

## EVA Project: An educational and collaborative intervention for fostering school's autonomy on the promotion of PA and healthy lifestyle habits

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Funding: Projecte GV/2020/062.



### Introduction

The school context and, particularly, the Physical Education subject, are considered enabling environments for the development of programs to promote healthy lifestyles habits in young people. Conversely, although interventions programs are common, the transference to healthy behaviors out of school is infrequent (Sevil-Serrano, et al., 2020). Classroom climates and didactic strategies are essential for obtaining lasting and meaningful learning experiences (Di Battista et al., 2019). In this sense, the use of active and participatory methodologies with students better predisposes educational interventions to become sustainable (Boonekamp et al., 2019).

### Objectives

Firstly, to stimulate a collaborative and reflective dialogue between researchers, teachers and students, on the aspects of their social and physical environment that are important to create and/or maintain healthy lifestyles habits. Secondly, to facilitate schools to become autonomous for developing and leading curricular or extracurricular interventions programs, as a strategy of sustainability.

### Methods

- Two High schools were involved in a two-years intervention. After a previous teachers' training, Year 1 consisted of an intervention with 4 groups of students (2 from each center, aged between 14 and 18 years). The intervention was comprised of a) the identification of students' PA and health assets, b) the assets mobilization, based on the design and implementation of PA and health programs designed by the students and c) the evaluation of the process.
- Participatory action-research methodologies were used (see Figure 1) (Boonekamp et al., 2019) and the Health-related PE pedagogical model (Peiró and Julián, 2015). The second phase consisted of maintaining collaborative work with the teaching staff through a seminar in which other teachers participated, providing them with resources and support so that they could develop, their own intervention projects.

