



PHYSICAL ACTIVITY MONITORING & EVALUATION TOOLKIT

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1 INTRODUCTION

The measurement of physical activity can be very simple (e.g., three questions in a survey) or very complex (e.g., the assessment of individual levels of physical activity energy expenditure). The decision about what assessment tool to use depends on the intended outcome of your project (your aims and objectives) and the circumstances (monitoring, surveillance, evaluation, research). In this overview document, we have included a summary of common tools used for monitoring, surveillance and evaluation in the physical activity field and have highlighted some of the advantages and disadvantages of these tools. The various assessment tools available vary in terms of their cost, reactivity, acceptability to individuals and accuracy at the individual and population level, and their appropriateness for different age groups.

1.1 Monitoring & Surveillance

Surveillance is defined as the "ongoing systematic collection, analysis, and interpretation of health data essential to the planning, implementation, and evaluation of public health practice, closely integrated with the timely dissemination of these data to those who need to know" (1). As such, monitoring and surveillance data can be used to: 1) identify at risk groups in need of intervention; 2) plan interventions to promote physical activity or change the environment; and 3) assess the impact of programs put into place to influence physical activity or physical activity environments. Existing data can be used for evaluation, or monitoring and evaluation systems can be established for evaluation purposes. Comparing data collected before and after a particular program, for example, is one way to evaluate program impact. The Physical Activity Monitoring and Surveillance Project (PAMSP) report contains a comprehensive list of monitoring and surveillance data collected by various agencies with direct and indirect measures of physical activity, and several physical activity determinants (2). This report can be accessed on the C-PAN website: <http://www.hbs.deakin.edu.au/HealthSci/Research/default.asp>. In some cases, existing data that is routinely collected may be available at the regional and local (postcode) level.

1.2 Evaluation

Monitoring & surveillance generally occur at a community, state or national level. Evaluation, however, is much more project-specific and intimately linked with the goals and objectives of your program. If, for example, your objective is to increase organised physical activity options in a small country town, you may need to include in your evaluation framework some monitoring of physical activity offerings by a range of local clubs and facilities both before and after your program.

Good evaluation requires planning prior to the implementation of the program and will should be allocated a reasonable proportion of the project funding (~15–20%). Independent evaluation, using a variety of methods and disseminating the results strategically can also be important depending on the scope of your program. The level of evaluation you choose to implement will depend on the nature of your program and available resources. Different levels of evaluation include:

Formative evaluation	Assessing on-going project activities with the intent of continually improving the project (eg. pre-testing)
Process evaluation	'Implementation' information (eg. reach, participant satisfaction with program & resources, implementation of all aspects of program)
Impact evaluation	Achievement of objectives (immediate effects)
Outcome evaluation	Achievement of goals (rarely carried out given long-term nature of goals)

Whether your program aims to influence physical activity behaviour or change elements of the physical activity environment, there may be existing sources of information available to build into your evaluation framework. In some cases, however, particularly if you are interested in changes in individuals or at a very local level, you may need to collect your own data. This toolkit outlines some common tools that may be useful particularly for impact and outcome evaluation: measures of physical activity and determinants.

The Health Education Board of Scotland is currently constructing a web-based 'Research and Evaluation Toolbox'. The Toolbox will provide practical information and guidance for practitioners about using and doing research and evaluation. Look out for the launch of the Toolbox at: <http://www.hebs.scot.nhs.uk/retoolbox/index.cfm>.

1.3 What to measure?

The conceptual model overleaf describes a range of factors that are either direct or indirect indicators of physical activity, or determinants of physical activity. In some circumstances, an **indirect measure of physical activity** may be the most appropriate measure. For example, if the goal of a physical activity program is to increase people's use of physical activity facilities in the community, this may be assessed by monitoring use of recreation facilities, parks, walking trails, cycling trails and so on. However it would not be possible to distinguish whether you have significantly increased individual or community levels of physical activity (i.e., people who were *already active* may have shifted their activity from one setting to another). Alternatively, through a comprehensive range of strategies from mass media to group programs, you may have a broader community-level goal of increasing the proportion of adults in your community who are sufficiently active for health from 57% to 60%. To evaluate whether you have achieved your goal, you would need to assess the levels of physical activity in your community using a physical activity population survey before you begin your program and repeat this after 2-3 years.

It may be that your program targets the **determinants** (or correlates) of physical activity (creating the conditions necessary for physical activity uptake). For example, people's perceptions of safety in the community could be an important reason for low levels of activity. Children may be less likely to walk or cycle in the community or to school, and older adults may be less inclined to walk in the streets if they perceive their community to be unsafe. Therefore, your *objective* may be to promote safety among vulnerable groups in order to increase their physical activity (*goal*). Your program may be considered effective if the evaluation shows increased perceptions of community safety.

1.4 Some important concepts

As a general 'rule', it is better to use more detailed surveys or objective tools, such as pedometers, when wanting to assess impact on individual levels of physical activity. However, if looking at impact on community populations, the broader, less 'sensitive' type of instrument (e.g., Active Australia Survey) would be appropriate. It is also important to recognise that all physical activity measures generally measure different components of physical activity and many are therefore not comparable. For example, one cannot compare questionnaire and pedometer data. In addition, one cannot assess change by comparing results from the Active Australia Survey with results from another survey. Furthermore, to assess participation in adequate physical activity for health benefits consistent with current physical activity recommendations, we need to be able to assess intensity, frequency, and duration of physical activity across a variety of domains (dose). **Consistent use of the same measure is key.**

