

# Standard operating procedure (SOP)

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Intervention components

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Educational Setting

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**Version 2.0**

## 1. Aim & Background

This Standard Operating Procedure (SOP) serves as a guideline for the Regional Management (RM) of the participating regions for the preparation, implementation and follow-up of the EUthyroid2 study. It describes how to conduct the intervention in the educational study arm of the EUthyroid2 project. The overall aim of the intervention is to increase awareness in adolescents (aged 13 to 17 years) on iodine, iodine deficiency and iodine related health risks.

## 2. For whom is this SOP?

This SOP is for all Regional Managements, schools and educational institutions involved in the EUthyroid2 study. Each Regional Management received the English template of this SOP and translated it into their local language if necessary, so that the respective implementing partners (schools and educational institutions) may use them for conducting the study. Adaptations of the SOPs' content need to be agreed upon with the authors of the English SOP template. Any changes beyond this basic SOP must be reported to the Steering Committee.

## 3. Abbreviations

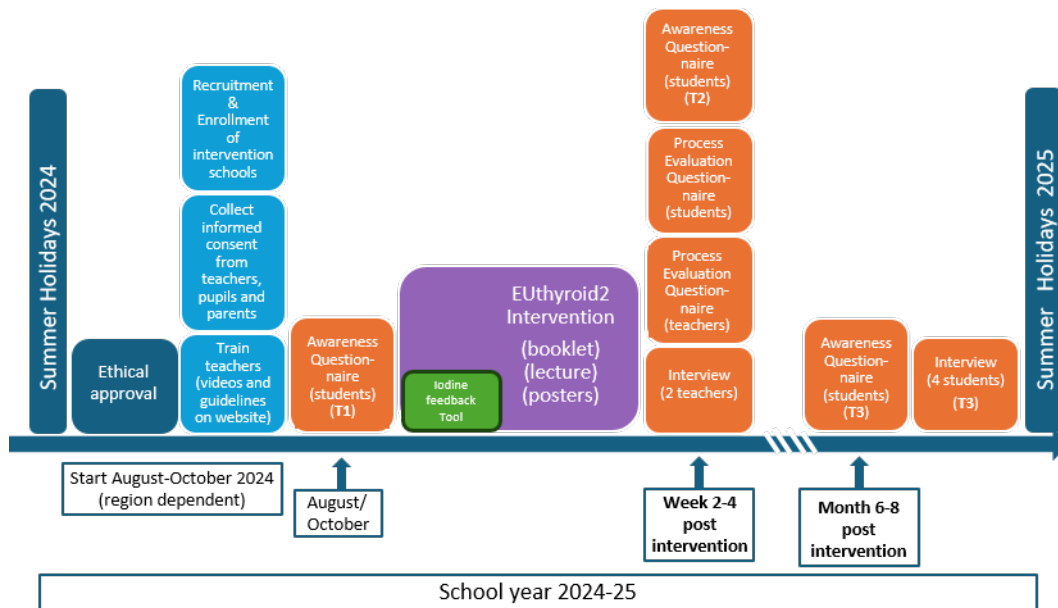
RM	Regional Management
SOP	Standard Operating Procedure
T	Timepoint

## 4. The Intervention

The intervention is structured as a three-step model ('the ABC of Iodine') consisting of three modules combining four intervention components, supplemented by online material on the EUthyroid2 webpage [<https://euthyroid2.eu/>].

All components are scientifically developed and pretested to achieve an improvement in adolescents' awareness of the topic. In the following parts, the modules and components will be described, and their application explained.

Study timeline:



Depending on logistics and start of school year in the region, the long-term follow-up measurements (T3) may continue to school year 2025-2026. However, be aware that data collection should be terminated by the end of 2025.

#### 4.1. Overview of the three-step model: The ABC of Iodine

The model consists of a flexible three-step model with three modules (Module A, B, and C), where students can work with various themes, do exercises and assignments, and collaboratively develop mini-projects within one or more themes. The activities for each theme are structured to complement each other and provide a natural progression in the tasks. Module A is mandatory, while Module B and C are optional. Thus, there is a variety of options for how to structure the teaching based on what each class is capable of and has time to engage with.

