Monthly Logbooks

1 st month: Kindergarten Environment									
	Always	Often	Sometimes	Not often	Never				
Was a Drinking Station or water available for children in									
the class every day of the week?									
Was equipment and space appropriately arranged for PE									
classes every day of the week?									
Was the Magic Snack Plate available at scheduled times									
(i.e. morning snack and/or afternoon snack) according to the time plan?									
Was classroom appropriately arranged for movement breaks every day of the week?									
1 st month: Children performing the Drinking Behaviour & Snacking Behaviour									
	Always	Often	Sometimes	Not often	Never				
Did you regularly remind children to drink water?									
Did you remind children to drink water after they have									
been active?									
Did you remind children to bring healthy snacks from									
home (or remind the catering service/restaurant to									
provide healthy snacks to children)									
Did you ensure every day that children do break for									
morning snack at a set time?									
Did you ensure every day that children do break for									
afternoon snack (if applicable) at a set time?									
1 st month: Classroom Activities for I	Orinking Behav	iour & Introduc	tory Newslette	er					
	Always	Often	Sometimes	Not often	Never				
Did you implement the classroom activities as described in the manual?									
Did you devote on average at least one hour per week in									
the classroom activities as described in the manual?									
		_	garoo Stories:						
Which Classroom Activities regarding Drinking Behaviour	Sen	sory perception		drinking: 1 2 3	3				
did you implement?	Experiments: 1 2 Excursions: 1 2 3								
In which week did you deliver (either directly yourself or	□ Not	LAC	201310113. 123						
via the child) the Introductory Newsletter to the parents ?	delivered	☐ In week 1	☐ In week 2	☐ In week 3	☐ In week 4				
In which week did you deliver (either directly yourself or	□Not								
via the child) the 1 st Drinking Behaviour Newsletter to the <pre>parents?</pre>	delivered	In week 1	☐ In week 2	☐ In week 3	☐ In week 4				
In which week did you deliver (either directly yourself or									
via the child) the 1 st Drinking Behaviour Tip Card to the	Not	☐ In week 1	☐ In week 2	☐ In week 3	☐ In week 4				
parents?	delivered								

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Process evaluation in the ToyBox-study

In which week did you deliver (either directly you via the child) the Poster for Drinking Behaviou parents?		☐ Not delivered	☐ In week	1	week 2	☐ In w	veek 3	☐ In weel	: 4
Estimate the number of parents to whom you of delivered intervention materials. If you di	-								
Estimate the number of parents for whom you sp to explain the purpose of the material and encour to follow the recommendations of the mate	age them								
Teachers' feedback on the material de	livered in th	ne 1 st month: [Orinking Bel	<u>ıaviour</u>					
			Totally Disagree	Disagree	Neither on nor a	_	Agree	Totally Agree	
All planned activities were p									
It was easy to read and understand the tex Guide	t in the Tea	cher's General							
It was easy to read and understand the text	t in the Clas	sroom Activity							
Guide for Drinking									
The amount of information in the Teach	er's Genera	I Guide was							
	appropriate								
The amount of information and activities in the Classroom Activity									
Guide for Drinking were ap									
It was easy to implement the activities de		ne Classroom							
Activity Guide for Drin									
I enjoyed the activities I deliver									
The activities I delivered this month we		-							
The information presented in the Classr		•							
Drinking, the content of the material and									
should be delivered are appropriate	to achieve t	he goals							
How much extra time (outside classroom, on month did you devote to the ToyBox programment)	-	g, preparing, ta	lking to par	ents etc.)	on avera	nge per v	week fo	r this	
Regarding the implementation of the Class			_						
1) Which factors made it difficult for 2) Which factors made it difficult for		·							
2) Which factors made it difficult for	you to deli	ver this part o	the interve	ention?					

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Please	describe any additional	activities	related to	drinking	water a	and healthy	eating &	snacking (i.e.	. activities not
include	ed in ToyBox material) yo	u impleme	nted this n	nonth, if y	ou did a	iny.			

Do you have any suggestions for improvements regarding the Drinking Behaviour?

Did you have any extra costs related to the programme? (e.g. watercups, play materials etc.) If so, what costs and how much?

