



Training toolkit for the implementation of the HEPAS modules

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Technical sheet

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For further information on the HEPAS Project please follow the link:

Website: <https://www.movingschoolsaward.com/hepas/>



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1. Introduction

In the framework of the HEPAS project a teacher training toolkit was developed to support the implementation of the project's outcomes. The aim is to assist mainly the schools' representatives (mostly Physical Education teachers and principals), as well as the representatives of organizations who can support schools on their way to become Healthy and Physically Active Schools.

The toolkit contains materials structured into **Core** and **Additional** modules. The **Core module** contains information, materials mainly for school staff, generally for school level, and the **Additional module** for regional or national coordinators, organizations, that are in the position to support many schools, with the intention to build a network among the Healthy and Physically Active schools.

2. The Toolkit Materials and Contents

In the following, an overview of the teacher training contents is given, followed by possible scenarios for implementation of the theoretical and practical parts of the training.

2.1 Overview of the teacher training concept

The toolkit uses the materials which are the project outcomes of the HEPAS project. The project was planned and executed with the intention to provide theoretical background as well as practical implementation materials. Offering a balance between theory and practice is one of the goals of the toolkit.

The HEPAS project's outcomes are:

- A scientific, evidence-based literature review;
- The Healthy and Physically Active School model;
- Guidelines for implementation;
- Best practice compilation in ready to use templates;
- PPT presentations;
- Infographics and PDFs;
- Doodly videos.



We will mark at the recommended structure for a session (see chapter 2.2) in which case which materials should and could be used during a training. All the materials are free to download from the HEPAS project website: <https://www.movingschoolsaward.com/hepas-toolkit>.

2.2 Guidelines and scenarios for implementation

In the following, guidelines and possible scenarios for implementation regarding the structure and the timing of the teacher training with different modules are given. Generally, it can be said that the teacher training should embrace at least 3 hours in total (app. 2/3 presentations and 1/3 discussions, group works), in order to be able to address all relevant phases and parts in a meaningful way.

A possible scenario for the minimum part, which concludes mainly those contents that are important on school level, is presented in Table 1. The additional content intended to support national and regional organizations that have access to multiple schools is supposed to support developing a network of HEPAS schools (Table 2).

Table 1. Minimum scenario for a HEPAS School Staff Training of 3 hours

Steps	Time	Topic	Resources and materials
-	5'	Welcome & introduction	
A	10'	The HEPAS project Introduction and presentation of the HEPAS Project	PPT presentation
B	15'	The HEPAS model of a physically active and healthy school Introduction	PDF and PPT presentation
	10'	The HEPAS model of a physically active and healthy school Communication materials	Doodly video, infographic
C	10'	The 5 HEPAS Dimensions In general	PPT presentation
	10'	One chosen dimension in detail	PPT presentation
	10'	Communication materials	Doodly video, infographic
D	10'	Best practice examples	PDFs
	30'	Group work – local best practice examples <ul style="list-style-type: none"> • Discussion of the respective dimensions • Identify relevant examples of best practice 	
E	15'	HEPAS Guidelines	PPT presentation
	25'	Group work – utilizing the Guidelines in school setting	
-	15'	ME evaluation	Evaluation forms
	15'	Q and A session	

Table 2. Additional content for a HEPAS Multiplier Event of 4.5 hours

Steps	Time	Topic	Resources and materials
F	25'	Advocacy, network building and promotion of HEPAS on national level <ul style="list-style-type: none"> • HEPAS support for schools • Communication with schools • How can a network be useful for all parties 	PPT presentation
	45'	Group work Exchange on the possible use and usability of the HEPAS resources: <ul style="list-style-type: none"> • What can be the added value for a school? • What examples could you implement? 	
G	20'	Links and connections to the Moving Schools Award <ul style="list-style-type: none"> • Background • Website • Resources 	PPT presentation, website, self-assessment tool

3. The Modules of the Toolkit

3.1 Core Module – for Schools (School Staff)

STEP A – About the HEPAS project

In this presentation the participants get an introductory overview about the HEPAS project; its background, objectives, project partners, timeline, aims, and goals, etc. And of course, what is the reason behind becoming a Healthy and Physically Active school, including the benefits, the areas, the relevancy of physical activity in a school backed up by a scientific review.

STEP B – The Healthy and Physically Active School Model

During the presentation the participants get a comprehensive view of the Healthy and Physically Active School Model's many dimensions and layers that represent the functions and environment of a school from a physical activity and health promotion point of view. The Model is based on a literature review, which gives the project and the model a scientific fundamentum.

STEP C - The five dimensions of an Active School

In this part the participants get a deeper understanding of the five dimensions of the HEPAS model: definitions, sub-categories, recommendations in Physical Activity, Physical Education, School Sport, Healthy Lifestyle and Transversal dimensions. This part also provides a good chance to discuss actualities, benefits and difficulties of the given dimensions in different school settings and environments. In general, the better the understanding of the dimensions, the better the understanding of the Healthy and Physically Active School model, so it is worth to take time for it.