PHYSICAL ACTIVITY MONITORING & SURVEILLANCE CONCEPTUAL MODEL^a

Measure	Domain	Variables
Physical activity (PA)- Direct	Leisure-time (LT)	Walking, moderate-intensity, vigorous-intensity, organised- and non-organised sport & exercise, total PA, active play
	Transport	Walking, cycling
	Work	Heavy labour, walking
	Home	Vigorous gardening, vigorous household chores, walking
	School	Physical activity (includes sport and PE participation)
	Other	PA in parks, active transport to parks, inactivity
	Physical activity - Indirect	Leisure-time
	Transport	Public transport use
	Schools	Delivery of PE programs
	Other	Fundamental motor skills, fitness, coaches and other non-playing involvement
Individual correlates	Psychological	Attitudes, beliefs, perceptions, values, self-efficacy, self-motivation, stage of change, enjoyment, preference, intention to be active, mood disturbance, pros and cons, good perceived health or fitness, barriers, perceptions of safety and security, sense of control over health, quality of life
	Behavioural	Time spent outdoors, PA history, sedentary behaviour (eg, television viewing, electronic games, computer use), car use, nutrition (healthy food intake/high fat intake), smoking (adolescents)
Environmental correlates	Physical	Availability and access to facilities (green space, parks, clubs, rec facilities etc), availability and access to PA programs, connectivity of streets, availability and access to active transport options (public transport, cycle paths, walking trails, footpaths), environmental aesthetics, weather, crime
	Economic	Cost of recreation facilities, cost of car versus public transport, state and LGA budgets for PA and public (ie non-elite) facilities, budgets for active transport versus car transport
	Policy	Workplace PA policies, zoning and land use, urban design and planning regulations, walking and cycling policies, liability legislation, policies for active transport versus car transport, school PE/sport policies, access policies
	Socio-cultural	Social participation, social support, parents' attitudes to children's sport/physical activity, modeling, GP support, social capital, social benefits, social isolation
Health Outcomes	Overweight	Height, weight and waist in children and adults
	Other	Type 2 diabetes (HBA1c), CVD (blood lipids, blood pressure)

^a Source: Salmon J, Ball K, Swinburn B, Bauman. *The physical activity monitoring and surveillance project (PAMSP). Development of a physical activity monitoring framework in Victoria.* Department of Human Services, draft report, September 2002.

2. PHYSICAL ACTIVITY MEASUREMENT

Several textbooks provide an overview of methods that can be used to assess physical activity and energy expenditure (3,4). When selecting a physical activity measurement tool, it is important to consider your outcome of interest. I.e. are you interested in particular physical activity types (e.g., walking or swimming), leisure-time physical activity or overall physical activity, or particular settings?

2.1 Surveys

Self-report surveys require the respondent to document or recall activities performed. There are many existing self-report recall surveys, which vary in many important ways. Self-report recall surveys can be self-administered (ie. paper and pencil or computer-based questionnaire) or administered by interviewer or telephone, and some have been developed for use with specific age groups. Existing recall surveys also differ in terms of their period of recall (from the last 24 hours, last week, usual week, last month, last year to a lifetime). Choice of time-frame depends on your program objectives and the timeframe of your project. Other important variations include the domains of activity assessed. Most existing surveys assess only leisure-time physical activity (3). However, there is increasing interest in capturing other domains of physical activity for policy and cross-cultural comparison purposes. Newly developed questionnaires, such as the **International Physical Activity Questionnaire (IPAQ)**, include leisure-time, home-based, transport and occupational physical activity. Several versions of this questionnaire are available, including telephone and interviewer-administered formats, short and long forms (more and less detail), and last and usual week (for more information, visit: www.ipaq.ki.se).

Self-report surveys also differ in terms of the level of detail that the respondent must recall. Some self-report surveys provide a list of activities (activity specific), for which the respondent must recall whether each activity was performed, and the frequency and duration of each activity during the given timeframe (sometimes referred to as retrospective quantitative histories when the period of recall is more than one year). Other surveys, such as the **Active Australia Survey (AAS)** and the IPAQ surveys, require the respondent to recall the frequency and duration of a range of activities performed within a broad class of physical activity intensity. For example, the Active Australia Survey assesses frequency and duration of physical activity in the broad categories of walking, other moderate-intensity activity and vigorous-intensity activity.

The **AAS** is a brief survey currently used for population monitoring of physical activity in Australia (1997, 1999 and 2000) (see Appendix 1). It has been shown to be valid and reliable and is recommended for future use for monitoring and surveillance (5). The long-form of the **IPAQ** survey is much more detailed (Appendix 2), and may be useful for assessing physical activity within specific domains (household/yard, occupational, transport, leisure). You can choose to implement only one section of this survey if it is relevant to your objectives. E.g., the transport section of this survey may be relevant for evaluating the impact of policy interventions (5). In choosing a survey for your evaluation, it is important to consider whether the survey is applicable to the age group of interest. A questionnaire suitable for older adults is presented in Appendix 3. Other suitable instruments can be found in a collection of commonly used physical activity survey tools presented in a supplement of the *Medicine and Science in Sports and Exercise* journal (6). Data generated from recall surveys can be used to provide a physical activity score, compute minutes spent in moderate and vigorous-intensity activity, and can also be converted to estimates of energy expenditure (attributable to physical activity).

So far, there has been no population monitoring of children's physical activity in Australia. In the **NSW Schools Fitness Survey**, Booth et al. (7) collected data from children in school years 8 and 10 using the Adolescent Physical Activity Recall Questionnaire. This survey has been established as reliable and valid among children aged 13 years and above (8). Surveys should not be used with children aged under 10 years as young children generally lack the cognitive ability to recall physical activity in self-report surveys. In addition, recall surveys are not able to accurately capture the sporadic nature of children's activity. The Australian Bureau of Statistics, however, has collected proxy-reported data (from parents) about **children's participation in organised sports** (9). In the **Children's Leisure Activities Study (CLASS)**, proxy-reports (from parents) of 5-6 and 10-12 year old children were combined with objective monitoring of activity to describe physical activity patterns. The CLASS proxy-report survey is presented in Appendix 4. With minor wording changes, this survey can also be administered to children aged 10 years and above.

Advantages and disadvantages:

Self-report surveys are cheap and easy to use with large groups, and they are typically not burdensome for the participant. Furthermore, recall surveys allow the assessment of physical activity dose (frequency, duration and intensity), as well as contextual information about domain of activity (although, for brevity, detailed information about specific activities is usually not collected).