Comments

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

2 nd month: Kindergarten Environment								
	Always	Often	Sometimes	Not often	Never			
Was Drinking Station or water available for children								
in the class every day of the week?								
Was equipment and space appropriately arranged for								
PE classes every day of the week?								
Was the Magic Snack Plate available at scheduled times according to the time plan?								
Was classroom appropriately arranged for movement breaks every day of the week?								
2 nd month: Children performing the Drinking, Snacking and Physical Activity Behaviours								
	Always	Often	Sometimes	Not often	Never			
Did you regularly remind children to drink water?								
Did you remind children to drink water after they								
have been active?								
Did you remind children to bring healthy snacks from								
home (or remind to the catering service/restaurant to								
provide healthy snacks to children)								
Did you ensure every day that children do break for								
morning snack at a set time?								
Did you ensure every day that children do break for								
afternoon snack (if applicable) at a set time?								
How much time did you devote on PE classes on an average weekly basis for this month?	Average we	ekly minutes:						
2 nd month: Classroom Ad	tivities for the	Physical Activi	ty Behaviour					
	Always	Often	Sometimes	Not often	Never			
Did you implement the classroom activities as								
described in the manual?								
Did you devote on average at least one hour per week								
in the classroom activities as described in the manual? Which Classroom Activity(ies) regarding Physical		Little Kan	 garoo Stories:	1 2 2 /				
Activity did you implement?			cursions: 1 2 3					
In which week did you deliver (either directly yourself	□ N1-+							
or via the child) the 1^{st} Physical Activity Behaviour	☐ Not delivered	☐ In week 5	☐ In week 6	☐ In week 7	☐ In week 8			
Newsletter to the parents?	uelivereu							
In which week did you deliver (either directly yourself	□Not							
or via the child) the 1 st Physical Activity Behaviour	delivered	☐ In week 5	In week 6	☐ In week 7	☐ In week 8			
Tip Card to the parents? In which week did you deliver (either directly yourself								
or via the child) the Poster for Physical Activity	Not	☐ In week 5	In week 6	☐ In week 7	☐ In week 8			
Behaviour to the parents?	delivered							
Estimate the number of parents to whom you directly			-		•			
delivered intervention materials. If you did								

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Estimate the number of parents for whom you spent	
time to explain the purpose of the material and	
encourage them to follow the recommendations of	
the material	

Teachers' feedback on the material delivered in the 2nd month: Physical Activity Behaviour

	Totally Disagree	Disagree	Neither disagree nor agree	Agree	Totally Agree
All planned activities were performed					
It was easy to read and understand the text in the Classroom Activity Guide for Physical Activity					
The amount of information and activities in the Classroom Activity Guide for Physical Activity were appropriate					
It was easy to implement the activities described in the Classroom Activity Guide for Physical Activity					
I enjoyed the activities I delivered this month					
The activities I delivered this month were enjoyed by children					
The information presented in the Classroom Activity Guide for Physical Activity, the content of the material and the way that activities should be delivered are appropriate to achieve the goals					

How much extra time (outside classroom, e.g. reading, preparing, talking to parents etc.) on average per week for this month did you devote to the ToyBox programme?

Regarding the implementation of the Classroom Activities for Physical Activity Behaviour

- 1) Which factors made it easier for you to deliver this part of the intervention?
- 2) Which factors made it difficult for you to deliver this part of the intervention?

Please describe any additional activities related to drinking water, healthy eating & snacking and physical activity (i.e. activities not included in ToyBox material) you implemented this month, if you did any.