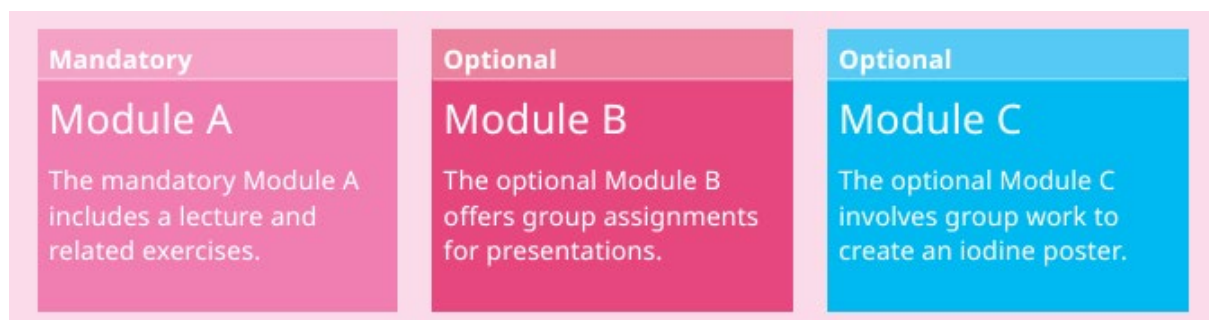


Figure 1. Overview and order of the three modules in 'the ABC of iodine'.

**Module A** is mandatory to teach. It consists of traditional in-class instruction in the form of one lecture (35-45 minutes), supported by a power point presentation or posters, and exercises corresponding to the topics taught in the lecture. Exercises are planned as individual active learning (done either as homework or in class).

**Module B** is optional and consists of five active cooperative learning assignments that students can work with in groups and subsequently present for their fellow students in class. This way, it becomes possible for students to work on different assignments, while still being presented with the findings and results achieved by each respective group.

**Module C** is optional and consists of an inquiry-based learning assignment. In groups students design a poster for an imagined national nutritional campaign on the importance of iodine. Regions can make local/regional competitions among schools or school leadership can choose a local winner poster.

## 4.2. The intervention materials

The following teaching resources and materials (Figure 2) to be implemented in the educational institution are available:

- 1) An Iodine Feedback Tool
- 2) A lecture on iodine and health presented as a PowerPoint presentation or posters, and related exercises
- 3) A booklet: 'The ABC of Iodine'
- 4) Access to all materials via the EUthyroid2 website by clicking on 'ABC of Iodine'

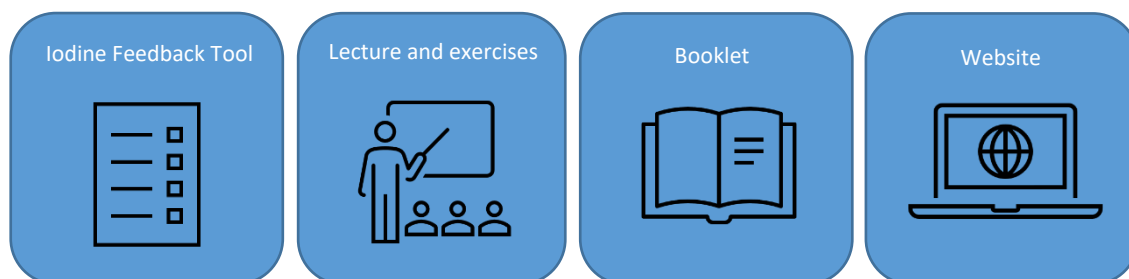


Figure 2. Overview of the intervention materials.

Please read [paragraphs 5.-8.](#) to learn more about the core materials.

## 5. Iodine Feedback Tool

### *When do the students fill out the Iodine Feedback Tool?*

The Iodine Feedback Tool is the first intervention components. It is important that the Iodine Feedback Tool be filled out **after** the outcome questionnaires at T1 to avoid that the answers in the outcome questionnaires are influenced by the Iodine Feedback Tool.

### *What is the Iodine Feedback Tool?*

The Iodine Feedback Tool consists of a short questionnaire, comprised of four questions, (see appendix 1) asking students about their average intake of iodine sources. Based on their answers, they will receive one of two feedback options (see appendix 1) providing them with information about their personal intake of iodine food sources. The purpose of the tool is to generate interest and awareness regarding iodine intake. Thus, it's essential that soon after the students complete the tool, the teacher

presents the lecture (see point 7 below: Lecture) to provide the students with a more detailed education on the topic.

### *How do students fill out the Iodine feedback tool?*

There are two possibilities how the Iodine Feedback Tool can be filled-out. The first option includes a digital device (e.g. iPad, laptop, smart phone, etc.) whereas the other option includes a paper-pencil version.