It is important to remember, however, that physical activity is often over-reported in physical activity surveys, as people tend to respond in socially desirable ways. Some people also may have trouble accurately remembering their physical activity, particularly if the recall period is long or if the physical activity was done as part of daily duties (unremarkable). Indeed, several studies have found that vigorous-intensity physical activity is recalled with greater accuracy than moderate-intensity physical activity, with moderate-intensity physical activity typically over-reported in self-report instruments (10). This is probably because vigorous-intensity activity tends to be planned and causes a distinct physiological reaction (sweating, etc), and therefore easier to recall.

2.2 Diaries/log books

Physical activity records or diaries are ongoing diaries kept by individuals that attempt to capture all sources and patterns of physical activity during a defined time frame. The level of detail required varies. Some diaries are structured to record each activity undertaken in sequence and its associated duration. Others are structured to record activities performed at specified time intervals (e.g., every 15 minutes). The diaries can be completed within time intervals or at the close of each day. The use of physical activity records or diaries is not expensive (however, coding, entering and processing this data can be expensive and time consuming). This assessment tool also allows collection of data about specific activities and their context. Information about dose of physical activity (frequency, duration and intensity) is also collected. Use of physical activity records or diaries has many of the same limitations as survey instruments (biases). The tedious nature of logging activities increases the chances of individuals forgetting to log all activities or making errors recording their activity, with decreases in the accuracy of the method with increased monitoring periods (3). In addition, this method of assessing physical activity may be reactive due to constant self-monitoring of activity.

Physical activity logs are structured as a checklist of specific activities (only activities you are interested in, rather than an account of all activity in a day). This distinction

makes log books a less burdensome and a less expensive method than activity records or diaries. The checklist format may also reduce recall errors by providing specific memory cues (i.e., the activity of interest). Physical activity logs may therefore be more convenient to complete and process than physical activity records.

See Montoye et al. (3) for examples of physical activity logs and diaries.

2.3 Observation

Behavioural observation is simply the process of employing an observer to watch people and places and record activities of interest (3). It can be as simple as counting people or events (e.g., number of people who use a facility, walking track or path), and as complex as documenting all activities undertaken, their intensity and their context. In evaluating an intervention aimed at increasing park use, for example, observation can be used to document not only number of people visiting the park, but how long they stay, what they do, how long they do it for, how intense the activity is, who they do it with and their age. As such, this method of assessing physical activity is capable of providing rich behavioural information. Regardless of whether simple or complex observation is used, the process must be systematised so that all observers are recording the same kind of information in the same way. This is achieved by using standard data collection forms and comprehensive briefing of all observers.

A key advantage of behavioural observation, compared to other measures, is that as much or as little detail as necessary can be measured. Use of behavioural observation is particularly useful among children (11), where other methods (e.g., self-report) are not feasible. Observation of children's play activities during school breaks is a key example. Disadvantages include the need for multiple observers, particularly if the information needed is detailed and one observer is needed for few people. Multiple observers make this method labour-intensive and high cost. Without adequate training, two interviewers may record activities in different ways (referred to as poor inter-rater reliability). In addition, some free-living activities, domains and settings cannot be observed (e.g., distance cycled or home-based activities). Behavioural observation may also influence physical activity patterns if individuals know they are being observed (reactivity).

2.4 Pedometers

There are a number of new technologies that make the assessment of physical activity more objective, more accurate, and may also serve as an intervention tool. The pedometer is a mechanical device that clips onto a belt at the waist and counts steps. The Yamax Digiwalker has been extensively tested in physical activity studies and is fairly robust and accurate. Given that the pedometer measures 'steps', it is an excellent evaluation tool for interventions or programs that are focused on walking. It is also one of the few measures that is capable of measuring 'incidental' walking. The pedometer is only useful, however, for assessing walking. For an excellent review, refer to Tudor-Locke & Myers (12).

<http://new-lifestyles.com/index.html>

YAMAX Digiwalker: approx retail \$45 (eg Dick Smith's)

2.5 Accelerometers

Accelerometers measure the rate and magnitude of which the body's center of mass *displaces* during movement. They record data in real time and are capable of measuring intensity, frequency and duration (dose). They are extremely sensitive, however they require computer software and data are not simple to analyse. The cost of the units (~\$800 each) and complicated interpretation of data limits their practicality.

2.6 Heart rate monitoring

Modern heart rate monitoring (for measurement of energy expenditure) involves wearing a small lightweight transmitter across the chest (rubber or plastic chest band). The band holds two electrodes to the chest and a wristwatch receives and records transmissions. Some units can examine frequency, duration and intensity. However, heart rate is affected by a variety of other factors, such as stress, emotion, heat and medication, and individual heart rate and oxygen consumption calibration curves are needed to account for individual fitness levels. As this involves laboratory visits, heart rate monitoring has limited practicality for population monitoring and evaluation.

2.7 Calorimetry and Doubly labeled water (DLW)

Calorimetry and DLW are measures of energy expenditure. Calorimetry measures the heat production (direct) or gas exchange (indirect) of an individual. Although portable indirect calorimetry systems have been developed, these techniques are expensive and are not suited to free-living situations. Therefore, they are impractical for evaluation purposes. Much less invasive is the DLW technique, which is considered to be the 'gold standard' for measuring energy expenditure in free-living individuals. The DLW method is based on elimination rates of the stable isotopes deuterium (^2H) and oxygen-18 (^{18}O). This method, however, is extremely expensive and requires particular expertise.

2.8 Summary

Table 2 summarises the key features of various physical activity and energy expenditure assessment tools.

