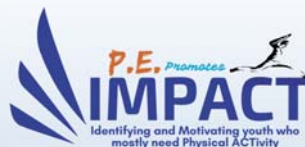


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## The IMPACT (Identifying and Motivating youth who mostly need Physical Activity) project: Aims, strategies, first results

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<sup>3</sup>University of Grenoble-Alpes, France

<sup>4</sup>Haccetepe University, Turkey

<sup>5</sup>Universitat Autònoma de Barcelona, Spain

<sup>6</sup>University of Birmingham, UK

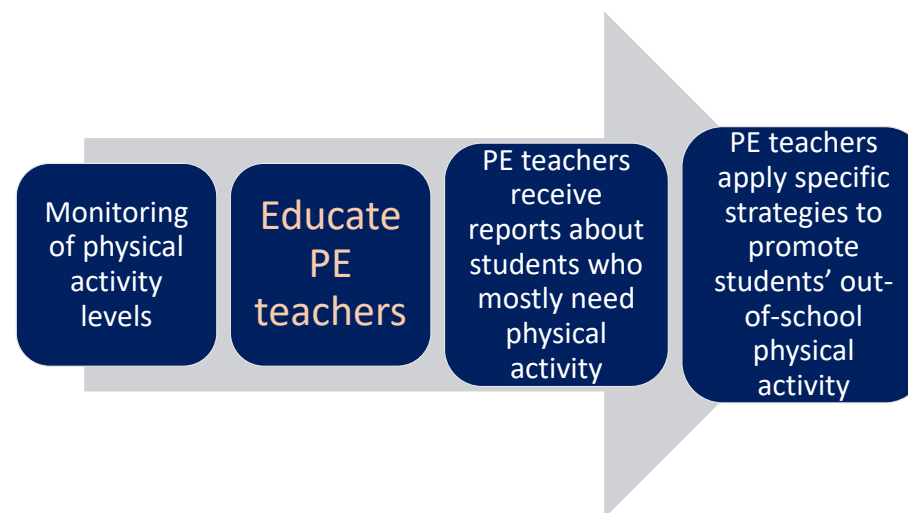
<sup>7</sup>University of Thessaly, Greece



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## The "IMPACT" methodology



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## Delivering webinars

- Five **webinars** were prepared, and the duration of each webinar was approximately 90 minutes.
- They were delivered via Big Blue Button between October 2018 and June 2019, to approx. 200 PE teachers from four countries (**France, Greece, Italy and Turkey**).
- Webinars were uploaded to **IMPACT website** in order to allow teachers to reach them whenever they need.

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## Main topics and themes developed in the educational material

**Webinar 1:** Importance of PE to promote youth PA.

**Webinar 2:** Promoting PA through pleasant activities and mastery motivational climate in PE.

**Webinar 3:** Supporting autonomy and team spirit through goal setting.

**Webinar 4:** **ATHLOS or TEAM PENTATHLON** a program to promote out-of-school students' PA.

**Webinar 5:** Reviewing, reflecting, planning ideas for the dissemination of the best practice examples and developing a collaborative network among PE teachers and researchers around Europe.

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**Greek Webinar 6**

**Την επόμενη χρονιά το IMPACT θα ξαναγίνει στους συναδέλφους της ομάδας ελέγχου**

• Ποιοι από εσάς ενδιαφέρονται να συμμετέχουν ξανά, εφαρμόζοντας και πάλι το IMPACT-ΑΘΛΟΣ για να πετύχουμε ακόμη καλύτερα αποτελέσματα στους μαθητές σας, για να βελτιώσουμε το IMPACT/ΑΘΛΟΣ;

