

**Iowans Fit for Life Community Wellness Grants**  
**Common Physical Activity Indicators**  
**Child and Adult Surveys**

<b>Process indicators</b>	Used to measure progress in the processes of change. Used to investigate how something has been done, rather than what has happened as a result. Examples of these might be the setting up of expert advisory committees on physical activity within a community or program implementation dosage or participant attendance.		
<b>Outcome indicators</b>	Used to measure the ultimate outcomes of an action. These might be short-term outcomes (e.g., increased knowledge), intermediate outcomes (e.g., change in behavior) or long-term outcomes (e.g., reduction in incidence of cardiovascular disease).		
<b>Construct</b>	<b>Survey items Middle School</b>	<b>Survey items High School</b>	<b>Survey items Adult</b>
<b>Behavior</b>	<p>Youth Risk Behavior Survey (YRBS)</p> <p>During the past 7 days, on how many days were you physically active for a total of <b>at least 60 minutes per day</b>? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)</p> <p>A. 0 days  B. 1 day  C. 2 days  D. 3 days  E. 4 days  F. 5 days  G. 6 days  H. 7 days</p>	<p>Youth Risk Behavior Survey (YRBS)</p> <p>During the past 7 days, on how many days were you physically active for a total of <b>at least 60 minutes per day</b>? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)</p> <p>A. 0 days  B. 1 day  C. 2 days  D. 3 days  E. 4 days  F. 5 days  G. 6 days  H. 7 days</p>	<p>Behavioral Risk Factor Surveillance Survey (BRFSS)</p> <p>When you are at work, which of the following best describe what you do? Would you say:</p> <p><i>Mostly sitting or standing</i>  <i>Mostly walking or</i>  <i>Mostly heavy labor or physically demanding work</i>  <i>Don't know/Not sure</i>  <i>Refused</i></p>

	<p>On an average school day, how many hours do you watch TV?</p> <p>A. I do not watch TV on an average school day</p> <p>B. Less than 1 hour per day</p> <p>C. 1 hour per day</p> <p>D. 2 hours per day</p> <p>E. 3 hours per day</p> <p>F. 4 hours per day</p> <p>G. 5 or more hours per day</p> <p>On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, Play Station, Xbox, computer games, and the Internet.)</p> <p>A. I do not play video or computer games or use a computer for something that is not school work</p> <p>B. Less than 1 hour per day</p> <p>C. 1 hour per day</p> <p>D. 2 hours per day</p> <p>E. 3 hours per day</p> <p>F. 4 hours per day</p> <p>G. 5 or more hours per day</p>	<p>On an average school day, how many hours do you watch TV?</p> <p>A. I do not watch TV on an average school day</p> <p>B. Less than 1 hour per day</p> <p>C. 1 hour per day</p> <p>D. 2 hours per day</p> <p>E. 3 hours per day</p> <p>F. 4 hours per day</p> <p>G. 5 or more hours per day</p> <p>On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, PlayStation, Xbox, computer games, and the Internet.)</p> <p>A. I do not play video or computer games or use a computer for something that is not school work</p> <p>B. Less than 1 hour per day</p> <p>C. 1 hour per day</p> <p>D. 2 hours per day</p> <p>E. 3 hours per day</p> <p>F. 4 hours per day</p> <p>G. 5 or more hours per day</p>	<p>We are interested in two types of physical activity: VIGOROUS and MODERATE. VIGOROUS activities cause large increases in breathing or heart rate while MODERATE activities cause small increases in breathing or heart rate. Now, thinking about the moderate physical activities you do in a usual week when you are not working, do you do MODERATE activities for at least 10 minutes at a time, such as brisk walking, bicycling, vacuuming, gardening, or anything else that causes small increases in breathing or heart rate?</p> <p>Yes</p> <p>No</p> <p>Don't know/Not sure</p> <p>How many days per week do you do these moderate activities for at least 10 minutes at a time?</p> <p>___ ___ Days per week</p>
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	<p>In an average week when you are in school, on how many days do you go to physical education (PE) classes?</p> <p>A. 0 days  B. 1 day  C. 2 days  D. 3 days  E. 4 days  F. 5 days</p> <p>During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)</p> <p>A. 0 teams  B. 1 team  C. 2 teams  D. 3 or more teams</p>	<p>In an average week when you are in school, on how many days do you go to physical education (PE) classes?</p> <p>A. 0 days  B. 1 day  C. 2 days  D. 3 days  E. 4 days  F. 5 days</p> <p>During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)</p> <p>A. 0 teams  B. 1 team  C. 2 teams  D. 3 or more teams</p>	<p>On days when you do moderate activities for at least 10 minutes at a time, how much total time per day do you spend doing these activities?  ___ Hours and ___ minutes per day</p> <p>Now thinking about the vigorous physical activities you do in a usual week when you are not working, do you do VIGOROUS for at least 10 minutes at a time, such as running, aerobics, heavy yard work, or anything else that causes large increases in breathing or heart rate?</p> <p>Yes  No  Don't know/Not sure</p> <p>How many days per week do you do these vigorous activities for at least 10 minutes at a time?  ___ ___ Days per week</p> <p>On days when you do moderate activities for at least 10 minutes at a time, how much total time per day do you spend doing these activities?  _____ Hours and _____ minutes per day</p>
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<b>Preferences (Sherwood)</b>	<b>3<sup>rd</sup> – 5<sup>th</sup> Grade</b>	
	<p><b>How much do you like these physical activities? Please check your answer</b>  <i>I do not like this – I like this a lot/I don't know what this is</i></p> <p>Water play (swimming pool, lake)  Arts and crafts  Computer games, video games  Bicycle  Games such as chase, tag, hopscotch  Listen to music, play an instrument  Jump rope  Skateboarding, skating, rollerblading  Climb on playground equipment  Watch T.V., videos  Play board games  Outdoor play, climb trees, hide &amp; seek  Swim laps  Running  Talk on the phone  Dancing</p>	

