 13.89%

3rd Month: 1.98%

- **I disagree:**

It remained at 0% in all periods.

- **I strongly disagree:**

Pre-intervention: 35.00%

1st Month: 14.00%

2nd Month: 28.97%

3rd Month: 27.78%

These results show a steady increase in students' positive views (strongly agree) towards the 4th statement as the intervention period progresses, as well as a decrease in views expressing doubt (neither agree nor disagree) and strong opposition (strongly disagree). (Table 7. & Graph 7.)

4th statement - Students of Control Group: 'I feel good about my body image'.

- **I totally agree:**

Pre-intervention: 53.08%

1st Month: 52.40%

2nd Month: 61.28%

3rd Month: 62.13%

- **I agree:**

Pre-intervention: 18.15%

1st Month: 18.84%

2nd Month: 17.02%

3rd Month: 16.17%

- **Neither agree nor disagree:**

Pre-intervention: 8.56%

1st Month: 9.25%

2nd Month: 5.11%

3rd Month: 6.81%

- **I disagree:**

Pre-intervention: 2.40%

It remained 0% in all subsequent periods.

- **I strongly disagree:**

Pre-intervention: 17.81%

1st Month: 19.52%

2nd Month: 16.60%

3rd Month: 14.89%

These results show a gradual increase in the positive views (strongly agree) of the control group students towards the 4th statement throughout the study. However, a significant amount of responses remain in the "Strongly Disagree" category, although there is a slight decrease in this category towards the end of the period. (Table 8. & Graph 8.)

Comparison of Results between the Intervention Group and the Control Group for the 4th Statement

Comparing the results from the Intervention Team and Control Team analyses of the 4th statement, we observe the following:

Intervention Team:

- Increase of "Strongly Agree" from 31.67% to 61.51%.
- Showing and increase in "Agree" from 0% to 8.73% in the last two months.

- A decrease in "Neither Agree nor Disagree" from 33.33% to 1.98%.
- Maintain 0% for "Disagree".
- Reduction of "Strongly Disagree" from 35% to 27.78%.

Control Group :

- Increase in "Strongly Agree" from 11.67% to 24.21%.
- "Agree" remained at 0% throughout.
- A decrease in "Neither Agree nor Disagree" from 35% to 19.84%.
- "Disagree" also remained at 0%.
- A slight decrease in "Strongly Disagree" from 53.33% to 55.95%.

Comparative Analysis:

- The intervention group shows a more pronounced change towards positive responses compared to the control group, indicating the success of the intervention in improving students' attitudes towards physical activity.
- The control group showed a more consistent, but less pronounced improvement in positive responses.
- The significant decrease in "Neither Agree nor Disagree" and "Strongly Disagree" responses in the intervention group suggests a stronger shift towards positive attitudes than in the control group, which maintained higher percentages of responses expressing opposition.

5th statement - Students of Intervention Group: "I do physical activities with my parents/children."

- **I totally agree:**
 - Pre-intervention: 11,67%
 - 1st Month: 13,33%
 - 2nd Month: 20,63%
 - 3rd Month: 24,21%
- **I agree:**
 - Stayed at 0% for all periods
- **Neither agree nor disagree:**
 - Pre-intervention: 35%
 - 1st Month: 38,33%

2nd Month: 22,62%

3rd Month: 19,84%

- **I disagree:**

Stayed at 0% for all periods

- **I totally disagree:**

Pre-intervention: 53,33%

1st Month: 48,33%

2nd Month: 56,75%

3rd Month: 55,95%

Overall, we see a general trend of increasing agreement with the statement over time, especially in the intervention group, while the percentage of neither agreement nor disagreement seems to be decreasing. However, disagreement or outright disagreement remains relatively stable with little variation. (Table 9. & Graph 9.)

5th statement - Students of Control Group: "I do physical activities with my parents/children."

- **I totally agree:**

Pre-intervention: 11,67%

1st Month: 22,26%

2nd Month: 27,66%

3rd Month: 28,51%

- **I agree:**

Pre-intervention: 22,60%

1st Month: 23,29%

2nd Month: 9,36%

3rd Month: 10,64%

- **Neither agree nor disagree:**

Pre-intervention: 8.56%

1st Month: 9.25%

2nd Month: 5.11%

3rd Month: 6.81%

- **I disagree:**

The rate remained 0% except for the 1^o intervention month which increased to 3.42%

- **I strongly disagree:**

Pre-intervention: 55.14%

1st Month: 51.03%

2nd Month: 59,15%

3rd Month: 57,87%

This analysis shows that agreement with the statement "I do physical activities with my parents/children" seems to have increased slightly over time for the control group, except for the disagreeing group, where there was no significant change in the percentage. (Table 10. & Graph 10.)

Comparison of Results between the Intervention Group and the Control Group for the 5th Statement

Intervention Team :

- Increase in "Strongly Agree" from 11.67% (pre-intervention) - 24.21% (3rd Month)
- "Agree" 0% for all periods.
- "Neither Agree Nor Disagree" increased from 35% (pre-intervention) to 38.33% (1st month) and decreased in subsequent months.
- "Disagree" 0% for all periods.
- "Strongly Disagree" 53.33% (pre-intervention) - 55.95% (3rd Month)

Control Group :

- Increase in "Strongly Agree" from 22.25% (pre-intervention) - 28.51% (3rd Month)
- "Agree" increased from 22.60% (pre-intervention) to 23.29% (1st month) and decreased in the 2nd and 3rd month.
- "Neither Agree Nor Disagree" increased from 8.56% (pre-intervention) to 9.25% (1st Month) and decreased in subsequent months.
- "Disagree" increased from 0% (pre-intervention) to 3.42% (1st Month)..
- "Strongly Disagree" increased from 55.14% (pre-intervention) - 57.87% (3rd Month)

Comparative Analysis:

- The intervention group has a lower rate of agreement than the control group in all periods in the strongly agree category.
- The intervention group did not seem to "agree" in any period, while the control group had a slight increase in this response in the 1st month but a decrease in the following months.
- Both groups show similar decreasing trends in the "neither agree nor disagree" statement, with the control group having a slight increase in the first month.
- Both groups showed no significant disagreement except for the control group which had an increase in disagreement at month 1.
- In general, we observe that both groups had some changes in the percentages of agreement and disagreement, but the tendency to disagree seems to be more pronounced, especially in the control group.

1st statement - Teachers of Intervention Group: 'I allocate 2 hours a day for physical activity and sport'.

- **I totally agree:**

Pre-intervention: 6.67%

1st Month: 6.67%

2nd Month: 23.33%

3rd Month: 26.67%

- **I agree:**

Remained 0% throughout

- **Neither agree nor disagree:**

Pre-intervention: 10%

1st Month: 10%

2nd Month: 13.33%

3rd Month: 0%

- **I disagree:**

Remained 0% throughout

- **I totally disagree:**

Pre-intervention: 83.33%

1st Month: 83.33%

2nd Month: 73.33%

3rd Month: 73.33%

- There is a clear increase in the percentage of teachers who strongly agree or neither agree nor disagree with the statement in the last two months compared to the previous months and pre-intervention.
- In contrast, the percentage of teachers who strongly disagree with the statement decreases in the last two months compared to the previous two months and pre-intervention.
- The overall trend shows a positive effect of the intervention in increasing teachers' willingness to engage in physical activity and sport, as they seem to increase their recognition of its importance. (Table 11. & Graph 11.)

1st statement - Teachers of Control Group: 'I allocate 2 hours a day for physical activity and sport'.

- **I totally agree:**

Pre-intervention: 10%

1st Month: 13.33%

2nd Month: 13.33%

3rd Month: 13.33%

- **I agree:**

Remained 0% throughout

- **Neither agree nor disagree:**

Pre-intervention: 6.67%

1st Month: 3.33%

2nd Month: 3.33%

3rd Month: 6.67%

- **I disagree:**

Pre-intervention: 0%

1st Month: 0%

2nd Month: 6.67%

3rd Month: 3.33%

- **I strongly disagree:**

Pre-intervention: 83.33%

1st Month: 83.33%

2nd Month: 76.67%

3rd Month: 76.67%

Essentially, the results show that the majority of teachers do not agree with the suggestion that they have more than two hours a day for physical activity and sport. This perception remained stable, with no substantial change in their attitude during the intervention. (Table 12. & Graph 12.)

Comparison of Results between the Intervention Group and the Control Group for the 1st Statement

For the Intervention Team:

- The absolute agreement increased from 6.67% before the intervention to 26.67% after three months.
- Absolute disagreement decreased from 83.33% before the intervention to 73.33% after three months.

For the Control Group:

- The absolute agreement remained stable at 10%.
- Absolute disagreement decreased from 83.33% before the intervention to 76.67% after three months.

The comparison between the two groups of teachers shows that in the intervention group there was a greater increase in the percentage of teachers who strongly agree or neither agree nor disagree with the sentence "I allocate more than 2 hours a day for physical activity and sport". This may indicate that the intervention delivered in the intervention group had a positive effect on teachers' views on the time allocated for physical activity and sport.

2nd statement -Teachers of Intervention Group: 'I set aside 1 hour a day for physical activity and sport'.

- **I totally agree:**

Pre-intervention: 13.33%

1st Month: 16.67%

2nd Month: 30%

3rd Month: 63.33%

- **I agree:**

Remained 0% throughout

- **Neither agree nor disagree:**

Pre-intervention: 3.33%

1st Month: 16.67%

2nd Month: 40%

3rd Month: 6.67%

- **I disagree:**

Remained 0% throughout

- **I totally disagree:**

Pre-intervention: 83.33%

1st Month: 66.67%

2nd Month: 30%

3rd Month: 30%

The teachers' reports highlight a significant change in their perception of the time they have for physical activity and sport after the intervention. Agreement increases significantly, with the number of teachers who strongly agree increasing from 16.67% in the first month to 63.33% in the third month. This suggests a positive impact of the intervention on teachers' views on the importance of physical activity and sport for health and wellbeing. This may lead to further support and promotion of physical activity in the school community environment. (Table 13. & Graph 13.)

2nd statement -Teachers of Control Group: 'I allocate 1 hour a day for physical activity and sport'.

- **I totally agree:**

Pre-intervention: 20%

1st Month: 23.33%

2nd Month: 23.33%

3rd Month: 23.33%

- **I agree:**

Remained 0% throughout except for the 1^o intervention month which rose to 6.67%

- **Neither agree nor disagree:**

Pre-intervention: 1.33%

1st Month: 0.0%

2nd Month: 1.33%

3rd Month: 1.33%

- **I disagree:**

Pre-intervention: 6.67%

1st Month: 0.0%

2nd Month: 3.10%

3rd Month: 16.67%

- **I totally disagree:**

Pre-intervention: 70%

1st Month: 70%

2nd Month: 63.33%

3rd Month: 56.67%

The results suggest that teachers' perceptions of their perception of their disposition towards physical activity and sport varied but only to a small extent. In particular, there was a slight decrease in absolute agreement and an increase in disagreement. Furthermore, the results suggest the need for further study and possible actions that can encourage teachers' participation in physical activities and sports. (Table 14. & Graph 14.)

Comparison of Results between the Intervention Group and the Control Group for the 2nd Statement

1. Intervention Team:

- I totally agree: Increased from the first month of intervention (13.33%) to the third month (63.33%).
- I agree: Remained at 0% throughout the intervention.
- Neither agree nor disagree: Increase from the first month of intervention (3.33%) to the second (40%), then decrease in the third month (6.67%).
- I disagree: Remained at 0% throughout the intervention.
- I strongly disagree: Decrease from the first month of intervention (83.33%) to the third month (56.67%).

2. Control Group:

- I totally agree: No change during the intervention.
- I agree: No change during the intervention.
- Neither agree nor disagree: No change during the intervention.

- I disagree: Increase from the first month of intervention (6.67%) to the third month (16.67%).
- I strongly disagree: Decrease from the first month of intervention (70%) to the third month (56.67%).

In general, it seems that the intervention affected teachers' perceptions in the intervention group more than in the control group, as there were greater changes in their agreement and disagreement rates.

3rd statement - Teachers of Intervention Group: "When I play sports I feel great."

- **I totally agree:**

Pre-intervention: 66.67%

1st Month: 66.67%

2nd Month: 73.33%

3rd Month: 80%

- **I agree:**

Pre-intervention: 16.67%

1st Month: 16.67%

2nd Month: 23.33%

3rd Month: 20.0%

- **Neither agree nor disagree:**

Pre-intervention: 16.67%

1st Month: 16.67%

2nd Month: 1.33%

3rd Month: 0.0%

- **I disagree:**

Remained 0% throughout

- **I strongly disagree:**

Remained 0% throughout

- The percentage of "Strongly Agree" statements increased gradually from pre-intervention to month 3, indicating a positive response to the intervention.
- The percentage of "Agree" statements did not vary significantly over time.
- The percentage of "Neither Agree nor Disagree" statements decreased significantly from month 2, indicating greater unanimity or success of the intervention in their communication.

- The percentage of "Disagree" statements remained steady at zero throughout the study.
- The percentage of "Strongly Disagree" statements also remained at zero during the study.

Overall, the results indicate a positive effect of the intervention on teachers' statements about their relationship with sport. (Table 15. & Graph 15.)

3rd statement - Teachers of Control Group: "When I play sport I feel great."

- **I totally agree:**

Pre-intervention: 53.33%

1st Month: 56.67%

2nd Month: 56.67%

3rd Month: 56.67

- **I agree:**

Pre-intervention: 13.33%

1st Month: 10%

2nd Month: 13.33%

3rd Month: 13.33%

- **Neither agree nor disagree:**

Pre-intervention: 16.67%

1st Month: 20%

2nd Month: 20%

3rd Month: 23.33%

- **I disagree:**

Pre-intervention: 6.67%

1st Month: 13.33%

2nd Month: 10%

3rd Month: 6.67%

- **I strongly disagree:**

Remained 0% throughout

- The percentage of teachers who strongly agree with the statement "When I play sports I feel great" remained stable at 56.67% during the follow-up.

- The percentage of teachers agreeing with the proposal decreased from 13.33% pre-intervention to 10% in the first month, but held steady in the second and third months at 13.33%.
- The percentage of teachers who said "Neither Agree nor Disagree" increased from 16.67% pre-intervention to 23.33% at month 3.
- The percentage of teachers who disagreed with the proposal decreased from 6.67% pre-intervention to 6.67% at month 3.
- There was no performance in the "Strongly Disagree" category throughout the follow-up.

Overall, we see some slight decrease in agreement and increased disagreement in the "Neither Agree nor Disagree" category, but overall agreement remained stable during the follow-up.

The analyses show that the vast majority of teachers agree or have a positive attitude towards the sentence "When I play sport I feel great". Although there were small changes in the percentages of agreement and disagreement during follow-up, these were not significant. Therefore, we can conclude that this sentence is largely accepted by the teachers in the control group. (Table 16. & Graph 16.)

Comparison of Results between the Intervention Group and the Control Group for the 3rd Statement

Intervention Team:

- I totally agree: Agreement increased from 66.67% pre-intervention to 80% in the third month.
- I agree: The agreement remained almost stable with a slight increase from the first to the second month and a decrease in the third month.
- Neither agree nor disagree: The agreement decreased in the second and third month.
- I disagree: Maintained at 0% throughout.
- I strongly disagree: Maintained at 0% throughout.

Control Group:

- I totally agree: Agreement remained steady at about 56.67% across all months.
- I agree: It fluctuates slightly but remains relatively stable.
- Neither agree nor disagree: Shows slight fluctuations but remains at relatively stable levels.
- I disagree: There is a slight increase in the first month but then decreases towards the third month.
- I totally disagree: Maintained at 0% throughout.

Overall, the two groups differ to some extent in their response to the statement. The intervention group seems to have a slight trend of increasing agreement with the statement after the intervention, while the control group shows a more stable trend.

4th statement - Teachers of Intervention Group: 'I feel good about my body image'.

- **I totally agree:**

Pre-intervention: 13.33%

1st Month: 13.33%

2nd Month: 20%

3rd Month: 20%

- **I agree:**

Remained 0% throughout

- **Neither agree nor disagree:**

Pre-intervention: 36.67%

1st Month: 37.67%

2nd Month: 40%

3rd Month: 46.67%

- **I disagree:**

Remained 0% throughout

- **I totally disagree:**

Pre-intervention: 50%

1st Month: 50%

2nd Month: 40%

3rd Month: 33.33%

I totally agree:

- The agreement increased from 13.33% before intervention to 20% in the second and third months.

I agree:

- There was no change, it remained at 0% throughout.

Neither agree nor disagree:

- The discrepancy increased from 36.67% before intervention to 46.67% in the third month.

I disagree:

- There was no change, it remained at 0% throughout.

I totally disagree:

- The absolute discrepancy decreased from 50% pre-intervention to 33.33% in the third month.

In general, it seems that the intervention had some effect on the trainers' responses to this statement. The increase in absolute agreement and decrease in absolute disagreement may indicate a positive effect of the intervention on the self-esteem of the trainer corpus. However, disagreement in the "Neither Agree Nor Disagree" category also increased, which may indicate possible involvement of other factors or complexity of body self-esteem. (Table 17. & Graph 17.)

4th statement - Teachers of Control Group: 'I feel good about my body image'.

- **I totally agree:**

Pre-intervention: 120%

1st Month: 23.33%

2nd Month: 23.33%

3rd Month: 23.33%

- **I agree:**

Remained 0% throughout except for the 3^o intervention month which rose to 6.67%

- **Neither agree nor disagree:**

Pre-intervention: 30%

1st Month: 26.67%

2nd Month: 30%

3rd Month: 23.33%

- **I disagree:**

Pre-intervention: 20%

1st Month: 23.33%

2nd Month: 20%

3rd Month: 20%

- **I totally disagree:**

Pre-intervention: 30%

1st Month: 26.67%

2nd Month: 26.67%

3rd Month: 26.67%

I totally agree:

- We observe a significant decrease from pre-intervention in the first month and then remains stable at 23.33%.

I agree:

- There was an increase from the 2nd to the 3rd month of intervention, however it remains low.

Neither agree nor disagree:

- We observe a slight decrease from the 2nd to the 3rd month of intervention.

I disagree

- This reaction remained stable throughout the intervention.

I totally disagree:

- There is a slight decrease from pre-intervention to the third month of intervention, but it remains at relatively high levels.

Overall, there is a decrease in agreement with this statement in the first month of intervention in all response categories, but after this first month the response seems to stabilise at lower levels. The percentage of teachers agreeing with the statement before the intervention decreased afterwards. (Table 18. & Graph 18.)

Comparison of Results between the Intervention Group and the Control Group for the 4th Statement

Intervention Team:

- Strongly Agree: 13.33% (3rd month: 20%)
- Agree: 0%
- Neither Agree nor Disagree: 46.67% (3rd month)
- Disagree: 0%
- Strongly Disagree: 33.33% (3rd month)

Control Group:

- Strongly Agree: 23.33% (before transition)

- Agree: 6.67% (3rd month)
- Neither Agree nor Disagree: 23.33% (3rd month)
- Disagree: 20% (pre-transition)
- Strongly Disagree: 26.67% (3rd month)

We observe that the group that received intervention shows a decrease in the percentage of people who strongly disagree with the situation, while the percentage of those who strongly agree or neutrally agree increases. In contrast, the control group does not show such significant changes in the percentages of different responses. This suggests that the intervention is likely to affect trainees' perceptions of their body image.

5th statement - Teachers of Intervention Group: "I do physical activities with my parents/children."

- **I totally agree:**
Stayed at 0% for all periods
- **I agree:**
Pre-intervention: 3.33%
1st Month: 6.67%
2nd Month: 13.33%
3rd Month: 20%
- **Neither agree nor disagree:**
Pre-intervention: 10%
1st Month: 6.67%
2nd Month: 13.33%
3rd Month: 6.67%
- **I disagree:**
Stayed at 0% for all periods
- **I strongly disagree:**
Pre-intervention: 86.67%
1st Month: 86.67%
2nd Month: 73.33%
3rd Month: 73.33%

I totally agree:

- 0%

I agree:

- Increase from 3.33% in the pre-intervention stage to 20% in the 3rd month of intervention

Neither agree nor disagree:

- Increase from 10% pre-intervention to 6.67% in the 3rd month of intervention

I disagree:

- 0%

I totally disagree:

- Reduction from 86.67% pre-intervention to 73.33% in the 3rd month of intervention

We observe that agreement and absolute agreement increased after the intervention, while absolute disagreement decreased. This suggests that the intervention may have influenced learners' perceptions of participating in physical activities with their parents or children by reducing levels of absolute disagreement. However, there is also an increase in the rate of agreement and a decrease in the rate of absolute disagreement, although this change is smaller compared to the increase in levels of agreement. (Table 19. & Graph 19.)

5th statement - Teachers of Control Group: "I do physical activities with my parents/children."

- **I totally agree:**

Stayed at 0% for all periods

- **I agree:**

Remained at 6.67% for all periods

- **Neither agree nor disagree:**

Pre-intervention: 13.33%

1st Month: 16.67%

2nd Month: 20%

3rd Month: 20%

- **I disagree:**

Pre-intervention: 2.67%

1st Month: 3.33%

2nd Month: 0.0%

3rd Month: 10% Beginning of

- **I strongly disagree:**

Pre-intervention: 73.33%

1st Month: 73.33%

2nd Month: 73.33%

3rd Month: 63.33%

- There is a high rate of absolute disagreement (over 70%) with the situation at all pre-intervention measurement points.
- The percentage of those who say neither agree nor disagree remains stable over the course of the measurements.

Therefore, no specific conclusions can be drawn about any effect of an intervention on control group members' views on physical activity with their parents or children. (Table 20. & Graph 20.)