• Α. ΝΑΙ Ενδιαφέρομαι  
• Β. Και ΝΑΙ και ΟΧΙ  
• Γ. ΟΧΙ Δεν ενδιαφέρομαι

A	32	76%
B	9	21%
C	1	2%

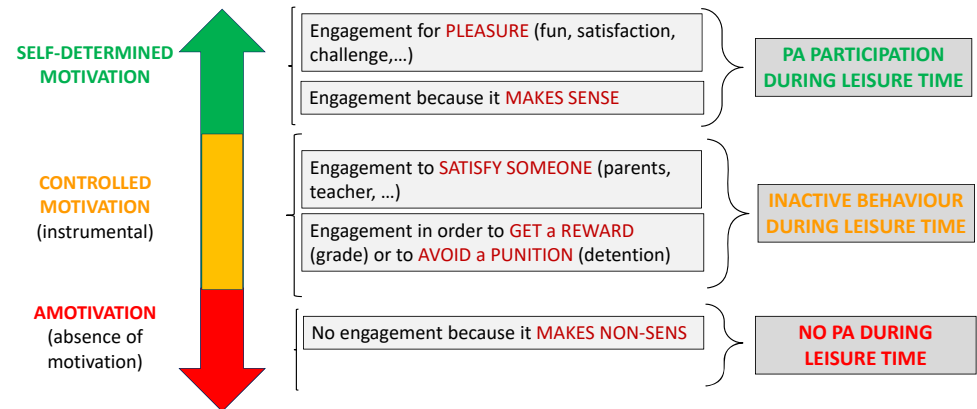
ΚΩΝΣΤΑΝΤΙΝΟΣ ΜΠΑΡΑΚΟΣ: Γιατί οι στατιστικές πηθούν να επιβεβαιώσουν την άσχημη κατάσταση  
N. Digheidiis: Σχετικά με τους μαθητές λιγκίου, τα αποτελέσματα ήταν παρόμοια με αυτά των μαθητών μαθητών - φυσικά και εξετάζουμε όλες τις ηλικίες. Περισσότερα όταν θα έχουμε και όλα τα δεδομένα από την τελική μέτρηση  
Κωσταντίνος Τσακ.Λίλης: ΝΑΙ

57:51

7:10 pm 12/7/2019



## Why self-determined motivation for PE is important for leisure time PA promotion?



### Scenario 1: How to support students' autonomy?

How can you encourage students' autonomy in proposing enjoyable and worth-doing activities during school PE? Which strategies could you use to stimulate students' initiatives taking in PE?

### Scenario 2: How to include all the students in the class?

A student doesn't want to take part in the warm-up session of the lesson, what would you do? What behavior would you adopt? Which strategies could you use?

### Scenario 3: How can you encourage peer relatedness?

Think about a classroom in which boys and girls are not collaborating well and try to find a good practice to encourage peer relatedness.

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## Background

Knowing **PA PRACTICE**, **AFFECTIVE RESPONSE** and **INTENTIONS TO BE ACTIVE** is of crucial importance to design interventions aimed to promote PA and to identify youth who mostly need to be supported (EU Commission, 2015; Lonsdale et al., 2017).



## Aim

The purpose of this cross-sectional study was to assess **levels of habitual practice, intentions to partake in leisure-time PA and positive and negative affect** in adolescents from four Mediterranean countries, participating in the Erasmus+ project IMPACT.



## Methods - Participants

- 7547 students from France ( $n=530$ ), Greece ( $n=2357$ ), Italy ( $n=1998$ ), and Turkey ( $n=2670$ );
- 52.7% girls
- mean age  $13.8 \pm 2.1$  years;
- 13.1% primary school, 36.7% secondary school, 50.2% high school



## Methods - Measures

- 2-item screening measure for PA (Prochaska, Sallis & Long, 2001)
- 3-item on students' intentions to be active in their leisure time (Standage, Duda, & Ntoumanis, 2003)
- Physical Activity Enjoyment Scale (PACES, Motl et al., 2001)

## Methods - Measures

### Screening measure for PA

- Average of the 2-item
- Range 0-7
- In this example 6 is the final score.

Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

Choose one of the following answers

- 0 days
- 1 days
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days
- I don't want to Answer

Over a typical or usual week, on how many days are you physically active for a total of at least 60 minutes per day?

Choose one of the following answers

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days
- I don't want to Answer

# Methods - Measures

## Students' INTENTIONS to be active in their leisure time

- Average of the 3-item
- Range 1-7

During the next month...								
	Very Unlikely			Somewhat likely			Very Likely	
	1	2	3	4	5	6	7	I don't want to Answer
I am determined to exercise/play active sports at least 3 times a week, 60 minutes each time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to exercise/play active sports at least 3 times a week, 60 minutes each time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to exercise/play active sports at least 3 times a week, 60 minutes each time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