	Indoor chores: mopping, sweeping, vacuuming Outdoor chores: mowing, raking, gardening Football Exercise like push-ups, sit-ups and jumping jacks Baseball/ softball Basketball Weight lifting, strength training Racket sports: badminton, tennis Yoga Hiking Dance Martial arts Gymnastics Homework, reading Volleyball Soccer	
<b>Knowledge</b>	<b>1<sup>st</sup> grade</b>	<b>5<sup>th</sup> grade</b>
	Put an X in front of the activities that help kids be <b>physically</b> active.	
	Ride a bicycle	
	Dance or practice martial arts	
	Play games on a computer	
	Walk the dog	
	Play board games	
	Play tag or chase	
	Jump rope	

Self-efficacy		5 <sup>th</sup> grade	Adults
		<p>Please mark either <i>Yes</i> or <i>No</i> for each of the sentences below. <i>No</i> means that you do not agree with the sentence. <i>Yes</i> means that you agree with the sentence.</p> <p><i>Yes/No</i></p> <p>I can be physically active most days after school.</p>	<p>Whether you exercise or not, please rate how confident you are that you could really motivate yourself to do things like these consistently, <b>for at least six months.</b></p> <p><i>Very confident/confident/not confident/not confident at all</i></p> <ol style="list-style-type: none"> <li>1. Get up early, even on weekends, to exercise.</li> <li>2. Stick to your exercise program after a long, tiring day at work.</li> <li>3. Exercise even though you are feeling depressed.</li> <li>4. Set aside time for a physical activity program; that is, walking, jogging swimming, biking, or other continuous activities for at least 30 minutes, 3 times per week</li> <li>5. Continue to exercise with others even though they seem too fast or too slow for you.</li> <li>6. Stick to your exercise program when undergoing a stressful life change (e.g., divorce, death in the family, moving).</li> <li>7. Attend a party only after exercising.</li> </ol>

			<p>8. Stick to your exercise program when your family is demanding more time from you.</p> <p>9. Stick to your exercise program when you have household chores to do.</p> <p>10. Stick to your exercise program even when you have excessive demands at work.</p> <p>11. Stick to your exercise program when social obligations are very time consuming.</p> <p>12. Read or study less in order to exercise more.</p>
		I can ask my parents or other adult to do physically active things with me.	
		I can ask my parent or other adult to sign me up for a sport, dance, or other physical activity.	
		I can be physically active even if it is very hot or cold outside.	
		I can ask my best friend to be physically active with me.	
		I can ask my parent or other adult to get me the equipment I need to be physically active.	
		I can ask my parent or other adult to take me to a physical activity or sport practice	