Comparison of Results between the Intervention Group and the Control Group for the 5th Statement

Intervention Team:

- Strongly Agree: 0%
- I agree: Increase from 3.33% in the pre-intervention period to 20% in the 3rd month of intervention
- Neither agree nor disagree: Increase from 10% pre-intervention to 6.67% in the 3rd month of intervention
- Disagree: 0%
- I strongly disagree: Decrease from 86.67% in the pre-intervention period to 73.33% in the 3rd month of intervention

Control Group:

- Strongly Agree: 0%
- I agree: Remained at 6.67% for all periods
- Neither agree nor disagree: Increase from 13.33% in the pre-intervention period to 20% in the 3rd month of intervention
- I disagree: Small increase from 2.67% in the pre-intervention period to 10% in the 3rd month of intervention
- I totally disagree: Decrease from 73.33% in the pre-intervention period to 63.33% in the 3rd month of intervention

In conclusion, it appears that in the Intervention Group there were increases in agreement with performing physical activities with parents/children during the intervention, whereas the Control Group showed no such increases. However, the reductions in the number of people who disagreed in the Intervention Group were not as significant as in the Control Group, where there was a greater reduction in disagreement.

1st statement - Parents of Intervention Group: 'I allocate 2 hours a day for physical activity and sport'.

280 parents responded:

- **I totally agree:**

Pre-intervention: 26.67%

1st month: : 35.33%

2nd Month: 47.14%

3rd Month: 55.67%

- **I agree:**

Before intervention: 3,0%

1st Month: 5%

2nd Month: 13.97%

3rd Month: 12.28%

- **Neither agree nor disagree:**

Pre-intervention: 3.67%

1st month: : 5.00%

2nd Month: 10.99%

3rd Month: 10.98%

- **I disagree**

Pre-intervention: 3.67%

1st Month: 5.00%

2nd Month: 1.5%

3rd Month: 10.70%

- **I strongly disagree:**

Pre-intervention: 62.03%

1st Month: 49.67%

2nd Month: 26.40%

3rd Month: 10.37%

Comparison of Data between Time Periods for the 1st Statement

From these data, we can observe the following variations in parents' responses by category over the different time periods:

- **I totally agree:**

The percentage of parents who strongly agree increases gradually from the pre-intervention period (26.67%) to the 3rd month of intervention (55.67%). This increase indicates that the intervention had a positive effect on parents' attitudes towards physical activity.

- **I agree:**

The percentage of parents who agree also increases during the intervention, but there is a slight decrease from the 2nd to the 3rd month of intervention. This may indicate a slight decrease in the intensity of the positive effect of the intervention on parents.

- **Neither agree nor disagree:**

This behaviour shows stability during the intervention, with small fluctuations that are not so significant.

- **I disagree:**

The percentage of parents who disagree decreases significantly from the 2nd to the 3rd month of intervention. This may indicate that the intervention had a positive effect in reducing the negative attitude of some parents.

- **I strongly disagree:**

The most significant finding is the significant decrease in the percentage of parents who strongly disagree from the pre-intervention period (62.03%) to the 3rd month of intervention (10.37%). This decrease indicates a significant positive effect of the intervention in changing the attitudes of these parents.

Overall, these analyses indicate a positive evolution in parents' attitudes towards physical activity during the intervention, with significant changes mainly in the way parents who disagree with the statement react. (Table21.)

2nd statement - Parents of Intervention Group: 'I allocate 1 hour a day for physical activity and sport'.

Pre-intervention: 40.5%

1st Month: 59.67%

2nd Month: 68.89%

3rd Month: 72.36%

- **I agree:**

Pre-intervention: 20.33%

1st Month: 24.67%

2nd Month: 10.59%

3rd Month: 21.09%

- **Neither agree nor disagree:**

Pre-intervention: 17.5%

1st Month: 9.67%

2nd Month: 16.17%

3rd Month: 3.91%

- **I disagree:**

Pre-intervention: 10.37%

1st Month: 2.69%

2nd Month: 3.35%

3rd Month: 1.14%

- **I strongly disagree:**

Pre-intervention: 6.0%

1st Month: 2.30%

2nd Month: 1.0%

3rd Month: 1, 50%

Comparison of Data between Time Periods for the 2nd Statement

- **I agree:**

It increased from 20.33% in the pre-intervention month to 24.67% in the 1st month of intervention.

It decreased significantly in the 2nd month of intervention to 10.59%.

It increased again in the 3rd month of intervention to 21.09%.

- **Neither agree nor disagree:**

It decreased from 17.5% in the pre-intervention month to 9.67% in the 1st month of intervention.

It increased in the 2nd month of intervention to 16.17%.

It fell again in the 3rd month of intervention to 3.91%.

- **I disagree:**

It decreased from 10.37% in the pre-intervention month to 2.69% in the 1st month of intervention.

Small increase in the 2nd month of intervention to 3.35%.

Significant reduction in the 3rd month of intervention at 1.14%.

- **I strongly disagree:**

It decreased from 6.0% in the pre-intervention month to 2.30% in the 1st month of intervention.

It decreased significantly in the 2nd month of intervention to 1.0%.

It increased slightly in the 3rd month of intervention to 1.50%.

This detailed analysis shows the differences in trends between intervention months, highlighting the evolution of parents' views over the course of the intervention. We see that there was a steady decrease in the proportion who strongly disagree with the statement, with a slight increase towards the end of the intervention. (Table 22.)

3rd statement - Parents of Intervention Group: "When I play sports I feel great."

- **I totally agree:**

Pre-intervention: 33.33%

1st Month: 47.33%

2nd Month: 55.48%

3rd Month: 61.43%

- **I agree:**

Pre-intervention: 43.00%

1st Month: 38.00%

2nd Month: 33.41%

3rd Month: 32.41%

- **Neither agree nor disagree:**

Pre-intervention: 10%

1st Month: 6.67%

2nd Month: 4,37%

3rd Month: 3.0%

- **I disagree:**

Pre-intervention: 10,50%

1st Month: 4%

2nd Month: 3.94%

3rd Month: 2.16%

- **I strongly disagree:**

Pre-intervention: 3.17%

1st Month: 4%

2nd Month: 2.8%

3rd Month: 1%

Comparison of Data between Time Periods for the 3rd Statement

- **I totally agree:**

There is a significant increase from 33.33% in the pre-intervention month to 61.43% in the 3rd month of intervention. This suggests a strong positive effect of the intervention on parents' views on the relationship between sport and feelings of well-being.

- **I agree:**

There is a continuous decrease from 43.00% in the pre-intervention month to 32.41% in the 3rd month of intervention. This decrease may indicate that some parents perceive less absolute agreement with the proposal over time.

- **Neither agree nor disagree:**

There is a continuous decrease from 10% in the pre-intervention month to 3.0% in the 3rd month of intervention. This decrease indicates that some parents are less hesitant or less likely to question the proposal.

- **I disagree:**

There is a continuous decrease from 10.50% in the pre-intervention month to 2.16% in the 3rd month of intervention. This decrease indicates that parents who disagree with the proposal become fewer over time.

- **I strongly disagree:**

There is a slight decrease from 3.17% in the pre-intervention month to 1% in the 3rd month of intervention. This decrease indicates that parents who strongly disagree with the proposal remain relatively stable, but with a slight downward trend.

This analysis provides more detail about changes in parents' views during the intervention. This can be used to understand which areas of the intervention have the greatest impact and which areas need further strengthening or adjustments. (Table 23.)

4th statement - Parents of Intervention Group: 'I feel good about my body image'.

- **I totally agree:**

Pre-intervention: 16.67%

1st Month: 25.50%

2nd Month: 30.27%

3rd Month: 35,51%

- **I agree:**

Pre-intervention: 8%

1st Month: 25.45%

2nd Month: 20%

3rd Month: 25,57%

- **Neither agree nor disagree:**

Pre-intervention: 40.33%

1st Month: 23,40

2nd Month: 20.5%

3rd Month: 18,92%

- **I disagree:**

Pre-intervention: 15%

1st Month: 15,20%

2nd Month: 20%

3rd Month: 16.5%

- **I totally disagree:**

Pre-intervention: 20.00%

1st Month: 10.95%

2nd Month: 9,23%

3rd Month: 3.5%

Comparison of Data between Time Periods for the 4th Statement

- **I totally agree:**

There is a continuous increase from the pre-intervention month to the 3rd month of intervention. This may indicate that the intervention had a positive effect on parents' sense of well-being regarding their body image.

- **I agree:**

There was an increase in the 1st month of intervention, but this increase was followed by a slight decrease in the 2nd month, followed by a slight increase in the 3rd month. This fluctuation may indicate that the intervention had mixed effects on parents' overall sense of well-being.

- **Neither agree nor disagree:**

There is a continuous decrease from the pre-intervention month to the 3rd month of intervention. This may indicate that the intervention had a positive effect on parents' sense of well-being in relation to their body image.

- **I disagree:**

There is no significant change in the percentage of parents who disagree with the statement during the intervention. This may indicate that the intervention did not significantly affect these parents' perceptions of their body image.

- **I strongly disagree:**

There is a continuous decrease from the pre-intervention month to the 3rd month of intervention. This may indicate that the intervention had a positive effect on parents' sense of well-being about their body image,

as the number of those who strongly disagree with the statement decreased significantly.

This analysis shows the evolution of parents' attitudes towards their body image during the intervention. There are increases in the categories "Strongly Agree" and "Agree", while there is an overall decrease in the categories "Neither Agree nor Disagree" and "Strongly Disagree". (Table 24.)

5th statement - Parents of Intervention Group: "I do physical activities with my parents/children."

- **I totally agree:**

Pre-intervention: 10,67%

1st Month: 12,23%

2nd Month: 21,73%

3rd Month: 22,21%

- **I agree:**

Pre-intervention: 1%

1st Month: 1%

2nd Month: 1.10%

3rd Month: 2%

- **Neither agree nor disagree:**

Pre-intervention: 38%

1st Month: 38,43%

2nd Month: 30,42%

3rd Month: 32,84%

- **I disagree:**

Pre-intervention:8%

1st Month: 7,01%

2nd Month: 7,42%

3rd Month: 7%

- **I strongly disagree:**

Pre-intervention: 42,33%

1st Month: 41,33%

2nd Month: 39,33%

3rd Month: 35,95%

Comparison of Data between Time Periods for the 5th Statement

1. I totally agree:

- There was an increase from the pre-intervention month (10.67%) to the 1st month of intervention (12.23%), which then showed a significant increase in the 2nd month (21.73%) and a slight increase in the 3rd month (22.21%).
- This agreement seems to increase gradually over time.

2. I agree:

- °The agreement in this category remains low, with small increases remaining stable in the pre-intervention month and the 1st month (1%), the 2nd month (1.10), the 3rd month (2%).

3. Neither agree nor disagree:

- Although there was a slight decrease in the 2nd month (30.42%), agreement in this category remained stable overall during the intervention.

4. I disagree:

- Disagreement decreased from month 1 (8.01%) to month 3 (7%), although it remains at relatively high levels.

5. I strongly disagree:

- There was a significant decrease from the pre-intervention month (50.33%) to month 3 (35.95%), indicating a steady trend of decreasing disagreement of this type.

In general, we observe that agreement and agreement absolute increase over time, while disagreement and disagreement absolute decrease. This may indicate a positive response of parents to the intervention and an increase in their participation in physical activities with their children. (Table 25.)

RESULTS OF FOOD PYRAMID PROCESSING

Intervention Team

1. Pre-intervention period:

- Students who made a mistake (all participants): 300
- Total products misplaced: 1880

2. First month of intervention:

- Students who made a mistake (all participants): 252
- Total products incorrectly placed: 1410

3. Second month of intervention:

- Students who made a mistake: 238 out of 252
- Total products misplaced: 1260

4. Third month of intervention:

- Students who made a mistake: 203 out of 252
- Total products inserted incorrectly: of

We can see that there was a decrease in both the number of students making a mistake and the number of products misplaced during the intervention in all months.

The percentage decreases in the number of students who misplaced products during the intervention were approximately 0.0%, 5.56%, and 19.44% for the first, second, and third months, respectively.

The percentage reductions in the number of products misplaced during the intervention were approximately 25%, 32.98% and 67.34% for the first, second and third months respectively.

These percentage reductions indicate that the intervention had a positive effect on improving students' product placement during the intervention.

There was approximately a 19.44% reduction in the number of students making a mistake from the first to the third month of intervention.

There was approximately a 56.38% reduction in the number of products misplaced from the first to the third month of intervention. (Table 26. & Graph 21.)

Control Group

1. Pre-intervention period:

- Total number of students who made a mistake: 292
- Total products wrongly placed: 1993

2. First month of intervention:

- Total number of students who made a mistake: 235
- Total products wrongly placed: 1585

3. Second month of intervention:

- Total number of students who made a mistake: 235
- Total products wrongly placed: 1571

4. Third month of intervention:

- Total number of students who made a mistake: 235

- Total products wrongly placed: 1562

We can see that there was a decrease in both the number of students making a mistake and the number of products misplaced during the intervention in all months.

Percentage decreases in the number of students who misplaced products during the intervention were approximately 0.0%, from month one to month three.

The percentage reductions in the number of products misplaced during the intervention were approximately 20.45%, 21.17% and 21.62% for the first, second and third months respectively.

There was no reduction in the number of students making a mistake from the first to the third month of intervention.

There was approximately a 21.08% reduction in the number of products misplaced from the first to the third month of intervention. (Table 26. & Graph 22.)

Comparison of Results Between the 2 groups

We can see that the intervention group had a greater reduction in the number of students making mistakes and a greater improvement in the number of products misplaced compared to the control group. This indicates that the intervention implemented in the intervention group was more successful in improving the placement of products by students compared to the control group.

FOOD PYRAMID PROCESSING DATA

Nutrition pyramid processing data of intervention group students

The analysis of the responses of 300 students in the intervention group in the **pre-intervention period** revealed:

103 students misplaced 8 qualifications

20 students misplaced 7 products

97 students misplaced 6 qualifications

28 students misplaced 5 products

38 students misplaced 4 qualifications

14 students misplaced 3 products

Analysis of the responses of 300 students in the **first month intervention** group found:

65 students misplaced 7 products

115 students misplaced 6 products

50 students misplaced 4 products

21 students misplaced 3 products

1 student misplaced 2 products

The analysis of the responses of 252 students in the **second month intervention** group revealed:

53 students misplaced 8 products

64 students misplaced 6 products

103 students misplaced 4 products

11 students misplaced 3 products

7 students misplaced 1 product

14 students made no mistakes

The analysis of the responses of 252 students in the **third month intervention** group revealed:

3 students misplaced 8 products

47 students misplaced 6 products

51 students misplaced 4 products

3 students misplaced 2 products

99 students misplaced 1 product

49 students made no mistakes

Food pyramid processing data of control group students

The analysis of the responses of 292 students in the control group in the **pre-intervention period** revealed:

87 students misplaced 9 products

103 students misplaced 7 products

55 students misplaced 6 products

27 students misplaced 4 products

11 students misplaced 3 products

9 students misplaced 2 products

The analysis of the responses of 292 students in the control group of the **first month of intervention** showed:

54 students misplaced 9 products

95 students misplaced 7 products

29 students misplaced 6 products

45 students misplaced 5 products

11 students misplaced 3 products

1 student misplaced 2 products

The analysis of the responses of 235 students in the control group of the **second month of intervention** showed:

51 students misplaced 9 products

11 students misplaced 8 products

76 students misplaced 7 products

37 students misplaced 6 products

46 students misplaced 5 products

13 students misplaced 3 products

1 student misplaced 1 product

The analysis of the responses of 235 students in the control group of the **third month of intervention** showed:

48 students misplaced 9 products

9 students misplaced 8 products

79 students misplaced 7 products

38 students misplaced 6 products

48 students misplaced 5 products

12 students misplaced 3 products

1 student misplaced 1 product

CONCLUSION

The Intervention Group showed a more significant improvement in attitudes towards physical activity compared to the Control Group. This suggests that the intervention had a positive impact on changing the beliefs and attitudes of students and teachers towards physical activity. The results also showed that children love physical activities as there was positive perception from both groups (intervention , control). The least change was shown in the 5th statement "I do physical activities with my parents/children." as, apparently, the time children spend with their parents in physical activities is limited, either due to workload, or due to the fact that children are more involved in organized sports activities and less in non-organized sports activities.

Parents also showed a positive effect of the intervention, both in terms of changing their physical habits, reducing sedentary life, and in terms of the well-being that sport offers them and the perception of their body image, acquiring a more positive attitude and view of it. They also seemed to increase their participation in sport with their children, which helps not only to improve their health but also to strengthen family ties and increase the time spent together.

The same conclusion is carried out from the analysis of the food chain data, as the students in the intervention group showed greater improvement than the control group. The students through the intervention seemed to gain knowledge to understand the nutritional value of foods, the importance of a proper daily diet, and the proportion that food categories should occupy in the daily diet in order to have a balanced and nutritious diet.

The overall conclusion is that this research demonstrates the need for programmes and interventions such as this one to be present within the school community, as it manages not only to create more positive attitudes towards adopting a healthy lifestyle, but also to create opportunities for interaction and collaboration, both within the school environment and with a wider community. The school welcomed people with scientific and pedagogical backgrounds, ready to offer their knowledge to parents, teachers and

students , in a fun and constructive way of learning and opening a channel of communication with the family and society at large.

Finally, although the research did not deal with the identification of similarities and differences in the impact of the intervention between the participating countries, however, it appeared that students, parents and teachers reacted and were positively affected regardless of the country of origin and conduct of the programme, which points to the necessity of their existence.

DATA TABLES

Data Table of Physical Activity for Intervention Group - Student's 1st Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	300	110	0	20	0	170
1ST MONTH OF INTERVENTION	300	151	0	15	0	134
2ND MONTH OF INTERVENTION	252	144	10	5	0	93
3RD MONTH OF INTERVENTION	252	168	5	5	0	74

Table 1.

Data Table of Physical Activity for Control Group - Student's 1st Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	292	152	18	32	0	90

1ST MONTH OF INTERVENTION	292	157	14	33	0	88
2ND MONTH OF INTERVENTION	235	136	16	15	0	68
3RD MONTH OF INTERVENTION	235	138	14	18	0	65

Table 2.

Data Table of Physical Activity for Intervention Group - Student's 2nd Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	300	180	73	0	47	0
1ST MONTH OF INTERVENTION	300	209	44	20	27	0
2ND MONTH OF INTERVENTION	252	224	4	8	16	0
3RD MONTH OF INTERVENTION	252	233	2	5	12	0

Table 3.

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
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PRE-INTERVENTION	292	228	18	31	15	0
1ST MONTH OF INTERVENTION	292	229	21	26	16	0
2ND MONTH OF INTERVENTION	235	218	12	2	3	0
3RD MONTH OF INTERVENTION	235	221	9	4	1	0

Data Table of Physical Activity for Control Group - Student's 2nd Statement

Table 4.

Data Table of Physical Activity for Intervention Group - Student's 3rd Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	300	130	99	0	71	0
1ST MONTH OF INTERVENTION	300	175	81	14	30	0
2ND MONTH OF INTERVENTION	252	165	59	8	20	0
3RD MONTH OF INTERVENTION	252	180	59	0	13	0

Table 5.

Data Table of Physical Activity for Control Group - Student's 3rd Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	292	169	73	32	18	0
1ST MONTH OF INTERVENTION	292	169	77	29	17	0
2ND MONTH OF INTERVENTION	235	159	55	18	2	1
3RD MONTH OF INTERVENTION	235	162	52	21	0	0

Table 6.

Data Table of Physical Activity for Intervention Group - Student's 4th Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	300	95	0	100	0	105
1ST MONTH OF INTERVENTION	300	135	0	123	0	42
2ND MONTH OF INTERVENTION	252	134	10	35	0	73
3RD MONTH OF INTERVENTION	252	155	22	5	0	70

Table 7.

Data Table of Physical Activity for Control Group - Student's 4th Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	292	155	53	25	7	52
1ST MONTH OF INTERVENTION	292	153	55	27	0	57
2ND MONTH OF INTERVENTION	235	144	40	12	0	39
3RD MONTH OF INTERVENTION	235	146	38	16	0	35

Table 8.

Data Table of Physical Activity for Intervention Group - Student's 5th Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	300	35	0	105	0	160
1ST MONTH OF INTERVENTION	300	40	0	115	0	145
2ND MONTH OF INTERVENTION	252	52	0	57	0	143
3RD MONTH OF INTERVENTION	252	61	0	50	0	141

Table 9.

Data Table of Physical Activity for Control Group - Student's 5th Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	292	65	0	66	0	161
1ST MONTH OF INTERVENTION	292	65	0	68	10	149
2ND MONTH OF INTERVENTION	235	65	9	22	0	139
3RD MONTH OF INTERVENTION	235	67	7	25	0	136

Table 10.

Data Table of Physical Activity for Intervention Group - Teacher's 1st Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	30	2	0	3	0	25
1ST MONTH OF INTERVENTION	30	2	0	3	0	25
2ND MONTH OF INTERVENTION	30	4	0	4	0	22
3RD MONTH OF	30	8	0	0	0	22

INTERVENTI ON						
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Table 11.

Data Table of Physical Activity for Control Group - Teacher's 1st Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTI ON	30	3	0	2	0	25
1 ST MONTH OF INTERVENTI ON	30	4	0	1	0	25
2 ND MONTH OF INTERVENTI ON	30	4	0	1	2	23
3 RD MONTH OF INTERVENTI ON	30	4	0	2	1	23

Table 12.

Data Table of Physical Activity for Intervention Group - Teacher's 2nd Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTI ON	30	4	0	1	0	25
1 ST MONTH OF INTERVENTI ON	30	5	0	5	0	20
2 ND MONTH OF INTERVENTI ON	30	9	0	12	0	9

3RD MONTH OF INTERVENTION	30	19	0	2	0	9
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Table 13.