**Option 1 - digital:** The Iodine Feedback Tool is implemented in LimeSurvey and available on the EUthyroid2 website under 'ABC of Iodine'. The tool is programmed in LimeSurvey in such a way, that it shows one of the two feedback options to the participant, depended on the answers they entered.

**Option 2 - analogue:** Regional Managements provide the Iodine Feedback tool in paper-form. The teacher hands out the Iodine Feedback Tool to the students in paper-form. After the students have filled out the tool, they will read the evaluation instructions and calculate their score to find out which feedback applies to their answering pattern.

## 6. Booklet

The booklet is core in the classroom materials. It supports teaching and gathers all learning resources for Module A in one easily accessible place for the students. The booklet includes both an overview of the three modules (A, B and C) and covers the content of the lecture. All exercises, assignments and tasks are compiled here, allowing the students to use it as both a reference book and a workbook. The booklet provides a background on global iodine status, followed by facts surrounding iodine deficiency. The roles of iodine in bodily functions, specifically metabolism, growth, and its significance during pregnancy and neurodevelopment in infants, are covered. An overview of iodine intake and its associated health outcomes, both from deficient and excessive intakes, is provided and recommended intakes for various demographics, including pregnant and breastfeeding women, are presented. Lastly, the iodine cycle and its primary sources is explained, and guidance on portion sizes. Exercises from Module A are included, together with an overview of assignments from Module B. Additional resources for working with assignment 1-5 in Module B is available through the EUthyroid2 website under 'ABC of Iodine'. The booklet concludes with the introduction of Module C consisting of a poster competition, emphasizing the facilitation of changes in health behaviours through an imaginary national nutritional campaign where students are to craft their own iodine campaign posters.

Teachers should read through the booklet to prepare themselves for their teaching – notably if they have limited knowledge on iodine and iodine-related health.

## 7. Lecture on iodine and health, and related exercises

The lecture, along with the booklet, constitutes the main components of Module A and covers all themes required to fulfil the intended learning outcomes for Module A. The lecture can be conducted either using a PowerPoint presentation or using the provided educational posters, depending on the teacher's preference and the availability of a laptop and projector in the classroom. If the lecture is conducted without the PowerPoint presentation, the teacher has access to posters via the EUthyroid2 website under 'ABC of Iodine'. The posters cover the main topics presented in the PowerPoint presentation.

**Lecture given in PowerPoint format:** In the PowerPoint presentation, slides summarise all topics covered in the booklet and address each topic individually, with supporting information, explanations, and details included in the note's section for the teacher's reference and use, if desired. All answers to the exercises in Module A are also comprised in the slides, or in the notes, and can be printed from the EUthyroid2 website under 'ABC of Iodine'.

## 8. Educational posters with key messages

If the teacher conducts the lecture without using the PowerPoint presentation, the educational posters can support the delivery. The four educational posters present main topics and key info addressing the topics covered in the PowerPoint presentation and in the booklet.

## 9. Online Teacher Resource (ABC of Iodine)

The online teacher resource can be accessed through the EUthyroid2 website (<https://www.euthyroid2.eu/>) and is the main entry for enrolled schools in the educational setting and will provide teachers and students with all the information, teachers' guidelines and tutorials, and materials that they need to participate in the project. To get access to the teachers' material teachers will receive a password from the Regional Management.

To provide teachers with a quick and easily accessible introduction to the materials and how they can be used in the intervention, each section includes short instructional videos. These videos describe the teaching materials, offer examples of how lessons can be structured, and explain how the Iodine Feedback Tool functions.

The aims of 'ABC of Iodine' are to provide a clear and easily accessible overview of the intervention structure, to display the available teaching resources and classroom materials, and to ensure that teachers' guidelines are readily accessible to teachers. Additionally, it aims to make classroom materials easily accessible to students and to facilitate the student work on Module B and C by providing additional resources, e.g. guidelines for developing questionnaires (assignment B1) or an overview of national iodine fortification programmes (assignment B3).

If the teacher chooses to implement all or parts of Modules B and C, the students will create various products, such as posters in Module C and collect data through their questionnaire in assignment B1.

Every student who has successfully created a poster and/or conducted a questionnaire study will receive a certificate of participation (see Appendix 2). In addition, students can win prizes for their work (see Appendix 3 "Poster competition" and Appendix 4 "Prize for best survey")

The posters (in original, as a photo or as PDF) and filled questionnaires are collected by the Regional Management.