		I can be physically active even if I have a lot of homework.	
		I think I have the skills I need to be physically active.	
		I can be physically active no matter how busy my day is.	
		I am physically active most days.	
<b>Social Support</b>			<b>Adult</b>
			<p>During the past three months, my family (or members of my household) or friends: (circle all correct responses).</p> <p><i>1 exercised with me.</i></p> <p><i>2 offered to exercise with me.</i></p> <p><i>3 gave me helpful reminders to exercise ("Are you going to exercise tonight?").</i></p> <p><i>4 gave me encouragement. to stick with my exercise program.</i></p> <p><i>5 changed their schedule so we could exercise together.</i></p> <p><i>6 discussed exercise with me.</i></p> <p><i>7 complained about the time I spend exercising.</i></p> <p><i>8 criticized me or made fun of me for exercising.</i></p> <p><i>9 gave me rewards for exercising (bought me something or gave me something I like).</i></p>

			<p><i>10 planned for exercise on recreational outings.</i></p> <p><i>11 helped plan activities around my exercise.</i></p> <p><i>12 asked me for ideas on how they can get more exercise.</i></p> <p><i>13 talked about how much they like to exercise.</i></p>
<b>Knowledge</b>			<b>Parent</b>
			<p>How true are the following statements?</p> <p><i>True/False</i></p> <p>A 3rd grade child should be physically active each day for at least - 30, 60 or 90 minutes</p>
<b>Availability</b>			I provide activities in my home that allow my child to be physically active.
			I encourage my child to play outside after school and on weekends.
			My family sets aside daily time for physical activity, like walking, jogging, swimming, biking or other continuous activities for at least 30 minutes.
<b>Supportive environment</b>			<b>Community-level</b>
			% of population with access to safe places to walk.

			Miles of bicycle paths per square mile (by urban versus rural).
			% of communities with formal transportation plan listing walking and bicycling as priorities.
			Square miles of car-free zones.
			% of schools and workplaces equipped with appropriate sport facilities and equipment.
			% of schools with "walk-to-school" safe routes.
			% of the population offered advice on physical activity by primary care practitioner.
			% of people walking and bicycling to work, with the duration of 10 minutes or more.
			% of children walking and bicycling to school.
			% of population accumulating at least one hour of moderate intensity activity level
			% of older adults regularly doing activities to maintain muscle strength.
			% of older adults regularly doing activities to maintain weight balance.

			% of children engaging in sedentary behaviors, such as TV/Video/Computer time.
			% of adults engaging in sedentary behaviors, such as TV/Video/Computer time.

## CATCH 'EM Measurement Tools Description

[www.sph.uth.tmc.edu/catch\\_em/MeasureToolsDesc.htm](http://www.sph.uth.tmc.edu/catch_em/MeasureToolsDesc.htm)

These measurement tools/instruments are used to assess the current health status of children along with the level of implementation of the CATCH Program in any district or school. The materials are separated by age level / intended audience.

These measurement tools/instruments are available for general use or adaptation; however, appropriate references and investigators should be cited on any publications using the measurement tools from this website. References for each of the instruments can be found within the description of each measure.

You will find measurement protocols included below the measurement tools. Protocols give specific directions on how to conduct measures. In order to get the most accurate, consistent and reliable data, it is advised that the protocols be followed as written.

### Student / Child Questionnaires

[School Physical Activity and Nutrition \(SPAN\) Questionnaire](#)

- [SPAN Survey Administration Protocol](#)
- [SPAN Height and Weight Protocol](#)

[After School Student Questionnaire \(ASSQ\)](#)

[CATCH Health Behavior Questionnaire\(HBQ\)](#)

### School Staff Questionnaires

[Eat Smart Questionnaire](#)

[CATCH PE Questionnaire](#)

[Classroom Curriculum Questionnaire](#)

[CATCH Pre / Post Training Team Questionnaires](#)

[How Do We Know It's Working?](#)