Data Table of Physical Activity for Control Group - Teacher's 2nd Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	30	6	0	1	2	21
1ST MONTH OF INTERVENTION	30	7	2	0	0	21
2ND MONTH OF INTERVENTION	30	7	0	1	3	19
3RD MONTH OF INTERVENTION	30	7	0	1	5	17

Table 14.

Data Table of Physical Activity for Intervention Group - Teacher's 3rd Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	30	20	5	5	0	0
1ST MONTH OF INTERVENTION	30	20	5	5	0	0
2ND MONTH OF	30	22	7	1	0	0

INTERVENTI ON						
3RD MONTH OF INTERVENTI ON	30	24	6	0	0	0

Table 15.

Data Table of Physical Activity for Control Group - Teacher's 3rd Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE- INTERVENTI ON	30	16	4	5	5	0
1ST MONTH OF INTERVENTI ON	30	17	3	6	4	0
2ND MONTH OF INTERVENTI ON	30	17	4	6	3	0
3RD MONTH OF INTERVENTI ON	30	17	4	7	2	0

Table 16.

Data Table of Physical Activity for Intervention Group - Teacher's 4th Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE- INTERVENTI ON	30	4	0	11	0	15
1ST MONTH OF INTERVENTI ON	30	4	0	11	0	15

2ND MONTH OF INTERVENTION	30	6	0	12	0	12
3RD MONTH OF INTERVENTION	30	6	0	14	0	10

Table 17.

Data Table of Physical Activity for Control Group - Teacher's 4th Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	30	6	0	9	6	9
1ST MONTH OF INTERVENTION	30	7	0	8	7	8
2ND MONTH OF INTERVENTION	30	7	0	9	6	8
3RD MONTH OF INTERVENTION	30	7	2	7	6	8

Table 18.

Data Table of Physical Activity for Intervention Group - Teacher's 5th Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	30	0	1	3	0	26
1ST MONTH OF	30	0	2	2	0	26

INTERVENTI ON						
2ND MONTH OF INTERVENTI ON	30	0	4	4	0	22
3RD MONTH OF INTERVENTI ON	30	0	6	2	0	22

Table 19.

Data Table of Physical Activity for Control Group - Teacher's 5th Statement

PERIOD	NUMBER OF TEACHERS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE- INTERVENTI ON	30	0	2	4	2	22
1ST MONTH OF INTERVENTI ON	30	0	2	5	1	22
2ND MONTH OF INTERVENTI ON	30	0	2	6	0	22
3RD MONTH OF INTERVENTI ON	30	0	2	6	3	19

Table 20.

Data Table of Physical Activity for Intervention Group - Parent 1st Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE- INTERVENTION	280	26.67%	3,0%	3.67%	3.67%	62.03%

1ST MONTH OF INTERVENTION	280	35.33%	5%	5.00%	5.00%	49.67%
2ND MONTH OF INTERVENTION	280	47.14%	13.97%	10.99%	1.5%	26.40%
3RD MONTH OF INTERVENTION	280	55.67%	12.28%	10.98%	10.70%	10.37%

Table 21.

Data Table of Physical Activity for Intervention Group - Parent 2rd Statement

Table22.

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	280	40.5%	20.33%	17.5%	10.37%	6.0%
1ST MONTH OF INTERVENTION	280	59.67%	24.67%	9.67%	2.69%	2.30%
2ND MONTH OF INTERVENTION	280	68.89%	10.59%	16.17%	3.35%	1,0%
3RD MONTH OF INTERVENTION	280	72.36%	21.09%	3.91%	1.14%	1, 50%

Data Table of Physical Activity for Intervention Group - Parent 3rd Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	280	33.33%	43.00%	10%	10,50%	3.17%
1ST MONTH OF INTERVENTION	280	47.33%	38.00%	6.67%	4%	4%

2ND MONTH OF INTERVENTION	280	55.48%	33.41%	4,37%	3.94%	2.8%
3RD MONTH OF INTERVENTION	280	61.43%	32.41%	3.0%	2.16%	1%

Table 23.

Data Table of Physical Activity for Intervention Group - Parent 4th Statement

Table 24.

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	280	16.67%	8%	40.33%	15%	20.00%
1ST MONTH OF INTERVENTION	280	25.50%	25.45%	23,40	15,20%	10.95%
2ND MONTH OF INTERVENTION	280	30.27%	20%	:20,5%	20%	9,23%
3RD MONTH OF INTERVENTION	280	35,51%	25,57%	18,92%	16,5%	3,5%

Data Table of Physical Activity for Intervention Group - Parent 5th Statement

PERIOD	NUMBER OF STUDENTS	NUMBER OF RESPONSES I STRONGLY AGREE	NUMBER OF RESPONSES I AGREE	NUMBER OF RESPONSES I NEITHER AGREE NOR DISAGREE	NUMBER OF RESPONSES I DISAGREE	NUMBER OF RESPONSES I STRONGLY DISAGREE
PRE-INTERVENTION	280	10,67%	1%	38%	8%	42,33%

1ST MONTH OF INTERVENTION	280	12,23%	1%	38,43%	7,01%	41,33%
2ND MONTH OF INTERVENTION	280	21,73%	1,10%	30,42%	7,42%	39,33%
3RD MONTH OF INTERVENTION	280	22,21%	2%	32,84%	7%	35,95%

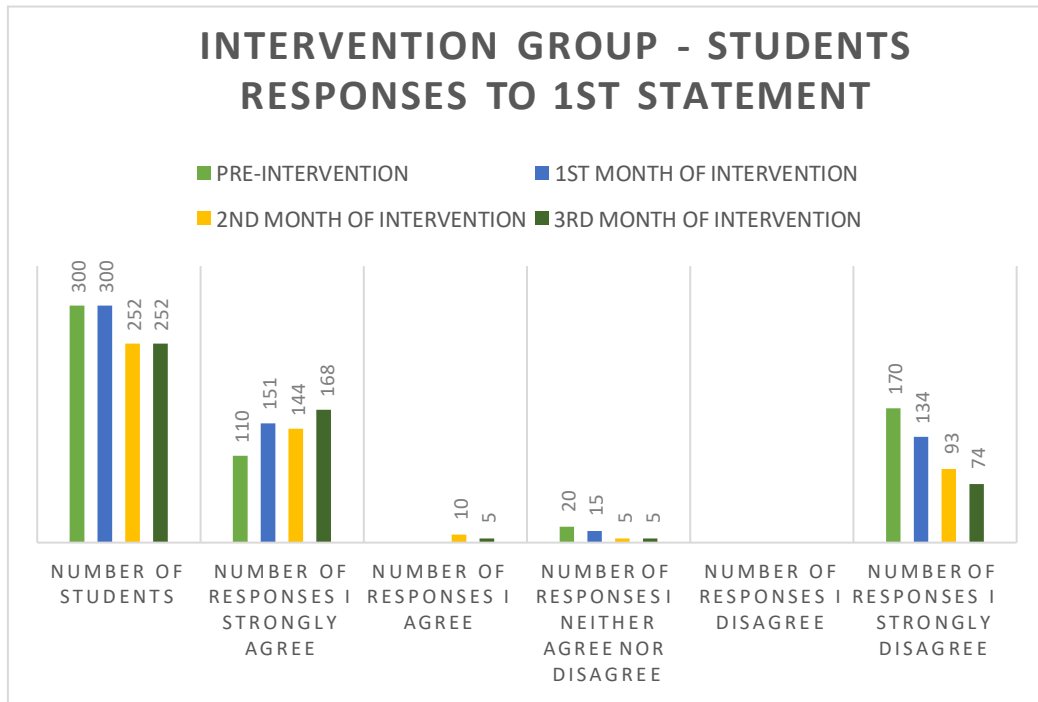
Table 25.

**Table of Numbers of Incorrect Answers on The Food Pyramid
For The Students of Intervention and Control Group**

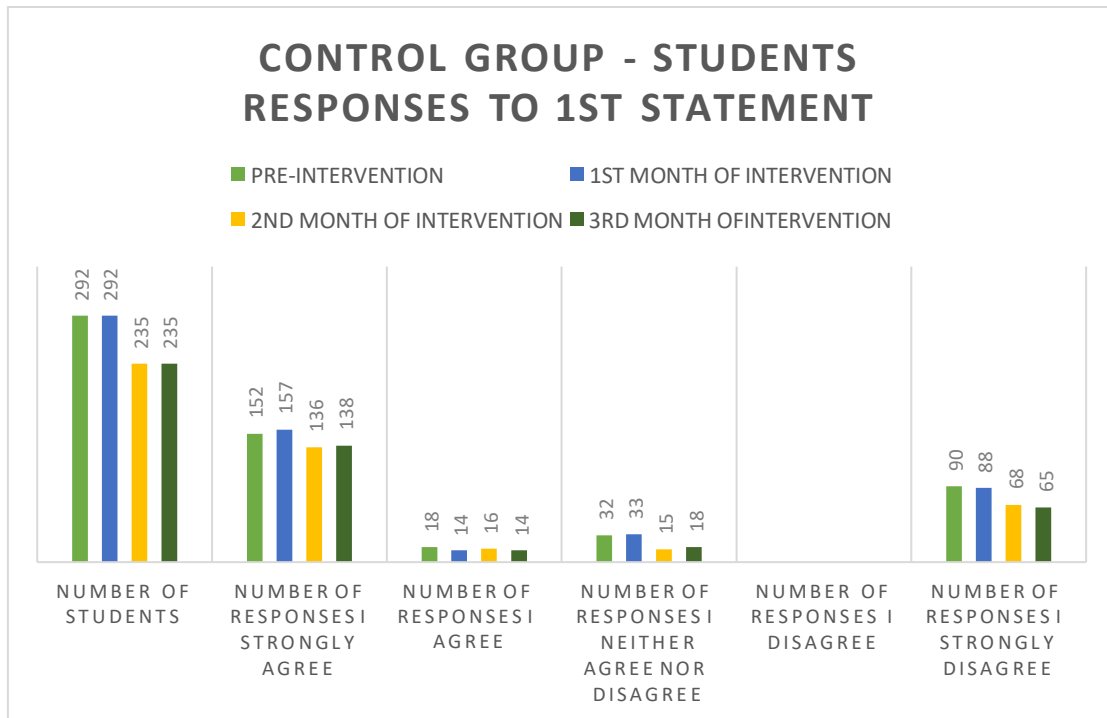
NUMBERS OF INCORRECT ANSWERS	INTERVENTION GROUP PRE INTERVENTION PERIOD	CONTROL GROUP PRE-INTERVENTION PERIOD	INTERVENTION GROUP 1ST MONTH OF INTERVENTION	CONTROL GROUP 1ST MONTH OF INTERVENTION	INTERVENTION GROUP 2ND MONTH OF INTERVENTION	CONTROL GROUP 2ND MONTH OF INTERVENTION	INTERVENTION GROUP 3RD MONTH OF INTERVENTION	CONTROL GROUP 3RD MONTH OF INTERVENTION
0	0	0	0	0	14	0	49	1
1	0	0	1	0	7	1	99	
2	0	9	0	1	0	0	3	12
3	14	11	21	11	11	13	0	0
4	38	27	50	36	103	0	51	0
5	28	0	20	45	0	46	0	48
6	97	55	115	29	64	37	47	38
7	20	103	65	95	0	76	0	79
8	103	0	28	21	53	11	3	9
9	0	87	0	54	0	51	0	48
10	0	0	0	0	14	0	0	0

Table 26.

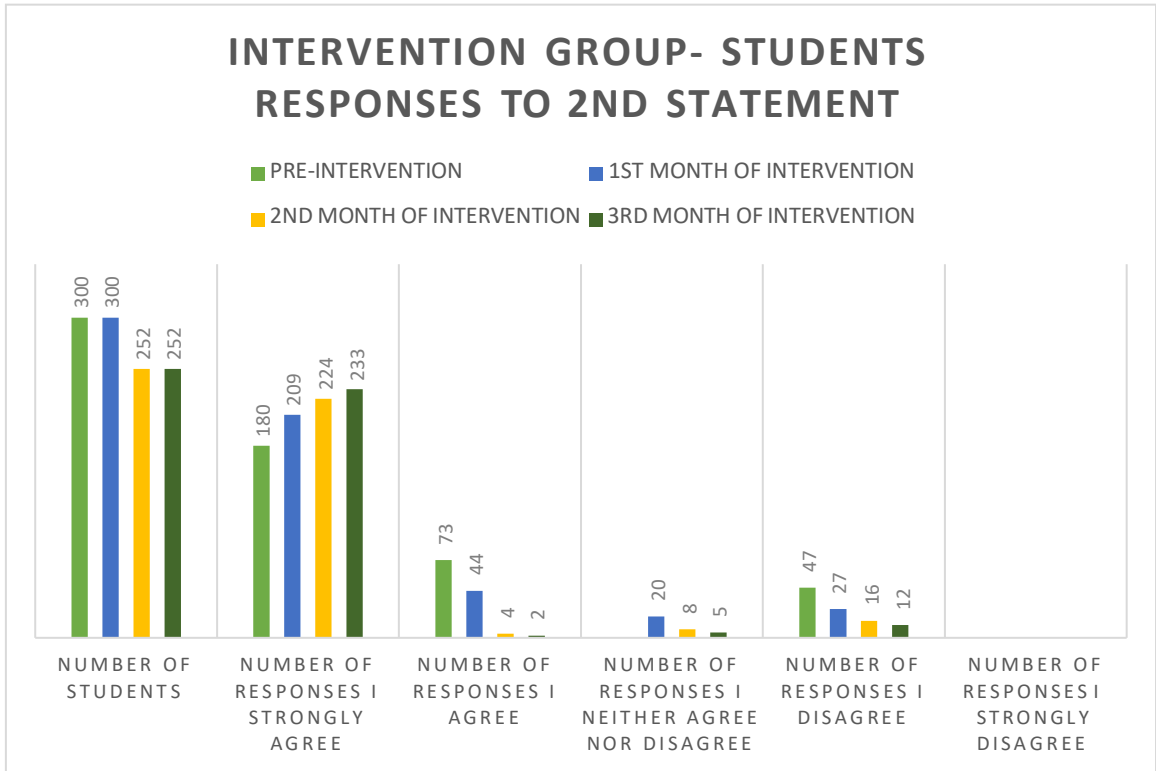
GRAPHS



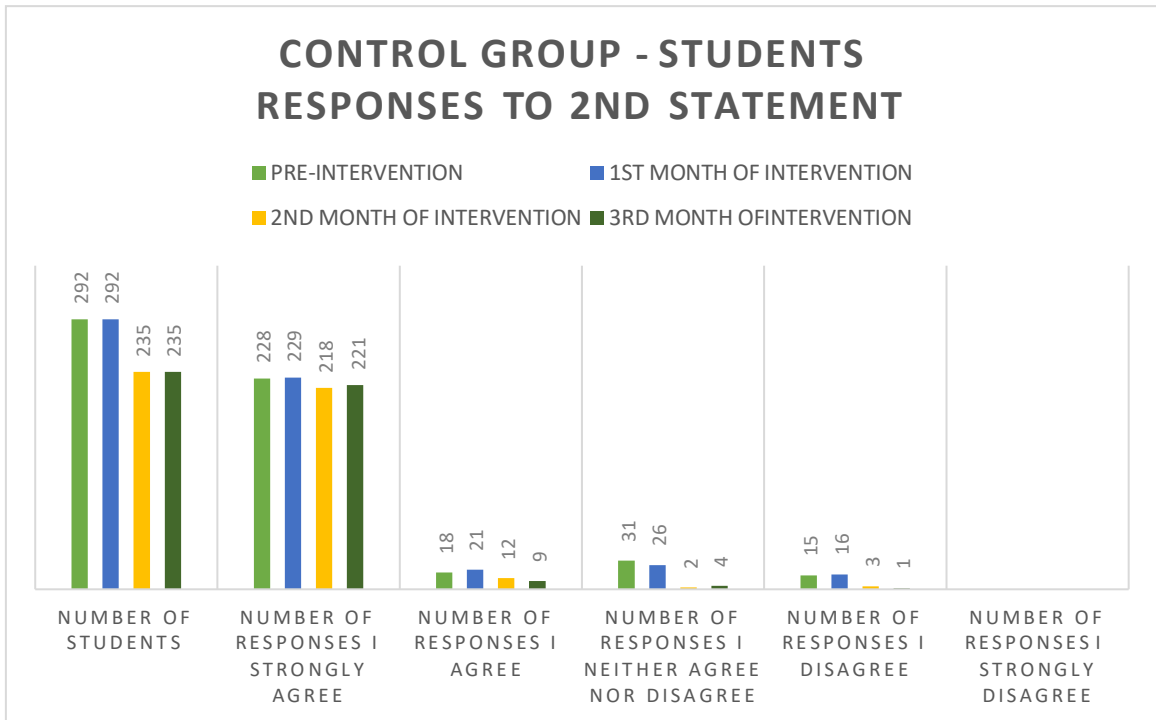
Graph 1.



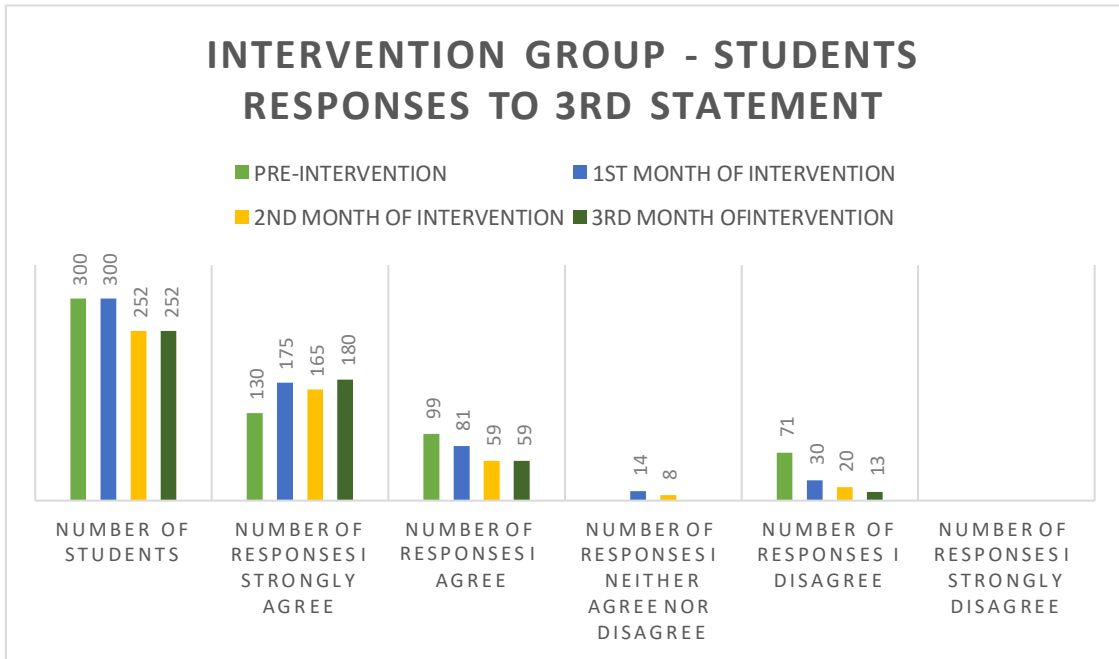
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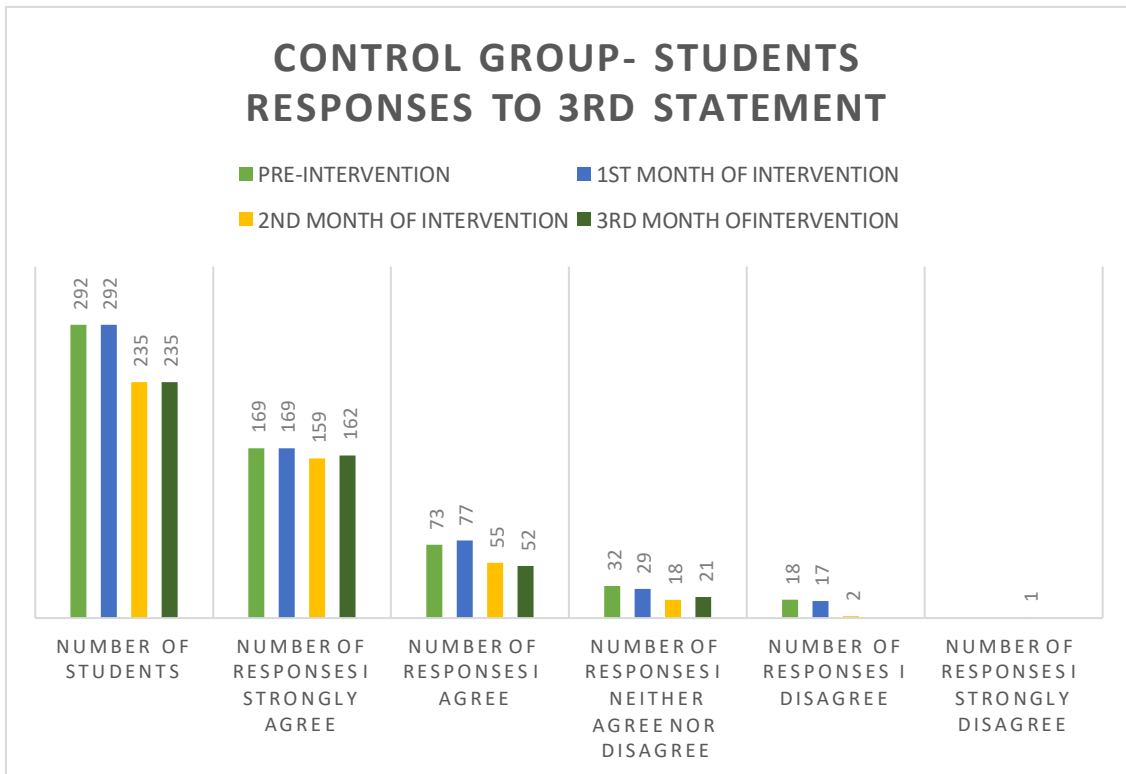
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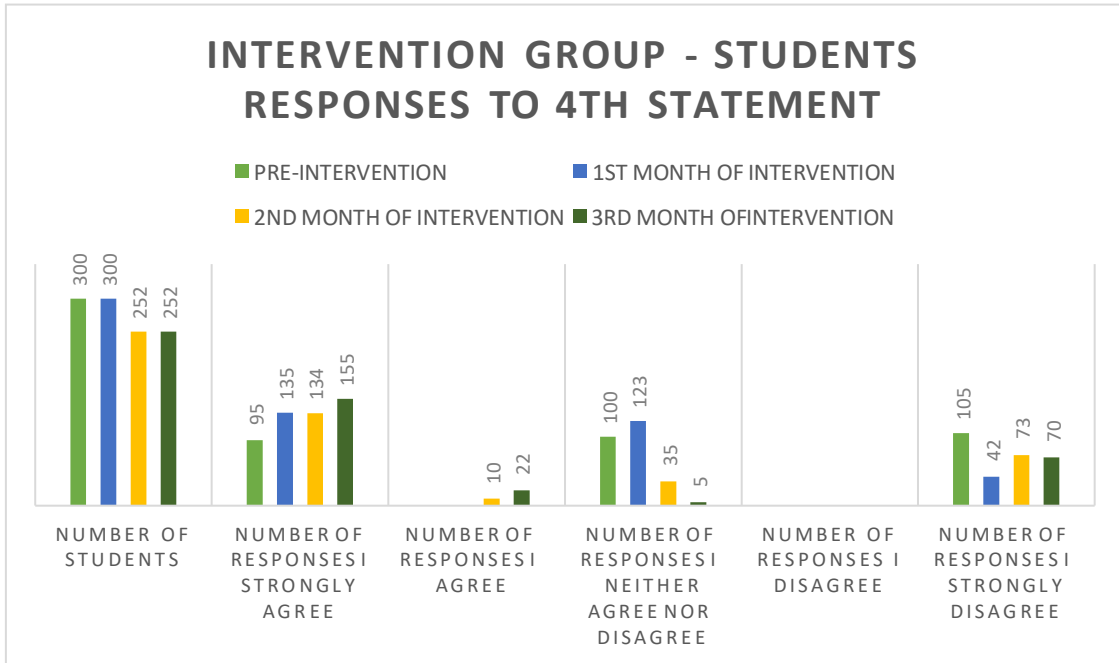
Graph 4.