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Do you have any suggestions for improvements regarding the Physical Activity Behaviour?
Did you have any extra costs related to the programme? (e.g. play materials etc.) If so, what costs and how much?
Comments

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

3 rd month: Kindergarten Environment									
	Always		Often		Sometime	s	Not often	Never	
Was Drinking Station or water available for									
children in the class every day of the week?									
Was equipment and space appropriately arranged									
for PE classes every day of the week?									
Was the Magic Snack Plate available at scheduled times according to the time plan?									
Was classroom appropriately arranged for									
movement breaks every day of the week?									
3 rd month: Children performing the Drinking, Physical Activity and Snacking Behaviours									
	Always		Often		Sometime	s	Not often	Never	
Did you regularly remind children to drink water?									
Did you remind children to drink water after they									
have been active?									
Did you remind children to bring healthy snacks									
from home (or remind the catering									
service/restaurant to provide healthy snacks to									
children)									
Did you ensure every day that children do break for									
morning snack at a set time?									
Did you ensure every day that children do break for									
afternoon snack (if applicable) at a set time?									
How much time did you devote on PE classes on an	erage week	ly min	uitos.					•	
average weekly basis for this month?	_	•							
3 rd month: Classroo	m Activities	for t	he Snackir	ıg Be	haviour				
	Always		Often		Sometimes		Not often	Never	
Did you implement the classroom activities as described in the manual?									
Did you devote on average at least one hour per									
week in the classroom activities as described in the manual?									
	Lit	ttle Ka	ngaroo St	ories	s: 1.1 1.2 1.3	3 1.4	1.5 2 3 4	5 6	
Which Classroom Activity(ies) regarding Snacking Behaviour did you implement?							:12345		
benaviour dia you implement:					periments 1				
		I	Excı	ursio	ns: 1 2 3 4	5 6	5 7		
In which week did you deliver (either directly yourself or via the child) the 1 st Snacking	□Not		week 9	_ ·	n week 10		n week 11	☐ In week 12	
Behaviour Newsletter to the parents?	delivered	'''	WCCK J	ш'	II WUCCK IO	ш'	WCCK II	□ III WEEK 12	
In which week did you deliver (either directly	□ N-s+								
yourself or via the child) the Poster for Snacking	☐ Not delivered	☐ In	week 9	□ I	n week 10		n week 11	☐ In week 12	
Behaviour to the parents?									
In which week did you deliver (either directly yourself or via the child) the 1 st Snacking	☐ Not delivered	☐ In	week 9	<u></u> □ ı	n week 10		n week 11	☐ In week 12	

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Behaviour Tip Card to the parents?			
Estimate the number of parents to whom you			
directly delivered intervention materials. If you did			
Estimate the number of parents for whom you			
spent time to explain the purpose of the material			
and encourage them to follow the			
recommendations of the material			

Teachers' feedback on the material delivered in the 3rd month: Snacking Behaviour

	Totally Disagree	Disagree	Neither disagree nor agree	Agree	Totally Agree
All planned activities were performed					
It was easy to read and understand the text in the Classroom Activity Guide for Snacking					
The amount of information and activities in the Classroom Activity Guide for Snacking was appropriate					
It was easy to implement the activities described in the Classroom Activity Guide for Snacking					
I enjoyed the activities I delivered this month					
The activities I delivered this month were enjoyed by children					
The information presented in the Classroom Activity Guide for Snacking, the content of the material and the way that activities should be delivered are appropriate to achieve the goals					

How much extra time (outside classroom, e.g. reading, preparing, talking to parents etc.) on average per week for this month did you devote to the ToyBox programme?

Regarding the implementation of the Classroom Activities for Snacking Behaviour

- 1) Which factors made it easier for you to deliver this part of the intervention?
- 2) Which factors made it difficult for you to deliver this part of the intervention?

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Please describe any additional activities related to drinking water, healthy eating & snacking and physical activity (i.e.							
activities not included in ToyBox material) you implemented this month, if you did any.							
Did you have any extra costs related to the programme? (e.g. magic snack plate etc.) If so, what costs and how much?							
Do you have any suggestions for improvements regarding the Snacking Behaviour?							
Comments							

