



*Toolkit*



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This toolkit has been created to help teachers and practitioners develop and deliver the Moving Schools Challenger (MSC) project in their schools.

It provides an easy to follow step-by-step guide to establishing a successful project.



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# What is MSC?

Moving Schools Challenger (MSC) is a pan-European project which aims to promote physical activity and the adoption of a healthy lifestyle in children and young people throughout the school year. It is designed to be non-competitive and fun.

Every month schools participate in a different challenge and are awarded healthy kilometres for the activities they undertake. Their overall goal is to increase the number of healthy kilometres they collect each month and increase students' awareness of the importance of healthy active lifestyles.

The concept was born out of the experience of a successful programme in Spain which produced a marked increase in students' activity levels. In 2023, the Moving Schools Challenger pilot was launched in 7 European countries, and expanded to 27 countries in 2024. See the map of participating schools (check for updates) [here](#).



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# The need

The World Health Organisation recommends that children and young people;

- take part in a minimum of one hour of physical activity a day and
- consume 400g of fruit and vegetables a day.

Data shows that 3 out of 4 adolescents do not engage in enough physical activity and that is the case in almost all countries in Europe. The situation has worsened as a result of the Covid-19 pandemic and there has also been a marked increase in young people experiencing mental health issues.

The Moving Schools Challenger project aims to address these issues by improving both the physical activity levels and emotional health of young people.



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# The partners

- **Deporte para la Educación y la Salud** (Spain)
- **EUPEA** (Luxembourg)
- **L'Orma** (Italy)
- **ISCA** (Denmark)
- **Autonomous University of Madrid** (Spain)
- **V4Sport** (Poland)
- **Youth Sport Trust International** (UK)
- **BG Be Active** (Bulgaria)



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# Using the toolkit

The toolkit is divided into 2 main sections:

**Section 1** – How to take part and deliver your project (pg. 7-17)

**Section 2** – Example activity and supporting information (pg. 18-27)



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# How to take part

This flow chart outlines the process and timeline for schools to join the programme.

Schools <u>register</u> for the project	April - June
Schools Undertake monthly activities Log healthy kilometres Log social media posts	September - June
Schools complete initial monitoring and evaluation (M and E) questionnaires	October
Schools complete feed-back questionnaires about MSC	February
Schools complete M and E questionnaires and final feed-back questionnaire about MSC benefits	May



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# Calendar of moments

The calendar of moments can be used as a guide to help schools select activities each month and act as a motivation for children to take part.

- A topic will be suggested for each of the 10 months of the project, designed to coincide with a particular event in Europe or worldwide, e.g. September – European School Sport Day.
- Other international events may stimulate activities such as outdoor learning and recycling.
- Schools may also decide to use a local event such as a festival or local sporting event as a motivational tool.
- Finally, schools may build upon existing events in their school calendar such as a family fun day, outdoor activity day or activities that children suggest.







# Calendar of moments

The themes for the pilot year's calendar of moments can be found [here](#) as an example.

To assist planning there is also a short challenge guide for schools to use each month to identify their activity chosen and to support them. Schools have flexibility on how to implement activities. They may include all children, different age groups of children or classes of children.

See [here](#) an example of a monthly challenge.



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# Healthy Kilometres

The aim is for schools to count the number of healthy kilometres (HKms) children achieve each month, which they should try to increase throughout the year.

The table below outlines an example of how healthy kilometres can be calculated.

Type of activity	Time (hours)	Number of healthy kilometres (HKms)
<b>High intensity</b> Individual - running, swimming, cycling, skating, power lifting, kick boxing, rope jumping Team - basketball, football, volleyball	1	10
<b>Low intensity</b> Walking, hiking, yoga	1	3

HKms can also be awarded to children who design their own activities to support a monthly theme.





# Healthy Kilometres

There is also the opportunity to award healthy kilometres for healthy choices children make.

<b>Type of activity</b>	<b>Goal</b>	<b>Number of healthy kilometres (HKms)</b>
Eating fruit at school	1/day - 5/week	1 for 1 day - 5 for school week
Drinking water at school	1 litre/day	0.5 per day
Avoiding consumption of sugar, pre-prepared/junk food, sweetened beverages	None during the school day	5 per week

These tables are non-prescriptive examples and should not be overcomplicated. They are not intended as scientific or objective documents but as motivational aids. The simpler the tables are kept, the better they will be understood.





# Healthy Kilometres

## Calculating HKms

**Step 1** – identify if your activity is high intensity like running or football or low intensity like walking or yoga.

**Step 2** – calculate HKms based on the amount of time spent doing the activity. For example, an hour of high intensity activity by a student = 10 Hkms and 30 minutes = 5 Hkms. An hour of low intensity activity = 3 Hkms and 30 minutes = 1.5 HKms.