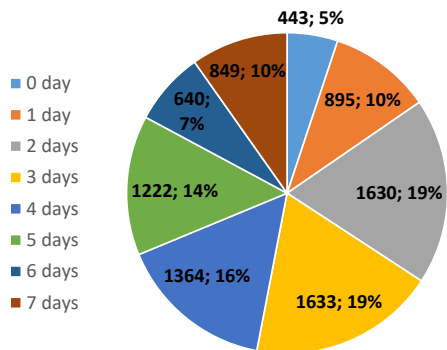
# Methods - Measures

## PACES 12-item

- Positive affects (6-item)
- Negative affects (6-item)
- Range of score 6-30 on each subscales

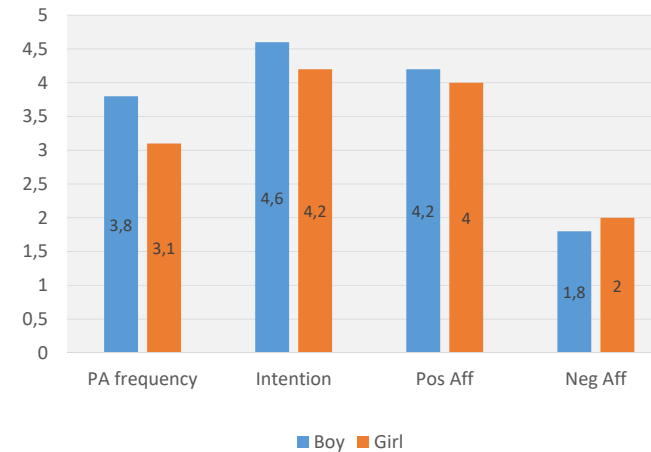
When I am active in Physical Education...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't want to Answer
I enjoy it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dislike it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it pleasurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's no fun at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It gives me energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's very pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My body feels good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Results



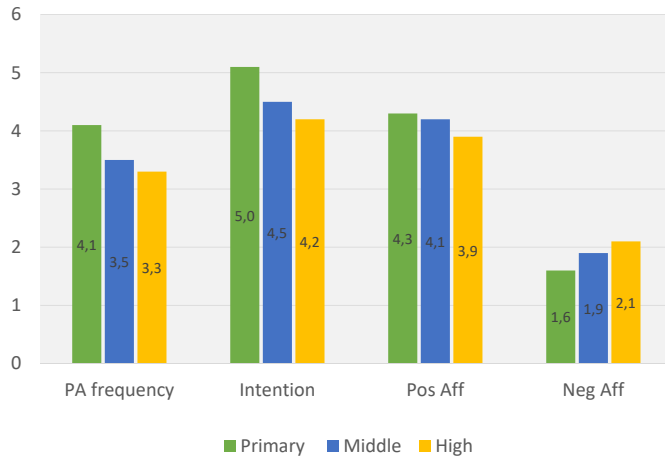
	N	Mean	SD
Habitual PA	8606	3.5	1.9
Intention	8012	4.4	2.0
Positive affect	8469	4.1	0.8
Negative affect	8374	1.9	0.9

# Results



- ✓ PA frequency ( $d = 0.38$ )
- ✓ Intention ( $d = 0.22$ )
- ✓ Pos Affect ( $d = 0.38$ )
- ✓ Neg Affect ( $d = 0.39$ )

## Results



PA frequency ( $F=85.4$ ;  $p<.001$ ;  $\eta^2=.02$ )  
 Intention ( $F=90.8$ ;  $p<.001$ ;  $\eta^2=.02$ )  
 Pos Affect ( $F=133.3$ ;  $p<.001$ ;  $\eta^2=.03$ )  
 Neg Affect ( $F= 160.3$ ;  $p<.001$ ;  $\eta^2=.04$ )

## Results

	Intention	Pos. affects	Neg. affects
PA frequency	.466 **	.227 **	-.159 **
Intention		.284 **	-.235 **
Pos. affects			-.639 **

\*\* $p<0.01$ .



## Conclusions and Implications

- As expected, findings highlight significant differences between **girls** and **boys** and between different **age groups**, and significant **relationships** between affects, intentions to be physically active and PA.

**Results should be considered to improve the structure and the management of PA promotion interventions.**

**Ευχαριστούμε πολύ!**  
**Merci beaucoup!**  
**Grazie mille!**  
**Muchas gracias!**  
**Çok teşekkür ederim!**  
**Vielen Dank!**  
**Thank you very much!**