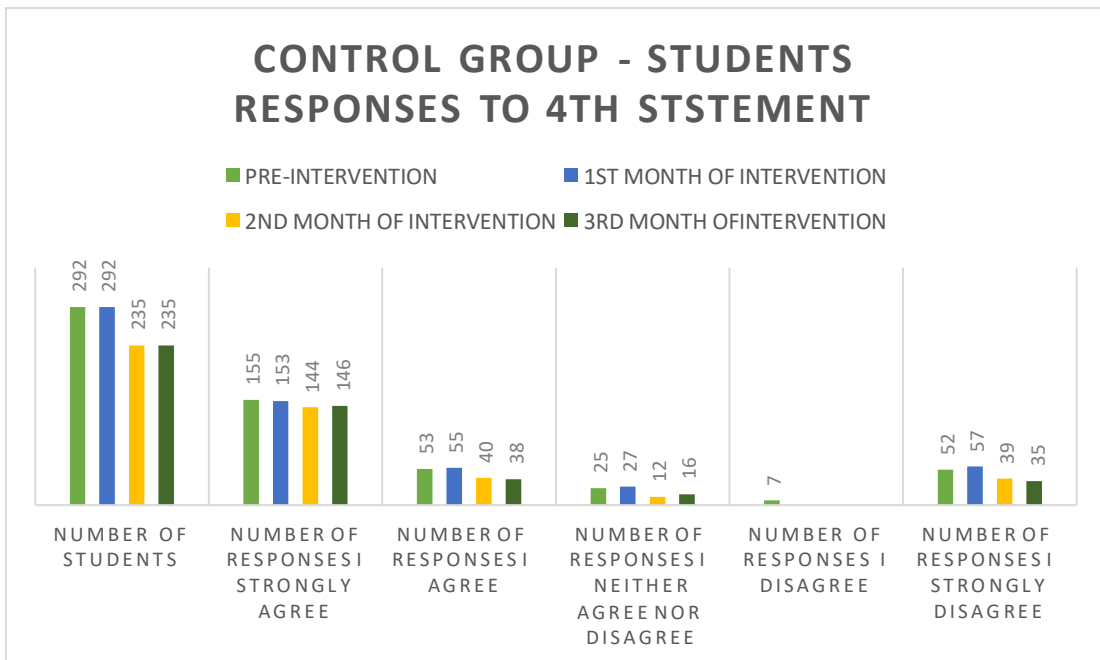
Graph 5.



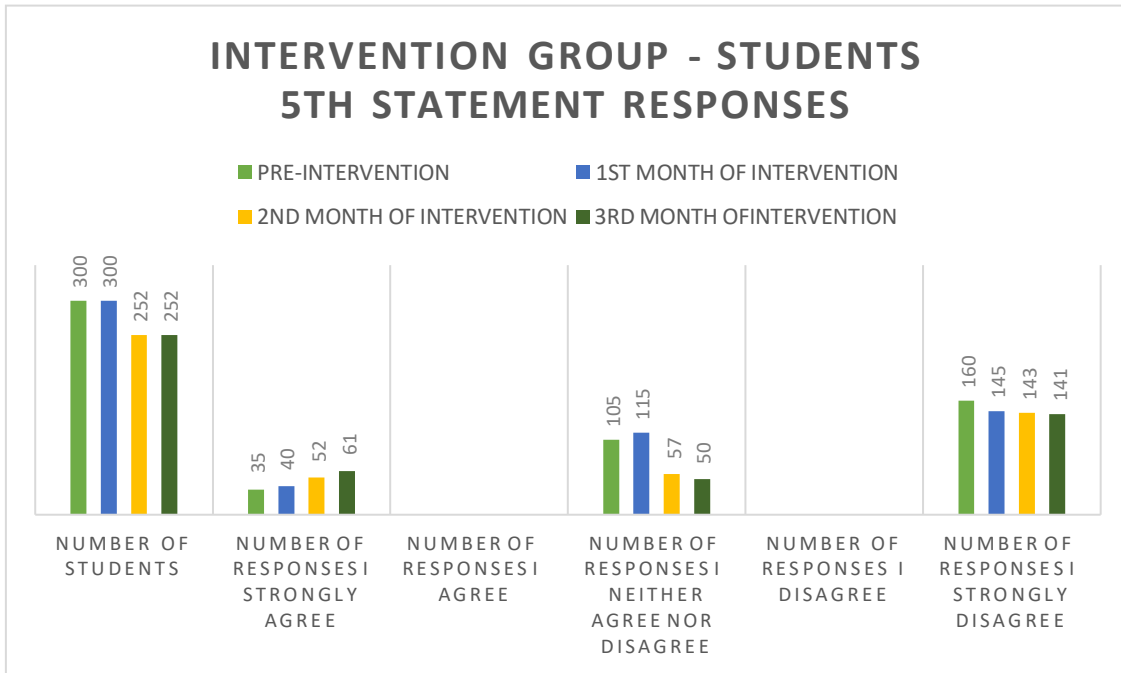
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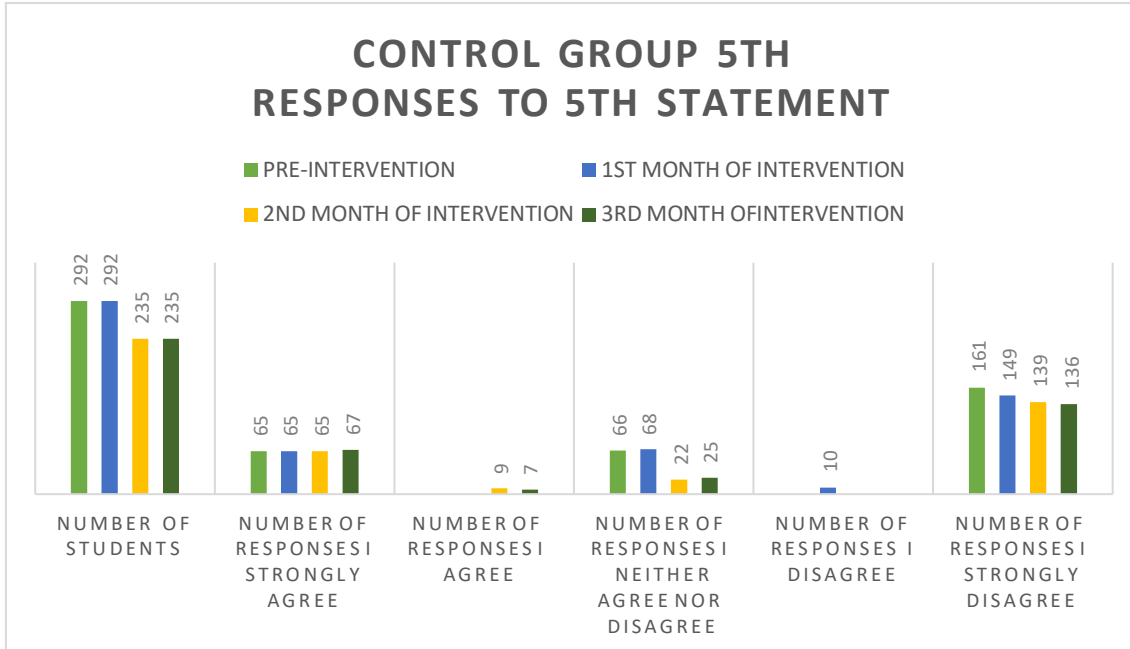
Graph 7.



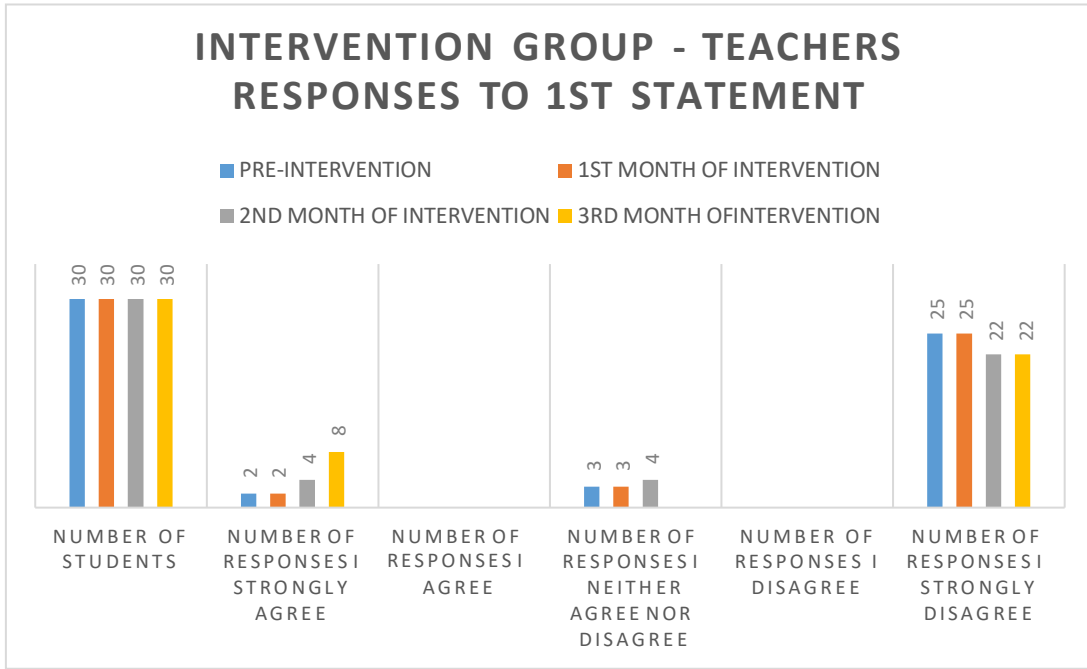
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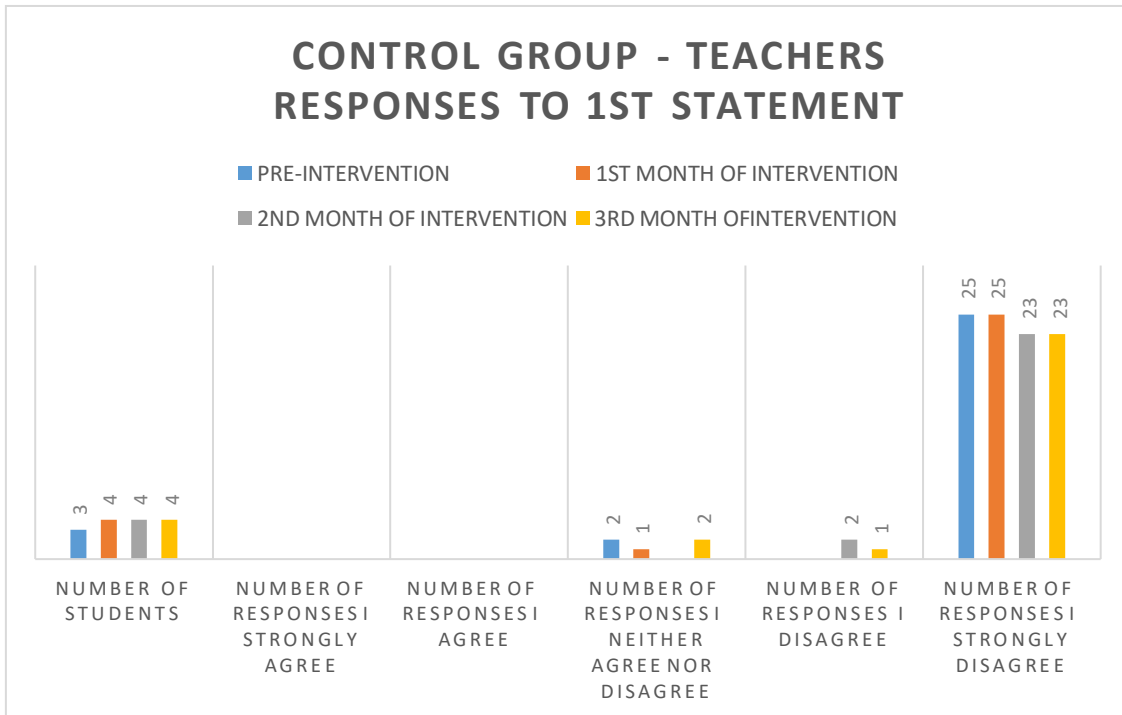
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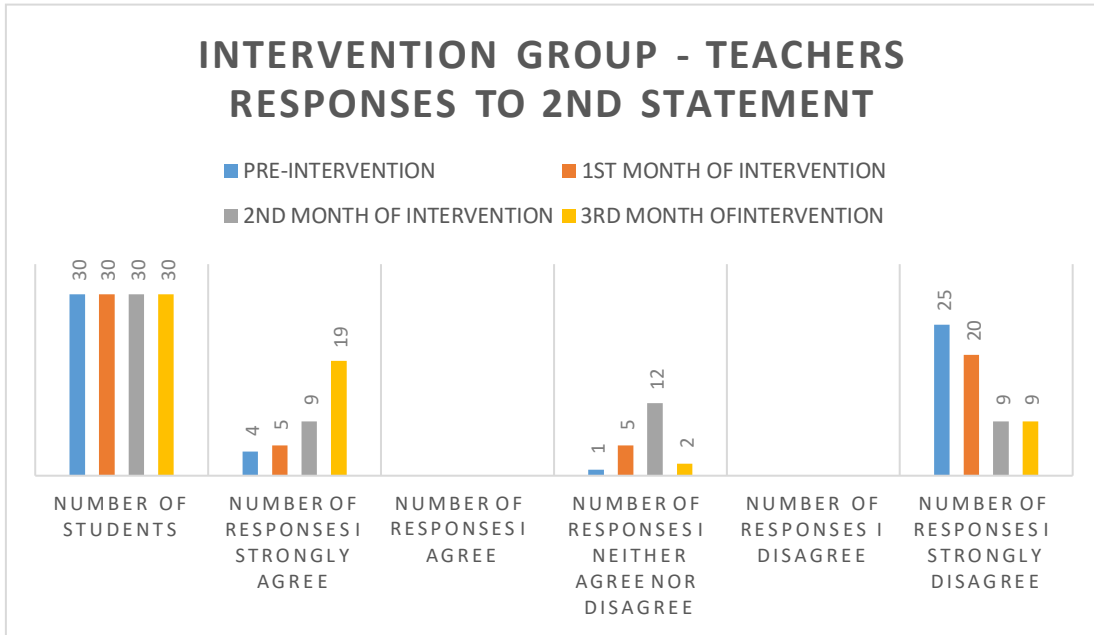
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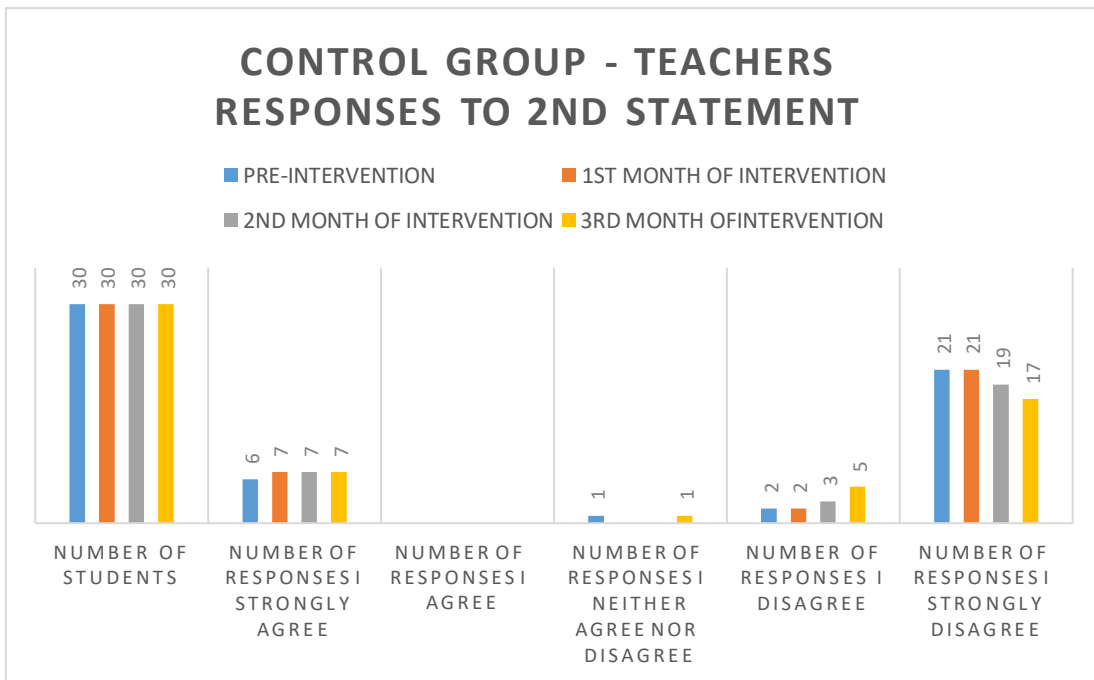
Graph 11.