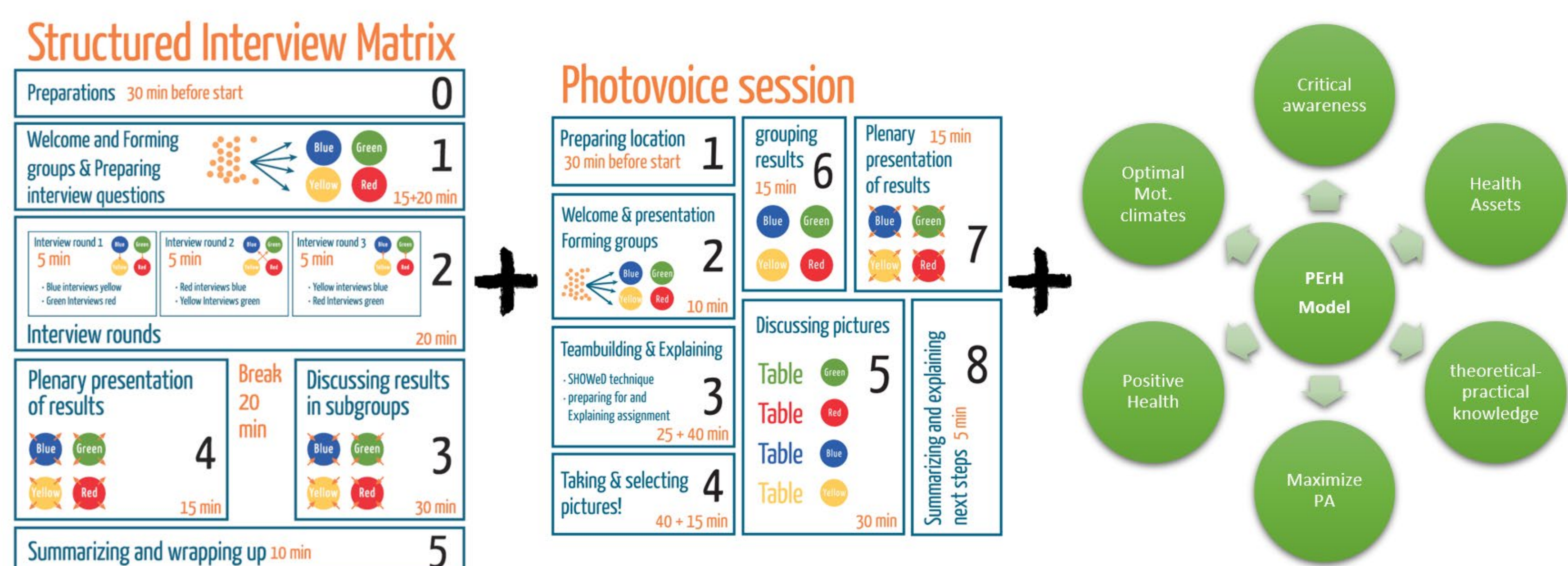


Figure 1. Participatory Action-Research Methods

### Results

The preliminary results of the first phase seem to have turned in a good learning process for all the participants (students, teachers and research group). In fact, as can be seen in Figure 2, the completion of this phase allowed both schools to develop different ideas, creating the following ongoing and upcoming projects:

1. Walking to the school
2. The bike lane plan
3. The canteen Business plan
4. The extra credit!
5. Active playgrounds
6. PA, Sport and Health Promoting Schools.

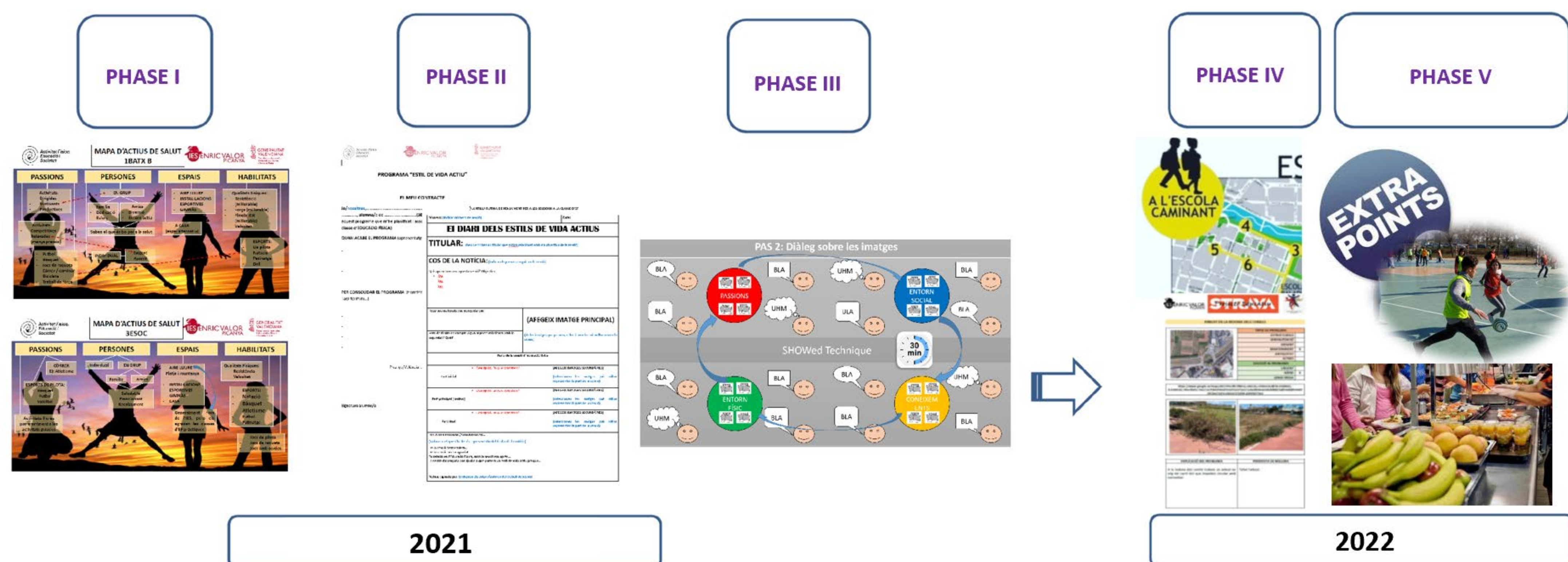


Figure 2. The EVA Project Timeline.

### Conclusions

The EVA Project seems to be effective as an educative intervention to provide knowledge and tools to PE teachers and students to develop their own projects. This autonomy contributes to the sustainability of the interventions as a crucial step for building healthy schools and communities.

### References

- Boonekamp, G.-M. et al. (2019), *Educational Action Research*, 807-822
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