**Step 3** – remember that HKms can also be collected if healthy food and drink choices are made by pupils. For example. 1 HKm can be added per day if a student eats fruit on that day or 0.5 HKm per day if a student drinks a litre of water.





# Healthy Kilometres

Schools are free to create their own method for tracking healthy kilometres throughout the month, such as a spreadsheet or a paper register, but we also provide a template for convenience. Monthly HKms can be added up and logged as frequently as desired, whether after each activity, weekly, or at the end of the month.

However, schools **must submit their total HKms** achieved that month **before the end of the first week** of the following month, using this form.

Finally, schools are encouraged to give their students responsibility for calculating and collecting Hkms. It is a fun way to keep them motivated about MSC and also avoids teachers being overloaded with extra tasks. Here is an **example of a good practice** developed by the school Ceip Novenes de Calatrava (Spain) about "*Adding Kms for Our Health*"





# Media and story telling

Schools are required to create and publish a social media post every month to highlight the activities they have chosen for their monthly challenge.

Media can take many forms including a case study, stories, interviews and photos; they can be posted on a variety of platforms.

Below are some simple tips to help you.



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# Media and story telling

## Story telling

A story may be about an individual child, a class or how your whole school is involved in the Moving Schools Challenger project.

Here are some points to consider:

- Before starting, think about the audience you want to engage with.
- Will your story stir an emotion such as interest, anticipation, surprise, motivation, joy?
- Think of a good title to capture attention.
- Develop a strong sense of the main points you want to communicate.
- A story should be succinct, and the important information should feature in the first paragraph.
- Use quotes from children and adults to bring a story to life.





# Media and story telling

## **Video diaries**

Many children will know intuitively how to shoot good footage as they have grown up with Smartphones.

- Identify children who appear energetic and confident to do this.
- These could be short 5-minute videos each month.
- The best moments to film will be during sporting activities.
- Children could film a friend, film the general activities or film a teacher or leader of the activity.







# Media and story telling

## Interviews

- When conducting interviews, it is better to use a quiet location.
- Having activities in the background will make the interview seem genuine and adds a sense of authenticity and time and place.
- Encourage the person being interviewed to look at you and not the camera.
- Make them feel comfortable by smiling and nodding at their responses.
- Tell them each question before you start filming so they have time to think about the answer they might want to give.





# Media and story telling

## Taking photos

Below are some tips to help you create a perfect shot:

- Smartphones are a good choice as people are used to taking photos with them.
- Take time to observe the activity before deciding what you are going to photograph.
- Think about how you can make your photo interesting or unusual such as a shot from above or below the activity.
- Keep it simple, try not to capture too much action in one photo.
- If focusing on an individual, try to ensure they are in the centre of the shot.
- Think about lighting, make sure the sun is behind you or the activity is not in too much shade.
- **Important:** obtain parental permission to take pictures of children in compliance with GDPR.





# Media and story telling

## GDPR

Personal data is valuable. General Data Protection Regulation (GDPR) is an EU law with mandatory rules for how organisations must use personal data in an integrity friendly way. Personal data means any information which, directly or indirectly, could identify a living person such as name, phone number and address. Processing data means collecting, structuring, organising, using, storing, sharing, disclosing, erasing and destruction of data. Every organisation that processes personal data must ensure that the personal data it uses fulfils the requirements of the GDPR.

For more information about GDPR please visit the [European Commission website](#) or the [Information Commissioner's Office](#) if you are based in the UK



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# Example activity

Below is an example of a school activity.

## **Co-Active Recess**

This example of good practice comes from IES Cardenal Cisneros Secondary School, a public secondary school in Madrid

The starting situation is similar to that of many schools after the Covid-19 pandemic: an excessive increase in the use of new technologies which, in almost all cases, leads to a sedentary lifestyle, and a very low participation in physical and sporting activities when the students' lifestyle habits are investigated.

The pilot project called "Co-Active Recess" made 16-year-old pupils the managers and peer leaders of basketball, volleyball and chess tournaments during breaks, which also coincided with the European fruit and milk programme for pupils.





# "Co-Active Recess"

## **Description of the good practice**

The 16-year-old pupils successfully organised the tournaments for 30 teams of pupils aged 12 to 15, managing all these breaks: tournament tables, registration of teams, refereeing, times and records of the activities carried out.

Within 3 weeks, the pupils had acquired an automated routine at break time: they left the classroom, went down to the hall, got fruit and milk, went to break time and checked when it was their turn to play their chosen sport.