## 10. Appendix/Referrals

- Appendix 1 Iodine Feedback Tool
- Appendix 2 Certificates of participation
- Appendix 3 Poster competition
- Appendix 4 Prize for best survey

## Appendix 1: Iodine Feedback Tool

UK-Version



# Iodine Feedback Tool

The following questions are designed to determine whether you are consuming a healthy amount of iodine.



### 1. How many portions of cow's milk and yoghurt do you consume?

One portion= One glass of milk (200 ml) or one pot (125-150 g) with yoghurt.

		Points
Less than three portions/day	<input type="checkbox"/>	0
Three or more portions/day	<input type="checkbox"/>	1

### 2. How often do you consume white sea fish?

White fish include fish species such as cod and haddock. It does not include the oily fish species such as salmon, mackerel, and herring.

		Points
Less than two times per week	<input type="checkbox"/>	0
Two or more times per week	<input type="checkbox"/>	1

### 3. Do you use dietary supplements containing iodine?

If you take a multivitamin and mineral tablet, check if it includes iodine. Be aware that the labelling iodine can be given as iodine, iodide, potassium iodide, and sodium iodide. This does not include seaweed or kelp supplements.

		Points
Once a week or never	<input type="checkbox"/>	0
2-4 times per week	<input type="checkbox"/>	1
5 times or more per week	<input type="checkbox"/>	2
I am not sure	<input type="checkbox"/>	0

### 4. Do you use salt with iodine (labelled as iodised salt) for cooking and baking?

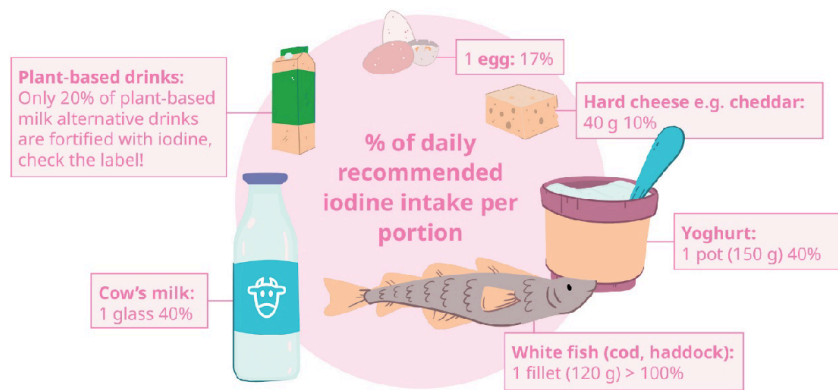
		Points
Never or rarely	<input type="checkbox"/>	0
Several times per week, but not always	<input type="checkbox"/>	1
Yes, I always use salt with iodine	<input type="checkbox"/>	2
I am not sure	<input type="checkbox"/>	0

## Iodine Feedback

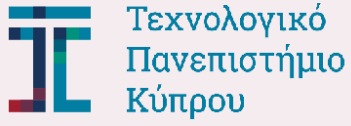
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<b>0-1 points:</b>	Based on your answers, it will be a good idea to make more healthy iodine choices. Even small changes may have a great impact on your iodine intake.
<b>≥ 2 points:</b>	Based on your answers, you have healthy iodine habits. It is good to eat a varied diet.

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Cyprus-Version



# εργαλείο Ανατροφοδότησης Ιωδίου



1. Πόσες μερίδες αγελαδινού γάλακτος, κατσικίσιου γάλακτος και γιαουρτιού καταναλώνετε;

Μία μερίδα= Ένα ποτήρι γάλα (200mL) ή ένα φλιτζάνι (150 g) με γιαούρτι.

		βαθμοί
Λιγότερες από τρεις μερίδες/ημέρα	<input type="checkbox"/>	0
Τρεις ή περισσότερες μερίδες/ημέρα	<input type="checkbox"/>	1

2. Πόσο συχνά καταναλώνετε λευκά ψάρια;

Τα λευκά ψάρια περιλαμβάνουν είδη ψαριών όπως ο μπακαλιάρος και η γλώσσα. **Δεν περιλαμβάνει τα λιπαρά είδη ψαριών όπως ο σολομός, η τσιπούρα, το λαβράκι, η πέστροφα, το σκουμπρί και η ρέγγα.**

		βαθμοί
Λιγότερο από δύο φορές την εβδομάδα	<input type="checkbox"/>	0
Δύο ή περισσότερες φορές την εβδομάδα	<input type="checkbox"/>	1