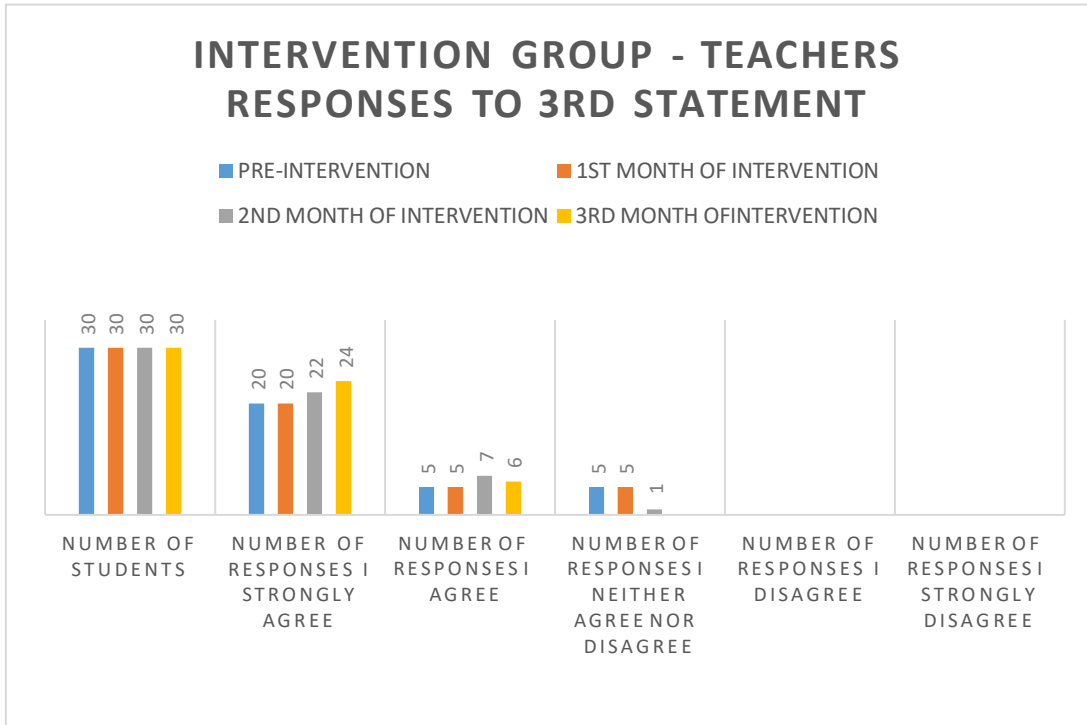
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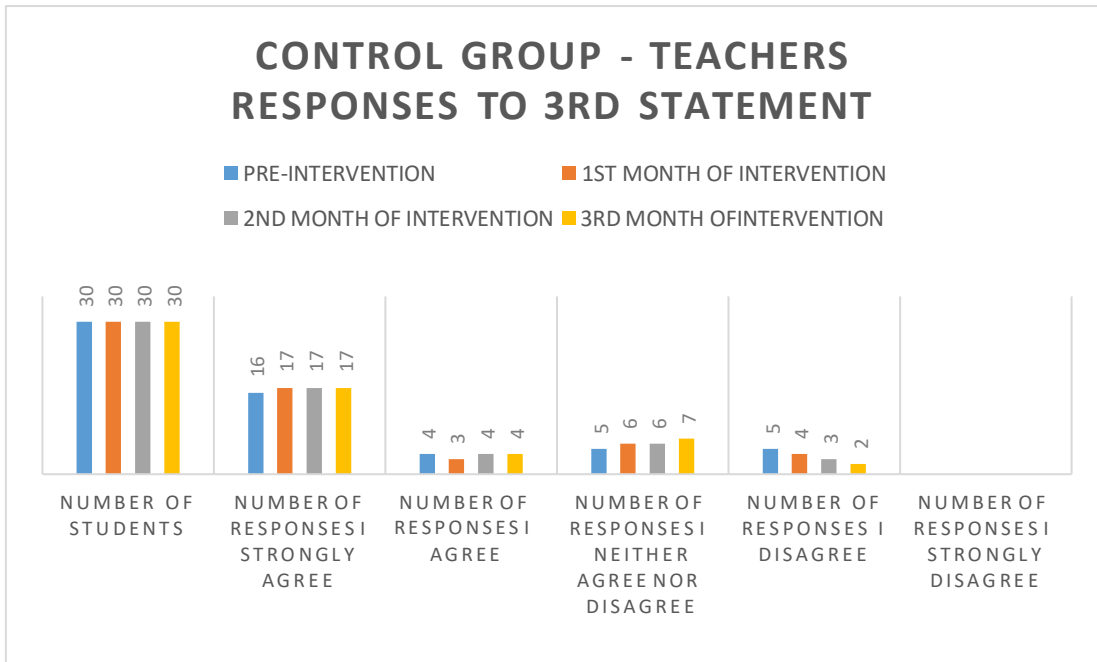
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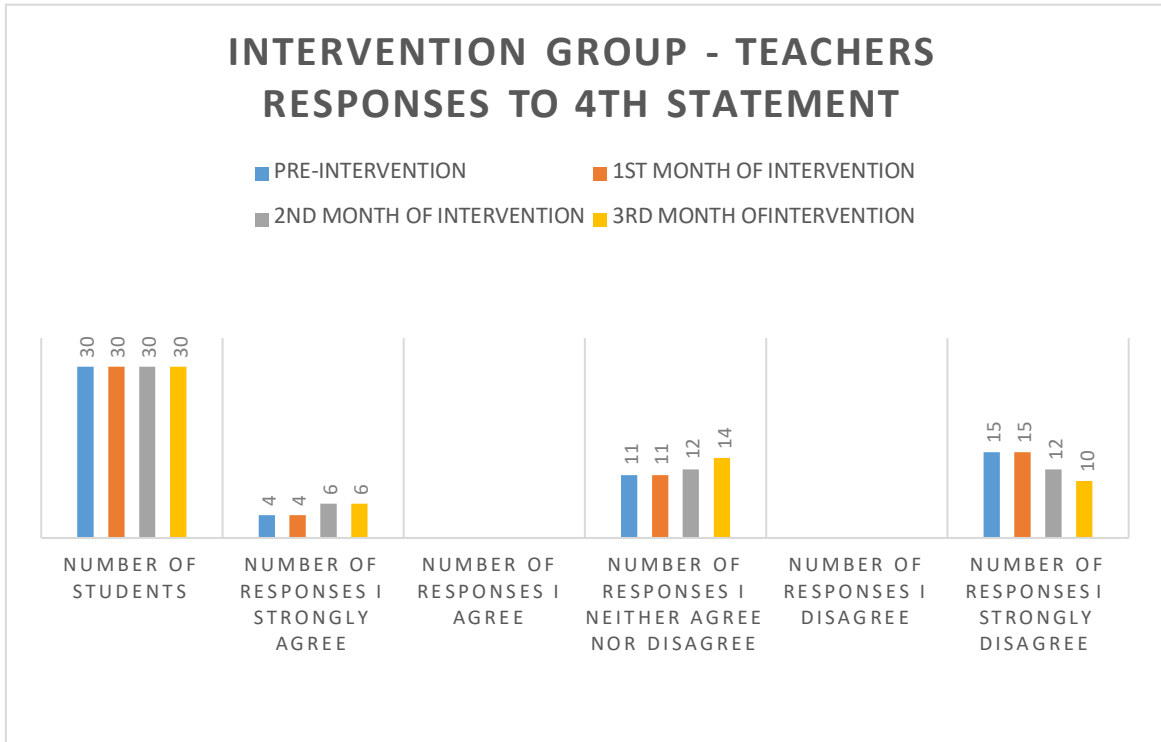
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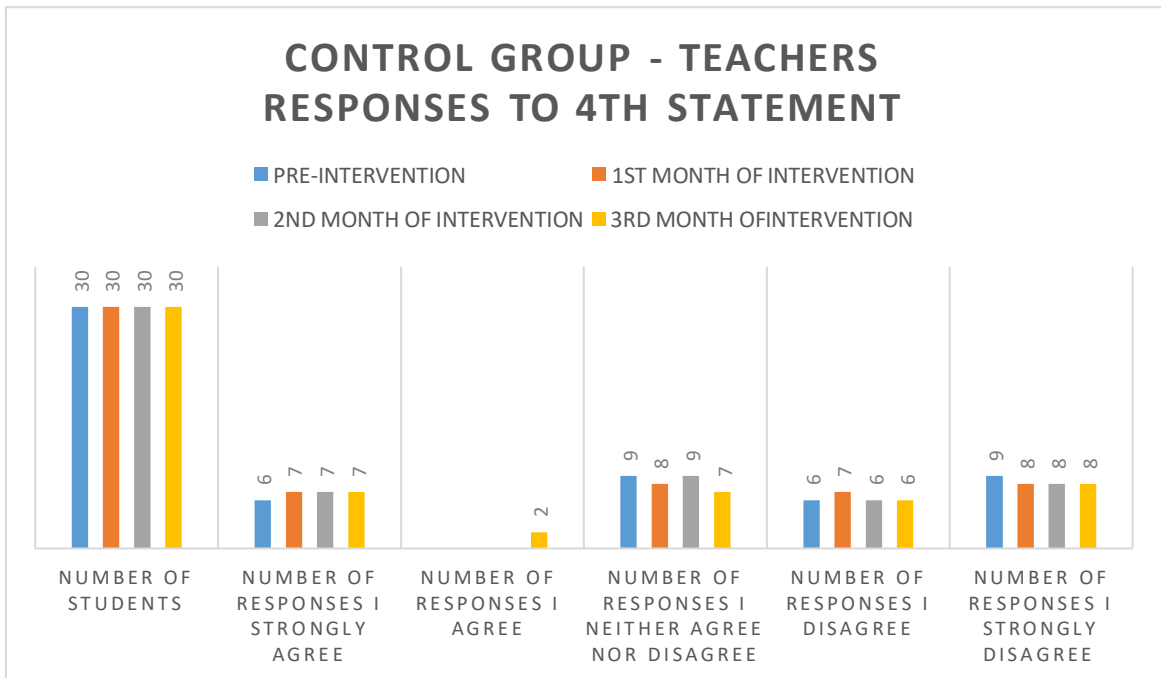
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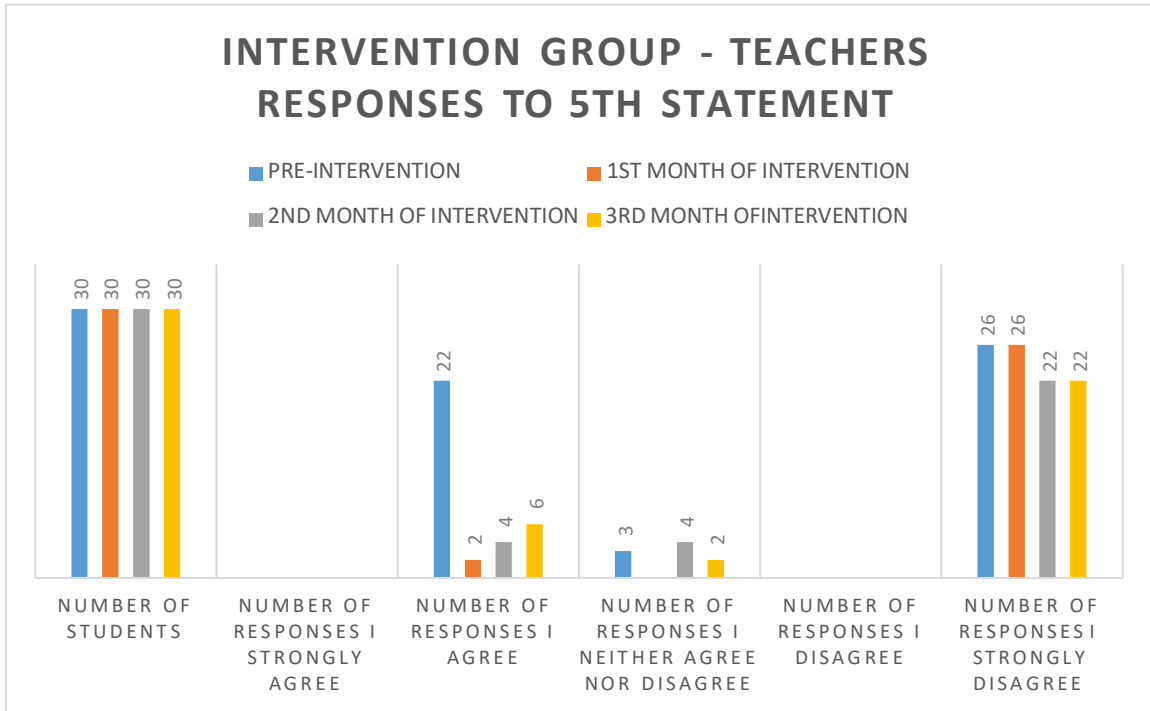
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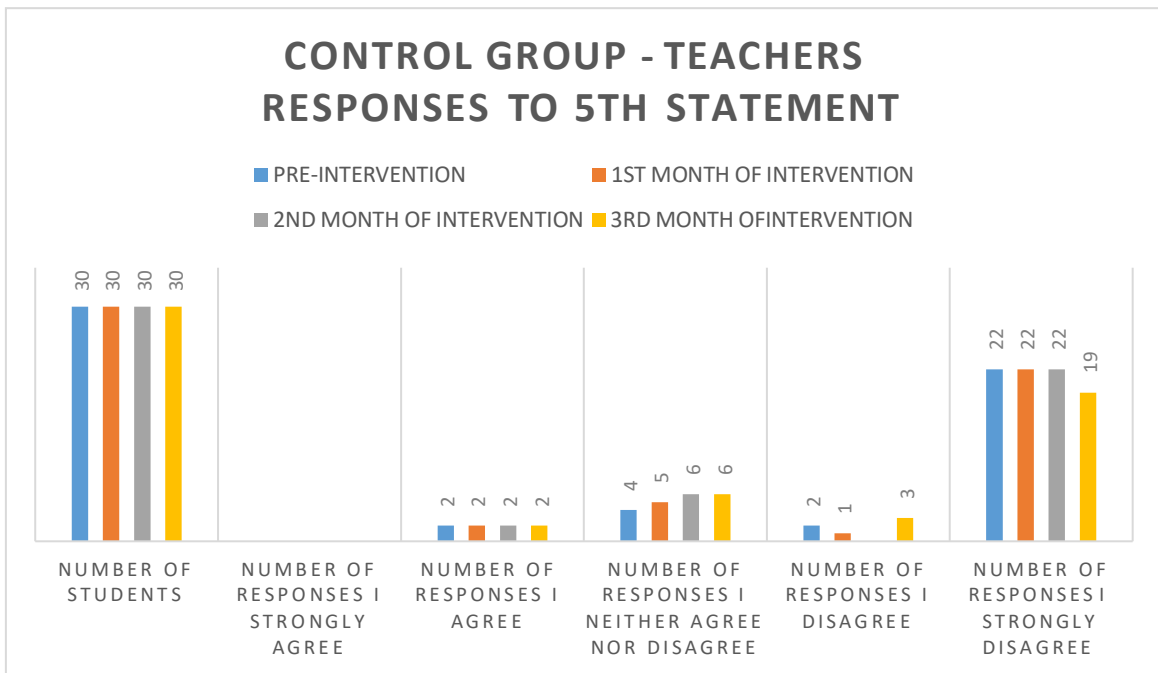
Graph 17.



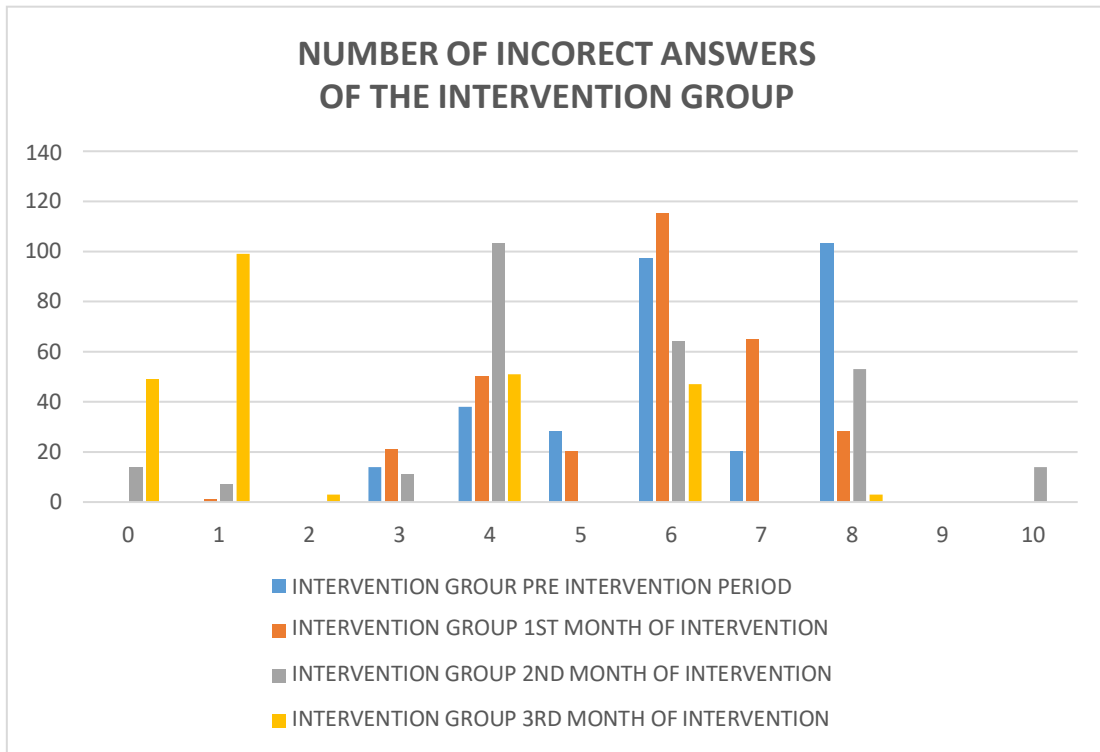
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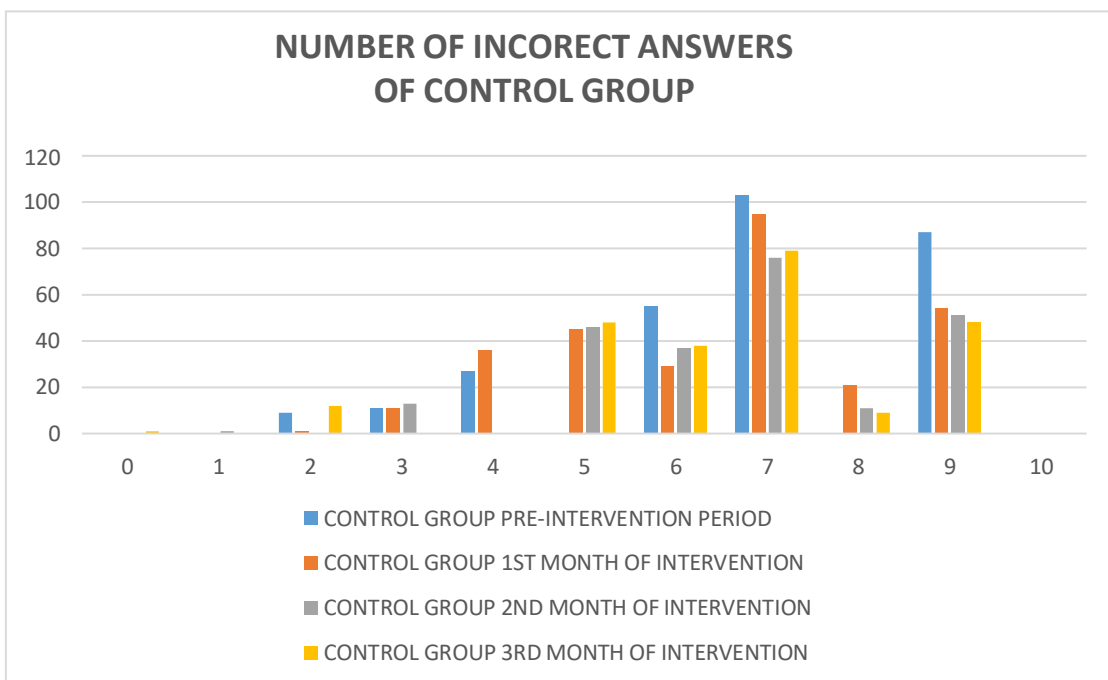
Graph 19.



Graph 20.



Graph 21.



Graph 22

Please say how much you agree or disagree with this sentences

1. I allocate more than 2 hours per day for physical activity and sports.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I allocate more than 1 hour a day for physical activity and sports.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. When I exercise I feel great.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I feel good about my body image

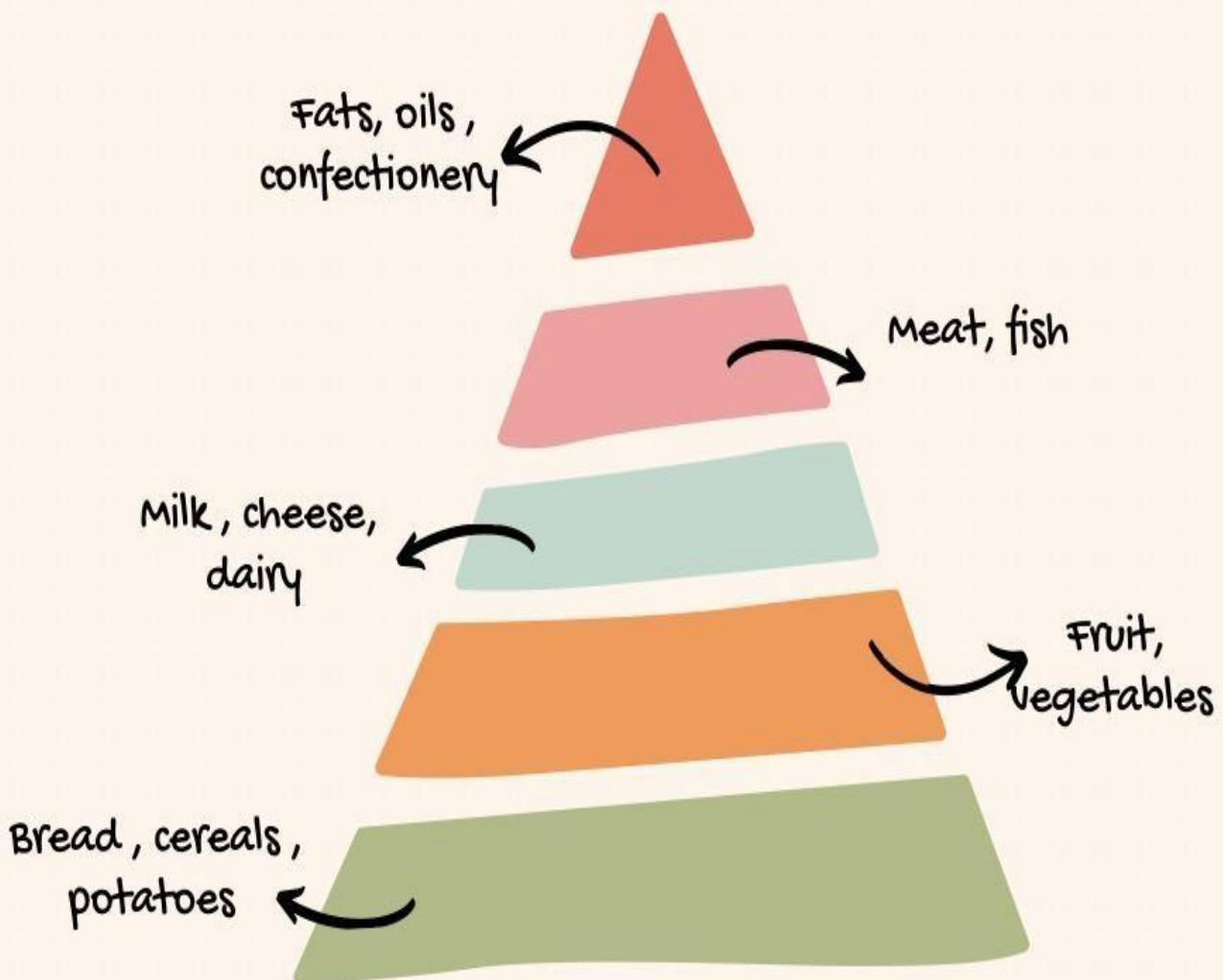
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I do physical activities with my parents / children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire 1.