Table 2: Assessment procedures and their potential use in epidemiological research (Adapted from: USDHHS, 1996 (13))

Measurement tool	Applicable age groups	Use in large scale studies	Low \$ cost	Low time cost	Low subject time cost	Low subject effort cost	Likely to be reactive	Acceptable to persons	Socially acceptable	Activity specific
Surveying										
Task-specific diary	Adult, elderly	Yes	Yes	Yes	No	No	Yes	?	Yes	Yes
Recall questionnaire	Adult, elderly	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Quantitative history	Adult, elderly	Yes	Yes	No	No	No	No	Yes	Yes	Yes
Global self-report	Adult, elderly	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
Monitoring										
Behavioural observation	Adult, elderly	No	No	No	No	Yes	Yes	?	?	Yes
Job classification	Adult	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Heart rate monitor	All	No	No	No	Yes	Yes	No	Yes	Yes	No
Pedometer	Adult, elderly	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Accelerometer	All	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
Direct calorimetry	All	No	No	No	No	No	Yes	No	No	Yes
Indirect calorimetry	Adult, elderly	No	No	No	No	No	Yes	No	No	Yes
Doubly labeled water	Child, adult, elderly	Yes	No	No	Yes	Yes	No	Yes	Yes	No

Note: most tools applicable for adults can also be used in adolescents. Few tests can be applied to the pediatric age groups; among infants, only direct calorimetry, accelerometers and heart rate monitoring can be used with accuracy.

3. MEASUREMENT OF PHYSICAL ACTIVITY DETERMINANTS

3.1 Individual measures

Data on perceptions of barriers to physical activity are routinely collected by the Victorian Network on Recreation and Disability and the Pedestrian Council of Australia and can be accessed for evaluation purposes (2). There are many instruments available in the research literature describing survey items to assess individual determinants of physical activity. Examples of a survey item that examines self-efficacy is presented in Appendix 5. Other measures of individual determinants can be found in the text by Bess Marcus (14) or by searching Medline.

3.2 Environmental measures

Several local governments and the Justice Department routinely collect data on perceptions of community safety and crime statistics (2) and Parks Victoria routinely collects data regarding park use (visitor numbers, reasons for visit, satisfaction with park). These data can be accessed for evaluation purposes.

There are many examples of survey questions for assessing perceptions of the environment in the research literature (15). Some brief example questions are presented by Sallis et al. (16). The 'Neighbourhood Environment Walkability Survey' is a detailed tool for assessing perceptions of local neighbourhoods in relation to factors relevant for walking. This tool and scoring procedures can be downloaded from:

<http://www-rohan.sdsu.edu/faculty/sallis/measures.html>. The 'Environmental Supports for Physical Activity Questionnaire' is another detailed measure and can be downloaded from: <http://prevention.sph.sc.edu/tools/>. If you are interested in obtaining objective measures of your local environment, several audit tools have recently been developed. A simple example for assessing the 'walkability' of a local area is presented in Appendix 6. The SPACES instrument was developed in Australia and can be obtained from Terri Pikora (terri@dph.uwa.edu.au).

Geographic Information Systems (GIS) can also be used to measure the physical environment, providing data on spatial access to various destinations, pedestrian connectivity and density of facilities. However, this technology requires particular expertise and is very expensive. Using the street directory to track changes in local areas may be a cheaper alternative.

3.3 Social measures

Social support has repeatedly been shown to be an important determinant on physical activity. Example measures of social support for physical activity are presented in the text by Bess Marcus (14). In addition, some measures of social aspects of the local neighbourhood comprise part of the 'Environmental Supports for Physical Activity Questionnaire' (<http://prevention.sph.sc.edu/tools/>).

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5 OTHER RESOURCES

<http://www.cdc.gov/nccdphp/sgr/sgr.htm>

<http://www.heartfoundation.com.au/sepa/>

<http://www.travelsmart.wa.gov.au/>

<http://www.goforgreen.ca/home>

<http://www.vhpax.vichealth.vic.gov.au/publicat/physact.htm>

<http://www.activeaustralia.org/>

<http://www.cdc.gov/nccdphp/dnpa/index.htm>

APPENDIX 1

Active Australia Survey (AAS) –Telephone Interview Format

We would like to ask you about the physical activity you did IN THE LAST WEEK:

Q1 IN THE LAST WEEK how many times have you walked continuously, for at least 10 minutes, for recreation/exercise or to get to or from places?

[Skip to Q3 if no walking]

Q2 What do you estimate was the total time that you spent walking in this way IN THE LAST WEEK? *[Interviewer: this is continuous walking]*

_____ hours / _____ minutes

Q3 IN THE LAST WEEK how many times did you do any vigorous gardening or heavy work around the yard which made you breathe harder or puff and pant?

[Skip to Q5 if no vigorous gardening/heavy work around the yard]

Q4 What do you estimate was the total time that you spent doing vigorous gardening or heavy work around the yard IN THE LAST WEEK?

_____ hours / _____ minutes

The next question excludes household chores or gardening or yardwork

Q5 IN THE LAST WEEK, how many times did you do any vigorous physical activity which made you breathe harder or puff and pant? (e.g. jogging, cycling, aerobics, competitive tennis, etc)

[Skip to Q7 if no vigorous physical activity]

Q6 What do you estimate was the total time that you spent doing this vigorous physical activity IN THE LAST WEEK?

_____ hours / _____ minutes

The next question excludes household chores or gardening or yardwork

Q7 IN THE LAST WEEK how many times did you do any other more moderate physical activity that you haven't already mentioned? (e.g. gentle swimming, social tennis, golf etc)

[End of questionnaire if no moderate physical activity]

Q8 What do you estimate was the total time that you spent doing these activities IN THE LAST WEEK?

_____ hours / _____ minutes

INTERPRETATION OF ACTIVE AUSTRALIA QUESTIONS:

The Active Australia questions can be interpreted in several different ways (refer to 'Appendix 4: Measurement of Physical Activity' from the text 'Getting Australia Active'- www.nphp.gov.au/sigpah). For population monitoring, survey participants are usually categorised as "sufficiently" or "insufficiently" active for health benefits. The accumulation of 30 minutes of at least moderate intensity physical activity, five or more days per week (ie, accrual of **150 mins per week**) is considered "sufficient" to confer health benefits. As additional health benefits can also be obtained by participating in vigorous intensity physical activity, an individual may be "credited" with double the time or energy expenditure spent in this activity.