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

4 th month: Kindergarten Environment										
	Always	Often	Sometimes	Not often	Never					
Was Drinking Station or water available for children in the										
class every day of the week?										
Was equipment and space appropriately arranged for PE										
classes every day of the week?										
Was the Magic Snack Plate available at scheduled times										
according to the time plan?										
Was classroom appropriately arranged for movement breaks every day of the week?										
4 th month: Children performing the Drinking, Physical Activity, Snacking and Sedentary Behaviours										
	Always	Often	Sometimes	Not often	Never					
Did you regularly remind children to drink water?										
Did you remind children to drink water after they have										
been active?										
Did you remind children to bring healthy snacks from home										
(or remind the catering service/restaurant to provide										
healthy snacks to children)										
Did you ensure every day that children do break for										
morning snack at a set time?										
Did you ensure every day that children do break for										
afternoon snack (if applicable) at a set time?										
How much time did you devote on PE classes on an	Average w	eekly minutes:								
average weekly basis for this month?										
Did you regularly remind children to break-up prolonged time of sitting at least every hour?										
4 th month: Classroom Activi	ties for the S	Sedentary Reha	viour							
4 month dassroom Activi	Always	Often	Sometimes	Not often	Never					
Did you implement the classroom activities as described in	Aiways	Often	Sometimes	Not often	INCVCI					
the manual?										
Did you devote on average at least one hour per week in										
the classroom activities as described in the manual?										
Which Classroom Activity(ies) regarding Sedentary			garoo Stories: :: vement Breaks:							
Behaviour did you implement?		_								
	Classroom Activities: 5 6 7 8 9 10 11 12 Movement corners: 1 2 3 4 5 6 7 8 9 10 11									
In which week did you deliver (either directly yourself or	∏Not									
via the child) the 1 st Sedentary Behaviour Newsletter to	delivered	☐ In week 13	☐ In week 14	☐ In week 15	In week 16					
the parents?	aciiveiea									
In which week did you deliver (either directly yourself or via the child) the 1 st Sedentary Behaviour Tip Card to the	□Not	☐ In week 13	☐ In week 14	☐ In week 15	In week 16					
parents?	delivered	☐ III WEEK 13	I III Week 14	☐ III MEEK 12	III WEEK 10					
In which week did you deliver (either directly yourself or	□Not	□ In 1.42		□ la ! 4=						
via the child) the Poster for Sedentary Behaviour to the	delivered	☐ In week 13	In week 14	☐ In week 15	In week 16					

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

parents?			
Estimate the number of parents to whom you directly			
delivered intervention materials. If you did			
Estimate the number of parents for whom you spent time			
to explain the purpose of the material and encourage them			
to follow the recommendations of the material			

Teachers' feedback on the material delivered in the 4th month: Sedentary Behaviour

	Totally Disagree	Disagree	Neither disagree nor agree	Agree	Totally Agree
All planned activities were performed					
It was easy to read and understand the text in the Classroom Activity Guide for Sedentary Behaviour					
The amount of information and activities in the Classroom Activity Guide for Sedentary Behaviour was appropriate					
It was easy to implement the activities described in the Classroom Activity Guide for Sedentary Behaviour					
I enjoyed the activities I delivered this month					
The activities I delivered this month were enjoyed by children					
The information presented in the Classroom Activity Guide for Sedentary Behaviour, the content of the material and the way that activities should be delivered are appropriate to achieve the goals					

How much extra time (outside classroom, e.g. reading, preparing, talking to parents etc.) on average per week for this month did you devote to the ToyBox programme?

Regarding the implementation of the Classroom Activities for Sedentary Behaviour

- 1) Which factors made it easier for you to deliver this part of the intervention?
- 2) Which factors made it difficult for you to deliver this part of the intervention?

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Please describe any additional activities related to drinking water, healthy eating & snacking, physical activity and
sedentary behaviour (i.e. activities not included in ToyBox material) you implemented this month, if you did any.
Do you have any suggestions for improvements regarding the Sedentary Behaviour?
Did you have any extra costs related to the programme? (e.g. play materials etc.) If so, what costs and how much?
Dia you have any extra costs related to the programmer (e.g. play materials etc.) It so, times costs and non-materials
Comments