# "Co-Active Recess"

## Findings and final remarks

During the project, there was a significant increase in physical activity and fruit consumption, with 20% of pupils meeting the WHO recommendations on a daily basis.

This simple example can help any school to participate in the MSC without burdening teachers/school staff, as it shows that just by giving pupils a few guidelines:

- simple activities require minimal adult or teacher intervention,
- peer leaders can lead and manage simple activities,
- engaging students in tracking their own activity involvement is a motivator, and
- students tracking their own involvement makes it much easier to log HKms.





# Research activities

The main objective of the MSC is to increase the physical activity level of children and adolescents, as well as enhancing other healthy behaviours, such as improving diet.

To verify whether this objective is reached, an investigation will be carried out aimed at corroborating if the participating students improve their healthy behaviours.

Thus, all students from the participating centres aged 6 to 18 years will be invited to fill out an online questionnaire twice: at the beginning and at the end of the project. By comparing the answers to both questionnaires, we will be able to know if the MSC program contributes to improving the lifestyles of students.



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# Research activities

This questionnaire will provide relevant and useful information on the level of physical activity and other healthy lifestyle behaviours, covering:

- (i) general information (e.g., gender or age),
- (ii) physical activity and physical fitness level,
- (iii) other health-related behaviours (e.g., sedentary behaviour, sleep, or diet), and
- (iv) interests and opinions of students about physical activity and sports.

Finally, it should be noted that, in the middle and/or end of the project, some forms will be provided through which teachers, parents and students will give their opinion on the MSC program, as well as possible proposals for improvement.







# Further information

## **Further information and support**

National Coordinators [links](#)

[Moving Schools Challenger website](#)



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# Appendix 1

## STEP Framework

We want all children to feel included and be successful in the activities you choose. Making the activity easier will enable children to take part, while making the activity harder will challenge and extend their skills.

The STEP framework can help to modify or adapt chosen activities.

STEP stands for:		What can I change?
<b>S</b>	Space	Where the activity is happening
<b>T</b>	Task	What is happening
<b>E</b>	Equipment	What is being used
<b>P</b>	People	Who is involved





# Appendix 1

## STEP Framework

SPACE	How can we change the size/location/length/distance?
Where?	<ul style="list-style-type: none"><li>• Shorter distances or smaller areas may make the activity easier</li><li>• Using a zoned area can create safe playing areas or areas where students can be matched by ability</li><li>• Nearer targets make games easier</li><li>• More space in ball games may give more reaction time</li><li>• Students can start at different times or from different places for their activity</li></ul>





# Appendix 1

## STEP Framework

TASK	How can we change the way we take part/complexity/role/rules/speed/progressions?
What?	<ul style="list-style-type: none"><li>• Simplify the activity by changing an aspect of it - e.g. brisk walking a kilometre</li><li>• Make the activity harder - e.g. running a kilometre</li><li>• Change rules to increase inclusion - e.g. allow different starting places or rules to ensure everyone is involved - e.g. everyone in a group must contribute to for the class to be successful</li><li>• Vary the time of the activity - e.g. younger children take part for less time than older children</li></ul>





# Appendix 1

## STEP Framework

EQUIPMENT	What is being used?
What is being used?	<ul style="list-style-type: none"><li>• Balls, mats, flags, scarves, feet, cones, bean bags, floats, hurdles, plastic markers, ropes, canes, soft equipment, bats, racquets.</li><li>• A change of equipment can change the activity in a variety of ways:<ul style="list-style-type: none"><li>• lighter balls travel more slowly in the air and give more reaction time.</li><li>• larger balls are easier to see and catch.</li><li>• softer/slightly deflated balls are easier to catch.</li><li>• different coloured balls are easier to distinguish from the background colour.</li></ul></li></ul>





# Appendix 1

## STEP Framework

PEOPLE	How can we change the groupings/interaction/way the students work together?
Who with?	<ul style="list-style-type: none"> <li>• Independently, in groups, in pairs, in teams, with friends.</li> <li>• In age groups or classes</li> <li>• Mixed or same ability.</li> </ul> <p>Groupings may be determined by the type of activity and number of adults supervising. You can involve older students to lead and manage activities. Try it! You'll be surprised at the results.</p> <ul style="list-style-type: none"> <li>• At primary school (6 to 12 years old), 11-12 year old children can effectively manage activities for other students and teachers.</li> <li>• At secondary school (13 to 17 years old) different peer groups can rotate to plan and lead activities.</li> </ul> <p>Students may also be involved in the logging of healthy kilometres - skills such as planning and leading activities are valuable life skills</p>