The two interpretations of "sufficient" physical activity are as follows:

- a) "Sufficient" Time \geq 150 mins/wk
This is derived by simply summing the total minutes spent in walking and other moderate physical activity, plus twice the mins in vigorous activity (ie, to account for its greater intensity, vigorous activity is weighted by a factor of two).
For example: 60 mins walking + 30 mins other moderate + (2x35 mins vigorous) = 160 mins
- b) "Sufficient" Time \geq 150 mins/wk and Sessions \geq 5/wk
This interpretation is derived as above, however, the 150+ mins/wk must be accumulated in at least five separate sessions of physical activity (ie, by summing the frequency items).
For example: 60 mins walking + 30 mins other moderate + (2x35 mins vigorous) = 160 mins, BUT total frequency of walking, moderate and vigorous = 4, then this would be "insufficiently" active for health benefits.

Other potential uses of data from the AAS include simple measures of minutes spent in each type of activity or total time in physical activity (total time in health enhancing physical activity – HEPA). For example, if you are interested in increasing physical activity among blue-collar workers, you might look for a shift in total time spent in physical activity.

APPENDIX 2

International Physical Activity Questionnaire – Long form (IPAQ-L): Self-administered Format

NOTE: Telephone versions and shorter versions are available at: www.ipaq.ki.se.

We are interested in finding out about the kinds of physical activities that people do as part of their everyday lives. The questions will ask you about the time you spent being physically active in the **last 7 days**. Please answer each question even if you do not consider yourself to be an active person. Please think about the activities you do at work, as part of your house and yard work, to get from place to place, and in your spare time for recreation, exercise or sport.

Think about all the **vigorous** and **moderate** activities that you did in the **last 7 days**. **Vigorous** physical activities refer to activities that take hard physical effort and make you breathe much harder than normal. **Moderate** activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal.

PART 1: JOB-RELATED PHYSICAL ACTIVITY

The first section is about your work. This includes paid jobs, farming, volunteer work, course work, and any other unpaid work that you did outside your home. Do not include unpaid work you might do around your home, like housework, yard work, general maintenance, and caring for your family. These are asked in Part 3.

1. Do you currently have a job or do any unpaid work outside your home?

YES

No →

Skip to PART 2: TRANSPORTATION

The next questions are about all the physical activity you did in the **last 7 days** as part of your paid or unpaid work. This does not include traveling to and from work.

2. During the **last 7 days**, on how many days did you do **vigorous** physical activities like heavy lifting, digging, heavy construction, or climbing up stairs **as part of your work**? Think about only those physical activities that you did for at least 10 minutes at a time.

_____ **days per week**

No vigorous job-related physical activity



Skip to question 4

3. How much time did you usually spend on one of those days doing **vigorous** physical activities as part of your work?

_____ **hours per day**

_____ **minutes per day**

4. Again, think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **moderate** physical activities like carrying light loads **as part of your work**? Please do not include walking.

_____ **days per week**

No moderate job-related physical activity



Skip to question 6

5. How much time did you usually spend on one of those days doing **moderate** physical activities as part of your work?

_____ **hours per day**
_____ **minutes per day**

6. During the **last 7 days**, on how many days did you **walk** for at least 10 minutes at a time **as part of your work**? Please do not count any walking you did to travel to or from work.

_____ **days per week**

No job-related walking → **Skip to PART 2: TRANSPORTATION**

7. How much time did you usually spend on one of those days **walking** as part of your work?

_____ **hours per day**
_____ **minutes per day**

PART 2: TRANSPORTATION PHYSICAL ACTIVITY

These questions are about how you traveled from place to place, including to places like work, stores, movies, and so on.

8. During the **last 7 days**, on how many days did you **travel in a motor vehicle** like a train, bus, car, or tram?

_____ **days per week**

No traveling in a motor vehicle → **Skip to question 10**

9. How much time did you usually spend on one of those days **traveling** in a train, bus, car, tram, or other kind of motor vehicle?

_____ **hours per day**
_____ **minutes per day**

Now think only about the **bicycling** and **walking** you might have done to travel to and from work, to do errands, or to go from place to place.

10. During the **last 7 days**, on how many days did you **bicycle** for at least 10 minutes at a time **to go from place to place**?

_____ **days per week**

No bicycling from place to place → **Skip to question 12**

11. How much time did you usually spend on one of those days to **bicycle** from place to place?

_____ **hours per day**
_____ **minutes per day**

12. During the **last 7 days**, on how many days did you **walk** for at least 10 minutes at a time to go **from place to place**?

_____ **days per week**

No walking from place to place



***Skip to PART 3: HOUSEWORK,
HOUSE MAINTENANCE, AND
CARING FOR FAMILY***

13. How much time did you usually spend on one of those days **walking** from place to place?

_____ **hours per day**

_____ **minutes per day**

PART 3: HOUSEWORK, HOUSE MAINTENANCE, AND CARING FOR FAMILY

This section is about some of the physical activities you might have done in the **last 7 days** in and around your home, like housework, gardening, yard work, general maintenance work, and caring for your family.

14. Think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **vigorous** physical activities like heavy lifting, chopping wood, shoveling snow, or digging **in the garden or yard**?

_____ **days per week**

No vigorous activity in garden or yard



Skip to question 16

15. How much time did you usually spend on one of those days doing **vigorous** physical activities in the garden or yard?

_____ **hours per day**

_____ **minutes per day**

16. Again, think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **moderate** activities like carrying light loads, sweeping, washing windows, and raking **in the garden or yard**?

_____ **days per week**

No moderate activity in garden or yard



Skip to question 18

17. How much time did you usually spend on one of those days doing **moderate** physical activities in the garden or yard?