3. Χρησιμοποιείτε συμπληρώματα διατροφής που περιέχουν ιώδιο;

Εάν παίρνετε πολυβιταμίνες, ελέγξτε τα συστατικά της πολυβιταμίνης στην ετικέτα του κουτιού για το αν περιέχει ιώδιο. Λάβετε υπόψη ότι η μπορεί να έχει γραφτεί ως ιώδιο, ιωδιούχο, ιωδιούχο κάλιο και ιωδιούχο νάτριο. **Μη λάβετε υπόψη συμπληρώματα με φύκια.**

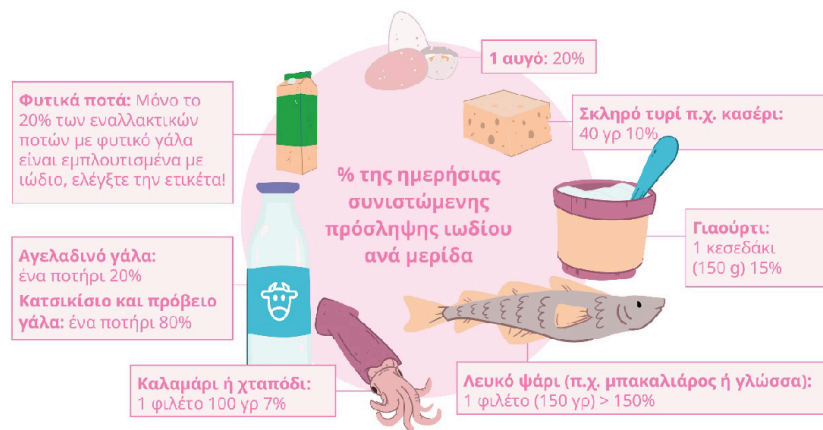
		βαθμοί
Μία φορά την εβδομάδα ή ποτέ	<input type="checkbox"/>	0
2-4 φορές την εβδομάδα	<input type="checkbox"/>	1
5 ή περισσότερες φορές την εβδομάδα	<input type="checkbox"/>	2
Δεν είμαι σίγουρος/η	<input type="checkbox"/>	0

4. Χρησιμοποιείτε αλάτι με ιώδιο (με την ένδειξη ιωδιούχο αλάτι πάνω στην ετικέτα) για το μαγείρεμα και το ψήσιμο; (ρωτήστε τους γονείς σας αν δε γνωρίζετε)

		βαθμοί
Ποτέ ή σπάνια	<input type="checkbox"/>	0
Πολλές φορές την εβδομάδα, αλλά όχι πάντα	<input type="checkbox"/>	1
Ναι, χρησιμοποιώ πάντα αλάτι με ιώδιο	<input type="checkbox"/>	2
Δεν είμαι σίγουρος/η	<input type="checkbox"/>	0

## Ανατροφοδότησης Ιωδίου

- 0-1 βαθμοί:** Με βάση τις απαντήσεις σας, θα ήταν καλή ιδέα να κάνετε περισσότερες υγιεινές επιλογές ιωδίου. Ακόμη και μικρές αλλαγές μπορεί να έχουν μεγάλο αντίκτυπο στην πρόσληψη ιωδίου
- ≥ 2 βαθμοί:** Με βάση τις απαντήσεις σας, έχετε υγιείς συνήθειες ιωδίου. Είναι καλό να τρώτε μια ποικίλη διατροφή.



Slovenia-Version

univerzitetni  
klinični center ljubljana |   
*University Medical Centre Ljubljana*

  
EUthyroid2

## Orodje za povratne informacije o jodu



### 1. Koliko porcij kravjega mleka ali jogurta zaužijete?

Ena porcija=en kozarec mleka (2 dl) ali ena skodelica (150 g) jogurta

		Točki
Manj kot tri porcije/dan	<input type="checkbox"/>	0
Tri ali več porcij/dan	<input type="checkbox"/>	1

### 2. Kako pogosto uživajte bele morske ribe?

Bele morske ribe vključujejo vrste rib, kot so trska, vahnja, saj. Ne vključujejo mastnih rib, kot so losos, postrv, skuša in sled.