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

5 th month: Kinde	ergarten Env	ironment				
	Always	Often	Sometimes	Not often	Never	
Was Drinking Station or water available for children in the						
class every day of the week?						
Was equipment and space appropriately arranged for PE						
classes every day of the week?						
Was the Magic Snack Plate available at scheduled times according to the time plan?						
Was classroom appropriately arranged for movement breaks every day of the week?						
5 th month: Children performing the Drinking, P	hysical Activ	ity, Snackin	g and Sedentary Bo	ehaviours		
	Always	Often	Sometimes	Not often	Never	
Did you regularly remind children to drink water?						
Did you remind children to drink water after they have						
been active?						
Did you remind children to bring healthy snacks from home						
(or remind the catering service/restaurant to provide						
healthy snacks to children)						
Did you ensure every day that children do break for						
morning snack at a set time?						
Did you ensure every day that children do break for						
afternoon snack (if applicable) at a set time?						
How much time did you devote on PE classes on an average weekly basis for this month?	Average weekly minutes:					
Did you regularly remind children to break-up prolonged time of sitting at least every hour?						
5 th month: Classroom Activities for I	Orinking and	Physical Ac	tivity Behaviours			
	Always	Often	Sometimes	Not often	Never	
Did you implement the classroom activities as described in the manual?						
Did you devote on average at least one hour per week in						
the classroom activities as described in the manual?						
Which Classroom Activity(ies) regarding Drinking Behaviour and Physical Activity did you implement?	Drinking Behaviour: Little Kangaroo Stories: 1 2 3 Sensory perception games around drinking: 1 2 3 Experiments: 1 2 Excursions: 1 2 3 Physical Activity: Little Kangaroo Stories: 1 2 3 4					
In which week did you deliver (either directly yourself or	Excursions: 1 2 3 4					
via the child) the 2 nd Drinking Behaviour Newsletter to the parents?	☐ Not de	elivered	☐ In week 17	☐ In	☐ In week 18	
In which week did you deliver (either directly yourself or via the child) the 2nd Drinking Behaviour Tip Card to the parents ?	Not delivered		☐ In week 17	☐ In	☐ In week 18	

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
- 2. Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Process evaluation in the ToyBox-study

In which week did you deliver (either directly yourself or via the child) the 2 nd Physical Activity Behaviour Newsletter to the parents?	☐ Not delivered			☐ In week 19		veek 20
In which week did you deliver (either directly yourself or via the child) the 2 nd Physical Activity Behaviour Tip Card to the parents ?	☐ Not delivered			☐ In week 19		veek 20
Estimate the number of parents to whom you directly delivered intervention materials. If you did						
Estimate the number of parents for whom you spent time						
to explain the purpose of the material and encourage						
them to follow the recommendations of the material						
Teachers' feedback on the material delivered in the 5 th month: Drinking and Physical Activity Behaviours Totally Neither disagree Total						Totally
		Disagree	Disagree	nor agree	Agree	Agree
All planned activities were performed						<u> </u>
It was easy to implement the activities described in	the					
Classroom Activity Guide for Drinking						
It was easy to implement the activities described in	the					
Classroom Activity Guide for Physical Activity						
I enjoyed the activities I delivered this month						
The activities I delivered this month were enjoyed by ch	hildren					
How much extra time (outside classroom, e.g. reading, pmonth did you devote to the ToyBox programme?					r week fo	r this
1) Which factors made it easier for you to deliver a) Drinking Behaviour		_		ctivity Behaviour		
b) Physical Activity Behaviour						
2) Which factors made it difficult for you to delive	r this pa	rt of the int	tervention	?		
a) Drinking Behaviour						
b) Physical Activity Behaviour						ļ

^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

Please describe any additional activities related to drinking water, healthy eating & snacking, physical activity and sedentary behaviour (i.e. activities not included in ToyBox material) you implemented this month, if you did any.

Do you have any suggestions for improvements regarding the Drinking and Physical Activity Behaviour?

- a) Drinking Behaviour
- b) Physical Activity Behaviour

Did you have any extra costs related to the programme? (e.g. water cups, play materials etc.) If so, what costs and how much?

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^{1.} Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.

^{2.} Androutsos O, Apostolidou E, Iotova V et al. Process evaluation design and tools used in a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev. 2014 Aug;15 Suppl S3:74-80. doi: 10.1111/obr.12185.