_____ **hours per day**

_____ **minutes per day**

18. Once again, think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **moderate** activities like carrying light loads, washing windows, scrubbing floors and sweeping **inside your home**?

_____ days per week

No moderate activity inside home → *Skip to PART 4: RECREATION, SPORT AND LEISURE-TIME PHYSICAL ACTIVITY*

19. How much time did you usually spend on one of those days doing **moderate** physical activities inside your home?

_____ **hours per day**
_____ **minutes per day**

PART 4: RECREATION, SPORT, AND LEISURE-TIME PHYSICAL ACTIVITY

This section is about all the physical activities that you did in the **last 7 days** solely for recreation, sport, exercise or leisure. Please do not include any activities you have already mentioned.

20. Not counting any walking you have already mentioned, during the **last 7 days**, on how many days did you **walk** for at least 10 minutes at a time **in your leisure time**?

_____ **days per week**

No walking in leisure time → *Skip to question 22*

21. How much time did you usually spend on one of those days **walking** in your leisure time?

_____ **hours per day**
_____ **minutes per day**

22. Think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **vigorous** physical activities like aerobics, running, fast bicycling, or fast swimming **in your leisure time**?

_____ **days per week**

No vigorous activity in leisure time → *Skip to question 24*

23. How much time did you usually spend on one of those days doing **vigorous** physical activities in your leisure time?

_____ **hours per day**
_____ **minutes per day**

24. Again, think about only those physical activities that you did for at least 10 minutes at a time. During the **last 7 days**, on how many days did you do **moderate** physical activities like bicycling at a regular pace, swimming at a regular pace, and doubles tennis **in your leisure time**?

_____ **days per week**

No moderate activity in leisure time → *Skip to PART 5: TIME SPENT SITTING*

25. How much time did you usually spend on one of those days doing **moderate** physical activities in your leisure time?

_____ **hours per day**
_____ **minutes per day**

PART 5: TIME SPENT SITTING

The last questions are about the time you spend sitting while at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading or sitting or lying down to watch television. Do not include any time spent sitting in a motor vehicle that you have already told me about.

26. During the **last 7 days**, how much time did you usually spend **sitting** on a **weekday**?

_____ **hours per day**
_____ **minutes per day**

27. During the **last 7 days**, how much time did you usually spend **sitting** on a **weekend day**?

_____ **hours per day**
_____ **minutes per day**

This is the end of the questionnaire, thank you for participating

CHAMPS Activities Questionnaire

A questionnaire for older adults

Developed by
Institute for Health and Aging
University of California San Francisco (UCSF)

Stanford Center for Research in Disease Prevention
Stanford University

Instructions: We are interested in finding out about the kinds of activities you do as part of your everyday life. You will be asked about activities you do at work, to get from place to place, as part of your house and yard work, and in your spare time for recreation, exercise or sport.

1. Which of the following statements best describes how active you have been during the past 4 weeks, that is, had hobbies, work, social activities, or other activities that kept you busy? *(Tick one box)*

- Not at all active 1
A little active 2
Fairly active 3
Quite active 4
Very active 5
Extremely active 6

2. Which of the following statements best describes how physically active you have been during the past 4 weeks, that is, done activities such as brisk walking, swimming, dancing, general conditioning, or recreational sports? *(Tick one box)*

- Not at all active 1
A little active 2
Fairly active 3
Quite active 4
Very active 5
Extremely active 6

3. During the past 4 weeks, about how many flights of stairs did you climb during a typical day? (one flight = 12-15 steps, equivalent to going from one floor to another) *(Tick one box)*

- None 1
Less than one 2
1-2 flights 3
3-4 flights 4
5 or more flights 5

Instructions: Read Carefully

4. Think about the past 4 weeks. The next few pages list various activities you might have done. Before you begin, please review the following steps and examples:

STEP #1: NUMBER OF TIMES EACH WEEK

- For each activity, write on the line provided how many times each week, on average, you did that activity.
- If you did an activity less than once a week or not at all, please write "0" on the line provided

For example, if you did not do the activity at all or did it less than once a week during the past 4 weeks (see Example A)

EXAMPLE A STEP #1

Activities	Number of times a week (If none, write "0")	Less than 1 hr/wk	1-2½ hrs/wk	3-4½ hrs/wk	5-6½ hrs/wk	7-8½ hrs/wk	9 or more hrs/wk
Mow lawns	Times a week <u>0</u> →	A	B	C	D	E	F

STEP #2: TOTAL TIME, ON AVERAGE, EACH WEEK

- If you did the activity at least once a week, circle one letter representing how much total time, on average, you spent doing it each week (*see Example B*)

For example, if you did the activity on average 3 times a week for a total of 1½ hours:

Activities	Number of times a week (If none, write "0")	Less than 1 hr/wk	1-2½ hrs/wk	3-4½ hrs/wk	5-6½ hrs/wk	7-8½ hrs/wk	9 or more hrs/wk
Use computer	Times a week <u>3</u> →	A	ⓑ	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Social Activities:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
a. Visit with friend or family (other than those you live with)	Times a week ____ →	A	B	C	D	E	F
b. Go to the seniors club or community centre etc.....	Times a week ____ →	A	B	C	D	E	F
c. Do volunteer work	Times a week ____ →	A	B	C	D	E	F
d. Attend church or take part in church activities	Times a week ____ →	A	B	C	D	E	F
e. Attend other club or group meetings	Times a week ____ →	A	B	C	D	E	F
f. Talk on the phone	Times a week ____ →	A	B	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Recreation and Hobbies:	Number of times a week (If none, write "0")	Less than 1	1-2½ hrs	3-4½ hrs	5-6½ hrs	7-8½ hrs	9 or more
		hr a week	a week	a week	a week	a week	hrs a week
g. Use a computer (<u>not</u> work related).....	Times a week ____ →	A	B	C	D	E	F
h. Dance (such as square, folk, line, ballroom) (do not count aerobic dance here)	Times a week ____ →	A	B	C	D	E	F
i. Do woodwork, needlework, drawing, or other arts or crafts	Times a week ____ →	A	B	C	D	E	F
j. Play golf, riding a cart (count walking time only)	Times a week ____ →	A	B	C	D	E	F
k. Play golf, carrying or pulling your equipment (count walking time only)	Times a week ____ →	A	B	C	D	E	F
l. Attend a concert, movie, lecture, or sporting event	Times a week ____ →	A	B	C	D	E	F
m. Play cards, bingo, or board games with other people	Times a week ____ →	A	B	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Recreation and Hobbies:		Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
n. Shoot pool or billiards	Times a week ____ →	A	B	C	D	E	F	
o. Play tennis	Times a week ____ →	A	B	C	D	E	F	
p. Play a musical instrument	Times a week ____ →	A	B	C	D	E	F	
q. Read	Times a week ____ →	A	B	C	D	E	F	
Work Around the House:		Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
r. Do heavy work around the house (such as washing windows, cleaning gutters)..	Times a week ____ →	A	B	C	D	E	F	
s. Do light work around the house (such as sweeping or vacuuming).....	Times a week ____ →	A	B	C	D	E	F	