		Točki
Manj kot dvakrat tedensko	<input type="checkbox"/>	0
Dvakrat ali večkrat tedensko	<input type="checkbox"/>	1

### 3. Ali uporabljate prehranska dopolnila, ki vsebujejo jod?

Če jemljete tablete multivitaminov ali mineralov, preverite, ali vsebujejo jod. Zavedajte se, da je jod lahko označen kot jod, jodid, kalijev jodid in natrijev jodid. To ne vključuje dodatkov morskih alg ali alg kelp.

		Točki
Enkrat tedensko ali nikoli	<input type="checkbox"/>	0
2–4-krat tedensko	<input type="checkbox"/>	1
5-krat ali večkrat tedensko	<input type="checkbox"/>	2
Nisem siguren	<input type="checkbox"/>	0

### 4. Ali uporabljate jodirano sol (označeno kot jodirana sol) za kuhanje in pečenje?

		Točki
Nikoli ali redko	<input type="checkbox"/>	0
Nekajkrat tedensko, a ne vedno	<input type="checkbox"/>	1
Da, vedno uporabljam jodirano sol	<input type="checkbox"/>	2
Nisem siguren	<input type="checkbox"/>	0

## Povratne informacije o jodu

<b>0–1 točka:</b>	Iz vaših odgovorov izhaja, da bi bilo dobro sprejemati bolj zdrave odločitve glede joda. Že majhne spremembe lahko pomembno vplivajo na vaš vnos joda.
<b>≥ 2 točki:</b>	Iz vaših odgovorov izhaja, da imate zdrave prehranske navade glede joda. Dobro je uživati raznoliko hrano.







## آیوڈین فیڈبیک ٹول

درج ذیل سوالات کا مقصد یہ جاننا ہے کہ آیا آپ مناسب  
مقدار میں آیوڈین کا استعمال کر رہے ہیں

1. آپ گائے کے دودھ، بھینس کے دودھ اور دہی کے کتنے حصے کھاتے ہیں

ایک حصہ = ایک گلاس دودھ (2dl) یا ایک کپ (150 گرام) دہی

پوچش

یومیہ تین سے کم حصے

0

یومیہ تین یا اس سے زیادہ حصے

1

2. آپ کتنی بار سمندری مچھلی کھاتے ہیں؟

سمندری مچھلی، مچھلی کی انواع ہیں، جیسے کہ انڈس گارو (شرمائی) کارپ اور مارماہی (زگ زگ اہیل)

پوچش

ہفتے میں دو سے کم بار

0

ہفتے میں دو یا دو سے زیادہ بار

1

3. کیا آپ ایسے غذائی سپلیمنٹس کا استعمال کرتے ہیں جن میں آئیوڈین ہے؟

اگر آپ ملٹی وٹامن یا سنٹرل میبلنس (گولیوں) کا استعمال کرتے ہیں تو دیکھ لیں کہ اس میں آئیوڈین موجود ہے۔ یہ ذہن نشین کر لیں کہ آئیوڈین یبلنگ میں آئیوڈائزڈ، پوٹاشیم، آئیوڈائزڈ اور سوڈیم آئیوڈائزڈ کی صورت میں دی ہوتی ہے۔ اس میں سمندری گھاس اور کیلپ شال نہیں ہیں۔

پوچش

ہفتے میں ایک بار یا کبھی نہیں

0

ہفتے میں 2-4 بار

1

ہفتے میں 5 یا زیادہ بار

2

مجھے معلوم نہیں

0

4. کیا آپ کھانے پکانے میں آئیوڈین ملائیمک کا استعمال کرتے ہیں؟

پوچش

کبھی کبھار یا کبھی نہیں

0

ہفتے میں کئی بار لیکن ہمیشہ نہیں

1

ہاں میں ہمیشہ آئیوڈین ملائیمک استعمال کرتا/کرتی ہوں

2

مجھے معلوم نہیں

0

## آئیوڈین- فیڈبیک

آپ کے جوابات کی بنیاد پر آئیوڈین کے زیادہ صحت مند انتخاب کرنا ایک اچھا خیال ہوگا۔  
یہاں تک کہ چھوٹی تبدیلیاں بھی آپ کے آئیوڈین کے متدار پر بہت زیادہ اثر ڈال سکتی ہیں۔

آپ کے جوابات کی بنیاد پر آپ میں آئیوڈین کی صحت مند عادات ہیں۔ زیادہ متنوع غذا  
کھانا اچھا ہے۔





# আয়োড়িনের প্রতিক্রিয়া সরঞ্জাম

এই প্রশ্নগুলি আপনার আয়োড়িনের সঠিক মাত্রায় গ্রহণ হচ্ছে কিনা তা নির্ধারণের জন্য ডিজাইন করা হয়েছে।

«barcode»

## Iodine Feedback Tool T1 BD

১) আপনি গরুর দুধ এবং দই কতটুকু পরিমাণে খেয়ে থাকেন?