HEALTHY PYRAMID





Co-funded by the
Erasmus+ Programme
of the European Union



Live Mobile, Eat healthy Catch Quality

Under the Erasmus+ Programme
KA2 STRATEGIC PARTNERSHIP PROJECT
2021-1-EL01-KA210-SCH-000051122

LTT3

“YOU ARE WHAT YOU EAT” HOW TO HAVE A BALANCED DIET. (HOST SCHOOL ITALY)

The project aimed to promote healthy eating habits and increase physical activity among participants from Greece, Turkey, and Italy.

Intervention Process and Results

Start Date: 12th of December 2022

Date of expiry of the intervention: 12th of April 2023

Total Duration: 5 months

Participants: 1175 (from Greece - Italy- Turkey)

Intervention Team: Total 1.077

- 70 teachers aged 26 - 59

- 517 students in grades 1, 2, 3, 4, 5 of primary school, aged 6-11.

-490 parents aged 30 - 55 (the number of parents and pupils varies as some of the participating pupils are siblings).

Aims of the Project:

- 1. Promoting Healthy Eating:** The primary goal was to raise awareness about the importance of balanced nutrition and its impact on overall

health.

2. **Increasing Physical Activity:** Encouraging participants to engage in regular physical activities to improve their fitness levels and overall well-being.
3. **Behavioral Change:** Fostering long-term behavioral changes related to dietary choices and physical activity.
4. **Methodology:** The intervention involved a combination of educational programs, workshops, and physical activities. Nutritional seminars were conducted by experts to provide participants with information about the importance of a balanced diet, portion control and the role of the

various nutrients. Additionally, physical activities such as sports, fitness sessions were organized to encourage a more active lifestyle.

5. **Participants and Demographics:** The diverse mix of participants allowed for a broad impact across different age groups and cultural backgrounds.
6. **Nutritional Data:** Pre-intervention nutritional data revealed varying dietary habits among participants from different countries. The data included information on daily caloric intake, macronutrient distribution, and consumption of essential nutrients. A comparative analysis of pre and post-intervention nutritional data aimed to highlight any positive changes in dietary patterns.
7. **Kinetic Data:** Baseline kinetic data, encompassing participants' physical activity levels, were assessed before the intervention. This included the frequency, duration, and intensity of physical activities. Post-intervention, the same parameters were measured to gauge the effectiveness of the project in increasing overall physical activity levels among participants.

The project employed a variety of interventions to address its objectives of promoting healthy eating habits and increasing physical activity among the participants. The types of interventions implemented during the project include:

1 Nutritional Seminars:

- Expert-led seminars were conducted to educate participants about the importance of a balanced diet.
- Topics covered included the role of essential nutrients, portion control, and the impact of dietary choices on overall health.
- Interactive sessions encouraged participants to ask questions and actively engage with the material.

2 Workshops on Meal Planning:

- Practical workshops were organized to guide participants in planning and preparing nutritious meals.
- Emphasis was placed on incorporating locally available, seasonal ingredients into daily diets.
- Participants learned about portion sizes and the significance

of including a variety of food groups.

3 Fitness Classes and Physical Activities:

- Various physical activities were organized, including sports and fitness classes, to promote regular exercise.
- Participants had the opportunity to explore different forms of physical activity to find activities that suited their preferences and lifestyle.
- The aim was to make physical activity enjoyable and sustainable.

4 Educational Materials Distribution:

- Informational pamphlets, brochures, and other educational materials were distributed to participants.
- These materials reinforced key messages about healthy eating and the importance of staying active.
- Visual aids and infographics were used to make complex nutritional concepts more accessible.

5 Cooking Demonstrations:

- Live cooking demonstrations were conducted to showcase practical and simple ways to prepare healthy meals.
- Participants were encouraged to try out new recipes and cooking techniques, promoting hands-on learning.
- Cooking demonstrations aimed to demystify the process of creating nutritious meals.

6 Peer Support Groups:

- Small group discussions and peer support sessions were facilitated to encourage participants to share their experiences and challenges.
- Peer support groups provided a platform for individuals to motivate each other and share successful strategies for adopting healthier habits.

7 Goal Setting and Tracking:

- Participants were guided in setting personalized health and fitness goals.
- Goal-tracking mechanisms, such as journals or digital apps, were introduced to help participants monitor their progress and celebrate achievements.

8 Cultural Integration:

- Recognizing the diverse cultural backgrounds of the participants, interventions were designed to integrate cultural elements into the project.
- Traditional recipes and physical activities specific to each country were incorporated to make the interventions culturally relevant.

By employing a multifaceted approach that addressed both nutritional and physical activity aspects, the project aimed to create a comprehensive and sustainable impact on the participants' lifestyles.

Data collection tools :

- Weekly diet and exercise diaries of participating students and teachers.
- Observation of eating habits within the school community.

Data collection process

Step 1: Establishment of a Data Processing Committee consisting of the 3 experts, the project manager and the members.

Step 2: Data collection started before the intervention and stopped at the end of the intervention. Every month the diaries of the participants were checked in order to detect any changes e.g. in the eating habits of students and teachers and indirectly parents as well as changes in the time spent on physical activities.

Step 3: Participants' diaries were read and discussed with a nutritionist the changes of the eating habits from the first month to the last one.

Statistical analysis of data

ANOVA was used for statistical analysis of both dietary and physical data and for correlation between participant groups. Relationships between:

- (a) student intervention group.
- (b) teacher intervention group.

DATA TABLES

TABLE OF NUTRITIONAL DATA OF PUPILS IN THE INTERVENTION GROUP

TIME PERIOD	STUDENTS	NUMBER OF FAT FOOD PER MONTH	NUMBER OF UNHEALTHY SNACKS PER A MONTH	NUMBER OF PASTRIES	LITRE OF WATER PER MONTH PER
1 ST MONTH	517	2,700	2,800	5,100	4,000
2 ND MONTH	517	2,200	2,400	5,000	5,100
3 RD MONTH	517	1,900	2,100	4,989	5,200
4 th MONTH	517	1,800	2,000	4,800	5,400
5 th MONTH	517	1,700	1,980	4,700	6,000

TIME PERIOD	TEACHERS	NUMBER OF FAT FOOD PER MONTH	NUMBER OF UNHEALTHY SNACKS PER A MONTH	NUMBER OF PASTRIES	LITRE OF WATER PER MONTH PER
1 ST MONTH	490	80	70	80	1,000
2 ND MONTH	490	76	66	70	1,200
3 RD MONTH	490	73	60	65	1,400
4 th MONTH	490	68	57	60	1,600
5 th MONTH	490	65	55	50	1,800

TIME PERIOD	PARENTS	NUMBER OF FAT FOOD PER MONTH	NUMBER OF UNHEALTHY SNACKS PER A MONTH	NUMBER OF PASTRIES	LITRE OF WATER PER MONTH PER
1ST MONTH	490	2,500	2,400	2,200	4,000
2ND MONTH	490	2,300	2,300	2,000	4,200
3RD MONTH	490	2,200	2,200	1,995	4,400
4th MONTH	490	2,100	1,900	1,900	4,600
5th MONTH	490	2,000	1,885	1,850	4,800

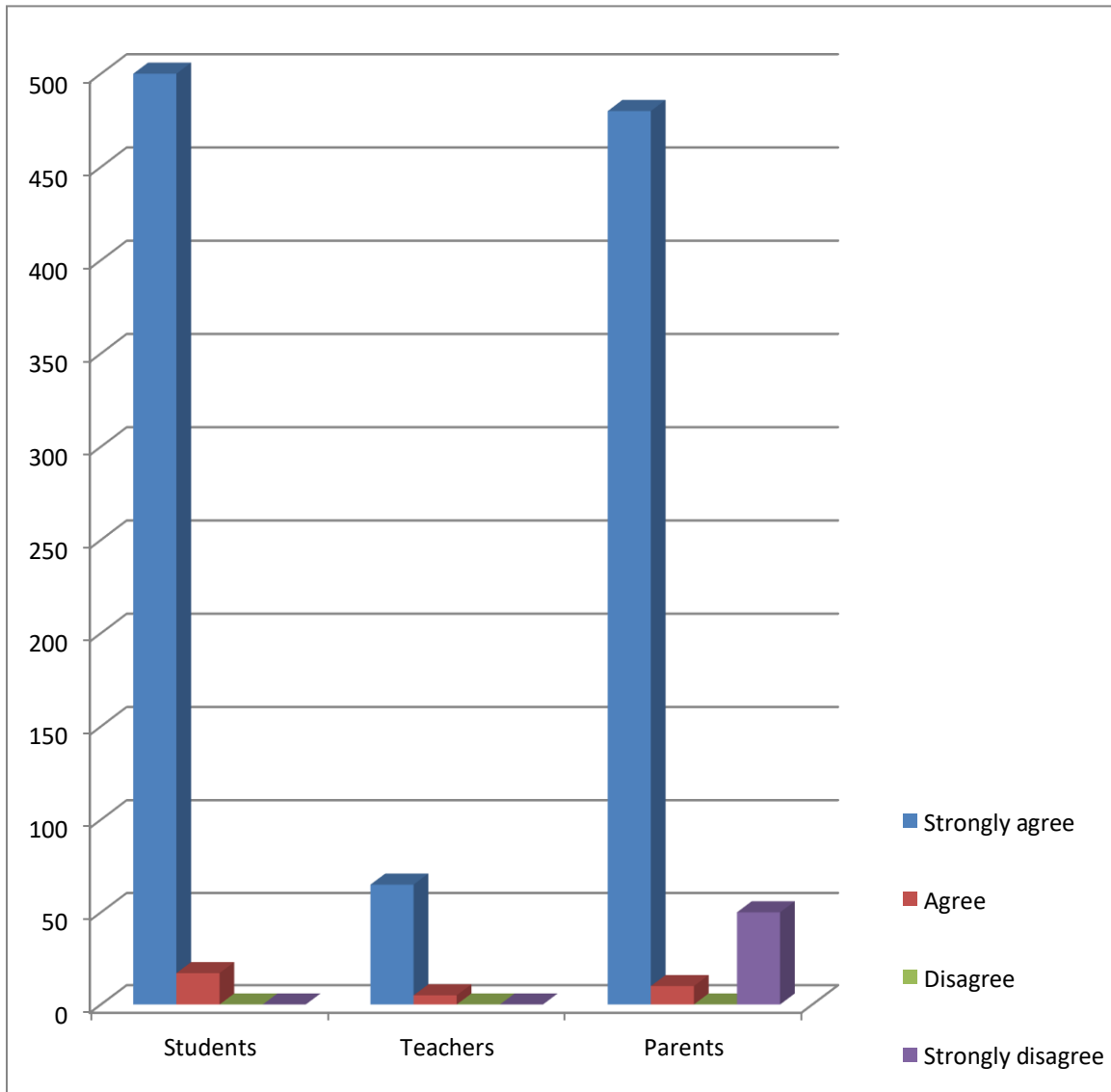
From the analysis of the data, a positive effect was found on the nutrition of all the participants. The percentage of fat, sweets and unhealthy snacks consumed daily, decreased and the daily amount of water increased

From the surveys' results statistics have been compiled on producing the following graphics based on these four statements proposed to the three categories involved in the project, teachers, students, parents; for each statement have been proposed four possibilities (strongly agree, agree, disagree, strongly disagree).

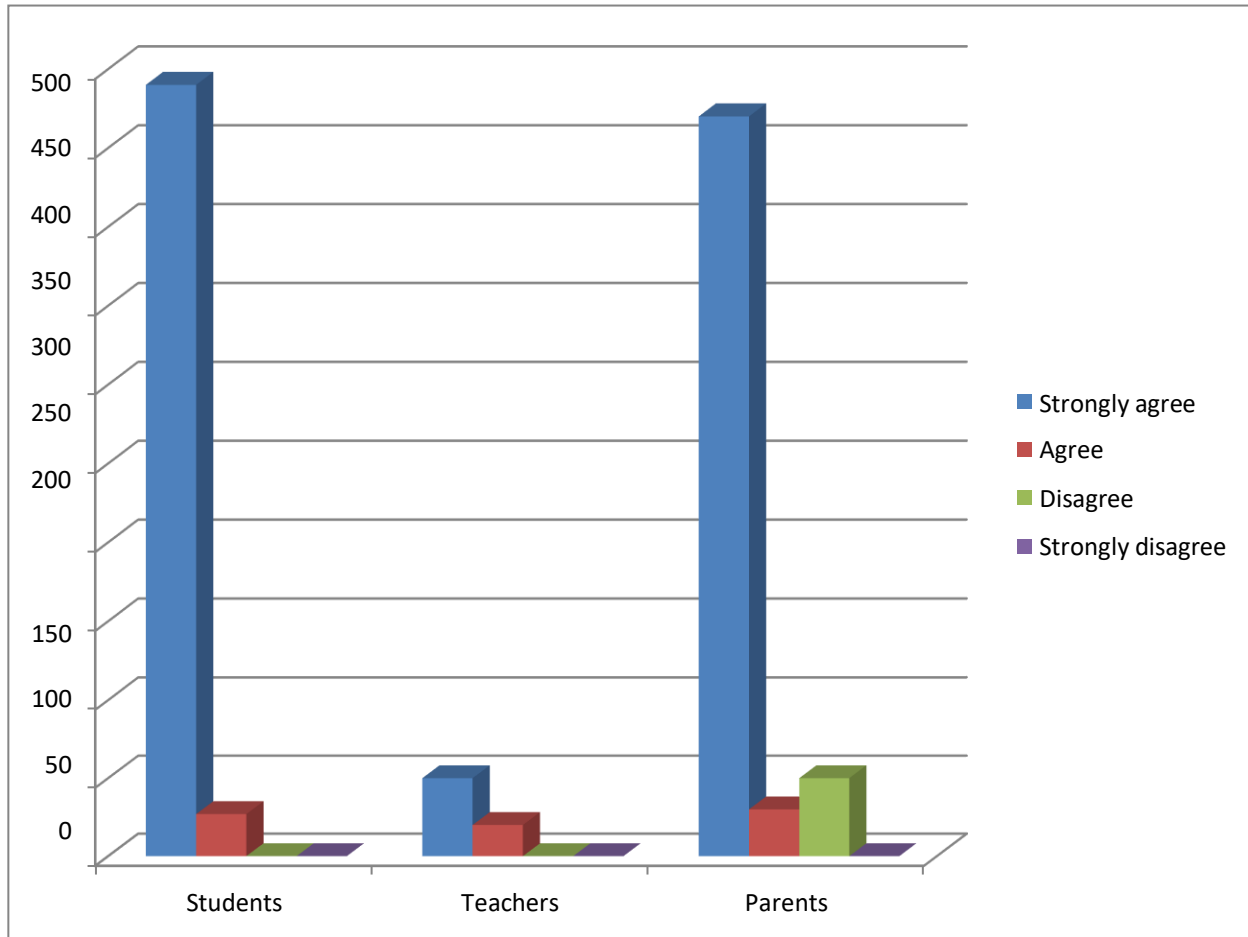
Below are the statements

- 1. The participation to the Erasmus project has made me understand the importance of adopting a correct style of life.**
- 2. The Erasmus project has helped me in the choice of healthy food.**
- 3. The Erasmus project has increased my awareness of the dangerous consequences caused by a sedentary lifestyle.**
- 4. The multicultural experience is very important.**
- 5. I have increased physical activity after the participation to the Erasmus project.**

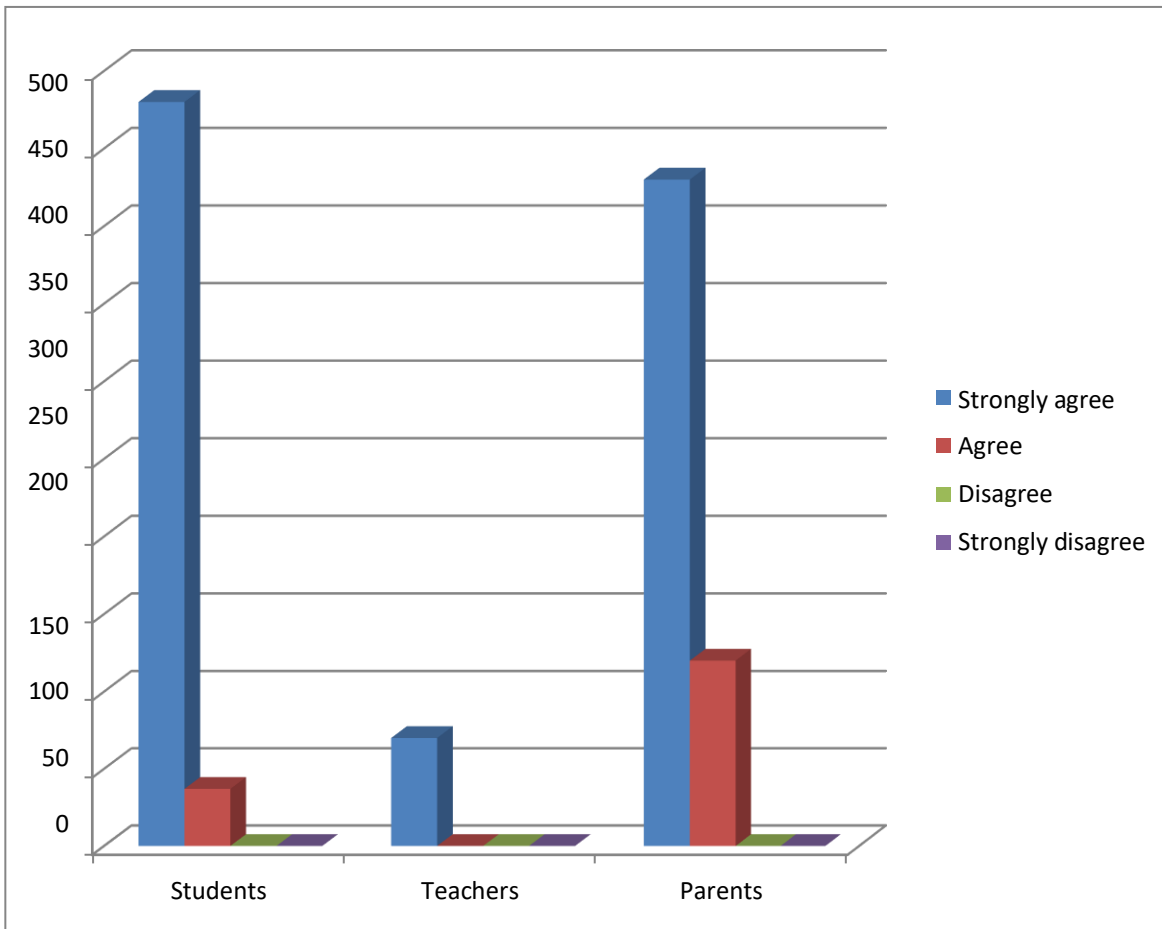
- 1. The participation to the Erasmus project has made me understand the importance of adopting a correct style of life.**



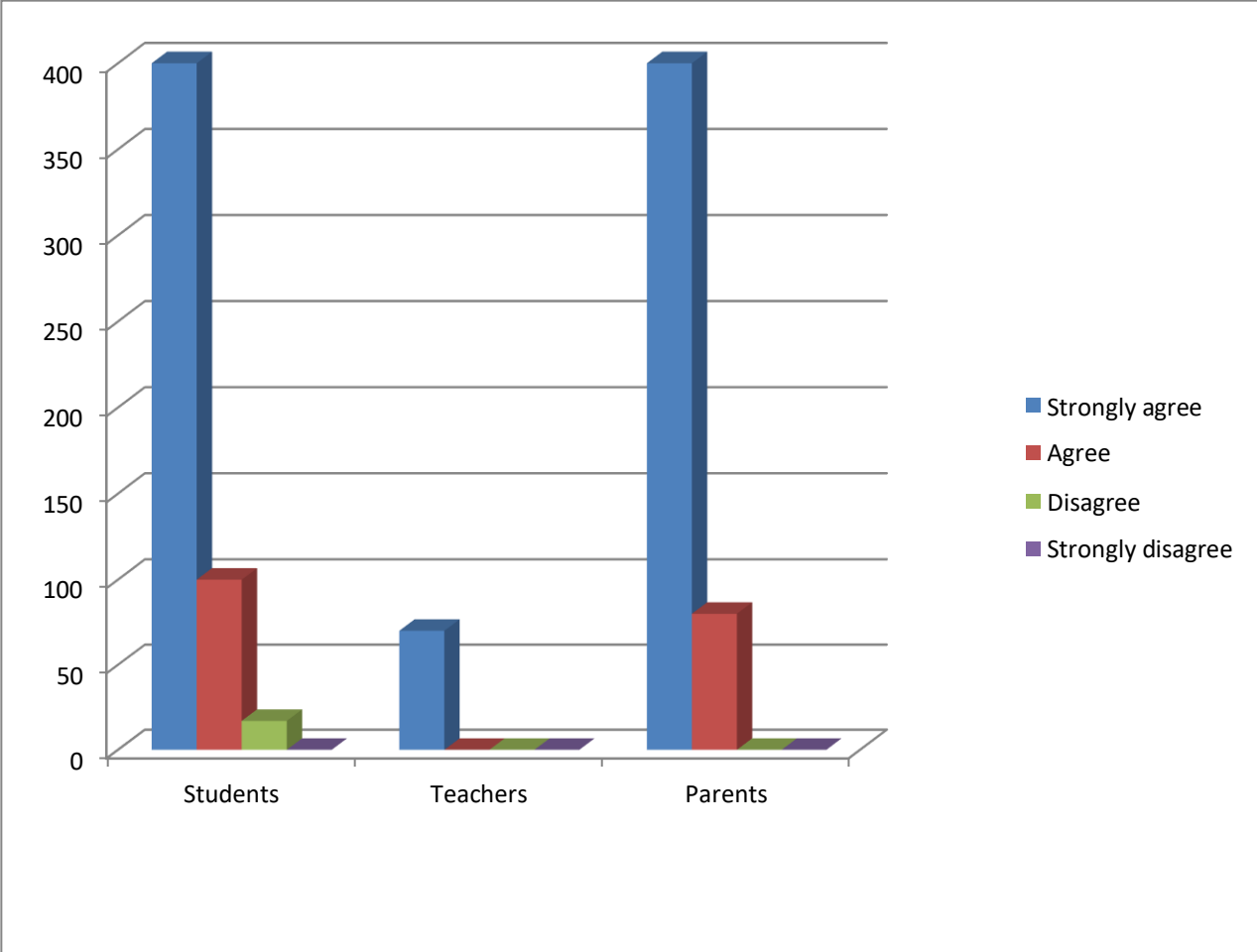
2.The Erasmus project has helped me in the choice of healthy food.