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Work Around the House:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
t. Do heavy gardening (such as digging in garden, raking).....	Times a week ____ →	A	B	C	D	E	F
u. Do light gardening (such as watering plants)	Times a week ____ →	A	B	C	D	E	F
v. Work on your car, truck, lawn mower, or other machinery	Times a week ____ →	A	B	C	D	E	F
Walking and Jogging:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
w. Walk uphill or hike uphill (count only uphill part)	Times a week ____ →	A	B	C	D	E	F
x. Walk leisurely for exercise or pleasure	Times a week ____ →	A	B	C	D	E	F
z. Walk to do errands (such as to/from a shop) (count walk time only)	Times a week ____ →	A	B	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Walking and Jogging:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
aa. Walk fast or briskly for exercise (do not count walking leisurely or uphill)	Times a week ____ →	A	B	C	D	E	F
bb. Jog or run	Times a week ____ →	A	B	C	D	E	F

Other Types of Exercise:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
cc. Ride a bicycle or stationary cycle using legs only	Times a week ____ →	A	B	C	D	E	F
dd. Do aerobic machines involving arms and legs (such as rowing or cross-country ski machines)	Times a week ____ →	A	B	C	D	E	F
ee. Do stair or step machine	Times a week ____ →	A	B	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Other Types of Exercise:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
ff. Swim gently	Times a week ____ →	A	B	C	D	E	F
gg. Swim moderately or fast	Times a week ____ →	A	B	C	D	E	F
hh. Do water exercises (do not count swimming)	Times a week ____ →	A	B	C	D	E	F
ii. Do stretching or flexibility exercises (do not count yoga or Tai-chi)	Times a week ____ →	A	B	C	D	E	F
jj. Do yoga or Tai-chi	Times a week ____ →	A	B	C	D	E	F
kk. Do aerobics or aerobic dancing	Times a week ____ →	A	B	C	D	E	F
ll. Do moderate to heavy strength training (such as hand held weights or more than 5 lbs, weight machines, or push ups)	Times a week ____ →	A	B	C	D	E	F

Think about the past 4 weeks. For each activity, please write **HOW MANY TIMES** each week, on average you did it. Next, please circle one letter representing how much **TOTAL TIME**, on average, you spent doing that activity each week.

Other Types of Exercise:	Number of times a week (If none, write "0")	Less than 1 hr a week	1-2½ hrs a week	3-4½ hrs a week	5-6½ hrs a week	7-8½ hrs a week	9 or more hrs a week
mm. Do light strength training (such as hand held weights of 5lbs or less or elastic bands)	Times a week ____ →	A	B	C	D	E	F
nn. Do light calisthenics or chair exercises (do not count strength training)	Times a week ____ →	A	B	C	D	E	F
oo. Play basketball, soccer, or racquetball/squash (do not count time on sidelines)	Times a week ____ →	A	B	C	D	E	F
pp. Do other types of physical activity not previously mentioned (please specify) _____	Times a week ____ →	A	B	C	D	E	F

APPENDIX 4



FOR FURTHER INFORMATION ABOUT THIS INSTRUMENT:
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Children's
Leisure Activities Study
(CLASS)

Children's Leisure Activities Study Survey

PARENT QUESTIONNAIRE

**PLEASE NOTE: THIS QUESTIONNAIRE WILL TAKE
APPROXIMATELY 10 MINUTES TO COMPLETE**

Your child's name: _____

Your child's teacher: _____

The following questions relate to the child you have named on the front cover of the questionnaire.

Which of the following **PHYSICAL** activities does your child **USUALLY** do during a typical **WEEK**?
(since the start of the school year, do **NOT** include school holidays)

During a typical WEEK what activities does your CHILD usually do?	Does your child usually do this activity? No ₁ Yes ₂	MONDAY - FRIDAY		SATURDAY - SUNDAY	
		How many times Monday-Friday?	Total hours/minutes Monday-Friday	How many times Saturday & Sunday?	Total hours/minutes Saturday & Sunday
Eg. Bike riding	No ₁ Yes₂	2	40mins	1	15mins
Aerobics	No ₁ Yes ₂				
Dance	No ₁ Yes ₂				
Calisthenics/gymnastics	No ₁ Yes ₂				
Tennis/ bat tennis	No ₁ Yes ₂				
Aussie Rules Football	No ₁ Yes ₂				
Soccer	No ₁ Yes ₂				
Basketball	No ₁ Yes ₂				