এক অংশ/ভাগ = এক গ্লাস দুধ (২০০ মিলি) বা দইসহ এক কাপ দুধ (১৫০ গ্রাম)

		পয়েন্ট
<input type="checkbox"/> দিনে তিন ভাগেরও কম	<input type="checkbox"/>	০
<input type="checkbox"/> দিনে তিন ভাগ বা তার বেশি	<input type="checkbox"/>	১

২) আপনি সপ্তাহে কত বার সামুদ্রিক মাছ বা মিঠা পানির দেশীয় প্রজাতির ছোট মাছ গ্রহণ করেন (যেমন দারকিনা, কাচকি)?

সাদা মাছের মধ্যে কড এবং হ্যাডক জাতীয় মাছ অন্তর্ভুক্ত। এতে স্যামন, ম্যাকেরেল, এবং হেরিং-এর মতো তৈলাক্ত মাছ অন্তর্ভুক্ত নয়।

		পয়েন্ট
প্রতি সপ্তাহে দুইবারের কম	<input type="checkbox"/>	০
প্রতি সপ্তাহে দুই বার বা তার অধিক	<input type="checkbox"/>	১

৩) আপনি কি আয়োডিনযুক্ত ঔষধ গ্রহণ করেন?

আপনি যদি মাল্টিভিটামিন এবং মিনারেল ট্যাবলেট গ্রহণ করেন তবে এতে আয়োডিন রয়েছে কিনা তা চেক করুন। জেনে রাখুন, আয়োডিনের লেবেলটি আয়োডিন, আয়োডাইড, পটাশিয়াম আয়োডাইড এবং সোডিয়াম আয়োডাইড হিসাবে থাকতে পারে। এর মধ্যে সামুদ্রিক শৈবাল বা কেবল উপাদান অন্তর্ভুক্ত নয়।

		পয়েন্ট
সপ্তাহে একবার অথবা কখনো না	<input type="checkbox"/>	০
সপ্তাহে ২-৪ বার	<input type="checkbox"/>	১
সপ্তাহে ৫ বার বা তার অধিক	<input type="checkbox"/>	২
আমি জানি না	<input type="checkbox"/>	০

৪) আপনি কি রান্না এবং বেকিংয়ের জন্য আয়োডিনযুক্ত লবণ ব্যবহার করেন (আয়োডিনযুক্ত লবণ হিসাবে লেবেল করা)?

		পয়েন্ট
কখনও না অথবা কদাচিৎ	<input type="checkbox"/>	০
প্রতি সপ্তাহে বেশ কয়েকবার, কিন্তু সবসময় নয়	<input type="checkbox"/>	১
হ্যাঁ আমি সবসময় আয়োডিনযুক্ত লবণ ব্যবহার করি	<input type="checkbox"/>	২
আমি জানি না	<input type="checkbox"/>	০

## আয়োডিনের প্রতিক্রিয়া

০-১ পয়েন্ট:	আপনার উত্তরের উপর ভিত্তি করে আরো বেশি আয়োডিনযুক্ত স্বাস্থ্যকর খাবার পছন্দ / গ্রহণ করা সম্পর্কে একটি ভাল ধারণা হবে। এমনকি ছোট পরিবর্তনও আপনার আয়োডিন গ্রহণের উপর একটি বড় প্রভাব ফেলতে পারে।
≥ ২ পয়েন্ট:	আপনার উত্তরের উপর ভিত্তি করে আপনার আয়োডিন গ্রহণের স্বাস্থ্যকর অভ্যাস আছে। বৈচিত্র্যময় খাবার খাওয়া ভালো।