STEP D – Best practice examples

One of the major achievements of the HEPAS project is the collection of best practices in all dimensions from all over the world. From more than 130 examples 32 were handpicked to represent the idea of what can be achieved and developed by schools and school-related organizations in the different dimensions. In some of the cases the examples can be clearly linked to one dimension, but mostly the practice examples cover more than one dimension – which also highlights the necessity to think comprehensively when developing physical activity and health promotion in school settings.

STEP E - HEPAS Guidelines

In this part the participants meet the HEPAS Guidelines for Implementation, which is a document for schools to get to know more about the process of becoming a Healthy and Active School. Since

it takes a lot of effort and dedication from schools to go along this road, and usually it is not a linear process, it is crucial to thoroughly prepare for the interventions, tasks, and responsibilities, etc. The Guidelines for Implementation helps schools to make the right decisions.

3.2 Additional Module – for National/Regional Coordinators (Agents)

We believe that every school can do something to offer a better environment for physical activity and health within school settings. For that reason, schools could learn a lot from each other, especially when it is supported by an organization that has the opportunity to develop and maintain a network of schools. The HEPAS Toolkit's additional module targets generally address these national or regional level organizations, and help them fulfil their tasks as a facilitator for Healthy and Physically Active Schools.

STEP F - Advocacy network building and promotion of HEPAS on national level

In this part the process and possibilities for advocacy, network building and promotion of HEPAS on national and regional level can be presented. The session also provides a more thorough overview of all the documents and resources that are relevant for advocacy and network building, optimally in small group work. Such resources are the communicational templates, infographics, best practice examples (within the project and locally as well), and other, specific ways of support that are relevant in their context.

STEP G - Links and connections to the Moving Schools Award

Prior to the HEPAS project a couple of related projects were finished, which provided a basis for the HEPAS objectives. The most relevant project among these was the EU-PALS project presenting a *European Physical Activity Label for Schools*, established in the format of the *Moving Schools Award* (<https://www.movingschoolsaward.com/>) as a quality mark system for physically active schools. As part of this award, a self-assessment tool for schools was developed on three dimensions (*Physical Activity*, *Physical Education*, and *School Sport*). This tool can be transferred to the HEPAS context and function as a self-assessment there as well. In the frame of the training, during this step, the *Moving Schools Award* can be presented, with the aim to invite interested schools to implement the self-assessment in order to provide a basis for school development activities. Further on, the HEPAS resources shall support schools when aiming to apply for one of the three levels of the *Moving Schools Award*.



4. Recommendations

During the HEPAS project, so-called *Multiplier Events* for the dissemination of the project results and resources took place in 15 European countries in the format of a training as described above. In a training evaluation survey, data from 94 participants in trainings in five European countries (Italy, Luxembourg, Malta, Portugal, and Romania) was collected. Based on the findings of this survey, the following recommendations can be suggested to further develop and improve future HEPAS trainings:

- The resources and the overall structure of the training are important elements for the successful delivery and completion of the multiplier events.
- The interaction between the participants and the trainers plays an important role in the successful implementation of the trainings.
- Participants find more interesting and engaging the parts of the trainings in which practical activities and best practice examples of how to apply the HEPAS concept are presented.
- In order for the participants of the trainings to recommend this training to their colleagues, the events should be adequately organized and delivered (including resources, content, structure, and best practice examples).
- If possible, the timeframe of the trainings should be more adequately programmed to suite the participants' individual schedule.
- The trainings should last approximately 4 to 5 hours, in order to keep the participants interested and engaged.
- During this time (i.e., 4-5 hours), the organizers should include and present a wide variety of related topics.
- The involvement of people from governmental and non-governmental organizations in the trainings (and not only teachers or other school staff), especially those that represent parents and school principals' involvement, which could potentially bring educational benefits to the schools, is considered crucial according to the participants' point of view.



5. Complimentary materials

For a successful implementation of the teacher training, a series of complementary materials are made available for download. In the following, the respective materials are listed and shortly described.

5.1 Best practice examples, Infographics, Doodly videos

Best practice examples

More than 30 best practice examples from all over Europe in all five dimensions are presented. Each best practice contains a description with information about the targeted dimension categories and possible effects of the intervention, useful content about social interaction, impact on attitudes and organisational needs, as well as weblinks and/or contact information to access further information about the example.

The examples of best practice are made available for download separately. Please follow this link to download the examples: <https://www.movingschoolsaward.com/hepas-best-practice>

Infographics

The infographics contain important findings, outcomes, recommendations, and information about the different components of the HEPAS project, based on the literature review.

The infographics are made available for download separately. Please follow this link to download the infographics: <https://www.movingschoolsaward.com/hepas-infographics>

Doodly videos

Doodly videos are informative videos that collect and help visually overview the outcomes of the HEPAS infographics and other HEPAS resources.

The Doodly videos are accessible on the HEPAS website. Please follow this link to access them: <https://www.movingschoolsaward.com/hepas-videos>

5.2 Training documents

In order to facilitate the organisation and implementation of the teacher training, some helpful documents have been developed:

- An *invitation letter for participants*, informing about the aim of the teacher training;
- A *list of participants*, where participants can register and sign;



- A *confirmation of participation* to acknowledge the participation of the participants;
- An *evaluation form for participants* to evaluate the training;

The training documents are made available for download separately. Please follow this link to download the documents: <https://www.movingschoolsaward.com/hepas-toolkit>