6 th Month: Kindergarten Environment						
	Always	Often	Sometimes	Not often	Never	
Was Drinking Station or water available for children in the class every day of the week?						
Was equipment and space appropriately arranged for PE classes every day of the week?	′					
Was the Magic Snack Plate available at scheduled times according to the time plan?						
Was classroom appropriately arranged for movement breaks every day of the week?						
6 th Month: Children performing the Drinking, Physical Activity	, Snacking a	nd Sede	ntary Behavi	ours		
	Always	Often	Sometimes	Not often	Never	
Did you regularly remind children to drink water?						
Did you remind children to drink water after they have been active?						
Did you remind children to bring healthy snacks from home (or remind the	<u> </u>					
catering service/restaurant to provide healthy snacks to children)						
Did you ensure every day that children do break for morning snack at a set						
time?						
Did you ensure every day that children do break for afternoon snack (if						
applicable) at a set time?						
How much time did you devote on PE classes on an average weekly basis for this month?		Average weekly minutes:				
Did you regularly remind children to break-up prolonged time of sitting at least every hour?						
6 th Month: Classroom Activities for Snacking and	d Sedentary	Behavio	urs			
	Always	Often	Sometimes	Not often	Never	
Did you implement the classroom activities as described in the manual?						
Did you devote on average at least one hour per week in the classroom						
activities as described in the manual?		<u> </u>	1,111	C1 :	1112	
	Snacking Bel		Little Kangar 4 1.5 2 3 4		: 1.1 1.2	
	Sensory perc				2 3 4 5	
	, , ,		6 7 8			
Which Classroom Activity(ies) regarding Snacking and Sedentary Behaviour did you implement?		Ex	periments 1	2		
<i>,</i> .			ns: 1 2 3 4			
	Sedentary Be		_			
		_	ement Break			
		Classroom Activities: 5 6 7 8 9 10 11 12 Movement corners 1 2 3 4 5 6 7 8 9 10 11				
In which week did you deliver (either directly yourself or via the child)	□ Not	1				
the 2nd Snacking Behaviour Newsletter to the parents?	deliver	ed	_ In week 21	.	veek 22	
In which week did you deliver (either directly yourself or via the child) the 2nd Snacking Behaviour Tip Card to the parents ?	☐ Not deliver	ll l] In week 21		veek 22	
In which week did you deliver (either directly yourself or via the child)	□Not] In week 23	In v	veek 24	

- 1. Manios Y, Androutsos O, Katsarou C et al. Designing and implementing a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. Obes Rev 2014 Aug;15 Suppl S3:5. doi: 10.1111/obr.12175.
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the 2nd Sedentary Behaviour Newsletter to the parents ?		delivered				
In which week did you deliver (either directly yourself or via the child) the 2 nd Sedentary Behaviour Tip Card to the parents?		☐ Not delivered	☐ In week 23	☐ In v	In week 24	
Estimate the number of parents to whom you directly delivered				•		
intervention materials. If you did						
Estimate the number of parents for whom you spent time to explain	the					
purpose of the material and encourage them to follow the						
recommendations of the material						
Teachers' feedback on the material delivered in the 6 th		nacking and		<u>ours</u>		
	Totally Disagree	Disagree	Neither disagree nor agree	Agree	Totally Agree	
All planned activities were performed						
It was easy to implement the activities described in the						
Classroom Activity Guide for Snacking						
It was easy to implement the activities described in the						
Classroom Activity Guide for Sedentary Behaviour						
I enjoyed the activities I delivered this month						
The activities I delivered this month were enjoyed by children						
How much extra time (outside classroom, e.g. reading, preparin month did you devote to the ToyBox programme?	g, talking	to parents	etc.) on average pe	er week fo	or this	
Regarding the implementation of the Classroom Activities for Sr 1) Which factors made it easier for you to deliver this part a) Snacking Behaviour b) Sedentary Behaviour						
2) Which factors made it difficult for you to deliver this pa	rt of the i	intervention	1?			

a) Snacking Behaviour

b) Sedentary Behaviour

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Please describe any additional activities related to drinking water, healthy eating & snacking, physical activity and
sedentary behaviour (i.e. activities not included in ToyBox material) you implemented this month, if you did any.

Do you have any suggestions for improvements regarding the Snacking and Sedentary Behaviour?

- a) Snacking Behaviour
- b) Sedentary Behaviour

Did you have any extra costs related to the programme? (e.g. water cups, play materials etc.) If so, what costs and how much?

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