### আপনি কি পর্যাপ্ত পরিমাণে আয়োডিন গ্রহন করছেন?

বিশ্ব স্বাস্থ্য সংস্থা (WHO) আয়োডিনের ঘাটতি রোধ করতে প্রাপ্তবয়স্কদের প্রতিদিন কমপক্ষে ১৫০ মাইক্রোগ্রাম ( $\mu\text{g}$ ) আয়োডিন গ্রহণের পরামর্শ দেয়।\* আয়োডিনের ঘাটতি রোধের জন্য দৈনিক আয়োডিনযুক্ত লবণের ব্যবহার সবচেয়ে উত্তম। এক চা চামচ (৫ গ্রাম) আয়োডিনযুক্ত লবণ = ৭৫-২০০ মাইক্রোগ্রাম আয়োডিন। এছাড়াও, সামুদ্রিক মাছ এবং মিঠা পানির দেশীয় প্রজাতির ছোট মাছ, দুধ ও দুগ্ধজাত দ্রব্য (যেমন গরুর দুধ, দই, পনির ও ক্রিম) এবং ডিম আয়োডিনের ভালো উৎস।



## Appendix 2 Certificates of participation



EUthyroid2

# Certificate of participation

THIS CERTIFICATE IS PRESENTED TO

# NAME OF STUDENT

FOR SUCCESSFUL PARTICIPATION IN THE EUHYROID2 POSTER COMPETITION  
DD/MM/YY.

\_\_\_\_\_

EUTHYROID2 SCIENTIFIC COMMITTEE      REGIONAL MANAGER

EUthyroid2 is funded by the European Union and UK Research and Innovation



Co-funded by  
the European Union



UK Research  
and Innovation



EUthyroid2

# Certificate of participation

THIS CERTIFICATE IS PRESENTED TO

# NAME OF STUDENT

FOR SUCCESSFULLY CONDUCTING YOUR OWN QUESTIONNAIRE AS PART OF  
THE EUHTYROID2 PROJECT

DD/MM/YY.

\_\_\_\_\_  
EUTHYROID2 SCIENTIFIC COMMITTEE

\_\_\_\_\_  
REGIONAL MANAGER

EUthyroid2 is funded by the European Union and UK Research and Innovation



Co-funded by  
the European Union



UK Research  
and Innovation



## Appendix 3 Poster competition

### Rules of the poster competition

- Every student who participates in the Euthyroid2 study and creates a poster can take part in the Poster Competition.
- Students should submit along with the poster, a short note (50-100 words) explaining the topic and content of the poster.
- No responsibility will be taken for Lost, Late, or misdirected entries.
- The organiser reserves the right in its sole discretion, to cancel, terminate, modify, or suspend the competition at any point in time.
- The competition will not only judge the youth based on their creative abilities but also trigger their thought process towards the awareness of iodine deficiency.
- The entry is limited to one per person and multiple entries will be deemed invalid.
- Students should make posters according to the topics of 'ABC of Iodine'.
- The participating students agree that in the event of a poster prize being awarded, the posters will be published on the Euthyroid2 website.

### The format for the poster is:

- A3 size (11.7 \* 16.5 inches) with margins (0.5 inches) on all sides.
- Either a hand-drawn/painted/printed poster are allowed.
- The topic theme should be clearly mentioned in the top margin of the poster.
- The poster should not contain any personal details such as name, age, name of the college/school, gender, and location of the participant.
- The same should be mentioned separately in the form at the time of submission.
- The poster can be submitted in the original, as a photograph of the original in the size 20x30 or as a PDF

### Judgement Criteria

The posters are evaluated by an internal jury consisting of two members of the Euthyroid2 Scientific Committee and two local teachers according to the following criteria:

- Relevance to the theme
- Artistic Composition
- Originality
- Creativity

### Announcement of the winners

#### 1<sup>st</sup> prize level

Prizes worth €25 will be awarded for the best poster from each grade level of the participating school.

The winners will be announced within 1 month after all classes of the participating school have completed the intervention.

## 2<sup>nd</sup> prize level

The winners of all participating schools are automatically entered into the national prize draw for their grade level and have the chance to win a prize worth €100.

The winners will be announced within 1 month after all participating schools in the country have completed the intervention.

## Appendix 4 Prize for best survey

### Judgement Criteria

The survey is evaluated by an internal jury consisting of two members of the Euthyroid2 Scientific Committee and two local teachers according to the following criteria:

- Response rate
- Number of correctly and fully completed questionnaires
- Structure of the survey
- Quality of survey result

### Announcement of the winners

#### 1<sup>st</sup> prize level

Prizes worth €25 will be awarded for the best survey from each grade level of the participating school.

The winners will be announced within 1 month after all classes of the participating school have completed the intervention.

#### 2<sup>nd</sup> prize level

The winners of the participating schools are automatically entered into the national prize draw for their grade level and have the chance to win a prize for their class worth €100.

The winning class will be announced within 1 month after all participating schools in the country have completed the intervention.