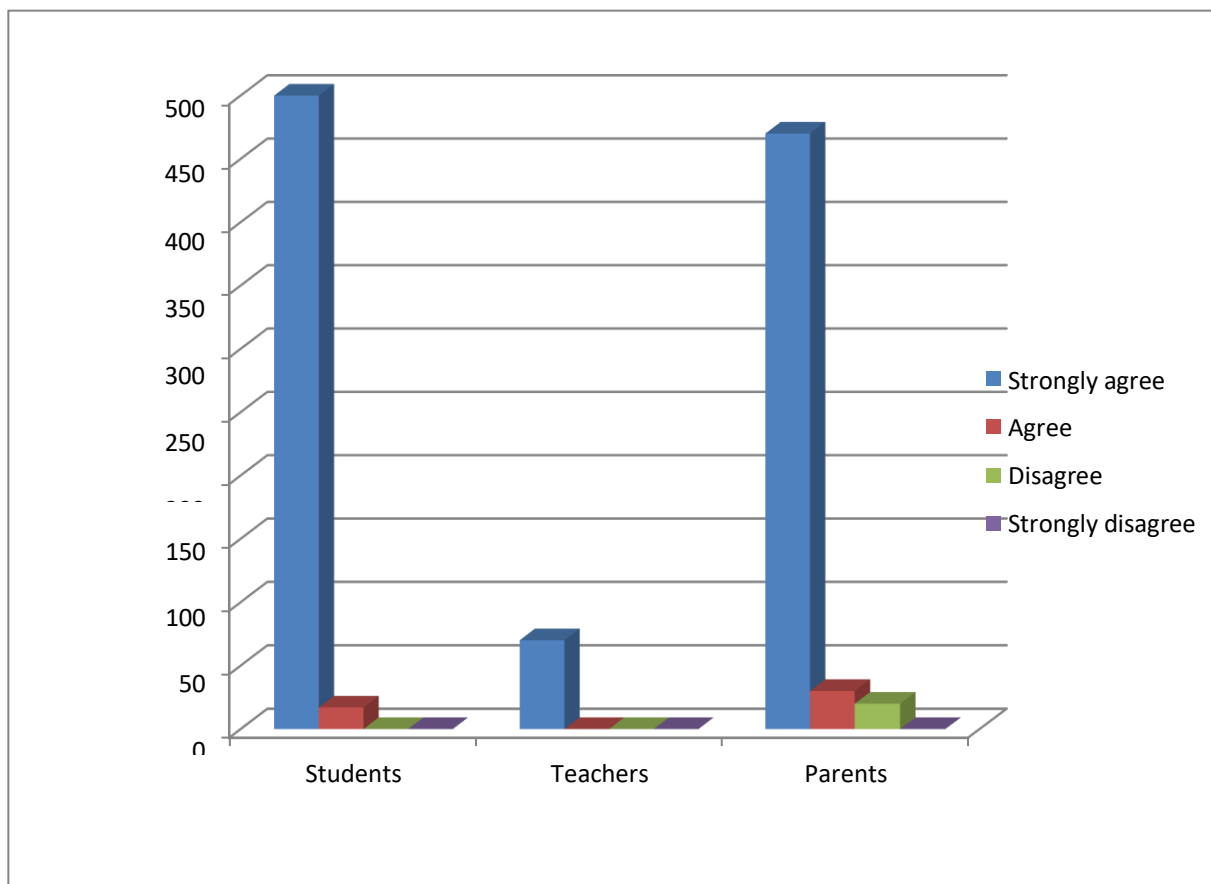
3.The Erasmus project has increased my awareness of the dangerous consequences caused by a sedentary lifestyle.



4. The multicultural experience is very important.



5. I have increased physical activity after the participation to the Erasmus project



Results and Outcomes: The comprehensive analysis of pre and post-intervention data will provide insights into the project's effectiveness. The outcomes will be measured based on changes in nutritional habits and increased physical activity levels among participants. Long-term behavior change will also be assessed through follow-up surveys and interviews.

The analysis of the questionnaires showed the positive evaluation of the participants in relation to the activities carried out during the duration of the program, the effect it had on the formation of healthy habits and the positive experiences they gained from it.

Conclusion: The "YOU ARE WHAT YOU EAT - HOW TO HAVE A BALANCED DIET"

aimed to instill positive lifestyle changes related to nutrition and physical activity. By targeting a diverse group of participants from Greece, Turkey, and Italy, the project aimed to have a lasting impact on the health and well-being of individuals across

different cultural contexts. Participants developed a better understanding of the causes and effects of obesity and improved knowledge of the host education system

culture traditions and cuisine. The results of this intervention will contribute valuable insights to future initiatives promoting healthy living.



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KA2 STRATEGIC PARTNERSHIP PROJECT

2021-1-EL01-KA210-SCH-000051122

Sports and physical activities to combat sedentarism and obesity tendencies Virtual Exchange (Türkiye)

The Intervention Process and its Consequences

Start Date: September 18, 2023

The date of termination of the intervention: October 20, 2023

Total Time: 1 month 2 days

Participants: 368 (Turkey, Greece , Italy)

Response Team: Total 368

- 18 teachers between the ages of 26-59 Dec (6 from each country).

- 200 students between the ages of 7-11 in primary school 2, 3, 4, grades (10 per teacher). Dec.2, 200 students (10 per teacher).

- 50 parents between the ages of 30 and 55 (the number of parents and students varies, as some of the participating students are siblings). Dec.

Control Group: Total 320

- Dec. 1 for ages 7-11.,2.,3. 200 Students from their classes.

- 18 teachers between the ages of 25-57 Dec (6 from each country).

- 50 parents between the ages of 27 and 52 Dec

- 5 people from the control group (all students) stopped the intervention.

- 2 because of an illness that forces them to follow a certain diet.

Objectives

* To develop a better understanding of the causes and effects of obesity.

- * To improve the knowledge of the host educational system, culture, traditions, cuisine.
- * Learning the benefits of doing without exercise.
- * Raising the awareness of the participants about the principles of education.
- * Increasing physical activity to at least 1 hour a day.
- * To develop communication skills, interpersonal skills and self-confidence in the European environment.
- * To develop knowledge about the diversity of Turkish sports and culture.
- * Prepare a brochure for schools, one for students and parents.

Means of Intervention:

- Presentations / speeches
- Audio-visual material
- The Game
- Exercise exercises

The above have been prepared by teachers, nutritionists, psychologists, gymnasts.

Data collection tools :

- Weekly diet and exercise diaries of participating students and teachers (FORM 1. & FORM 2.).
- Observation of sports habits in the school community.

Units of measurement:

- *Walking
- * light tempo running
- *Without cardiac training

The Data Collection Process

Step 1: Establishment of a Data Processing Committee consisting of 3 experts, project manager and members.

Step 2: Data collection started before the intervention and stopped at the end of the intervention. The diaries of the participants were checked every ten days to detect changes in the eating habits of students and teachers, and indirectly parents, as well as changes in the time spent on physical activities (FORM 1. & FORM 2.)

Step 3: The logs of the participants were read and the links of each participant were transferred to a specific list of trainers and engines, when available.:

- 4 time periods (before the intervention; the first ten days of the intervention; the second ten days of the intervention; the third ten days of the intervention)

- 3 types of sports :

1. Walking
2. light tempo running
3. Cardiac training

where the number of exercises performed by the person during the ten-day period is recorded.

- 2 categories of physical activity

1. Organized physical activities
2. Unorganized physical activity

where the time in terms of hours during which each participant was active is recorded.

Step 4: Finally, the ear data was compared with the time periods to capture any differences.

Step 5: Also, from the data of each ten-day period, the average number of daily exercises and organized and non-motor activities attributed to the individual was calculated. (GRAPHICS 9, 10, 11, 12, 13)

Statistical analysis of the data

ANOVA was used for statistical analysis of physical data and correlation Decency between the participant groups. The relations between Dec:

(a) student control group and student intervention group.

(b) teacher intervention group and teacher control group.

EXERCISE DATA OF THE INTERVENTION GROUP

Exercise data before the intervention

200 Students in the intervention group:

- 200 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 200 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 200 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

18 Teacher exercises in the intervention group :

- 18 hours of walking in a ten-day period(an average of 1 hour per person per day).

- 18 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 18 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

An intervention method to change exercise habits in the first ten days

- Classroom and playground games on exercise.
- Information using relevant audiovisual material from the educational platform.
- Creation of exercise and sports presentation videos by students.

Exercises of the first ten days of the intervention

200 students in the intervention group:

- 200 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 200 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 200 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

18 Teacher exercises in the intervention group :

- 18 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 18 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 18 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

The second ten-day exercise habit change intervention method

- Classroom and playground games on healthy eating.
- Information using relevant audiovisual material from the educational platform photodendron.
- Creation of sports and exercise video presentation by students.

The exercise of the second ten-day intervention:

200 students in the intervention group:

- 200 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 200 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 200 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

18 Teacher exercises in the intervention group :

- 18 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 18 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).

- 18 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

The third ten-day exercise habit change intervention method

- Classroom and playground games on healthy eating.
- Information using the relevant audiovisual material from the educational platform of the photodendron.
- Creation of sports and exercise video presentation by students.

The third ten daily exercises:

200 students in the intervention group:

- 200 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 200 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 200 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

18 Teacher exercises in the intervention group :

- 18 hours of walking in a ten-day period(an average of 1 hour per person per day).
- 18 hours of light-paced running in a ten-day period. (an average of 1 hour per person per day).
- 18 hours of cardiac exercise over a ten-day period (an average of 1 hour per person per day).

NUTRITIONAL DATA OF THE CONTROL GROUP

Nutritional data of the control group before the intervention

200 Students in the control group:

200 Students in the intervention group:

- 100 hours of walking in a ten-day period(an average of 0.5 hours per person per day).
- 100 hours of light-paced running in a ten-day period. (an average of 0.5 hours per person per day).
- 100 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

18 Teacher exercises in the control group :

- 9 hours of walking in a ten-day period(0.5 hours per person per day on average).
- light-paced running for 9 hours in a ten-day period. (an average of 0.5 hours per person per day).
- 9 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

Nutrition data of the second day

200 Students in the control group:

- 100 hours of walking in a ten-day period(an average of 0.5 hours per person per day).
- 100 hours of light-paced running in a ten-day period. (an average of 0.5 hours per person per day).
- 100 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

18 Teacher exercises in the control group :

- 9 hours of walking in a ten-day period(0.5 hours per person per day on average).
- light-paced running for 9 hours in a ten-day period. (an average of 0.5 hours per person per day).
- 9 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

Nutritional data for the third ten days

200 Students in the control group:

- 100 hours of walking in a ten-day period(an average of 0.5 hours per person per day).
- 100 hours of light-paced running in a ten-day period. (an average of 0.5 hours per person per day).
- 100 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

18 Teacher exercises in the control group :

- 9 hours of walking in a ten-day period(0.5 hours per person per day on average).
- light-paced running for 9 hours in a ten-day period. (an average of 0.5 hours per person per day).
- 9 hours of cardiac exercise over a ten-day period (an average of 0.5 hours per person per day).

THE RESULT:

The switching regression model allows us to examine whether there is a difference in interaction between the groups formed depending on a certain situation. Dec. When all the coefficients and signs obtained from the analyses are evaluated as a whole, it is seen that regular exercise has a reducing effect on obesity and BMI value. Therefore,

individuals should be encouraged to do sports, awareness should be provided by explaining that obesity is a global problem that threatens human health in social media and digital environments, the impact and importance of sports, among other factors, in reducing obesity. For this purpose, there are hiking trails, bicycle paths, easily accessible gyms, etc. increasing the possibilities, 21. it will make an important contribution to the fight against obesity, which is Decried as one of the most important health problems of the century. Strategies should be developed by local governments and the central government to reduce obesity, and policy proposals should be created to encourage sports and physical activity.

DATA TABLES

TABLE OF EXERCISE DATA OF STUDENTS IN THE INTERVENTION GROUP

TIME PERIOD	STUDENTS	1 HOUR WALKING	1 HOUR LIGHT TEMPO RUNNING	1 HOUR CARDIAC EXERCISE
BEFORE INTERVENTION	200	50	50	50
1 ST TEN DAYS	200	200	200	200
2 ND TEN DAYS	200	200	200	200
3 RD TEN DAYS	200	200	200	200

TABLE 1.

TABLE OF EXERCISES DATA OF INTERVENTION GROUP TEACHERS

TIME PERIOD	TEACHERS	1 HOUR WALKING	1 HOUR LIGHT TEMPO RUNNING	1 HOUR CARDIAC EXERCISE
BEFORE INTERVENTION	18	3	3	3
1 ST TEN DAYS	18	18	18	18
2 ND TEN DAYS	18	18	18	18

3RD TEN DAYS	18	18	18	18
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TABLE 2.

TABLE OF NUTRITIONAL DATA OF PUPILS IN THE CONTROL GROUP

TIME PERIOD	STUDENTS	1 HOUR WALKING	1 HOUR LIGHT TEMPO RUNNING	1 HOUR CARDIAC EXERCISE
BEFORE INTERVENTION	200	50	50	50
1ST TEN DAYS	200	100	100	100
2ND TEN DAYS	200	100	100	100
3RD TEN DAYS	200	100	100	100

TABLE3.

TIME PERIOD	STUDENTS	1 HOUR WALKING	1 HOUR LIGHT TEMPO RUNNING	1 HOUR CARDIAC EXERCISE
BEFORE INTERVENTION	18	3	3	3
1ST TEN DAYS	18	9	9	9
2ND TEN DAYS	18	9	9	9

TABLE OF	3RD TEN DAYS	18	9	9	9
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NUTRITIONAL DATA OF TEACHERS IN THE CONTROL GROUP

TABLE 4.

TIME PERIOD	STUDENTS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	200	500	500
1ST TEN DAYS	200	2000	2000
2ND TEN DAYS	200	2000	2000

3RD TEN DAYS	200	2000	2000
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TABLE OF MOBILITY DATA OF PUPILS IN THE INTERVENTION GROUP

TABLE 5.

TABLE OF MOBILITY DATA OF TEACHERS IN THE INTERVENTION GROUP

TIME PERIOD	TEACHERS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	18	6	60
1ST TEN DAYS	18	180	180
2ND TEN DAYS	18	180	180
3RD TEN DAYS	18	180	180

TABLE 6.

TABLE OF MOBILITY DATA OF TEACHERS IN THE CONTROL GROUP

TIME PERIOD	TEACHERS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	18	6	60
1ST TEN DAYS	18	180	180
2ND TEN DAYS	18	180	180
3RD TEN DAYS	18	180	180

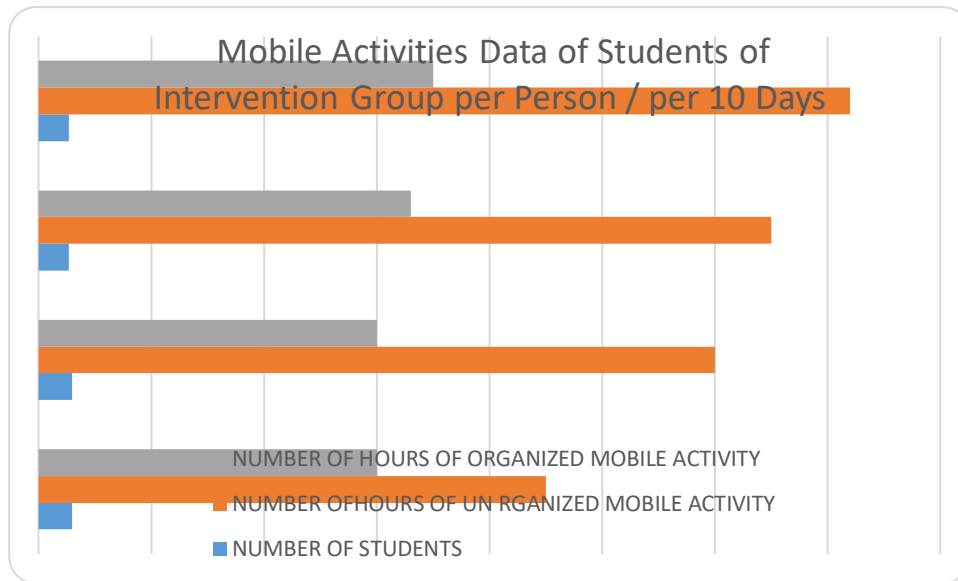
TABLE 7.

TABLE OF MOBILITY DATA OF PUPILS IN THE CONTROL GROUP

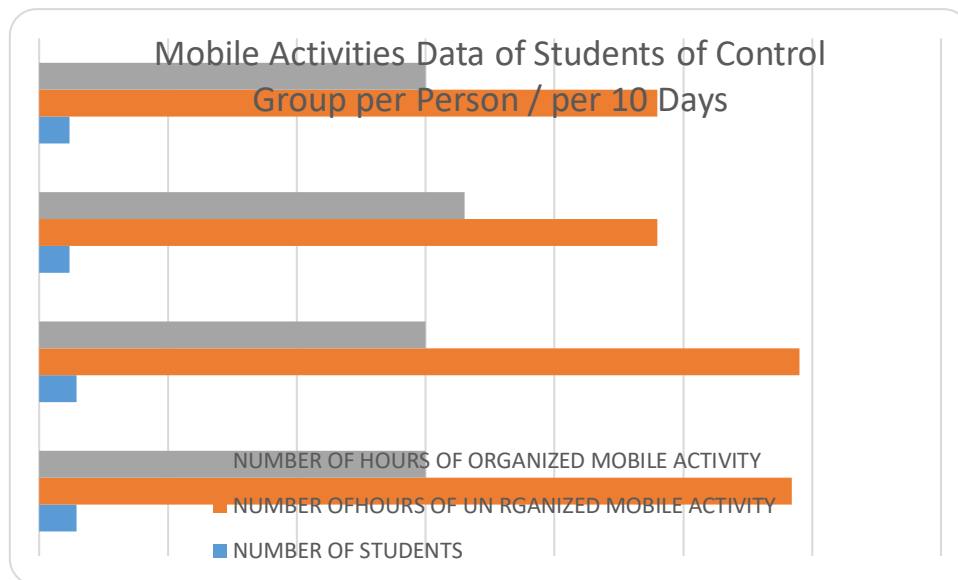
TIME PERIOD	STUDENTS	NUMBER OF HOURS OF NON-ORGANISED PHYSICAL ACTIVITY	NUMBER OF HOURS OF ORGANISED PHYSICAL ACTIVITY
BEFORE INTERVENTION	200	50	50
1ST TEN DAYS	200	1000	1000
2ND TEN DAYS	200	1000	1000
3RD TEN DAYS	200	1000	1000

TABLE 8.