During a typical WEEK what activities does your child usually do?	Does your child usually do this activity?		MONDAY - FRIDAY		SATURDAY - SUNDAY	
			How many times Monday-Friday?	Total hours/minutes Monday-Friday	How many times Saturday & Sunday?	Total hours/minutes Saturday & Sunday
Cricket	No ₁	Yes ₂				
Netball	No ₁	Yes ₂				
Baseball/softball	No ₁	Yes ₂				
Swimming laps	No ₁	Yes ₂				
Swimming for fun	No ₁	Yes ₂				
Down ball/4 square	No ₁	Yes ₂				
Tag/chasey	No ₁	Yes ₂				
Skipping rope	No ₁	Yes ₂				
Roller blading	No ₁	Yes ₂				
Scooter	No ₁	Yes ₂				
Skateboarding	No ₁	Yes ₂				
Bike riding	No ₁	Yes ₂				
Household chores	No ₁	Yes ₂				

During a typical WEEK what activities does your child usually do?	Does your child usually do this activity?	MONDAY - FRIDAY		SATURDAY - SUNDAY	
		How many times Monday-Friday?	Total hours/minutes Monday-Friday	How many times Saturday & Sunday?	Total hours/minutes Saturday & Sunday
Play on playground equipment	No ₁ Yes ₂				
Play in the cubby house	No ₁ Yes ₂				
Bounce on the trampoline	No ₁ Yes ₂				
Play with pets	No ₁ Yes ₂				
Walk the dog	No ₁ Yes ₂				
Walk for exercise	No ₁ Yes ₂				
Jogging or running	No ₁ Yes ₂				
Physical education class	No ₁ Yes ₂				
Sport class at school	No ₁ Yes ₂				
Travel by walking to school (to and from school = 2 times)	No ₁ Yes ₂				
Travel by cycling to school (to and from school = 2 times)	No ₁ Yes ₂				
Other (please state) _____	No ₁ Yes ₂				

During a typical WEEK what other leisure activities does your child usually do?	Do you usually do this activity?	Total hours/minutes Monday-Friday	Total hours/minutes Saturday & Sunday
E.G. TV/videos	No ₁ Yes₂	15hrs	6hrs 30mins
TV / videos	No ₁ Yes ₂		
Playstation / Nintendo / computer games	No ₁ Yes ₂		
Computer / Internet	No ₁ Yes ₂		
Homework	No ₁ Yes ₂		
Play indoors with toys	No ₁ Yes ₂		
Sitting talking	No ₁ Yes ₂		
Talk on the phone	No ₁ Yes ₂		
Listen to music	No ₁ Yes ₂		
Musical instrument	No ₁ Yes ₂		
Board games/cards	No ₁ Yes ₂		
Reading	No ₁ Yes ₂		
Art & craft (eg. pottery, sewing, drawing)	No ₁ Yes ₂		
Imaginary play	No ₁ Yes ₂		
Travel by car / bus (to and from school)	No ₁ Yes ₂		
Other (please state) _____	No ₁ Yes ₂		

APPENDIX 5

Self-efficacy:

Physical activity or exercise includes activities such as walking briskly, jogging, bicycling, swimming, or any other activity in which the exertion is at least as intense as these activities.

Circle the number that indicates how confident you are that you could be physically active in each of the following situations:

1. When I am tired	1	2	3	4	5
2. When I am in a bad mood	1	2	3	4	5
3. When I feel I don't have time	1	2	3	4	5
4. When I am on vacation	1	2	3	4	5
5. When it is raining	1	2	3	4	5

Scale:

- 1 = not at all confident
- 2 = slightly confident
- 3 = moderately confident
- 4 = very confident
- 5 = extremely confident

Calculate score by averaging all five items. Higher score indicates higher self-efficacy.

Source: Marcus B & Forsyth LA (2003), *Motivating People to be Physically Active*, Human Kinetics, Champaign.

APPENDIX 6

Walkable America Checklist: How Walkable Is Your Community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. But walking needs to be safe and easy. Print out this checklist, take a walk with your child, and use it to decide if your neighborhood is a friendly place to walk. Take heart if you find problems; there are ways you can make things better.

Getting started

Pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. Read over the checklist before you go, and as you walk note the locations of things you would like to change. At the end of your walk, give an overall rating to each question. Then add up the numbers to see how you rated your walk.

Rating scale

- 1 = awful
- 2 = quite a few problems
- 3 = some problems
- 4 = good
- 5 = very good
- 6 = excellent

Location of Your Walk:

From To

1. Did you have room to walk?

Yes | Some problems (see below)

Sidewalks started and stopped

Sidewalks were broken or cracked

Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.

No sidewalks, paths, or shoulders

Too much traffic? Something else?

Rating: 1 2 3 4 5 6

Locations of problems:

2. Was it easy to cross streets?

Yes | Some problems (see below)

Road was too wide

Traffic signals made us wait too long or did not give us enough time to cross

Needed striped crosswalks or traffic signals

Parked cars blocked our view of traffic

Trees or plants blocked our view of traffic

Needed curb ramps or ramps needed repair

Something else?

Rating: 1 2 3 4 5 6

Locations of problems:

3. Did drivers behave well?

Good | Some problems. Drivers ... (see below)

Backed out of driveways without looking

Did not yield to people crossing the street

Turned into people crossing the street

Sped up to make it through traffic lights or drove through red lights

Something else?

Rating: 1 2 3 4 5 6

Locations of problems:

**4. Was it easy to follow safety rules?
Could you and your child ...**

Cross at crosswalks or where you could see and be seen by drivers? Yes No

Stop and look left, right and then left again before crossing streets? Yes No

Walk on sidewalks or shoulders facing traffic where there were no sidewalks? Yes No

Cross with the light? Yes No

Rating: 1 2 3 4 5 6

Locations of problems:

5. Was your walk pleasant?

Nice | Some unpleasant things (see below)

Needed more grass, flowers or trees

Scary dogs

Scary people

Not well lighted

Dirty, lots of litter or trash

Something else?

Rating: 1 2 3 4 5 6

Locations of problems:

Add up your ratings:

26-30: Celebrate! You have a great neighborhood for walking; **21-25:** Celebrate a little. Your neighborhood is pretty good; **16-20:** Okay, but it needs work; **11-15:** It needs lots of work. You deserve better than that; **5-10:** Call out the National Guard before you walk. It's a disaster area.