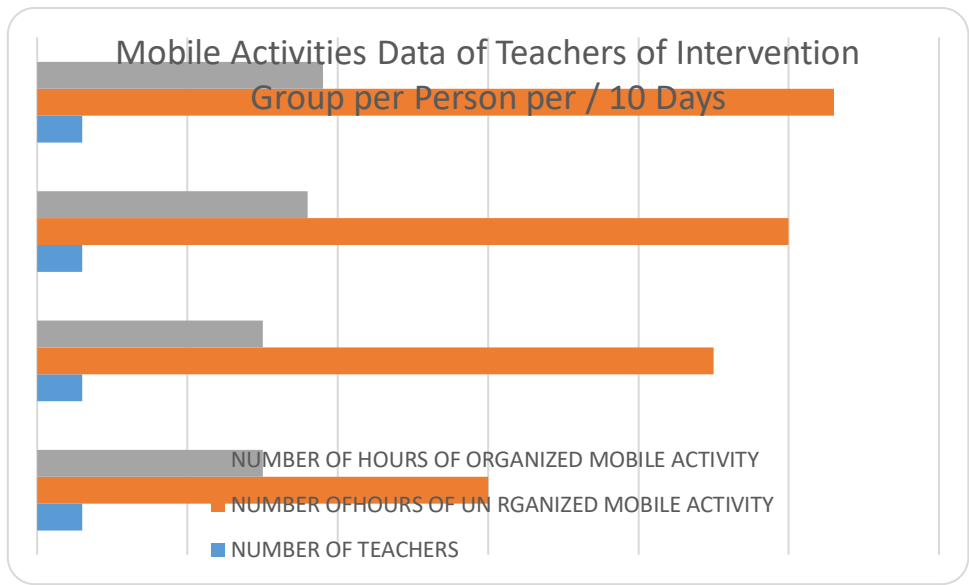
DATA GRAPHS



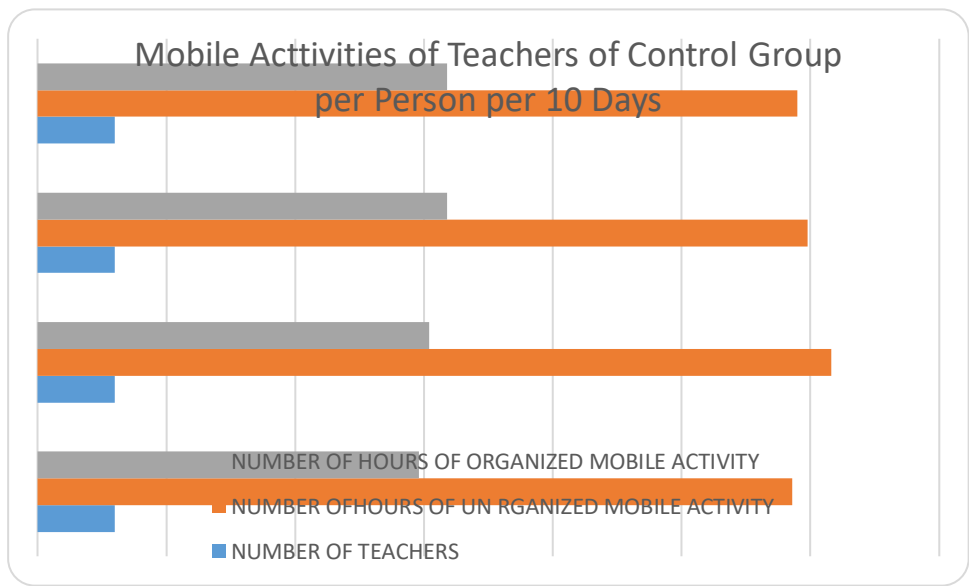
GRAPH 1.



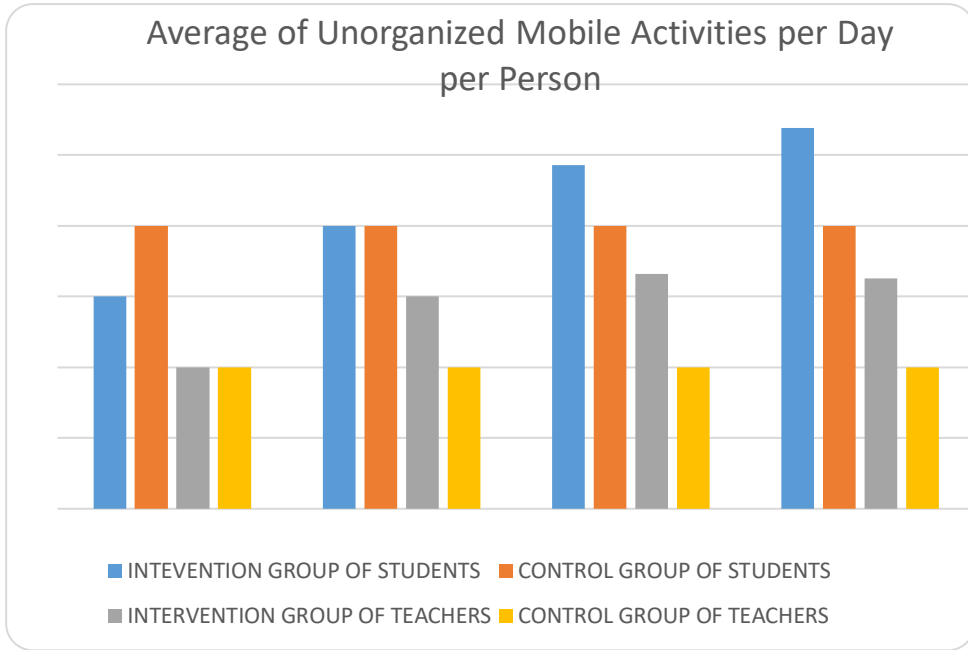
GRAPH 2.



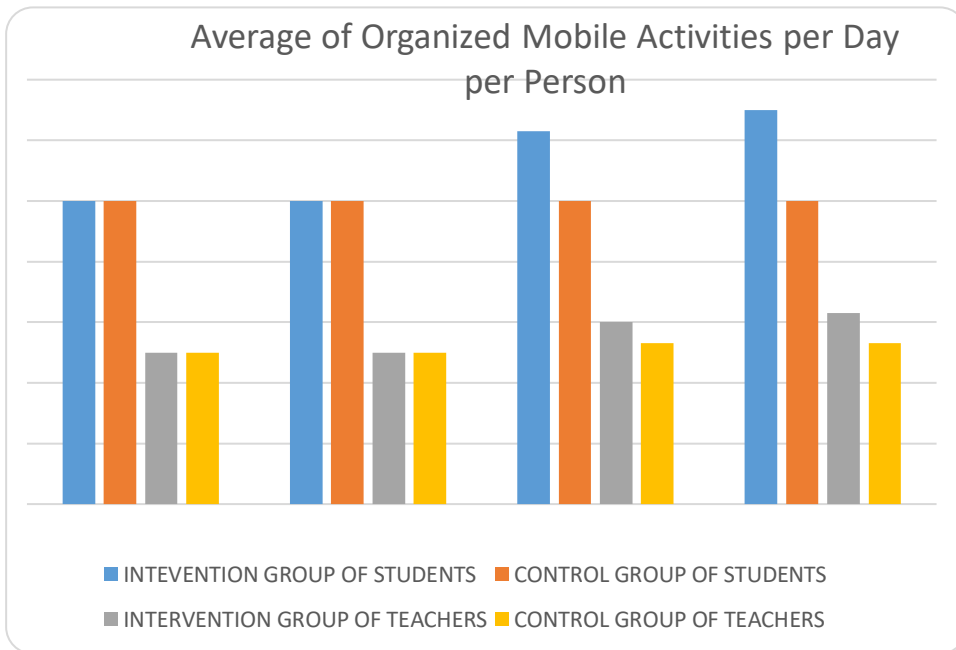
GRAPH 3.



GRAPH 4.



GRAPH 6.



GRAPH 7.



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Live mobile, eat healthy, catch quality

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KA2 STRATEGIC PARTNERSHIP PROJECT

2021-1-EL01-KA210-SCH-000051122

LTTA5 Sports and physical activities to combat sedentarism and obesity

tendencies - Virtual Exchange

The Intervention Process and its Consequences

Start Date: September 18, 2023

The date of termination of the intervention: October 20, 2023

Total Time: 1 month 2 days

Participants: 368 (Turkey, Greece , Italy)

Response Team: Total 368

- 18 teachers between the ages of 26-59 Dec (6 from each country).

- 200 students between the ages of 7-11 in primary school 2, 3, 4, grades (10 per teacher). Dec.2, 200 students (10 per teacher).

- 50 parents between the ages of 30 and 55 (the number of parents and students varies, as some of the participating students are siblings). Dec.

Objectives

- * To develop a better understanding of the causes and effects of obesity.
- * To improve the knowledge of the host educational system, culture, traditions, cuisine.
- * Learning the benefits of doing without exercise.
- * Raising the awareness of the participants about the principles of education.
- * Increasing physical activity to at least 1 hour a day.
- * To develop communication skills, interpersonal skills and self-confidence in the European environment.
- * To develop knowledge about the diversity of Turkish sports and culture.
- * Prepare a brochure for schools, one for students and parents.

Means of Intervention:

- Presentations / speeches
- Audio-visual material
- The Game
- Exercise exercises

The above have been prepared by teachers, nutritionists, psychologists, gymnasts.

Data collection tools :

- Calculation of BMI

Units of measurement:

* BMI

The Data Collection Process

How is Obesity Calculation Done:

In order to calculate obesity, the Body Mass Index (BMI), is used. Body Mass Index calculation, also known as obesity calculation method, can be performed by dividing the body weight in kilograms by the size in m².

For example, with a weight of 75 kilograms, 1.70 mt. the obesity calculation of a person of height can be as follows:

$75 \text{ kilograms} / 1.70 \text{ height}^2 = 25.95$

25.95=25.95 (bulk-overweight)

According to this, BMI is defined in 6 classes. You can also find out your Body Mass Index ratio according to your own height and weight according to the following data:

- Weak <18.5
- Normal 18.5-24.9
- Mass (overweight) 25-29.9 (slightly increased risk of diabetes and heart disease)
- Obese 1 (Obesity) 30-34,9 (the risk of diabetes and other diseases gradually increases)
- Obese 2 (Morbid obesity) 35-39,9
- Obese 3 (Super morbid obesity) >40 (risk of fatal diseases)

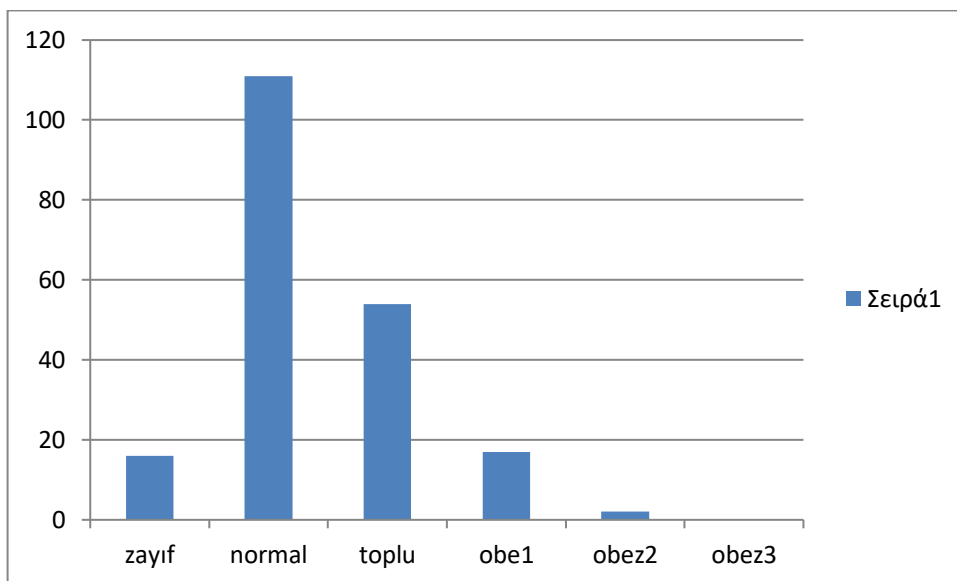
In other words, having a Body Mass Index above 30 is called obesity. being over 40 is called morbid obesity and being over 50 is called super morbid obesity.

We calculated the BMI of the participants before the intervention started and after it ended

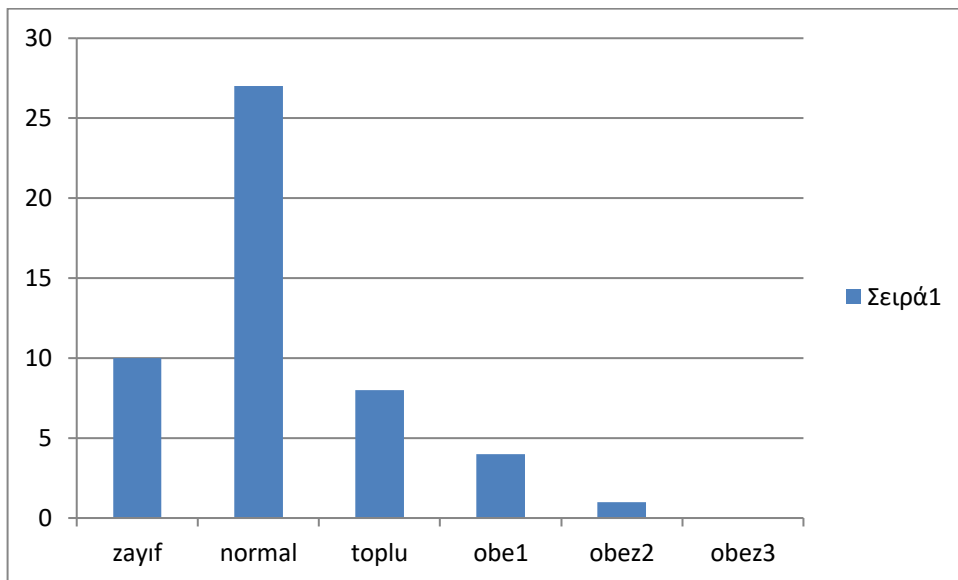
Analysis of the results

Comparison of the results, for each participant, before and after the intervention. After comparing the BMI of the participants, the following were observed: for the students, a decrease in toplu and obe1 and we had an increase in zayıf. For teachers and parents no significant changes in BMI were observed before and after the intervention. The results are shown in the following graphs.

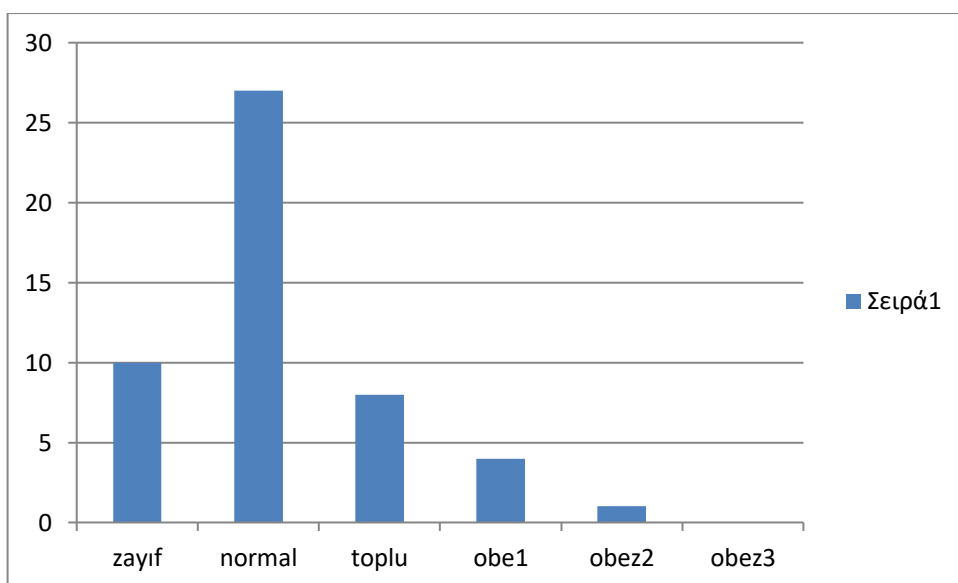
GRAPHIC: PRE-PROJECT STUDENT MASS INDEX BODY TYPE



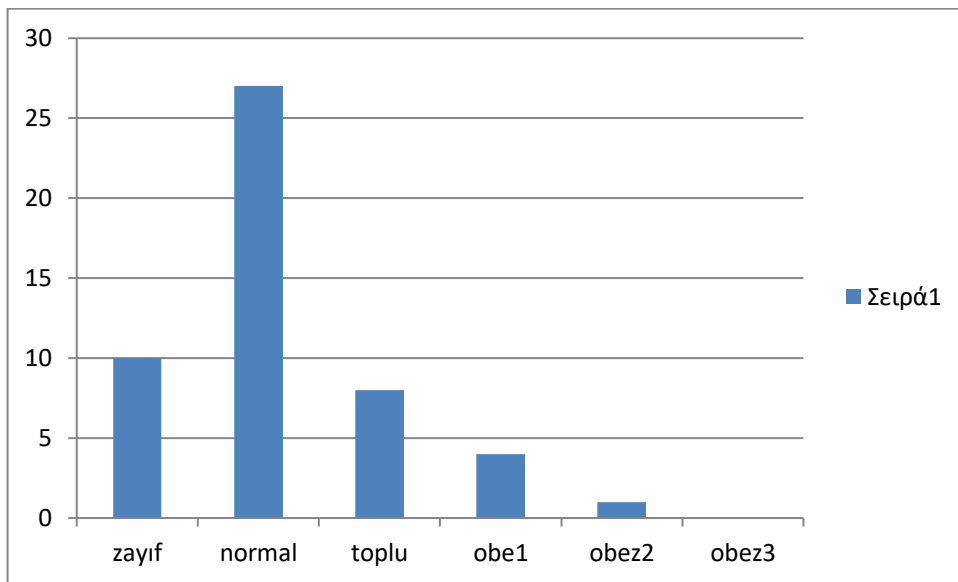
GRAPHIC : PRE-PROJECT TEACHER MASS INDEX BODY TYPE



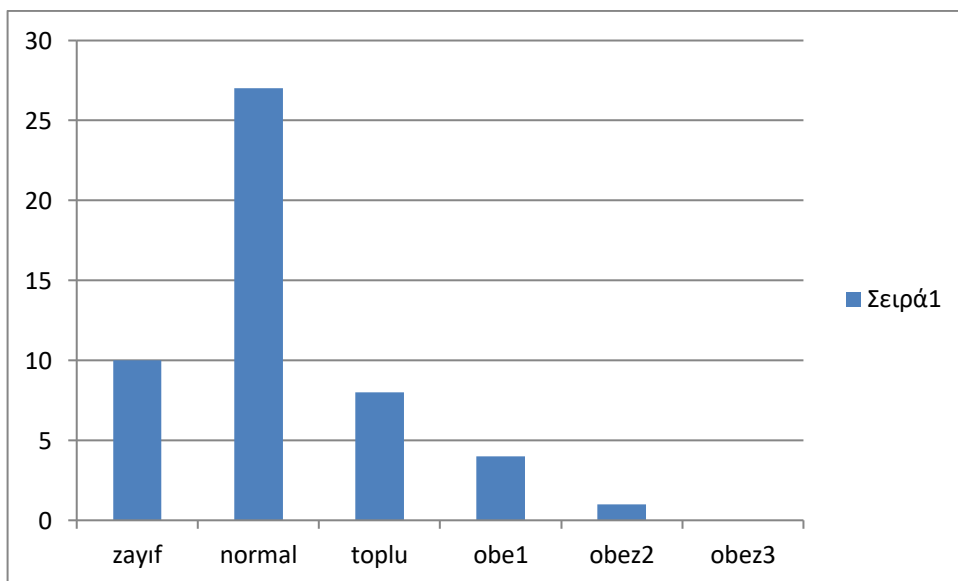
GRAPHIC : PRE-PROJECT PARENT MASS INDEX BODY TYPE



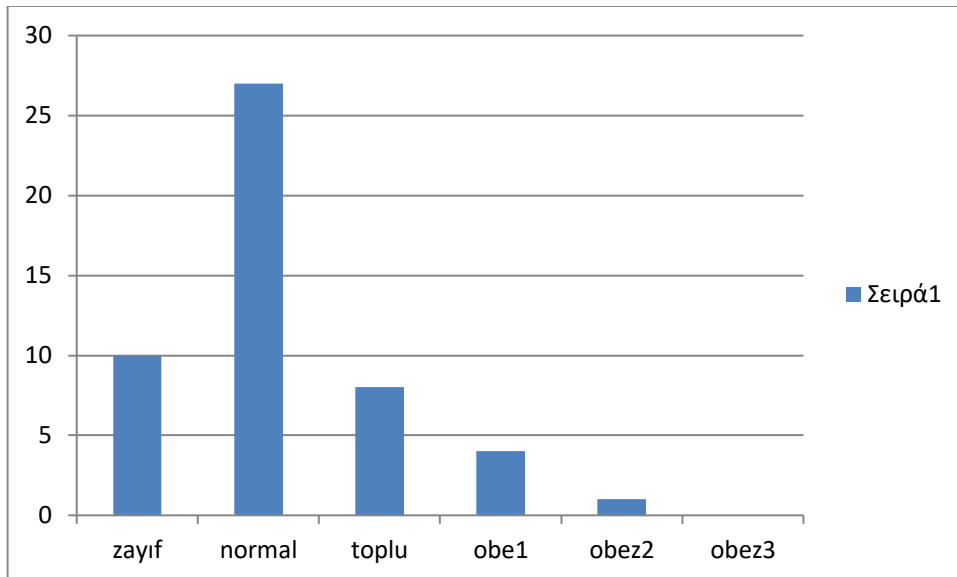
GRAPHIC: STUDENT MASS INDEX BODY TYPE AFTER THE PROJECT



GRAPHIC : TEACHER MASS INDEX BODY TYPE AFTER THE PROJECT



GRAPHIC : PARENT MASS INDEX BODY TYPE AFTER THE PROJECT



THE RESULT

The comparison of the results indicates the need for the development and implementation of diet and exercise programs within the school community, as proper information and education on nutrition and physical activity can contribute to maintaining population health. Therefore, individuals should be encouraged to do sports, awareness should be provided by explaining that obesity is a global problem that threatens human health in social media and digital environments, the impact and importance of sports, among other factors, in reducing obesity. For this purpose, there are hiking trails, bicycle paths, easily accessible gyms, etc. increasing the possibilities. It will make an important contribution to the fight against obesity, which is Declared as one of the most important health problems of the century. Strategies should be developed by local governments and the central government to reduce obesity, and policy proposals should be created to encourage sports and physical activity.

